

**PROSPECTS FOR PROFESSIONAL DEVELOPMENT OF FEMALE
RESIDENT LECTURERS AND STUDENTS IN UNIVERSITY EXTENSION
STUDIES**

**BY
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**A dissertation submitted to the University of Zambia in partial fulfilment of the
requirements for the award of the degree of master of education in adult
education**

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DECLARATION

I, Albetina Mbewe, do solemnly declare that this dissertation titled: “*Prospects for professional development of female resident lecturers and students in University Extension Studies*”, represents my own work, and to my knowledge, it has not been previously submitted for a degree or diploma other qualification at any other education institution. The various sources to which I have referred have been acknowledged.

Author’s signature:.....Date:.....

APPROVAL

This dissertation of Albetina Mbewe has been approved as fulfilling the partial requirement for the award of the degree of Master of Education in Adult Education by the University of Zambia.

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ABSTRACT

This study examined the prospects for professional development of female resident lecturers and students in University Extension Studies programmes of the University of Zambia. The objectives of the study were: to examine the experiences of female resident lecturers and students in University Extension Studies; to establish the challenges faced by female resident lectures and students in University extension studies; to explore the prospects for professional development of female resident lecturers and students in university extension studies. Descriptive research design was used. The study population was all the 3 female resident lecturers and all the 205 students who were studying in university extension studies in Lusaka, Southern and North-Western Provinces. A total of 97 respondents participated in this study comprising: all the 3 resident lecturers and 94 female students. Purposive sampling was used to select the 3 resident lecturers. Data from the interviews and open-ended items of questionnaires was analysed using emerging themes. Data from the closed-ended items of the questionnaire was analysed using descriptive statistics to generate totals and percentages. Findings showed that both resident lecturers and female students had negative and positive experiences of university extension studies. Positive experiences of the resident lecturers were: excitement about holding a prestigious job and a sense of inspiration that emanated from working in a learning environment. Negative experiences were: stress emanating from dual family and professional roles; a sense of vulnerability resulting from travelling long distances to supervise centres that are far apart on poor road network; a sense of discomfort and a feeling of out of place due to working in a male dominated environment. Students positive experiences were: a sense of pride to be enrolled at University of Zambia which they considered to be the highest institution of learning in the country and a sense of contentment due to a favourable payment mode that permitted to pay in instalments. Students negative experiences of university extension included: exhaustion due to multiple roles of being a mother, wife, member of the community, worker and student; a sense of vulnerability due moving at night to attend classes; and low self-esteem due to community perception that they were failures and that explained why they attended evening classes. The challenges resident lecturers faced were: using old vehicles and difficulties of addressing the demand to open centres in areas without suitable facilities. Challenges students faced were: difficulties of progressing from diploma to degree programmes within the University of Zambia; absence of libraries for reference materials and poor sanitation conditions. Prospects for professional development for both female resident lecturers and students were high. The high prospects were enhanced by: opportunities to advance their studies, and all three resident lecturers were engaged in PhD studies. The prospects for the students were also high due to the opportunity to get credentials from the University of Zambia and a high chance of completing studies due to the favourable mode of payment of tuition fees. In conclusion, the prospects for both female resident lecturers and students were high, boosted by opportunities to study and positive experiences. The study recommended that the University of Zambia must introduce degree programmes through university extension to mitigate the difficulties to progressing to higher levels. The University of Zambia must employ center organizers who will complement the supervision of part-time tutors.

Key words: *Prospects for professional development, Gender, Resident Lecturer and Experience*

DEDICATION

This thesis is dedicated to my father Mr. James Moses Mbewe and to my late mother Mrs. Lydia Moyo Mbewe.

To my children, Lydia Sara Florence, Eunice, Gwen, Carol. Davies James, Joy, Chisomo and Joshua.

Lastly, the thesis is dedicated to my brothers and sister
Glory be to God great things he has done in my life.

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ACRONYMS

CSO	Central Statistical Office
EFA	Educational For All
FAWEZA	Forum for African Women Educationist in Zambia
GRZ	Government of the Republic of Zambia
H E	Higher Education
MOE	Ministry of Education
PAGE	Programme for the Advancement of Girls Education
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNDP	United Nations Development Programmes
UNICEF	United Nations Children’s Fund
UNZA	The University of Zambia
SP	Stabilisation Policy
SAP	Structural Adjustment Programmes

OPERATIONAL DEFINITION OF TERMS

- Gender:** Socially constructed roles and socially learned behaviours and expectations associated with females and males
- Experience:** Process of personally observing, encountering or undergoing of university extension studies.
- Education:** Any long-term learning activity directed at preparing a person for a variety of roles in life. It occurs through informal, non-formal and formal systems
- Resident Lecturer:** A representative of the University of Zambia in a given area of operation, in this case in a provincial centre.
- Prospect:** The probability or chance for future success in profession in university extension studies
- Professional Development:** An array of specialised training in formal education or advanced professional learning that improves skills, professional knowledge competence and overall effectiveness in the professional world.

CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter provides a synoptic view of the research study. It starts by providing a background to the study after which the statement of the problem, purpose of the problem, research objectives, and research questions, significance, operational definition of terms, theoretical framework, the structure of dissertation and the summary of the study.

1.2 Background to the study

Women in higher education have made significant progress over the years in the quest to achieve gender equality (Karikari, 2008). With regard to those that are working in the teaching profession as lecturers and professors more and more women are receiving advanced degrees and ascending to the ranks of head of department, deans, and presidents (UNESCO, 2006).

Walucho (2013) asserts that although there were many women in the teaching profession, the number of those that hold administrative positions has been low. Gender gaps in education and employment significantly reduce economic growth with Africa suffering from slower growth in female employment than Western European countries (Patton, 2009). According to UNESCO (2000), educational opportunities have been opened to girls and women, and the benefits are even great. Education has been seen as a fundamental strategy for human capital development and a crucial vehicle for enhancing the quality of life.

Since 2000 participation of women in education in Zambia has increased in terms of student enrolment and participation at tertiary level (CSO, 2008). The Fifth National Development Plan (2006) revealed the increased enrolment of girls in the education system in 2000. Global estimate from 137 countries shows that female researchers would increase from 28.4% to 30.7%. Nevertheless, enrolment rates for females in higher education in sub-Saharan Africa are by far the lowest in the world. It was 1 per cent in 1965 and it still stands at only 5 per cent. The region's present enrolment ratio is in the same range as that of other developing regions 40 years ago (UNESCO, 2013). Even though females have a greater presence in the humanities, education, and social sciences, they are not alien to the challenges of the day to day activities (Hamatu, 2010). Despite the gain in advancing gender equality, the efforts of true empowerments often remain resistant to gendered voices of change (Longwe, 2008).

The inequalities are still prevalent in enrolment at primary level, completion of grade 12, graduation at tertiary and participation in management positions. Studies on gender inequalities show that education related inequalities between the two genders persist in spite of achievements in increasing enrolments in formal education (Mumba, 1991).

To have a better understanding of female experiences in any education, it is important to briefly explain the meaning of gender. Biklen and Pollard (1993) assert that “being male or female carries few meanings in and of itself; its most potent meanings come from social and cultural meanings attributed to it. “These meanings we call gender, the social construction of sex”. Gender, then, refers to socially constructed roles and socially learned behaviours and expectations associated with females and males (World Bank, 2001).

The World Bank (2001) reported that like race, ethnicity, and class, gender is a social category that largely establishes one’s life chances, shaping one’s participation in society and in the economy. Gender has a significant impact on academic and professional identity formation (Morley, 2005). Gendered power relations symbolically and materially construct and regulate female’s everyday experiences of higher education. The 2001 World Bank report explains that all cultures interpret and elaborate the biological differences between male and female into a set of social expectations about what behaviours and activities are appropriate and what rights, resources, and power female and male possess. For example, nearly all societies give the primary responsibility for the care of infants and young children to women and girls and assign military service and national defence to men (World Bank, 2001). Therefore, gender is a common term which refers to the social roles, behaviour, activities and attributes that a particular society considers appropriate for male and female. It refers to two sexes that are male and female. Biologically both are having different roles and some major responsibilities which they have to fulfil. Physically female roles are to take care of the house, children, family, and relatives while on the other hand men are believed to be the bread earners, the heads of families, for hardships and for struggle for earnings in the family. All these thinking made our women weaker and deprived from basic things such as education.

Gender inequality is the idea and situation that female and male are not equal (UNDP and UN, 2013). The initial integration of the ideas in education strategies were to enable females learn how to be better mothers and wives as a result, this led girls to concentrate more on home economics and social etiquette training than formal schooling. According to Kelly (1996), in

many households especially rural ones, the limited educational resources were made available for males' education and not for females' education. The rationale being that the females will eventually be married off and the husbands will look after them. Consequently, there was a huge difference between males and females in accessing education in Zambia (Kelly, 1996).

The education reforms in Zambia have gone a long way in bringing down gender barriers to the education of females (Kelly et al., 1996). Hamatu's study (2015) showed that there are steady increases in females' pass rates in mathematics and science subjects following a number of education interventions that include, re-entry policy, new break through to literacy and programme advancement of girls (PAGE).

The Ministry of Education worked tirelessly towards reducing the barriers to the education of females through the Programme for Advancement of Girls' Education (PAGE), new break through to literacy and re-entry policy which allowed females who had dropped out of school due to early pregnancies to continue with school (Kelly et al., 1996).

1.3 Statement of the problem

Morley (2005) contends that higher education at university level has often played a pivotal role in helping to highlight structures of social inequalities, their ethical issues, and policy. It has also contributed to public debates around various forms of discrimination. However, few universities have scrutinized their own practices of reproducing or challenging existing social inequalities and forms of discrimination among staff and students.

According to Moonga (2008), over the years, University extension education in trying to spread the spheres of its usefulness in the country has received negative perception by some members of the society. However, University extension education has been regarded as remedial education, dealing with the omissions of the formal education system especially for females. Programmes in University extension education are tailored in such a way that they are able to accommodate the learners who are working and all those who cannot manage to enrol in full time studies but want to acquire education of the university nature.

Since 2000, participation of girls and women has been increased in terms of student participation and attainment levels in education (CSO, 2008). However, the inequalities are still prevalent in university extension studies. Considering the number of provinces compared

to the number of female resident lecturers. From 10 provinces of Zambia, only 3 females are working as resident lecturers under university extension studies. This study therefore sought to examine the experiences of female students and resident lecturers in university extension studies: prospects for professional development.

1.4 Purpose of the study

The purpose of this study was to examine the experiences of female students and resident lecturers in university extension studies: prospects for professional development.

1.5 Objectives of the study

The objectives of the study were to:

1. Examine the experiences of female students and resident lecturers in University Extension Studies.
2. Establish the challenges faced by female students and Resident Lecturers in University extension studies.
3. Explore the professional development prospects of female resident lecturers and students in university extension studies

1.6 Research Questions

- 2 What are the experiences of female students and resident lecturers in University Extension studies?
- 3 What are the challenges faced by female students and resident lecturers in university extension studies?
- 4 What are the professional development prospects of female students and resident lecturers in university extension studies?

1.7 Significance of the problem

The study was important as it added to the existing body of knowledge while providing information to the University of Zambia to make them understand the experiences of female resident lecturers and students in University extension education. Additionally, the results of the study would help University of Zambia in decision making on how to improve the University extension studies and promote gender equality.

1.8 Theoretical framework

Different theories have been used to explain and address gender inequalities in society. Some of the theories include; Liberal feminist theory, Marxist feminism theory, and Radical and Socialist theories. Liberal feminist theory maintains that the structure of symbols and knowledge in education institutions was as a result of the dominant culture that control education was in an instrument of domination that perpetuates the inequalities of society this theory is concerned with the reforms of policies, practices and programmes of females (Giddens, 2001). Marxist feminism theory focuses on the investigating and explaining the way women are oppressed through systems of capitalism and private property. The theory believes that women's liberation can only be achieved through a radical restructuring of the current capitalist and economy in which they contend much of women's labour uncompensated. Oppression in the family is as a result of what pertains in society. The husband is the bourgeoisie and the wife is the proletariat within the context of the family. The case is the same in the case of women in business, politics and public office (Firestone, 1970). Radical and socialist feminist theories are a perspective within feminism that calls for radical reordering of society in which male supremacy is eliminated in social and economic context. They view society as fundamentally a patriarchy in which men dominate and oppress women (Firestone, 1970). These theories seek to abolish the patriarchy in order to liberate every woman unjust society by challenging existing social norms and opposing sexual objectifications of women raising public awareness about such issues as rape and violence against women and the concept of Gender roles.

These theories generally agree that there is oppression and inequality based on gender. The theories mentioned above only differ in terms of the approaches they advocate having these imbalances within society (Samkange, 2015). It is important to acknowledge that the feminist theories is not limited to satisfaction of equal opportunity and representation of men and women but insists on analysis of the structural and systemic causes of inequality, oppression and discrimination. According to feminist theory, unfair treatment stems from the common acceptance of women's oppression (Stanley & Wise, 1983). Feminist theory is devoted to hearing women speak, in their own words, about their own such experiences by providing women with the flexibility to explore and discuss aspects unique to their experience. A clearer picture can be developed contributing to understanding how women learn to navigate a system that is established for men (Bloom & Crabtree, 2006). Furthermore, feminists encompass the

critical process of examining the structural matters which surround and shape women so that they can begin to form ideas about alternative ways of behaving and engaging.

