ANALYSIS OF GENDER DIFFERENTIALS IN CAREER ADVANCEMENT OF STAFF IN AHMADU BELLO UNIVERSITY, ZARIA

BY

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DECLARATION

I declare that this dissertation entitled **"Analysis of Gender differentials inCareer Advancement of Staff in Ahmadu Bello University, Zaria"**was carried out by me in the Department of Sociology. It has not been presented or published anywhere by any person, institution or organization, or used for any previous application for a degree or other qualification. All sources of information have been duly acknowledged and referenced.

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CERTIFICATION

This dissertation entitled: **"Analysis of Gender differentials in Career Advancement of Staff in Ahmadu Bello University, Zaria"**by Daniel Ka'amani PAUL meets the regulations governing the award of the Degree, of M.Sc. Sociology of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This dissertation is most and affectionately dedicated to my mother Mrs. Rhoda PAUL.

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ABSTRACT

This study analysed gender differentials in career advancement of staff in Ahmadu Bello University, Zaria. The objectives were to examine the nature ofgender differentials in career advancement of staff in ABU, Zaria, factors that influencesgender differentials in career advancement of staff, effects of the factors and possible ways to enhance gender equity in career advancement of staff in ABU, Zaria. Relevant literatures were reviewed in line with the study objectives and the role congruity theory of prejudice was adopted to explain the phenomenon studied. The study was conducted in Ahmadu Bello University, Zaria and both the primary and secondary sources of data were used for the study. Also, simple random sampling, stratified and purposive sampling techniques were adopted to select the sample for the study. Both quantitative and qualitative methods were used in the process of data collection i.e. questionnaire and in-depth interview. A total of 317 respondents were drawn across five (5) selected faculties in ABU namely; faculty of Agriculture, Arts, Law, Sciences and Medicine.The data collected were analyzed using Statistical Package for Social Sciences (SPSS version 20) from which simple descriptive statistics, cross tabulation and regression analysis wereused. Based on the research conducted, the study found thatthere are more men than women with higher educational qualification. Women'smonthly income was found to be substantially lower than the men and there were fewer women in the senior academic cadre and more in the non-teaching profession.Overwhelming majority of all the postsi.e. Head of department, Dean, Assistant Dean, Faculty officer, PG Coordinator, Exam Officer etc. in the various departments and faculties were occupied by men. Both men and women were discovered to be treated equally in the area of promotion, opportunity to further education and sponsorship and work leave but women were found to be treated less favourably in the area of recruitment and appointment into managerial positions. The study discovered that factors such as sexual discrimination, family and work conflict, bias in selection and appointment to managerial position, cultural and religious factors have more direct impact on career advancement of staff and factors such as limited optimal movement and representation up the organisational hierarchy, persistent low income and limited opportunities to present ones ideas, decision and initiatives have more direct effects on the affected staff. However, female staff were found to be most affected. It is therefore recommended that equal opportunities should be given to staff during recruitment and appointment to managerial positions irrespective of their sex by setting up a gender diversity action plan and a body to coordinate and monitor the implementation. The university management should set up conscious, deliberate and definite policy of affirmative action and quota system to address the subtle unintentional forms of discriminations and exclusion of women on the job and there should be advocacy by government and Non-Governmental Organizations in sensitizing the people to understand that both men and women are partners in the developmental process and this can be achieved by integrating all the educational levels (primary, secondary and tertiary) on the need to promote gender equity.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Gender, as a socio-cultural rather than biological construction, refers to socially constructed roles and learned behaviours and expectations associated with males and females, it is widely seen to affect the home, education and work spheres. In most societies, there are gender differences between women and men in decision making opportunities, responsibilities assigned, activities undertaken and access to and control over resources.Therefore, gender differentials arises when the relationship between women and men, their roles, privileges, status and positions are identified and analysed, it arises where inequalities are shown to exist between people purely on the bases of their being female or male. Within the workforce, there exist gender gaps between men and women in employment, promotion, selection for appointment among others and women are battling to become equal with men. As a result, women have made enormous advances in education and career but equality in the workplace still eludes them.

Today, it is common therefore to find women and men all over the world in different professions and at different levels competing with each other. Despite the remarkable increase in the existence of women and men in various occupations and the tertiary institutions in particular, the entry of women into workforce environs and higher managerial positions remains low to men. For instance, throughout the European Union-27, women are thus relatively more present at the lower levels of the academic career, the share of female grade A staff among female academic staff varies between 28% and 2%, with the highest proportions being recorded in Romania, France, Slovenia and Italy, the lowest shares were reported in Lithuania, Cyprus, Germany, Spain and Portugal (European Union, 2008). In the

UK, in 2009/10, women were 44% of all academics and non-academics. A higher proportion of staff in professorial roles was male (80.9%) and female (19.1%). Men comprised 55.7% of academic staff in non-manager roles and 72.0% of academic staff in senior management roles (Blandford, *et al.,* 2011). According to Singh (2008), in 70% of the Commonwealth's 54 countries, all universities were led by men. Davies (1996) observed that women enter adjunct roles but do not attain the most senior organisational positions. Egunjobi (2009) asserted that within the Commonwealth nations, the percentage of women employed as full time academic and non-academic staff ranges from the highest of 50% in Jamaica to the least of 9.5% in Ghana, with a Commonwealth average of 24%. The smallest percentages were found in Ghana 9.5%, Nigeria 13.6%, Tanzania 11.0%, Zambia 10.9% and Zimbabwe 9.8% all in Africa.

Nigeria like other countries in Africa has in the last National Population Census (2006) almost equal number of males and females that make up the total population. For instance, females were 68.3 million, which is about 48.78 percent and males constituted 71.7 million, which is 51.22 percent of the total population of about 140 million. The Nigeria's National Gender Policy (NGP, 2007) reported that gender inequality within the overall society and across all sectors reflects the wide disparities between women and men. For example, 76% of the Federal Civil Service workers are men, while women make up 24% and occupy less than 14% of the overall management positions. Within the Nigeria'stertiary institutions,Duyilemi (2007) found out that in Nigeria, most female staffs in the tertiary institutions are in junior cadres of administration of female/male ratio of 11.6% to 88.4%. Adegun (2012) also found out in his study that academic opportunity was more masculine than feminine in the tertiary institutions in Ekiti State with the College of Education employing the highest number of females with 27.0%, followed by the University with 18.3% and the Polytechnic with 12.8%. He concluded that the percentage of women in the upper echelon in the institutions

studied in Ekiti State was very low and representation of women at the academic management position was also low. Information from the Registry Department, Ahmadu Bello University, Zaria (2016) indicates that out of a total of 10,229 academic and non-teaching staffs in the university, only 1,840 representing 18% are females, and 8,389 representing 82% are males. The professorial staff comprised of 374(90.3%) male and 40(9.7%) females, 333(86.3%) are male senior lecturers and 53(13.7%) are females. Also, 3,313(91.7%) are senior male non-teaching staff while females constitute 262(8.3%) of non-teaching senior staff. The composition of the university's principal officers shows that all (9) are males, and the university governing council members comprised of 17 males and only 1 female member. A World Bank report on Nigerian universities reveals that women form a minority of university teachers and administrators and female academic Staff stagnates at a level of about 14 percent (Adesinaola, 2012).

From the above presentation, issues' bordering on gender in workplace career advancement needs attention as women has remained disadvantaged in all areas of employment, career development, promotion or securing higher position in employment. Career is often linked to ideas of progression up an organizational hierarchy. While many people continue to pursue this kind of organizational career, many others either succeed or face obstacles to advance. According to Ali & Ahmed (2009), career includes sense of purpose and direction. It also includes ideas of progression and development both at work and at a personal level. In this way, career advancement was defined by focusing on the more visible aspects of an individual's career circumstances, such as profession, work role, salary, type of work, career progression, and status or prestige associated with a position or level on a hierarchy. It is being measured in terms of society's evaluation of achievement with reference to extrinsic measures such as salary, managerial level and number of promotions (Malamed, 1996). As such, the need to promote gender equity in the workplace becomes paramount.

However, the subject of gender equality and inequality has become a global concern at the heart of developed and developing countries. This is clearly indicated by the United Nations Decade (1975-1985), which culminated in the Nairobi Conference of 1985 and the 1995 Fourth World Conference on Women held in Beijing, China. In recognition of the persistent gender inequalities in the world, the United Nations General Assembly adopted a Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) on 18 December 1979. Member states, among others, agreed to take all appropriate measures to eliminate inequality and discrimination against women in all fields of endearvour to ensure the same rights, based on equality of men and women. In achieving the set objectives of gender equality, the Nigerian constitution (1963), reviewed (1999), upholds equal position and opportunities for men and women. By this, women acquire the same training alongside the opposite sex (male) thus acquiring the same experience which is the bed-rock of leadership qualities. Despite the fact that section 17 (1) (2) of the 1999 Constitution of the Federal Republic of Nigeria say: "That every citizen shall have the equality of right, obligations, and opportunity before the law; section 42 of the same constitution also says that no Nigerian citizen shall be discriminated against because of a particular sex, religion or ethnic group". The same constitution also guarantees the right to private and family life. Despite the pronounced commitment of Nigeria and the international community to gender equality, women are highly marginalized and are poorly represented in all spheres.

While women are subject to inequalities in law and in fact, the situation is both caused and exacerbated by the existence of discrimination in the family, in the community and in the workplace. It is perpetuated by the survival of stereotypes and of traditional, cultural and religious practices and beliefs detrimental to women.Armstrong (2000)argues that men and women face many challenges as they advance through careers. However, women have reported greater barriers than men and greater difficulties in getting development assignment

and opportunities.Olojede (2004) lamented that Nigeria is a highly patriarchal society, where men dominate all spheres of women's lives. As in other male-dominated societies, the social relations and activities of Nigerian women and men are governed by patriarchal systems of socialization and cultural practices which favour the interests of men above those of women. The access of women to employment and leadership positions is constrained by gender roles of men and women as a result, women in tertiary institutions in Nigeria face challenges of career advancement in the face of hiring, promotion, access to leadership position, sexual harassment, marginalization, exclusion and multitasking. The effect has been persistent low income of women, career stagnation, lack of job mobility, limit women access to formal resource control and benefit, limit optimal representation of women up the organizational hierarchy etc. Hence they are considered in the world as the most vulnerable to socio-economic depression. All these have culminated into huge gender gaps in literacy/education, work and access to power.

While a number of efforts have been underway to rectify gender inequality, much still remains to be done across all educational sectors. This is because, the widespread 'unequal' power relations between men and women has continued to generate discussions and has turned out to be a crucial scholarly debate in developmental and academic discourses.It is against this background, this study examined gender differentials in career advancement in Ahmadu Bello University, Zaria.

1.2 Statement of the Research Problem

Gender differential in career advancement is one of the areas where women are grossly disadvantaged and have to put up with an unfriendly environment. Kram&McCollon (2003) asserted that in most organisations, women can sometimes find that they are the organisational "other" and must manage their otherness in order to succeed. Managing

identity, discrimination and other people's negativity can be an additional affective workload which deters women career progression. While the foregoing was generally true of the gender situation within ABU, there were no actual studies that scientifically documented it. For instance, the University did not routinely disaggregate data by sex. Thus, neither the Registry nor other units could readily provide information on male: female statistics as it related to staff performances, however, when available, the information is either outdated, not updated and or incomplete. Since disaggregated data was not routinely available, there was no question as to its being used to make decisions and to monitor policy and practice outcomes. Indeed, the University did not have a clear Gender Policy nor are gender issues reflected in the University policies such as employment nor were there gender equality or gender equity initiatives funded through the University in the past.

According to Nelson &Burke (2001), gender inequality affect women and women in tertiary institutions tend to experience chronic stressors, such as domestic and professional making them rare in upper levels of academia and administration. For instance in ABU, Zaria, of the 10,229 staff, men constitutes 82% with 8,389 while women make up only 18% with 1,840 as staff. Also, while there are 374(90.3%) of male professors, only 40(9.7%) are women, 333(86.3%) of the senior academic staff are male and 53(13.7%) are women and 3,313(91.7%) are male senior non-teaching staff while females constitutes only 262(8.3%). According to the study, women are disadvantaged in recruitment, selection, and promotion efforts. Women in male-dominated departments as may be found in many departments in ABU, Zaria, may receive fewer professional developmental opportunities (e.g., mentoring and networking) and may face a negative bias in evaluations by both students and colleagues which can impede their career advancement.It is a truism that men find it difficult to accept female managers as equals. This has led to other problems such as lack of training, lack of performance appraisal, lower salaries and lack of promotion for women. Lack of

women in senior positions means that women are under-represented across all decision-making fora, including committees, boards, recruitment panels and the executive. This means that the expertise and skills of a significant part of the workforce are being under-utilised.

Knowing well that increasing numbers of women have gained access to higher institutions and the college teaching profession worldwide, women continue to be underrepresented in work place leadership positions. Women who have aspirations for top leadership positions still encounter numerous internal (marginalization, distancing, stereotypes etc) and external (family and reproductive responsibilities) challenges. This is because in society, there is a belief that a good mother must give less effort and priority to work demands, she is therefore seen as less committed worker. This biased belief creates barriers to women advancement in the workplace. These barriers make women lack opportunities to present their ideas, therefore reducing their influence over group decisions (Ridgeway, 2001). As a result, women have been excluded from the networks and work experiences that would provide them access to advancement opportunities.

In the African context, traditional beliefs and cultural attitudes regarding the role and status of women in society are still prevalent and many women are part of this system finding it difficult to dislocate from the cultural tradition lest they be ostracized. When women formally started entering the workforce, little attention was given to the potential of women in management and leadership. While women are supported by the Employment Equity Act and social drives to increase their participation in workforce, however, due to socio-cultural stereotypes, women's abilities to be leaders and managers are being undermined. Despite women's education and entry into the job market, the woman's role is typically that of homemaker. Women were expected to perform duties as wife and mother, in addition to fulfilling their professional responsibilities. According to Sadie (2005), cultural

attitudes are hostile to women involvement in decision making positions. However, some women are able to transcend and rise to high ranks and positions of leadership but more often than not, it means having to jungle cultural expectations with their leadership roles. What this means is that, having a career poses challenges for women.

Despite the perceived fairness of the employment policies and its enforcement in Nigeria, restless efforts by feminists, government at both local and international scene promulgating policies of gender equity and equality, gender mainstreaming, quota system and affirmative actions to ensure fair treatment of male and female in all sphere of endeavour, women have continued to face irreversible discrimination in work place particularly in tertiary institutions as a result of the inability of the employment policies to recognize the female reproductive traits, their normative roles and professional commitment to achieve a balance. These policy failures range from policies that seeks to eliminate gender discrimination in areas such as recruitment, hiring, and promotion, policies to secure the health, safety, and well-being of female workers and policies that enable work-life balance and support educational, career, and vocational development of female workers. These policy failures have affected women to a greater extent. While these laws and policies are not lacking, they have suffered poor implementation. As a result, women continue to suffer relegation in advancing their career in the tertiary institutions.

1.3 Research Questions

The study attempted to answer the following questions:

1. What are the characteristics of gender differentials in career advancement of Staff in Ahmadu Bello University, Zaria?
2. What are the factors influencing gender differentials in career advancement of Staff in the study area?

3. What are the effects of the factors influencing gender differentials in career advancement on Staff in Ahmadu Bello University, Zaria?
4. What are the possible strategies towards enhancing gender equity in career advancement of Staff in Ahmadu Bello University, Zaria?

1.4 Aim and Objectives of the Study

The aim of the studyis to analysegender differentials in career advancement of Staff in Ahmadu Bello University, Zaria. However, the specific objectives of the study include:

1. To identify and characterisegender differentials in career advancement of Staff in Ahmadu Bello University, Zaria.
2. To ascertain the factors influencinggender differentials in career advancement of Staff in the study area.
3. To determine the effects of the factors influencing gender differentials incareer advancement on Staff in AhmaduBello University, Zaria.
4. To proffer possible strategies towards enhancing gender equity in career advancement of Staff in Ahmadu Bello University, Zaria.

