

A Comparative Analysis of Gender Participation in Educational Administration in Kwara and Osun State-Owned Tertiary Institutions

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Abstract: *The issue of disparity in access to educational opportunities has been a matter for discussion by a number of authors. It is desirable to find out the extent to which this disparity has affected gender participation in educational administration especially at the tertiary level. Information on the current state of affairs is necessary as some previous studies have recommended. The study is designed to compare gender participation in educational administration in State-owned tertiary institutions in two States namely Kwara and Osun. The population for the study comprised of two tertiary institutions in each of the states. A researcher designed instrument tagged “Gender Participation in Educational Administration Checklist” (GPEAC) was used to collect data from each of the Institutions. In order to ensure the validity of the instruments, it was presented to experts in the field of educational management for their criticism before it was administered. Five research questions were raised to guide the study. Stratified sampling technique was used to select two institutions from each of the States. The data collected were analyzed using descriptive statistics. The findings of the study revealed that females were highly discriminated against in holding high administrative posts; while females constitute about 30.5% of total staff strength in Osun State tertiary institutions and 29.5% in Kwara States respectively, female participation rates in these institutions were only 7% and 9% respectively. Finally, recommendations were made on the need for the interested women pressure groups to ensure that government complies with the 30% benchmark participation rate recommended by the National Policy on Women.*

1. Introduction

The tertiary education system has as its constituents, all institutions offering post secondary degrees, certificates and diplomas. Traditionally activities within the system gravitate around teaching, research and community service. Within this framework is the delimitation of three institutional types – Universities, Polytechnics and College of Education. Tertiary educations are the apex of educational institutions, and are able to provide skilled and professional manpower for the Nation. Thus they contribute in no small measure to the economic and political growth of the country. High level manpower in most countries is often initially developed in the tertiary education. Unfortunately; the administrative staff of tertiary education in Nigeria has always favoured men. The numbers of women who hold academic and administrative positions in Nigeria higher education are fewer than their male counterparts. This has therefore resulted in the small number of women who eventually occupy policy-making positions in higher education. The trend has recently become of great concern to many women who are agitating that women should be given the opportunity to contribute meaningfully to development and be part of policy-making bodies (Alele-William, 1992). In a study carry out by this author (Alele-William) in the University of Benin showed that there are 1,228 senior staff members in the university. The entire 59 full professors are males, and 35 associate professors include 31 males and 4 females.

In Nigeria, as in other part of the world, special attention has been focused on women and their advances in all sphere of life. The United Nations has been at the forefront of effort to raise the status of women. It declared 1975 as International Women's Year and the years 1976 to 1985 as the United Nation Decades for women. The United Nations also organized a series of conferences on women in 1975 (Mexico City), 1980 (Copenhagen), 1985 (Nairobi) and 1995 (Beijing). At the Africa Regional Level, similar conferences were held, such as the 1989 Conference in Abuja which produced the "Abuja Declaration on Participating in Development: The Role of Women in Africa in the 1990s", (UNESCO). Also at the National level, a number

of programmes have been put in place to reduce gender imbalance between men and women participation in education. For instance, Mbanefoh (2002) noted that in order for the Federal Government to ensure that the generality of Nigerians, irrespective of their sexes, acquire at least basic education and to ensure that females are carried along in the process, the government introduced a number of programmes. This included setting up of Federal Government Girls' Colleges and the adoption of significant policy initiative that led to the establishment of Women Education Unit at the Federal Ministry of Education and the formulation of National Policy on Women 2000. The National Universities Commission Report in 2000 showed that, only 13% of academic staff in Nigeria's universities are women. Furthermore, 5% of all academic staff that occupy professorial post are women, while only 13% of them are in the rank of senior lecturer/lecturer grade. This therefore has affected their appointment as administrators or managers either in the academic and non-academic sectors. This is why Alele-Williams (1992) observed that there is no avoiding the fact that the fastest and surest way to hold managerial positions in all walks of life, including higher institutions of learning, is through the attainment of a high level of education. The higher the level of education, the better the chances of reaching top management positions. Compared to men, only a very small percentage of women have acquire the level of education that is necessary for the attainment of management positions in higher education institutions and other areas of human endeavour. Even then, those few who are armed with the requirements needed to move into managerial positions do not find it easy because of gender identify.

In view of this, Mbilinyi (2000) observed that the issue of equal access to resources is not highly contentious in efforts thus far to reform the university along gender equity lines. She stated further that many actors (administrators and managers, academics, workers, student) agree, for example, with the need to increase female enrolment at undergraduate and postgraduate levels, and to increase female recruitment among academic and administration

staff. Women staff and students should have equal access to office, laboratory, computer and library resources.

