

An Investigation of Factors that Contribute to Low Representation of Women in Administrative Posts in Primary Schools*

N. Wadesango¹ and R. Karima^{2*}

¹*University of Limpopo, Centre for Academic Excellence, RSA*

²*University of Fort Hare, Faculty of Education, RSA*

KEYWORDS Gender Sensitive Policies. Equity. Principals. Stereotypes. Equality

ABSTRACT The purpose of this study was to investigate factors that contribute to low representation of women in administrative posts in schools. The researchers used the descriptive survey design. The instruments used to collect data were interviews and questionnaires. The sample selected for the study was made up of seven schools which constituted thirty five percent of the 20 primary schools in Lower Gweru District. Ten school heads, seven deputy school heads and twenty teachers in charge from the selected primary schools were included in the sample. The results indicated that there are stereotyping beliefs that affect women when they are making critical decisions such as opting to take up administrative posts. The government should therefore adopt gender sensitive policies that enhance equitable and equal participation of women and men in the educational sector.

INTRODUCTION

When Zimbabwe attained its independence in 1980, the new government declared education a basic human right. Provision of education was mandatory to all citizens particularly Africans who had been deliberately and systematically restricted access during the colonial era. As such primary education was made free and compulsory. The philosophy behind such a policy was that education is a right and it would contribute to national development. In principle this belief was also in line with the Human Capital Theory which in its simplest form espouses that for any nation to develop it has to develop its human resources base through educating its citizens. This implies that both females and males should have equal access to education without discrimination. Males and females should have equal opportunities in all employment sectors.

The Zimbabwean Education Sector employs the greatest number of people in the civil service. There were 90,000 teachers in Zimbabwe which included both male and female (Gudyanga et al. 2015). However, the policy of women empowerment still fails to provide equality between men and women in leadership posts in primary schools. The Ministry of Education sta-

tistics (2009) show that there were 23 primary schools in Lower Gweru District and that there were 335 teachers of which 219 were females while 116 were males. However, the number of female school heads was only 5 and 18 were males. This situation appeared to be the same in other parts of the Midlands Region. Ministry of Education statistics (2009) also showed that out of 27 primary schools in Gweru Urban only five were headed by females. Furthermore, in Chivundura District, of the 15 primary schools only 4 had female school heads.

This situation prevails despite the fact that eight of the twelve universities in Zimbabwe produce graduates in education including female graduates. The graduates are the individuals expected to take up headship posts in the schools.

Concerns about gender disparities within the education sector have been long standing in many parts of the world (Dorsey 1989; Atherton 2002; Kaziboni 2002; Mulenga 2005). Major differences of status and positions have divided men and women in schools particularly in primary schools. The issue of equality in educational administration has become of increasing concern to educational planners and policy makers. For example in a review of national planning documents in a number of countries, Mlenga (2005) found that inequality in educational leadership was a key consideration of their governments. Furthermore, Mlenga noted that although there is much mention of equality and egalitari-

*Address for correspondence:

N. Wadesango

Professor

E-mail: newman.wadesango@ul.ac.za

anism in these countries policy documents they have done very little to fulfill these noble objectives.

According to Rice (2014), there are three possible explanations for the lower number of women at the top level of these organizations.

1. Women are not capable of doing the work that is required at the top.
2. Women do not have the desire to be at the top.
3. There are structural impediments preventing women from reaching the top.

In addition, the underrepresentation of women in academic administration suggests that masculine practices and leadership norms function to exclude women. In terms of senior administrative positions, only twenty percent of all four-year university presidents are women, forty percent of all chief academic officers, and forty three of all other senior administrators (The Almanac of Higher Education 2013).