1.5 Significance of the Study

It should be stated that within the economic and political sphere, women participation has heightened and is gaining prominence. Educationally, women enrolment as both Students and Staff (academics and non-teaching) of tertiary institutions is gaining momentum. In view of this fast spreading notion of gender diversity in the composition of work force and its strategic value as a competitive advantage for the organizations, this study becomes relevance because it analysedthe gender differentials in career advancement of Staff in ABU, Zaria.

The research workis expected to serve as an analytical framework for Nigeria's policy-makers and policy implementation most especially government institutions such as the

judiciary, law makers and others Nigeria law enforcement agency in stemming the tide of inequality in work endearvours. As such, the research will help decision makers and policy analysts on policy formulations as well as contribute to legislative decision.It will equally be useful to the management of higher institutions of learning in promoting policies that will always ensure that everyone be allowed to participate and contribute on equal basis to the development and growths of the higher institutions of learning in Nigeria without being discriminated against on the basis of gender and above all, address the gender base inequalities in educational management.

Third, the study is also relevant in that, it further brought to fore the basis or justification of women agitations for women rights, women empowerment and the need to eradicate all forms of discrimination against women.

On the academic front, it contributed meaningfully to the growing literature on gender studies, women empowerment and women's rights. The researcher through this study contributed to existing knowledge in the area.

1.6 Scope of the Study

This study analysedthe gender differentials in career advancement of Staff in Ahmadu Bello University, Zaria. It examinedthe nature ofgender differentials in career advancement in tertiary institutions, the factors that influencedgender differentials in career advancement, theeffects and possible measures of enhancing gender equity in tertiary institutions. However, the study could notcover the entire tertiary institutions in Nigeria, but was limited to Ahmadu Bello University, Zaria.

1.7 Unit of Analysis

Since this study concern gender differential in career advancement of Staff in Ahmadu Bello University, the units of analysis of this study constituted the working men and women (Academic and Non-teachingStaff) in Ahmadu Bello University, Zaria.

1.8 Hypothesis

$H0_1$: There is no significant difference between Factors influencing Career Advancement and Gender Differentials

$H0_2$: There is no significant difference between Male and Female in their Choice of Career

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter reviewed relevant literature materials from text, journals, articles and publications as they relate to the issue under study and was organised under the following headings: conceptual clarification of gender, gender identity, gender socialization, gender division of labour, gender mainstreaming, career advancement, characteristicsofgender differentials in career advancement in tertiary institutions, factors influencing gender differentials in career advancement in tertiary institutions, effects of the factors influencinggender differentials in career advancement in tertiary institutions, strategies employed to enhance gender equity and the Role Congruity Theory of Prejudice.

2.2 Conceptualization of Gender and Career Advancement

2.2.1 Gender

Gender as a concept and determinant of human social relations, is embedded so thoroughly in people's institutions, actions, beliefs and desires, that it appears to us to be completely natural, as a result, issues bordering on gender have been a focal point of discussion in many regional, national and international fora. Gender as a concept has been appreciably misconstrued by policy makers, planners and generality of people the world over. This is because, often times, when the word gender is used, people immediately think that reference is being made to women and their affairs and vice versa. It needs to be said that the term gender is not synonymous with women, nor is it shorthand for women and men. According to Oakley (1996), gender refers to socially constructed roles and socially learned behaviours and expectations associated with males and females. Other attempts to define gender include that

by Overholt (1998) who refers to gender as the roles which each society assigns to men and women. It is not a matter of biology but social convention. In a definition by Hannan (2001), gender relates "to the attributes and opportunities associated with being male and female, and the socio-cultural relationships between women and men, boys and girls". These attributes, opportunities and relationships are socially constructed and learned through the socialization processes. This is better captured by Gupta (2004) who sees gender as the widely shared expectations and norms within a society about appropriate male and female behaviours, characteristics, and roles. It is a social and cultural construct that differentiates women from men and defines the ways in which women and men interact with each other. Everts (1998) asserts that the term gender also acknowledges the specific contents and meaning of male/female differentiation which are culturally determined and that can be changed. The concept of gender can also provide a catalyst for social and economic change. If the differing roles and responsibilities ascribed to men and women are socially constructed, then by definition, they may be changed by society. As observed by Everts above, gender is a dynamic concept and gender roles for men and women vary greatly from one culture to another, as culture is dynamic, socio-economic conditions change, so gender patterns change with them. This point is corroborated by the UN world Survey on the Role of Women in Development (2000) when it refers to gender "as the social meaning given to biological sex differences" as well as "ideological and cultural construct" that is also reflected in influencing material practices. A widely accepted definition of gender is that of UNESCO (1998) which defines gender as socially determined characteristics of men and women.

Gender therefore, is a broad analytical concept and it is linked to social behaviours, which is deemed to be appropriate to masculine and feminine roles in the society. It draws out women's roles and responsibilities in relation to those of men. It is not synonymous with sex, which is a biologically determined characteristic of men and women. In other words,

genderperformances are available to everyone, but with them come constraints on who can perform which persona with impunity. And this is where gender and sex come together, as society tries to match up ways of behaving with biologically based sex assignments. However, nature and nurture intertwine, and there is no obvious point at which sex leaves off and gender begins. Sex is based in a combination of anatomical, endocrinal and chromosomal features, and the selection among these criteria for sex assignment is based very much on cultural beliefs about what actually makes someone male or female. Thus, the very definition of the biological categories male and female, and people's understanding of themselves and others as male or female, is ultimately social. Anne Fausto-Sterling (2000) sums up the situation as follows: "labeling someone a man or a woman is a social decision. We may use scientific knowledge to help us make the decision, but only our beliefs about gender, not science, can define our sex".

2.2.3 Gender Identity

Arguably, gender is the social elaboration of biological sex. People tend to think of gender as the result of nurture – as social – while sex is the result of nature, simply given by biology. In the famous words of Simone de Beauvoir in Burtler (1993), "Women are not born, they are made." The same is true of men. The making of a man or a woman is a never ending process that begins before birth; from the moment someone begins to wonder if the pending child will be a boy or a girl, and the ritual announcement at birth, that it is in fact one or the other instantly transforms an "it" into a "he" or a "she", has assigned it to a lifetime as a male or as a female. This attribution is further made public and lasting through the linguistic event of naming. Sometimes and in some places, the state or religious institutions disallow giving of sex-ambiguous names. Finland, for example, has lists of legitimate female and legitimate male names that must be consulted before the baby's name becomes official. In English-speaking societies, not all names are sex-exclusive (e.g. Chris, Kim, Pat), and sometimes

names change their gender classification. For example, Evelyn was available as a male name in Britain long after it had become an exclusively female name in America, and Whitney, once exclusively a male first name in America, is now bestowed on baby girls (Burtler, 1993). If gender flowed naturally from sex, one might expect the world to sit back and simply allow the baby to become male or female. But in fact, sex determination sets the stage for a lifelong process of gendering, as the child becomes, and learns how to be, male or female. Names and clothing are just a small part of the symbolic resources used to support a consistent ongoing gender attribution even when children are clothed. That we can speak of a child growing up as a girl or as a boy suggests that initial sex attribution is far more than just a simple observation of a physical characteristic. Being a girl or being a boy is not a stable state but an ongoing accomplishment, something that is actively done both by the individual so categorized and by those who interact with it in the various communities to which it belongs. The newborn initially depends on others to do its gender, and they come through in many different ways, not just as individuals but as part of socially structured communities that link individuals to social institutions and cultural ideologies. It is perhaps at this early life stage that it is clearest that gender is a collaborative affair that one must learn to perform as a male or a female, and that these performances require support from one's surroundings.

Gender as the nexus of identity and power relationships present special issue which calls for considerations on the intersections of gender identities such as bisexual, intersex/hermaphrodite and transgender. These three identities were chosen because they represent some of the social identities afforded meaning in terms of relative socio-cultural power and privilege. Moreover, these identities and their implications for people's experiences have been the focus of substantial scholarly attention individually, but have received relatively less empirical attention in combination. The delineation of these particular social identities may help to provide some common ground and facilitate deeper analysis with

regard to conceptualization of gender identities. By contrast, the intersectionality perspective maintains that multiple identities construct novel experiences that are distinctive and not necessarily divisible into their component identities or experiences. This perspective according to Cole (2009), offers plausible explanations for the ways in which multiple identities may be experienced. Gender as an important facet of social relation between men and women and a special issue consistent with the mission of Sex Roles. Gender is a set of socially constructed standards of community, identity, and covert and overt behaviours, ascribed to persons by virtue of their apparent biological sex (often through a lens of inaccurately viewing biological sex as strictly dichotomous (American Psychological Association Task Force on Gender Identity and Gender Variance, 2008). Gender intersects with other social identities and categories, including but not limited to ability status, age, ethnicity, race, sexual orientation, and social class. Gender has been viewed as a critical means by which societal structures of power, privilege, and oppression are shaped (Yoder, 2013) and the operationalization of gender-related constructs has yielded a rich body of research. Most studies conceptualized gender as socio-demographic categories of women and/or men, sometimes described with the language of biological sex e.g., male, female) or fused with sexual orientation (e.g., intersex/hermaphrodite, transgender(Swank and Fahs, 2012). Thus, while gender was largely conceptualized to include women and men, transgender and intersex/hermaphrodites identities and issues were also included in conceptualizations of gender.

There is no one generally accepted explanation for why some people are transgender. The diversity of transgender expression argues against any simple or unitary explanation. Many experts believe that biological factors such as genetic influences and prenatal hormone levels, early experiences in a person's family of orientation, and other social influences can all contribute to the development of transgender behaviours and identities (Purdie&Eibach,

2008). Many identities fall under the transgender umbrella as such, the term transsexual refers to people whose gender identity is different from their assigned sex. Often, transsexual people alter or wish to alter their bodies through hormones, surgery, and other means to make their bodies as congruent as possible with their own gender identities (Daimond& Butter, 2008). Transgender people experience their transgender feelings in a variety of ways; some can trace their transgender identities or gender-atypical attitudes and behaviours back to their earliest memories. Others become aware of their transgender identities or begin to experience gender-atypical attitudes and behaviours much later in life. Some transgender people accept or embrace their transgender feelings, while others struggle with feelings of shame or confusion. Some transgender people, transsexuals in particular, experience intense dissatisfaction with their birth sex or with the gender role associated with that sex. These individuals often seek sex reassignment (Norton&Herek, 2012). Devor (2007) stressed that transgendered persons usually feel that they do not fit perfectly as either women or men. They may feel themselves to be neither women nor men, to be both women and men, or to be a gender other than what their sex would normally dictate. Persons may be transgendered on the basis of only their feelings about themselves, they may appear ambiguously gendered to others, or they may change genders and live unnoticed as another gender. However, intersex or hermaphrodites are those people who have both the sex characteristics of male and female genital. Dreger (1999) described intersex/hermaphrodite as a wide variety of combinations of what are considered male and female biology. Intersex biology may include, for example, ambiguous-looking external genitalia, karyotypes that include mixed XX and XY chromosome pairs. Some people who are intersex, such as some of those with androgen insensitivity syndrome, outwardly appear completely female or male, frequently without realizing they are intersex. Other kinds of intersex conditions are identified immediately at birth because those with the condition have a sexual organ larger than a clitoris and smaller

than a penis (Intersex Society of North America, 2011). Hermaphrodite is used to describe any person whose physical characteristics do not neatly fit male or female classification, but the term has been replaced by intersex. The word intersex has come into preferred usage for humans, since the word hermaphrodite is considered to be misleading and stigmatizing. According to Devor (2007), in everyday life, we actually recognize persons' genders on the basis of their gender role styles, not on the basis of their sexes. Indeed, according to the author, we rarely actually know the sexes of people with whom we have never been intimate. As such, the process by which we actually decide what we think other people's genders are is the gender attribution process.

2.2.3Gender Socialization

Gender thus is something created and maintained in practice; doing a task associated with a specific gender creates and perpetuates meanings that define who one is and what it means to be a man or woman, or masculine or feminine. Fenstermaker& West (2002) elaborate on this when they argued that gender is an emergent feature of social situations: both as an outcome of and a rationale for various social arrangements and as a means of legitimating one of the most fundamental divisions of society. According to Stets & Peter (1996), when activated (as it is in most encounters), it invokes cultural assumptions that men are competent and valuable and that women are incapable and not to be taken seriously; thus women are placed at a disadvantage. This offers an explanation to why women generally are treated as subordinates in many areas in society. Because gender is salient across so many different situations, the behavioural cues that have been stabilized (which are largely based on stereotypes and traditional myths about how the sexes should act) over time perpetuate the social order and gender increases as a salient identity as children are socialized by the family and other sources of socialization, and this process replicates itself over the generations, perpetuating the behaviour, expectations, and hence inequalities between the sexes that still exist

today.Therefore, the idea that gender is learned through socialization is ubiquitous in sociological literature on gender and rejects biologically deterministic explanations for differences in gender and gendered behaviour.Gender socialization is often examined by sociologists to determine how and why males and females act differently, it is how children of different sexes are socialised into their gender roles and taught what it means to be male or female. The socialization process begins at birth; families usually treat newborns differently according to their sex (Peterson & Della, 1999). Indeed, families begin to socialize gender roles from the moment that a baby enters the world, it is inundated with symbols and language that shapes its conception of gender roles and gender stereotypes (Walker, 1999). Language used by families to describe boys is often centered on physical characteristics and such themes as strength and agility, while language appropriated to girls by families might address affection, expressivity, daintiness, or fragility. These different approaches and treatment of babies by the family serve to shape behaviour patterns and define boundaries. These boundaries are eventually internalized and become identity standards (Burke & Jan, 2009).

2.2.4 Gender Division of Labour

Identity standard creates the backdrop for gender division of labour in the family, society and workplace.Gender division of labour is a socially determined idea and practices which define what roles and activities are deemed appropriate for women and men. The way work is divided between men and women according to their gender roles is usually referred to as the 'gender division of labour'. This does not necessarily concern only paid employment, but more generally the work, tasks and responsibilities that are assigned to women and men in their daily lives, and which may, on their turn, also determine certain patterns in the labour market (Wood &Eagly, 2002) and stressed that it is often argued that the gender division of labour is a result of biological traits; however, if we notice that in some societies women

perform tasks and jobs that in some other societies are traditionally considered as men's jobs, and vice versa, we see the division of labour has much to do with what each society perceives as appropriate for both sexes. In most countries, house chores – like cleaning, cooking, washing clothes – and everything that relates to sustaining the household – like fetching water, small scale agriculture for self-sustainment – are typically women's or girls' tasks, even when they have a paid job outside the home. On the other hand, more technical house tasks, like dealing with electrical or mechanic equipment, is traditionally a man's job. Similarly, Carter (2013) posited that the labour market (as well as education and training) is heavily segregated along gender lines, with differences between regions and cultures. Also some generalizations about gender divisions in the labour force are quite truthful, as men dominate certain sectors and occupations and women others. For example, there is a concentration of women in services and administration and of men in management and women are usually highly concentrated in the sectors that require lesser skills (e.g. agriculture), that promise little chance for career advancements (e.g. services) and that are related to care-giving (e.g.: nursing), which often coincide also with low wages, occupy different hierarchical positions within the same occupational sector with the men and occupy the lower ranks of the hierarchical ladder (and consequently the lower salary ranges). Statistics show that the higher the position the wider the gender gap, so that on average women hold less than 5% of the top jobs in corporationsand men representing approximately 70% of all senior management employees (Ludeman&Erlandson, 2004).Another factor that may contribute to gender division within organizations is the preference of an ideal worker. Although these are not concrete or distinctive allegations, some organizations prefer specific masculinities in management to certain traits of femininities (Tienari, Quack & Theobald, 2002). Therefore,the challenges for gender preferences in organizational settings convey the emphasis in how socialization may be influencing attitudes and beliefs towards male and

female.According to McGowen& Hart (1990), socialization has hurt women in the workplace based on their preference for cohesive and interpersonal relationships. This has devastating consequences as stereotypes continue to anchor female leadership abilities in the realm of male pressures for dominance and competitive achievements.

