

GENDER IMBALANCE: AN EVIL TO ENTREPRENEURSHIP DEVELOPMENT

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ABSTRACT

Gender imbalance has in a way been identified as one of the hinderances for entrepreneurship development. Infact women entrepreneurs are not sufficiently represented in the business sector in a wide range of countries. There is a mixed trend with some countries displaying a positive trend while others, (the majority), displaying a decline in the number of women involved into business. The author of this paper contends that gender imbalance "is an evil to entrepreneurship development" the effect of which is seen or reflected in the set of bias that inhibits women entry into entrepreneurship development. The paper has given an analysis of trend in women self employment, cultural hostility, professional and occupational opportunity constraint, access to resources and managerial attitudes as the set of bias inter alia leading to entrepreneurial under development. The paper gives a general observation of the situation in Institutions in Tanzania and legal move towards alleviating the biasness.

1.0 INTRODUCTION

"Gender" rather than "sex" is the key concept here because we are concerned with the social roles and interactions of men and women rather than their biological characteristics. Gender relations are social relations, referring to the ways in which the social categories of men and women, male and female, relate over the whole range of social organization not just to interactions between individual men and women in the sphere of personal relationships, or in terms of biological reproduction. Gender dreflects all aspects of Social activity, including access to resources for production, rewards or remuneration for work, distribution of consumptions, income or goods, exercise of authority and power, participation in cultural and religious activities, gender is important in establishing people's behavior and the outcome of any social interaction (El-Namaki, 1988).

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Table:1 *Female and male self employment in selected countries in Asia over the period 1980 - 1985.*

Country	Year	Women		Men		Total
		('000')	%	('000')	%	
Singapore	1980	25.0	18.6	134	84.2	159
	1985	24.0	15.30	133	84.7	157
Indonesia	1980	7,875.0	28.6	19,642	71.4	22,517
	1985	7,556	26.2	21,268	73.8	28,782
Sri Lanka	1981	123	9.9	1118	90.1	1,241
	1985	289	19.8	1167	80.2	1,456

Source: Based on self Employment data included in ILO, year book of labour statistics, 1980 - 1987.

3.0 BARRIERS TO WOMEN ENTRY INTO EMPLOYMENT

3.1 Cultural Hostility

There is a common believe that problem of entrepreneurial development is cultural -prone and that several socio-cultural variables influence the process, the individuals and the firm. (McClelland, 1960, wileken, 1979 et al). There is, however, sufficient evidence to propose that the influence of those cultural values is more tangible in the case of female entrepreneurs.

In Korea for example, there exists a prevailing cultural expectation that rearing a family should be a women's primary responsibility (Far Eastern Economic Review Sept. 1998). Japanese women do not fare any better as they are cramped by a culture that conditions them from an early age to accept the role of obedient wife and notting mother (economics, May 18, 1998). In Malaysia, restrictions based on religious(Islamic) values are involved upon women in an attempt to restrain their managerial advancement in government and industry (Far Eastern Economic Review April 12, 1986). The situation in China could be best illustrated by a 1984 article in the china Daily that entitled. "Losing out in love business." The article referred on the emerging generation of entrepreneurs in china and states that Shanghai private entrepreneurs, (some of whom earn more than

They need, in the case of Indonesian, for example, an approval by the husband or another male guardian of the transaction and are required, moreover, to cover the loan with a collateral (Dey Gardiner, 1986).

3.6 Industry Bias

The majority of business pursued by female entrepreneurs in a wide variety of countries ranging from England and the Netherlands to India and Zimbabwe, seem to bear a bias towards specific activities where competition is keen and returns are relatively low. They also demonstrate a bias towards services and a near avoidance of manufacturing. The problem with this bias is that it limits the scope of, and the opportunities available to the female entrepreneur and restrains their longer term prospects. This is especially the case in economies where industry is the prime mover of economic growth.

