

Harmonizing art education in empowering youth women in tertiary institutions on the light of development goal in Mwanza, Tanzania

Global Journal of Social Sciences Studies

Vol. 11, No. 1, 15–29, 2025.

e-ISSN: 2518-0614



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ABSTRACT

Tertiary learning institutions play a critical role in building professional capability that is instrumental towards realization of goal number four of agenda 2030. The following research questions were formulated to give answers to the research problem: What factors inhibit girls' involvement in advanced learning in Mwanza, Tanzania? What strategies tertiary institutions employ to empower young women? How can the issue of young women in university be addressed? The study adopted mixed research approach while explanatory research design was adopted in qualitative phenomenology. The total number of respondents was 250. The researcher employed questionnaires, in-depth interview guide and personal observation. The instruments were validated and reliabilities were 0.89 correlation coefficient. Qualitative instruments trustworthiness was checked. Quantitative data was analyzed by Statistical Package for Social Science (SPSS) version 22. The results demonstrated that tertiary institution empowers the young women, to become competent leaders, manage their lives, become shining stars in the country and the world. However, there are relatively more females enrolled in primary and secondary schools while a few are in tertiary institutions. Nevertheless, the educational gap between female and male youth is still very wide with women far behind, shortage of qualified women for various posts. The research suggested that tertiary institutions build human capital. Negative attitude towards female education should be discouraged through mass media. Early marriage culture should be banned and special programme of scholarships should be lunched for female. The government should introduce various programmes including STEM to empower youth women in achieving the national development goal.

Keywords: Development goal, Empowering youth, Tertiary learning institutions, Tertiary.

DOI: 10.55284/gjss.v11i1.1337

Citation | Mkulu, D. G. (2025). Harmonizing art education in empowering youth women in tertiary institutions on the light of development goal in Mwanza, Tanzania. *Global Journal of Social Sciences Studies*, 11(1), 15–29.

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Funding: This study received no specific financial support.

Institutional Review Board Statement: The Ethical Committee of the St. Augustine University of Tanzania, Tanzania has granted approval for this study (Ref. No. MPEC/R/10/1).

Transparency: The author states that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

Competing Interests: The author declares that there are no conflicts of interests regarding the publication of this paper.

History: Received: 13 November 2024/ Revised: 23 January 2025/ Accepted: 3 February 2025/ Published: 24 February 2025

Publisher: Online Science Publishing

Highlights of this paper

- The government of Tanzania reinforces the empowerment to the youth women in have self awareness, manage their lives for sustainable development.
- Key challenge: The Education gap between female and male youth is still very wide with women far behind, resulting in shortage of qualified women for various posts. It is recommended that tertiary learning institution is the key for youth women empowerment.
- Tertiary institutions should build human capital. Create mentorship programs
Negative attitude towards female education should be discouraged through mass media. Early marriage culture should be banned and special programme of scholarships should be lunched for female. The government should introduce various programmes including STEM to empower youth women in achieving the national development goal.

1. INTRODUCTION

The study examined the role played by tertiary institutions in empowering the youth women in the light of Development Goal 2030. The mounting of social awareness worldwide has brought a numeral challenges including; gender equity and empowerment of youth female in HLIs higher learning institutions are very crucial. Incheon Declaration for Education 2030 implies the meeting included the UNA, (United Nation Agencies. multilateral agencies (MA and private entities (PE) efficiently attended the meeting and made critical recommendations on Education for All (EFA) including empowering young women as is captured in Sustainable Development Goals SDG 4. Globally, Young women's situation and future aspect is alarming. Education is a hook or tool which used to attract potential arts hidden within the youth women. Youth women have much art within them hence lecturers, managers and other stakeholders need to use various empowerment including education to retrieve the hidden various potentials. Nevertheless, higher learning education empowers the youth women to understand their life by standing firm on their toehold. Worldwide, research documented that, youth women represents a incredible potential progress on person funds which the country would not be able to pay back (Mwanache, 2019) In addition, the had documented that youth women are most powerful weapon for change and transforming the country for progress. Youth women empowerment in tertiary learning is one way of enhancing youth women build up the ability to actualize their potentials. Young female who are in tertiary institutions must be considered as persons that acquire various unseen potentials for immensity hence, must be motivated so as to enlarge hidden benefits. Tertiary institutions for youth women are one of an influential tool for transforming the country for progress.

Empowerment is the process of giving authority, delegating or giving ability, enabling, enhancing power, can mean the situation for brainpower. Before we empower a brain, it is very crucial to create an surroundings which nurtures emotional freedom, critical thinker growth and attracts open-mindedness, intellect of equality and humankind. Actual the motivation to youth girls is the situation of providing youth girls with power. Equipping youth girls with ability for self realization. Youth women' empowerment is a basic human right to endorse women's brains of self-worth, their capability to establish their own choices, and their right to empower social transformation for themselves and others. Empowerment is to create opportunity for youth women. Hence they would realize their full latent potential in their lives (Amiri & Ghourdou, 2024).