2.2.5Gender Mainstreaming

From the above review, gender is conceived as the very process of creating a dichotomy by effacing similarity and elaborating on difference, and where there are biological differences, these differences are exaggerated and extended in the service of constructing gender. According to West & Zimmerman (1987), gender is not something we are born with, and not something we have, but something we do; something we perform. Understanding of gender in relation to society leads to a reflection on the existing power relations between women and men. Gender is used as a concept to analyse the shaping of women's and men's behaviour according to the normative order of a society. Gender as a conceptual tool is used to analyse the structural relationships of inequality existing between women and men, as reflected in various aspects of life such as the household, the labour market, education and political institutions**.**

The perception of gender as social problem especially in analyzing men and women is provoked by widespread discriminatory philosophies and practices that both sexes are exposed to in social structure globally. As observed by UNICEF (2004), gender disparities work to the benefit of men who have political control. Operational conception of gender is therefore circumstantial in content and context as it is derived from individual and group perception and gradually translated into institutional sanctioning through patriarchal displays. To rectify this, Pietila (2002) indicates that gender mainstreaming is not only a new formula but also extends far above seeking for equality in development agenda. It has become widely

understood that promoting gender equality is an essential component of an effective economic and human development strategy. This explains why the World Bank (2003) reports: "There is now a shared understanding within the development community that development policies and actions that fail to take gender inequality into account and fail to address disparities between males and females will have limited effectiveness and serious cost implications."

It is important however to stress that gender mainstreaming is not an end in itself, but a means to an end. The calls for increased gender mainstreaming in the Economic and Social Council (ESCSOC), agreed Conclusions (1997/2) are not for increased gender balance within the United Nations but for increased attention to gender perspectives and the goal of gender equality in the work of the United Nations. Gender mainstreaming has been defined by the United Nations (2006) as:

> "the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally. The ultimate goal of mainstreaming is to achieve gender equality".

Here, gender mainstreaming does not entail developing separate women's projects within work programmes, or even women's components within existing activities in the work programmes. It requires that attention is given to gender perspectives as an integral part of all activities across all programmes. This involves making gender perspectives; what women and men do and the resources and decision-making processes they have access to; more central to all policy development, research, advocacy, development, implementation and monitoring of norms and standards, and planning, implementation and monitoring of projects (UN, 2006).While one's sex does not change, gender roles are learned and change over time. They

vary from culture to culture, and often from one social group to another within the same culture according to class, ethnicity, and race. Factors such as education, technology, economy, and sudden crises like war and famine cause gender roles to change. Gender is considered a social construct because it is socially determined and supported by societal structures. Gender is a basic organizing principle of societies, particularly in the division of labour in families, communities, and the workplace. Although gender roles limit both women and men, they generally have had a more repressive impact on women and need to be addressed.

2.2.6 Career Advancement

Career advancement is one of the most important elements for employee satisfaction and retention at a company/organization/institution. In this way, it embraces ideas about lifelong learning as well as skill development. It is also concerned with people's futures, the skills they want to develop, what they want to achieve at work and as a person as well as their future employability in a rapidly changing labour market (Arthur, 1994). Weinert (2001) defined career as a pattern of work experiences comprising the entire life span of a person and which is generally seen with regard to a number of phases or stages reflecting the transition from one stage of life to the next. Similarly, Collin (1998) explains that the term career arises from the interaction of individuals with organisations and society. This interaction, as Savickas (2009) proposes, is no longer merely just a sequence of jobs but is now a story that working people build about themselves.

As cited in Adeniji&Osibanjo (2012), the term "career" connotes different meaning to different people; and defines it in relation to paid jobs arranged in a hierarchy of prestige, through which persons move in an ordered, (more or less predictable) sequence design, tailored for individuals to undertake and the end can be predicted. However,

Leach &Chakiris (1988) see career in a more deeper perspective, they argue that career is by-product of job and job is activity individuals get into in order to get paid, and job does not lead individuals to anywhere; while career is seen as a continuous and progressive behaviour display by individuals moving through a journey (path/ladder) that leads to predicted/known ultimate end.

Indeed, every organizations seeks to manage career development issues and how they affect organizational growth. However, career development is defined as "an ongoing, formalized effort by an organization that focuses on developing and enriching the organization's human resources in light of both the employees' and the organization's needs" (Byars& Rue, 2004). While career development requires a concerted effort on the part of everyone to be successful, this involves a shared responsibility of individuals, family, service providers, employers and the community-at-large. To some individuals, career advancement means reaching a top position at a particular company; for others, it could mean gaining experience in multiple professional fields in order to create a unique and versatile role for oneself (Abele &Spurk, 2009).

Kreitner&Kinicki (2004) assumed that career development impact organizational growth and survivals as career development contains those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed. Morris (2004) is of the opinion that fair chances of promotion according to employees' ability and skills make employee more loyal to their work and become a source of pertinent workability for the employee. Also, Bull (2005) reiterate that when employee experience success in mentally challenging jobs/assignments which allows them to exercise their skills and abilities, they experience greater levels of job satisfaction which reduces the rate of employee turnover, make them more committed to the goals and

objectives of the organization and positively impact on the organizational growth and survival. Robbins (2001) also compliment this by his submissions that promotions create the opportunity for personal growth, increased levels of responsibility, improve on the effectiveness and efficiency level of the employee and ultimately impact on the growth rate of the organization.

Olorunsula (2000) disclosed that limited studies have been carried out regarding effects of career development on organizational growth in the transition economy such as Nigeria. Evidently, a gap exists in the literature regarding career development and organizational growth in the Nigerian context. However, Employee career effectiveness is directly related to organizational effectiveness and that career planning activities can lead to a more committed work force (Hall, 1976). Similarly, Stevens *et al* (1978) opined that too much time in one position may be perceived as career stagnation and have an adverse effect on commitment. Kanter (1980) grouped workers in formal organizations into two major categories: "the moving" versus "the stuck". These two groups of people behave differently and have many different attitudes towards their jobs. Being "Stuck" (that is lacking opportunity) has a number of adverse effects, firstly, it leads to low aspirations; since "the stuck" cannot realistically expect to advance very far, they trim their aspirations to suit the reality. Secondly, "stuck" self-esteem is diminished; they are no longer willing to take the risks or touse all their skills and competences. Thirdly, "the stuck" becomes disengaged from their work, a condition that leads to high turnover in jobs. Fourthly, "stuckness" affects cordial relationship within the organization. "The stuck" lose sight of the big organizational picture and instead form cliques to protect their dignity.

Though, career success has not proven an easy concept to pin down. Judge and Kammeyer-Mueller (2007) for example, define career success as "the real or perceived achievements

individuals have accumulated as a result of their work experiences". Blustein (2006) challenged the conventional usage of career advancement, acknowledging that the majority of women have limited choice in the work they undertake to support themselves and their families. He proposed for the development of a more inclusive psychology of working which addresses the limited way the field has addressed issues of gender, social class, family background, cultural characteristics and their impact on career advancement. Even for those with the privilege of choice, these factors may limit the range of alternatives. Hence, the need for career management which requires initiative from both organisations as well as individuals in order to provide maximum benefit for both. It is the goal of all quality organizations to provide their employees superior opportunities to grow, both individually and as professionals. Nothing has greater impact than hiring the right people and having them develop simultaneously. This creates continuity of management and knowledge and also an environment for employees to thrive and grow.

2.3 Characteristics ofGender differentials in Career Advancement of Staff in Tertiary Institutions

Like many professions, gender inequality in career advancement in tertiary institutions has existed throughout the world. In Europe, the 2012 analyses of higher institutions report states that in 2010-11 most academics were still male (57%), and female academics were concentrated in less senior ranks. While higher education reform has created new middle managerial positions includingcommunity engagement and administration (Fitzgerald and Wilkinson, 2010), many women find themselves in "ivory basements" (Eveline, 2004), or the "velvet ghettos" of communication, finance, human resource management (Guillaume and Pochic, 2009). Ryan &Haslam (2007) theorised how women are often in unpopular and precarious management areas i.e. "glass cliffs", in which men and women are differentially selected for rewarding and unrewarding organisational tasks. In some locations, there has

been a feminisation of penultimate leadership positions. In Australia, for example, women constitute 40% of the pro-vice-chancellors but only 18% of the vice-chancellors (Bagilhole& White, 2011).

Luke (2001) observes that despite years of affirmative action and the passing of statutes outlawing sexual inequality and discrimination in the USA and UK in 1972 and Australia in 1984, "the rate at which women have ascended academic and non-academic career ladders in these countries is maddeningly slow". Women in the United Kingdom constitute 7-8 percent of the professoriate, in Ireland just over 5 percent, in the United States 16 percent of those with full professorial status and in Finland 18 percent (O'Connor, 2000). Luke (2001) thus refers to universities as: "a hotbed or center of sex segregation".

In 1985, the Association of Commonwealth Universities (ACU) began a "Women's Programme" to facilitate the development of women in Commonwealth universities so that they can use their academic, administrative and management skills in contributing to the institutional development of universities. The organisation considers the improved recruitment of women into all levels of management in higher education as integral to the overall development of the institutions in terms of both equity and equality (Association of Commonwealth Universities, 2005). According to UNESCO-Commonwealth report on women in higher education management, the global picture is one of men outnumbering women about five to one at middle management and about twenty to one at senior management level. Women Deans and Professors are a minority group and women Vice-Chancellors and Presidents are rare (Dines, 1993). A follow-up survey in 2000 by the Association of Commonwealth Universities (ACU, 2000) entitled, "Still a Single Sex Profession? Female Staff Numbers in Commonwealth Universities," states that at the middle

management level, men outnumbered women at about ten to one. Women Vice-Chancellors, Deans and Professors were still a rarity (Jobbins, 2006).

Women's absence from senior leadership is a recurrent theme in studies in the global north (Elg&Jonnergård, 2010). It has also emerged as a theme in studies from the global South, including studies from Ghana (Ohene, 2010); Kenya (Onsongo, 2004); Nigeria (Odejide, 2007); Pakistan (Rab, 2010); South Africa (Dunne &Sayed, 2007), and Sri Lanka (Gunawardena*et al,* 2006). Lack of women in senior positions means that women are globally under-represented across all decision-making fora, including committees, boards, recruitment panels and the executive. This means that currently the expertise and skills of a significant part of the higher education workforce are being under-utilised.As Mama (2003) argues, this ideological role of universities has most often been covert, in keeping with the liberal political tradition and its claims to neutrality. In Ghana, female senior members, both faculty and administrative staff, have almost consistently been only 3.3% to 4.4% of the staff total, while male members have been between 14% and 17%. Senior members who are academics are ranked as assistant lecturers/research fellows, lecturers/research fellows, senior lecturers/research fellows, associate professors and professors. In all, about 79.7% are men, while 20.3% of the faculty are women. While the University of Ghana's professorial class had 18.5% of females in the 1960s, there were none in the 1970s, and only 7.9% in the 1990s. Also, figures put the number of women professors at 19% of the total. In 2006, women associate professors were 2.3% of academic staff and women full professors were 0.7% of academic staff. For men, the figures were 10.8% for associate professors and 8.9% for full professors. More than 60% of female academics are in the lecturer grade as opposed to less than 50% of men. Only about 5% of all women academics were professors as compared to 10% of men. In other words, women continue to be concentrated in lower ranks (Dzodzi, 2007).

In Rwanda, following the devastating effects of the 1994 Genocide which destroyed not only the physical infrastructure but the very fabric of society, the genocide radically changed the gender relations in Rwandan society; despite the fact that women's bodies in the conflict were seen as the objects of rape and sexual torture, it ironically helped to change the situation for at least some women. Whilst devastating, it also acted as a catalyst for change and enabled women to seize openings, change gender ideologies and make significant political gains. In the aftermath of the genocide, women were left as heads of households, as economic providers and as major actors in the society. It is the case that as an integral part of the policies for social inclusion, Rwanda has made a strong commitment to gender equality and the empowerment of women and has ratified and domesticated most international and regional laws that promote the rights of women, including the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (Rwandan Gender Monitoring Office, 2011). Women compared to men, constituted 54% of the country's total population and 60% of the labour force. According to the Household Living Conditions Survey (2009), 47.8% of Rwandan women are literate compared to 58.1% of Rwandan men. Rwanda leads the world in the number of female Parliamentarians with 56.25% of the National Assembly are women, women Senators represent 36%, women Cabinet Ministers represent 30%, 42% of Supreme Court Judges are women, and 50% of Permanent Secretaries are women (Powley, 2006). Within the education sector, it was reported that women represented 45.1% of academics with 38.7% as senior academics, 43.9% senior administrators and 47.8% women and males 52.2% make up the principal officers (Education Sector Annual Report, 2010). Given this reality, it has generally been assumed that if female representation is increased in decision-making fora, including national parliaments, more gender-sensitive decisions will be taken and implemented and the rights of women will be promoted.

In Nigeria, Alele-Williams (1993) observed that the University of Benin with 1,228members of Senior Staff strength showed that all the 59 full professors are males while 35 associate professors included 31 males and only 4 females. In Auchi Polytechnic, out of a total number of 702 academic staff, 587 are males while only 115 are females (Directorate of Academic Planning of the Polytechnic, 2013). Also, to further describe the widening gender inequality in the Nigerian universities, ABU, Zaria has expression of the allege gender imbalance in its composition of academic and non-teaching staff that makes up the fulcrum of the institutions administrative and academic routines. The university staff status is presented in the table below:

Table 2.1: Status of Academic and Non-Teaching Staff of ABU, Zaria

Category	**Male**	**Female**	**Total**
Academic staff	2,100 (83.1%)	428 (16.9%)	2,528 (100%)
Non-Teaching staff	6,289 (81.7%)	1,412 (18.3%)	7,701 (100%)
Professors	374 (90.3%)	40 (9.7%)	414 (100%)
Senior lecturers	333 (86.3%)	53 (13.7%)	386 (100%)
Senior non-teaching staff	3,313 (91.7%)	262 (8.3%)	3,575 (100%)
Assistant lecturers	217 (79.8%)	55 (20.2%)	272 (100%)
Principal Officers	9 (100%)	0(0%)	9(100%)
A.B.U. Governing Council Members	17(94.4%)	1(5.6%)	18(100%)

Source: Establishment Secretary, Registry Department, ABU, Zaria (2015).

The under representation of women in the management of higher educational institutions was the focus of a round table organised in May 2008 by Accessure Educational and Goethe-Institute, Lagos. The forum provided an opportunity for women in notable positions in the Nigerian university system to share their experience and discuss how to raise the number of women in key positions in higher education, how successful female academics achieved their current positions and whether there were typical feminine social and management qualities

that could be beneficial to the whole sector (Accessure Educational and Goethe-Institute, Lagos, 2008). Participants observed that there is gender imbalance, which is often subtle and systemic. Though no policy statements discriminate against women, they noted, yet tertiary institutions has long been dominated by men, and the male perspective in policy development, performance evaluation, and interpersonal interactions generally prevail. The group said women's classroom performance was often evaluated more critically than men's and that research by women or about women was frequently undervalued by male colleagues. Initial salary differentials between men and women increase in favour of men and women take two to ten years longer than men to be promoted (Accessure Educational and Goethe-Institute, Lagos, 2008). Consequently, Ojo (2002) present the percentages of female workers in some selected professions in Nigeria as follows: architects, 2.4%, quantity surveyors, 3.5%, lawyers/jurists, 25.4%, lecturers, 11.8%, obstetricians and gynecologists, 8.4%, pediatricians, 33.3%, media practitioners, 18.3%, there is no contestation therefore to state that gender imbalance in higher echelons in career in the Nigerian workplaces seems to be an age-long phenomenon. Based on the fact that out of the total number of one hundred (100) universities in Nigeria own by the Federal and State governments, missions, and individuals, the numbers of female Vice-Chancellors in these universities are four. In this regard, Professor AizeObayan, former Vice-Chancellor of Covenant University (2005 – 2012) in an interview with the News Agency of Nigeria (NAN) argues that the core issue with gender marginalization in Nigeria was not about filling leadership positions with women, but about letting capable ones have access to top positions in the various professions. According to her, the university system in Nigeria requires more female administrators heading key departments for them to showcase their leadership endowment. She noted that vice-chancellorship had been male dominated, which has remained a socialization challenge for the women folks in the country (News Agency of Nigeria, 2011).

