



Assessment of gender mainstreaming among managers of universities in Osun state, Nigeria

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Abstract

The study assessed gender-sensitive awareness of managers to committee membership, recruitment and promotion. It also compared the level of gender mainstreaming in the management of public and private universities in Osun state. The research design adopted was descriptive research design. The population of the study comprised all the 357 managers of universities (Principal Officers, Deans of Faculties and Heads of Departments) in Osun state. The research sample consisted of 113 respondents of the population drawn from the managers of universities in Osun State. Purposive sampling technique was employed in selecting three universities in Osun State, which were Obafemi Awolowo University, Ile-Ife, representing the federal university, Osun State University, Osogbo, representing state and Bowen University, Iwo, representing private universities. Managers were selected from each university using proportionate stratified random sampling technique. The data were collected from the respondents using a questionnaire titled 'Gender Mainstreaming and Management of Universities Questionnaire (GMMUQ)'. The data collected through the questionnaire were analysed using descriptive and inferential statistics. The study concluded that the extent of gender-sensitive awareness of managers to recruitment and promotion in universities in Osun State was low and that there was no significant difference in the level of gender mainstreaming in the management of public and private universities in Osun State.

Key words: gender mainstreaming, education managers, committee membership, recruitment and promotion

1. Introduction

Globally, education is fundamental to achieving sustainable social and economic development. No nation has ever recorded phenomenal development without credence to educational advancement and inputs of its human capital. Education at all levels promotes health, improves the quality of life, expands access to employment, increases productivity and facilitates social and political participation for men and women. All over the world, universities are well known as educational institutions for the development, growth and transformation of individuals and nations. The vast technological development and innovations recorded in the western world has been chiefly the products of relentless research efforts and innovative discoveries of great female and male scholars in higher institutions of learning.

In order to ensure that the goals of universities are achieved, there are officers appointed and entrusted with responsibilities to manage the affairs of universities. These officers are specifically mandated to carry out their scheduled duties and perform their legitimate functions in accordance with the laws and statutes that established the particular university (Federal Republic of Nigeria, 2001; National Universities Commission, 1999). The daily responsibilities of ensuring university goals are effectively and efficiently achieved rest upon the shoulders of managers of universities. They are the go-betweens of all the other officers within and outside the university (Ekpo, 2005). Managers of universities set the tone and deploy people and other resources in the institutions. It is through the functionalism of the managers who are the official gateways to and from the university that the well-being of universities can be achieved and sustained. One of the challenges, among many others, faced by managers of universities is the lack of achievement and sustainability of gender equity and equality at all levels in institutions of higher learning.

Gender inequalities exist in education especially in most African countries. The gender equity gaps in Nigerian tertiary education system could be traced to pre-colonial patriarchal arrangement whereby predominant occupational skills within the family are transmitted mostly to boys (farming, fishing, carpentry, masonry, black/gold-smiting among others) while skills relating to reproductive functions are transmitted to girls (house-keeping, cooking and child rearing). Thus, traditionally, skill training was gendered biased, as there were distinctive gender roles across traditional cultural groups. Formal religious education in pre-colonial Nigeria was introduced to the Northern States through the spread of Islam and in the South, through the arrival of Wesleyan Christian Missionaries in 1842 in Badagry, in the present Lagos State. The Islamic education was mainly meant to propagate Islamic ideologies (Fafunwa, 1974). Though both men and women were taught to read the Quran, the Islamic teachers were mostly men. The Christian Mission schools in Southern Nigeria between 1842 and 1914, focusing on four subjects - Reading, Writing, Arithmetic and Religion; prepared men for new roles of teachers, pastors, evangelists and interpreters.

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Most of the early secondary schools were in fact Boys' Secondary Schools (the CMS Grammar School was established in Lagos in 1859, the Methodist Boys High School also in Lagos in 1878 and Baptist Academy, Lagos in 1885). These schools produced the first set of elites who were restricted to particular locations, and mainly males. These people took over the reins of governance from the British Colonial Government at independence in Nigeria. The entrenchment of western style education was more difficult in Northern Nigeria as the people rejected Christian missionaries and western education. By the time, western education was introduced to Northern Nigeria in 1914 and thereabout, there were already about 25,000 Quranic schools (Mkpa, 2013).

However, patriarchy in traditional societies thus facilitated inequalities in prestige, power and access to resources (Ezumah, 2000); the colonial government not only laid the foundation of the educational system in Nigeria, but also heralded the distinct gender norms. When Girls Secondary School came into existence, the colonial administration emphasized clerical skills for boys and domestic science for girls in the school curricula. In other words, the educational curricula for girls enabled them to become good homemakers rather than to become income earners. This was in line with the Victorian ideology of the colonial masters, which permanently signified the position of women in the 'kitchen', while men dominated the public sphere and its governance beginning with the education sector. Thus, lack of proper education continues to be a strong barrier to female participation in leadership/governance and employment in the formal sector.

At the moment, tertiary education and jobs are opened to females and males but there still exist huge gender gaps in students' enrolment, staff recruitments/appointments, promotions and committee membership in Nigerian universities. This challenge as revealed by previous studies could be attributed to under-representation of women among managers of universities including other factors such as inadequate numbers of qualified women, socio-cultural beliefs, domestic and family demands which remains a challenge across the globe. The situation in many African universities appears to be particularly challenging with patriarchal practices having serious manifestations in institutions of higher learning (Olaogun, Adebayo & Oluyemo, 2015). Bush (2006) also stressed that women are greatly under-represented in senior positions in education as in many other occupations. He stated that men dominated numerically in senior positions in all phases of education with the exception of nursery and infant schools. Dines (1993) reported that men outnumbered women at about five to one at middle management level and at about twenty to one ratio at senior management level in higher institutions. He also noted that there are more women in academic positions than in management positions. The study further revealed that the poor representation of female Professors and female chief lecturers at professorial level result in poor representation at the management cadre. Ajayi, Goma and Johnson (1996) found that the percentage of women in tertiary institutions in Sub-Saharan Africa is only 25% of the total enrolment, this is much lower than the secondary level, and the latter is much lower than the primary level. Duyilemi (2007) also noted that the percentage of females in the academic sector is still very low and that in tertiary institutions most females are in junior cadre of administration.

