

**A STUDY TO DETERMINE FACTORS THAT
PERPETUATE GENDER IMBALANCE IN THE
MINISTRY OF EDUCATION:**

**A CASE OF CHIPATA, PETAUKE AND
NYIMBA DISTRICTS**

BY

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**A STUDY TO DETERMINE FACTORS THAT PERPETUATE
GENDER IMBALANCE IN THE MINISTRY OF EDUCATION: A
CASE OF CHIPATA, PETAUKE AND NYIMBA DISTRICTS.**

**A RESEARCH STUDY PRESENTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE IN
ADULT EDUCATION**

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TABLE OF CONTENTS

TITLE	PAGE
Declaration	i
Dedication	ii
Acknowledgement	iii
Acronyms	iv
Abstract	v - vi
CHAPTER ONE	
Introduction	1
Background	2
Statement of the Problem	3
Purpose of the Study	4
Objectives of the Study	4
Definition of terms	5
CHAPTER TWO	
Literature Review	7
CHAPTER THREE	
Research Design	15
Population	18
Sample and Sampling Procedure	18
Data Collection Instruments	18

Data analysis 19

CHAPTER FOUR

Findings 20

CHAPTER FIVE

Discussion of findings 27

Conclusions and recommendations 32

Bibliography

APPENDICES

Appendix 1 Questionnaire

Appendix 2 Authority letter

DEDICATION

This work is dedicated to Sekayi, Temwani, Robert, Matambose, Sonile, Sam, Omega and Thandiwe, my children, who endured the absence of father's love during the period of my degree studies at the University of Zambia.

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Finally and more importantly, I acknowledge the role Catherine C. M. Banda played in looking after my children single-handedly while I was away for my studies at the University.

ACRONYMS

AEO :	Assistant Examinations Officer
ASO :	Assistant Statistical Officer
BO :	Building Officer
CEO :	Continuing Education Officer
CT :	Class Teacher
DEBS :	District Education Board Secretary
DESO :	District Education Standards Officer
DRCC :	District Resource Centre Coordinator
ESO :	Education Standards Officer
NGP :	National Gender Policy
PO :	Planning Officer
RC :	Registry Clerk
SHRO :	Senior Human Resource Officer
TY :	Typist

ABSTRACT

Women in the Ministry of Education are left in subordination. This is noticed through lower positions occupied by them at their places of work where most top positions are occupied by men.

This study was undertaken to determine factors that perpetuate gender imbalance among workers in leadership positions.

Data was collected from 30 members of staff at Chipata, Petauke and Nyimba Districts, 10 at each district using questionnaire which included both closed and open ended questions. Reports from the 3 districts were reviewed to ensure the validity of the data collected. Data was analysed both quantitatively and qualitatively.

The study found out that women suffered marginalisation in as far as key senior positions in the Ministry of Education (MOE) are concerned. Most women occupied junior positions such as DRCC, typist, Human Resource Officer, Registry Clerk and other lower positions.

Cultural, stereotypes, inadequate educational attainment, women's negative self-image as some of the factors that leave women in positions of subordination.

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The study recommended the following:-

1. Society should be educated and sensitized about the rights and responsibilities of women.
2. policy makers should ensure the involvement of communities in identifying the obstacles to women's participation in decision making and the advantages if they got involved.
3. women must be empowered with assertiveness skills and an education they are not embarrassed with to make positive contribution to society.
4. there must be efforts to de-culturalise the women in areas where their behaviour destroys rather than building up in the nation in respect to women participation in decision making.
5. women must be exposed to leadership and decision making skills through training and must themselves keep fighting for recognition at all levels of national development – political, social, economic, cultural and religious levels.

CHAPTER ONE

INTRODUCTION

Since 1964, when Zambia got independence, the government of Zambia through the Ministry of Education has been striving to provide education to all its citizens. In order to achieve this goal, it had to review its educational policies from time to time. The new policy on education “Educating Our Future” was designed to guide the provision of education to all Zambians so that they are able to pursue knowledge and skills, manifest excellence in performance and moral uprightness.