Since studies have shown that contribution towards development in any society is not gender discriminatory, the promotion of gender equality of men and women as a strategy for sustainable development, either in the public or private sector in Nigeria is a healthy venture that is worth pursuing because development in any society requires greater gender balance in power sharing between male and female in the society.

2.4 Factors InfluencingGender differentials in Career Advancement of Staff in Tertiary Institutions

The basic objective of human development is enlarging people's choices. For this to be achieved, UNDP (1995) claims that there must be equality of opportunity for all people in society. UNESCO (1998) argues that today, although there are no formal obstacles preventing women from reaching height of their career in colleges and universities, men still dominate at all levels of influence. Within the workplace, views about how work is done, the characteristics required for success, and who ought to be doing the work are often at odds with views about what women are like and how they should behave. It is not surprising to know that most cultural practices are against female folks. According to Lewis (1995), African cultural practices have been weapons for enforcing women's obedience. He added that culture has been seen as an edifice of unchanging institution, traditions and identities and believed that the female folks are known to be less important in making laws. The following are factors that influence gender imbalance in career advancement:

2.4.1 Bias in Selection and Appointment into Managerial Positions

There are many factors contributing to gender inequality between men and women. Wang (2006) asserts that, women are suffering significant disadvantages in both employment opportunities and earnings. He further argued that the selection criteria used by appointing authority in filling the open vacancies is among the factors contributing to gender imbalance.

As it was stated in URT (2005), that, The Public Service Commission is responsible for conducting merit based recruitment on the public service. So, since most women lack qualifications to occupy high positions which need professions then they only occupy lower posts which do not necessarily need professionalism. 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.

All over the world, gender differences in the labour market have been persistent, all the major labour market indicators clearly points to the obvious gender differences in the market. In many countries, participation rate of women has generally lagged behind the rate for men on account of the high commitment of women to household activities and the Nigerian labour market is no exception. The situation in employment in Higher Education (HE) in Nigeria is not entirely different from employment in other sectors of the economy. Studies on women's participation in HE management have indicated that sex is a common barrier for women's career advancement in the academic workplace; institutional factors contribute to gender inequalities with resulting effects on earning gaps and prospects for career mobility (Gold, 2003).

Lauer& Lauer (2002) says that no law has ever attempted to define precisely the term inequality, in the context of employment, it can be defined as the giving of an unfair

advantage (or disadvantage) to the members of the particular group in comparison to the members of other group. The disadvantage usually results in the denial or restriction of employment opportunities, or in discrimination in the terms of benefits of employment.Heilman (2001) said that adopting a stereotype-consistent view of women job applicants leads evaluators to conclude that they are less likely to have the skills necessary to succeed at male gender-typed jobs. Thus, research has demonstrated that even when the actual qualifications of men and women are equivalent, men are viewed as having higher performance ability, are expected to perform better and are therefore favoured over women in the selection process for the jobs (Davison & Burke, 2000). One can succinctly argue that gender inequality arises from unequal treatment or perceptions of individuals based on their gender and from differences in socially constructed gender roles.

2.4.2 Family and Work Conflict

Zhong (2006) surveyed students, educators, and recruiters in the education industry in the United States and found that there are differences between men's and women's perceptions about factors that facilitate and constrain women's career advancement. Women ranked family issues as a key constraint to their career advancement while men did not. Even in a more egalitarian society like the United States, women's multiple roles are great barriers to their career advancement. The conflict between family and work creates pressure when societies tend to be judgmental about how women balance family and career (Madsen, 2008). Women's multiple responsibilities as mothers, wives, employees and employers create role conflicts that at times could result in compromises in careers. Women's careers tend to be interrupted during their childbearing years, resulting in loss of seniority. Work stress does have a home-work interface connection. In the findings of Adeoye (1992), they indicated that the dual role of women in academics and non academics as wives/mothers was a source of

stress. While the husbands go to clubs and other relaxation centres to unwind, the women academic and non-teaching go back home to attend to domestic chores and care for children.

In addition, as women are usually expected to move with their husbands, the interrupted career syndrome further compromises their career progression. Organisational policies and procedures are often influenced by cultural perceptions of women's roles and capabilities. This leads to women being discriminated against in recruitment, and in promotion to senior positions as it is assumed that women lack the qualities essential for successful managerial careers (Mincer &Polachek, 1974).A dominant view is that time expended on role performance in one domain depletes time available for the demands of the other domain (Runte& Mills, 2004). While the gendering of primary care responsibilities is a major consideration, it fails to account for why some women who are single or child/parent-free are also absent from higher education ranks and positions.

Factors responsible for this low participation of women are connected with the struggle to keep the home and function maximally on their jobs at the same time. Babajide (1995) reported that female lecturers and administrators are subjected to greater work-related pressures than their male counterparts. Teaching in the University in itself is a very high-pressure job. Part of these pressures include the publication syndrome, teaching and research work load, paper writing for conferences, seminars and workshops, marking of scripts, supervising students projects and other practical work. Related contributory factors include attending and making meaningful contributions at post-graduate thesis and dissertations meetings, emergency meetings at departmental and faculty levels as well as membership of various administrative committees. By all these assignments, balancing work and family is a major hurdle for working women. A good number of women have problems with juggling roles as mothers, housewives, home-makers and managers at work. The challenge of

maintaining work/life balance has affected them in meeting their various commitments. Hassan (2007) said they get frustrated and feel trapped.

While there are many facilitators that support women in their effort to advance in their career, Newman (1994) identified advanced education, continuous full time employment, ability, hard work, professional contacts and luck as the facilitators of career advancement. According to Peus&Traut-Mattausch (2008), support in the personal domain included parents, husbands/partners, and children would help women to advance in their career. Meanwhile, Metz (2004) stated that women with children need to have domestic help and help with dependents in order to obtain career advancement.

2.4.3Perceptions and Negative Stereotypes

There are a lot of challenges associated with women's life. Olateru-Olagbegi (2004), explained that women in Nigeria are perceived as subordinate and inferior to men in the Nigerian society. These challenges have thwarted the society's perception of women as individuals and human beings. In gender stereotyping, the socio-cultural conception that women education ends in the kitchen, coupled with religious and economic factors probably account for their low proportion in administrative positions and curriculum delivery system in Nigeria environment. Oladunni (1999) noted that because of societal stereotype on certain professions as exclusively preserved for men, most Nigerian women have been forced into less paid jobs (teaching, nursing services, agriculture, small scale food processing, secretariat duties, clerical duties, note- counting in banks, cleaners and middle level professional occupations).

CEDAW articles (1979), therefore, acknowledge that whatever socio-cultural norms that deny women equal rights with men will also render women more vulnerable to physical,

sexual and mental abuse. Gender role ideology does not only create duality of femininity and masculinity, it also places them in hierarchal fashion in which female sex is generally valued less than male sex because of their socially ascribed roles in reproductive sphere. The gender status quo is maintained through low resource allocation to women's human development by the state, society and the family (CEDAW, 1979).

It is a pity that Nigerian women, like women the world over, and especially in most parts of the developing world continue to face various forms of discrimination and development problems, largely on social and economic condition. Lending credence to this observation, Egbomuche-Okeke (2010) declared that in Nigeria, discriminatory laws and practices against women and the refusal to recognize the value of their contributions to society is rampant. The stereotypic conception of the society which to a great extent does not favour women makes the treatments given to Nigeria women in the names of culture and tradition many a time, to contradict most of the constitutional provisions of rights of the citizens.

2.4.4 Patriarchal/traditional Gender Role Perception

In this matching process, organizational leadership positions for example, are not only overwhelmingly populated by men, but the successful occupants of these positions are often described in classically masculine ways. Research has shown that the successful manager is consistently described as more similar to the way men are viewed than to the way women are viewed (Heilman, Block, Martell and Simon, 1989). Because of the perceived lack of fit between what women are like and the traits presumed to be necessary for success at many of the most prestigious jobs and occupations, women are viewed less favourably than their male colleagues. Stereotypes thus preclude the accurate assessment of men's and women's

capabilities to do the job (Martell, Parker, Emrich& Crawford, 1998). This sets the stage for bias in selection, placement, and performance evaluation.

According to Mordi*et al* (2010), the girl child in Nigeria is culturally expected to be on the home front, while the boy child is trained to work. A reversal of this role has not always been perceived as positive by the Nigerian society. The expectation is typical of high patriarchal societies such as Nigeria where the social relations and activities of Nigerian women are governed by patriarchal systems of socialization and cultural practices which favour the interests of men above those of women. Within the work milieu, access of women to leadership positions is often constrained by the societal perception of gender roles of men and women. However, it is important to note that as a result of difficult economic circumstances in which employment is scarce, there is a slow or slight shift in public perception of women attaining top positions.

2.4.5 Lack of Access to further Training/education

According to Newman (1994), there are three types of barrier variables: human capital, socio-psychological and systemic barriers. The author explained that human capital barriers are identified as insufficient education, domestic constraints, limited financial resources and insufficient experience. Meanwhile, social psychological barriers include sex-role, stereotypes/role prejudice, and negative perception of women's capacity for managing, questionable motivation and limiting self-concepts. Finally, systemic barriers manifest themselves as sex segregation in the labour force, differential career ladder opportunities, sex segregation of domestic labour, limited access to professional training and informal network, lack of mentors; power and female role models, sexual harassment, and perceived lack of compatibility. At the continental level, women are rarely seen in areas like seminars, workshops, involving senior officials, where issues pertaining to higher education

are discussed simply because they are hardly in those positions, and no deliberate efforts are being made for them to be there. This remains the domain for men and opportunities for developing their capacities through exchange of experiences, networking and exposure in general. And where a few women get such opportunities, their ability for effective sharing of experiences is also limited by the unconsciously assimilated socialization process and somewhat forceful and perhaps overwhelming pressure from the mere number of men. Their voices may be listened to at times, but this would generally be done through a deliberate move for men to be seen/acknowledged as being gender sensitive in response to developments on advocacy on gender issues and the general concern for inclusiveness in developmental issues (Grummell*et al*, 2009).

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. Similarly, Rhoades and Eisenberger (2002) suggested training and exposure may imply a high level of concern for organizations to extend employees' potentials in the organization. Employees who receive such developmental opportunities are more motivated and have more confidence in their work. Subsequently, employees who receive such opportunities might repay their organization with the likeliness of extending their self-fulfilment, leading to reduce turnover.

2.4.6 Lack of Mobility and Job Inflexibility

The labour supply for men is much more elastic than for women because women are less mobile geographically and professionally, they look for a job near their home. Vravec&Bacik

(2012) posited that women usually follow a man for his job opportunity and they are choosing between job offers in their region. In contrast, men can travel further to work; can work well in batch or at night. Men can change jobs more often than women, because they have more alternative opportunities in the labour market. As a result, women become constraints even in deciding pursuance for higher positions within the institution. However, mobility according to Lewis (1992) is the real factor in advancement. This is especially important as married women find hard to travel for the sake of their work assignment due to childcare. Contrarily, Naff& Thomas (1994) stated that postponing marriage or remaining childless could help women to advance in their careers.

2.4.7 Lack of Mentorship

Mentorship helps women who lack experience to succeed in the academic setting, but the mentoring relationship often requires individuals' loyalty to their informal mentors. Lam (2006) found that mentoring is a critical factor for the fulfillment of women's career aspirations. Very few women can move up the career ladder and become leaders, and when they do, they sometimes perform better than their male counterparts. Ironically, these results can constitute a disadvantage for other women because female leaders tend to be unsupportive of other women, they were more authoritative than male leaders and personal conflicts were more likely to occur. Williams (2008) researched the effect of mentoring on career advancement of African-American female administrators and found that mentoring can have a profound effect on women in all stages of their careers. For those women, it was more important to have mentors who had power and were thus better able to help them navigate the political culture in the university. The above findings support research by Beck (2003), who studied women faculty and administrators and found that women who enter the academic profession need support from other people in their department to adjust to their profession and to understand the culture of the institution. Luke's (1998) findings reveal the silent yet

tense conflicts among women. Women in her study reported that "women are most unsupportive, most unkind. They oppose other women. There are so few women and when they get in power, they are certainly not helpful to other women". Staines*et al* (2004) contended that women leaders sometimes do not function as role models and mentors for other women. Rather, they become the enemy in disguise because they want to secure their place as the only woman or one of a few women in a leadership position.

The realities in Nigeria align with Scandura (1999) who also suggest that there is scarcity of female mentors at higher organizational ranks, and because cross-gender mentoring relationship was less likely to engage in close friendship, those social roles that involve after-work networking activities could be threatened with an appearance of romantic involvement. Women had problems of getting female mentor than their male colleagues. A few women who were given male mentors complained about the morality of the issue. They felt it was against their religious beliefs to have close relationship with a man who was not their husbands. It is important to note that Nigeria is highly stratified along religious lines. The study affirms the findings of Aladejana*et al* (2006), where they found multiple (i.e. one mentor, several mentees) and same-gender (i.e. female/female) mentoring were found to be more common and more successful than single and cross-gender mentoring. Women in their study overwhelmingly prefer senior women as their mentors or role models at work than men. However some women seem to prefer men mentors as they argued from experience, some women do not like to have a fellow woman as a mentor. The reason being that some of those women tend to be bossier than men, and often allow their ego and position in the organization to get into their brain.In Nigeria, women networking are still a challenge, which could be as a result of a number of factors like ethnicity, religion, culture, family background and social status.

2.4.8 Lack of Self-Confidence and Personality Trait

Perceptions of women's career advancement in higher education worldwide also reveal several internal barriers. Many women cannot achieve higher career because of their own lack of self-confidence, and pressure to maintain a professional image in their ability to lead (Lam, 2006). Setiadarma (1993) argued that these types of internal barriers have the most debilitating effect on women's career aspirations. Further observation of women's personal traits reveals evidence of an identity clash among women. According to Madsen (2008), traditionally, women bear the roles of mother and possess characteristics of a mother; they are nurturing, comforting, and protective. When becoming leaders, women need to develop a new identity, one that makes them productive and effective leaders. Women, in addition to being nurturing, comforting, and protective, have to be assertive, strong, and decisive. These however, demonstrate that women with the above-listed personal attributes are likely to survive in the male dominated world of higher education and those without such, and are aware of the conflicting roles, renders them less interested in applying for administrative positions.

Cubillo& Brown (2003) found out that the barriers for women's advancement sometimes lay within the women themselves. Some women refuse to fight their way to the top because of their lack of self-confidence and believe themselves incapable. Setiadarma (1993) further maintained that this attitude consists of the psychological dependence of a woman who wants to be taken care of and protected by another person. Perhaps this attitude is the last and the most paralyzing challenge for women today. Such an approach can be fatal since a woman lacks enough courage to fulfill her own creativity and to realize her own aspirations.

Kanter (1997) argued that women may make their aspirations consistent with realistic expectations about promotion and advancement but may tend to direct their career goals

towards occupations that were in line with social perceptions of female roles. This means that women who expressed relatively low aspirations may not have been unrelated to the actual barriers to their career advancement.In a similar vein, Powell, Posner & Schmidt (1984) reported that given that women had to surmount several barriers to hold managerial positions than men, they tended to display more concern for their career in comparison with their family. Like any other sector, the ability of the Nigerian universities to achieve their goals and objectives is a function of its ability to attract competent workforce irrespective of whether they are males or females (Gberevbie, 2006). So, women's aspiration appeared to be constrained both by a need to restrict career hopes to sex-appropriate activities. Expectations are viewed highly in sex-typed terms to express greater interest in a job.

2.4.9 Religious and Cultural Factors

Literatures also describe the role of religion in women's career advancement. The idea that women in Islamic countries are marginalized is nevertheless quite common. In her study of female college chairs in Pakistan, Shah (2009) found that her participants were still subject to power plays and gender demarcations. One of the participants reported that it was considered inappropriate to visit a male-dominated public space even in her own campus without being accompanied by a male relative. Shah stated that "women's restricted and proscribed mobility not only caused delay and malpractice in performance of professional tasks, but also subjected women to exploitation". For working Muslim women, participating in social life, politics, and a profession, as well as taking care of their families, provided a way to become "important religious and political agents" (Stivens, 2000). Engineer (2008)argued that Qur'an supports the idea that women are equal to men. She further emphasized that Qur'an "gave a woman an independent existence of her own and an active role of life in her own right. Though there were certain constraints in the contextual sense, the intention of the Qur'an was quite clear. A woman has an active, independent role to play and has well-defined rights.