Men are historically believed to make better managers and leaders than women do. In Nigeria, most people are still reluctant to accept women in management positions. Thus, female participation in policy-making bodies in the Nigerian university system is very limited. This is supported by the observation that since the establishment of the first university in Nigeria in 1948, only 12 women have so far occupied the position of university Vice-Chancellor in over 138 federal, state and private universities (The Punch News, 2015). They include Grace Alele-Williams (University of Benin); Jadesola Akande (Lagos State University); Aize Imouokhome Obayan (Covenant University); Comfort Memfin Ekpo (University of Uyo); Oluyemisi Oluremi Obilade (Tai Solarin University of Education); Ekanem Ikpi Braide (Federal University of Lafia); Rosemund Dienne Green-Osahogulu (Ignatius Ajuru University of Education); Margie M. Ensign (American University of Nigeria); Charity Angya (Benue State University); Cordelia Ainenehi Agbebaku (Ambrose Alli University); Juliet Elu (Gregory University); Sidi Osho (Afe Babalola University); and Peace Babalola (Chrisland University). Except for a few universities, other management positions like Provosts of Colleges, Deans, Heads of Departments, Directors,

Registrars, Bursars and Librarians have also been dominated by men (Abiodun-Oyebanji & Olalaye, 2011). Gender equity is about fairness in accessing resources, opportunities, and ensuring equal rewards for equal work. It is a prerequisite for sustainable development, a benchmark for institutional advancement and key to problem solving. Gender equity is increasingly prioritised as an indicator of development and global acceptance in networks of higher education. The quality and effectiveness of an institution is, in part, judged by its gender sensitivity at global level.

In the past decade, institutions of higher education in the world have embraced a new and broader agenda for equal opportunities between men and women (Morley, 2006). The National Universities Commission (NUC) has also made attempts to integrate human rights and equity issues into its structural reforms of Nigeria's higher education system so as to correct structural imbalances and ensure gender equity and equality in the university system (Okebukola, 2002; Gberevbie et al., 2014; Olaogun et al., 2015). In contrast with the cultural traditional focus on equal pay and equal treatment in the workplace, this new agenda also includes specific positive actions on behalf of women. The most promising approach identified by Rees (1998) is gender mainstreaming.

The concept of gender mainstreaming calls for the systematic incorporation of gender perspectives throughout all governmental institutions and policies needs analysis, institutional mechanisms, planning, training, budgeting, implementation, monitoring and evaluation. It is a strategy for making women as well as men's concerns experience an integral dimension of the designed implementation, monitoring and evaluation of policies and programmes in all political economies and social spheres so that women and men benefit equally and inequity is not perpetrated. In the universities, it includes teaching, researching and such other activities and practices that will eliminate inequalities and inequities between men and women academic /administrative staff and male / female students. It may involve affirmative action regarding quotas and targets to rectify historical inequalities.



Thus, the ultimate goal of gender mainstreaming is gender equity/equality leading to gender justice. As defined by the National Universities Commission, which adopted a formal commitment to gender mainstreaming in 1996, the term involves: The systematic integration of the respective situations, priorities and needs of women and men in all policies and with a view to promoting equality between women and men and mobilizing all general policies and measures specifically for the purpose of achieving equality by actively and openly taking into account at the planning stage, their effects on the respective situation of women and men in implementation, monitoring and evaluation (United Nations Educational, Scientific and Cultural Organization (UNESCO), 2005).

Gender mainstreaming involves need for the changes of goals, strategies, plans and actions in a manner that men and women can participate, benefit and influence the development processes. Gender mainstreaming is an extraordinarily demanding concept, which requires the adoption of a gender perspective into the administration of institutions by all higher education managers some of whom may have little experience or interest in gender issues. Gender mainstreaming in an institution requires the consciousness, commitment and the active participation of all managers from all sections and levels of the institution. It calls for both attitudinal changes at the personal level as well as structural and practice-oriented changes at the institutional level. If economic, social, political, institutional and organizational gender mainstreaming policies and programmes are needed to be achieved for the ultimate intent of development, it becomes pertinent that gender mainstreaming needs to be embraced such that men and women can influence, participate and benefit from its agenda (Subair, Yusuf, & Adelabu, 2017).

While gender mainstreaming needs the unstinting support from the top management, it also needs the drive and leadership at different levels and sections of the organization as well as the collective sponsorship of all employees in the university. Ignoring gender considerations has had considerable implications on the development of organisational research and science, and consequently, organisational and managerial practices such as organisational control mechanisms, organisational values, recruitment procedures, staff promotion systems, and decision-making schemes. In the light of this, the study assessed gender mainstreaming among managers of universities in Osun State to get gender-specific information on the gender-sensitivity of managers in implementing gender mainstreaming into the management of universities.

Gender disparity is a worldwide phenomenon. This disparity is not only with respect to opportunities and resources but also in rewards and exists in all regions and classes. Gender disparity exists in the field of education as well. In Nigeria, gender disparities in education exist at all levels and are especially glaring at the tertiary level. It has been observed that there has been imbalanced gender representation in the academia and management of institutions in spite of the fact that formal qualifications and merit are essential for recruitment/appointment and promotion in higher institutions and gender mainstreaming has been instituted. Gender imbalance in universities which could be attributed to inadequate numbers of qualified women, patriarchy, domestic and family demands, socio-cultural beliefs that leadership is the prerogative of men, lack of encouragement and support, lack of leadership skills and poor mentorship among other factors has had implications on gender-balance in recruitment and promotion as well as committee membership in institutions.

Statement of the problem

The attainment of gender equality is not only an end in itself and a human rights issue, but also as prerequisite for the achievement of inclusiveness, sustainable development, goals and well-being of the university. An institution cannot contribute effectively to the national development effort without mandating the integration of gender into its operations. Managers of universities are charged with the responsibility of the daily administration of the university and are key in addressing gender biases, which exist in the wider society that has been internalized and acted out in our universities. A casual examination of the personnel status in most universities (federal, state, public and private) casts doubt on the application of gender considerations. Therefore, there is the need for assessment of gender mainstreaming in the management of universities in Osun State to get gender-specific information and statistics about the gender-sensitivity of managers in implementing gender mainstreaming.