When in employment, it is envisaged according to the Ministry of education (1996) that workers will acknowledge the basis of their personal work and dignity irrespective of gender, religion ethnicity or any other form of discriminatory nature. It is clear that in order for Zambia to develop, females and males should have equal access to education at all levels. This entails that every citizen should have equal participation in development at political, social, economic, decision making and other levels of influence regardless of the roles that each one plays in the family and society. Equal participation for

females and males in management positions is crucial. This would be a spring board from which the pupils would learn that men and women are equal partners in development.

Chipata, Nyimba and Petauke districts were suitable for this study, particularly that Chipata was one of the piloting districts for the PAGE project. Gender equity in management posts therefore should be the starting point from which pupils would learn this partnership between males and females.

BACKGROUND

History has shown that from time immemorial, women have been regarded as inferior to men and as such, they have taken a passive role in some social, economic and decision making aspects. At independence, the government worked hard to reverse the trend by opening many schools in order to offer opportunities to everybody. As if this was not enough education was offered free to all the citizens. This was in line with the law of the land which recognized that all persons were equal before it. By this premise, it followed that all persons at places of work and elsewhere, had equal opportunities.

However, this does not seem to be the case as claimed by some non-governmental organizations such as the Women Lobby Group and Women for Change who have argued that equal opportunities as reflected in the governments policy document and its practices. It is against this background that government decided to offer a specified number of school places for girls and boys irrespective of the quality of grades obtained in examination. This is done through the promotion and advancement of girls education (PAGE).

One of the major factors that would help PAGE to succeed is the provision of role models from whom girls can get inspiration. It is therefore, important that females are promoted to top management positions.

STATEMENT OF THE PROBLEM

Women in Zambia are subjected to conditions of subordination with regard to promotion to positions of leadership. This situation prevents them from influencing their status in as far as participation in developmental programmes is concerned. This study was set up to determine factors that perpetuate gender imbalance in positions of leadership.

PURPOSE OF THE STUDY

The purpose of this study was to determine factors that perpetuate gender imbalance among workers in leadership positions.

OBJECTIVES OF THE STUDY

The objectives of this study were to:

- Determine factors that perpetuate gender imbalance
- Establish whether gender imbalance is as a result of cultural factors.
- Assess whether there was any relationship between educational attainment and participation in leadership by the women.
- Assess whether gender imbalance was as a result of lack of motivation among women to take up positions of authority.

SIGNIFICANCE OF THE STUDY

The study was significant as it would avail knowledge to professionals. Policy makers, future researchers and stakeholders about factors that perpetuate gender imbalance in the labour force.

The study would assist them to take appropriate measures aimed to address issues of gender imbalance.

LIMITATION OF THE STUDY

The study was intended to cover all District Education Boards and schools in Eastern Province. Due to limited time, inadequate finances, and lack of transport, the study was undertaken in Chipata, Nyimba and Petauke districts.

DEFINITION OF TERMS

Affirmative Action: Special measures aimed at creating a state of equality between females and males through implementation of deliberate strategies aimed at elevating the status of the disadvantaged (GRZ, 2000).

Culture: The whole complex of distinctive spiritual material intellectual and emotional attributes that characterize society or social group (GRZ, 2000).

Equality: Fairness in the distribution of resources.

Empowerment: A process of gaining access to resources and developing one's capabilities with a view to participating actively in shaping one's own life and that of one's community in economic, social-cultural, political and religious terms (GRZ, 2000).

Sex roles: Roles which females and males perform on the basis of their reproductive physiological make up (Oakley, 1989).

CHAPTER TWO

REVIEW OF LITERATURE

According to the International Labour Organization (ILO) report (1975), advancement in management positions should be based on individual ability and inclination without regard to sex. Kelly (1994) however, contends that there is marginalisation of women in society that leads to tensions that obstruct women's full participation in the social, political and economic life of the community. Germain (1985) affirms that there is discrimination against women as the majority of them in paid occupations perform jobs that are subordinate and ill paid. ILO (1975) concedes that one of the problems is discrimination as is subtle and pervasive.