However, the Qur'anic ideals are often different from the practice. Many Islamic states treat women as having less authority and status than men.

The literature also demonstrates how, paradoxically, women are sometimes resistant to policies that are designed to address gender equity, and how women perceive religious values as motivators to advance. Ismail &Rasdi (2006) interviewed women professors in Malaysian universities and found that the women viewed religion as important for establishing social order and strongly believed that adherence to religion guided them into "complete individuals in the academic world". Acceptance of women's roles according to traditional values reflects these women's adherence to religious values as well. Although many studies discuss the impact of cultural values, only a few studies look more in-depth at the impact of the social systems on women's career advancement. Despite the lack of literature on the subject, the existing literature provides insight on the positive impact of social systems; the organizations of society on the gender stratification in higher education.

2.5 Effects of the Factors Influencing Gender differentials in Career Advancement on Staff in Tertiary Institutions

Results of gender differences in workplace conditions showed that female academics and non-academics substantially differ from men. As a result, they are not yet equal partners with their male counterparts which explain the low job performance and dissatisfaction of female employee in the following ways:

2.5.1 Less Positive Attitudes and Commitment to Work

The continued expression of gender inequality begs for redress within organizations, not only because it may affect the optimal movement of talent between organizational ranks, but also because it affects the quality of employees' organizational experiences. The presence of

gender inequality causes women to experience work environments as exclusive to and difficult to navigate, engendering less-positive attitudes toward their jobs and less engagement in their work. The consequences can extend beyond women's lack of access to formal and informal resources by influencing their experiences in, and perceptions of, their work environments. Many women who believe they have experienced marginalization, or have seen colleagues affected by it, show less engagement in their work (Ensher, Grant-Vallone& Donaldson, 2001).

According to Luke & Gore (1992) cited in Butler (2005), equality of rights (to speak and be heard), access (to positions of power, resources) and representation (on boards and committees, etc) has not been achieved (in the academic context). Davies, Lubelska& Quinn (1994) noted that despite equal opportunities of policies, most women continue to feel disadvantaged and oppressed in relation to their prospects, representation and needs within higher education. This helps to explain that the more that women employees believed they had experienced gender discrimination, the less satisfied they reported being with their jobs, the less affectively committed they were to their organizations, and the stronger was their intention to leave their jobs.

2.5.2 Emotional/Psychological Trauma and Poor Motivation

The effects of gender inequality are vast, spanning from psychological to emotional. A major aftermath has also been seen to be a significant increase of stress, affecting each woman's ability to re- immerse herself into the world around her. Studies by Natalie &Katie (2013) have found that gender inequality has not only altered the way women feel about their jobs, but has also has a negative impact on their relationships and feelings towards co - workers, now in a hostile and uncomfortable environment. These negative feelings towards

the organization and its employees have been seen to create a loss of motivation and an increase in distractions.

Psychologically, Jonathan & Stone (1989) also came out with findings that female lecturers living and working under great pressure and stress, expressed complaints of constant fatigue and exhaustion. Stress and stress-related outcomes which do have serious consequences on an individual's personal, mental, psychological and physical health thus make a female lecturer to become a nagging mother, difficult and highly intolerable to everyone else around her. Babajide (1995) also lamented the pressures female lecturers are subjectedto than their male counterparts as a result of the high pressured job involved in teaching in the University which includes 'publishing, teaching, research, paper writing for conferences, seminars and workshops, marking of scripts, supervising students projects and other practical works and attending post-graduate thesis and dissertations meetings, emergency meetings at departmental and faculty levels as well as membership of various administrative committees among others. By all these assignments, a woman academic may become a nagging mother, difficult or uncooperating co-worker and someone who may be highly intolerant of everyone else around her. Wang *et al* (2003) said inequality is associated with decreased motivation to achieve goals and increased emotional discomfort, anger, and behavioural problems.

2.5.3 Financial Loss

Nigeria is highly a patriarchal society, where men dominate all spheres of women's lives. Women are in the subordinate position and male children are preferred over the female (World Bank, 2005). As in other male dominated societies, the social relations and activities of Nigerian women and men are governed by patriarchal systems of socialization and cultural practices which favour the interests of men above those of women.

Consequently, a high percentage of women's employees are restricted and concentrated within the lower levels of unregulated sector, which are not adequately represented in positions. As a result of the low concentration of women within the lower levels of organization, the authors said that, it limits women opportunities of an increase financial gains and resource control thereby placing them at a wider gap of income inequality and discriminations (Gberevibie&Oyiagogie, 2013).

Crosby (2004) for example, demonstrated that by and large, some women do not acknowledge the ways that gender imbalance may have affected their own career experiences. They are more likely to assume personal responsibility for receiving fewer organisational resources than their male coworkers. These same women, however, believe that gender inequality exists in the workplace and affects the resources that other women receive.

2.5.4 Decision to Remain Single or Childless

For academics and non-academics, the core criteria normally used in their promotion is human capital (Coaldrake& Stedman, 1999). Becker (1993) defines human capital as the productive things that employees own (i.e. skills and knowledge). There are five factors that can be included as human capital: academic qualifications, years of experience, research productivity, administration, and teaching quality/responsibility (Coaldrake& Stedman, 1999). Sutherland (1985) pointed out that although many women no longer had to sacrifice their careers in this way, it was still a widely-held view that women should remain at home during their children's formative years. Powell & Graves (2003) opine that in the West women make difficult choices such as remaining single or childless in comparison to their male counterparts who the majority of cases are married with children.

Compulsory for institutions is to ensure that their staff members are actively engaged in "research, appropriate training, resources and support" which will be made possible through support from individuals, organizations; public and private sectors. It has been noted by Uche&Ahunaya (2007) that every economy is investing in research and knowledge generation through human capital development which will equip them to face the economic challenges, competitions and their areas of needs.Ekeh (2003) posited that achievement is a learned motive to compete and strive for success which the female folk lack in their strive to progress, seek, pursue and achieve their goals. More recent works will be necessary to determine if this trend is changing positively.

2.5.5 Health Challenges

Gender imbalance represents an organizational problem that looms larger than the effect it has on individual women who personally feel discriminated against. Women's perceptions that discrimination occurs within their work environments, regardless of their own personal experiences with it, can lead them to more negatively assess their organizations and organizational experiences than men do. Research has shown that women in general report their organizations as being less inclusive and less fair to them than do men (Mor Barak, Cherin&Berkman, 1998).

While work is generally beneficial to women, studies by Kimberly & Hymie (2012) suggest that the sex segregation and stereotypes that prevent career advancement also place women at particular risk for Coronary Heart Disease (CHD). Among women, a correlation was found between CHD and the dual roles of working outside the home and managing family responsibilities. According to this research, the increased risk of CHD among female workers is associated with decreased job mobility, other occupational stress caused by "lack of

autonomy and control over the work environment, underutilization of skills, and lack of recognition of accomplishments."

These can demonstrate that discriminatory work environments can encourage the psychological disengagement of women from their work, they are less satisfied and committed when they believe that they, or other women, have been the target of discrimination. The full impact of gender discrimination need to be examined to guide against losing out on the skills women bring into the workplace as they leave at higher rates than they would if discrimination were eliminated.

2.5.6 Lowers Employees Development and Organizational Growths

Any form of gender inequality in the workplace, whether it affects men or women, is problematic and needs attention. It denies employees training, promotion and career development opportunities. This in turn, leads to lack of motivation and low productivity thereby undermining the very goal of the employing organisation to enhance productivity and delivery of services. According to Omonubi (2003), gender inequality is not only harmful to the professional growth of an individual but also limits the growth of the organisation. It can reflect negatively on the organisation's performance, especially when those that can contribute to development of the organization have been discriminated against and are not opportune to work for the organization. It can compromise quality of workforce by creating an unhealthy work environment that is not conducive for employees' performance. Gender inequality against women can result in poor retention of women at work. And lastly, it leads to the negative public image of the government and the employers (David, 2006).

2.5.7 Powerlessness of Women Employees

Although men and women are found in higher institutions, there exist gender gaps in power sharing. An increasing number of women have entered academics, yet they are few in higher

ranks. Women Deans and Professors are a minority group and women Vice Chancellors are rare. A follow-up survey in 2000 by Association of Commonwealth Universities is not encouraging as women remain disproportionately represented within instructors, lecturers and unranked positions. They observed that women remain significantly underrepresented at research institutions. Due to the under-representation of women in the academic arena, women tend to have less bargaining power and limited opportunity to influence decisions or other initiatives to promote gender equality and women's rights (Ejumudo, 2008). Thus rendering their contributions less significant. According to Akpa (2014), the problem of who gets what, how and when is very critical in the development of people. It becomes worst when some are discriminated against and are beset with scarce resources with no legal, organizational and political frameworks or arrangements that guarantee fair access to and control over resources. This result in differential and hierarchical roles and opportunities for men and women.

Popoola, Oyinloye&Oginni (2011) said that Nigeria indeed has tried to respond to the development from the international arena by articulating policies and programmes that seeks to reduce gender inequalities in socio-economic and political spheres, however, the success of bridging the gap between men and women is farfetched. Omonubi (2003) opines that, politically, Nigeria women are negligible and concentrated within the undermined force, with little political involvement. Economically, they constitute the majority of the peasant labour force, while most of the others occupy bottom of occupational ladder and continue to be channeled into service and domestic occupations. The consequence of the unequal status between men and women is high level of economics and political powerlessness among women, powerlessness in turn retard development of any level, politically, economically and socially (Omonubi, 2003).

2.5.8 Frequent Job Turnover, Absenteeism and Intension to Leave the Job

Gender differential is associated with limited career advancement and less development of workplace skills with tendencies to discrimination and perceived workplace discrimination is associated with negative work outcomes for targeted individuals. Ensher *et al* (2001) found that when employees perceive the organization and its policies to be discriminatory, or perceive that they have personally experienced discrimination from supervisors or coworkers, their job satisfaction, organizational commitment, and citizenship behaviour in the workplace is negatively affected. In turn, these experiences and changes in organizational commitment increase the employee's intentions to leave the organization (Podsakoff, Whiting, Podsakoff, &Blume, 2009).

Welle (2004) asserted that women who feel informally excluded from the culture of their organizations (e.g., excluded from informal networks of communication or report that their behavioural style is different from the organization's norm) and feel that gender precludes their access to work opportunities are less satisfied with their jobs and intend to stay for a shorter length of time with their current employers. We can conclude from this and related evidence those women who face discrimination as a result of inequality are more likely to opt out of their current organizations in order to find more hospitable working environments. It may even be the case that the prevalence of discriminatory work environments motivates women to start their own businesses, which helps to explain why the number of women entrepreneurs is growing rapidly.

2.6 Strategies/Measures for enhancing Gender Equity and Equality

Gender differential remains among the greatest challenges of our time. Fed by deeply embedded discrimination against women and girls, it is wrong and costly. Ending it should be foremost among global and national goals.Teresa-Rees (1998) has identified three ideal-

typical approaches to deal with gender issues: 'equal treatment, positive action, and mainstreaming'. The earliest and most common approach, equal treatment, advocates that no individual is entitled to lesser rights and/or opportunities than any other; and the application of such a policy is the basis for an initiation and enactment of legislations about equal rights and opportunities for men and women including the right to equal pay for equal work. The positive action approach is effective in creating spaces for women in various occupations, that were heretofore considered no-go areas for them, but appears to be precariously funded and have also been blamed for proving counterproductive by reinforcing the 'symbolic gender binaries' (Phipps, 2007 cited by Poggio, 2010) and recreating gender stereotypes that confine people to specific behavioural roles and domains (Poggio, 2010).

Mainstreaming approach is however, based on the recognition of the value of diversity and according to Rees (1998), is expected to have a significant impact on developing the deficient skills of the women as well as the rigidities of the gender segregation in the labour market. The agenda of gender mainstreaming adopted by the international development agencies such as United Nations is being pursued by the member countries with a view to create more equitable opportunities for women by way of combating the stereotypical behavioural roles and domains associated with each gender at the policy making levels so as to enable feminine gender to contribute as they may for the societal and economic development of their nations without undue discrimination.

Also, Quotas allocations are generally seen as a positive action of laws for women to assist in the promotion for gender balance in public life. Quotas are considered as a legitimate means of securing this end. In many countries, the exclusion of women in politics, economy and education is as a result of many reasons; financial, cultural, traditional and political. Asserting this fact and the reasons that have made it so implies that quotas should not be seen as

discrimination towards men and cannot be branded unconstitutional as most quotas are formulated under neutral basis. The Law (Nigerian) provides for a maximum of 60% and a minimum of 30% representation for either sex, which was implemented as a result of the Beijing Conference. The Conference agreed that 30% of public seat and positions should be reserved for women. Nigeria records an increase of 78% progress in women's participation in election into public offices spanning from 1999 - 2007. This technique contributes to no small measure in improving female intention to participate in Nigerian politics despite the prevailing political structure and societal norms, as "a woman's experience is needed and necessary in political life and policy making in order to represent the entire society" (Phillips, 1995). "Quotas do not discriminate but compensate women for actual barriers that prevent women from pursuing a carrier" (Kira, 2003). When adequately and fairly applied to the higher institution of learning, women representation at managerial position will be improved. This greater representation will pave the way for women emancipation and encourage them to strive harder to compete and secure managerial responsibility with their counterparts and boast their desire to pursue their career.

It is interesting to note that the principle and practice of the Affirmative Action is a universal phenomenon. Several countries of the world have history, one way or the other, showing that the rights of women and the vulnerable are to be respected and sustained. It is therefore of crucial importance for Nigeria to take a cue from best international practices in order to allow a pride of place for women. This will enhance democracy and democratic survival in Nigeria in the current dispensation and beyond. Conversely, literature is however replete with numerous practice of the tenet of Affirmative Action. For example, in the United States of America, obvious references are made in respect to government policies on preferential employment of women into higher institutions of learning. This is to foster the spirit of self-determination and class consciousness (Orji, 2003). The tendency also is to more or less in

corporate women into mainstream corporate governance and sense of worth, liberty and freedom (Nkoyo, 2002).

From the above reviews, the career challenges facing women in career advancement in tertiary institutions is daunting. This is because the relegation of women into certain occupations and bottom occupational levels is as a result of the primary status of women as mothers; secondary bread winners to men; and less geographically mobile. Limiting women professionally, is a violation of their rights, coupled with the facts that women are still contributing significantly to the socio-economic development of Nigeria irrespective of the occupational restriction they are exposed to (Olomola, 2008). This has now made employers of labour and government agencies both at federal and states level to derive special measures to promote gender equality. For instance, the introduction of flexi and part time working pattern for women; the establishments of day-care centres and creches within office premises and hospitals, in order to help women cope with their families and official responsibilities are getting more popular in Nigeria. According to Hojgaard (2002), facilities and working condition such as maternity leave, easier access to extended leave, child leave and flexible working time are some of the family friendly policies issued by the public sector in order to facilitate women to work in their sector. The equal pay, civil right and anti-discrimination acts also facilitate women to work and advance in their career. Formal support is a basic pre-requisite if organisations are interested in increasing female participation in management and administrative roles (Sandhu& Mehta, 2007).Government at all levels are combating discriminatory traditional practices against women such as early marriages and the institutionalization of their domestic roles.

While it is still understandable that gender equality and women's empowerment has become one of the central themes in global treaties, covenants and declarations principally due to the

understanding that it is a catalyst to clear-cut development strategies which is targeted at poverty reduction, improved living standards, good governance and profitably productive investments that are critical to the creation of an enlarged capacity that provide men and women equal opportunity and unrestrained access to decision-making and policy implementation and processes, essentially too, Olomola (2008) posited that African countries have demonstrated some measure of concern about human development problems by initiating specific developmental goals and strategies and accepting the critical role of gender equality or parity in the developmental process. For instance, the African Charter on Human and People's Rights (ACHPR) adopted in 1981; the Women Right Protocol of 2003; the ECOWAS Protocol on Democracy and Good Governance and the New Partnership for African Development (NEPAD) adopted in 2001 are some of the initiatives that are linked with the Sustainable Development Goals (SDGs) and at the same time, a testimony to commendable response in the African continent.