Purpose of the study

The general objective of this study was to assess the gender-sensitivity of managers in implementing gender mainstreaming into the management of universities in Osun state. The specific objectives are to:

- i. assess gender-sensitive awareness and gender-sensitivity of managers to committee membership in universities in Osun state;
- ii. assess gender-sensitivity of managers to recruitment and promotion in universities in Osun state;
- iii. compare the level of gender mainstreaming in the management of Federal and State universities in Osun state; and
- iv. compare the level of gender mainstreaming in the management of public and private universities in Osun state.

Research questions

The following questions raised were to guide this study:



1. What is the extent of gender-sensitive awareness among managers of universities in Osun state?
2. What is the level of gender-sensitivity of managers to committee membership in universities in Osun state?
3. What is the level of gender-sensitivity of managers to staff recruitment in universities in Osun state?
4. What is the level of gender-sensitivity of managers to staff promotion in universities in Osun state?

Research hypotheses

The following hypotheses formulated were to pilot the study:

HO1: There is no significant difference in the level of gender mainstreaming in the management of federal and state universities in Osun state.

HO2: There is no significant difference in the level of gender mainstreaming in the management of public and private universities in Osun state.

Significance of the study

The study provided information to policy makers, staff, managers, students and other stakeholders of universities on the gender-sensitivity of managers in implementing gender mainstreaming into the structures of federal, state, public and private universities in Osun State. This information helps to assemble an accurate picture of progress towards the achievement of gender equity in universities and inform the re-invention of gender mainstream awareness/strategics and invention of new ones. This research encouraged other researchers and practitioners to conduct further in-depth study on gender mainstreaming with respect to its diverse target areas through examining the experience of other institutions in other states and countries at the different levels of education.

2. Literature review

Quite a number of studies on gender mainstreaming has been carried out throughout the world (e.g., Ochieng, 2014; Aina et al. 2015; Ajayi, 2011). Areas investigated by previous researchers are:

2.1. Analysis of gender mainstreaming in higher education institutions

Ochieng (2014) analysed the impact of gender mainstreaming environment in higher education institutions in Kenya through objectives, which assessed policy environment on gender mainstreaming in higher education in Kenya, established institutional environment in relation to gender mainstreaming in higher education in Kenya and determined critical policy indicators in gender mainstreaming in higher education in Kenya.

The study utilized an eclectic approach with a focus on descriptive survey design. The sample comprised three universities in western Kenya. The study participants comprised six deans of schools, nine heads of sections and 300 students. The study findings revealed that both the policy and organizational environment with regard to gender mainstreaming in higher education institutions in Africa still require amendments and strengthening of structures. Similarly, the study emphasized the link between economic development and women's education. This was equally related to levels of economic productivity, gender equality and the empowerment of women, which are important goals in their own right and are vital to poverty elimination. On the institutional environment on gender mainstreaming, the findings revealed that though the institutions of higher education are expected to be role models in all aspects of policy implementation, the public universities in Kenya are still lagging behind. The study identified the critical gender mainstreaming indicators in higher education institutions as: Provision of higher education equally to both male and female 300(100%), Access to higher education 300(100%), Participation of both the male and female in all the programmes offered 300(100%), Resources and Achievement. The study concluded that gender mainstreaming needs to encompass four policy stages: rhetoric, planning, implementation and evaluation.

Based on the findings of the study, Ochieng recommended the following:

1. Everyone should be enlightened on the issue of gender mainstreaming especially the policy document and the role of all the stakeholders should be clearly communicated. At the institutional level, adequate political will should be evident combined with concrete action by the management.
2. Women should be assured that they would benefit from the goods and services without any favour or discrimination and allowed to participate fully at all levels of decision making. The study findings arc significant to educators, policy developers and policy implementers with regard to gender mainstreaming in higher education institutions in Kenya, Africa and worldwide.



A study carried out in Ekiti State University by Aina et al. (2015) presented gender mainstreaming strategies and mechanisms adopted in Nigerian tertiary institutions, noting achievements, challenges and prospects. Basic gender profile of the university were presented, while intervention programmes and initiatives at bridging gender gaps and institutionalising gender mainstreaming as an administrative tool were processed and analysed. The survey result of the study revealed gender disparities in staff and students profiles, the gender profile of the current membership of Ekiti State University's Senate Committee, which also depicted a huge gender gap and the gender profile of academic staff by cadre, which was skewed in favour of males. Most of the senior academics occupying management positions were men. Gender gap was most pronounced at the highest academic cadre, whereby male professors are 91.3% compared to 8.7% for females. Readers are 78% males, compared to 22% females. The gradual increase of female staff in the gender profile of the institution was attributed to the recent institutionalisation of gender equity principles in the university.

Aina et al. (2015) concluded that the importance of the current gender mainstreaming efforts cannot be over emphasised as it continues to build bridges across various divides — male and female staff; staff and students across gender groups and gender interests. Creating a gender sensitive/responsive academic environment is no doubt going to enhance not just institutional functioning, but the performance of staff and students, and more importantly, the females who traditionally were not only marginalised, but also almost excluded from the seats of power. Galvanising the talents of females for national development, in particular, within the education sector presents a bright horizon for Nigerian economic growth and development.

2.2. Gender inequality and higher education management

Ajayi (2011) carried out a study that was designed to examine the place of women in the higher institutions in Nigeria and the factors influencing their active participation. Survey research design was adopted with all higher institutions in Nigeria forming the population. Forty-one higher institutions from seven states (South West- Oyo, Osun, Ogun, Ondo, Ekiti, Lagos and Kwara) of the federations were selected through randomisation by convenience and six hundred and fifteen respondents formed the sample. The results of the paper revealed that the status of females at the management level in all higher institutions of learning in the South Western region of Nigeria for about ten years to the time of the study was by far below 35% quota being solicited for in response to Convention on the Elimination of all forms of Discriminations Against Women (CEDAW) (UN, 2008). Findings showed that women are adequately capable of leading higher institutions successfully but the stereotype of men dominance has been a clog in the wheel of women active participation.