The Ministry of Education (MOE) (1996) recognizes that women are under-represented in all aspects of management of education in the country. This scenario is the same even in other institutions as Bardoville (1985) observes that only thirty one (31) women held top management posts in Zambia out of three hundred and nine (309) legal positions in 1982. This situation has not changed because women are still under-represented in all aspects of management

positions. Even where there are more female teachers than male teachers, teaching in an area, few of them rise to positions above the posts of senior teacher or deputy headteacher (MOE, 1977).

Kelly (1994) thinks that this trend should be reversed if meaningful development is to be realized. He cites Appleton, who in his study, found out that the gender of the headteachers of a primary school was significantly related to school performance. His study brought out evidence which suggested that schools with female headteachers were better managed, more orderly and more learning oriented than those headed by male headteachers. He thought that it was probably due to this evidence that the Ministry of Education in 1995 declared that it would make special efforts to post more female teachers to rural schools and to senior posts at the provincial and district education offices. Germain (1985) however, submits that because of historical factors and the universality of marginalisation, there is equity towards career opportunities. MOE (1996), reaffirms its commitment to wipe out any forms of discrimination and imbalance by affording all persons under it an opportunity to rise to posts of management.

The fight against imbalances could be difficult if female workers themselves are imbued with poor attitudes towards potential and stand in need of gender sensitivity training to enable them overcome the way they have been affected by the milieu of their own time of growth and development (Kelly, 1994: 62).

The grounds for increasing the number of female workers to management posts such as headteachers, district education board secretaries and education standards officers have positive implications on girl child enrolment and retention at school. These female leaders would act as stimulants to female children who would want to be like them – at some stage. Female teachers provide the girls attending school with living examples of women who have passed successfully through the education system. Sound educational levels ensure confidence in female workers to take up leadership positions (Kelly, 1994: 63).

Women's contribution to national development underscores the importance of development interventions. The national goal of accelerated development cannot be attained without paying special attention to the needs of women and girls. It is necessary that all

national policies include gender specific considerations (Kelly, 1999: 284).

The situation is more important in Zambia, where, even though progress has been made to enlarge the socio-economic status of women, they still remain among the disadvantaged and marginalized. This situation according to Kelly (1999: 284), is particularly evident in the feminization of poverty as reflected in the limited access of females to productive resources, social services, remunerative employment opportunities and participation in political decision making process. The disadvantaged status of women and girls is also strongly marked in the education sector.

Kelly (1999: 285) justifies this argument when he states that girls enrolment in grade one is almost equal to that of boys, but in the subsequent grades, the number of girls decreases steadily with a noticeably high female drop out from grade four onwards. Kelly further states that for every 100 girls who begin primary school, only 70 complete full primary course, 23 proceed into junior secondary school while 9 proceed into senior secondary school and 7 sit for the

school certificate examination. This situation has severe implications on the education of females.

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NGOCC (1995) prostates that there is a strong and dominant faction within government which is opposed to policies of gender equality. Some official government reports take the line that women already have equal access and opportunity and that it is their own fault if they do not achieve an equal footing with men in employment, in decision making positions and within the economy. The statement further indicates that the increased pushing for gender policy by women appears to have achieved little progress and in some cases, has served to solidify the firm patriarchal opposition to such policies within the Zambian government.

A study by ZARD concluded that actions on gender issues were more serious and effective in areas where gender gaps were smaller and where the issues were more concerned with welfare and access to resources rather than improving women's access to decision making positions. The report, therefore, found an inverse relationship between need and action (NGOCC, 1995 – 1999:30).