Even fewer women serve in senior administrative roles at the more research-intensive and prestigious institutions. Due to this underrepresentation of women and the recent significant increases in their numbers, far less is known about the characteristics and experiences of effective female leaders in higher education (Dunn et al. 2014). Furthermore (Dunn et al. 2014), women possess great potential to be transformative leaders in the academy at a time when their talents are much needed. Because they have not been socialized in accordance with the male-centric leadership model, they are relative outsiders who must forge new ways of leading. Women have more freedom than their male counterparts to “role-make” as opposed to “role-take.”

Objectives of the Study

The objectives of this study were:

1. To find out the perceptions of school administrators of the low representation of women in administrative posts in Lower Gweru District Primary Schools.
2. To find out the perceptions of teachers of the low representation of women in administrative posts in Lower Gweru District Primary Schools.

Significance of the Study

It was hoped that findings of the study would make educational policy makers aware of issues that may influence educational policy in promo-

tion of women to higher posts in the Ministry of Education in Zimbabwe. Finally it was also hoped that the findings of the study would to some extent indicate how effective has been the implementation of the policy on women advancement in the education sector in Zimbabwe particularly in Primary Schools.

RESEARCH METHODOLOGY

The researchers used the descriptive survey design. According to Isaac and Michael (1989), a survey type of research is a means of gathering information that describe the nature and extent of a specified set of data ranging from physical counts to frequencies to attitudes and opinions. The population consisted of all the 20 primary schools in Lower Gweru District and all the school heads, deputy school heads, and teachers-in-charge (TICs) from the 20 primary schools. The total population of the study was sixty. The sample selected for the study was made up of seven schools which constituted thirty-five percent of the 20 primary schools in Lower Gweru District. Ten school heads, seven deputy school heads and twenty teachers in charge from the selected primary schools were included in the sample. The sample was 41.6 percent of the population.

Data Collection Strategies

In this study, data was collected directly by the researcher from the school heads, deputy school heads, teachers in charge (TICs) and senior teachers. The instruments used to collect data were interviews and questionnaires. The main reason for using the two methods was to ensure that adequate information was obtained.

Presentation of Data

The section below presents data from closed ended items of the questionnaire.

According to Table 1, the majority of respondents were senior teachers who made up sixty five percent. Ten percent were specialist teachers.

Table 1: Status of teacher respondents

| | <i>Senior teacher</i> | <i>Teacher</i> | <i>Specialist teacher</i> |
|------------|-----------------------|----------------|---------------------------|
| Number | 13 | 5 | 2 |
| Percentage | 65 | 25 | 10 |

Concerning the respondents' qualifications, Table 2 shows that the number of those who held Diplomas in Education and those who held the Bachelor of Education degree was equal. None of the respondents had a Masters Degree.

Table 2: Highest professional qualifications of teachers

| <i>Professional qualifications</i> | <i>Number of respondents</i> | <i>Percentage</i> |
|------------------------------------|------------------------------|-------------------|
| PTH | - | - |
| CE | - | - |
| Diploma in Education | 10 | 50 |
| Bachelors Degree | 10 | 50 |
| Masters Degree | - | - |
| Other specify | - | - |

Table 3 shows that there were fifty percent holders of a degree in Educational Administration.

Table 3: Distribution of teachers with educational administration degree

| | <i>Number</i> | <i>Percentage</i> |
|----------------------------------|---------------|-------------------|
| B.Ed. Educational Administration | 10 | 50 |
| Other | 10 | 50 |

The section below presents data on the respondents' perceptions of factors that contribute to low representation of women in administrative posts

For purposes of presenting data the Likert scale was collapsed from five categories to three with strongly agree and agree collapsed into one

which is agree. Strongly disagree and disagree to disagree and undecided remaining the same

In trying to find out perceptions of female teachers of headship posts in primary schools three questions were asked. The questions sought to establish if female teachers did not like to hold headship posts, their chances of being promoted to school heads in the Ministry of Education, Sport, Arts and Culture, and also whether headship posts were worth taking. The data presented in Table 4 shows that the majority of the respondents (55%) disagreed with the idea that female teachers did not like headship positions. The majority (90%) also disagreed that headship posts are not worth taking and this concurs with Gudyanga, Wadesango and Dzirikure (2015) assertions that in most cases posts of leadership are not worth taking by females.