This study adopted the Liberal Feminist theory which concentrates on women having their equality through being responsible for their actions and choices (Brookes, 2008). Giddens (2001) defines liberal theory as a “feminist theory that believes gender inequality is produced by reduced access for women and girls to civil rights and allocation of social resources such as education and employment”. Liberal Feminists have moderate aims. Their views do not radically challenge the existing values and as such, they aim for gradual change in the political, economic and social system meaning that, it is concerned with the reforms of policies, practices and programmes (Haralambos and Holborn, 2008).

Liberal feminists claim that gender differences are not based in biology and, therefore, women and men are not all that different, their common humanity supersedes their procreative differentiation. If women and men are not different, then they should not be treated differently under the law. Women should have the same rights as men and the same educational and work opportunities (Lorber, 1995).

Liberal theory maintains that the structure of symbols and knowledge in education institutions was as a result of the dominant culture which control education was in an instrument of domination that perpetuates the inequalities of society (Giddens, 2001).

Gender disparities are attributed to a number of factors. These include culture and the way men and women are socialised within that culture. The other factors are closely related to the attitudes of the individuals. All these can be changed through education and equal work opportunities. Liberal feminism theory was adopted because it is concerned with the reforms of policies, practices and programmes of females. Liberal feminist theory explains the rationale of educational interventions aimed at improving the status of female students and resident lecturers in university extension studies.

1.9 Organisation of the dissertation

Chapter One has presented the background to the study, statement of the problem, purpose of the study, research objectives, and research questions, significance of the study, operation definition of terms theoretical framework and the structure of the dissertation. Chapter Two focuses on literature review. This chapter provided a review of the relevant literature to the

problem under discussion. Chapter Three provided research methodology used in the study. Included under this chapter were research design, target population, data collection tools, sample size, sampling procedure, data collection instruments, data analysis, pilot ethical consideration, delimitation and limitation. Chapter Four provided the research findings. Chapter Five presented the discussion of the findings. Chapter Six concluded the study and made recommendations based on the findings and provided suggestions for further research.

1.10 Summary of Chapter one

This chapter presented the background information of the study, statement of the problem, purpose of the study, objectives, research questions, and significance of the study, operational definition of terms, theoretical framework and structure of the dissertation. The next chapter will review the relevant literature in line with the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

This chapter discusses various literature reviews on issues of females in higher education and those relating to the topic as propounded by different authors. The chapter covered the topics related to female experiences in education, challenges faced by females in education and prospects for professional development.

2.2 Participation of Females in Education

Females in education have different experiences. Van Eck, Harley, Ainsworth & Faruquee (1996) established that within the management route women's experiences were influenced by personal, organisational and social factors. These factors were also identified by Cubillo and Brown (2003) as categories of analysis that show the different levels at which women's participation in education management is affected. In Cubillo and Brown's framing, the personal level was where women grapple with internal issues such as professional experiences, aspirations, ambitions and confidence. Women lack the self-esteem they need in order to take charge of their professional lives. At organisational level, the hierarchical structures and cultures in terms of gendered stereotypes about who can and cannot be a school manager block women's participation in management. The gendered practices influenced by cultural norms and belief systems are played out at social level within the school and outside the school context. This context is informed by cultural discourses favouring the masculine image of management that continuously disadvantage women (Tallerico, 2000).

According to Longwe (2008) the important single influence on girls and women access to participation in formal education was an overwhelming image of women as subordinate, dominated by men in society. Systematic subordination of women in households and community was the reality for women.

Governments are encouraging a gender free movement around the world. It is for this reason that researchers are increasingly showing curiosity in women in management matters worldwide, and are reporting on the demographic variations in top management positions by debating the status and circumstances of professional women. The biggest involvement all this had made is creating awareness of women's academic and professional contributions. Heward and Bunwaree (1998) asserts that women are more valued for their labour, power and

reproductive capacity as child bearers, rearers and food providers. Chisholm (2001) asserts that women who were not supported and disrespected left the educational organizations in the same numbers in which they enter thus counteracting transformation efforts to bring more women in positions of leadership. Lack of acceptance of women by the community and their male counterparts as principals continues to display chauvinistic cultural and traditional stereotypes about women as leaders.

According to Smyth (2005), women participate more than men in academic matters especially in the post graduate level. The participation rates in higher education exceed that of men but in countries like Czech Republic, Germany, Luxembourg, the Netherlands, Romania, Slovakia and Austria attainment amongst younger women and men between the ages of 20-29 years show women levelling with and surpassing men. Despite women's significant rise in both participation and attainment rates in their academic levels, there are still fields where male are more dominant than females. To make matters worse, even after women performing very well in terms of attaining good qualifications in education, when it comes to employment rates, there are very high numbers of males dominating the work industry.

In South Africa, Mahlase (1997) investigated the position and experiences of black women teachers and highlighted race, culture and ethnicity as issues affecting and defining experiences of women teachers in general and women managers in particular. Findings were that that black women teachers were deeply affected by state control and the patriarchal relations built into Bantu education; lack of uniform policy and culture stereotypes that appeared to be working against women's appointment and promotion.

Kiruriti (2008) looked at "Women administrator's challenges in Kenya". Findings showed that women find themselves not fully accepted in the community they were working from. This made the women feel that their contributions offered to the society was not being appreciated. Celikten (2004) in his study on Principals' leadership and gender, revealed that female principals were often faced with societal demands and traditions that males do not face. These included housework, marriage, children and negative attitudes towards female who become principals. Caliper (2005) states that women's leadership is different from men's when it comes to qualities of leadership. He connotes that women leaders are more persuasive, assertive and understanding, they also have a stronger need to get things done and are more willing to make

risks than male leaders... Women leaders were fond of being more empathetic and flexible as well as stronger in interpersonal skills than their male counterparts.

Kelly, Musango and Subulwa (1998) asserts that negative home and community factors, beliefs and practices in the home and community impend the satisfactory school participation and performance of girls. Child rearing practices girls brought out to look after others, be submissive, respond to needs and demands of boys and men. Girls carry an excessively large share of household chores and responsibilities that leaves them little time for rest and study. Society's generally view is that a girl/woman is defined by her relationship to a man and not as an independent person in her own right.

2.3 Gender Equality in Education

The European Union had a strong track record of promoting gender equality within employment and elimination of gender stereotypes as one of its priorities, the alignment of European policy was towards the economy and employment, here was tensions and contradictions in relation to gender equality in the Union, Women were under represented in decision making bodies both in EU institutions and in the nation states that made up that Union. Yet, the EU had made an important contribution to encouraging attention to gender matters within member states, and in drawing attention to diversity within as well as between (Glasser & Smith, 2008).

Others studies such as Kelly (1996), Mwanakatwe (1968) and FAWEZA (2004) elaborate aspects of education systems in the pre-colonial era; specifically in indigenous forms of education by defining how the education-pedagogy was life-centred; where learning took place by doing and by practising; and thus, practical in nature. For instance, Mwanakatwe 1968 indicate that by employing the traditional-maxim of "teaching and learning by doing" this would engender the delivery of the school-curriculum in general, which in turn favour males than females. The study narrated different and often distinct roles learned and practised by young-women and men following traditional or sexual-division of labour and how these education-systems had an effect, later in life, by affording women the more secondary-role and men the primary-role in access-to, use-of, ownership-of, and the decision-making over household assets; societal-practices and traditions. These practises gradually built the biased value-systems ("belief") into the *status-quo* male-dominant society which, historically, has been perpetuated for many centuries (FAWEZA, 2004).

King & Hill (1993) states that one of the most enduring kind of educational inequalities is between males and females. Although many countries have made tremendous progress in widening the reach of education, no country have male and females benefited equally (King & Hill, 1993). In the poorest countries thus, inequalities is reflected in lower enrolments in higher dropouts and repetition rates and lower apparent in the different curriculum choices offered to or made by men and women at secondary and tertiary levels. Most notably in the low enrolment figures for women in scientific and technical fields. Africa may stand out because it is the poorest region and has the lowest of education.it is also the region that has made the most progressing increasing secondary for girls and women in the past three decades (UNESCO, 2013).

Talabi (2016) examined social economic effects of women participation in adult education and non-formal education in Nigeria with special attention on Akoko North west local government area of Ondo state. The study revealed that little attention was given to the education of girls and women in Nigeria be it in formal or non-formal education. The reasons are connected with the belief by many that the best place for women and girls to function is home and in the kitchen. However, the clamour for girls' education and women empowerment in the global scene brought about the paradigm shift in the area of education in Nigeria as much emphasis is now being placed on women education as a catalyst for social economic change in additional to development.

In Zambia, there are over 30,000 pupils who aquire grade twelve school certicificates every year but the numbers are too big to be enrolled by the country's higher education institutions because of limited capacity thereby leaving many qualified students stranded. For this reason, university education through Adult Eduction and Extension studies provides an alternative avenue for university education (Luchembe, 2010).

Hamatu (2015) posits that neither in the liberal nor radical feminist groups that advocate for gender equality in all the spheres of human development including those dealing with the education systems; nor in the chronological history of education in Zambia since colonial times in which the various systems of education are either defined or compared. In order to close the gender equality gap, it must be assessed in terms of education, employment and political decision making. However, globally gender inequality persists in many sectors of development (Cole, 2000).

Lumumba & Kasongo (1996) revealed that the economic crisis that started in the 1980s had an impact on both ends of the education systems in terms of reduced financial resources allocated to education and fewer employment opportunities for the graduates as the governments which had been the main employers were unable to create new jobs. The solutions to the economic crisis that were proposed to the African governments by international institutions, especially the World Bank and the International Monetary Fund (IMF) put even more drastic negative impact on both ends through the Structural Adjustment Programmes (SAP) and Stabilization Policies (SP). They imposed budgetary decrease and user fees paid by students and their families, and implementation of policies of the freezing of salaries of public employees, lay-offs, and induced early retirements with no replacement. Although user fees applied to education even at the primary level, these international institutions, however, officially supported the expansion of basic education. They however unleashed consistent assault on higher education, especially the Universities (Lumumba and Kasongo, 1996).

Gender discrimination was still prevalent in Zambia between male and female despite the actors who were trying to end this problem. Gender discrimination was done not only in education sector but in families as well between wife and husband in terms of how they used to carry out their family responsibilities (Longwe, 2008). Females are underrepresented in African colleges the individuals who seek higher education tend to focus on customary female fields such as arts, education, social science, and humanities (Adusah-Karikari, 2008).

2.4 Challenges faced by Females in Education

Hassan and Olaninian (2011) examined the social economic effects of women's participation in adult education and non-formal education in Nigeria from the precolonial era up to independence. They observed that little attention was given to the education of girl child and women be it in formal or non-formal education. The reasons were not connected with the belief by many that the best place for the women to function was in the kitchen and at home but that male were more intelligent and that they make good leaders than females. Scot (1986) suggests that from time immemorial, gender inequalities have manifested themselves in political, social, cultural and economic facets of mankind. The lives of women were shaped totally by the customs that were centuries old with many boundaries as well. Nothing was done independently by women even in her own house without the consent of her husband.

According to Kelly (1996) the contributions of women to national development underline the importance of integrating gender concerns in all developmental interventions. The emphasis

here is on the national goal of accelerated development which cannot be attained without special attention to the needs of women and girls.

Gender imbalance leads to unequal treatment or perceptions of individuals wholly or partly due to their gender, it rises from differences in gender roles (Longwe, 2002). Zambia witnessed gender inequality from its early history that made women not to reach up to excellence. Girls faced discrimination right from their childhood. The position and condition of Zambian women compared with men remains very low as a result of gender biased traditional and culture practices (Morley, 2005). Moreover, past development policies emphasized women's reproductive roles at the expense of their productive and community roles. Zambian women marry and start child bearing very early in their teens because of early pregnancies, there were significant gender imbalances in terms of educational attainment and in access to and continuation of education. Though similar numbers of girls and boys enrolled in grade 1, there was a steady and high attrition rate for girls such that by grade 12, female students accounted for only 35% of the enrolment. Illiteracy levels for females was also higher at about 50% (PRSDR, 1996).

In most African countries, female participation is still considerably below the global level (Rathgeber, 2003). Luke (2001) contends that women are the social and emotional glue of any society. In support of this point, the influential 20th- century educator in Ghana, Dr. J. K. Aggrey, who said that "if you educate a man you educate an individual, but if you educate a woman you educate a nation (Karikari, 2008)." Similarly, Luke (2001) argues that to deny women the structural and ideological support they need to enable them to obtain full support and equal access, participation, and share of the rewards in the professions of their choice is to deny and impoverish society as a whole.