In creating career development opportunities,Akpa (2014) asserted that government at all levels should address perceived inequalities between women and men through reviewing laws and policies that discriminate against either sex. This will promotes equitable access of men and women to resources and opportunity to decision making powers and above all incorporate gender analysis into all development plans, projects and actions.Heffessey (2008) opined that determining whether human resource practices and policies are inclusive and fair, particularly for affirmative action plans, history of senior positions appointments, recruitment practices and pay differences. Investigate the informal culture of the organisation, such as behaviour, norms and traditions that are subtle and are discriminatory against women (Heffessey, 2008). The author further that, understanding about workers' perceptions of the culture of the organisation, and the differences revealed by the responses of women and men, intentions of leaving their job and expectations of their career. Recognise the weaknesses of

an organisation's programmes and policies, as well as its strengths, and investigate those practices that help women to advance in the workforce so that they can be identified clearly. Therefore, the management's knowledge of issues that promote career development for women, as well as for men, is a key element for organisational change to take place.

2.7 Theoretical Framework: Role Congruity Theory of Prejudice

The role congruity theory of prejudice was espoused in 2002 by Alice Eagly and Steven Karau as a response to the prejudicial factors that impede an individual (man or woman) from reaching their upper echelon of career in workplace.

The theory asserts that incongruity arises when there is a lack of agreement between a person's social role and their group stereotype. When members of a group (men or women) tend to adopt social roles that are stereotypically incongruent to the characteristics aligned to their group, they are likely to face a lower evaluation compared to the evaluations of members of a group for whom the role is normatively consistent.

The theory contends that there are qualities and behavioural tendencies believed to be desirable for each sex as well as expectations regarding the roles men and women should occupy. Women are stereotyped as more communal and men as more agentic. Communal attributes, such as being nurturant, warmth, supportive, compassionate, helpful, kind, sympathetic, interpersonally sensitive, and generous, are typically ascribed to women. Agentic attributes include being directive; assertive, knowledgeable, aggressive, forceful, self-confident, and self-sufficient are typically ascribed to men.

The theory takes into account an individual's gender role, its congruity with other roles, and prejudicial behaviour associated with the role and argues that an individual can face prejudice

in advancing his/her career because his/her gender role does not correlate with the stereotypical expectations.

This theory helps to explain the existence of gender gap in the workplace caused by prejudice(an opinion about somebody especially an irrational one, an unfounded hatred, fear, or mistrust of a person or group, especially one of a particular religion, ethnicity, nationality, sexual preference, or social status) in promotion and selection, negative stereotypes and beliefs, particular sex preferences, bias belief of role fit model, general devaluation and marginalisation in the society which account for the low representation of a particular group in the workplace. In ABU Zaria for instance, there are gender differential between female and male staff. For instance, out of 10,229 academics and non-academics staff, only 1,840 are females staff (428 are female academics and 1,412 are non-academics) and 8,389 are male staff (2,100 are academics and 6,289 are non-academics). Also, only 40 women are professors with 374 male professors, 53 are female senior lecturers and 333 are senior male lecturers. In the same vein, out of 3,575 senior non-academic staff, only 262 are females and 3,313 are males. Furthermore, out of the 93 departments in the university, only 7 department are headed by women and not a single female dean round the 12 faculties of the institution. This indicate gender differential.

As a result of the prejudices, men gains more favourand preferences than women in selection and evaluations for promotion, selection for managerial post within the institutions. This account for why there is a highly low representation of female heads of department, deans and senior administrative heads/managers in ABU, Zaria. This prejudices against female can be describe to be an irrational dislike against women, fear and mistrust against them. This prejudice, according to the role congruity theory is rooted in the society's believe and perceptions about women as weaker vessels.

This theoretical perspective further that women plight does not only surfaces in terms of promotions and selection as discussed above, but continues in different manifestation throughout their careers.

Other prejudicial factors that stand barriers to advancement in women career include: failure to develop and support women to advance and hold upper level management positions, lack of effective Government involvement and adequate collection of employment data; job segregation, sexual harassment, the denial of career development opportunities (including mentoring and poor performance evaluations), rigid work schedules, requirement of excessive time commitment and job evaluation system that form the basis for employer compensation policy. Societal attitudes towards socio-culturally ascribed roles and supposedly physiological deference may have assisted to relegate women to the background, coupled with family obligations such as child bearing, rearing and caring for the family may be other great barriers to women advancement, physiological differences that men may use against women such as being inferior to men in terms of strength, women considered the weaker vessels so they could not be at certain places at some time could also be detrimental to the advancement of women. Therefore, being a woman and working outside of the home calls for additional education about sex and gender biases and reality of workplace inequity.

These challenges are important in explaining the situation of female because many female staff due to the aforementioned factors may receive less attention and permission from their husbands to travel away from home. The perspectives also explains the reasons why female staff in ABU, Zaria despite their competitive efforts to enroll for further education and training to obtain higher qualification and experience stay longer and wait for years before completion and publish papers which is a core to their promotion. While women suffers this, men in most cases easily complete their further education and training, publish reasonable

number of papers since they are not biologically reproductive and have less efforts in rearing and nurturing the children. There is therefore no contestation that female staffs in ABU, Zaria are disadvantage and this affect their career progression and contribute to their job dissatisfaction, poor performance, and increasing low income and poverty.

However, not all studies support the role congruity theory of prejudice. Because it is argued that what is considered truly masculine is being redefined and it is now more acceptable for women and men to behave in a gender-inconsistent manner and many managers use aspects of both masculine and feminine styles. In other words, stereotypes of what constitutes leadership are in transition, permitting more latitude for personal differences in leadership style rather than forcing gendered behaviour. The theory has also fails to provide advancement measures for women that can break in the various barriers that impede their advancement in the workplace.

Despite the weakness, the theory has succeeded in explaining that women suffer prejudices which prevent them from achieving high-status positions. Evidence suggests that prejudice towards women in leadership positions occurs more frequently in situations where perceived inconsistencies between female gender roles and leadership roles are present. As a result, it impact on their career advancement in jobs that acquire higher societal recognition.

The theory supports the opinion obtained in the literatures that prejudice has a noticeable impact on women career advancement, which is obvious in the low representation of female employees in the higher corridors of organizational ranks with particular reference to the female academic and non-teaching staff of Ahmadu Bello University, Zaria and disclosed that men emerged more oftenin higher ranks than women.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents a detailed description of all the processes employed in the execution of this study and was done under the following headings: location of the study, types and sources of data, population of study, sample size and samplingtechnique, method of data collection, method of data analysis, ethical considerations, pilot study and challenges in data collection, validity of instrument and reliability of instrument.

3.2 Location of the Study

The study was conducted in Ahmadu Bello University, Zaria. The University is located in Samaru, SabonGari Local Government Area of Kaduna State along Sokoto Road. It is located on latitude 11°15'N to11°3'N of the equator and longitude 7°30'E to7°45'E of Greenwich Meridian (Abbas &Arigbede, 2012).It was founded in 1962 with four Faculties, fifteen Departments and with four hundred and twenty six (426) students. By the year 2002, the University had transformed into the largest and most extensive of all Universities in Sub-Saharan Africa. Currently, the University covers a land area of 7000 hectares and encompasses fourteen (14) academic faculties, two of which are situated in Kongo campus, Tudun Wada. The Faculties are: Faculty of Law and Administration in KongoCampus, the remaining twelve: Faculty of Arts, Social Sciences, Veterinary Medicine, Pharmaceutical Science, Medicine, Environmental Design, Education, Engineering, Life Sciences, Physical Sciences and Agriculture are in Samaru Main Campus (www.abu.edu.ng, 2016).

Ahmadu Bello University, Zaria also runs Postgraduate Studies in its Postgraduate School situated inside the ABU main Campus behind ABU Staff School, close to the

Universitydam. Other specialized Centers and Institutions housed by the University include: Institute for Development Research (IDR); Institute for Agricultural Research (IAR); Institute of Education (IE); Institute of Administration and the National Animal Production and Research Institute (NAPRI); Center for Energy Research and Training and most recently, Center for Excellence and Biotechnology Research which provides a variety of services to the University community and the wider society. Other educational institutions manned by the University are: Division of Agricultural College (DAC); Demonstration Secondary School (DSS); Staff School; School of Basic and Remedial Studies (SBRS) and a Center for Arabic and Islamic Studies. The total enrolment in the University degree programme is about 35,000 students drawn from all across the Statesin the Federation, Africa and other Continents (www.abu.edu.ng, 2016).Currently, the University has Staff strength of 10,229 (Establishment Office, Registry Department, ABU, Zaria, 2015).

Ahmadu Bello University, Zaria was selected for the study because it is one of the first generation Universities in Nigeria and the largest in Sub-Saharan Africa both in size and population. It is located strategically in Zaria and capital of Zazzau Kingdom in Northern Nigeria where the great Queen Amina reigned. The influence of culture and religion in this area pre-dominate the ways of lives of the people and also influence social relation in the workplace. As a result, there exist unequal power relation, access and opportunities between men and women in relation to career prospect and opportunities. Culture affects the perception and behaviours of people which would invariably affect relationship between one another. In the Muslim dominated environment, the women have limited rights and opportunities and are expected to remain indoor and man the home, except in extreme cases. This practice have negative tendency for the women in the work place, the practice confines the few that venture into work force to take up roles that is perceived not to negate their

traditional norms and practices.Obviously cultural practices, religion bigotry, discrimination and tradition of patriarchal cultures in the North has to greater extent promoted gender inequality in workplaces and invariably affected the chances to advance in career.The choice of this area of study therefore provides a platform for comprehensive investigation of gender differentials in career advancement of male and female staff in Ahmadu Bello University, Zaria.

3.3 Types and Sources of Data

In order to generate data to address the objectives of the study, both primary and secondary data were used.

Primary Data: Two data sets were prepared. Firstly, structured questionnaire was administered to respondents (Male and Female Academic and Non-teachingStaff). Secondly, in-depth interview guide was prepared for the Key-informants.

Secondary Data: Relevantsets of data were collected from offices of the Establishment Secretary (ES), Registry Department and MIS Unit of the Directorate of Academic Planning and Monitoring, ABU, Zaria.

3.4 Methods of Data Collection

Both quantitative and qualitative methods of data collection were used. Three data sets were prepared. Firstly, for the quantitative data, questionnaire was administered to respondents comprising of Academic and Non-teachingMale and Female Staff. Secondly, in-depth interview guide for the qualitative data was prepared for the Key-informants. Thirdly, Official document from ABU Registry Office, MIS. The detailed of these are explained below:

Quantitative Method: With regard to the quantitative method, individual administration of questionnaire was used. The survey questionnaire was prepared and divided into thematic sections that covered the research objectives. Section A comprised of the respondent's socio-demographic characteristics, section B examined the nature ofgender differentials in career advancement of staff in ABU, Zaria. Section C discussed the factors influencing gender differentials in career advancement of staff in ABU, section D was developed to collect information on the effects of the factors influencing gender differentials in career advancement on staff in ABU and finally, section E was done to seek respondent's suggestion on the possible ways of enhancing gender equity in ABU, Zaria. The questionnaire was made up of close ended and open ended questions. The close ended questions provided the respondents with alternative options to choose and the open ended questions gave the respondents opportunity to write and express his/her self without limiting him/her to probable alternatives. More importantly, the questionnaire was administered under a close-supervision of the researcher and two research assistants trained in order to assist in the administration and follow up duty.

Qualitative Method: Barrett (2007) shows that qualitative researchers seek to understand the phenomenal world through the study of events, actions, talk and interactions. In-depth interview was conducted with Key-informants in ABU, Zaria. This was personally done by the researcher and a research assistant that assisted in the note taking. The data collected go a long way in strengthening the quantitative data. Seven (7) key informants were selected among which are a Male and Female Professors, a Male and Female PhD holders, senior Male and Female Non-teaching Administrative Staff and Director Gender Unit etc. These set of individuals were selected from their Faculties, Departments and Administrative Unit.

To achieve this, an in-depth interview guide was prepared and used during the interviews. The interview guide was reviewed by the supervisor of the study. Interview dates, time and venue were agreed upon with each interviewee.During the in-depth interview and discussion, hand written notes were taken in addition to all field data being audio recorded.The main idea of the in-depth interviews was to understand people in terms of their own definition of their world. McMillan & Schumacher (1993) stressed that the major goal of qualitative research is to capture the richness and completeness of an experience from participants. Qualitative research was important to this research as it's investigated the why and how of the phenomenon under study not just what, where and when as in quantitative research.

Official Document: Official sets of data such as summary and basic statistics was collected from the Office of Establishment Secretary (ES), Registry Department, ABU; MIS Unit of the Directorate of Academic Planning and Monitoring, ABU, Zaria.

3.5 Population of the Study

The population of study comprised working Male and Female (Academic and Non-teachingStaff) of Ahmadu Bello University, Zaria. These staff were located in various Academic Departments,Faculties and Administrative Units in the University. However, Casual Workers, Security Personnel, Staff School and Demonstration Secondary School Staff and Sickbay Staff are not part of the target population since these categories of Staff are not on ABU Federal pay-roll.

3.6 Sample Size and Sampling Technique

In this study, three hundred and forty three (343) Staff was sampled. Both probability and non-probability sampling techniques were used. Under the probability sampling, simple random sampling technique was employed to select five (5) Academic Faculties (Agriculture, Science, Law, Medicine and Arts). The choice of simple random sampling was informed by

the fact that the researcher knows the total number of faculties in the University. In using the simple random sampling method, the researcher identified or constructed a sample frame, determined the sample size; selected appropriate tables of random numbers and then picked a number from the table and registered them. This process continued until the required sample size was selected.

In selecting the Staff for the study, the stratified sampling method was used. The Staff were first of all stratified into Academic and Non-Teaching Staff from a list gotten from the five selected Faculties.Within theDepartments, they were disproportionately selected i.e. There was 858 Staff in the five Faculties (466 are Academic and 392 Non-Teaching) out of which 40% or 343 constituted the sample size. Out of the three hundred and forty three (343) staff, 60% or 206 was allocated to Academic Staff and 40% or 137 to Non-Teaching Staff. The selection of a particular Staff as respondent was based on simple randomization.Randomization ensures that each respondent has an equal chance of being selected. The basic benefits of randomization are that it eliminates the selection biasand forms a basis for an assumption of equality of treatments.

In the case of the in-depth interviews, purposive sampling was employed to select Key-informants. Here, seven (7) Key informants (a Male and FEMALE Academics of Professorial Rank, a Female and Male PhD, a Senior Management Non-TeachingMale and Female Staffand Director of Gender Unit) were purposively selected for the in-depth interviews. This technique allowed the researcher to select those considered most knowledgeable and experienced male and female workers in the institution. Maxwell (1996) defined purposive sampling as "a strategy in which particular settings, persons, or events are selected deliberately in order to provide important information that can't be gotten as well from other choices". In other words, researchers select participants whom they consider the most

appropriate to assist them in addressing the research questions and understanding the phenomenon under studied.

3.7 Methods of Data Analysis

The analytical tools used for the quantitative data is the descriptive statistical analysis of Statistical Package for Social Sciences (SPSS). Data from the questionnaire were coded and transferred into the SPSS version 22.0 and then analysed. The SPSS was preferred because it is very systematic and covers a wide range of the most common statistical data analysis. Three analytical tools (Descriptive analysis, regression and cross tabulation) were used to analyse the data.

First, for objective one: Nature of gender differentials in career advancement of Staff in ABU, Zaria and objective four: Possible ways of enhancing gender equity in career advancement in ABU, Zaria was analysed using the simple descriptive statistical analysis and the results are presented in frequencies and percentages in tabular forms in order to show the high and low response of the respondents' opinion.