Table 5 shows that seventy five percent of the respondents disagreed with the statement that duties of a school head were too demanding for females. These constituted a majority of the respondents. Another fifty five percent of the respondents disagreed that the roles of the school head interfered with roles of female teachers in their families. On qualifications required for headship, eighty percent of the respondents agreed that females do not lack qualifications. Data also shows that twenty percent of the respondents agreed that women do not possess the qualifications to be heads of schools and this is supported by Nyawaranda's (2003) findings that most women do not want to improve their academic qualifications beyond masters' level.

Table 4: Perception of teachers of headship posts in primary schools

| | <i>Agree</i> | | <i>Disagree</i> | | <i>Undecided</i> | |
|--|--------------|----------|-----------------|----------|------------------|----------|
| | <i>N</i> | <i>%</i> | <i>N</i> | <i>%</i> | <i>N</i> | <i>%</i> |
| Female teachers don't like headship posts | 9 | 45 | 11 | 55 | - | - |
| Chance of female teachers being appointed are slim | 6 | 30 | 14 | 70 | - | - |
| Headship posts in primary schools are not worth taking | 2 | 10 | 18 | 90 | - | - |

Table 5: Perception of teachers on roles of school heads

| | <i>Agree</i> | | <i>Disagree</i> | | <i>Undecided</i> | |
|--|--------------|----------|-----------------|----------|------------------|----------|
| | <i>N</i> | <i>%</i> | <i>N</i> | <i>%</i> | <i>N</i> | <i>%</i> |
| Duties of primary school heads are too demanding for a woman | 5 | 25 | 15 | 75 | - | - |
| Roles of school heads interfere with family roles of a woman | 11 | 55 | 9 | 45 | - | - |
| Females lack the rightful qualifications to be heads | 4 | 20 | 16 | 80 | - | - |

Data from the three items in the questionnaire on role models according to Table 6 indicate that seventy percent of the respondents believe females need role models to imitate in choosing to take up administrative posts. Eighty percent also agreed that female teachers are encouraged to apply by others while ninety percent agreed that females are influenced by their role models to apply for school headship posts and this concurs with results of a study conducted by Chabaya et al. (2009).

From Table 7, the majority of respondents (90%) agreed that the current government salary discourages women from applying for administrative posts in primary schools. On whether an increase in salary would lead to more women in applying for headship posts in primary schools ninety percent of the respondents agreed with the statement. On the same issue of government salaries, five percent of the respondents remained undecided.

In Table 8 data on influence of gender stereotyping shows that sixty-five percent of the respondents agreed that females find it difficult to apply due to gender stereotyping with thirty-

five percent disagreeing with the statement. On females not having leadership qualities ninety five percent disagreed that female teachers do not have qualities perceived suitable for leadership by society. Only five percent agreed with the statement. From Table 8, data indicates that seventy percent agreed that family roles affect women’s decisions to apply for headship posts as supported by Swainson (2000).

Responses to Open Ended Items of the Questionnaire

Opinions of Teachers on the Recruitment of Females to Headship Posts in Primary Schools

Data given on the open ended items given on the questionnaire indicate that 12 respondents were of the opinion that women should be given first priority when they apply for the posts. Another sixty five percent stated that when females apply selection is rather gender blind as most women are not selected. Four other respondents felt a number of women were not given the opportunity to apply as posts are not

Table 6: Influence of role models on female teachers taking up administrative posts

| | <i>Agree</i> | | <i>Disagree</i> | | <i>Undecided</i> | |
|---|--------------|----------|-----------------|----------|------------------|----------|
| | <i>N</i> | <i>%</i> | <i>N</i> | <i>%</i> | <i>N</i> | <i>%</i> |
| Females need role models to imitate | 14 | 70 | 6 | 30 | - | - |
| Female teachers are encouraged by others to apply | 16 | 80 | 3 | 15 | 1 | 5 |
| Females are influenced to apply by role models | 18 | 90 | 2 | 10 | - | - |