In 1999, the representation of women on the three commissions of the anti-corruption, drug enforcement and investigation had no female representation. This is evidenced by the single representation of females on the commissions of the Public Service, Police and Prisons Service and Human Rights which was done on surface to give the impression that gender was given consideration when appointments were made (NGOCC, 1995-99:30).

Gender gaps can also be traced in higher institutions of learning in the country where at the two universities, the enrolment ratios of males and females are unbalanced. The enrolment for female students is relatively lower in all schools than male students with schools of Engineering, Mines and Veterinary Medicine registering the lowest (NGOCC, 1995:45).

Women have always been guardians of wisdom and humanity which makes them natural but usually select rulers. The raising of socio-economic and political status is essential for the achievement and for effective administration and sustainable development in all areas of life. The power relations that prevent women from fulfilling lives, operate at many levels of society from the most personal to the highly

public is, therefore, a necessary condition for a country's development (NGOCC, 1995: 61). NGOCC further observes that despite constituting more than 50% of the national population, women have continued to be under represented at all levels of decision making in government, parliament, political parties, the private sector, special public service commissions and boards, religious groups and other institutions.

According to NGP (2000), occupational segregation and concentration tend to be perpetuated by customary and cultural factors that tend to stereotype jobs to be for men and to be for women. Some employers, therefore, expect that women will have lower responsibilities and tend to consign them to particular job ladders. Some examples cited include nursing, secretarial services, among others, which most perceive as jobs for women.

Gender stereotypes have reigned supreme over the years and continue to influence some leaders. Religion of Islam for example, casts the woman into the status of inferiority. Children and adults have grown up with the morbid belief that a girl or a woman shall

always serve the interests of the men till the end of the world (Larson, 1998: Okley, 1989:55).

Women, relative to men, face unequal opportunities for training partly because of family commitments which tend to outweigh other demands and partly because of unplanned reproductive roles. Hindrances of such nature continue subjecting them to unequal career prospects and consequent concentration in a narrow range of formal sectors and occupations leading to unequal participation in economic decision making and greater likelihood of being unemployed and being poor (NGP, 2000).

CSO (1996) reveals that women are in the minority in the formal wage employment (about one in five) and are lowly represented at the higher levels (only one in ten at management level). There are only 20% of the women in the labour force. It is therefore, estimated that 90% of wages and salaries are paid to men. This situation has also been exacerbated by the fact that women are consigned to clerical rather than management occupations with a ratio of male to female 70: 30 in 1980 to 57: 43 in 1995 in high income occupations.

Lack of adequate involvement of women and girls in science, technology and vocational training is another recipe for women subordination in employment and this results from their weak education foundation in science and mathematics. The performance of mathematics and science is unsatisfactory, mainly because of poor preparation and the feeling that they are subjects for boys.

CHAPTER THREE

METHODOLOGY

RESEARCH DESIGN

A research design is a plan and structure of the investigation used to obtain evidence to respond to research objectives or questions (Macmillan and Schumacher, 1997: 35). In most research studies, the designs are classified as quantitative and qualitative. The two designs operate well in a given parameter of specific paradigm. Kunn (1992) defines a paradigm as a framework which determines the boundaries of a thing and analysis. Paradigms create boundaries within which the search for reasons occurs and confine what is significant in the framework of that particular inquiry (Worsely, 1995: 61, Urtin et al, 2002). Quantitative and qualitative researchers restrict and get answers within a given paradigm.

QUALITATIVE METHODS

Patton (1990: 14) states that quantitative methods facilitate comparisons and statistical aggregation of data producing a broad, generalisable set of findings presented. Newman (1994) asserts that the quantitative research design is standardized according to fixed

procedures and can be replicated. The implication is that research is based on logical positivist philosophy which assumes that there are social facts with the single object reality divorced from the feelings and beliefs of individuals (Leedy, 1993: 139). The reality can be explained, controlled and predicted by natural cause effect laws.

Positivists explain that there are only two bases for science, empirical and analytical statements of logic.