The Task Force on Higher Education and Society (2000) revealed that disadvantaged groups, whether they are racial, linguistic, or religious groups in specific societies, or women almost everywhere, find it difficult to compete in higher education. They have usually received inadequate primary and secondary schooling making further progress in the educational system much harder to achieve.

2.5 Experiences of Females in Higher Education

As earlier alluded to, this part confined itself to experiences of female students in higher education. However, there is a lacuna of information on experiences of female students in higher education in Zambia. Ng'ambi (2013) investigated the benefits of and possible improvements to university extension education. Findings revealed that students, graduates, tutors and resident lecturers benefited in the following ways; acquisition of knowledge, employment both in the formal and informal sector, income acquisition and increased earnings, ability to meet family responsibilities, upgrading of qualifications, opportunity to study while working, involvement in the cheapest form of education, opportunity to go for further studies, chance to change career or receive promotion, change of attitude and gain of recognition and respect from society which led to improved self-esteem.

Miriam (2015) investigated the changes in higher education (HE) and women's lives over the last 50 years, drawing on her book feminism, Gender and Universities: politics, passion and pedagogies which is a life time history of feminism entering academe. Findings show that women continue to confront discrimination in jobs, disparities in power, voice and political representation and laws that are prejudicial on the basis of their gender. As a result well, educated women often end up in jobs where they do not use their full potential and skills and men still wield more powerful positions within and beyond higher education. Howie & Tauchert (2001) contends that women in higher education carry the burden of gender manifested as proportionately lower pay for equivalent work, poorer working conditions and greater instability of employment, institutional sexism, overt and covert discrimination, bullying, and harassment.

Moorosi (2010) explored female principals' experiences of their career route to the principalship of secondary schools in South Africa. Moorosi's study used an analytical framework that identified three phases principals go through on their career route, namely: anticipation, acquisition and performance. The framework suggested that women experienced more obstacles than men on their career route and their experiences were influenced by personal, organisational and social factors. These factors manifested in social practices within and outside schools and affect women across the three phases of the career route. Central to these experiences, was the underlying male norm of who was more appropriate for secondary school principalship.

Karikari (2008) examined the experiences of women in higher education in Ghana. Karikari adopted postcolonial feminist theory, which asserts that women were doubly colonized by imperial and patriarchal ideologies, which offered a reasonable way to understand the experiences of women in higher education in Ghana. Findings revealed that women faculty and administrators in Ghana were highly underrepresented. The majority of respondents cited conflicts in managing their multiple roles as mothers, wives and workers, interrupted careers, impact of family dynamics, lack of mentoring and networks, and the power of the “old boys” network as key issues.

Otunga (1979:4) in his guide to Resident Lecturers has advised that:

... “you will find when you get into your work that its demands are many, and clientele wide and heterogeneous...Your main job will be to choose such programs as you are able to execute effectively... You should remember all the time your area of operation in the whole wide field of adult (non-formal) education is concerned with University contribution...”

Moonga (2016) notes that the university has not established a training programme to new resident lecturers in to the job. The most one gets is a briefing in a meeting where colleagues might talk about their own experiences and from there one picks a few hints on how one starts off into the job.

2.6 Experiences of Gender Discrimination in Education

Gender discrimination is the belief that one gender is superior to the other, especially that males are superior to females (Segulina, 2013). Gender discrimination was prevailing even in the ancient times, meaning that it is not a new phenomenon in this modern world. Women faced every kind of discrimination then, and now we see it happening at home, in schools, at work and even in marriages.

Leonard and Malina (1994) reveal that being a mother in academic life is a silent experience. The individual struggles, compromises and solutions to the daily problem of attempting to combine being a good mother and a competent, productive student are largely unvoiced at work.

Discrimination has its many faces in different forms. It is not surprising to say that despite living in the 21st century, a lot of people are having a negative kind of thinking in their mind that women are a reserve army of labour and a child producer. Sometimes gender discrimination begins from the family not from the society. Even educated people had their wrong perspective about women thinking that they had to do nothing in their life except cooking, cleaning and serving the whole family especially children and the aged (Dharagi, Malipatil & Basavaraj, 2007).

According to CSO (2008) it has been noted that gender determines who carries the responsibility for domestic work and family caring and who has access to the influential decision-making positions that shape social change. Even now being a wife and a mother is not a guarantee that women will have a strong voice over her children and developmental issues. For this reason, women have been lagging behind in issues of managerial and decision making. Women work tirelessly both at home and at their work place, which means that, they are expected to labour both inside and outside the home. Females are taught to submit themselves to their husbands and to men in general, while men are taught that they are heads of families and also leaders of their society. The differential stability in males and females has been interpreted as a function of traditional sex role standards to the effect that aggressive behaviour in a boy is accepted and even positively valued whereas such behaviour is discouraged in girls.

Leonard and Malina (1994) indicate that men find it easy and socially acceptable to combine family and career. Many academic women in the past had chosen not to marry or marry and not bear children. Simone (1987) noted that compared with men, academic women are significantly more likely to never marry, to be divorced, to report less-stable marriages, to have fewer children, and to see their families as detriments to their careers. Those academic women who are married are more likely to be working or studying part-time, to hold lower level positions, to be unemployed, or to be in a job unrelated to their training. African society promotes universal marriage as the norm. The lives of women including academic women are particularly shaped by this requirement. Many educated women still consider childbearing and childcare to be their major contribution to society (Kwesiga, 2002).

Universities have been seen as liberal institutions, a perception still held today, but they have only just begun to grasp the notion that certain groups face discrimination within higher education (Henry, 1994). Although a liberal image of the university has been projected in many areas of research, there is still a strong sense that the foundation on which the university was

based has contributed to unbalanced experiences of men and women. Gender discrimination is institutionalized in structures. In spite of men and women been equally capable and committed to assuming leadership positions in education, men continue to dominate the top echelons of University management, while women tend to occupy middle level management positions and in support services like secretarial services, catering and cleaning services (Elson, 2007). It is for this reason that nations prompted to come together and strive to achieve gender equality in participation in education and development endeavours.

In 1993, the Association of African Universities, acknowledged that the time was ripe to effectively discuss the issue of gender equity. The association commissioned a paper to be discussed during the AAU's 8th General conference and 25th anniversary Celebration in January 1993, in Accra, Ghana. "Katherine Namuddu, Senior Scientist with the Rockefeller Foundation, presented a paper entitled Gender Perspectives in the Transformation of Africa: Challenges to the African University as a Model to Society" (Ajayi, Goma, & Johnson, 1996). In the debate that followed, it turned out to be clear that, most of the leaders of African universities, most of them male, 'were not even aware that gender parity was an issue' (Ajayi, Goma, & Johnson, 1996). Gender biases and violence against women in the academy in 1993, the Association of African Universities, acknowledged that the time was ripe to effectively discuss the issue of gender equity.

In Africa, there are far fewer women pursuing science and engineering fields at college than men. In situations where women are present, the huge challenge is to retain them. In addition, the few women who set out on training in scientific disciplines are prevented by discrimination and suppressed motivation bringing about very few women scientists on the continent (UNESCO, 2013). Young women only make up 7 to 12 % of engineering students in Africa (UNESCO, 2013). The overall percentage of young women seeking higher education in science, technology, engineering and mathematics (STEM) disciplines in Africa is moderately low although the situation varies greatly according to countries. As indicated by the Education for All Global Monitoring Report, approximately 30% of women in Niger study engineering at the tertiary level but only 6% in Mali (UNESCO, 2015).

Bartley (2000) asserts that brilliant and excellent women are called all sorts of names in the STEM academy. These women in higher education face discrimination. There is an act of verbal abuse and violence towards women in the academy. Boys call females 'half-men'. If you're a lady and you go for sciences, you were considered a half-man. Bartley (2000) contends

that violence and gender-biased curriculum against girls have an effect towards education. In higher education institutions, women encounter sexual harassment, violence and omission from professional development opportunities, prejudices concerning their scholastic abilities and intellectual authority, and prejudices against them as mothers (Miller, 2003). A study conducted by Bagihole (1993) on British women academics' experiences noted that the difficulty of combining women's conventional role with the expectations of a successful academics demonstrates that a woman who is accepted as a successful academic becomes an honorary man.

Dharagi, Malipatil and Basavaraj, (2007) points out that Millennium development goal number 3 Promotes gender equality and women's empowerment. This goal cannot be archived if gender inequalities continue to be tolerated. Gender discrimination creates hindrances in the participation of women in social, political and economic activities. This has resulted in a wider gap between the position of men and women in the society, making it difficult to realize that men and women are the two wheels of a cart whose equal participation is needed in nation progress. Without the development of one there can be no marginalization of the development of the other. Men and women are the two halves of humanity who need equal support, cooperation and stage where we talk about equality. Gender discrimination and gender inequality is still going on in terms of education, health, employment, social values, customs; in the name of women with good values must be followers (Dharagi, Malipatil, Basavaraj, 2007). Even if women make mindful decisions, they are still victims of their gender in a patriarchal system. The existing power differential between men and women is engrained resulting in tremendous losses for women in all realms including economic, social, political and cultural. This power differential is demonstrated in the experience of female professors in the academic system (Miller, 2003).

2.7 Experiences in Professional Development

Accessing the principal ship was noted as the most problematic stage in the career route, particularly for women. This is arguably so because most women do not have sufficient exposure and preparation for management positions and because of the "innate preference" for male appointments in leadership (Coleman, 2005).

According to the monistic or economic theory of motivation, people felt highly motivated when rewarded with more money. Ngomane (1994) explains that Taylor, the father of scientific

management, believed that people would work harder if paid more money. He explained that the improvement of physical working conditions and company policy leads to job satisfaction. In the same vein, Mudly (1992) states that there are two main incentives for extension workers, which are considered as crucial in the provision of better extension services. These are improved salary and promotion. According to an evaluation study of the Home Economic Assistants in Tanzania, the absence of the two incentives has had a negative impact upon the work and morale of extension workers. Hence to encourage efficiency and effectiveness among extension workers they must be promoted and their remuneration must be increased.

Women face constraints from their career role and family role. No matter how much a woman will have worked at the place of work, she will be expected to pay attention to her family. Women responsibilities are viewed traditionally as being that of being in the kitchen, taking care of the children and the husband traditionally. Women will always have to give up something, either their career or their families. Most women put their career on hold when their children are young and consequently lose opportunities to advance in their career (Rodney, 2011).

The performance phase was focused on factors that impede women principals from performing their management functions after appointment. In this phase, women have cracked the vertical glass ceiling, but there are still many other horizontal glass barriers around them that negatively affect their performance in management even after they have accessed the positions. Amongst these barriers is the negative attitude from colleagues and the community which have a bearing on how women principals carry out their management functions. Lack of institutional and professional support also leaves women at a loss in the field they are not familiar with, while they are simultaneously expected to negotiate a balance between their work and family lives (Ely & Myerson, 2000).

A study by Srimathi and Kiran (2010) examined the level of psychological well-being among working women in various professions and organizations including banks, educational institutions, call centres and industries. The study posited that conflicting and stressful situations that a working woman faces due to her employment result in experiencing poorer psychological well-being. The study further suggests that career and employment opportunities for women are not the primary stressor affecting psychological wellbeing, but rather it is both the nature of the job and working conditions that are greater contributors. Working women tend to be more likely than men to carry out a dual role and therefore are more likely to face stressful

life events conflicting with work. Women reporting reduced support from their employers were more than twice as likely to have two or more cardiovascular disease risk factors (Berkman, Buxton, Ertel & Okechukwu, 2010).

Bailyn (2010) indicates that lack of flexibility and support at an interpersonal level was significant with respect to work-related stress for women. It has been found that an employer's values and flexibility with work-life balance is a significant factor in an individual's overall health. Aluja & Blanch (2012) emphasize that working women with family caregiving responsibilities fare better in their physical and psychological health when their organization is supportive, open and creative in regards to work and family needs through behaviours such as accommodating schedules. Choice and Power As demonstrated, women's wellbeing is mediated by a variety of factors including the status, values, flexibility and the gender dominated nature of their work environment which impact one's ability to attain a balance between work and caregiving responsibilities. Wakabayashi & Donato (2005) posit that each individual place more importance on either attaining a family, a professional career or both. Therefore, the argument is that women not only have a desire to be caregivers. Work related pressures interfere in woman's personal desires varied in each domain. Regardless of her position she is pressured by society to make a decision regarding her status. For instance, research has found that work is not always the central interest in the lives of women and with changing expectations there is increased pressure for women to be both a fulltime caregiver and be successful in her work (Wakabayashi & Donato, 2005).

2.8 Challenges faced by females in leadership position

It is now becoming clear that women could be given higher leadership positions, but this does not mean that it goes without challenges. Shakeshaft (1986) revealed that women have excellent leadership skills but often face obstacles that men may not face. Hojgaard (2002) argues that the cultural structure of leadership in itself initiates differences. Celikten and Yeni (2004) carried out a research on female teachers and the findings were that they faced cultural challenges in the management of secondary schools. The women principals are expected to complete their family responsibilities as well as their duties of managing the schools. This posed as a major challenge to the female principals. Female professors are a privileged group but still appear to experience similar stressors and Challenges in the workplace, in some cases to a greater degree due to the patriarchal structure of the academy (Parrakis & Martinez, 2012).