Youth women empowerment in institution is way of enabling young women to build up ability to actualize their potentials. Women youth empowerment is the process of intensification of prevailing capacity and ability of disadvantaged people the country as a whole (Avgeri, 2015).

Youth women means the age between maturity and adult. Tertiary education is schooling after secondary level. It is non obligatory and is given in a specialist college or university. The degree, that comes after secondary school (Ullah, 2020). Tertiary is a place where a person study for acquiring under degree education or postgraduate. Is

an institution of higher learning offers various causes leading to a bachelor's master, and doctoral degree and where research is provided.

Actually, youth women are the most potential human resource of every country. Although speeches are delivered on women's right, and every person seems to be conscious of this fact, no one is ready to recognize this reality by action. As a result, the weight which used to be given to women is moribund into days global. Although unbelievable progress has been made, by the women's rights pressure group of the 1960s, women still feature major gaps to equal involvement in public life. United Nations (UN) commended that 22 countries are served by women as presidents not withstanding 25 percent of all national parliamentarians are women. With this excellent improvement. However, more effort is needed to excel for the best (Yousafzai et al., 2018).

1.1. Statement of the Problem

Tertiary learning education contributes to a significant role for the formation, dissemination, use of knowledge and for construction institutional, specialized ability also recognized in 2030 Agenda, mainly SDG 4. Tanzania as one among the progressing nations should reinforce its competence to produce and relate knowledge through well-qualified graduates. Although unbelievable progress has been reached since the women's rights in 1960s, women still feature major gaps to equal involvement in public life. Some authors displayed that, the introduction of science technology, engineering, and mathematics, (STEM) in all stages, might be a hook to empower youth women. Nonetheless, youth women are not aware of their future lives. In some tertiary institutions there are no empowerment programmes for youth women. Nevertheless, the knowledge break among female and male youth still exists with women lagging behind in various level of competent However; tertiary learning contributes a critical role in creating workforce and economic progress of the national so as to enhance sustainable. Youth women could be empowered by assisting them in various categories such as: Empowering competent youth women to become leaders in state, have self-awareness manage their lives, allow female youth to become shining stars in the national and global. Even though the government has set all the creditable goals of education, there are some assumptions that some Tanzanian youth women suffer countless challenges and obstacles which militate alongside their individual and country development. Furthermore, youth women in tertiary learning institutions nowadays are no longer models for the younger girls, dropping from colleges, performing poorer in universities and the globe at large. If this trend is not arrested, the development goal number number 4 would not be realized. It is in this context therefore, this study wanted to find out the role of art Education in empowering youth women in tertiary institutions on the light of development goal in Mwanza, Tanzania.

1.2. Research Questions

Three research questions were formulated to give answers to the problem:

- i. What factors inhibit young women's participation in tertiary institutions in Mwanza, Tanzania ?
- ii. What strategies do tertiary institutions employ to empower youth women?
- iii. How can the issues affecting young women's participation in learning be addressed?

1.3. Significance of the Study

The study will benefit the government policy makers because they will ensure education for women is not neglected in acquiring skills and knowledge.

Through this paper policy makers will be enforce to include STEM in all education curriculum from primary, secondary and tertiary institutions in Tanzania.

This paper on young women, will enforce partnership to work mutually generate Education shift power campaign, using key instant throughout the year G7, GPE and COP 26 to improvement education that advances gender and demand youth girls to involved in transforming education systems including in curriculum development and decision on financing.

The findings from this paper would assist youth women to implement their agency, construct their voice to be heard and access their first leadership opportunities, and become innovators, change makers and undertake future crises.

It will also make a contribution to the mounting literature on the lives of youth women studying in various university around Mwanza stimulate further research on women working in art education.

1.4. Scope

This article explores the role of tertiary learning institutions in empowering young women in the light of development goal in Mwanza, Tanzania. The research is confined on higher learning institutions only. The researcher involved all lecturers, students who were in third and second year, deans, HODs, and university counselors. This study commenced on June 2022 and completed on September 2023. The study used lecturers because lecturers involve in the process of teaching and learning.

1.5. Theoretical Frame Work

This article anchored the study on empowerment theory which was propounded by social scientist Julian Rappaport in 1981. Actuary the ancestry of this theory expands into the past and is connected to the socialist ideology. In generally the theory states that *empowerment* is a value orientation for working in the organization. The theory enhances the youth girls to be aware in their lives empowerment theory that brings development. *The theory awakened the youth girls' consciousness which is critical for national development.* Conceptual Frame work.