To illustrate this, a survey conducted in England reveals that in out of two samples of male and female entrepreneurs, a full 67% of the male entrepreneurs were involved in manufacturing while a mere 31% of the female entrepreneurs did so. In industrial and commercial services by contrast, the contribution of the female amounted to 29% while that of the male entrepreneurs amounted to 21% (Watkins and Watkin). In Korea, the biggest occupational gains for women during the past decade, have been in the expanding service industry sector; a broad ranging category that include entertainment, food and drinks establishment as well as services in the marketing, advertising and finance sector (Fair East Economic Review, Sept 8, 1988). Similar situations also exists, in Zambia where 180 women entrepreneurs out of the 215 registered with Small Industries Development Organization (SIDO) are involved in textiles, knitting and food processing. In Lesotho, a survey of 500 women entrepreneurs revealed that 50% of them are involved in food and textiles related activities. In Zimbabwe, clothing, textiles, crochet and basket making accounted for 75% of women-owned enterprises (Cars, 1990).

3.5 Managerial Attitudes

In the context of managerial attitudes, research conducted among female entrepreneurs in North America reveals the existence of a pattern of managerial behavior that deviates in many ways, from what is commonly observed elsewhere (El-Namaki, 1988). This specific pattern implies the

4.0 THE SITUATION IN TANZANIA: GENERAL OBSERVATION

It is important to explore the wrongs and corrective measures at national level to clear the way for immediate and long term action so that Tanzania's women and men may further enjoy the same rights and equal opportunities in all development sectors more equitably.

Individual roles and responsibilities in a family, for example, have to change either drastically if we are serious, or moderately, again if we so decide. In either option, however, success will largely depend on how well we bring up the future girl child and boy child at our educational institutions in this new outlook of enhanced gender equality. This calls for a revisit and review of albeit a few pedagogical practices currently in use in our educational Institutions.

How then do we proceed with this challenge? At pre school level it is the mother who knows better. For example, there is very little a nursery teacher can do to change gender division of house hold duties or roles. The girl child is oriented to mother's duties. Like wise, the boy child follows the father's roles as the children grow up. Parents at their meetings can discuss old and new practices. Teachers, like parents should receive relevant orientation at workshops and seminars on the promotion of gender equality and rights.

What we must, however, remember as change makers for instance in familial division of roles and responsibilities, even at this stage, is that the girl child and the boy child from the day it is born through first year it acquires through its sensorial abilities to explore and learn about the world around it until it gains spoken language. (Daily News, Tuesday January 21st, 1997).

At the nursery school what the child learns is interpreted in the knowledge and experiences the child has been through at home.

Some progress made in this direction so far is in the learning materials whereby picture, toys, illustration in text used, carry a balanced number of visuals for both the boy child and the girl child. A few decades ago the boy child was a point of reference and so had a lions share of literature content in the material used.

7.0 LEGAL SYSTEM

In many countries the legal system prohibits women from owning property despite the increasing number of female breadwinners and of women headed families. Consequently, the International Alliance of Women and the Grass roots Organisations Operating in Sisterhood (GROOTS) have formed a coalition, whose recommendation include:

- Ensuring the right of women to own, inherit and administer land and building
- Ensuring equal access to credits
- Organising training to enhance the involvement of women in the building and housing sector (Daily New 1996 Tuesday, May 26).

8.0 VOCATIONAL TRAINING

Women's access to vocational training is still restricted and the type of crafts and skills offered to women are still too additional.

Women are mainly engaged in the home craft courses and to a lesser extent in the secretarial courses.

A list of crafts offered to women at crafts centres run by the Tanzania Episcopal Conference (TES), shows that in 1981 there were 2,175 girls against 528 boys for the courses. The men are found in carpentry, masonry shoes making, mechanical training tailoring and the commercial subjects such as book-keeping and accountancy, the home economics courses, typing and general knowledge subjects are the preserve of the girls. The Table below shows the distribution of the two sexes indifferent crafts.

Above all deliberate efforts need to be made to widen the horizons and employment opportunities for women. There is a need to review all the laws and regulations which are not in favour of women when it comes to employment opportunities and advancement towards entrepreneurial development.

10.0 CONCLUSION

There is a need to take into consideration the ways of redressing the gender balance so that it can contribute to the entrepreneurial development. Gender balance is crucial for the well being of society and in contributing to economic development.

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CHILDREN PROBLEMS ARE GENDER PROBLEMS: AN OVER VIEW

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ABSTRACT

Very little has been written about children's problems in Tanzania. This paper is an overview of problems which face children in Tanzania using a gender perspective. Children in the paper have been conceptualized as all those under 18 years. The paper starts with conceptualizing the child, gender and giving some historical insights on child rearing. The situation of children in Tanzania is given and this is later followed by the actual problems and their causes. At the end of the paper some strategies for alleviating the problems are recommended.