Ifedili (2004) noted that women were highly discriminated against in appointment and promotion and that women were required to stay longer in service before they were promoted to the position of educational administrators in Edo State. This therefore showed that the low participation rate of females in educational administration is not only limited to tertiary education, it cuts across all the levels of education. But it is alarming at the tertiary level.

A broad understanding of gender mainstreaming is to insert gender sensitivity and gender accountability into all developmental activity. Mainstreaming conceptually refers to changing institutions, that is, institutionalizing gender equity. Underlying calls for gender mainstreaming is an understanding that there is a relationship between gender aspects of organizations and gender-discriminatory outcomes. With respect to higher educational institutions, for example, there is a relationship between the low number of higher-ranking women academics and the small proportions for female performance, and negative self-image of women students, (Goetz, 1997).

Goetz (1997) was of the opinion that, how institutions be made accountable to women? "The objective is to promote accountability to women in development institutions by identifying the organizational and political conditions under which economic and political gains for women in development states must be sustained" (Mbilinyi, 2000). Although referring to 'development' institutions, her analysis of mainstreaming and institutional change is relevant to our understanding of educational institutions.

The ultimate goal 'is to make gender-equitable routine forms of social interaction and to challenge the legitimacy of forms of social organizations which discriminate against women' (Mbilinyi, 2000). This connotes a transformation of existing power relations in the administration, the classroom, the cafeteria, the hostel, and within the entire institution. Mainstreaming means that power in social relations is the second aspect, direct challenges to male privileges, so that women can benefit equally from the same resources.

Ambivalence, Mbilinyi (2000) noted has been found, however, towards challenging male privileges, and the underlying gender relations which sustain them. This entails sensitive analysis and action with respect to gender dynamics in all aspect of the tertiary education, including social and sexual relations. The ultimate aim is increased women's autonomy and increased recognition and power of women's perspective in decision-making within the institution, so as to achieve transformation of gender relations. That is, not increased women's power over men, but increased power of women to work with men, on an equal basis, and for men to work for women, and vice versa, in the pursuit of common goals of the institution.

Most efforts to mainstream gender at the institutional level have focused on sensitizations and training strategies, not only in Nigeria but worldwide. This approach underestimates the role of discriminatory gender patterns in incentive systems, accountability structures, bureaucratic procedures – prejudices that are embedded in organizational cognitive systems and work cultures, (Goetz 1997b). Institutions set limits to, or boundaries around, social processes, including thought, and therefore shape human experience and personal identity.

2. Statement of the Problem

The issue of gender equality in access to education as well as employment and distribution of leadership positions in every sphere of life on gender equality are being formulated in addition to the existing ones and are being pursued with much more aggression than ever recorded. Despite all this efforts, there are cries of marginalization of female folks in elective positions, administrative appointment and other duty posts in tertiary institutions in Nigeria.

The problem of this study is to determine to what extent these states of affairs have affected the participation of females in the administration of tertiary institution in Osun and Kwara States.

Specifically, this study seeks to answer the following research questions:

1. What is the percentage of female participation in administration in Osun State tertiary institutions?
2. What is the percentage of female participation in administration in Kwara State tertiary institutions?
3. How does the participation rate of female participation in one administrative position compare to their participation rate in another administrative position in each institution?
4. How does the rate of female in administrative position compare to the participation rate of females in the institution employment (Academic and non-academic employment)?
5. What is the rate of female participation in Osun and Kwara States tertiary institutions?

3. Objective of the Study

This study is carried out to achieve the following specific objective:

1. To determine the percentage of female participation in administration in tertiary institutions of the two States.
2. To compare the percentage of female participation in one administrative position with another within the same institutions.
3. To compare the percentage of female participation in the administration of a particular institution with the percentage of female in its general employment.
4. To compare the percentage of female participation in administration in Osun State to that of Kwara State tertiary institutions.

4 Methodology

The population for the study comprised of all tertiary institutions in Osun and Kwara States. Simple random sampling technique was used to select one Polytechnic and

one College of Education in each of the two States. This makes 50% of the total number of tertiary institution in each of the States. The sampled institutions are:

1. Osun State Polytechnic, Iree
2. Osun State College of Education, Ilesa
3. Kwara State Polytechnic, Ilorin
4. Kwara State College of Education, Oro

The instrument used for the study is a checklist tagged “Gender Participation in Educational Administration in Tertiary institution Checklist” which was used to collect data for the study. The checklist was divided into Part A and B. Part A requested background information about the institutions while Part B requested information on the number of people that had occupied an administrative post based on gender. The instrument was validated by experts in the field of educational management through their criticisms, some aspects of the instrument were added while others were removed and the instrument was later administered to the respondents.