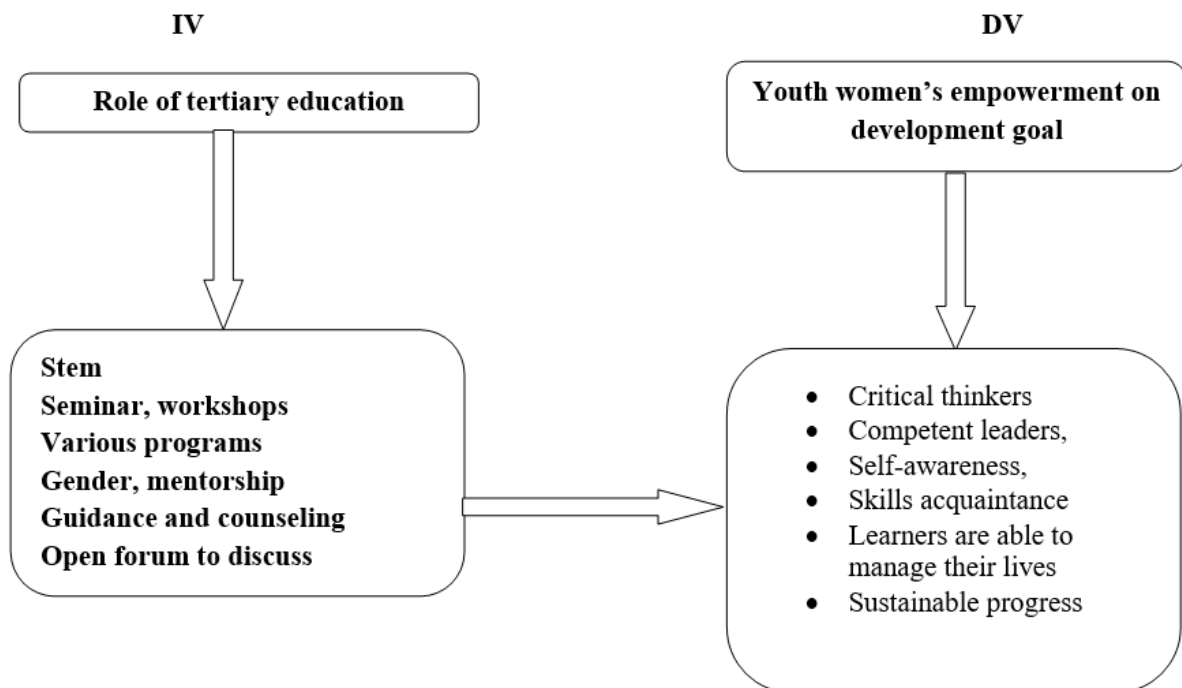


Figure 1. Presents the youth girls empowerment in tertiary education.

Figure 1 indicates the role of tertiary learning in empowering young women to change their lives. If women youth have self-awareness they would be inspired and intensify the accessible skills and competence of underprivileged in place to facilitate execute towards civilizing themselves and the national at large. It involves the provision of Tertiary learning institutions enhancing the youth women through acquiring education, acquaintance, skills, behavior and principles that facilitate them to function successfully constituent of the national. This conceptual frame work indicates the independent and dependent variable. Under independent variable there are various variables such as seminar, workshops, various programs, gender, mentorship, guidance and counseling and STEM, these variables need to be provided to the youth women. The change in independent variables would cause change to the dependent variables and the youth women would change their behavior becoming critical thinkers, self awareness, manage their lives, competence leaders and skills acquaintance. Schooling enhances learners to exploit her bodily, rational and emotional capabilities which are useful for their culture.

1.6. Theoretical Review

This article anchored the study on empowerment theory which was propounded by social scientist Rappaport (1981) and Rappaport (1984). Actually the ancestry of this theory expands into the past and is connected to the socialist ideology. In general, the theory states that *empowerment* is a value orientation for working in the organization. The theory enhances the youth girls awareness in their lives empowerment theory, that brings development. *The theory awakened the youth girls' consciousness which is critical for national development.* This theory promotes self-efficacy, awareness, individual accountability, dual viewpoint, and a lessening in self-blame. Empowerment theory, research, and intervention link person well-being with the larger social and political environment. *This indicates that empowerment is the cause and development is the effect.* The theory thinks that if some youth girls would be empowered, automatically would be thinking critically, focused in their studies, and then would contribute to the light of development goal in Tanzania. However this theory has some weaknesses such as: for instance it would be difficult to assess the actual success rate of using empowerment theory based interventions. Nevertheless the research opted to use this theory because it has more strengths than limitations. It empowers youth girl that mean it addresses the met paradigm of person. This theory is being blamed due to the fact that it focuses on social because it do not demonstrate the outcome if the youth would be empowered what productive things could they bring however this theory it had more strengths than limitations. The theory had some contribution on youth girl progress which focused on confidence and building knowledge. Through various activities such as: self-awareness, leadership, mentorship, critical thinking and develop positive communication skills.