1.0 INTRODUCTION

Tanzania has various gender disparity reduction strategies for the achievement of the goals for women and children. Such strategies are found in the implementation of some of the policies which address gender equity empowerment of women Children's rights. Despite these efforts, girls and boys with special problems and needs continue to be vulnerable and disadvantaged members of the society. Some of the communities in Tanzania still put less value on girls than on boys. Girls and boys with special problems are in some cases denied opportunities enjoyed by other boys.

Statistics indicate that, children in Tanzania are more than 46 percent of the entire population and that every family has at least not less than four children (Children's Policy 1996). Writing about the role of law towards children's welfare in Tanzania, Kinemo (1993) argued that, speaking about children's in Tanzania means that one is referring to about more than half of the population of Tanzania. Furthermore the author states that, this is the section of the population which, due to its physical and intellectual insufficiencies, is susceptible to a wide range of abuse. Tanzania delegation

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During the feudal mode of production, (400-1400 AD) children started to occupy very low priority areas in the society's priorities. The society was divided into classes of feudal lords, the serfs and the Merchants. Children were for example socialized and educated depending on the classes they belonged to. Serfs and peasant's children were not considered by the educational system as were those of the noblemen (Berger 1983). During the middle age, the catechism and the "Fables of Aesop's" were used to teach children about morals. Religious teachings were also used. In the 17th and 18th century, child rearing was reflected in the following verse from the life of Louis's XIII son of Henry IV and a heir to the French Throne. Louis's father had written to Madame de Montglat who was taking care of the child Louis saying,

I have a complain to make; you do not send a word that you have whipped my son. I wish and command you to whip him every time he is obstinate or misbehaves. Knowing well for myself that there is nothing in the world which will be better for him than that.

During the Industrial revolution, women started to go for wage employment. More children especially those of the emerging middle class were now been taken care of by what they used to call "Wet nurses". This trend was condoned by Cadogan by stating that,

I am quite at a loss to account for the general practice of sending infants out of doors to be suckled or dry nursed by another woman. "(W Cardogan 1748).

Locke (1632 to 1704) advocated that children should be brought up in a hard way and that, if children are exposed to cold baths they would be more resilient to diseases and ailments. A strong body would house a quick and able mind. Fredrick Froebel, the father of Kindergarten (1782) also recognized the importance of the mother in the development of the child. By 19th century, living conditions in Europe were crowded, children were apprenticed at a very early age labouring with their parents. This historical insight has portrayed how children were expected to be brought up a strict manner for the sake of making them good citizens.

Gender - Concept

Gender has always been misconceived as meaning "Women". In reality, gender is a concept which identifies the social relations between men and women. It therefore refers not only to men and women but to the relationship

of social equality and justice. Despite the shift observed in these schools of thought, the main gender concerns have always been the inequality between sexes in terms of decision making and access to resources for development purpose. It has however been observed that, just as women found out that women's experiences were diverse, especially in association with class and ethnic factors in a range of societies, so we have to face this diversity in children's problems (Mayall op cit: 10)

Children in Tanzania

In the constitution of Tanzania of 1977¹ (as amended in 1984 by Act No.5), the rights of children are spelt out as, "Every person (including a child) is entitled to recognition and respect for his dignity. Article 13 goes further stating that, "Every person including a child is entitled without discrimination to equal opportunity before the law."² In his speech at the presentation of the Beijing Platform of Action, His Excellency the President of the United Republic of Tanzania, Benjamin William Mkapa admitted that, "globally girls have suffered specific forms of gender discrimination. In Tanzania girls are no exception, that is why my government in collaborating with our development partners and Local NGOs is speaking out for the implementation of the platform of action for interest and well being of girls child."³

Tanzania is a signatory of The United Nations Declaration on Human Rights where children's rights are a part. Some of the Children's rights as recommended by UN during the Beijing Conference in 1994 were:

- (i) Abolition of prejudiced practices like child's sex selection (China)
- (ii) Early non consensual marriages
- (iii) Exploitation through forcing girls to work harder than boys because they are girls.
- (iv) Sexual discrimination in feeding girls

In Tanzania domestic laws (Kinemo op cit) have widely recognized the position of children in the family life. The author also indicates that, both Young Persons Ordinance[23]ss 7(1) and 7(2) and Law of Marriage Act 1971 Sections 125 - 137; and S. 148, 151 and 155, all cater for the welfare of children in the family life.