Secondly, some variables in the socio-demographic characteristics of respondents such as educational attainment, length of service, level of income, job description and last promotion were cross-tabulated to disaggregate data based on sex.

Thirdly, regression analysis was used to analyse objective two: Factors influencing gender differentials in career advancement of Staff in ABU, Zaria and objective three: Effects of the factors influencing gender differentials incareer advancement on Staff in ABU, Zaria. The choice of using the regression analysis was to find out the impact of multiple variables on a particular variable. Thereafter, in the form of a narrative description, the results obtained was interpreted and explained once the data was analysed and then madea concluding remarks.

On the other hand, the data collected through the use of in-depth interview was transcribed verbatim by the researcher in the language of research. After that, the thematic and narrative analysis was used to analyse the data. The transcribed data was analysed using a prose format in which the actual responses of the Key informants was taken into account. The Key informants' convergent and divergent views were presented to strengthen and validate the quantitative data.

To condense the data for easy handling, management, transformation, and interpretation of output, the data were manually transcribed; typed into the computer and thematically formatted using Microsoft Word, the data was organised into major themes, categories, and analysed within the context of the research objectives set out for the study. The objective of the hand written notes was to ensure that the transcribed data was a true reflection of the issues covered during the interview sessions. Thereafter, the study was triangulated to complement the data obtained from various methods employed. Triangulation becomes necessary because when a study combines two or more methods to collect data; it deepens, widens and broadens the understanding of the phenomenon under study and provides suggestions for intervention measures.

3.8 Ethical Considerations

Ethical considerations require that researcher respect the rights of participants and be aware of the potential risks of their studies to their participants by describing and understanding events, actions and processes in the natural process they occur. In this study, the following was taken into consideration:

Informed consent: Verbal consent of the research participants was sought. The participants were informed about the purpose of the research and its benefits to them.

Personal influence: Did not in any way misrepresented the intention of this research to participants and did not in any way coerce or force participants into giving information.

Responsibility of researcher to participants: The researchers ensured strict confidence and anonymity during and after the research process and also assure those participants who wished to know the results of the research or research report.

Feedback of results: Participants who were interested for a feedback will be given a summary of the research findings on request.

3.9 Pilot Study

Before commencement of the field, the researcher conducted a pilot study. According to Marshall &Rossman (2010), a pilot study is very useful for any investigation "not only for trying out strategies but also to buttress the argument and rationale for the genre and strategy". The researcher conducted a pilot study to test the instruments and refine my strategies in obtaining participants' responses. To conduct the pilot study, six Staff was approached who were four Teaching and two Non-teaching Staff of the University and who had several years of Academic and Administrative experiences. The researcher selected them based on the ease of access and geographical convenience. The pilot study conducted allowed me to review the interview protocol and reframe the questions for the main study. As Yin (2008) noted, a pilot study allows a researcher to improve the protocol, modify interview strategies, and try out different approaches.The pilot interviews helped the researcher in several ways. First, the researcher was able to detect possible problematic questions. For example, one participant asked, "What do you mean?" in response to my question, "How did you reach this top position/rank?" The intent of the question was to learn what factors might facilitate their career advancement. The other participant was able to describe support from colleagues and spouse as the main factors. The researcher

decided to modify the questions and then explain them if the participants in the main study did not seem to understand a question.

During the pilot study, the researcher found that recording field notes was very challenging. However, it was found that recording observations and comments during the interview was more complicated than expected. The researcher found himself pausing several times to go back and forth between the list of questions and the field notes. To improve the process of recording observation and comments, the researcher kept the interview protocol and the field notes separate. In addition, the researcher decided to modify the format of the field notes by using just one note and marking observations in brackets. During the interviews, when the researcher noticed different tones such as hesitancy or reluctance to answer questions directly, the researcher wrote down comments in the field notes. After completion of the pilot study, the researcher revisited the interview questions and made changes in the format of my field notes.

3.10Challenges in Data Collection

The process of collecting data was very tedious and time consuming as the majority of the Lecturers were always busy with their academic works, while many others could not be found in their offices, others traveled for workshops/seminars and some were on sabbatical leave. Because of the nature of the topic of the research, it created a big constrain on the number of people that could be interviewed thereby limiting the numbers of data collected (many respondents did not respond to the open ended questions).The researcher had to make repeated visit before finally getting an opportunity to collect the questionnaire which it was also difficult getting the respondents to fill due to the busy nature of their job. In the course of doing this gendered studies research, other challenge of this study is in the findings which places so much emphasis and importance on gender sensitivity and gender-oriented strategies as a key to career advancement. There was a very high differential perspective especially among the

key informants that offered to contradict such position (Some of them taught the study was pointing to discriminatory claims). Further research in the area would prove otherwise.

Also, the researcher makes some notes on the role that gender diversity or gender mainstreaming in career advancement strategies/planning can play in ensuring that men and women's practical and strategic needs are adequately captured in project designs in ABU, Zaria. However, many of the respondents did not make substantial contributions to that and the Key informants interviewed appears to place the onus almost exclusively on women faults and consequently misses the role of the institution and their policies, and practices in undermining the achievement of women particularly in terms of gender equity and equality.

Methodological challenges: as thestudy connotes "gender differentials in career advancement", it was expected that both male and female respondents will have equal chances of participation. However, the researcher fined it impossible to get and arrive at an equal number of male and female Staff in each category (Academic and Non-teaching). This was because of the unavailability of some Staff and resistance of some of the available ones to participate in the study. Many of the female Staff met were uncooperative and some too busy. As a result of this, men had the highest participation in the study. This clearly point to the fact that it is not in all circumstances that methodological provisions are successful given the particular type of study.

3.11 Validity of the Instruments

Validity refers to the degree to which an instrument measures what it is supposed to be measuring. This was achieved by sending the prepared research instrument to experts for vetting in terms of relevance to the subject matter, coverage of the content areas, appropriateness of language usage and clarity of purpose. The results from the pre-testing were used to make minor modifications to the instruments before administering them to the main respondents.

3.12 Reliability of the Instruments

One of the researcher's most salient tasks is to ensure that the research findings are trustworthy. Reliability of an instrument is to measure the degree of accuracy or precision made by the research instrument. Lincoln &Guba (1985) asserted that findings of any research should meet these criteria: truth value (internal validity), applicability (external validity), consistency (reliability), and neutrality (objectivity). The reliability of the Test was determined by statistical analysis of the data collected from the pilot study. Results of the trial test were recorded and the reliability co-efficient indicated a Cronbach's Alpha value of 0.89. The response rate was considered acceptable. Therefore, the instrument was considered reliable because the reliability index falls between 0.05 to positive one (+1). The reliability index for the pilot study carried out on gender differentials in career advancement of Staff was in line with Andale (2016) who asserted that reliability coefficients (also called coefficients of stability) vary between 0 and 1, where: 1 : perfect reliability, ≥ 0.9: excellent reliability, ≥ 0.8 < 0.9: good reliability, ≥ 0.7 < 0.8: acceptable reliability, ≥ 0.6 < 0.7: questionable reliability, ≥ 0.5 < 0.6: poor reliability,< 0.5: unacceptable reliability, and 0: no reliability.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This chapter presents the result of the research conducted on the analysis of gender differentials in career advancement of Staff in Ahmadu Bello University, Zaria. The chapter is organised into six sections that covered the socio-demographic characteristics of respondents, characteristics of gender differentials in career advancement of Staff in ABU, factors that influence gender differentials in career advancement of Staff in ABU, effects of the factors that influence gender differentials in career advancement of Staff in ABU, possible strategies to enhance gender equity in career advancement and a discussion of major findings. Out of the three hundred and forty three (343) questionnaires administered, 317(92.4%) of the questionnaires were successfully retrieved which is adequate to make analysis. Also, Key informants were interviewed and the results of the two findings were analysed and triangulated. Thereafter,discussion of major findings followed suit.

4.2 Socio-demographic Characteristics of Respondents

This section provides the demographic characteristics of the respondents such as age, sex, marital status, religion, faculty, and length of service, level of educational attainment, job description, income level, job position and last promotion. However, some variables were cross-tabulated to disaggregate data based on sex. These selected independent variables aided the understanding of various areas of inequality in career advancement of the respondents. The characterization of respondents is shown in Table 4.1:

Table 4.1: Socio-Demographic Characteristics of Respondents

Age	Frequency	Percentage
26 - 35 years	74	23.3
36 - 45 years	79	24.9
46 - 55 years	132	41.6
56 years and above	32	10.2
Total	**317**	**100.0**
Sex		
Male	171	53.9
Female	146	46.1
Total	**317**	**100.0**
Marital status		
Single	60	18.9
Married	243	76.7
Divorced	9	2.8
Separated	3	0.9
Widowed	2	0.6
Total	**317**	**100.0**
Religion		
Christianity	128	40.4
Islam	187	59.0
Traditional believer	2	0.6
Total	**317**	**100.0**
Faculty/Directorates		
Senate	20	6.3
Arts& Social Sciences	53	16.7
Law& Administration	24	7.6
Sciences	81	25.6
Agriculture	78	24.6
Medicine	61	19.2
Total	**317**	**100.0**

Source: Fieldwork, 2016.

Table 4.1 shows the socio-demographic characteristics of respondents. It was gathered that74(23.3%) of the respondents fall between the ages of 26 – 35 years which constituted the younger age Staff, 79(24.9%) belongs to the middle age Staff category with age ranges between 36 – 45 years and 132(31.6%) and 32(10.2%) falls between the ages of 46 – 55 years and 56 years and above, these categories of Staff constituted the older Staff. Majority 171(53.9%) were males and 146(46.1%) were females. A significant proportion 243(76.7%) were married, 60(18.9%) singled, 9(2.8%) divorced, 3(0.9%) separated and only 2(0.6%) were widowed.It was discovered that majority 187(59%) are Muslims and 128(40.4%) are

Christians, as such their religious background may influence their choice of response especially when socio-cultural factors that prescribed gender roles are put into consideration.Majority 81(25.6%) of the respondents are from Faculty of Sciences.

Table 4.2: Length of Service of Respondents in Ahmadu Bello University, Zaria

Length of Service	**Sex**		
	Male	**Female**	**Total**
1 – 8 years	27(47.4%)	30(52.6%)	57(100.0%)
9 – 16 years	44(41.5%)	62(58.5%)	106(100.0%)
17 - 24 years	69(63.9%)	39(36.1%)	108(100.0%)
25 years and above	31(67.4%)	15(32.6%)	46(100.0%)
Total	**171(53.9%)**	**146(46.1%)**	**317(100.0%)**

Source: Fieldwork, 2016.

Table 4.2 indicates that 27 (47.4%) males and 30(52.6%) females' respondents have spent between 1 - 8 years in service. While the number of years they had spent in active service might seem presumably small, the divergent views of all the stakeholders were found necessary so as to build a solid study. Those with the length of service between 9 - 16 years accounted for 44 (41.5%) males and 62(58.5%) females. Though the number of years spent has relatively increase, at this stage, they have gathered experience in the service to express strong opinions. Also, those who served between 17 - 24 years and 25 years and above comprised of 69(63.9%) males and 39(36.1%) females, 31(67.4%) males and 15(32.6%) females respectively. This comprised the chunk of the respondents and with many years of service. The implication is that the responses given would be out of many years of experience. However, more men than women have spent longer years in service.

Table 4.3: Level of Educational Attainment of Respondents

Level of Educational Attainment	Sex		
	Male	**Female**	**Total**
NCE/ND	13(40.0%)	29(60.0%)	42(100.0%)
B.Sc/HND	55(53.4%)	48(46.6%)	103(100.0%)
M.Sc	62(57.9%)	45(42.1%)	107(100.0%)
PhD	41(63.1%)	24(36.9%)	65(100.0%)
Total	**171(53.9%)**	**146(46.1%)**	**317(100.0%)**

Source: Fieldwork, 2016.

Table 4.3shows that of all respondents, the least qualification was NCE/ND. While those with M.Scformed the bulk of the respondents with 62 (57.9%) males and 45(42.1%) females, 55(53.4%) males and 48(46.6%) female are B.Sc/HND holders, those with PhD are 41(63.1%) males and 24(36.9%) females, the NCE/ND holders comprise 13 (40%) males and 29(60%) females. The findings indicated that there are more men than women with higher educational qualification.

It can also be seen that the bulk of the respondents are educated and can be attributed to the fact that only those who meet the minimum qualification can be employed. The Masters and PhD Certificate holders are also adequately represented. Therefore, a more credible outcome is expected from the research work as majority of the respondents have high educational qualification and are believed to be more experienced on issues of career advancement in the workplace.

Table 4.4: Income Level of Respondents

Income Level (₦)	Sex		
	Male	**Female**	**Total**
50,000-99,000	14(29.2%)	34(70.8%)	48(100.0%)
100,000-149,000	30(41.7%)	42(58.3%)	72(100.0%)
150,000-199,000	36(57.1%)	27(42.9%)	63(100.0%)
200,000-249,000	39(61.9%)	24(38.1%)	63(100.0%)
250,000-299,000	20(76.9%)	6(23.1%)	26(100.0%)
300,000-349,000	14(63.6%)	8(36.4%)	22(100.0%)
350,000-399,000	17(77.3%)	5(22.7%)	22(100.0%)
400,000-449,000	1(100.0%)	0	1(100.0%)
Total	**171(53.9%)**	**146(46.1%)**	**317(100.0%)**

Source: Fieldwork, 2016.

Table 4.4 shows the income level of the respondents. Significant gender differences were observed. Based on the distribution, there were more women 34(70.8%) than men 14(29.2%), 42(58.3%) women than men 30(41.7%) at an income level of ₦50,000 – ₦99,000 and ₦100,000 – ₦149,000. But as the income level increases from ₦150,000 – ₦199,000 and above, men tend to outnumber women. This shows the level of disparity along income of the staff which means that women tend to earn less than men as the income level increases as discovered in the study. This discovery is tied to the fact that more men occupy higher employment levels than women.

Table 4.5: Last Promotion of Respondents

Last Promotion	Sex		
	Male	**Female**	**Total**
2002-2004	19(61.3%)	12(38.7%)	31(100.0%)
2005-2007	29(65.9%)	15(34.1%)	44(100.0%)
2008-2010	17(40.5%)	25(59.5%)	42(100.0%)
2011-2013	39(62.9%)	23(37.1%)	62(100.0%)
2014-2016	37(52.1%)	34(47.9%)	71(100.0%)
No response	30(44.8%)	37(55.2%)	67(100.0%)
Total	**171(53.9%)**	**146(46.1%)**	**317(100.0%)**

Source: Fieldwork, 2016.

Table 4.5 canvasses the last promotion of respondents. The study gathered that 19(61.3%) males and 12(38.7%) females had their last promotion between 2002 – 2004, 29(65.9%) males and 15(34.1%) females from 2005 – 2007, 17(40.5%) males and 25(59.5%) females between 2008 – 2010. Also, majority 39(62.9%) of the male respondents and 23(37.1%) female had their last promotion from 2011 – 2013, 37(52.1%) male and majority 34(47.9%) females from 2014 – 2016. However, it can be seen that there is a little differences in promotion between the male and female Staff. Despite the differences in promotion, there is equity in timing of promotion (3years), what might differ is how many males and females got promoted in record time. This is where gender inequality lays i.e. more males get promoted in record time than women.

4.3 Characteristics of Gender differentials in Career Advancement of Staff in Ahmadu Bello University, Zaria

Respondents were asked if they have a strong desire for career advancement. As to be expected, an overwhelming 255(80.4%) affirmed their desire to advance in their career and only 62(19.6%) of them declined. However, when asked to explain why they desire to

advance, majority 93(29.4%) of the respondents desired to attain the highest possible rank of their profession, 77(24.3%) said to acquire more skills/knowledge and to equip one to face the present challenges in academic environment, 86(27.1%) said for social (self-esteem, personal satisfaction) and economic (empowerment) development and 61(19.2%) of the respondents did not respond.

From the qualitative data, all the Key informants have strong desire for career advancement as indicated from some of the responses summarized.