The study considered the factors that influenced women leadership attainment in the higher institutions, and six factors which ranged from gender self- actualisation to cultural mentality were identified namely educational attainment, cultural/social notions, religious affiliation, feminine attributes/ personal traits, political inclinations and self-esteem. The study established that there is still wide parity between male and female in the issue of attaining the positions of power. The broad cause has been linked with the issue of stereotype and it has spread its tentacles to affect female gender in almost all aspects of their lives that could aid them attain leadership level. It therefore recommended that the process of selecting leadership of higher institutions in Nigeria should be free of any biases, political or otherwise. Everyone should be given adequate opportunity into the corridor of power. Doing this, may go a long way to affect women morale either positively or negatively. The girl-child education should be taken more seriously and all that would take to get girl-child educated should be put in place. If need be, a bill could be passed on girl-child education so that larger percentage of girl-children would gain access to the classroom thereby bringing out the inherent potential in them. Furthermore, either the government, the school or any other stakeholders with the view of building the self-esteem of children should mount programmes that would improve girl / women self-esteem. There should be the removal of science humanities divide as this may aid complexity. Every discipline should be given equal rating so that the discipline where females are prominent should be accorded prestigious position.

Abdulkareem et al. (2011) compared gender participation in educational administration in state-owned tertiary institutions in Kwara and Osun State using a population that comprised of two tertiary institutions in each of the states namely: Osun State Polytechnic, Iree, Osun State College of Education, Ilesa, Kwara State Polytechnic, Ilorin and Kwara State College of Education, Oro. The findings of the study revealed that females were highly discriminated against in holding high administrative posts while females constitute about 30.5% of the total strength in Osun State tertiary institutions and 29.5% in Kwara State tertiary institutions. Female participation rates in these institutions were only 7% and 9% respectively. Abdulkareem et al. (2011) recommended that women pressure groups should ensure that government complies with the 30% benchmark participation rate recommended by the National Gender Policy.

A study carried out in Ghana by Akua and Cecilia (2015) explored the issue of gender discrimination in the work place; it specifically assessed how gendered assumptions affect women and found out the factors affecting women's participation in higher education management and ascertained whether prejudices regarding gender occur in the professional setting and how it hindered women's advancement into top ranking management positions. Using five public universities in Ghana as case study, the findings from the study revealed that women are indeed underrepresented in the management of higher education institutions in Ghana. It also revealed that there are several factors at the institutional levels preventing qualified women from ascending to senior positions in higher education. The study argued that for women to participate in higher education management effectively some of the barriers (discrimination, family background, spousal support, etc) must be removed.

Eboiyehi, Fayomi and Eboiyehi (2016) examined factors encouraging gender inequality in university management in three selected universities in Southwestern Nigeria and assessed women' participation in the senior management positions in the region. Data were obtained



from primary and secondary sources. A questionnaire was administered to senior academic and non-academic staff in Adekunle Ajasin University, Akungba-Akoko; Obafemi Awolowo University, Ile-Ife; and Redeemer's University. In correspondence with the findings of Akua and Cecilia (2015), the results showed that there was a low representation of women (29.2%) compared to men (70.8%) in senior management positions in the selected universities. This was attributed to different factors with an indication of the percentages of each based on its prevalence as follows: inadequate numbers of qualified women (42.6%), patriarchy (14.9%), domestic and family demands (10.6%), socio-cultural beliefs that leadership is the prerogative of men (9.6%), lack of encouragement and support (8.5%), lack of leadership skills (7.5%) and poor mentorship (2.1%), among other factors. Having established the existence of gross gender inequality in senior management in the selected universities, Eboiyehi et al. (2016) concluded that the large margin in the proportion of men to women in senior management in the university calls for urgent attention. Qualified women should be given equal opportunities with their male counterparts to participate in a much better role, particularly in decision making process in the universities and recommended that cultural re-orientation should be done for both female and male staff in the universities to overcome the belief that senior management positions are the prerogative domains of men only. In addition, sensitisation and awareness creation programmes and motivational workshops specifically designed for senior university management should be organised regularly. Female academic and non-academic staff should be encouraged to partake in these workshops.

2.3. Gender and recruitment/appointment in higher education institutions

Gberevbie et al. (2014) in a study, which focused on discrimination against women based on gender and performance in government universities in Lagos State, Nigeria, showed its result that managerial roles based on gender discrimination against women in government universities in Lagos State have affected employee job performance negatively. The empirical findings derived from the study showed that gender discrimination inclusive in recruitment policies, salary gaps, and potential misalignment make strong contribution to explaining the degree of performance among academic staff of Nigerian government universities in Lagos State. The survey revealed that the respondents supported the view that institutions operate gender inclusive culture in recruitment process, which therefore suggested that management should ignore this phenomenon during recruitment, and selection process to promote equality among employees. The study concluded that for as long as gender discrimination rather than merit remains the basis for staff employment into positions of authority in Nigerian universities, enhanced performance is more likely to elude employees and the educational sector in general. The study recommended that management should make conscious efforts not to allow gender discrimination concept creep into their policies such as recruitment process, promotion, and appointment to higher offices or positions. Furthermore, the adoption of positive, equal opportunity and fairness in engaging workforce, which tends to increase employee performance and subsequently increases organizational performance should be pursued.

Olaogun et al. (2015) in a study, which covered selected tertiary institutions in Nigeria, revealed that there was gender imbalance in the constitution of the faculty staff. The study showed that 82 out of a total population of 448 in Ekiti State University were female while 366 were males. This showed that 18.3% were females while 81.7% were males. The study showed that in Federal Polytechnic, Ado-Ekiti, in total across all cadres, 87.2% of the Lecturers were male, while 12.8% were female. The study further showed that in the College of Education, Ikere-Ekiti across all cadres, 64.9% of the Lecturers were male while 35.1% were female. The statistics derived by the study attested to the gross imbalance in the number of women employed as academics compared to the men in the tertiary institutions in Nigeria. The men clearly outnumber the women, as the proportion of female lecturers to male lecturers was abysmally low. The paper proffered that for rapid societal development and greater sense of belonging, the discrimination against women should stop, especially in the academia, which uphold the citadel of learning and that gender sensitivity in appointments should be put at the front burner. It further recommended the adoption and implementation of recommended policy measures because it will go a long way in improving gender relation in the academia in the Nigerian society thereby enhancing the task of national development in the 21st century and the achievement of the Millennium Development Goals and sustainable development (Nanda, 2016).