Currently, there is a full fledged Ministry in Tanzania dealing with children affairs and Women. Other efforts to protect the rights of children in Tanzania include the establishment of special courts for juvenile delinquency as well as institutions catering for children with disabilities and centres for children living in difficult circumstances like street children and Aids orphans. Kilimanjaro and Morogoro Regions have such centres (authors experience).

institutions. In the 1988 census about 69% of girls were already married by the age of 24 compared to only 30% of boys of the same age (1988 census). It has been observed that the age at which a woman marries often affects the rest of their lives development. It affects the level of their education, participation in labour force and the number of children they will have (Bureau of statistics 1997). This has, on the long run, an impact on population development initiatives. Socialization of boys with special problem alienates them from the other children. First such children may not have proper homes nor parents. For those who might have parents, the parents may be divorced, alcoholic or belong to minority groups in the society. These boys therefore are socialized in difficult environment and other children see them as different group because of their appearance which is determined by the economic status of their parents or guardians.

When one looks at education and socialization of children in Tanzania, girls socialization is under their mothers' jurisdiction while boys are brought up by their fathers. The fact that girls grow up in a closed kitchen environment, their opportunity of exploring what is happening in the outer environment is limited. While boys enjoy a wide exposure through which they are prepared to confront various life problems, girls live in enclosures and the society consider them to be **"weaklings and in need of protection"**. (emphasis mine).

It has been emphasized that, the process of socialization is a very powerful means which can hold an individual within a current net of beliefs. This is so because socialization puts some one in a particular world view. First the process convinces an individual that there is a particular way to interpreting reality and that this particular way of interpreting the reality is the only correct way to do so (Liane 1993).

In socialization process, there may be subtle ways to keep one ignorant of their own power. My personal experience is a proof to this. In my childhood, I was penalized very much by my aunts for being born left handed I was told that something "terrible" will happen to my brothers if I continue using my left hand. Later on in my adult hood I discovered that it was just a belief. Actually two of my children a son (10) and a girl (22) are left handed and they are doing so well academically. I have come to conclude that, in socialization process, we are terrified of so many things and this keeps people especially girls from using their talents doing what they could do for their advancement.

the mines because of the smallness of their bodies (personal experience from a visit in Arusha 1998). Surprisingly, it is the adults who use these boys and pay them very low compared to the fortune these boys bring to their masters daily.

The mine boys and the street boys are faced with various problems because they have no guidance and security in life. These boys are vulnerable to the increasing use and trafficking of poisonous drugs, alcohol and tobacco (TGNP 1993). It has been observed that, there is a correlation between alcohol, drug abuse and AIDS infection. The HIV infected victims are an example. These boys are no exception because their lives are daily exposed to such dangers. Life is always very hard for these boys. For them it may not look problematic. The problem is the society which lives with these boys and see them through their suffering and sometimes use them. These boys live on the streets because living condition in their homes are hard. In some cases these boys are employed to sell water, biscuits, juices at bus stops and we see them. The law in this country restricts this practice or what the law calls child labour.

Children's problems and their causes

Children are a part of vital resources of this country. Problems facing children in Tanzania are a result of various causes. Such problems are the retarding factors to children whose vast development potential needs to be protected and taped. The following are some causes of problems which face children in Tanzania.

Family fragmentation

Family fragmentation put more women and children than men under stress (Black 1993). Black stresses that, such fragmentation leads to conflicts and separation in marriages the end result being women remaining the sole custodian of children. In economically better off families, the custody of children is decided by the court of law because the parents go to an extent of suing each other and claim for division of property. In this situation Cicero⁴ or the second bond of union, that of parents and children is broken (CicerRoman empire). What we experience in our society after family fragmentation is that, children from poor families are sent to work or beg in the streets. Girls may end up in prostitution and boys in street gangs and drug taking and trafficking. There is still no study done so far on whether girls take drugs or not when they are driven to such a situation.