2. LITERATURE REVIEW

The study examined how tertiary learning education empowers youth women in development Goal number four in 2030, therefore the mounting of social awareness worldwide has brought a number of challenges including; gender disparity and motivation of youth girls in tertiary learning institutions, the UNA, MA, CSE, involved in discussion and contributions on the issue of girl-women empowerment in all countries (Alharbi, In the same coin what is the higher institutions' management doing? How do they empower the youth women? Worldwide, Higher learning education is acknowledged for the formation, dissemination, utilization of skills and for making institutional, expert and scientific capacity as also recognized in the 2030 Agenda, chiefly SDG4 (Mériada-Serrano, Gonzalez-Alafia, Olivares-García, Rodríguez-Carrillo, & Muñoz-Moya, 2020). Developing countries including Tanzania should reinforce their competence to create and apply knowledge through well-trained

graduates. The present paper entitled 'role of tertiary learning institutions in empowering girl youth women on the light of development goal in Mwanza, Tanzania, advocates for the same.

In addition, some authors, such as [Naseem and Arif \(2017\)](#); [UNESCO \(2019\)](#) and [Matete \(2022\)](#) claimed that, in empowering young girls and women, automatically would give them equal rights, provide opportunities and maintain system, their communities and families would positively change, realize their complete potential and become agents of alteration for themselves and their societies, hence causing the whole country to be transformed. Although gender gap has reduced in lower levels of schools such as primary and secondary education, gender disparities survives in tertiary education level specifically in science subjects where involvement rates of youth women are equally in these subjects in higher learning thus male learners dominate more in such courses as engineering, law, technology and finance. This might be due to low self-confidence, among youth women and the fear to excel in more lucrative sectors such as manufacturing and highly gainful entrepreneurship programmes. When we observe the level of education, Masters and PhD's the disparities is also low. This might be due to absence of empowerment by the higher learning administrators. To be certain, education, by itself, is not a panacea, but an individual right state for the expansion of girls and women in the country. Unlike the authors in the above paragraph that looked at role of Higher learning institutions ([Akudo, 2012](#); [Alotaibi, 2020](#)).

[Muneera \(2018\)](#) examined on Education and empowerment of girls in Saudi. The study indicated that Saudi government played a great role in providing security and private venues only for women. For instance, the university had a single department only for home economics where it was dedicated to female students that offered them various specialists in food and nutrition, family and child development. The intention of department was to prepare the girls and women professions in order to contribute to the national progress. However this approach might be mistreating the learners because of the biasness. In the normal way this kind of studies are not specific for women but both male and female can learn and become good performers. This study would check if the same technique is applied to young women in higher learning institutions in Tanzania or not ([Cardella, Hernández-Sánchez, & Sánchez-García, 2020](#)).

Similar to this study the report from United Nations asserted that strategic plan 2022 to 2025 would direct youth and women, with a focus towards the 2030 time limit to attain the sustainable Development Goal number four. The report articulated fine points on how UN Women would catalyze urgent and nonstop action to attain gender fairness and the empowerment of all girls and women who are studying in various levels so as to prepare them for the future development of their countries. The plan is highly confined on key findings from widespread review process, sketch on lessons and recommendations, together with those from the 25-year review and assessment of the Beijing Declaration and Platform for Action.

3. METHODOLOGY

3.1. Research Approach

This study used mixed method approach in order to minimize the limitations of using a single approach while at the same time maximizing on the strengths by providing stronger and more accurate information ([Duffy, 1987](#)).

3.2. Research Design

The research used explanatory sequential research design (ESMRS). This employs QUANT. and qual. approach in a single study. This donates that quantitative data was collected using questionnaire then analyzed, based on the results, interview guide was formulated and the second time the researcher visited the field to collect

qualitative data using interview guide. The study adopted phenomenology technique so as to get in-depth information by applying interview, analyzed data through transcribing, coding final obtaining themes which were used to write report. In generally explanatory allowed the study to collect data two times and analyzed it separately and integrated at the end of the study, on harmonizing art education in empowering youth women in tertiary institutions on the light of development goal in mwanza, Tanzania (Creswell, 2014).

3.3. Study Area and Rationale

This research was restricted to tertiary learning institutions in Mwanza, Tanzania. The Lake Zone was specifically identified due to the fact that, lake zone has a variety of universities and colleges. Hence, there are many young stars studying various subjects, both girls and boys are learning in HLIs. Nevertheless, majority of the people in this area take care of cows, goats and other animals as an economic activity. Therefore the researcher was interested to know what techniques higher learning institutions use to empower the young girls for the agenda of 2030.

3.4. Target Population

This article examined the role of HLIs on empowering youth women on the light of development goal in lake Zone Tanzania. The study involved all lecturers in higher learning Lake zone. All second year and third year students who were in higher learning institutions in Lake Zone, administrators involving (deans, heads of departments) giving 2500 target population. The research used teaching staff in higher learning because they are very crucial they deal with implementation of the whole process of empowering youth girls and male learners in higher leaning institutions.