Luchembe and Sichula (2016) observed that Resident lecturers had unclear roles in university extension education in Zambia. They have been attacked on the basis of not having clear spelt out roles for the resident lecturer. By virtue of his/her position a resident lecturer is a representative of the institution or organisation he/she works for in his area of operation.

Hoff and Mitchell (2008) revealed that women in leadership are faced with the dilemma of balancing the societal expectations of women regarding their family responsibilities with that of the leadership at the workplace. Luchembe (2010) confirmed the existence of stereotypes in most organisations. Females are the minorities and are presumed to be incompetent until proven otherwise and this is backed by lack of strong role models. It is unfortunate that prejudice, biases and stereotypes have come to assume such profound cultural dimensions, and their effects have in particular, resulted in debarring mostly females from getting the leadership positions letting males seen as the best leaders.

Tiger and Fox (1972) contend that the biological differences between the sexes are the necessary and effective cause of the division of labour by sex in societies. They believe that women are the naturally inferior to men. This inferiority is inherited from their primate ancestors. In any society they argue that specific tasks are assigned to men and others to women. Men are always warriors protecting the group while women work in the home or near the home rearing children and performing other duties. The central implication for this perspective is that women are not for public life. The sphere of politics belongs to men (Tiger and Fox, 1972). Pearson (1974:21) adds that:

“A woman has an expressive role within the family as she provides warmth, security and emotional support which are necessary ingredients for socialization. Men’s instrumental role leads him to stress and anxiety. The expressive female heals the tension of the instrumental the later with love, kindness and family understanding”.

From the above, Pearson implies that women’s role in society should be largely domestic and limited around the home. The man on the other hand takes the challenging role of public life.

Moorosi (2010) contends that there were hidden criterion and different deciding factors determining the ultimate appointment of school principals. The notion of leadership as a male arena continues to dominate the mentalities of those responsible for hiring school principals and women are systematically disadvantaged while men continue to be advantaged. Furthermore, Young (2015) in his paper the lived experiences of female educational leadership

doctorate students, noted that, participants expressed constraints in developing professional networks and job opportunities, and security stable funding.

Blackmare, Chapman and Herz (2000) and Coleman (2005) demonstrated the continuing reference for male leadership which is mostly manifested at the level of appointment. Feminist theorists emphasize that male dominating goes far beyond the economic sphere, Women took considerably longer than their male counterparts to get promotion in education management (Richard, 2005). Benjamin (2016) also points out that women earn less than men the reasons are not fully understood. Leadership had carried the notion of masculinity and the belief that men make better leaders than women is still common today in the African countries, most women may face unique challenges in asserting and developing a leadership style yet leadership is a taxing job, for amongst other things it demands alertness, decisiveness, curiosity, adventure, daringness and assertiveness (Benjamin, 2016).

IMF (2006) conducted a survey and the conclusion was that “societies that increase women’s access to education, health care, employment, and credit, and that narrow differences between women and men in economic opportunities, increase the pace of economic development and reduce poverty.

Templer (2012) point out that women regardless of the occupation or socio-economic status, she has the freedom to make decisions or choices. Freedom to choose is assumed in multiple domains including ones decision to marry, have children, to be a caregiver, the career type to pursue and advancement in the workforce. It was revealed that inequalities were not simply due to individual choices but to structural issues reflecting gendered families and organizations enforcing expectations about caregiving and professional work. Planning for the future and making decisions earlier in life regarding education, career, marriage and childbearing are stressors unique to females (Templer, 2012).

In summary among the challenges cited in were the styles of leader, lack of assertiveness, difficulties in balancing work and home activities. Over and above gender prejudices, stereotyping and discrimination in leadership positions.

2.9 Challenges Hindering Women from occupying top Positions

Men and women are supposed to be treated as two wheels of a cart, meaning that both are important and were supposed to function at the same time with equal balance in education, decision making, and in developmental issues (Kiran, 2010).

Ouston (1993) asserts that it was difficult for women to develop an authoritative voice at home or at work they tended to be modest about their achievements and knowledge and to only speak assertively when concerned about others. Perhaps women's lack of assertiveness on issues affecting them was as a result of their inclination to being caring, loving, tolerant, sympathetic, patient, accommodative, and passionate even when events and circumstances demanded otherwise. Some struggled with managing others while maintaining a "good girl" image. They did not want to be ignored, and seen as too pushy, either. This was a delicate balance to find a style that was effective and felt like a good fit. Women tended to be aggressive instead of being assertive. They were apologetic when they were expected to be decisive, they become easily angry when they should have been calm; and tended to become negative when they should have been positive. It also emerged that there exist some perceptions among men in the education sector that managers had to be male and older, this was caused by gender prejudices, stereotyping and discrimination. These discriminatory practices were being legally challenged by women committed to attaining full equality and changing the inequities of employment compensation and benefits (Ouston, 1993).

Employment discrimination was considered to be unlawful when adverse treatment of employees was motivated by age, sex, race, creed, religion, national origin, disability, veterans' status or other protected class status (Civil Rights Act of 1964). Gender discrimination laws apply to both men and women equally but women were often the victims (Rodney, 2003).

According to Phiri (2015) perceptions of students on the preferences of female or male lecturers, finding revealed that 45% of students preferred male lecturers to female lecturers whilst 15% preferred female lecturers as opposed to male lecturers while 40 % did not care about gender. All the 3 groups gave diverse reasons for their preference of male to female lecturers. Reasons for the preference for male lecturers were that, males taught better and were more interactive. Others were of the view that male lecturers were friendly, approachable and more open. According to the findings, male lecturers were more efficient, effective, competent and more understanding. Others liked male lecturers because they awarded them better grades,

they explained that female lecturers were too sentimental while male lecturers were not biased. Other respondents thought that male lecturers had deeper voices and were easier to listen to, female lecturers were annoying and proud. For respondents who preferred female lecturers, their justifications were that, female lecturers were more understanding, patient, more interesting, more interactive and taught better. Some also thought female lecturers were motivating and more demanding which kept them on their toes. For others, female lecturers were driven by the need to prove that they are good lecturers and more regular in attendance to class (Phiri, 2015).

Crawford and Mac Leon (1990) indicate that female instructors were perceived in general as being more effective in creating a participatory climate for all students because they were more sensitive to the needs of students, more interesting, were stricter therefore making students more serious and involved. For others, female lecturers took their time to let students understand lectures but organized abrupt tests and lots of assignments.

A comparative study done by Mahlase (1997) on the challenges faced by women in leadership and management in public and private sectors in South Africa found that women in leadership were suffering from domestic constraints, psychological factors, pressure at work and home, while some men said that the place for women was the kitchen. Women were suffering from cultural factors such as finding it difficult to take orders from men. There was a continuing preference of male leadership, which mostly manifests at the level of appointment. He concluded that black women teachers were deeply affected by State controls and the patriarchal relations built into Bantu education; lack of uniform policy and cultural stereotypes that appeared to be working against women's appointment and promotion (Mahlase, 1997).

Luchembe (2010) on understanding problems that students face in gaining access to the university extension education, revealed that students did not face any problems accessing university education because the system allowed candidates with pass or credits in at least five subjects in the Zambian School Certificate or General Certificate of Education Ordinary Level Examinations or Cambridge Overseas School Certificate subject to correct subject combinations to access entry into university education.

Although studies above indicated that females participated more than men in education, this did not mean that they did not face any difficulties in doing that. Studies showed that they were being discriminated and for those that did well in education in most of the cases were found to

be occupying lower position than that of their male counterparts even if they had the same qualifications because of male preferences for the positions.

Literature on challenges hindering women from occupying top positions was considered to be relevant to this study in that this study presumed that there was a likelihood that could have been hindering females to take up the positions of resident lecturers due to a number of challenges.

2.10 Research Gap

Salient issues arising from the literature review were that almost all the previous researchers on university extension studies focused on male resident lecturers as their primary source of information. This study, however, sought information from female resident lecturers and students in university extension studies. The rationale here is that female resident lecturers and students are also under university extension education where they may have different experiences from that of males. To this effect the inclusion of females in extension studies helped to capture information on experiences of females, challenges and prospects for professional development. Such kind of information was very important as it may help the University of Zambia understand female resident lecturers and students' experiences of university extension studies in order to help maintain, or modify in terms of improving extension studies.

The other issue was that most of the researches done focused on challenges and other negative aspects in leadership in management positions. While this study focused on both the positive and negative experiences, challenges and prospects of female students and resident lecturers in university extension studies in Lusaka, Southern and North-western provinces of Zambia.

In addition to the above, most of the researches done in Zambia under university extension studies focused on one provincial centre only; this study focused on the three provinces in Zambia which are North-Western, Southern and Lusaka provinces. All the above studies were very cardinal to this study as they helped the researcher to understand more about the research problem which led to the unveiling of the areas that were left out by other academicians. However, none of the above focused on prospects for professional development of female resident lecturers and students in university extension studies in Zambia. There is no known study that focused on prospects for professional development, experiences and challenges of

female resident lecturers and students in university extension studies hence this study fills that gap.

2. 11 Summary of the chapter

This chapter revealed literature on participation of females in education, gender equality in education, challenges faced by females in education, experiences of females in higher education, experiences of gender discrimination, experiences of females in professional development, challenges faced by females in leadership position, challenges hindering women from occupying top positions and the research gap of this study.

CHAPTER THREE: METHODOLOGY

3.1 Overview

This chapter describes the methodology that was employed by the study to examine the experiences and challenges faced by female students and resident lecturers in university extension studies in relation to prospects for professional development. The chapter furthermore discusses the research design, the target population, sample, sampling procedure, instruments for data collection, data collection procedure, ethical consideration, credibility of data and data analysis.

3.2 Research design

Kombo and Tromp (2009) defines a research design as the scheme outline or plan that is used to generate answers to research problems. The study used the descriptive research design. A descriptive research design purpose is to provide the researcher with information about a given problem with the use of a series of questions in form of questionnaire and interview guide (Merriam and Simpson, 1995). The researcher decided to use this design because of its exploratory nature. The descriptive research design allowed the researcher to collect data that was accurate and representative. In a survey, the questions are prepared in advance. Therefore, the design helped the researcher to collect and document experiences, challenge and prospects of female students and resident lecturers in university extension studies

3.3 Target population

According to Castillo (2009) the term population refers to the entire group of individuals or objects to which researchers are interested in generalising the conclusion. In this study, the target population referred to people that conformed to the eligibility criterion and were accessible to the researcher as a pool of subjects for the study. The target population comprised two groups. The first one was all 3 female resident lecturers who had worked for more than 2 years and were still working in university extension studies. The second one was all 205 students who were studying in university extension studies in Lusaka, Southern and North-Western Provinces irrespective of their programmes.

3.4 Sample

A sample is a small unit of a population which is representative of a subset of the total population that has been well defined (Bliss and Monk, 1983). The sample size population

must be representative to come up with data that is valid and reliable. Kombo and Tromp (2009) argue that it is important for the researcher to identify and select respondents that fulfil the questions the research is addressing. The concept of sample arises from the inability of the researchers to test all the individuals in a given population. The main function of the sample is to allow the researchers to conduct the study to individuals from the population so that the results of their study can be used to derive conclusions that will apply to the entire population. The study targeted all the 3 resident lecturers and 205 students since the population was not too big but managed to collect data from 97 respondents who gave consent of which 3 were resident lecturers and 94 were students.

3.5 Sampling procedure

Purposive sampling was used to select the three female resident lecturers using the criteria that only those that had served 2years and above were still serving leaving out those that were acting. No sampling procedure was applied to select female students because the researcher intended to capture all the 205 students but only managed to collect data from the 94 who gave consent. Purposive sampling is a sampling method that is based on the judgement of the researcher regarding the characteristics of a representative sample (Cresswell, 2003). The researcher used purposive sampling because it helped in identifying the targeted group of respondents believed to be reliable for the study. The power of purposive sampling lies in selecting cases with rich information for in depth analysis related to the focal issue being studied (Ng'andu, 2013). From the social constructivist point of view, Cresswell (2003:8) affirms that;

“...individuals seek understanding of the world in which they live and work. They develop subjective meanings of their experiences-meanings directed toward certain objects or things. These meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrowing meanings into a few categories or ideas. The goal of purposeful sampling in research, is to rely as much as possible on the participants' view point of the situation being studied.”

3.6 Data collection

Two sets of data collection tools were used to collect data from female students and resident lecturers. These were semi structured questionnaires and semi structured interview guides. Self-administered questionnaires were used to collect data from 94 students in university extension studies in Lusaka, Southern and North western provinces while interview guides were used to collect data from resident lecturers.

3.7 Data Analysis and Interpretation

Qualitative methods were used for data analysis. Data from the interviews and open-ended items of questionnaires was analysed using emerging themes. Data from the closed-ended items of the questionnaire was analysed using descriptive statistics to generate totals and percentages.