Disintegration of Traditional controls and norms

The disintegration of traditional controls and norms which by then used to counsel and guide boys and girls on issues of adolescent problems such as early pregnancies and adolescent fertility, has contributed a lot to the problems facing children nowadays. This has also been coupled with the current reckless management of sexual behaviour by both adult men and women in the society. Nothing is a "taboo" any more in our society. Sexual literature both oral and documented is availed to children and adults on equal basis. It is very common to hear adults uttering some very sexual arousing words which were never used in public in our traditional societies. This has led to children behaving contrary to traditions of African culture in as far as sexual norms are concerned.

Working Mothers

It has been argued that, there is a correlation between the behavior of children and mothers absence from home (Meclanahan and Sunderful 1994). So far, there is no research done in Tanzania on the impact of maternal employment on the children's behavior. However, relatively more literature from the west exist on the relationship between the behaviour of a child and his/her mothers absence. (Etaugh 1974 Hoffman 1974, Holmes and Yudkin 1963). These authors tend to share a crucial shortcoming that, their findings are overgeneralized and have methodological and analytical problems. Hoffman for example argues that, on the average employed mothers spend less time on house work, and are likely to share child-care responsibilities with husbands or other adults. They have less children and are likely to be or to have been divorced. This can be true or not true because one can also argue that, the question of adults living with the family is debatable since they can also contribute positively or negatively to child's behavior depending on their economic status and relations to the child's family. Hoffman argues further that working mothers seem to expect more independence from their children, and they seem to be role models for their daughters (Gerson, 1981, Hoffman 1979). Again, one can argue here that not all children can offer the expected cooperation. The age of the child here also matters. Elder children, may be more uncooperative depending on the company they grow up with which is, in turn, determined by the neighbourhood one is living in.

partly to street children who later become drug addicts\postitutes and in some cases thieves and pickpockets.

Strategies for Alleviating the Situation

Gender problems can be solved through mainstreaming and empowerment strategies. Through mainstreaming process, all the issues concerning power relations, division of labour access and control of resources have to be addressed alongside all the other policies. Empowerment in this context means enabling an individual to realize and understand their potential in making decisions concerning their lives and how to use the given potential to change their lives for the better. (Moro 1994, Ackerly 1995)

There are many more causes of problems facing children in Tanzania as gender problems. The following are recommended strategies for alleviating such problems. As mentioned in our introduction, the government of Tanzania has taken some very affirmative measures to alleviate gender disparities for both children and, more efforts are however required; below are some of the efforts that should be taken:

- Tanzania should continue to consolidate its efforts of making sure that the girl child, the street and mine boy are secure and their rights are protected. This can be done by making sure that boys in difficult conditions and girls rights and special considerations are within the rights as those in the UN constitution For example, the terms children's rights be recast into "abandoned children" stipulated right to have access to education and support systems; right to have relevant services like health and right to control their own sexuality. The previous article could be maintained and a new article on abandoned children be added.
- The mass media advocacy and lobbying groups currently working on the problem of the children with special problems and girl child in particulars should continue with their efforts to disseminate information about the rights of children and especially those of the girl child and boys with special needs.
- To increase the awareness of the society on the importance of education for children especially for girls and boys with special problems.

- Lastly, to ensure that children concerns are addressed in all policies and plans; and especially the following policies which are directly concerned with children's, affairs:
 - i) Policy of Health
 - ii) Poverty Alleviation Policy
 - iii) Food and Nutrition Programmes
 - iv) Food and Agriculture Policy
 - v) Education and Training Policy
 - vi) Community Development Policy
 - vii) Population and Development Policy.

The foregoing are only temporary measures. The problems of children is more rooted in our economic problems. As such, efforts to work towards a more self sustaining economy are recommended.

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FOOTNOTES

- ¹ Section 2 of the Majority Age Ordinance Cap 431 (Tanganyika Revised Laws)
- ² Article 12,13 of The Constitution of Tanzania (1977) as amended from time to time
- ³ President Mkapa's speech at The Representation Ceremony of the Beijing Declaration and The Platform of Action (Bringing Beijing Home) 7th March 1996 at Kilimanjaro Hotel.
- ⁴ Cicero is a word used to connote a bond in the Roman Empire

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