3.5. Sampling Procedure

A sample is very crucial aspect of an empirical study whose purpose is to draw conclusions regarding a target population. There are two main kinds of sampling namely Probability and non-probability sampling. Under probability rotary selection and strata was involved to obtain participants who involved in the study. The researcher used one hundred learners and 30 lecturers for the study. This method allowed the respondents to have a similar probability of being chosen or not random and each participant in the population had matching and self-sufficient possibility of being selected (Burke & Williams, 2008). The study used also description instrument to collect descriptive information from ten managers in tertiary learning comprising a total number of one hundred and forty respondents. These participants were adequate to present the desirable information. Non-probability sampling do not use simple random sampling thus in this study the researcher employs purposive selection to select ten participants out of 40 members in the population.

3.6. Research Instruments

Questionnaires, dialogue guide, as well a document analysis was employed to accumulate information. Questionnaires were used to bring together information from lecturers and students, while an interview was employed to get data from administrators in tertiary institutions The study employed questionnaires because is most flexible tool, it allowed the respondents to provide information individual, it also saves time as it covers a large number of respondents at once. This is in agreement with Punch (2009) who contends that instrument triangulation strengthens the combined instruments and compensating for the weaknesses of either instrument.

3.7. Interview Guide

This is the type of tools which data collects direct to the interviewee or interface between the interviewee and the interviewer. This technique provides an in-depth information direct to from the respondents. There are various types of interviews, thus this study employed structured interview where questions were organized in advance to interview the participants. Also the researcher observed non verbal language from the respondents.

3.8. Validity and Reliability

The study checked the integrity of instruments before conducting actual field visits so as to ensure the quality. To ensure validity, the requisite instruments were constructed and presented to the research section in one of the 3 universities in the area and peer review members in the research. In addition, lecturers, and learners' questionnaires had a total Cronbach alpha coefficient of $\alpha = 0.81$ post, signifying that the tools were reliable (Tavakol & Dennick, 2011). For descriptive techniques, the study careful looked the credibility of qualitative tools. Cronbach Alpha was Propounded by Cronbach and Gleser (1959). In qualitative approach validity and reliability is done simultaneously and the main tool is the researcher (Creswell, 2014; Mugenda & Mugenda, 2013). Research principles was practically applied throughout the whole procedure of article writing.

3.9. Response Rate

The response rate was 90 percent which was adequate for data analysis and reporting. This results concurs with some authors who commended that a response rate of 60 percent is super however 70 percent and above is extremely good (Mugenda & Mugenda, 2010). Hence in this article 90 percent was obtained which was more than 70 percent, therefore the instruments established were sufficient for analysis and reporting.

3.10. Demographic Profile of Respondents

The study computed the statistical data in demographic profile of the participants including gender, age, highest education qualifications, as to know what kind of respondents involved in the study.

Table 1. Profile of respondents (n=130).

Item	Frequency	Percent
Gender		
Male	65	50.0
Female	65	50.0
Age		
1. 30 years and below	4	4.0
2. 31 – 36 years	10	10.0
3. 37 - 42 years	40	40.0
4. 43- 48 years	56	46.6
5. 49 years and above	20	20.0
Total	130	130

Note: Position held by respondents in their HLL.

Table 1 presents the participants profile that male were 65 percent as well as female were 65 percent both in the study. Those respondents differed in ages, some were mature enough who could empower the youth male in tertiary institutions, However, information collected from higher learning institutions in Mwanza indicated that there is no existence of a particular institution which promotes young girls' empowerment in Mwanza, Tanzania. Although they talk about women empowerment, there is no implementation for what is discussed. However, Non

Government Organization often focused on social issues pertaining to daily life of a young, women. Majority 97 percent of the participants approved that there is strong need to reinforce the existing youth women wings.

4. RESULTS AND DISCUSSION

4.1. Factors Inhibiting Young Women's Participation in Tertiary Learning Institutions

The findings indicated that young women had various challenges hindering them to participate fully in higher institutions and the following are responses from respondents:

