Career and Professional Development Equality the Concern of Female Teachers in Tanzania

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Abstract
Career and professional development of employees are some of the crucial correlates of gender equality in progressive employment systems and work organisations (Mullins, 2002). Unfortunately, in Tanzania like in many developing countries, despite measures to enhance employee development in their career and profession, there are wide allegations that female employees are being sidelined in programmes arranged for teacher career and professional development, something that is hitherto worrying and frustrating the female teachers and tainting the national socio-economic development agenda (Constitution of the United Republic of Tanzania). Hence there was need to carry out a desk top study to assess whether there was equity in career and professional development among gender in education sector. Literature shows that in both developed and developing countries. Access to career development opportunities is inclined to the side of male teachers. Though in some countries there are more female teachers than male however they are few female administrators in schools. Many factors are responsible for this sideling. The most critical one is poor implementation of affirmative action policy. Tanzania is not different despite availability of legal instruments supporting gender equality the situation is not good enough. Recommendations: Gender policy should be established in order to avoid gender bias in appointments and upgrading of teachers. The government should enhance fairness while providing in-service training to the teachers. This will heighten those (female), who see themselves as being sidelined in professional development. Career development for women should be anchored in the affirmative action policies to eliminate gender discrimination in the country.
Key Words*: Gender equality, professional development, staff development, careers, female teachers*

I. Introduction

In this section, conceptualization of key terms applied in the study is accordingly done on the concept of gender equality and on career and professional development. Then after, the theoretical orientation behind the study (development theory of Super, 1990) is explained. Finally, related empirical literature is reviewed on

Conceptualizing Gender Equality

Thesaurus Dictionary refers to gender as sex which is identified as masculinity or femininity; sexual category, sexual characteristics and sexual roles. The latter being sociological categorization of humankind. Nonetheless, gender equality entails the belief that all human beings, both men and women, are free to develop their personal abilities and also to make desired choices without any limitations set by stereotypes, rigidity on gender roles and prejudices. According to Acker (2013) the varying behaviors of men and women, aspirations and needs of women and men should be considered, valued and favored equally without considering whether one is born male or female.

The UNESCO, Report of 2013 clearly states that no society can develop successfully without providing equitable opportunities, resources, and life prospects for both gender types. Several researchers have also been underscoring the rationale for gender equality. For example, Obura (2015) inferred that societies with greater gender equality experience faster social and economic growth and subsequent development. Moreover, Onsongo's study on the role of gender equity among professional women in social services, particularly in the teaching profession (2012), highlighted that empowering women to participate professionally in educational institutions, significantly enabled them to be more productive. Connotatively, in a similar vein, Kiamba (2010) reiterated that when women are failed by gender stereotype to participate fairly in the labor force, or women are excluded from taking management positions, this phenomenon significantly constrict economic growth and sustainable development. There are wide allegations pointing to structural and systemic inequalities regarding career and professional development in Tanzania, despite the constitutional guarantee that streamlines the socio-

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economic essentiality of equality of men and women in the country; urging support for their full 'participation in socio-economic and political life' (URT, 1998).

Worryingly, up to now, there are few studies in Tanzania to verify this claim. This prompted the current researcher to carry out investigations on the problem in Bukoba Municipality; one of the areas where the paucity is perennially being decried.

Concept of Career and Professional Development

Career development, according to Maicibi (2005), overtly and implicitly underscores the realm of effective planning, management, growth and progress of an employee with potential in his/her career. On the other hand, professional development refers to the desired growth and progress of an employee in his/her profession such as in teaching. This is normally punctuated by upgrading which presupposes attending further courses and programmes to acquire enhanced skills, knowledge and professional values. Professional development is assumed to lead to reliable career development, especially when the stereotype in gender/ is minimized. In Tanzania, there are outcries, particularly from female employees that even where one has struggled to study further, her career development may not be necessarily a guarantee. Besides, even acquiring the opportunity to upgrade in the profession is alleged to have remained endemic. Nonetheless, these are mere allegations that warranted empirical investigations.

Theoretical Orientation of the study

This study was anchored in the career development developed theory of Super (1990); generally recognized as Super' Theory. The theory states that people seek career satisfaction through work roles in which they can express themselves and develop their self-concept. According to Super (1990), the occupational preferences and competencies, along with an individual's life situations, all change with time and experience. Super's theory asserts that a person's self – concept, which changes over time, is a combination of biological characteristics, social roles played, and evaluations of how others react to the person. Furthermore, Super's theory recognizes that people play various roles throughout their life spans. The theory further underlines that women's increased interruptions in employment is attributed to nature of family responsibilities and home care, employment inequalities and other gender related overlapping roles. Accordingly, these variables should be put into consideration when planning modes of the career development for women.

