Lecturer 1 interview

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**SUMMARY KEYWORDS**

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00:00

Are you? Well, thank you so much. Thank you for meeting me. And despite the change of times, I'll just go straight into it so that I can maximise the time that I have with you. So just a brief on what the research is about, and so that I can also get your informed consent. On continuing with this interview, like I once mentioned, my title is addressing gender disparities in the uptake of science related degree programmes. And so what I'm trying to establish is what are the experiences that are there? What are gender issues that could be there in the science programmes that are being offered at war, and who are being my case study because as an institution it was established to to reduce the gender gap in tertiary education. And so my question is now what the, you know, what the drive, that's the, you know, the world is heading towards sciences, with advancement of technology, how is warping faring in that in that area, for science programmes in particular? And so, of course, your, you know, on your confidentiality is also guaranteed, because I won't be sharing our, you know, recorded interview with anyone. And, yeah, basically, I'll be keeping your, your, your identity as well. Anonymous. So do I have your consent for us to carry out this interview?

01:48

Yes, it's fine. You can go ahead.

01:51

Alright, thank you so much. Okay. So when it comes to WUA what do you think are the barriers that are inhibiting gender inclusion in the science education system?

02:08

Umm basically, in our case, it seems as if I can say so far so good in terms of numbers, especially in our department, the number of women that we have vis a vis the number of men, it seems as if we have more women than men. I don't know, maybe it being a women-related institution. And it also promotes 85 to 85% women to 15% men. So it seems as if there are more women? Yes, yes. There are more women currently, but maybe comparing with the other courses, maybe the 4.1s and the part three, those on attachment. Yeah, it seems as if they are more men, maybe due to also issues to do with the uptake of sciences, especially on the secondary or high school level. I think that's the were might be a problem. Because normally we are being fed by the those from the high school, especially those who do IT. The computer science specifically in that, yeah, computer science because on Information systems, there are no issues on gender, but computer science, maybe we have more men, maybe due to issues to do with women taking low number of women taking sciences at advanced level, maybe that’s the challenge.

03:57

Okay. But do you think would be willing to take up sciences? Would you say there would be an interest for people to take up sciences at tertiary level?

04:12

Yeah, I think there's need for like, maybe the benefits that we're having now, especially having the women because considering our our programmes, especially business intelligence, in data analytics, we have almost the 90% of women as compared to men. So maybe it's also due to the promotion that was done. Some previous years, the stem promotion that was pushing for more females to take sciences even at advanced level that also promoted. We have more women enrolling for courses like that. But yeah, for the other classes, I think, the STEM (programme) wasn’t introduced, it might have made an effect on the low number of females that we’ve had.

05:06

Okay, but you did mention about the 85% to 15% women to men percentages, but when it comes to the sciences, roughly what are the percentages? Like? Is it still maintain the 85 to 15? Seeing that you had you had specified that there have been more women than men. But is it still the 85% to 15%?

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Technically, no, in the sense that during the recruitment and selection specifically for students, we normally don't consider that. By default, we do have more women applying compared to men. Yeah. So that's why I was saying maybe it's due to the name of the institution and you know, maybe also some societal beliefs. That, some men might think that the college is specifically for women, but in actual fact no. Because normally during the recruitment selection, we don't necessarily consider the ratio, as in 85 to 15%. We just short those who are qualified to be part and parcel of it.

06:25

All right. Is there a gender policy at the university that you know of?

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Yes, I know, but I'm not more into it, but I know it is because we have a specific one to do with gender, to promote issues to do with equality and equity.

06:53

Right. But what is else is the university doing in terms of promoting the uptake of sciences maybe in general?

07:07

Okay, there are programmes that are being, you know, we are trying to come up with programmes specifically, to motivate the girl child to take on science related subjects. We also have other organizations that also do have some programmes specifically that will promote that that are promoting the girl child to actively participate in science courses. We have some sort of competitions, yearly, which we normally have in fact, in our department, we have a department specifically for leading the girl child into issues to research as well of trying to motivate them to be part and parcel of the of the science revolution. Then we'll also have other key players coming from the industry especially women who made it well in the IT industry specifically in my department, they come in then they join hands with the ladies that we have or women that we have, in our department, as a way of trying to motivate and also trying to unfold the barriers the man made barriers that we normally do have in our society, which says women they mainly concentrate on behavioral related subjects. Not as in, hard science. So, we have programmea to just try to motivate women to actively participate in issues to do with researches and community development related programmes as well.

09:08

So how, okay, you mentioned, from what I understood, you mentioned, the partnerships through organizations, the competitions as well this is for computer sciences it?