Table 7: Influence of the government salary on female teachers intending to take up administrative positions in schools

| | <i>Agree</i> | | <i>Disagree</i> | | <i>Undecided</i> | |
|---|--------------|----------|-----------------|----------|------------------|----------|
| | <i>N</i> | <i>%</i> | <i>N</i> | <i>%</i> | <i>N</i> | <i>%</i> |
| Current government salary discourages women to apply for headship posts. | 18 | 90 | 1 | 5 | 1 | 5 |
| Increased government salary will encourage more women to apply for headship posts | 18 | 90 | 2 | 10 | - | - |

Table 8: Influence of gender stereotyping on low number of women in administrative positions in primary schools

| | <i>Agree</i> | | <i>Disagree</i> | | <i>Undecided</i> | |
|--|--------------|----------|-----------------|----------|------------------|----------|
| | <i>N</i> | <i>%</i> | <i>N</i> | <i>%</i> | <i>N</i> | <i>%</i> |
| Female teachers find it difficult to apply due to gender stereotyping | 13 | 65 | 7 | 35 | - | - |
| Females do not have qualities perceived suitable for headship by society | 1 | 5 | 19 | 95 | - | - |
| Family roles affect women’s decision to apply for headship posts | 17 | 70 | 6 | 30 | - | - |

declared to all areas in the country. A majority which is seventy percent felt recruitment was biased towards men. A few women were appointed as heads.

Presentation of Data from Interviews

Interviews were carried out with 10 school heads in Lower Gweru District. This constituted forty three percent of school heads. Of the 10 school heads interviewed, 2 were females while 8 were males.

Perceptions of Female Teachers of Headship Posts

Interview data indicated that most women did not apply for headship posts due to several reasons. One interviewee stated that most women did not apply because they did not have degree qualifications which were required for one to be a head of school. Two other respondents added that female teachers were reluctant to be heads and felt headship posts were too high for them to attain, others had fear of the unknown.

Perceptions of School Heads about Teachers and the Roles of School Heads

Interview data revealed that female teachers are given some roles of the head to perform. The responses showed that about eighty percent of the interviewees confirmed that females did the duties effectively. None of the respondents had negative feelings about the way duties of heads of schools were done. On whether the females enjoyed performing the roles of the head of school, 5 respondents stated that females enjoy performing the roles of the head delegated to them. On further probing two respondents indicated that as long as there was support given to females tasks were effectively done. Another interviewee's response stated that the females enjoy performing the roles of the head of school and they felt they will be exercising their expert power. One respondent stated that females feel that this is an opportunity to show their capabilities

Influence of Role Models on Female Teachers Taking up Administrative Posts

All interviewees agreed that females need role models. However, they pointed out that there were few role models in Lower Gweru. Five inter-

viewees pointed out that there is not much extra payment given by the Ministry when they take up headship posts. From the responses given interviewees attributed this to lack of payment to the current economic instability the country is going through. All ten heads of schools expressed some feelings that females lack good leadership qualities like those found in men. On further probing eight interviewees expressed that as long as there was support for females from male counterparts, they would be good leaders as supported by Chabaya et al. (2009).

Influence of Government Salary on Female Teachers Intending to take up Administrative Positions in Schools

Responses from the 10 interviewees clearly indicated that the current government salary did not motivate women to take up administrative positions. The 10 respondents were also clear in their responses and stated that high salaries and other benefits were possible factors that could make more women apply for administrative posts in primary schools in Lower Gweru District. None of the respondents stated any answer in support of the current salary or any other benefits that females receive in administrative positions. Data provided by interviewees also stated that women need to be encouraged to apply and a review in salary is of paramount importance in changing the negative attitudes of women towards leadership posts.