3.8 Trustworthiness

Trustworthiness in this study was determined by implementing credibility, transferability, dependability, and conformability. The process of credibility was followed by utilizing techniques which call for support or validity in qualitative research. Credibility “concerns the accuracy or truthfulness of the findings” (Ary, Jacobs & Razavieh, 2002). Lincoln, & Guba (1985) addresses several procedures that must be under credibility to ensure trustworthiness such as prolonged engagement, persistent observation, triangulation of sources, methods, investigators, peer debriefing, negative case analysis, referential adequacy, and member checks. This study triangulated sources of information to come up with congruent findings. Triangulation calls for the use of different methods thus can imply either different data collection modes; interview, questionnaire, observation, testing, or different designs. As stated in the data collection section, data was collected through interviews and questionnaires.

Transferability is the degree to which the findings can be applied or generalized to other contexts or groups (Ary, 2002). This implies that enough description of information, and detailed stories were given to guarantee the information was trustworthy and appropriate. It was important to ensure that the voices of female resident lecturers and students were prominent and clearly articulated, particularly concerning their prospects for professional development, experiences and challenges in university extension studies.

Dependability is developed when the researcher attempts to account for changing conditions in the phenomenon chosen for study as well as any in the design (Marshall, 1995). Dependability is often established with an audit trail which includes maintaining and

preserving all transcripts, notes and audiotapes. Audit trails clarify the methods of the study, how participants were chosen, illustrate how data was collected and analysed, and how decisions were made throughout the inquiry (Merriam, 2002).

This study achieved conformability through measures already discussed in relation to triangulation. Conformability can be addressed through peer review and the identification of a researcher's positionality and reflexivity (Ary, Jacobs, & Razavieh, 2002).

3.9 Ethical Considerations

To guarantee that ethical issues were not infringed, before each interview, the researcher communicated the purpose of the study and provided a synopsis of the research being conducted. This helped explained the essence of informed consent which signifies that participants had enough information regarding the research study and were capable of understanding the information, and had the ability of free choice, allowing them to consent to or reject participation in the research voluntarily. In line with UNZA regulations, consent forms were presented to the participants to read and sign. Participants were informed about how their identity will be protected from identification through the use of numbers throughout the whole study as well as not providing details so specific as to reveal their identities despite the use of numbers. This built trust and helped eliminate participants' anxieties about providing detailed information about their prospects, experiences and challenges in university extension studies.

3.10 Pilot Study

A pilot study was conducted with the sample population of 20 respondents in Lusaka at Ridgway centre. Questionnaires and interview schedule which were employed in this study were subjected to the pilot study before they were used in the main study in order to pre-test them on how well they could be used to collect data. The pilot study gave an opportunity to assess the quality and effectiveness of the instruments and to practice the skill of an interviewer. Furthermore, the pilot was successful in gathering appropriate data to the research study and in addressing the research objectives. All the pilot research respondents were not included in the main study. After corrections were made to the instruments, they were administered to the main study.

3.11 Delimitation

The study was limited to investigating the experiences of female students and resident lecturers in university extension studies in the three provinces in Zambia namely North western, Southern and Lusaka provinces.

3.12 Limitations

Securing appointments for key informants presented some difficulties in all the three provinces. All of them were too busy with their work, they moved from one centre to the other making sure that the classes were being conducted. In some cases, the appointments were rescheduled resulting in delays which also resulted in more costs incurred during the execution of the assignment and in terms of logistics to the part of the researcher. The results were applicable only to the groups under study. Therefore, broad generalizations could not be made.

3.13 Summary of chapter

The chapter discussed the descriptive research design which provides the researcher with information about a given problem with the use of a series of questions in form of questionnaire and interview guide. The chapter furthermore looked at the target population which comprised female resident lecturers and students in university extension studies then it discussed the sample and the sampling procedures which was used in the study which is purposive sampling for resident lecturer while no sampling technique was used for students. The chapter also looked at data analysis and data interpretation, the trustworthiness which was determined by implementing credibility, transferability, dependability, and conformability. The chapter explained on ethics and how participants were not coerced if unwilling to participate in this study.

CHAPTER FOUR: FINDINGS OF THE STUDY

4.1 Overview

This chapter presents findings of the study. The first section consists of findings from female students and the second section presents data obtained from the female resident lecturers. The findings are presented and discussed according to the research objectives. The objectives were: to examine the experiences of female resident lecturers and students in University Extension Studies; to establish the challenges faced by female Resident Lecturers and students in University extension studies and to explore the professional development prospects of female resident lecturers and students in university extension studies

4.2 The first objective sought to examine the experiences of female resident lecturers and students in University Extension Studies.

The study revealed that female students had both positive and negative experiences of University Extension Studies.

Table 1: positive experiences of students in university extension studies

Positive experiences of female students in university extension studies	Number of students out of 94	(%) out of 94 Students
A sense of pride to be enrolled at University of Zambia	52	55
Contentment due to a favourable payment mode	32	34
Happiness about the flexibility nature of the programme which gave them opportunity to work and learn	27	28

Table 1 above show the number of student's responses over the positive experiences they have in the university extension studies. 52 Students representing 55% which was the majority explained that they felt a sense of pride to be enrolled at the highest institution of learning in Zambia (UNZA).

“ I am very happy to be a university of Zambia student, I know that my paper will make me get a better job than the one that aim having currently I am working as a sales lady at one of the air tell booths...after graduation I may even get a pay raise or be prompted.”

The other student explained that I’m happy that my paper will have the University of Zambia’s name which will give me the opportunity to look for a job anywhere without being questioned about the reliability of the university were I got the credentials.

The other 32 students making (34%) felt a sense of contentment due to the favourable payment mode which allowed them to pay in instalments as they continued with their education. Then 27(28%) felt a sense of happiness about the flexibility nature of the programme which gave them the opportunity to work in the morning and attend classes in the evening.

One student narrated that “I am very happy to be learning under university extension studies because it gives me the chance of doing my business in the morning and attend classes in the evening...I had always wanted to go to college but I had challenges of the house chores, taking care of the children and I sell second hand clothes my business is involving...it requires me to be present almost every day ...I have a sale man but for a business to be successful I just have to present”

Negative experiences

The negative experiences were grouped into two categories. The first category were experiences related to the social construction of gender and the second were experiences related to institutional and situational factors which were not related to gender per se.

Categories of experiences related to social construction of gender were mothering role, family responsibility role, and care giving role. The institutional factors were; tutor absenteeism and lack of finances.

Table 2: Negative experiences related to social construction of gender

Negative experiences of female students related to social construction of gender	Number of students out of 94	(%) out of 94 students
Students who had children	56	60
Students who had no children	38	40
Total	94	100

The majority of the students who were 56 (60%) explained that, they were mothers who had to take care of their children while 38(40%) had no children’

One respondent explained that she was a single mother who was taking care of her 3 children.

... “I am a single mother with 3 children, in the morning I work as a guard then in the evening I have to attend class for my children’s sake... I know that after getting my paper the company will consider moving me in another rank... my boys are suffering, it is not easy”.

The other respondent explained that:

“I have little time for my studies because “I’m always busy to putting my house in order...helping the kids with their School work and taking care of their father is so stressful, my school in suffering”.

Another respondent stated that her husband was supportive of her education:

“My husband is very supportive when it comes to school programme, I believe it’s because, he is educated and he knows the value of education. My family and I are proud of him. I’m a lucky woman because...some men are selfish and they can’t send their wives to school... most of the times he is the one who remains with our children when I come to school...He cooks when I have school activities to do...during exams my mother would come and stay with us in order to help me with kids and house chores. Even as at now, that is how I’m managing.

Students explained that being a student and a married woman was not an easy thing; it was a very challenging thing such that sometimes they had to miss classes in order to make their spouses happy and attend to family’s needs. Furthermore, students indicated that they had some constraints because they were adults who were taking care of their families. One student

narrated that she was the bread earner in the family. She was the only one who had a formal employment hence this made it difficult for her to concentrate on school work, she had a lot of responsibilities, and she explained that she was taking care of mother and her 2 siblings which meant paying rentals and tuition fees for her siblings.

...“I find it very difficult to finishing my assignments early because most of the times I was busy with work and family issues, by the time I wanted to do my own things I was dead tired”.

Another respondent explained that, *“I do not have enough time to study at home, my parents are on separation, I stay with dad and being the eldest in the family, I am always busy with house chores. Dad doesn’t seem to care about my school...I’m paying for myself sometimes I go sometimes I don’t, I am a marketeer.*

Table 3: Negative experiences faced by students related to social construction of gender.

Negative experiences faced by female students related to social construction of gender	Number of students out of 94	(%) out of 94 Students
Caregiving responsibilities	36	38
Exhaustion due to multiple roles	38	40
Safety reasons moving at night	41	43

The experiences are described below:

Another experience by female student in university extension studies was their care giving responsibilities. Out of 94 students, 36 (38%) explained that they were having caregiving responsibilities that females were expected to fulfill throughout their lifetime. They had to fulfill their duties of being a sister, a friend, a daughter, aunt, niece and a mother. The respondents explained that, achieving the educational goals was not easy; it was faced with complex factors impacting their ability to balance both roles in education and family. Additionally, respondents said that they had been experiencing

exhaustion due to multiple roles. 38(40%) students indicated that they were having home caring roles which affected their studies in university extension studies.

One respondent narrated that:

“I do not have enough time to study because my parents are ever busy with their business. They leave all the house work for me... I am the eldest in the family this makes it difficult for me to leave house chores with my younger sister.”

Students explained that it was not safe for females to be moving at night. 41(43%) of Students explained that it was not safe for them to be moving at night for security reasons. One student narrated that: *“It is not safe for a female to be moving at night ...nowadays we fear people more than world animals because of the ritual killings and we fear to be raped.”*

Table 4: Institutional and situational experiences.

Negative experiences related to institution factors	Number of students	(%) out of 94 Students
Tutor absenteeism	26	28
Expensive	27	29
Night schooling	23	24
Poor facilities	22	23

The experiences are described below:

Tutors absenteeism: tutors absenteeism was one of the negative experiences that female students had in university extension studies. 26(28%) students explained that tutors were not consistent with their work. Sometimes they could not attend class for the whole week. This affected the students in that they could write their exams without completing the course syllabus.

One student explained that the numbers of female students will continue to go down because of lack of committed tutors in some courses.

Students explained that University extension studies was expensive. 27 (29%) Student explained that they were facing challenges to pay tuition fees. One student narrated

that this was her second time of enrolling in university extension studies because of lack of tuition fees.

“I had withdrawn from the programme due to lack of finances, now that I have a part time job, I had to continue pursuing my dreams. I want to get a diploma in purchasing and supply management from UNZA”.

Out of 94 Students 23(24%) explained that it was not safe for females to be moving at night.

The other student explained that:

I am very happy to be enrolled in university extension studies but the challenge is the time classes are being conducted...night school. It is believed that night school is for failures who did not make the needed points for full time classes. I don't usually disclose were am studying from to my neighbours in fear of being labelled as a failure.

Female studies who were 22(23%) explained that the facilities in university extension studies was not of university standards. They were not happy about the poor facilities in university extension more especially the toilets which they said that they lead to urinary diseases.

One student said that: *The toilets are ever dirty such that we find it difficult to use them. It is worse when we are doing our monthly circles because changing of pads needs a clean toilet and there are no bins in the toilets to dispose of the pads.*

Resident lecturer's positive and negative experiences of university extension studies.

Resident lecturers were excited about holding a prestigious job. They explained that they were the University of Zambia (UNZA) in their respective centres.

Resident lecturer 3 explained that “in as much as she was the eyes of UNZA she was also privileged to be in that centre because she happens to have been visiting a lot of places which she may not have visited had it been that she was confined to the main campus”.

Resident lecturer I alluded that:

“I'm very happy that my team and I have managed to open 3 more centres in my province, when I came to this province, I found only 3 centres

which were running and 2 centres had been closed”. The two university extension centres were closed due to the UNZA policy which did not allow classes to commence when the numbers of students were less than 10. Today I have 6 centres... it was not easy to win the students back into the UNZA system.

Resident Lecturer 1 further explained that she was very happy about the nature of the job it is very exciting and she was socialising with a lot of people. She said that she learnt a lot from both the community members and from her work mates.

...I'm open minded ready to learn even being criticised ...I have learnt the culture of the people here. “In terms of my work as Resident Lecturer, I have really benefited ...there was a time when the driver and I were the only workers in the centre, all the other support stuffs had left because their contracts had come to an end, I was a cleaner, an accountant, secretary... it was tiring but during that time i really learnt what goes on in all those types of jobs.

Resident lecturers felt a sense of inspiration that emanated from working in a learning environment. Resident Lecturer 2 narrated that:

“I have 7 centres in my province which I have to see to it that they continue running, in those centres I have coordinators who help with the work and part time lecturers. My work is very interesting because it demands one to be on the move all the time...I have done a lot in my province where extension studies is concerned. I have a heart for my department and the people... I managed to purchase a 20-hector piece of land for building of learning facilities for university extension study in my province”.

Preference for Male Leaders in Some Places.