2.4. Gender and promotions in higher education institutions

Oforiwaa and Afful-Brini (2014) in a study focused on the experiences of faculty members about the systems of promotions at the University of Education, Winneba, Ghana interviewed eight (8) senior members comprising of four (4) female senior lecturers, two (2) male senior lecturers and two (2) senior administrative staff using a semi structured interview guide. Policy documents governing promotions, annual reports and other institutional publications were examined and analysed as well as disaggregated statistics on promotions for senior members at the University of Education, Winneba. The findings revealed that even though there were no separate criteria for promotions for female senior members of the university, it seems that female faculty faced unparalleled challenges more than the males when it comes to promotions. The respondents attributed to existence of institutional policies/practices that works to the disadvantage of women. In effect, there were variations in the experiences of female and male faculty members regarding promotions in academia. The study recommended that the criteria for promotion should be reviewed to consider the weighting of teaching, vis-a-vis research, in promotion, merit increment, and tenure decisions.

A study carried out in Australia by Winchester et al. (2006), examined promotion policies and guidelines using content analysis of documents from all Australian universities and data on promotion by level and gender were analysed for 16 of these universities from 2000-



2002. The study revealed that policies supporting women's participation and success in promotions included explicit consideration of part-time and non-traditional careers, clear equity statements and gender representation on promotions committees. The interviews emphasized the importance of support for and identification of female candidates and the need for the establishment of institution-wide and performance targets for senior managers.

Implicitly, most interviewees accepted the premise that women experienced barriers in the promotion process including reticence in applying and stereotypically gendered notions of merit. However, the analysis of promotions data showed that application rates and success rates for women are similar to men's and at the professorial level, slightly higher. Nonetheless, women remain under-represented at senior levels comprising only 16 per cent of the professoriate in Australian universities.

3. Methodology

Descriptive research design was adopted for this study. The population of the study comprised all the 357 managers of universities (Principal Officers, Deans of Faculties and Heads of Departments) in Osun state. The research sample consisted of 113 respondents of the population drawn from the managers of universities in Osun state. Purposive sampling technique was employed in selecting three universities in Osun State, which were Obafemi Awolowo University, Ile-Ife, representing the federal university, Osun State University, Osogbo, representing state and Bowen University, Iwo, representing private universities. Managers were selected from each universities using proportionate stratified random sampling technique. The first stratum consisted of the Principal Officers, the second stratum consisted of the Deans of Faculties and the third stratum consisted of the Heads of Departments. Four Principal Officers, seven Deans of Faculties and 42 Heads of Departments were selected from Obafemi Awolowo University. Five Principal Officers, six Deans of Faculties and 20 Heads of Departments were selected from Osun State University and five Principal Officers, four Deans of Faculties and 20 Heads of Departments were selected from Bowen University. The data were collected from the respondents using a questionnaire titled 'Gender Mainstreaming and Management of Universities Questionnaire (GMMUQ)'. It was used to elicit information on gender mainstreaming from university managers. For the questionnaire, Section A contained items on the respondents' demographic data, which included age, sex, type of job, job title/description, highest level of education and number of years of service in the institution. Section B contained items on gender awareness. Section C contained items on recruitment. Section D contained items on promotion. Section E contained items on committee membership among managers in the selected universities. The questionnaire was structured using the four-point Likert scale scoring format with options ranging from 'strongly agree'=4, 'agree'=3, 'disagree'=2 and 'strongly disagree'=1, while the interview guide contained six questions. To ensure the questionnaire suitability for the purpose, the instrument was administered to 12 managers of universities selected outside the sample of the study but within the population. They had to provide that it contains no ambiguity and that all the items were in measurable terms. Lecturers in the Department of Educational Management, Obafemi Awolowo University Ile-Ife and School of Social Sciences, Bamidele Olumilua University of Education Science and Technology Ikere-ekiti validated the instrument developed. Based on their comments, suggestions and recommendations, the instrument was restructured and amended to meet both face and content validity. The reliability of the questionnaire was also established using split-half method. The data collected were analysed using Pearson's Product Moment Correlation and a coefficient of 0.80 was obtained which was considered high enough for the questionnaire reliability. The research instrument was personally administered to the targeted respondents by the researcher through the help of research assistants from the selected institutions. Some completed copies of the questionnaire were collected immediately after the completion, while others were collected after some days of constant checking. Out of 113 copies of the questionnaire that were administered, the researchers were able to retrieve 103 copies which were all found usable, that is 91% of the instrument was found usable.

The data collected were analysed using descriptive and inferential statistics. The answers to research questions were analyzed using Mean and Standard Deviation, while the hypotheses were tested using t-test analysis at 0.05 significance level.

3.1. Results and analysis

Research question 1: What is the extent of gender-sensitive awareness of managers of universities in Osun state?

To answer Research Question 1, grand mean rating score therein was considered as "High" if its value was greater than or equal to the cut-off point of 2.50; otherwise it was treated as "Low".

**Table 1: Gender-sensitive awareness of managers of universities**

Gender-Sensitive Awareness	N	Mean	Standard De- viation	Decision
There is gender policy in education sector	103	2.67	.809	Agree
Policies guiding gender balance are known to managers	103	2.59	.935	Agree
Gender policy is fully implemented	103	2.18	.801	Disagree
There is proper sensitization on gender mainstream among managers of universities	103	2.53	.765	Agree
Managers comply with gender mainstream implementation	103	2.42	.765	Disagree
The awareness of gender mainstreaming guide goals, plans and activities of managers in the institution	103	2.16	.849	Disagree
The essence of gender awareness is clear and effective	103	2.48	.698	Disagree
Gender awareness in universities in Osun state is time-bound	103	2.32	.614	Disagree
The role of stakeholders in gender mainstreaming is clearly communicated	103	2.35	.871	Disagree
Gender awareness strategies has been reviewed, changed or evaluated since inception	103	2.40	.745	Disagree
Grand Mean	103	2.41	.080	Low