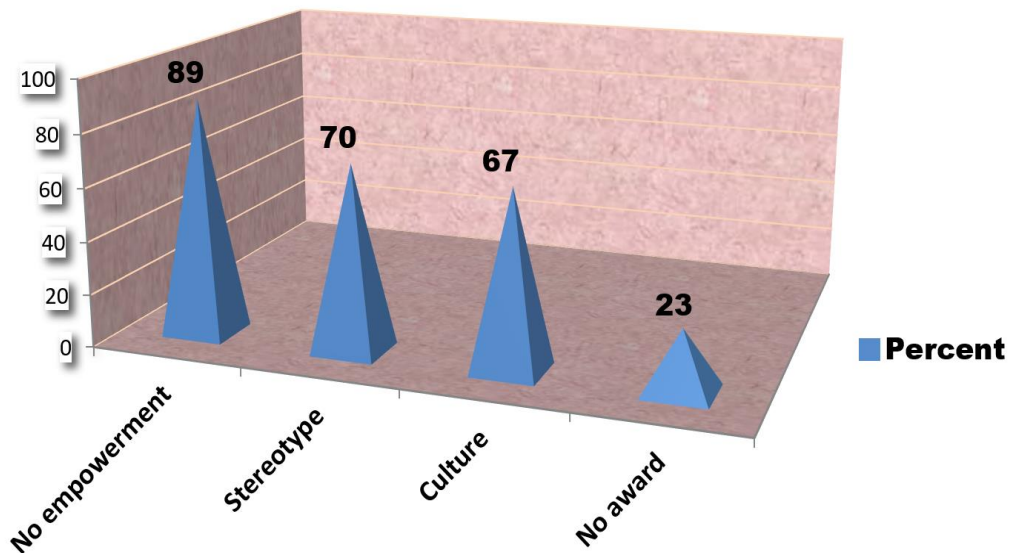


Figure 2. Factors inhibiting women's participation in tertiary institutions (n=130).

Figure 2 displays factors that hinder the young women to participate fully in tertiary education. Majority of the participants, 89 percent commended that universities in Mwanza have no empowerment programmes for young women, while 70 percent of the respondents stated that stereotype is another obstacle facing the young women. Culture was mentioned by most of the respondents 67 percent though 23 percent of the respondents cited that, young women were not aware with their rights. Lack of empowerment 89 percent results is very high hence empowerment technique is a vital weapon to the young women. Education is considered as connerstone in curbing issues of culture discrimination, stereotype, not aware empowerment and others hindrances. Having many women educated in tertiary institutions could lead the whole country to economic progress. This is due to the fact that education is the biggest cathartic power thus acquiring higher education would lead to sustainable development not only the country but also in the globe at large. The higher learning management should empower the young women to become competent leaders, have self-awareness, manage their lives, allow female youth to become shining stars in the country and the world. The findings indicated that young women are not aware of their future lives, again, some universities had no programmes to empower young women. Stereotype is another issue inhibiting the young women to participate fully in their tertiary level learning. Most of the girls get chance to join universities in Tanzania, have scholarship from the government yet, they fail to graduate because they abscond their studies due to married and after marriage, they don't see the need to continue with their studies.

However, statistics indicated that there are moderately a good number of girls registered in elementary level, junior schools but a few are in higher institutions. Due to this fact, the educational break among female and male youth is motionless with girls lagging at the back resulting in scarcity of skilled female for different posts.

Worldwide research suggests that tertiary institutions play major role in constructing human assets and in general socio-cultural, monetary progress of to make it sustainable. The government should introduce various programs including STEM in all stages of learning. Schooling is regarded as the key pillar in curbing setbacks of youth girls encountered, and the fundamental instrument for empowering youth girls and bringing them into the focal stream of progress. It Transformed youth girls to know their rights in community and the progress process, knowledge provides rank while self-assurance in choice making. Empowerment is not fundamentally political concerned only; hence tertiary institutions should play the role of provision of knowledge and strengthening platform for the youth girls to interact by providing mentorship, creation of various programmes, provision of seminars, workshops, guidance and counseling for youth girls so as to enhance self-realization.

Table 2. Education differences between male and female learners.

Level of education	Male	Female	Total
Bachelor degree	764	314	1078
Master degree	77	20	97
PhD	24	08	32

Table 2 apparently indicates that differences exists between male and female in every level of education. For instance at bachelor’s level, a total number of students were 1078 of which 314 were female while 764 male. Besides that at masters level, the total number of learners’ was 97. This comprised of 77 male and 20 female. At PhD level, a total of 32 students were studying PhD among these learners 20 were male while a total of 12 students were female. The study displays that in all levels of education male are dominating. The Tanzanian government has been struggling to promote women for sustainable development, though there is some achievement because gender gap has been reduced in lower levels of schools such as primary and secondary education, both girls and boys attend education in all levels. Nevertheless , gender disparities still exist in tertiary education level specifically in scientific subjects the involvement rates of youth women are equally low in higher learning thus male learners are more dominating such courses as engineering, law, education, mass communication, technology and finance. There are some shortages, of qualified women for various posts. The research suggests that tertiary institutions should empower more female girls for higher education.

This study examined the art education in tertiary learning on empowering youth girls on the light of development goal in Mwanza. The study looked on how universities empower youth girls in higher learning throughout education. The findings based on the research questions an examination of accessible research, the research indicates how different factors such as institutional cultures, gender stereotypes, and poverty collapse educational results. Thus an additional evenhanded allocation of educational assets, sex responsiveness, institutional cultures and practices, and challenging social norms and expectations of men and women are needed. Higher access to the labour marketplace, better salary and personal empowerment were the return. The limitation for policy developer is ruling the right strategy mix and the political will to address the complex factors that affect girls’ motivation through education. When the study asked on how higher learning empowers youth women while in studying the higher learning institutions must create the environment of empowering the girls’ women in higher learning education to be efficient agents. Hence, there are ten specific requirements linked to girls’ and women in Higher Education: Table 3 indicates the findings as follows.