Resident Lecturer 1 explained that she went to open a centre at one of the schools in the province, the head teacher of that school was surprised to see her introducing herself as the resident lecturer. *“The head teacher told me to my face that he was expecting to see a male resident lecturer, and not a young lady...some men still don't believe that females are capable of occupying top positions.”*

Resident Lecturer 3 explained that, being female did not interfere with her job as resident lecturer. It was an advantage for her to win more female students, as she was a role model to

the female students in university extension. She was an inspiration to many in her centres. She worked hard to prove that females can do the job as well as men.

Exhaustion emanating from dual family and professional roles: Resident lecturers explained that, they experienced exhaustion due to multiple roles. They were parents who had children to take care of. One of the resident Lecturers narrated that, she did not have children of her own, but she was taking the responsibility of a mothering role to her nieces and nephews. *“I may not have children of my own, but I fulfil the responsibilities of a parent by taking care of my family needs more especially in terms of education, food and shelter”*.

One Resident Lecturer explained that she was married with children, she further narrated that she spent a lot of time doing her own work and the work of the institution “UNZA” neglecting time to spend with the family. *“Sometimes I don’t even eat with my family... in most of the times I’m very busy with work and my studies. I feel that I neglect my responsibilities as a mother and woman of the house”*.

A sense of vulnerability resulting from travelling long distances to supervise centres that are far apart on poor road network. Resident lecturers narrated that the centres were far apart which needed them to travel long distances on poor roads using old vehicles to monitor and make sure that the classes were being conducted.

A sense of discomfort and a feeling of out of place due to working in a male dominated environment. Resident lecturers explained that in most of the times it was the female resident lecturer, the messenger and the driver working late hours. One resident lecturer explained that there are cases when the car breaks down the female resident lecturer had to help the driver either by pushing or rendering a hand though pushing the vehicle or passing the tools for repairing it.

In summary, female students and resident lecturers had both positive and negative experiences of university extension studies. Resident lectures were excited to hold the prestigious position in the university extension studies. They were also vulnerable which resulted from travelling long distances to supervise centres that are far apart on poor road network. Students were proud to be enrolled in university extension studies. They also had multiple roles which were mothering, family role, care giving, student and professional roles.

4.2 The second objective sought to establish the challenges faced by female students and resident lecturers in university extension studies.

Table 5 below show the challenges faced by female students in university extension studies.

Table 5: Challenges faced by females to profession development

Challenges to professional development	Number of students out of 94	(%) out of 94 Students
Lack of progression from certificate and diploma to degree programmes	40	43
Night schooling regarded as for failures who failed to enroll in full time programmes	23	24
Lack of libraries for reference books	18	19
Poor facilities for females more especially the toilet	22	23

The challenges are described below

Lack of progression

Lack of progression from diploma to degree: students explained that university extension was a good mode of study, but the problem was that there were no degree programmes offered, 40 (43%) students explained that they needed to upgrade form certificates and diploma to degree programmes unfortunately university extension was not offering degree programmes. This meant that it was going to be difficult for the females to be competing with males for similar jobs. The chances of promotions and pay rise will as well below because of lack of progression in extension studies.

Night School

Students explained that they were not taken seriously by students from other colleges and universities because of the time that classes were conducted. They were perceived as night school learners who failed to enrol in to full time studies. 23 (24%) students explained that it

was not safe for females to be moving at night. Female students feared to be attacked raped or worse more be killed.

One student explained that she was afraid of losing her marriage because each time she went home late, her husband showed disapproval of her going to night school. It was going to be helpful for University extension studies to introduce full time class so that those that are in the same dilemma as mine could also enter.

One student explained that, I like university extension because it has given me the chance to upgrade my studies, but sometimes this education land me in problems ... my husband complains of my cooking late and not taking good care of the children. Every time I reach home I find my children sleeping.

Another student narrated that night school has made her be labelled as a prostitute. Some people did not understand the importance of education and why she enrolled in university extension studies instead of any other college where lessons are conducted in the afternoon.

Lack of Libraries

Students indicated that they were having a lacuna in terms of finding materials to use in their studies. 18(19%) students pointed out that lack of libraries for reference books contributed to poor performance and late submission of their academic work such as assignments. They narrated that lack of libraries added to their multiple roles in that they had to spend a lot of time looking for materials from other colleges and universities.

One student explained that: “It is difficult to write assignments due to lack of libraries and internet services. It was worse for the students that did not have phones which accessed internet”.

Poor Facilities

Poor facilities were mentioned as one of the challenges faced by female students in university extension studies. 22 (23%) narrated that the classrooms and toilets in university extension studies were very bad. They were not of the university standards. Dirt toilets had contributed to the problem of urinary infection of female students.



Fig 1: Back view of the female toilet at one of the centres



Fig 2: Front view of the female toilet at one of the centres

Female resident lecturers indicated that they were facing challenges in university extension studies. The challenges are described below:

Use of old Vehicles

The work of Resident Lecturer needed one to travel to and from the centres. All the 3 Resident Lectures explained that their jobs needed them to travel a lot for the effectiveness of university

extension studies. One Resident Lecturer narrated that *“I face a lot of difficulties were transport is concerned. The car that I use is very old making it difficult for me to visit or open centres”*.

I would love to visit my centres more often, but the problem is that, they are far apart and my work is kind of blurred. I’m supposed to be at the centre for duties in the office, I have classes to teach, I’m a PhD student and am also supposed to attend to meetings in the department when need be.

One resident lecturer explained that it was not safe for females to be using old vehicles because when it breakdown the resident lecturer had to help the driver by either pushing or by assisting in any way possible that the driver may ask of her in order for them to keep on the road to their destination. Such a situation was not safe for the female more especially at night and in rainy season.

Central administration should let extension manage their own accounts because all the money made by University extension goes to central administration as a result lots of work in extension education is delayed because of this system.

One resident lecturer had this to say...The university of Zambia regulations tie our hands as resident lecturers; we can do a lot in the centres provided they leave us to manage our accounts. We remit 75 percent to central administration... We don’t mind being monitored or evaluated... extension education makes its own money, and if they would just live us alone, they would see how the centres would have flourished...

Difficulties Opening Centres

Opening of centres was not easy with the mushrooming of universities. All the 3 resident lecturers explained that they were losing a lot of students due to lack of permanent infrastructure, *we are losing a lot of students to the mushrooming colleges and universities Students in extension education were adults who needed to have comfortable learning facilities.* Furthermore, respondents explained that having one stream of learners was hindering them to open centres were there was no electricity.

No proper job description: with ambiguous teaching roles clash with administration provincial monitoring roles. Resident lecturers explained that their job was kind of blurred. They needed to be at the centres lecturing and they were also supposed to be monitoring the

centres. Furthermore, one resident lecturer narrated that, apart from the institution duties. She was married with children who also needed her attention unfortunately she spent a lot of time doing UNZA work and neglected time to spend with the children.

Resident Lecturer 1 explained that she was very busy when it was examination period. *“I spent a lot of time preparing exams and I make sure that all part time tutors submit their exams on time. By the time I would reach home I was very exhausted such that I could not think of anything else but to rest. My husband also complains that I don’t spend a lot of time with him”.*

Lack of Support from the Employers

Resident Lecturers 1 and 3 mentioned that... *“UNZA is not doing anything to keep female resident lecturers in university extension studies; sometimes we are frustrated because of bureaucracy...”*

Dominance of Males in Extension Education.

The resident lecturers explained that dominance of males in extension education is a hindrance to moving up the career ladder. They seem not to have anyone to look up to because of the difference in gender obligations. There are fewer role models to emulate.

In summary, both female students and Resident Lecturers faced challenges in university extension studies. Students narrated that lack of progression to degree programmes, tutor absenteeism, poor learning and toilet facilities, being perceived as night school students who could not manage to enrol in to full time studies, lack of libraries and lack of finances were their main challenges. Resident Lecturers faced challenges of using old vehicles, difficulties in opening centres due to mushrooming universities which had good facilities and lack of motivation by the University of Zambia.

4.3. The third objective sought to explore the prospects for professional development of female resident lecturers and students in university extension studies.

Both female students and resident lecturers had opportunities for professional development in university extension studies. They also had threats which may hinder their progress. The opportunities are prescribed in table 6.

Table 6: Student’s Prospects for Professional Development.

Opportunities in university extension studies for professional development	Number of students out of 94	(%) out of 94 Students
Chances of completing the programme were high due to its flexibility in terms of payments	52	55
The name UNZA on the certificates enhances chances of professional development.	22	23
Being able to work in the morning and attend classes in the evening	27	29
It was affordable in terms of the amount to be paid as tuition fees	3	3

Flexible Mode of Payment, 52(55%) respondents noted that university extension studies was flexible in terms of payments. Students were given the chance to pay in instalments which gave them the chance to continue with their education.

The Name UNZA, University of Zambia’s name was one of the advantages which was keeping female students in university extension studies. 22 (23) out of 94 students explained that the name UNZA was keeping them in university extension studies because the qualifications that they were going to acquire was going to possess the UNZA name.

Being Able to Work and Learn 27(29%) students noted that university extension was giving them the opportunity to work and learn. The mode of delivery which is evening classes helped them to upgrade their education. One student explained that extension studies was flexible in that students were able to work in the morning and attend classes in the evening. This gave them students the opportunity to improve their living standards by upgrading of their qualifications and to compete for jobs with the males.

One student explained that “*university extension studies was designed for busy people who had a lot of commitments and wanted to acquire education of University nature. In this case it included the females.*”

Affordability

Students would increase in university extension studies because the mode of payment was favourable to them. They were given the chance to pay slowly as they continued with their studies. One respondent explained that extension studies was affordable compared to other universities. Another student stated that: *UNZA must introduce more programmes such as secretarial and nursing, award scholarships to deserving students and include fulltime classes so as to increase the number of students in university extension studies.*

Threats to Female students in University Extension Studies

Lack of progression from certificate and diploma to degree programs was a threat to female students in university extension studies. There was a cry for degree programmes by the students. They explained that what really kept them was the name University of Zambia and the affordability in terms of payments. Furthermore, students had another threat which was being labelled as failures who could not manage to enrol in to full time programme hence the need to have two streams of classes.

Just like female students, resident lecturers had both opportunities and threats in university extension studies. The opportunities were that they were:

Working in the Learning Environment

The study showed that females were working in a learning environment. This gave them the opportunity to further their studies. The study further noted that all the three female resident lecturers were engaged in PhD studies. Resident lecturers were very happy about their work. They explained that they enjoyed their titles because it gave them the chance to be more productive in terms of providing the services to the wider community.

Resident lecturers pointed out that working in university extension studies was a learning process as they had to adapt to new ways of life ranging from traditions, culture and office work in their respective provinces.

Resident lecturers narrated that sometimes they had to be over whelmed with work such that by the time they got home they were exhausted and unproductive.

Resident lecturer 3 explained that “...Being female resident lecturer in extension education makes me to be antisocial as I’m not able to fulfil my social obligation in the community as a friend, church mate and a neighbour. The working hours are not female friendly because sometimes I work beyond normal working hours with little time to rest. By the time they finished the work, they were very exhausted and unproductive at home”.

Threats to Resident Lecturers in University Extension Studies.

In as much as female resident lecturers were happy with their work, they also had threats. The threats were that resident lecturers spent little time on their studies due to their many roles. They were using old vehicles to run the centers and they were also working in a male dominated environment. This made them to feel uncomfortable.

4.8 Summary of the chapter

Chapter four presented findings of the study. The findings were presented according to the themes that emerged in line with the specific objectives of the study. The study revealed that resident lecturers and students had both positive and negative experiences in university extension studies. Positive experiences of all 3 resident lecturers were excitement about holding a prestigious job and having a sense of inspiration that emanated from working in a learning environment. Students positive experiences were having a sense of pride to be enrolled at University of Zambia which they considered to be the highest institution of learning in the country and having a sense of contentment due to a favourable payment mode that permitted to pay in instalments. Resident lecturers negative experiences were stress emanating from dual family and professional roles. Felling a sense of vulnerability resulting from travelling long distances to supervise centres that are far apart on poor road network and having a sense of discomfort and a feeling of out of place due to working in a male dominated environment. Students negative experiences were exhaustion due to multiple roles. Having a sense of vulnerability due moving at night to attend classes and low self-esteem due to community perception that they were failures and that’s why they attended evening classes. Challenges resident lecturers faced were using old vehicles and difficulties to open centres due to the mushrooming of universities. Challenges students faced were lack of progressing to degree programmes. Absence of libraries for reference materials and poor sanitation conditions. Prospects for professional development for both female resident lecturers and students were high in that they were able to advance their studies.

CHAPTER FIVE: DISCUSSION OF THE FINDINGS

5.1 Overview

The previous chapter discussed the findings of the study. In this chapter, the findings in chapter four and their implications to females in university extensions studies in relation to the revealed literature and theoretical framework are discussed. This will be done in themes guided by the objectives of the study which were to: examine the experiences of female resident lecturers and students in University Extension Studies; establish the challenges faced by female resident lectures and students in University extension studies; explore the prospects for professional development of female resident lecturers and students in university extension studies.