QUALITATIVE METHODS

Schurink (2000: 242) discloses that the qualitative methodology is interpretive and dialectical. During the process of interface dialectical between the researcher and the researched, the researched world is divorced by means of qualitative methods. Euren (1983) contends that analysts ought to respect these voices in their terms, not continually seeking to distort them into faceless data.

In order to provide accurate explanation of the situation of women in leadership positions in selected District Education Boards offices, the researcher used an evaluative research type. The approach enabled the researcher to determine factors that leave female workers in

subordinate positions. The research took both quantitative and qualitative approaches. Quantitative approach was used to obtain data from respondents through questionnaires while qualitative approach was used to collect data through interviews.

SAMPLE AND SAMPLING PROCEDURE

In order to provide valid generalization of the findings for the sample to the defined population, purposive sampling procedure was used due to the small size of the population so that all elements in the entire population could be included in the sample.

POPULATION

Specifically, the population comprised officers at the three District Education Boards of Chipata Nyimba and Petauke.

DATA COLLECTION INSTRUMENTS

QUESTIONNAIRES

A set of questionnaires was used to collect data from senior officers and their staff in the three districts. This method was suitable because all respondents were literate.

DOCUMENT REVIEW

Annual reports from the three districts for the period 2000 to 2003 were reviewed to ensure the validity of data on the state of women in leadership positions.

INTERVIEWS

Some data was collected through discussion by way of interviews.

DATA ANALYSIS

Both quantitative and qualitative methods of data analysis were used. For quantitative data, tables of frequency distribution were used. Data collected through discussion or interviews took qualitative analysis.

CHAPTER FOUR

FINDINGS

This chapter analyses the data collected from the field.

CHARACTERISTICS OF RESPONDENTS

30 respondents participated in this study. The breakdown according to gender is shown in table 1 below.

TABLE 1: DISTRIBUTION OF RESPONDENTS

SEX	No. OF RESPONDENTS	PERCENTAGE
Male	17	56.67
Female	13	43.33

The distribution of respondents shows that the majority of respondents were males who constituted 56.67%. Females were represented by 43.33% ratio.

TABLE 2: AGE DISTRIBUTION BY GENDER

	MALE		FEMALE	
Age	Frequency	Percentage	Frequency	Percentage
20 – 29	1	3.33	0	0
30 – 39	5	16.67	8	26.67
40 – 49	7	23.33	4	13.33
50 – 59	4	13.33	1	3.33
Total	17	56.67	13	43.33

Table 2 shows the age distribution of respondents by gender. The majority of respondents fell in the age ranges 30 – 39 and 40 to 49 that constituted 16.67% and 23.33% respectively.

TABLE 3: EDUCATIONAL QUALIFICATION

	MALE		FEMALE	
Qualification	Frequency	Percentage	Frequency	Percentage
Primary	0	0	0	0
Secondary	1	3.33	1	3.33
College	4	13.33	4	13.33
University	12	40	8	26.67
Total	17	56.67	13	43.33

Table 3 shows educational qualifications of respondents. The 40% who obtained university education were males. Females who obtained university education were 26.67%.

TABLE 4: PROFESSIONAL QUALIFICATION

	MALES		FEMALES	
Qualification	Frequency	Percentage	Frequency	Percentage
Certificate	4	13.33	2	6.67
Diploma	4	13.33	7	23.33
Degree	9	30.0	4	13.33
Total	17	56.67	13	43.33

Table 4 shows professional qualifications of respondents by gender.

Males who held University degrees were 30% while females who held university degrees were 13.33%. This indicates that there were more males who held university degrees than females.

TABLE 5: IN-SERVICE TRAINING

	MALES		FEMALES	
Response	Frequency	Percentage	Frequency	Percentage
Yes	17	56.67	10	33.33
No	0	0	3	10
Total	17	56.67	13	43.33

Table 5 shows participation in in-service training by gender. 56.67% males participated in in-service training, 23.33 females participated while 10% females never participated.