Table1 shows the mean and standard deviations of responses of respondents to the extent of gender-sensitive awareness of managers of universities in Osun state. Results showed that items 1, 2, and 4 had mean ratings of 2.67, 2.59 and 2.53 with standard deviation of .809, .935 and .765 respectively are above the criterion level of 2.50. This means that the respondents agreed with the following that there is gender policy in the education sector, policies guiding gender balance are known to managers, and there is proper sensitization on gender mainstream among managers of universities. On the other hand, items 3, 5, 6, 7, 8, 9 and 10 had mean ratings of 2.18, 2.42, 2.16, 2.48, 2.32, 2.35 and 2.40 with standard deviations of .801, .765, .849, .698, .614, .871, and .745. Since the mean ratings are below the criterion level of 2.50, in view of managers responses, this means that the respondents disagreed with the following : gender policy is fully implemented, managers comply with gender mainstream implementation, the awareness of gender mainstreaming guide goals, plans and activities of managers in the institution, the essence of gender awareness is clear and effective, gender awareness in universities in Osun state is time-bound, the role of stakeholders in gender mainstreaming is clearly communicated, and gender awareness strategies has been reviewed, changed or evaluated since inception. The grand mean was 2.41 with a standard deviation of 0.80. This value 2.41 corresponded to "Low" on the rating scale. Therefore, extent of gender-sensitive awareness of managers of universities in Osun State was low.

Research question 2: What is the level of gender-sensitivity of managers to committee membership in universities in Osun State?

To answer Research Question 2, grand mean rating score therein was considered as "high" if its value was greater than or equal to the cut-off point of 2.50; otherwise, it was treated as "Low".

Table 2: Gender-sensitive awareness of managers to committee membership in universities

Committee Membership	N	Mean	Standard De- viation	Decision
University commitment are gender representative enough	103	3.41	.541	Agree
University committee membership parameters are gender friendly	103	3.04	.522	Agree
Decision making process among committee members is patriarchal in nature	103	2.36	.655	Disagree
One gender is favoured over the other in the selection of committee members depending on the activity and area of concern	103	1.94	.461	Disagree
There is equal gender participation of both male and female in committee meetings	103	2.73	.613	Agree
There is equal consideration and acceptance of the recommendations of both gender in important committee deliberations that informs decision	103	3.02	.464	Agree
There is equal gender access to membership of university committee	103	2.76	.585	Agree
There is gender discrepancy in the administrative procedure for decisions making in higher institutions	103	2.00	.545	Disagree
Grand Mean	103	2.62	0.548	High



Table 2 shows the mean and standard deviations of the responses of respondents to the gender-sensitivity of managers to committee membership in universities in Osun State. Results showed that items 11, 12, 15, 16 and 17 had mean ratings of 3.11, 3.04, 2.73, 3.02, and 2.76 with standard deviations of .541, .522, .613, .464 and .585 respectively. These mean ratings were above the criterion level of 2.50 set for accepting an item. These items according to the result were: university committees are gender representative enough, university committees membership parameters are gender friendly; there is equal gender participation of both male and female in committee meetings, there is equal consideration and acceptance of the recommendations of both gender in important committee deliberations that informs decision, and there is equal gender access to membership of university committee. On the other hand, the respondents disagreed with items 13, 14 and 18 which stated that: decision making process among committee members is patriarchal in nature, one gender is favoured over the other in the selection of committee members depending on the activity and area of concern, and there is gender discrepancy in the administrative procedure for decisions making in higher institutions with mean of 2.36, 1.94 and 2.00 and standard deviation of .655, .461 and .545 respectively which were below the mean ratings criterion level of 2.50. The grand mean was 2.62 with a standard deviation of 0.548. This grand mean of 2.62 corresponded to "High" on the rating scale. Therefore, gender-sensitivity of managers to committee membership in universities in Osun state was high.

Research question 3: What is the level of gender-sensitivity of managers to recruitment in universities in Osun state?

To answer Research Question 3, grand mean rating score therein was considered as "High" if its value was greater than or equal to the cut-off point of 2.50; otherwise, it was treated as "Low".

Table 3: Gender-sensitive awareness of managers to recruitment in universities

Recruitment	N	Mean	Standard De- viation	Decision
Recruitment of staff is based on merit and formal qualifications only	103	3.13	.800	Agree
National gender policy informs gender-based recruitment	103	2.50	.684	Agree
There is gender discrimination in the employment of staff	103	2.10	.619	Disagree
There is denial and restriction of employment opportunities based on gender	103	1.97	.707	Disagree
There is gender discrimination in terms of benefits of employment	103	2.04	.979	Disagree
Particular tasks are assigned based on the dictate of gender role	103	2.52	.850	Agree
Workshops are organized for recruits to promote gender information/knowledge	103	2.17	.698	Disagree
Gender prejudice affects correspondence of experience and skills with job titles/descriptions offered in your institution	103	2.06	.838	Disagree
Gender prejudice affects correspondence of qualifications with job titles/descriptions offered in your institution	103	2.09	.841	Disagree
Grand Mean	103	2.29	.777	Low

Table 3 shows the mean and standard deviations of responses of respondents to the gender-sensitivity of managers to recruitment in universities in Osun State. Results showed that items 19, 20 and 24 had mean ratings of 3.13, 2.50 and 2.52 with standard deviations of .800, .684 and .850 respectively. These mean ratings were above the criterion level of 2.50 set for accepting an item, this means the respondents agreed with the following that: recruitment of staff was based on merit and formal qualifications only, national gender policy informs gender-based recruitment, and particular tasks were assigned based on the dictate of gender role. Table 4.1.3 also showed that items 21, 22, 23, 25, 26 and 27 had mean ratings 2.10, 1.97, 2.04, 2.17, 2.06 and 2.09 with standard deviations of .619, .707, .979, .698, .838 and .841 respectively. Since the mean ratings were below the criterion level of 2.50, this means that the respondents disagreed with the following that there is gender discrimination in the employment of staff, there is denial and restriction of employment opportunities based on gender. There is gender discrimination in terms of benefits of employment, workshops are organized for recruits to promote gender information/knowledge, gender prejudice affects correspondence of experience and skills with job titles/descriptions offered and gender prejudice affects correspondence of qualifications with job titles/descriptions offered in universities in Osun State. The grand mean was 2.29 with a standard deviation of 0.777. This grand mean of 2.29 corresponded to "Low" on the rating scale. Therefore, gender-sensitivity of managers to recruitment in universities in Osun State was low.