5.2 Experiences of female resident lecturers and students in the University Extension studies.

The first objective sought to examine the experiences of female resident lecturers and students in University Extension Studies. The study established that female resident lecturers and students had both positive and negative experiences in extension studies. The positive experiences were excited about holding a prestigious job. This was in conflict with Miriam (2015) who posited that women confront discrimination in jobs, disparities in power, voice and political representation and laws that are prejudicial on the basis of their gender. As a result well educated women often end up in jobs where they did not use their full potential and skills. Men still wield more powerful positions within and beyond higher education. Mahlase (1997) women were suffering from cultural factors such as finding it difficult to take orders from men. Similarly, Cubillo and Brown (2003) revealed that women grapple with internal issues such as professional experiences, aspirations, ambitions and confidence. Women lack the self-esteem they need in order to take charge of their professional lives.

The negative experiences for female resident lecturers were preference for male leaders in some places. This was in tandem with Phiri (2015) who noted that 45% of students preferred male lecturers to female lecturers whilst 15% preferred female lecturers as opposed to male lecturers while 40 % did not care about gender. Reasons for the preference for male lecturers were that males taught better and were more interactive. Others were of the view that male lecturers were friendly, approachable and more open. Male lecturers were more efficient, effective, competent and more understanding. Others liked male lecturers because they awarded them better grades and they were not biased. Furthermore, respondents thought that male lecturers had deeper voices and were easier to listen to, female lecturers were annoying and proud. Furthermore,

Kiruriti (2008) revealed that women find themselves not fully accepted in the community they were working from. This made the women feel that their contributions offered to the society was not being appreciated. Chisholm (2001) asserts that women were not acceptance by the community and their male counterparts as principals this continue to display chauvinistic cultural and traditional stereotypes about women as leaders.

On the other hand, the findings were in contrast with Crawford and Mac Leon (1990) who indicated that female instructors were perceived in general as being more effective in creating a participatory climate for all students because they were more sensitive to the needs of students, more interesting, were stricter therefore making students more serious and involved.

Resident lecturers narrated that they experienced exhaustion due to dual family and professional roles. This finding was in agreement with Heward and Bunwaree (1998) who assert that women are more valued for their labour, power and reproductive capacity as child bearers, rearers and food providers. Longwe (2008) adds that gender discrimination was still prevalent in Zambia between male and female despite the actors who were trying to end this problem. Gender discrimination was done not only in education sector but in families as well between wife and husband in terms of how they used to carry out their family responsibilities. In the same vain, Hoff and Mitchell (2008) revealed that women in leadership are faced with the dilemma of balancing the societal expectations of women regarding their family responsibilities with that of the leadership at the workplace.

CSO (2008) noted that gender determines who carries the responsibility for domestic work and family caring and who has access to the influential decision-making positions that shape social change. Luchembe and Sichula (2016) observed that resident lecturers had unclear roles in university extension education in Zambia. They have been attacked on the basis of not having clear spelt out roles. By virtue of their position as representatives of UNZA they have to carry out other duties which were not supposed to be done by them in their respective area of operation.

Students positive experiences was having a sense of pride to be enrolled at University of Zambia. This was in agreement with Luchembe (2010) who posits that university education through Adult Education and Extension studies provides an alternative avenue for those that could not manage to enrol in to full time but want to study in the university of zambia. similary

Ng'ambi (2013) revealed that students and resident lecturers benefited in university extension education in the following ways; acquisition of knowledge, employment both in the formal and informal sector, income acquisition and increased earnings, ability to meet family responsibilities, upgrading of qualifications, opportunity to study while working, involvement in the cheapest form of education, opportunity to go for further studies, chance to change career or receive promotion, change of attitude and gain of recognition and respect from society which led to improved self-esteem.

The study revealed that female student had negative experiences. One of the negative experiences was having multiple roles. Out of 94 students 38% explained that they were having caregiving responsibilities that females were expected to fulfill throughout their lifetime. They had to fulfill their many duties of care giving and house chores as females. The female students explained that achieving the educational goals was not easy. It was faced with complex factors impacting female's ability to balance both roles in education and family.

The findings were in tandem with Epstein (1988) who revealed that, domestic duties are associated with women whereas men are considered the head of the family. Childbirth, breast-feeding, teaching children and caring for husbands and elderly relatives are among the "heavenly mandates" assigned to women. Findings were consistent with Heward and Bunwaree (1998) who purported that, women are more valued for their labour, power and reproductive capacity as child bearers, care givers and food providers. Similar findings were also revealed by the feminist theory, who claim that men dominate and oppress women in terms of reduced access for women and girls to civil rights and allocation of social resources such as education and employment (Firestone, 1970). Additionally, Liberal feminist theory narrate that gender differences are not based in biology; therefore, women and men are not all that different. Their common humanity supersedes their procreative differentiation. If women and men are not different, then they should not be treated differently under the law. Women should have the same rights as men and the same educational and work opportunities (Lorber, 1995).

The findings were also supported by Kelly, Musango and Subulwa (1998) who assert that negative home and community factors, beliefs and practices in the home and community impend the satisfactory school participation and performance of girls. Child rearing practices, girls brought out to look after others, be submissive, and respond to needs and demands of boys and men. Girls carry an excessively large share of household chores and responsibilities that

leaves them little time for rest and study. Society's generally view is that a girl/woman is defined by her relationship to a man and not as an independent person in her own right. Additionally, Talabi (2016) posits that little attention was given to the education of girls and women in formal or non-formal education. The reasons are connected with the belief by many that the best place for women and girls to function is home and in the kitchen.

Rodney (2011) explained that women face constraints from their career role and family role. No matter how much a woman will have worked at the place of work, she will be expected to pay attention to her family whatsoever. Women responsibilities are viewed as being that of being in the kitchen, taking care of the children and the husband traditionally. Women will always have to give up something, either their career or their families. Most women put their career on hold when their children are young and consequently lose opportunities to advance in their career. There is need to understand that the multiple roles of female resident lecturers and students may led to under performance in their studies and in work.

The study revealed that there was low participation of female students in university extension studies because of the time classes were being conducted. Classes were being conducted in the evening from 17:30 up to 19:30 hours. Sometimes classes went up to 20:30 hours. Findings were in agreement with Mandumbwa (2011) who note that extension education was not being appreciated by some community members due to the times classes were being conducted hence a lot of community members were depriving themselves of university education.

5.3 Challenges faced by female resident lecturers and students in university extension studies

Unsafe Environment

Resident lecturers mentioned having many roles in university extension studies, Findings were in conformity with Chuma (2004) who observed that resident lecturers had unclear roles. Resident lecturers' roles in general was administrative work, designing the programmes and teaching, but in the case of university extension resident lecturers their work are blurred. They have found themselves in the situation that they just had to work even if that work is not part of their specification from the purpose of ensuring that university extension studies activities remain successful.

The findings were also in agreement with Shakeshaft (1986) revealed that women have excellent leadership skills but often face obstacles that men may not face. They have a lot of

care giving responsibilities than males which hinders their progress in education. Hojgaard (2002) argues that cultural structure of leadership in itself initiates differences between male and female. Findings were also in line with Celikten and Yeni (2004) who carried out a research on female teachers and the findings were that they faced cultural challenges in the management of secondary schools. The women principals were expected to complete their family responsibilities as well as their duties of managing the schools. This posed as a major challenge to the female principals. Female professors were a privileged group but still appear to experience similar stressors and Challenges in the workplace, in some cases to a greater degree due to the patriarchal structure of the academy.

Karikari (2008) revealed that women faculty and administrators' respondents cited conflicts in managing their multiple roles as mothers, wives and workers, interrupted careers, impact of family dynamics, lack of mentoring and networks, and the power of the "old boys" network as key issues. Furthermore, respondents narrated that multiple roles interrupted with their studies. The study was also in line with Albrecht, et al (2003) who suggested that the glass ceiling is arguably more important in determining women's occupational career path. Gendered labour segregation is both horizontal and vertical. It also has roots in gender stereotyping that in turn impacts on early learning preferences at school and subsequent training and work options.

Miriam (2015) states that Feminist theory argue that the relationship between man and woman in the family, and in the wider public and social world were political in the sense of being about power, and inequalities of power in minutiae of everyday relations. The study was also in agreement with Rodney (2011) who posited that women face constraints from their career and family roles. No matter how much a woman will have worked at the place of work, she will be expected to pay attention to her family. Women responsibilities are viewed traditionally as being that of being in the kitchen, taking care of the children and the husband traditionally. Women will always have to give up something either their career or their families. Most women put their career on hold when their children are young and consequently lose opportunities to advance in their career.

Poor roads was another challenge that emerged from the resident lecturers. Transport can be in the form of, air, water ways, rail and road system, these are a critical enabler to the development of the nation. Furthermore, Resident lecturers in University extension studies faced challenges in terms of good and reliable vehicles. Poor transport posed a bigger challenge for them more

especially during the rainy season such that they were unable to visit the centres which were in remote areas. The work of Resident Lecturers needed them to travel to and from the centres for the effectiveness of university extension studies.

Students explained that it was not safe for females to be moving at night to and from school. This was against most of African traditions which demanded that a female's place was in the kitchen. Findings were in agreement with Scot (1986) who observed that from time in memorial gender inequalities have manifested themselves in political, economic, social and cultural practices of humankind.

The findings were also in agreement with Dharagi, et al (2007) who points out that women faced every kind of discrimination then and now we see it happening at home, in schools, at work and even in marriages. Discrimination has its many faces in different forms; it is not surprising to say that, despite living in the 21st century, a lot of people were having a negative kind of thinking in their mind that women are a reserve army of labour and a child producer. Sometimes gender discrimination begins from the family not from the society. Even educated people had their wrong perspective about women thinking that they had to do nothing in their life except cooking, cleaning and serving the whole family especially children and the aged. Kelly (1994) has eloquently articulated the historical foundation of the marginalization in the society which has traditions deeply rooted in the past, including such notions as the "woman's place is in the kitchen," and these affect girls as they grow up. Thus, girls' education in Zambia was highly affected by sociocultural factors. In addition, Preference was given to males' education. Irrespective of whatever career a woman chooses, the duties and expectations of a mother and a wife were stressed as primary goals.

This was also in line with Mwanakatwe (1968) who postulates that in male dominant societies, economy is dependent on the labour that women and girls put in, where all daily tasks of child rearing, cooking, cleaning homesteads for basic hygiene "nursing", gathering and cooking of food, fire wood and water are performed by females, the girl child who had little or no option to access education conducted far from home".

The other challenge that was cited by the students was not being able to upgrade their studies to degree programmes within the University of Zambia in some programmes. The study revealed that university extension was a good mode of studies unfortunately students could not upgrade to degree programmes because UNZA was not offering some of the programme at

degree level. Findings were in tandem with Ngambi (2013) who contends that university extension studies were not providing degree programmes hence the need to upgrade diploma to degree programmes.

Another challenge was that university extension studies had poor learning and sanitary facilities. One would ask about the connection between education of females and the toilets. Females were at a high risk of contaminating urinary infection diseases compared to their male counterparts. Out of 94 students, 22 (23%) narrated that the classrooms and toilets in university extension studies were very bad and in most of the times they were very dirty such that using them was making the students to be uncomfortable.

Additionally, students indicated that they were having difficulties of finding materials to use in their studies. Out of 94 students 18 (19%) pointed out that due to lack of libraries for reference books, this contributed to late submission of their assignments. The findings were in line with Luchembe (2010) who noted that the major challenge in university extension studies was lack of teaching and learning materials in most centres across the country. He noted that building and buying infrastructure was the only way the provision of university extension education could have been improved. Similarly, Ng'ambi (2013) points out that there was need to set up libraries and computer labs in all the centres.

Chakanika et al. (2016) assert that to improve the efficiency and effectiveness of university extension education, resource centres should be belt in all the centres. They believe that this would help both the lecturers and the learners to study for the various courses they were participating in. This was in line with Chuma (2004) who asserts that the Department of Adult Education and Extension Studies and the university of Zambia library management should ensure that the library section at the resident lecturer's office is provided with recommended books and references in the courses that are being offered in a particular province. This will lead to improvement in the learning and quality of education being provided under university Extension Education. In line with provision of computer lab, Phiri (2015) further point out that the acquisition of more computers which must be made available to the learner will enable them to practice computer skills and conduct online research which will help to improve the quality of the research work since learners will be able to get current information on their particular fields of study.

5.4 Prospects of Female Resident Lecturers and Students in Professional Development.

The study revealed that resident lectures were happy with their work in university extension studies. They considered themselves privileged to hold the prestigious jobs. This was in agreement with Templer (2012) who point out that women regardless of the occupation or socio-economic status, she has the freedom to make decisions or choices. Freedom to choose is assumed in multiple domains including one's decision to marry, have children, to be a caregiver, the career type to pursue and advancement in the workforce. It was revealed that inequalities were not simply due to individual choices but to structural issues reflecting gendered families and organizations enforcing expectations about caregiving and professional work. Planning for the future and making decisions earlier in life regarding education, career, marriage and childbearing are stressors unique to females (Templer, 2012). These findings were in conflict with Merriam (2015) who explained that females were discriminated because of their gender and that they needed more education to get similar jobs as men. On the other hand, a comparative study done by Mahlase (1997) on the challenges faced by women in leadership and management in public and private sectors in South Africa found that women in leadership were suffering from domestic constraints, psychological factors, pressure at work and home.