TABLE 6: LENGTH OF SERVICE

	MALES		FEMALES	
Length	Frequency	Percentage	Frequency	Percentage
1 – 10	1	3.33	0	0
11 – 20	10	33.33	8	26.67
21 – 30	4	13.33	4	13.33
31 - 40	2	6.67	1	3.33
Total	17	56.67	13	43.33

Table 6 shows length of service of respondents by gender. 33.33% males fell within 11 – 20 age range while females who fell within this age range constituted 26.67%. This shows that most respondents served in the organization for about 11 – 20 years.

TABLE 7: POSITIONS HELD

Position	Male	Female
DEBS	2	
DESO	3	
ESO	4	
SHRO	3	1
PO	1	
DRCC	1	1
BO	1	
AXEO	1	
ASO	1	
CEO	1	
CT	1	10
RC	1	
T	1	1
Total	17	13

Table 7 shows the posts held by respondents by gender. The results show that all key positions were filled by male respondents while females were spread through subordinate positions.

TABLE 8: KNOWLEDGE OF RECOMMENDATION FOR PROMOTION

	MALES		FEMALES	
Response	Frequency	Percentage	Frequency	Percentage
Yes	13	43.33	6	20
No	4	13.34	7	23.33
Total	17	56.67	13	43.33

Table 8 shows that most men (43.33%) had knowledge of their being recommended for promotion while females who had knowledge of their being recommended for promotion were only 20%.

TABLE 9: OPPORTUNITIES FOR PROMOTION

	MALES		FEMALES	
Response	Frequency	Percentage	Frequency	Percentage
Yes	13	46.67	5	16.67
No	4	10	8	26.66
Total	17	56.67	13	43.33

Table 9 shows whether females have equal opportunities for promotion as men. 46.67% males indicated that females had equal opportunities as males, while females with a similar response were 15.67%. however, 26.66% females indicated that there was no

equality in opportunities for promotion between them and their male counterparts.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

TABLE 10: FACTORS AFFECTING WOMEN’S ADVANCEMENT TO MANAGEMENT POSITIONS

Response	Frequency	Percentage
Cultural	5	16.67
Stereotypes	6	20
Both cultural and stereotypes	16	53.33
Others	3	10
Total	30	100

Table 10 shows the factors that affect women’s advancement to management positions. 16.67% indicated that cultural factors were responsible for women’s failure to attain top management posts, 20% blamed stereotypes, 53.33% indicated that both cultural and stereotypes were responsible for women subordination while 10% cited other reasons such as inadequate educational attainment and lack of self image among women themselves.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter discusses the findings of the study and makes recommendations to policy makers, practitioners, future researchers and other stakeholders.

The study revealed a number of factors that impede women's advancement to management positions. The factors which came out prominently in the study were as follows:-

CULTURAL

The social-cultural differences between males and females have continued to promote female subordination. Such aspects as child rearing, conformity, social organization of societies, cultural norms and dependency demands that each individual abides by them. Human behaviour, according to Kabira et al (1994), is learnt and not based on biological constitution. They assert that behaviour is the product of social-cultural traditions which are created and re-enforced through culture. Thus the values and behaviour patterns associated with maleness and femaleness are learned, acquired and assimilated

through socialization and that socialization is based on gender and gender roles.

For grown up people, society has formed social methodologies with arguments supporting them regarding the differences between males and females. Arguments such as children need their mothers, won't children be neglected if women did not stay at home? This scenario would make a woman feel she cannot be a professor, for then, she would have to put extra time to ensure she does not neglect her domestic roles (Kabira et al, 1994). From the onset, therefore, culture has had influence on the behaviour of society according to the roles that each sex plays. The study revealed this when more females applied for subordinate positions despite some of them having the same qualifications with men.

STEREOTYPES

Males are stereotypically agentic or instrumental whereas females are rational and are basically concerned with social interaction and share emotions. Stereotypes do not represent or reflect reality often times, but convey culturally shared beliefs about what particular individuals will be like. Stereotypes have no basis in real behaviour.