Gender Stereotyping and Low Number of Women in Administrative Positions

Information obtained from women interviewees indicated that women administrators got support from their male counterparts. The two responses from female heads of schools showed that help such as planning, supervising would be given to female administrators in different aspects of their work. In addition three respondents stated that help as discipline. One respondent stated that some female administrators receive support while others are given negative discouraging comments because of being women. This response was also in line with the response given by another female respondent who stated that women do not always get support from men.

Comments on the issue of community feelings about female administrators were varied. Seven out of ten respondents clearly pointed out that the community always felt women cannot be leaders. Some of the respondents (50%) felt that society always believed that high posts were for males, and this was common in most communities. The other fifty percent felt the community does not respect female heads although they felt its time males and females get the same respect.

Another question sought to find out the problems faced by female heads. Eight respondents stated that women mostly faced resistance from subordinates and the women administrators face more problems at work compared to men. From the ten respondents, responses like “women are not competent” were a common feature amongst responses given during the interviews.

On the question on whether the government was implementing the policy on women advancement, a majority (70 %) stated that the policy was not implemented effectively as there was no big change on the number of women in administrative posts. There were feelings amongst the thirty percent respondents that the Ministry of Education, Sport, Arts and Culture was slow in advancing women to top positions in the our schools. On the other hand, twenty percent of the respondents were not sure whether the Ministry of Education, Sports, Arts and Culture was implementing the gender policy or not.

On the comments on fewer numbers of women in administrative position, seventy percent felt that there is need for more women to be promoted to bring change on the perceptions community has that women cannot occupy high posts in schools. Of significance were responses like “fewer numbers of women in administrative posts were caused by fear to disturb marriages and lack of interest in taking up roles that interfere with the roles women have to play as house wives”.

Data Analysis and Interpretation

In the foregoing paragraphs concentration was on the presentation of data as it is. In the subsequent paragraphs, the data was discussed and interpreted in detail. First to be discussed was the profile of respondents after which factors that contribute to low representation of women in administrative posts were discussed,

according to the objectives of the research study.

Profile of Respondents

Factors That Contribute to Low Representation of Women in Administrative Posts

1. Perception of Female Teachers of Headship Posts in Primary Schools

The study revealed that female teachers had different perceptions of headship posts. Forty-five percent of the female teachers were not interested in headship posts. This lack of interest can be attributed to lack of ambition and cultural beliefs, the belief that women may harbor. Of significance is the fifty five percent who felt they like headship posts. This indicates that the majority had interest in headship posts but due to some other factors they do not apply for them when they are advertised. According to Table 4, seventy percent disagreed that the chance of females being promoted are slim and they felt headship posts in primary schools are worth taking as indicated by the ninety percent who disagreed with the statement.

Responses from the interview, data indicated that most women do not apply when posts are advertised although they have the qualifications. This might be due to lack of interest, unwillingness to move further away from town.

2. Perceptions of Female Teachers of Roles of School Heads

Findings revealed that females did not perceive roles of the head of school as demanding. Table 5 data shows that seventy five respondents disagreed that duties of a school head were demanding for a woman. The women felt they could do the duties of the head effectively and roles of the head of school did not hinder them in taking up administrative positions, neither did the roles of the school head contribute to the low number of women in administrative position. Findings on whether duties of the head interfere with family roles women have to perform at home, fifty-five percent respondents agreed with that and this percentage was of significance as more than half of the respondents felt their home duties could be affected by duties of school heads.

Women give value to their family roles. When duties of heads of schools interfere with family roles, women may not opt to become school heads. Furthermore eighty percent disagreed that women lack the right qualifications to be school heads. Most women revealed in the study have the right qualifications to become heads of schools. Although women have the relevant qualifications, the majority do not apply for headship posts.

Data from interview also indicated that women enjoy doing roles of school heads. They show their expert power, and their ability to leadership. However, performing roles of the head in school does not encourage them to take up administrative positions.