Furthermore, Mahlase (1997) states that there was a continuing preference of male leadership, which mostly manifests at the level of appointment. The conclusion was that women teachers were deeply affected by state controls and the patriarchal relations built into Bantu education; lack of uniform policy and cultural stereotypes that appeared to be working against women's appointment and promotion. The findings were in contrast with Coleman (2005) who further explains that principal ship was noted as the most problematic stage in the career route, particularly for women. This is arguably so because most women do not have sufficient exposure and preparation for management positions and because of the "innate preference" for male appointments in leadership. The findings were also supported by Moonga (2016) who notes that the university has not established a training programme to new resident lecturers in to the job. The most one gets is a briefing in a meeting where colleagues might talk about their own experiences and from there one picks a few hints on how one starts off into the job.

Resident lecturers explained that selection of resident lectures was not a private matter. It was open to all those who meet the qualifications to occupy the position. The positions were

advertised and those that qualify were picked. Selection of the resident lectures was based on merit. There was no discrimination in extension studies at any point. The whole process was transparent. This finding was in contrast with Mirriam (2015) who states that females needed more education to get similar jobs as men. They also face discrimination in jobs, disparities in power, voice and political representation and laws that are prejudicial on the basis of their gender. The same findings were also in contrast with Cubillo and Brown (2003) who revealed that female's leaders grapple with internal issues such as professional experiences, aspirations, ambitions and confidence. Women lack this agency, they lack the self-esteem they need in order to take charge of their professional lives. At the organizational level, the hierarchical structures and cultures in terms of gendered stereotypes about who can and cannot be a school manager block women's participation in management because of their qualification.

Prospectcts for Female Students in university extension education

The study noted that female students were happy in extension studies because of the name University of Zambia. The other thing that made them happy was the fact that university extension studies was done in the evening. This was an advantage for the busy students who could not enrol in to full time programmes. The findings were in agreement with Chuma (2004) who explains that evening courses are provided under University Extension Education for those who are unable to attend full time classes and for those that did not meet the qualification to needed to enrol at the main campus.

Furthermore, the study revealed that students were motivated by the flexible mode of payments in university extension studies. This was in agreement with Ngambi (2013) who established that participants in university extension education were working had for it was an opportunity to pursue their education whilst in employment. Respondents confirmed that they were able to attend lectures without asking for a study leave from their employers. In light of this, Luchembe (2010) observed that university extension studies provided gave hope to all eligible Zambians who wanted to pursue university education. This was because university extension studies provided a more flexible mode of study in that even those that were working or doing business could also find time to attend lectures. Additionally, University extension education has decentralised its study centres by conducting classes not only in the capital city of Lusaka where the main campus of the University of Zambia is situated but also has centres in all the 10 provinces of Zambia. The findings were also supported by Sichula, (2016) who point out

that University extension education has been used to reach out to those individuals who could not manage to enrol in university education on full time basis.

5.5 Summary of discussion

This study like Mahlase (1997) on the challenges faced by women in leadership and management in public and private sectors in South Africa found that women in leadership were suffering from domestic constraints, psychological factors, pressure at work and home, while some men said that the place for women was the kitchen. However specific to this study it was revealed that female resident lecturers and students had positive and negative experiences of university extension studies. They were excitement about holding a prestigious job. They were having a sense of inspiration that emanated from working in a learning environment. Students were having a sense of pride to be enrolled in University of Zambia which they considered to be the highest institution of learning in the country. They felt a sense of contentment due to the favourable payment mode. This study like other studies conducted by Moonga (2016) Chakanika, Luchembe and Sichula (2016) in University extension education, confirms the fact that resident lecturer and students encounter a number of constraints. Among these constraints was lack of degree programmes, lack of office and classroom premises, lack of a libraries, poor road network systems, the time classes were being conducted 17:30 to 19:30 hours which they said that it was in the night. This has to some extent contributed to low participation of females in university extension studies.

The study further revealed that there was massive failure by the intended beneficiaries to embrace University extension education. This was confirmed by the low enrolment rates in all the provincial canters where the study was carried out. However, specific to this study, it was revealed that there were a number of issues that hindered females from participating in university extension studies. One of the challenges was having difficulties in some courses to progress from diploma to degree programmes within the University of Zambia. The other one was exhaustion due to dual professional and family roles. Vulnerability due to moving at night to attend classes. Poor sanitation conditions which lead to urinary diseases and low self-esteem due to community perception that students who attended evening classes were failures and that explained why they attended evening classes.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This chapter comprises two sections: conclusion and recommendations. The conclusion addresses the most significant issues which the study unveiled while the recommendations are based on the critical findings of the study. The objectives of the study were to:

1. Examine the experiences of female resident lecturers and students in University extension Studies.
2. Establish the challenges faced by female resident lectures and students in University extension studies.
3. Explore the prospects for professional development of female resident lecturers and students in university extension studies.

6.2 Conclusion

This study examined the prospects for professional development of Female Resident Lecturers and Students in University Extension Studies Programmes of the University of Zambia. The objectives of the study were: to examine the experiences of female resident lecturers and students in University Extension Studies; establish the challenges faced by female resident lectures and students in University extension studies; explore the prospects for professional development of female resident lecturers and students in university extension studies.

The objectives of the study made this study different from other studies including those done under university extension studies by other academicians. Furthermore, the study was different in that it used the liberal feminist theory which concentrates on women having their equality through being responsible for their actions and choices. It believes that gender inequality was produced by reduced access for women and girls to civil rights and allocation of social resources such as education and employment. Their views do not radically challenge the existing values and as such, they aim for gradual change in the political, economic and social system meaning that, it is concerned with the reforms of policies, practices and programmes. This was beneficial because negative experiences and challenges of female resident lecturers and students cannot be mitigated by the University of Zambia without fully identifying their root cause. However certain findings in this study such as females having multiple roles and care giving were similar to those in other previous studies.

With references to the female resident lecturers and student's experiences in university extension studies, the positive experiences by resident lecturers were excitement about holding a prestigious job and having a sense of inspiration that emanated from working in a learning environment. Positive experiences by the students were having a sense of pride to be enrolled at University of Zambia which they considered to be the highest institution of learning in the country and having a sense of contentment due to a favourable payment mode that permitted them to pay in instalments while they continued with their education.

The negative experiences of resident lecturer were having stress emanating from dual family and professional roles, having a sense of vulnerability resulting from travelling long distances to supervise centres that are far apart on poor road network, a sense of discomfort and feeling of out of place due to working in a male dominated environment. Students negative experiences of university extension included were exhaustion due to multiple roles of being a mother, wife, member of the community, worker and student; having a sense of vulnerability due moving at night to attend classes; and having low self-esteem due to community perception that they were failures and that explained why they attended evening classes. Challenges faced by resident lecturers were using old vehicles on bad roads and difficulties of addressing the demand to open centres in areas without suitable facilities such as electricity. Challenges students faced were difficulties of progressing from diploma to degree programmes within the University of Zambia, absence of libraries for reference materials which added to their multiple roles of sourcing for materials from other colleges and universities. Poor learning facilities which was not of the university standard. Poor sanitation conditions which lead to the urinary diseases.

Prospects for professional development for both female resident lecturers and students were high. The high prospects were enhanced by the opportunities to advance their studies by all three resident lecturers who were engaged in PhD studies. The prospects for the students were also high due to the opportunity to get credentials from the University of Zambia and a high chance of completing studies due to the favourable mode of payment of tuition fees. Finally, it was discovered that both female resident lecturers and students were happy in university extension studies. The University of Zambia must mitigate the negative experiences so that the numbers of students can increase in university extension studies.

The study yielded vital information needed by the University of Zambia which is responsible to the university extension studies in all the provinces. In this regard this study will serve as a baseline resource whose findings on experiences, challenges and prospects for professional

development can be used as a reference in future researches in university extension studies and in similar studies.

6.3 Recommendations

Based on the findings of the study, the following recommendations were made:

- i. The University of Zambia should introduce degree programmes in University extension studies to strengthen the progression rates of student in extension studies.
- ii. University of Zambia should buy or build its own learning facilities in all the centers in order to increase the numbers of students in university extension studies.
- iii. University extension studies should run two streams of student, morning and evening classes in university extension studies so that those that are free during the day can attend the morning classes and those that are working can attend the evening classes.
- iv. The University of Zambia should buy new vehicles for University extension studies to help with the smooth running of the centers.
- v. The University of Zambia should employ center organizers in all the university extension centers who should be monitoring the centers to reduce the work load of resident lecturers

6.5 Suggested areas for further research

1. Future research could be conducted on the experiences of male and female dropout students from university extension studies so that UNZA know where to modify or maintain university extension studies.
2. A comparative study could be done on the challenges faced by male and female headed university extension centers so that UNZA know how best it can help resident lecturers in all the centers.

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APPINDICES

APPENDIX: 1: QUESTIONNAIRE FOR FEMALE STUDENTS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

I am a student at the university of Zambia studding for a master’s programme in the school of education (Adult Education). I am carrying out a research study on the experiences of female students and resident lectures in university extension education: prospects and challenges. Kindly assist me by answering the questions freely and honestly. Be assured that your responses shall be confidentially handle by the researcher. Hence, feel free to express yourself.

1. Could you please tell me a little bit about yourself?

.....
.....
.....

2. What motivated you to enrol in university extension studies?
Explain.....

.....
.....

3. What do you like most in university extension studies?
explain.....

.....
.....

4. Do you have any family responsibility?
Explain.....

.....
.....

5. Do you face any challenges in University Extension Studies? If Yes/No, Explain.

.....
.....

6. Do you think you face these challenges because you are a female?.....

.....

7. What experiences do you go through in university extension studies? explain.....

.....

8. What do you think is the cause of few female students in university extension studies? Explain.....

.....

9. Do you think they considered female students when designing university extension studies? Explain

.....

10. What is the University of Zambia doing to keep female students in extension studies? Explain.....

.....

.....

11. What are your predictions about female students in university extension studies five years from

now?.....

.....

12. What do you think the University of Zambia should do to make university extension studies more favourable for female students?

.....

.....

I WOULD LIKE TO THANK YOU FOR YOUR TIME AND CO-OPERATION.

CONTACT ADDRESS

UNZA, ADULT EDUCATION AND EXTENSION STUDIES

P. O. BOX 32379

LUSAKA

Cell: 0977-762958.

APPENDIX: 2: INTERVIEW GUIDE FOR FEMALE RESIDENT LECTURERS

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

I am a student at the university of Zambia studying for a master's programme in the school of education (Adult Education). I am carrying out a research study on the experiences of female students and resident lectures in university extension education: prospects and challenges. Kindly assist me by answering the questions freely and honestly. Be assured that your responses shall be confidentially handle by the researcher. Hence, feel free to express yourself.

1. Could you please tell me a little bit about yourself?
2. What is the criteria of becoming a resident lecturer? Explain
3. What do you like most in university extension studies? Explain
4. Do you have any family responsibility? Explain
5. Do you face any challenges in University Extension Studies? If Yes/No, Explain.
6. Do you think you face these challenges because you are a female? Explain
7. What is the University of Zambia doing to keep Female Resident Lecturers in extension studies? Explain
8. What experiences do you go through in university extension studies? Explain
9. What are your predictions about female resident lecturers in university extension studies five years from now? Explain
10. What do you think is the cause of few female resident lecturers in university extension studies?
11. What do you think the University of Zambia should do to make university extension studies more favourable for female resident lecturers?

I WOULD LIKE TO THANK YOU FOR YOUR TIME AND CO-OPERATION.

CONTACT ADDRESS

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Email. Albetinacmbewe@gmail.com.

APPENDIX: 3: INFORMATION SHEET

THE UNIVERSITY OF ZAMBIA SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

INTRODUCTION

Dear respondent.

I am a student at the university of Zambia studying for a master's programme in the school of education (Adult Education). I am carrying out a research study on the experiences and challenges of female students and resident lecturers in university extension education: prospects for professional development. Kindly assist me by answering the questions freely and honestly. Be assured that your responses shall be confidentially handled by the researcher. Hence, feel free to express yourself.

- (i). your participation is dependent on your consent.
- (ii). you are free to ask for any clarification from the investigator and if you feel uncomfortable about any question in the questionnaire.
- (iii). you may withdraw your consent at any time and discontinue participation without any penalty of any sort.
- (iv). be informed right from the start that, you will not receive any payment for your participation in this research study.
- (v) The investigator of this study does not have any financial interest in the product being studied.
- (vi) The findings of this study are likely to benefit you and the society through the programme providers as it is anticipated that the study will enhance the provision of the programme.
- (vii) If you have any question about the investigation, you are free to contact the University of Zambia, Directorate of Research and Graduate Studies

Humanities and Social Sciences Research Ethics Committee

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