Culturally prescribed stereotypes do express those characteristics that are considered socially desirable for men and women to possess. This trend is revealed in this study where most respondents, both male and female cited stereotypes as being one of the culprits that perpetuate women subordination.

This factor is supported by the NGP (2000), whose assertion is that occupational segregation and concentration tend to be perpetuated by customary and cultural factors that tend to stereotype jobs to be for men and women. Some employers, therefore, expect that women will have lower responsibilities and tend to confine them to particular job ladders such as nursing, teaching, secretarial, receptionists typing and other lower jobs.

Inadequate educational levels among women was cited as another factor that prevented women from advancing to management positions. Most respondents in this study who had university degrees were males while females were either certificate or diploma holders with a few holding degrees. This was a disadvantage to women who had to compete for senior positions that required degrees as minimum qualifications.

On low educational levels among women, the study revealed that institutional, socio-cultural and personal factors combine to impede girls in exploiting their potential through education. The institutional factors border on the prohibitive school fees parents have to pay for girls' high school education and the retrogressive image of women and girls depicted by many books. Socio-cultural obstacles include the low value placed on educating the female, the burdensome work loaded upon the girls in the house, parochial expectations that girls and women will automatically find personal fulfillment in bearing children, early marriages and widespread doubt about girls intellectual abilities. Personal factors embrace a negative self-image which the school frequently reinforces and extreme socialization to be passive and submissive to the whims and caprices of the men.

The school transmits several stereotypes about males and females. In many developing countries, certain types of subjects are taught to girls only or to boys only. The most challenging ones being taught to boys and those considered to be less challenging being taught to girls. This situation as revealed by this study promoted the thinking that challenging responsibilities (jobs) were for men and those

considered inferior were for women. Some respondents cited Zambia as having neither a female president nor a female vice-president since independence in 1964.

The cultural and traditional practices have continuously subjected women to male subordination and the ensuing view that politics are tailored for men. Women encounter barriers in their attempt to participate in decision making. Some of barriers include intimidation, negative self-image, lack of morale and material support from women themselves. Most respondents indicated that women constituted a larger population of voters but they ignored female candidates. This is evidence of female subordination.

Some respondents in the study blamed the media for promoting women subordination. They indicated that most African plays are directed by men and they end up with beating up of a female actor. This act vividly shows male supremacy over females. Females, therefore, feel it is a normal practice to be led by men.

The study established the fact that women shun positions that fall vacant in rural areas. They cited hardships being encountered in

these areas as setbacks. Lack of transport, lack of electricity, poor health care, poor water and sanitation, poor housing and others were some of the examples given by some respondents. It was further stated that taking up top positions in rural areas would separate them from their families.

CONCLUSION

In the final analysis of this research, one can but critically consider the marginalisation of the womenfolk in as far as key senior positions in the Ministry of education (MOE) are concerned. Some impediments stalling progress of women are cultural and border on suppressing the women and subordinating them perpetually to low positions. Stereotypes are among the barriers to women progress. Stereotypes on girls and women are not reflective of reality. They have a bearing on society as they trigger off occupational segregation and subject women to the stratum of inferiority. Stereotypes tend to promote male superiority and female inferiority.

Since the females are mostly put on the sidelines of responsibility, they are consigned to miserable jobs/positions extremely frustrating them. One can therefore decipher from the data collected that

government should strive harder at correcting the situation where the scales should tilt in favour of women all in fairness.

RECOMMENDATIONS

This study was undertaken to determine factors that perpetuate gender imbalance in management positions between male and female workers. In order to address these imbalances, the following recommendations deserve consideration:-

Education and sensitization of the society about the rights and responsibilities of women are needed urgently. Efforts must be made by policy makers to involve communities in identifying the obstacles to women's participation in decision making and the advantages if they get involved.