To What Extent Does the Need for Role Models Contribute in Influencing Women to Take up Administrative Posts?

A number of female teachers indicated that there are role models they imitate. According to Table 8, seventy percent respondents agreed that females need role models to imitate. A further eighty percent agreed that for female teachers to apply they are encouraged by others. Lack of role models in Lower Gweru contributes to the low number of women in administrative positions. Out of 23 school heads there are only 7 female school heads. The fewer women in administrative posts should be the role models and should encourage other women to apply for administrative posts. Swainson (2000) states that changes in family structures, coupled with availability of opportunities often motivate a few women to become independent and stand as role models in careers like administration. More of these women are needed if there is to be change in the number of women in administrative posts.

Interview responses from the school heads showed that few women administrators in Lower Gweru District were competent. The role models could be used in the entire district. It appears lack of role models plays a significant role in the shortage of women in administrative positions.

To What Extent Does Government Salary Contribute to the Lower Number of Women in Administrative Posts?

Findings of the study revealed that the current government salary was a key factor why few women opted to apply or not to apply for

administrative posts. By January 2010 the salary for the head of school was between US\$ 206-US\$ 211. The salary was far below the poverty datum line which was US\$ 600. These figures have a lot of negative implications on the interest of women in taking up administrative posts. In Zimbabwe about sixty of women supplement their husbands' salaries while forty percent are sole bread winners for the families because they are either divorced or widowed or single mothers or their husbands are out of employment (UNESCO 2002), hence this salary generally discourages women from taking the administrative positions. Atherton (2002), states that individuals are motivated to perform or strive for higher posts at work places if tangible rewards like salaries are satisfactory. This is also supported by Rice (2014).

In Table 7, ninety percent of the respondents agreed that current salary discouraged women from applying for administrative posts. According to Table 6, ninety percent of respondents agreed that an increase in salary will lead to more women applying for administrative posts. Thus findings suggest that current government salaries discourage women from taking up administrative posts especially if this involves moving away from their families where they have to incur transport and other costs.

To What Extent Does Gender Stereotyping Affect Women Opting to Take Up Administrative Posts?

Findings from the study revealed that sixty five percent of the respondents stated that they agreed that females find it difficult to apply due to gender stereotyping of administration as a masculine profession by either cultural beliefs or perceptions of the local communities. It can be argued that some women encounter barriers which are a result of gender expectations created by social beliefs that women are second class citizens who should be protected by men. These gender stereotype beliefs are still common and women still accept them. Table 8 indicates that seventy percent of respondents agree that family roles affect women's decision to apply for administrative positions. Thus findings suggest that women put their families first and the interest to advance to higher posts in relegated to a secondary position. Gender stereotyping of administrative posts as male domains disempow-

ers women reducing them to individuals who are ineffective in performing their roles as mothers and wives.

However, interviews revealed that, through gender stereotyping women got support from their male counterparts at work places as they are considered not capable. Women would be supported because through gender stereotyping they are regarded by society as individuals who cannot perform because of being women. This concurs with The Almanac of Higher Education's (2013) findings. Another respondent indicated that females through gender stereotyping faced problems of getting resistance from men who do not want to accept females as leaders. On further probing, on the perceptions of the community on female heads of schools, findings indicate that gender stereotyping and prejudice against women in virtually any roles outside the home was a continuous problem. Communities felt women cannot be leaders of a school. Leading a school is for men and women cannot manage and are generally not effective. Thus findings suggest that some communities generally accept that women experienced systematic and persistent discrimination which reproduces itself giving rise to differences in women's and men's access to higher posts and to power. Gender stereotyping affects women to a large extent in their bid to take up administrative posts. Cultural traits still hinder most women in Zimbabwe. Beliefs that a woman is not an independent person and women should be restricted to minor roles and are not expected to assume leadership capacity even if they had the capability are in existence. There are stereotyping beliefs that affect women when they are making critical decisions such as opting to take up administrative posts. The same findings emerged in a study conducted by Dunn et al. (2014). This results also in fewer women in administrative positions in primary schools in Zimbabwe.