Research Question 4: What is the level of gender-sensitivity of managers to promotion in universities in Osun state?

To answer Research Question 4, grand mean rating score therein was considered as "High" if its value was greater than or equal to the cut-off point of 2.50; otherwise, it was treated as "Low".

**Table 4:** Gender-sensitive awareness of managers to promotion in universities

Promotion	N	Mean	Standard Deviation	Decision
There is equal gender access to upward mobility of staff in your institution	103	3.15	.648	Agree
Factors other than merit influences gender balanced ascension into senior positions	103	2.18	.459	Disagree
Prejudices regarding gender occur in your institution and hinder gender balanced advancement opportunities of staff into top making positions	103	2.30	.765	Disagree
There is gender balance in the appointment of staff into top ranking administrative posts	103	2.69	.754	Agree
There is gender discrepancy in the evaluation and compensation of performance of staff	103	2.18	.724	Disagree
There is gender equity in the organizational ranks made available for promotion of staff	103	2.68	.782	Agree
Gender prejudice affects correspondence of qualifications, experience and skills with ranks	103	1.92	.413	Disagree
Grand Mean	103	2.44	0.65	Low

Table 4 shows the mean and standard deviations of the responses of respondents to tender-sensitivity of managers to promotion in universities in Osun State. Results showed that items 28, 31, and 33 had mean ratings of 3.15, 2.69, and 2.68 with standard deviations of .648, .754, .782 and .541 respectively. These mean ratings were above the criterion level of 2.50 set for accepting an item, these means the respondents agreed with the following that: there is equal gender access to upward mobility of staff in your institution, there is gender balance in the appointment of staff into top ranking administrative posts, and there is gender equity in the organizational ranks made available for promotion of staff. However, the respondents disagreed with the items 29, 30, 32 and 34, which stated that: factors other than merit influences gender balanced ascension into senior positions; prejudices regarding gender occur in institutions and hinder gender balanced advancement opportunities of staff into top ranking positions. There is gender discrepancy in the evaluation and compensation of performance of staff, and gender prejudice affects correspondence of qualifications, experience and skills with ranks with mean of 2.18, 2.30, 2.18, and 1.92 and standard deviation of .459, .765, .724 and .413 respectively. The grand mean was 2.44 with a standard deviation of 0.65. This grand mean of 2.44 corresponded to "Low" on the rating scale. Therefore, gender-sensitivity of managers to promotion in universities in Osun state was low.

Hypothesis One: There is no significant difference in the level of gender mainstreaming in the management of federal and state universities in Osun state.

Table 5: T-test analysis of gender mainstreaming in the management of federal and state universities

Source of Variation	N	Mean	Standard Deviation	Df	t-Cal	t-Crit	Decision
State	26	80.46	9.105	73	0.51	1.98	Accepted
Federal	49	76.86	10.07				

Table 5 shows t-test analysis of the significant difference in the level of gender mainstreaming in the management of federal and state universities in Osun State. The table showed that calculated t-value of 0.51 was less than the critical t-value of 1.98 for 75 degree of freedom at 0.05 level of significance. Hence the hypothesis that stated that there is no significant difference in the level of gender mainstreaming in the management of federal and state universities in Osun State was accepted. This indicated that there was no significant difference in the level of gender mainstreaming in the management of federal and state universities in Osun

Hypothesis Two: There is no significant difference in the level of gender mainstreaming in the management of public and private universities in Osun state.

**Table 6:** T-test analysis of gender mainstreaming in the management of public and private universities

Source of Variation	N	Mean	Standard Deviation	Df	t-Cal	t-Crit	Decision
Public	26	158.00	10.55	52	0.20	2.01	Accepted
Private	28	92.21	0.01				

Table 6 shows that the calculated t-values of 0.20 was less than the critical t-value of 2.01 for 52 degree of freedom at 0.05 level of significance. Hence, the hypothesis that stated that there is no significant difference in the level of gender mainstreaming in the management of public and private universities in Osun State was accepted. This means that there was no significant difference in the level of gender mainstreaming in the management of public and private universities in Osun state.

3.6. Discussion

The results of the study indicated that there was gender policy in the study area, managers know policies guiding gender balance and there was proper sensitization on gender mainstreaming among managers of universities in Osun state. The results also showed that gender policy was not fully implemented, managers do not comply with gender mainstream implementation, the awareness of gender mainstreaming does not guide goals, plans and activities of managers, the essence of gender awareness was not clear and effective, the role of stakeholders in gender mainstreaming was not clearly communicated, and gender awareness strategies have not been reviewed, changed or evaluated since inception. Finally, the result of research question one concluded that the extent of gender-sensitive awareness of managers of universities in Osun state was low. This was in line with the findings of Ochieng (2014) which revealed that both the policy and organizational environment with regard to gender mainstreaming in higher education institutions in Africa still require amendments and strengthening of structures. Ochieng (2014) findings further revealed that though the institutions of higher education are expected to be role models in all aspects of policy implementation, universities are still lagging behind.

The results showed that managers attest that university committees are gender representative, university committee's membership parameters are gender friendly. There was equal gender participation of both males and females in committee meetings, there was an equal consideration and acceptance of the recommendations of both genders in important committee deliberations that informs decision, and there was gender access to membership of university committee in universities in Osun state. In addition, managers attest that decision-making process among committee members was not patriarchal in nature, one gender was not favoured over the other in the selection of committee members depending on the activity and area of concern, and there was no gender discrepancy in the administrative procedure for decision making in universities in Osun state. It was further indicated that gender-sensitivity of managers to committee membership in universities in Osun state was high. This corresponded to the findings of Aina et al. (2015) who concluded that although the process has been somewhat slow, the Nigerian tertiary institutions are now becoming responsive to the engendering process, that is, ensuring that academic programmes and the learning environment are gender-responsive.