The theory was suitable for this study as it illuminates more on study theme which seeks to assess whether there was equity in career and professional development among gender in education sector and highlight the barriers encountered by women when struggling to upgrade their professional and career demands. It adopted the conceptual model of Tusiime (2012), which examined gender equality and professional development, using variables of teacher in-service training, career advancement opportunities and socio-economic factors.

II.   Career and Professional Development Equality

Empirical literature related to the variables of this study was critiqued on gender equality and professional development; gender equality and professional development with lessons for Tanzania.

Gender Equality and Professional Development

Various studies that have been carried out globally have hyped the issue of gender equality and professional or career development of female employees. According to a study by UNESCO Institute for Statistics (2016), there are more female teachers than their counterparts, the female in various social services such as in the teaching profession. The study revealed, for example, that there are about 69 per cent women teachers at primary and secondary level of education all over the world, compared to only 31 per cent male teachers. Despite this reality, the number of female teachers given opportunities to progress in their profession and career was found to be very low, while that of their counterparts – the male, was found to be significantly higher. These variations, however, are not homogeneous in various locations of the world.

In Europe, for example, it has consistently been found that female employees have not been more preferred to develop in their career compared to the male employees. Rice et al (2009) established that although in United Kingdom (UK), female teachers in secondary schools were 51 per cent only 30 per cent of them were filling the posts of head teachers. In 2013, the situation was not different in India (Mincer et al, 2013). Nevertheless, in this country, Mincer (2013) established that there was a significant increase of female head teachers deployment in public schools; from 16 per cent to 29 per cent and from 35% to 46% respectively, between 2009 and 2015.

In South Africa, Moorosi (2013) observed the same in that women comprised 60% of the teaching population but only 23% of them were school leaders. Contrastingly, in Senegal where the number of female teachers in secondary schools was found to be only 25 per cent (Obese, 2014), the percentage reported to be in

headship positions was a mere 7 per cent. What is intriguing in most of these instances is that little has been done to remedy the paucity, something that is likely to dent educational performance and national socio-economic development (Maicibi, 2007).

All this notwithstanding, some countries in Africa have strived to mitigate this. In Rwanda, the government of that country committed itself to take action to address the problem of inequality in professional development and career development, by structurally instituting educational and gender equality (Kalenzi, 2014). According to Kalenzi, between 2010 and 2014 statistical confirmation from the Ministry of Education in Rwanda, confirmed that 1500 teachers were sent to various educational institutions for professional development courses. About 35 per cent were women.

Gender Fairness and Professional Development in Tanzania

In Tanzania, the Education Training Policy (ETP) of 1999 states clearly that the Ministry of Education and Vocational Training is responsible for providing policy and financial support for Teacher Professional Development. Universities and Teacher Education Colleges are responsible for providing training, and materials to support teachers in schools (URT, 2012). Similarly, like other countries, Tanzania has taken various measures to promote gender equality in accessing opportunities leading to professional and career development.

The Constitution of the United Republic of Tanzania guarantees 'equality between men and women, and supports their full participation in social, economic and political life' (URT, 1998). For instance, the National Employment Services Act (1999) provides equal opportunities to men and women in access to employment services and prohibits discrimination in the work place (URT, 2013). The Act indicates that the minimum academic qualifications for a secondary school teacher should be a valid diploma in education obtained from a recognized institution. Therefore, both female and male teachers should possess those qualifications (URT, 2013b). Likewise, the government of Tanzania has made efforts to increase the number of colleges and universities all over the country. It provides students (male and female) with loans to augment educational accessibility at this level.

Despite the national constitution that provides equal opportunities for both female and male citizens in employment, and government's efforts to make various strategies to bring equality between men and women in the educational institutions, still, there is a significant gap between female and male teachers in the context of their professional development propensity especially in public secondary schools. In 2008 alone, women in Tanzania protested publically against their decimal representation and professional development in most public departments and parastatals, including secondary schools (Bandiho, 2009). Allegations are still rife in the country, particularly in Bukoba Municipality, that in-service training for teachers seem not to be favouring the female teachers. This in turn, makes it very difficult for the female teachers to get enriched in their profession and this is claimed to detour their career progress and development (Bandiho, 2009).

In-service Training for teachers

In-service training enhances professional esteem and actualization since it helps to acquire additional learning and application of knowledge. It fosters the attitude of appreciation for lifelong learning as the key to workplace success and organizational development.

Shann (2011) insists that lack of in service training for teachers' leads to retrogressive teaching profession as long life process as academic, pedagogic and management proficiency tend to remain endemically wanting. The author concluded that female teachers should be given the first priority in in-service programs available to keep them updated since their professional touch is always contravened by family errands. This consideration underlies the Education Training Policy (1999) in Tanzania. The Policy states, in part, that In-Service Training for practicing teachers ought to be compulsory in order to ensure teachers' enhanced quality and professionalism. However, all this is doubted to be taking place among female teachers in the country – something that prompted the process of rational investigations of this study

Career advancement opportunities

Career development is the lifelong process of managing learning, work, leisure, and transitions in order to move towards a personally determined and evolving preferred future**.** Bandura (2014) states clearly that the lifelong psychological and behavioral processes as well as contextual influences should shape one's career over the life span. Usually, career development involves the person's creation of a career pattern, decision-making style, and integration of life roles, values expression and life-role self-concepts.