Table 3. Specific requirements link to youth girls in higher education (n=140).

Item	Frequency	Percent
Acknowledgment of girls women	50	50.0
Prepare girls with essential variety of executive skills	36	36.0
HLLs should set management model	44	44.0
Right Institutional policy	60	60.0
Leadership education programs featuring women prominent speakers	55	55.0
Mentorship with alumni women in the community	70	70.0
Training in STEM fields and introduction to scholarships	56	56.0
Hosting an open forum to discuss the challenges facing girls	45	45.0
Dialogues that should address the complex factors that affect girls	45	45.0

Table 3 demonstrates various methods to empower women; acknowledgment for a good activity done 50.0 percent, Prepare girls with essential variety of executive skills 36 percent while tertiary should set management model 44.0 percent however, right institutional policy 60 percent, leadership education programs featuring women prominent speakers 55 percent mentorship with alumni women in the community 70 percent, Introduction of STEM including scholarship was 56 percent, hosting an open forum to discuss the challenges facing youth women 45 percent. Training in STEM fields and introduction to scholarships was 56 percent. Dialogues which could address the complex factors that affect girls. Tertiary learning environment allows young women to be transformed, have self-confidence, feel comfortable fail and learn from mistakes. Providing workshops and seminars a regular feature in colleges where girl could study and live. Mentorship can play a big role in shaping a young girl's future. Higher learning institutions connect young women who are studying with mentors who hold senior or leadership positions – whether in the university or their chosen industry – so that they can shadow and learn from them. Their instructor doesn't have to be a female, since female students can still learn leadership skills from male leaders. Opportunities like these allow female students to develop skills that position them as managers and leaders in their respective fields.

Role of Universities: Empowering Agents of Higher Education to be effective agents of empowerment through Higher Education, universities need to give.

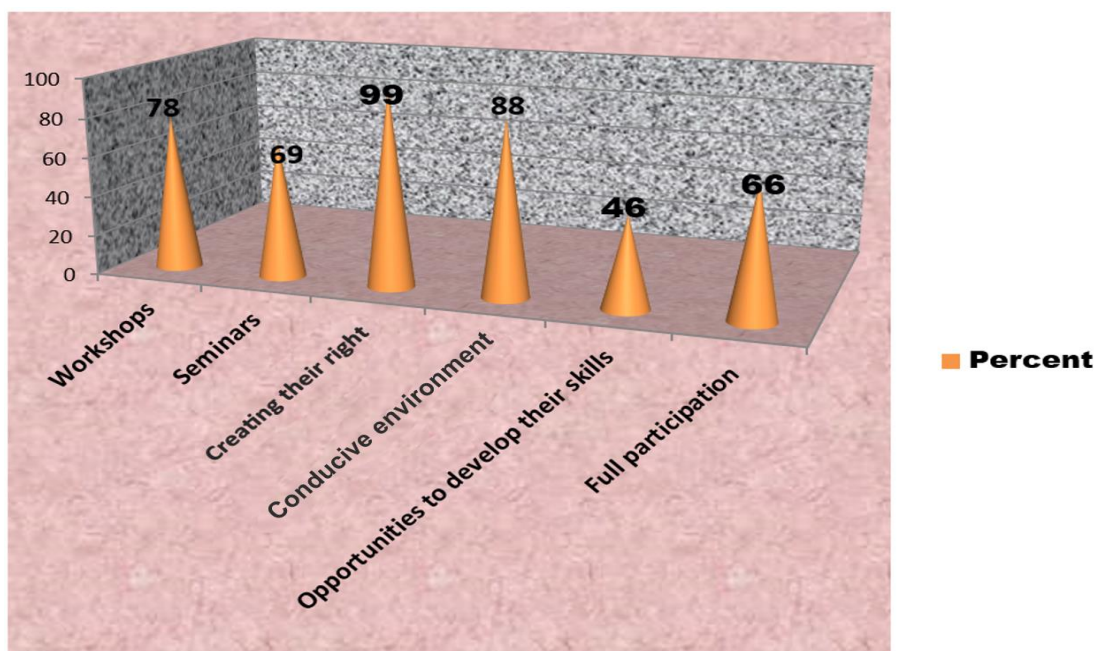


Figure 3. Role of Universities in empowering youth girls (n= 130).