5 Results

Research Question 1: What is the female participation rate in administration in Osun State tertiary institutions?

Table 1.1: Analysis of Female Participation in Administration in Osun State Polytechnic, Iree.

Designation	Rector		Deputy Rector		Registrar		Deans		HODs	
	Total	%	Total	%	Total	%	Total	%	Total	%
Male	3	100	5	100	3	100	25	100	100	98
Female	0	0	0	0	0	0	0	0	2	2
Total	3		5		3		25	100	100	100

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From the Table 1.1, it can be seen that female participation in the administration post that this study addresses is almost nil except in the case of the post of HOD where 2% female participation was recorded in Osun State Polytechnic, Iree.

Table 1.2: Analysis of Female Participation in Administration in Osun State College of Education, Ilesa

Designation	Provost		Deputy Provost		Registrar		Deans		HODs	
	Total	%	Total	%	Total	%	Total	%	Total	%
Male	13	100	10	100	6	100	35	85	247	5
Female	0	0	0	0	0	0	6	15	12	5
Total	13	100	10	100	6	100	41	100	259	100

In Table 1.2, a slight difference was recorded in Osun State College of Education, Ilesa, where female did not only record 5% participation in the post of HOD but 15% participation in the post of Deans/Directors. For all the other posts 2% participation was recorded as in the case of Osun Polytechnic, Iree. This shows a wide gap between the policy stipulation and current practices in the two tertiary institutions.

Research question 2: What is the female participation rate in administration in Kwara State Polytechnic?

Table 2.1 Analysis of Female Participation in Administration in Kwara State Polytechnic, Ilorin

Designation	Rector		Deputy Rector		Registrar		Deans		HODs	
	Total	%	Total	%	Total	%	Total	%	Total	%
Male	9	100	11	100	4	80	41	98	131	93
Female	0	0	0	0	1	20	1	2	10	7
Total	9	100	11	100	5	100	42	100	241	100

In Table 2.1 above, the female participation rate in administrative post is impressive as they recorded about 20% participation rate in the post of Registrarship compared to their participation rate in Osun State where the participation rate in the Registrarship post is 0%. They also recorded 2% and 7% participation rate in the post of Deans/Directors and HODs respectively.

Table 2.2 Analysis of Female Participation in Administration in Kwara State College of Education, Oro.

Designation	Provost		DEPUTY PROVOST		Registrar		Deans		HODs	
	Total	%	Total	%	Total	%	Total	%	Total	%
Male	6	100	10	100	4	100	28	93	245	98
Female	0	0	0	0	0	0	2	7	5	2
Total	6	100	10	100	4	100	30	100	250	100

In Kwara State College of Education, Oro, Table 2.2, female participation rate was smaller compared to what obtains in

Kwara State Polytechnic. Female recorded very low participation rate of 7% and 2% in Deans/Directors and HODs respectively. This also shows a disparity between the policy stipulation and what is being practice at the institutions.

Research Question 3: How does the rate of female participation in one administrative position compare to the rate of their participation in another administrative post?

Table 3.1 Comparison of Female Participation rate in Administrative Positions in All the Institutions.

Institutions	Rectors/ Provosts (%)	DR/DP (%)	Registrar (%)	Deans (%)	HODs (%)
Osun State Polytechnic, Ire	0	0	0	0	2
Osun State College of Education, Ilesa	0	0	0	15	5
Kwara State Polytechnic, Ilorin	0	0	2	10	7
Kwara State College of Education,Oro	0	0	0	7	2

The Table 3.1 above shows that female participation rate as Rector/Provost and Deputy Rector/Deputy Provost was 0%. It is only in the post of Registrar that female had a 20% participation rate. This implies that females are only allowed to participate in the lower administrative post compare to their participation in the higher administrative position.

Research Question 4: How does the rate of female participation in administrative position compare to the rate of their participation in institutions general (academic and non-academic) employment?

Table 4.1: Comparison of Female Participation in Administrative Position and Female Employment in the Institution.