However, according to Chisholm (2011) career development is the process that forms a person's work identity. It is thus a significant part of human development; spanning over the individual's entire lifetime. Thus, Career development can be evaluated through Self-Assessment, Career awareness and Goal-setting.

Bandura (2014), implicitly, tends to agree with Chisholm (2011) on the accruing benefits from the life long search for truth, because both continuously foresee the benefits of self-esteem, self-assessment, self-

actualization and sustainable personal and organisational progress and development, resultant from availability of and access to career development opportunities. Career development is the process of clarifying the individual value through discovering the relationship, professional demands, personal interests' value and skills. Interestingly, Chisholm (2011) and Supeerbly (2012) established that the goal of career development goes hand in hand with that of career awareness, because the beneficiary has to understand his/her own value. The connotation of this inference is that developing individual career awareness means gaining knowledge of career paths and job opportunities skills and qualifications necessary to be successful in these positions. This, of course, is collinear with goal-setting which is a process of integrating self-assessment and career awareness information into career goals; reflecting individual vision. However, all these virtues can remain a nullity once there exists structural unfairness in accessing career and professional opportunities like in the case of Bukoba Municipality where allegations seem to be widespread.

Socio-Economical setbacks for female teachers to apply for leadership posts

Available empirical literature has revealed that in Asia and sub-Saharan Africa, women have substantially fewer economic resources which, otherwise could have tainted their empowerment rights and freedom; to improve their livelihood. According to UNESCO (2011), women were found to be restricted or deprived in terms of education, ownership of property, monetary compensation for their work, financial opportunities, and decision-making at almost all levels - the family, society and at the place of work.

Qiang et al (2013) researched on women empowerment and concluded that, though women empowerment has become a global issue today, women's participation in politics, public sectors and economic activities tend to fall below that of their counterparts, the male often due to gender inequality and social setbacks.

To make matters worse, Hiller et al's study on female emancipation issues also discovered that socio-economic factors, including nature of household environment – family size, household religion, personality of the husband – among others, were substantial deterrents of women freedoms and rights. The study, moreover, revealed for example, that educated women still face challenges when struggling to reconcile family responsibilities with professional demands; putting their career and professional advancement to peril (2013).

For Cubillo et al (2013), female teachers in Niger were identified as being discouraged by the negative attitude from society towards women employability and progress in respective professions; specifically the belief that women should not entwine leadership of schools with family responsibilities. Amusingly, these scholars recommended that, in a situation where a female employee had secured a school management post, authorities ought to be obliged to provide unconditional support to the officer as one of the surest avenues of boosting equality between male and female employees. This is what Klasen (2003) had referred to as giving positive advice, via supervisory support, unbiased monitoring and evaluation - availing a conducive environment to all male and female teachers to enhance egalitarianism and educational performance.

In the United Republic of Tanzania, also a sub-Saharan country, Mruma (2009) verified that educated women are facing various challenges when struggling to maintain their professional profiles. Despite the fact that the government has been passing various Acts to support the creation of conducive environments for women professionals (URT 1999, 2005, 2010, 2012). Surprisingly, despite all efforts, gender equality is still a significant quandary in many public secondary schools in Tanzania. In addition, reviewed literature indicated that women were still under-represented in Bukoba Municipality important positions. The statistics from District Education Office (2010-2016) indicated that career development for female teachers was still miserably low. Out of 353 teachers, 198 were male and 155 female teachers, respectively. Despite the apparent equalized opportunities in the deployment of teachers during this period, only 67 female teachers had been given the opportunity to attend in-service training as compared to 152 male teachers who had benefited. Nonetheless, the statistics did not reveal whether, there had been fewer female teachers who had applied for the said opportunities. However, the statistics revealed that 42 female teachers had declined the offer because of unsettled family issues. The third objective of the proposed study was to investigate the extent to which socio-economic factors affected gender equality in public secondary schools in Tanzania.

III.   Conclusions

In light of the objectives of this study the selection of teachers for in-service training programs is generally biased in developed and developed countries. Access to career development opportunities is inclined on male teachers. It was also established that lack of and poor implementation of affirmative policy were significant factors used by administrators to sideline female teachers; to deny them professional and career development opportunities.

IV.   Recommendations

Gender policy should be be implemented in both developed and developing countries which include Tanzania in order to avoid gender bias in appointments and upgrading of teachers. The governments should enhance fairness while providing in-service training to the teachers. This will heighten those (female), who see themselves as being sidelined in professional development. Career development for women should be anchored in the affirmative action policies to eliminate gender discrimination in the country.

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