Figure 3 presents the universities and all higher learning institutions involved in empowering the youth women by providing seminars 69 percent while most of the participants 78 percent commended that workshops empower youth girls. In addition 99 percent of the respondents cited that creating their right to the young women is one of the techniques which empowers the young girls more in higher learning, although a good number of the participants 88 percent stated that conducive environment is very vital to empower girls, furthermore, 46 percent of respondents mentioned that providing opportunities to develop their skills and full participation of youth girls in various activities in schools and other places. This implies that in university or collage level girls should be given chances to hold position such as to become leaders for example president, chairperson or any other post university have. The higher learning leadership should not give all posts to male. Evidence has demonstrated that female are capable too. This also means that girls must discover themselves first and stand high for what they believe is right. The government and universities can do many things to empower young girls yet fortune is in their hands hence they need to work hard and be committed to it. Looking at these results, it can be deduced that, majority of the participants pointed that creating right to youth girls empowers much and the finding demonstrated 99 percent of the participants that means when the higher learning institutions provide rights to youth girls automatic all girls would feel that they belong and they own the university.

Various methods and speculative frameworks were applied to scrutinize the place and situation of female in progress more than the past few decades.

Table 4. Important of women empowerment (n=130).

Item	Percent
Competent leaders	22
Self-awareness	67
Manage their lives	43
Leading by model	33

Table 4, displays the important of youth women empowerment. The study findings displayed that empowering youth women helped youth women to become self-awareness 67 percent while 43 percent of the participants commended that youth girls could manage their lives. Other participants cited that youth girls amulet various such as prominent leaders hence, leading by model 33 percent empowered the youth girls and the list of participants 22 percent commended that competent leaders in various sectors empowered youth girls to be aware in their lives. Youth women who are empowered know how to contact her inner potential and make the necessary bond to live a life what is driven by her purpose. all youth women are born with strength and capability, hence she values herself assumes accountability., this idea concurs with Mérida-Serrano et al. (2020).

Higher learning also necessities to speak to the reality that there are limited in number, for instance women leaders in academia and those male,, even though the figures are mounting. They can guide by model by selecting extra women influential in superior roles, which would inspire the next generation. Some of the higher learning institutions and colleges fall behind in offering leadership, creating programs for young women, workshops, seminars, guidance and counseling self-awareness, women educational, and senior roles to girl youths as institution Educational policy.

4.2. Empowering Young Women

The findings portrays that tertiary Education empowers young women to have self realization, this result concurs with Alghofaily (2019) who commended that higher learning.

Education creates more opportunities for youth women and paves the way for university girls to help improve their own lives and condition of their societies. Tanzanian girls who acquire more years of learning are expected to marry later and have fewer children, which enables them to remain longer in schools, better support their future families and pursue a self-sufficient self-esteem. They introduce healthier habits into their homes, increasing the probability of their children's survival. Therefore, the survival rate of infants with more educated mothers is achieved.

5. CONCLUSION

The study concluded that there is gender disparities in admission and participation in higher Education in Mwanza and Tanzania as entire favored male and beside female. This restrictions opportunities and thus confines the growth and self-actualization of young girls. Furthermore, institutions gives the socio enlightening factors contributing to gender equity, hence for awareness, the government should introduce various programmes of education, including STEM in all stages of learning so as to build firm foundations to the youth women, majority of youth women drop out from the colleges due to gender stereotypes. The contribution of tertiary learning for youth women in state growth should be overemphasized. Nevertheless, Tanzanian's tertiary learning institutions includes all level of education after secondary schools however, the goal which the government set for girls is not well realized that means the real impact on the girl empowerment advancement of the country and the socio-economic well-being of its citizenship notwithstanding that it has been documented and proclaimed in speeches that youth girls should be empowered as pillar of the national but in the really situation implementations is not realized.

6. RECOMMENDATIONS

This article therefore recommends that young girls should change stereotype attitudes, images and expectations which hinder young women development. Furthermore young girls must be fully involved in guiding principle formulation. The more youth women involvement in policy creation the larger the chance of impending up with policies that are appropriate, approachable and susceptible to the plight of girls youth.

The government of Tanzania should full involve youth female in formulating core curriculum and censoring so as to eliminate likely masculinity partiality in the curriculum. Furthermore, erroneous stereotypical partition of work into female's and male's jobs should be not be entertained because it constitutes a main factor in the tendency between youth women to acquire insufficient education.

Again, the government should provide particular fund for scholarship award, soft tuition loans and other monetary grants should be specifically established to youth female to give confidence to those talented and promising ones, on the issue of youth female empowerment. Strategy plans that are initiated ought to be entirely implemented and reviewed periodically. Women must organize themselves to meet the challenges of a constructive and meaningful role in the struggle for state emancipation and advancement. Policies and programmes must always mirror on the worldwide view of all genders in the country. This must be performed in captivating into deliberation views of female in tactical planned of the education system in the country. More finances ought to be allocated to education sector so that sufficient skills would be promoted and supported. Youth women must be given more voice, not only through awareness, but should be involved in executing policies making that affect everyone.

The research suggested that tertiary institutions must build human capital, overall socio-cultural and economic progress. Unconstructive outlook towards female education must be down casted through mass media. Untimely

matrimony customs should be disqualified and a particular programme of scholarships should be lunched including STEM in all stages of learning in order to empower youth women in achieving the national development

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