The study maintained that managers of universities in Osun state admit that recruitment of staff was based on merit and formal qualifications only, national gender policy informs gender-based recruitment, and particular tasks are assigned based on the dictate of gender role. Furthermore, there was no gender discrimination in the employment of staff; there was neither denial nor restriction of employment opportunities based on gender. There was no gender discrimination in terms of benefits of employment, workshops organized for recruits to promote gender information/knowledge, gender prejudice does not affect correspondence of experience and skills with job titles/descriptions offered in higher institutions, and gender prejudice does not affect correspondence of qualifications with job titles/descriptions offered in higher institutions in Osun state. However, overall result indicated that gender-sensitivity of managers to recruitment in universities in Osun State was low.

The result further indicated that managers of universities in Osun state agreed that there was equal gender access to upward mobility of staff, there was gender balance in the appointment of staff into top ranking administrative posts, and there was gender equity in the organizational ranks made available for promotion of staff. The managers of universities debunked the statements that factors other than merit influences gender-balanced ascension into senior positions, prejudices regarding gender occur and hinder gender-balanced advancement opportunities of staff into top ranking positions, there was gender discrepancy in the evaluation and compensation of performance of staff, and gender prejudice affects correspondence of qualifications, experience and skills with ranks in universities in Osun state. On a final note, the result showed that gender-sensitivity of managers to promotion in universities in Osun state was low.

This was supported by the survey result of Aina et al. (2015) which showed huge gender gaps in appointments, recruitments, and promotions and further showed that responsibilities for the organisational functioning are largely in the hands of men who occupy most of the senior positions in the university. This was further supported by the findings of Ajayi (2011) which established that there is still wide parity between males and females in the issue of attaining the positions of power. Ajayi (2011) results revealed that the status of females at the management level in all the higher institutions of learning in Southwestern region of Nigeria for about ten years to the time of study is by far below the 35% quota being solicited for in response to the Convention on the Elimination of all forms of Discriminations Against Women (CEDAW) (UN, 2008). The result also corroborated by the statistics revealed by the findings of Olaogun et al. (2015) which attested that there was gross imbalance in the number of women employed as academics compared to the men in the tertiary institutions in Nigeria.



The findings of the study of Oforiwaa and Afful-Brini (2014) revealed that even though there are no separate criteria for promotions of female senior members of the university, it seems that female faculty faces unparalleled challenges more than the males when it comes to promotions, which was attributed to the existence of institutional policies/practices that work to the disadvantage of women. The study also revealed that there are variations in the experiences of the female and male faculty members regarding promotions in the academia and concluded that there is gender imbalance in appointments and promotions, which could be attributed to low gender-sensitivity of managers, based on the findings of this study among other factors such as culture, attitudes, qualification, situation and institutional barriers.

The results indicated that there was no significant difference in the level of gender mainstreaming in the management of federal and state universities in Osun state. This implied that gender mainstreaming in the management of federal and state universities in Osun state was on the same level. This was so because the extent of gender-sensitive awareness and the gender-sensitivity to recruitment, promotion and committee membership of managers of federal and state universities in Osun state was not significantly different.

The finding indicated that there was no significant difference in the level of gender mainstreaming in the management of public and private universities in Osun state. This implied that gender mainstreaming in the management of public and private universities in Osun state was on the same level. This was so because the extent of gender-sensitive awareness and the gender-sensitivity to recruitment, promotion and committee membership of managers of public and private universities in Osun state was not significantly different.

The level of gender sensitivity of managers of universities in Osun state as revealed by the results discussed above indicates that gender mainstreaming is progressing but yet to be implemented in the management of universities in Osun state. This is in line with Subair et al. (2017) who stated that the objective of gender mainstreaming in universities is to bring about gender sensitivity in the governance and administration of the university and to achieve a greater gender equality across a number of dimensions. Subair et al. (2017) reported that the success of gender mainstreaming implementation depends on gender sensitivity of management to all aspects of gender mainstreaming which includes awareness, recruitment, promotion and committee membership. This implies that when university management is not gender-sensitive then the implementation of gender mainstreaming is not successful in such an institution. Olaogun et al. (2015) proffer that for a rapid societal development, greater sense of belonging is needed, discrimination should stop, especially in the academia who uphold the citadel of learning, and that gender sensitivity in appointments should be put at the front burner. Furthermore, Gbervbie et al. (2014) showed that managerial roles based on gender discrimination have affected employee job performance negatively in universities and also concluded that for as long as gender discrimination rather than merit remains the basis for staff employment into positions of authority in Nigerian universities, enhanced performance is more likely to elude employees and the educational sector in general. Conclusively, Aina et al. (2015) indicated that creating a gender-sensitive/responsive academic environment is no doubt going to enhance not just institutional functioning, but also the performance of staff and students.

4. Conclusion and recommendations

Based on the findings of the study, it was noted that managers of universities in Osun state are progressing but yet to achieve the implementation of gender mainstream into the structures of institutions considering the results, which revealed that gender sensitivity of managers to committee membership, was high, but gender sensitivity of managers to recruitment and promotion was low. It also demonstrated that there was no significant difference in the level of gender mainstreaming in the management of federal, state, public and private universities in Osun state, which implied that the achievement of gender mainstreaming in federal, state, public and private universities was more or less on the same level. This situation resulted from the lack of full implementation of gender policy, inadequate compliance of managers to gender mainstream implementation, goals, plans and activities of managers in the institution which are not guided by sufficient awareness of gender mainstreaming, besides, gender awareness strategies have not been reviewed, changed or evaluated since inception which summed up to reveal that the extent of gender-sensitive awareness of managers of universities in Osun state was low.

Based on the findings and conclusion drawn in the study, it was, therefore, recommended, that gender-sensitive awareness strategies should be regularly reviewed, changed or evaluated to ascertain their impact, effectiveness, proper sensitization and full implementation among university managers. University managers should be gender-sensitive in selection of committee members to ensure that university committees are gender-representative enough. Inclusiveness in decision making in the university should be achieved irrespective of the activity or area of concern. They should ensure gender-sensitivity in recruitment of staff and ascertain that selection was not done based on the dictate of gender role. Managers should be gender-sensitive in the promotion of staff, ensure that promotion is merit-based and void of gender discrepancy.

Moreover, federal, state, public and private universities should ensure that managers are gender-sensitive and aware of gender mainstreaming which guides the goals, plans and activities of managers in the institutions in order to achieve full entrenchment of gender equity into the structures and system of universities and to enhance its sustainability.

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