CONCLUSION

From the study, results of the investigation have shown that the following factors contributed to the low representation of women in administrative positions: perceptions of female teachers of headship positions. A majority of females lack interest in headship posts. The perceptions of school heads in a way contribute to the fewer women in administration in primary

schools in Lower Gweru as they feel the roles interfere with roles they have to perform as wives. Lack of role models as young female teachers who can emulate, has a bearing on the low representation of women in administrative posts. There is need for more women to be found heading schools. Salaries offered to school heads had a dire consequence on the number of women in administration. It was the conclusion of this study that the salary of school heads contributed to the low number of women in headship position. The conclusion concerning gender stereotyping of this study believed that men should dominate women and that men are better than women in all respects which can result in women believing that there is no need for them to aim high. Gender stereotyping contributed to the fewer number of women in administrative posts.

RECOMMENDATIONS

In view of the research findings of the study, the researchers have proposed the following recommendations.

- Government should adopt gender sensitive policies that enhance equitable and equal participation of women and men in the educational sector.
- More research should be carried out on the same topic to find out other factors that have a bearing on the low number of women in administration in schools.

NOTE

- * This article was extracted from a master's thesis submitted to the University of Zimbabwe by R Karima.

REFERENCES

- Atherton JS 2002. *Learning and Teaching: Motivation to Learn*. London: Harper Publishers.
- Chabaya O, Rembe S, Wadesango N 2009. The persistence of gender inequality in Zimbabwe: Factors that impede the advancement of women into leadership positions in primary schools, *South African Journal of Education*, 29(2): 235-251.
- Dorsey BJ 1989. Academic women at the University of Zimbabwe: Career aspects, aspirations and family role constraints. *Zimbabwe Journal of Educational Research*, 1(3): 23-31.
- Dunn D et al. 2014. Gender and leadership: Reflections of women in higher education administration. *International Journal of Leadership and Change*, 2(1): 1-12.

- Gudyanga E, Wadesango N, Dzirikure L 2015. Parents' and teachers' perceptions on the use of language in early childhood development in Norton District. *International Journal of Educational Sciences*, 11(2): 177-186.
- Isaacs AA, Michael WB 1989. *Handbook in Research and Evaluation*. 2nd Edition. California: Edits.
- Kaziboni T 2002. The impact of gender education on the attitudes of post-independence women in Zimbabwe. *Zimbabwe Journal of Educational Research*, 14(2): 23-34.
- Mlenga FH 2005. *An Investigation of Factors Affecting Female Students Teachers, Choice of Science as a Major at College Level in Zimbabwe*. Sidney: Wayne State University.
- Mulenga F 2005. *Gender Gap in National Curriculum*. Paris: UNESCO.
- Nyawaranda V 2003. Doing a qualitative research study. *Zimbabwe Bulletin of Teacher Education*, 12(1): 34-39.
- Rice C 2014. Gender Equality. From <http://curt-rice.com/2011/11/13/there-are-only-3-reasons-women-dont-make-it-to-the-top/> (Retrieved on 8 August 2016).
- Swainson N 2000. Knowledge and power design and implementation of gender policies in education in Malawi, Tanzania and Zimbabwe. *International Journal of Educational Development*, 21(4): 23-32.
- The Almanac of Higher Education 2013. *Distribution of Presidents and Senior Administrators at 4-Year Institutions, by Age, Gender, Race and Ethnicity*. Washington DC: The Chronicle of Higher Education.
- UNESCO 2000. *Educating Girls and Women in Africa. Paper Presented at the Pan African Conference*. Burkina Faso: Puget Press.

Paper received for publication on February 2016
Paper accepted for publication on July 2016