09:22

Yes, it is IT. Okay. So when we say it, we are we are covering information systems, computer science, and business intelligence and analytics.

09:34

All right. All right. Thank you for that. And what do you think the university could be doing more? This with all these programmes that are happening? Do you think the university has capacity to do more and if so, in what area to promote the sciences?

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Yeah, I think there's need for the university to go especially in communities, if possible, it is also has the capacity even to try to source some sort of donor funding specifically to help the girl child in secondary schools and in high schools. So that the, you know, if we have them, if we catch them young, automatically, they will have interest in the science subject. Then I think it also is an opportunity to create maybe some sort of competitions to promote uptake of Sciences in high schools, maybe where they will say we have this competition starting from the district level, you go to provincial level, up until we reach national level as a way of just trying to motivate the uptake of sciences. Yeah.

10:51

All right. And when it comes to, let's say, just how you plan for your programmes, in your IT programmes, is there. Are there any agenda needs assessments, agenda needs assessment that you use to ensure that there is participation that's coming from both agendas? A gender needs assessment?

11:20

When we have them, when we have the students,

it seems as if we never take the assessment specifically based on issues to do gender. Because we try to treat both ladies and the men, females and males equally in terms of the academic experiences and so forth. So, yeah, we try to have that issue of equity. Not necessarily equality, but equity, in terms of treatment. Yeah. And for the time being, we never saw the need for us maybe to treat them differently. Maybe if need arises, maybe we may do otherwise. But currently, we don’t have an issue.

12:21

All right. But from your general assessment, what do you think in terms of performance wise. Do female students tend to do better, or the male students tend to do better in science programmes just from your general assessment?

12:38

Yeah, basically, the female students tend to do better, especially on subject which needs application. However, we still have challenges and I believe the challenge is mainly emanating from the societal beliefs, especially with issues to do with calculations they seem not to enjoy more especially on issues to do with hard sciences, hard science to be specific, especially when too mathematical issues are involved. Yeah, but with issues to do with business related course, even in our computer science classes that they do great, they do, yeah, they are okay.

13:36

So,when it comes to lesson planning and design, I’m sure maybe you have come across the word pedagogy, right, which basically refers to teaching and learning strategies that are used in education, but have you have you ever come across the word gender responsive pedagogy?

14:01

Gender?

14:02

gender responsive pedagogy?

14:09

No, but pedagogy I'm aware of it. genders responsive pedagogy, umm no.

14:16

Alright. So, basically, it's used to consider the needs and background differences of male and female students to enhance their participation when they're learning. So how do you, in your personal teaching, how do you ensure that there's gender sensitivity in your lesson planning? So, when you do your presentations or discussions when you give out assignments, how do you ensure that there gender sensitivity? It’s our last question.

14:55

Normally, when we’re in class we treat both, males and females as students. So, when we come up with group works, or some work that will might maybe need them to participate in groups, we mainly try to balance the gender issues, thus, maybe the number of males and the number of females in that particular group. So, by so doing, I believe we'll be trying to balance issues to do with, with gender, yeah. Also, it shows that there is no imbalance in terms of treatment with men, and in females, they are the same. So that's how we try to balance issues to do with gender, to make sure that the number of males and the number of females are all represented in world representative groups, so that everyone will actively participate in class.

16:05

Okay, all right. Well, thank you so much sir. I appreciate the time that you took to answer the questions that I've asked, which, I guess the major ones that I had for today. So, thank you so much. If you have any other contributions or any other insights that you think might be beneficial to this research, please feel free to still get in touch with me, I can also give you my email address if you needed just to send anything that comes to mind, or whatever means you're comfortable. Otherwise, we have actually come to the end of our interview. Thank you so much.

16:50

Okay, welcome. Just a comment, I think it's also very, very important for you maybe to conduct some or to just have

17:09

I don't have the actual contact details for the organisations that we normally work with, for, specifically to promote the science uptake for The Girl child. But I think I'll be able to forward to you some of the competitions that we normally try to link our students to actively participate in them. So that may be you can also be part and parcel of the programme so that at least you'll be able to see how those organisations are trying to motivate the girl child to actively participate in the sciences related degrees. Then also, I believe, it's also very, very important to in order for us to promote the or to deal with these issues to do with the gender imbalance to try to motivate the girl child to actively participate in STEM related subjects maybe from primary level. And also, maybe also to educate the society that there is no difference between the girl child and the girl child. Just to treat them fairly. Okay, thank you for the interview and please, you were on on time, so let me just try to also link to my other meeting.

18:34

That's fine. Thank you so much. Have a good day. Bye bye.