Institutions	Females in Administration (%)	Females in Institution general (Academic and non-Academic) Employment (%)
Osun State Polytechnic, Iree	2	28
Osun State College of Education, Ilesa	5	43
Kwara State Polytechnic, Ilorin	7	26
Kwara State College of Education, Oro	2	23

Table 4.1 showed the rate of female participation in administration and the rate of female (Academic and non-academic) employment in the institutions. It was found that Osun State College of Education, Ilesa has the highest rate of women employment into the academic and administrative cadre while Kwara State College of Education, Oro had the lowest rate of women employment. In Osun State Polytechnic, Iree, 28% of women employed into the institution since it was established and only 2% of these women were appointed into the administrative posts. In Osun State College of Education, Ilesa, 43% of female workers were appointed and only 5% find their way to the top. In Kwara State Polytechnic, 26% of female were appointed and 7% participated in the decision making process of the institution. In Kwara State College of Education, Oro, it is the same story as 23% were employed, only 2% get to the top. On the average, Osun State owned

tertiary institutions had employed about 35.5% of females since they were established; only 7% of females participated in the administrative process of the institutions. In the case of Kwara State 24.5% of females constitute both the academic and non-academic staff and 9% were able to participate in the higher level of administrative process of the institutions. This is a sad situation because the employment rate of female is low in the selected tertiary institutions of these States couple with their low rate participation in administrative posts and in decision-making positions .

Research Question 5: What is the rate of female participation in administration in Osun State tertiary institutions compare to female participation in administration in Kwara State tertiary institutions?

Table 5.1: Comparison of Female Participation in Administration in Osun and Kwara States

Designation	Osun State Polytechnic, Ire	Osun State College of Education, Ilesa	Kwara State Polytechnic, Ilorin	Kwara State College of Education, Oro
	%	%	%	%
Rectors/Provosts	0	0	0	0
Deputy Rector/ Deputy Provosts	0	0	0	0
Registrars	0	0	20	0
Deans/Directors	0	15	10	7
Head of Depts.	2	5	7	2

In comparing the rate of females participation in administration in both States, Table 5.1 revealed that Kwara State has the highest rate of female participation (9%) in the tertiary institutions while Osun State had the lowest rate of female participation of 7%. Furthermore, Kwara State has

20% participation rate in the Registrarship position while Osun State had 0% participation rate. In the same vein, Kwara State had 17% participation rate in the appointment as Deans/Directors while Osun State had 15% participation rate. Kwara State appointed about 9% of female academics as head of various departments in the tertiary institutions while Osun State had 7% of female academics as Head of Departments in the tertiary institutions.

6 Discussion of Findings

The findings of this study revealed that significantly lower number of females than males participate in the administrative process of tertiary institution in Kwara and Osun States. This finding conforms with the study of Oloyede and Lawal (2008) where they found that women are however more hard-hit as is always the case of marginalized group. Beginning with academic staff there was a clear male domination across faculties/college during the post-millennial period, although female involvement had generally increased from 10.9% in 2000 to 14.2% in 2007. Their study also showed that there is low quantity and quality of female academic in terms of deanship of faculties (0%), Professorship (3.05%, in 2000/2001; 5.3% in 2006/2007), Headship of Academic Departments and Units (6.7% in 2007); Senior Lecturership and above 7.8% in 2000/2001, 9.3% in 2006/2007 and Junior Lecturership (13.7% in 2000/2001; 17.9% in 2006/2007). These findings confirmed earlier findings that very few women find themselves in the top hierarchy of administration in tertiary institutions despite the 30% benchmark recommended by the National Policy on Women 2000. Such gender disparity in participation in the decision making process in tertiary institutions is a global phenomenon. Apart from global dimension of the disparity, the study showed that no females had been appointed as Rector/Provost or Deputy Rector/Deputy Provost. This means that females are appointed into low administrative posts such as the Deans/Directors and Heads of Department. In terms of appointment, it is disheartening to note that few females had been appointed as both academic and non-academic staff

into the tertiary institutions of the two States but less than 10% of them hold administrative posts. However, when females participation rate were compared between the two States, it was discovered that Kwara State had about 9% female participation rate while Osun State had about 7% female participation rate. Considering the cultural and religious background of the two states, it would have been expected that Osun State should have more female participation than Kwara State.

7 Conclusion and Recommendations

This study has shed light on the marginalization of females in attaining higher administrative positions in the above named two States. The results showed that very few females took part in the decision-making process in their respective tertiary institution despite the recommendation of the National Policy on Women. This therefore calls for a radical shift from the present situation by involving more females in the decision-making process of these institutions. A critical look at the study showed that women in Kwara State had participated in decision making process in the tertiary institutions more than what we saw in Osun State. Finally, we must conclude this paper with a note of caution. The result should be viewed carefully and can only be used as one of a number of pieces of information in any decision making process related to gender issues in the two States. Based on the findings of this study, the following recommendations were made:

1. There is a need for the formulation of formidable women pressure group that will ensure that the government implement the 30% benchmark recommended for women in appoint able decision making positions.
2. Enactment of an Equal Opportunity Policy, EOP, for women in educational administration to make it illegal to discriminate against women at any level of management.
3. Adopt higher quota system for female in recruitment and enrolment into tertiary institutions.

4. There is a need for further study in this area so as to cater for more States in the Federation.

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