Women must be empowered with assertiveness skills, and an education they are not embarrassed with to make positive contribution to society. This is especially so where it is felt that they must merit their positions.

Men must also undergo sensitization so that they are aware of the positive impacts women involvement in decision making will have. There must be efforts to de-culturalise them in areas where their behaviour destroys rather than building up the nation in respect to women participation. It is disheartening to note that even at parliament level, men are derogative when it comes to women's issues. This ought to be firmly discouraged.

Women must be exposed to leadership and decision making skills through training and must themselves keep fighting for recognition at all levels of national development - political, social, economic, cultural and religious levels.

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APPENDIX I

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION

STUDIES

RESEARCH QUESTIONNAIRE

Dear Respondent,

I am a 4th year student at the University of Zambia under the Department of Adult Education and Extension Studies. I am carrying out a study among District Education Board Secretaries and their staff.

The purpose of the study is to determine factors that perpetuate gender imbalance among workers in leadership positions. You are therefore, humbly requested to answer the questions that follow to the best of your knowledge.

Your responses will be treated with absolute confidentiality. To answer the questions, tick () in the box corresponding with your answer or fill in the spaces provided as appropriate. Do not write your name.

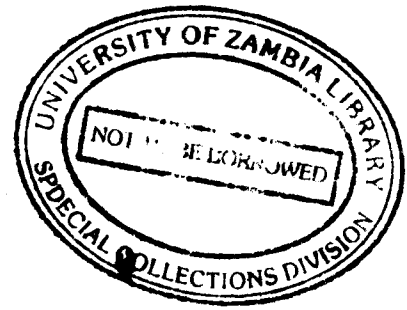
1. Sex :
 - a. Male []
 - b. Female []
2. What is your age?
 - a. 20 – 25 []
 - b. 25 – 35 []
 - c. 35 – 45 []
 - d. 45 – 50 []
 - e. Above 50 []
3. How far have you gone in school?
 - a. Primary []
 - b. Secondary []
 - c. College []
 - d. University []
4. What is your current qualification?
 - a. Certificate []
 - b. Diploma []
 - c. Degree []
 - d. Others []

5. Have you undergone any in-service training?
- a. Yes []
- b. No []
6. How long have you served in this organisation?
-
7. What post do you hold?
-
8. How long have you served in this position?
-
9. Have you ever applied for any promotion?
- a. Yes []
- b. No []
10. If NO, state the reasons for your response?
-
11. Have you ever received any recommendation for promotion?
- a. Yes []
- b. No []
12. Do you think men and women have equal opportunities for promotions?
- a. Yes []
- b. No []

13. If NO, state the reasons for your response.
.....
14. Do you think women have equal opportunities as men?
- a. Yes []
- b. No []
15. State reasons for your response to question 14.
.....
16. What factors do you think affect women's advancement to management positions?
- a. Cultural
- b. Stereotypes
- c. Both cultural and self-esteem
- d. Others explain
.....
17. What factors hinder women's participation to management positions?.....
.....
18. What is your organisation doing to address gender imbalance in management positions?

19. What do you think should be done to address gender imbalance in management?
- a. at managerial level
.....
 - b. at individual level
.....

I thank you for your cooperation.



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

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Fax: + 260-1-292702

P O BOX 32379
Lusaka, Zambia

Your Ref:

....., 2004

NAME: BANDA JOSEPH L

TO WHOM IT MAY CONCERN

RE: RESEARCH UNDERTAKING

The bearer(s) of this letter is a student in the Diploma/Degree in Adult Education. He/she has been requested to undertake research in your organization as part of his/her learning experience. Your help and cooperation in this regard will be highly appreciated by the department, as this will enable the student to link theory work, which is offered in the class, and practical work, which can only be obtained from organizations like yours.

I look forward very much to a favourable response in this regard.

Yours faithfully

D.M. Sibalwa (Dr.)
ACTING HEAD OF DEPARTMENT
ADULT EDUCATION AND EXTENSION STUDIES.

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DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES
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