> '*Yes... i think everybody has the desire regardless of whether you are a man or woman because of the need for satisfaction. When you are working, you desire that you move from one level to the other especially where there is a structured method or procedure for movement. Of course, when you started working, you don't expect that the salary you start with should be what you should continue to earn, you desire for some financial incentives which is usually tied to advancement in the work you are doing'* (A female Key informant; Assistant registrar, ABU, Zaria)

Another Key informant extended thus:

> *'Why not? Everybody wants to advance and it will not be in your interest to stagnate. When you stagnate, you are doing injustice to yourself especially when the University system does not stagnate people and provide opportunities to move on. That is why this Staff Development Unit is being created. For example, if you enter the workforce with WAEC, NCE/ND or B.Sc/HND, Masters, there is a point it will be a limitation that you can go. Will you spend the remaining years on the same rank? This unit is created so that with your WAEC, NCE/ND, even B.Sc/HND you can come and do a course, it will enable you to be promoted to the next level and each course we do here are in stages. So, career advancement is in stages and whether you are an Academic or Non-teaching Staff, all the certificate you have, have their limit and in ABU, career advancement are organise and systematic. So, career advancement is a gradual progression on the job and you cannot move without the requisite qualification'*(A Male Staff of the Development Unit, ABU, Zaria)

In addition, another Key informant (Coordinator Gender Policy Unit 'Female') said: *yes i desire to advance in my career and as academics; there is no way one will just sit down and fold his/her hand without advancing either intellectually, skillfully or socially. One has to move ahead on the job.*

So, from the above findings, it can be seen that both the respondents and Key informants views on career advancement aligned. Their views clearly shows that career advancement is what everyone would desire on the job to improve the financial, intellectual capacity of the Staff and to bring about job satisfaction.

The views of respondents on gender inequality indicated that 145(45.7%) of the respondents view gender inequality as inequality of opportunities base on sex, 103(32.5%)said favouritism/priority given to a particular to sex than the other and 23(7.3%) said marginalization and unfair treatment of one sex compared to the other on the job. However, 46(14.5%) of the studied population did not respond. This shows that majority of the respondents sees gender inequalityresulting from unequal opportunity to pursue their desire career on the bases of their being a man or woman.

The response of the Key informants regarding gender inequality clearly shows that gender inequality arises when unequal opportunity and priority is given to a particular sex than the other. According to a Key informant (A Male Staff of Development Unit): *gender inequality occurs when there is unequal treatment of people on the basis of sex*. Another Key informant (Coordinator Gender Policy Unit 'Female') said: *Gender inequality arises when men and women are not given equal rights, chances, privileges and opportunities in a system*. One (Female Academics) captured the view aptly when she said that: *in ABU, gender inequality is a result of male dominance over the women in areas like employment, leadership and awards resulting from job performance.*

Respondent's views were sought on whether or not there is gender inequality in ABU. The findings disclosed that 197(62.2%) affirmed, 46(14.5%) declined and 74(23.3%) did not respond. This finding confirmed the data gathered in table 4.3, table 4.7 and table 4.8 where

women earn lower than their male counterpart; occupy more of the bottom ladder and are very rare in managerial leadership positions.

Table 4.6: Job Description of Respondents

Job Description	Sex		
	Male	**Female**	**Total**
Academic Staff	103(56.0%)	81(44.0%)	184(100.0%)
Non-Teaching Staff	68(51.1%)	65(48.9%)	133(100.0%)
Total	**171(53.9%)**	**146(46.1%)**	**317(100.0%)**

Source: Fieldwork, 2016.

The finding on Table 4.6 shows that a total of 184 respondents are Academic Staff while 133 of them were Non-teaching Staff. Of the 184 Academic Staff, 103(56%) were male Academic Staff while 81(44%) were female. Also, of the 133 Non-teaching Staff, 68(51.1%) were males while 65(48.9%) were females. From the findings, it can be seen that men are more in numbers than women in both the Academic and Non-teaching job.

Table 4.7: Job Position of Respondents

Job Position	Sex		
	Male	**Female**	**Total**
Graduate Assistant	9(47.4%)	10(52.6%)	19(100.0%)
Assistant Lecturer	7(43.8%)	9(56.2%)	16(100.0%)
Lecturer II	7(41.2%)	10(58.8%)	17(100.0%)
Lecturer I	12(42.9%)	16(57.1%)	28(100.0%)
Senior lecturer	41(64.1%)	23(35.9%)	64(100.0%)
Reader	7(70.0%)	3(30.0%)	10(100.0%)
Professor	11(100.0%)	0(0.0%)	11(100.0%)
Junior Administrative Officer	26(59.1%)	18(40.9%)	44(100.0%)
Senior Administrative Officer	34(41.0%)	49(59.0%)	83(100.0%)
Others: (Technical Staff, Project Staff, Clinical Staff, Laboratory Officer)	17(68.0%)	8(32.0%)	25(100.0%)
Total	**171(53.9%)**	**146(46.1%)**	**317(100.0%)**

Source: Fieldwork, 2016.

Table 4.7 shows the analysis of job positions of the Academic and Non-teaching professions in ABU, Zaria which revealed that over the years, both male and female Staff have improved on their Academic and Non- teaching rank, even though men dominate at all ranks.It was discovered that there is a slight number of women 10(52.6%), 9(56.2%), 10(58.8%) and 16(57.1%) above men 9(47.4%), 7(43.8%), 9(41.2%) and 12(42.9%) at the lower Academic Cadre (Graduate Assistant, Assistant Lecturer, Lecturer II and Lecturer I) and higher number of men 41(64.1%), 7(70%) and 11(100%) above women 23(35.9%) and 3(30%) in the senior Academic Cadre (Senior Lecturer, Reader and Professor). While women 49(59.0%) were more than men 34(41.0%) in the Senior Administrative position, men 26(59.1%) were more than women 18(40.9%) in Junior Administrative position. There was no woman Professor as 11(100%) of the respondents were male Professor. Also, there were 17(68%) males and

9(32%) females' Technical Staff, Project Staff, Clinical and Laboratory Officers that participated in the study. The outcome of the study shows that women are fewer in the Senior Academic Cadre and are more in Non-teaching Profession. This may be related to the fact that women's position in the workplace have been stereotypically confine to administrative positions and it is also apparent in higher education where female faculty are rare in full professorial rank.

Reacting to the discrepancy in job positions of Staff of ABU, Zaria, the entire key informants said there is no discrimination in promotion to the next rank. However, a key informant (A Male Staff of Development Unit) said that: *in ABU Zaria, there is no discrimination and who ever say there is discrimination, is lying. The only problem is depending on which point you are coming into the workforce. Your personal efforts to acquire additional qualification are what determine how fast you move*. This views still boils down to the issue of qualifications as the data gathered disclosed that Staff career advancement is determine and tied down to his/her qualifications obtained overtime on the job.

Table 4.8: Views of Respondents on the Sex that occupies most of the Posts in their Departments and Faculties

Posts	Male	Female	No response	Total
Faculty Dean	241(76.0%)	50(15.8%)	26(8.2%)	317(100.0%)
Faculty Assistant Dean PG	224(70.7%)	41(12.9%)	52(16.4%)	317(100.0%)
Head of Department	262(82.6%)	55(17.4%)	----------	317(100.0%)
Department PG Coordinator	231(72.9%)	54(17.0%)	32(10.1%)	317(100.0%)
Departmental Exam Officer	235(74.1%)	51(16.1%)	31(9.8%)	317(100.0%)
Faculty Officer	253(79.8%)	42(13.2%)	22(7.0%)	317(100.0%)

Source: Fieldwork, 2016.

Table 4.8 shows that the males occupy the majority of all the management positions in their departments, units and faculties as confirmed by 262(82.6%), 241(76%), 253(79.8%),

235(74.1%), 224(70.7%) and 231(72.9%) of the respondents. This corroborated an earlier finding during the pilot study carried out in five faculties. There were only 3 female Heads of Department (Department of Crop Protection, French Department and Department of Gynaecology and Paediatrics), one female Faculty Officer (Faculty of Medicine), no female Dean, no female PG Coordinator, no female Assistant Dean among others. Also, data from the Establishment Officer, Registry Department also indicated that of the 93 Departments in the University, only seven Departments were headed by women and there was no female Dean. This shows that women are underrepresented across Departmental and Faculty committees.

Table 4.9: Views of Respondents on whether or not Staff of ABU, Zaria are treated Equally

Criteria of Treatment	Men and Women are Treated Equally	Men not Favoured	Women not Favoured	Total
Recruitment	137(43.2%)	37(11.7%)	143(45.1%)	317(100.0%)
Promotion	209(65.9%)	47(14.8%)	61(19.2%)	317(100.0%)
Appointment into management position	96(30.3%)	93(29.3%)	128(40.4%)	317(100.0%)
Opportunity for professional training	140(44.2%)	83(26.2%)	94(29.7%)	317(100.0%)
Opportunity to further education	164(51.7%)	71(22.4%)	82(25.9%)	317(100.0%)
Working hours	175(55.2%)	63(19.9%)	79(24.9%)	317(100.0%)
Work leave	173(54.6%)	77(24.3%)	67(21.1%)	317(100.0%)

Source: Fieldwork, 2016.

In terms of Staff treatment in ABU, Zaria,the table indicated that the Staff in the areas of promotion 209(65.9%), opportunity for professional training 140(44.2%), opportunity to further education 164(51.7%), working hours 175(55.2%) and work leave (54.6%) are treated equally as confirmed by significant and majority of the respondents. However, majority

143(45.1%) and 128(40.4%) of the respondents said that women are not favoured in the areas of recruitment and appointment into managerial positions respectively. This finding corroborated Table 4.8 where men occupy the highest leadership positions within the faculties.

Information collected from the qualitative data shows that majority of the Key informants opined that Staff in ABU are treated equally though there are areas where female Staff were considered not to be favoured than the male. In response to this, a key informant (A Male Staff of Development Unit) said that:

> *Well, i don't have the statistics of the male and female Staff in ABU but if you go round offices, you will see that there is a reasonable number of female employees in ABU in all sectors of the Academic and Non-teaching and even if the male are more than female, you have to have the knowledge of how many female applied compared to the number of male. In term of promotion, both male and female Staff are given equal opportunity there is no discrimination. What makes the difference especially why one sex is more than the other is in their ability to step up, to a kind of improve on the present qualification they have because there are promotion guidelines that set out requirements for promotion at any stage you are.*

Another Key informant (A Female Assistant Registrar) said that:

> *There is structured mechanism on ground which does not look at whether you are a man or woman. There are requirements that are expected of you to have in order to move from point A to point B. So, whether you are a man or woman, the issue is that do you have the requirement enumerated to move? If you do, nothing stops you from moving. Well, i agree to the fact that more men are employed than women but in what field? Look at how many women applied or actually come out to express their desire to be recruited? How many women applied for that position? I also want to believe that every job has specification, so if two women applied and do not meet the criteria, how would they be employed. So it borders around qualification, capacity, competency and all that.*

The views of the Key informant further captured succinctly the situation of female Staff of ABU when observed that:

> *In terms of appointment to Managerial Offices, i will say that some positions, management positions in the University, may be because of the demand for the office, women have not been appointed. So far like the office of V.C, DVC, Registrar. I have not heard a woman in these positions since i started working*

with ABU. I don't know the reason why they have not been women? However, If you know the procedure for appointment to offices like Directors, Coordinators, Principal Officers, among others, you know that it is the VC that suggest the names, here, there can be bias and marginalization in the selection process. But for the office of the VC, there were no women that apply there before. So the selection process for managerial positions can be discriminatory towards women as you can see how many of us have been given appointment to Managerial Offices.

In support of the above claims, another Key informant (Male Administrative Staff) admitted that: *there is a problem in the selection process because there are women who are competent and qualified but what i notice in most cases is that they are not being selected and that is why most of all the positions are dominated by the men.*

Also, the narrative by the Coordinator Gender Policy Unit of the University further gave credence to the experience of women in leadership positions. According to the discussant;

Appointment into Managerial Offices is where the discrimination and marginalization is even worst. I can tell you, it is probably 20:1 ratio. I have done the calculation. I don't know why? Is it that the management is afraid of women leaders or is it that the women are found incompetent? It is not a good story to tell at all. Like in my case, I have never occupied any office in department nor faculty. The inequality is there, I have seen and felt it. For 16years, I have been battling with my PhD. My son was in JSS2, completed his studies, came to ABU, graduated, became a pilot, went to advance training, and became a trainer before I got my PhD. As an Academic, there are qualifications that you have to have before you are eligible for any post. So, in the history of my management career, this is the first time that i hold an office (Coordinator Gender Policy Unit). And believe me; on my own I cannot say specifically why the University management chose me to be the Coordinator of Gender Policy Unit. Though I know sometimes familiarization plays in the game. In fact, there was a time when my name was nominated as the Assistant Dean Faculty of Education, do you know that the male colleagues went round and removed my name replacing it with a male name. Despite the fact that I suffered discrimination, it never bothered me because I know I have students to cater for, I attended to student much more at an intimate level, I see Staff my colleagues as my brothers and sisters and students as my own children which really stabilises my mind on the job. But I know that my present management position is born out of devotion, trust and hard work and those are the things that help me and am enjoying the position at least, I travel out, I participate in management meetings, get experience, I meet people and get more allowances as income, is satisfying actually when you hold office of authority.

The study observed the poor representation of femalesat the higher ranks andby extension at the management cadre. This might be because of the challenges that women usually face in a patriarchal society where the predominant religion Islam discourages women appointment as leaders over men. A point in case is reflected in a study by Mudiare (2002), when asked if respondents would elect a female as the president of Nigeria, most said they would not because it was against their religion. Even at times when women are qualified and available, the institutions are unwilling to take the risk of appointing women to top management positions because of women's multiple roles or dual role conflict between their professional obligations and home/family responsibilities. Not only this, the acceptance of women themselves as the second fiddle may further contribute to their under representation in the higher Academic and Non-teaching profession of the University.

4.4 Factors Influencing Gender differentials in Career Advancement of Staff in Ahmadu Bello University, Zaria

This section seeks to find out the underlining factors influencing gender differentials in career advancement of Staff in ABU, Zaria. Regression analysis was employed to identify factors that have more direct impact, more impact and or no significant impact on career advancement.The factors were ranked as shown in Table 4.10

Table 4.10: Factors influencing Gender differentials in Career Advancement of Staff

Descriptive Statistics				
Variable	N	Mean	Std. Deviation	Rank
Bias in selection and appointment to managerial posts	317	4.3691	0.84908	1st
Low qualification	317	4.3596	0.86603	2nd
Lack of support from spouse and family members	317	4.3596	0.84382	2nd
Cultural/religious reasons	317	4.3565	0.87279	4th
Family work conflict	317	4.3565	0.87641	4th
Limited access to professional training	317	4.3281	0.87490	5th
Lack of occupational mobility	317	4.3186	0.89446	6th
Sexual discrimination	317	3.6435	1.26631	7th
Inefficient managerial skills	317	3.3880	1.23923	8th
Unfair or bias in promotion process	317	3.3722	1.23000	9th
Lack of mentorship from the male colleagues	317	3.3502	1.29034	10th
Lack of mentorship from the female colleagues	317	3.3407	1.30627	11th
Valid N (listwise)	317			

Source: Fieldwork, 2016.

The result of the descriptive analysis in Table 4.10 indicated that all the factors influencing gender differentials in career advancement of Staff have positive rating. The ranking order shows that bias in the selection and appointment to managerial positions; low qualification, cultural-religious factors and work conflicts are the prominent factors determining gender differentials in career advancement of Staff in the study area. These factors have 1st, 2nd and

4th ranking orders respectively. However, limited mentorship from colleagues (10th and 11th) had the list influence on gender differentials in career advancement of Staff in the study area. This statistics suggests that culture/religion and family and work conflicts are mutually inclusive factors of gender differentials.

Other factors identified to influence gender differentials in career advancement of Staff include lack of enforcement and support from management 135(42.6%), lack of female interest and enthusiasm about their career advancement 102(32.2%), who you know syndrome 18(5.7%), poor attitudes towards women education 36(11.3%),and the selfish attitudes of those in position of authority 16(5%). However, 10(3.2%) of the respondents did not respond.

In line with the above findings, a Key informant, a Female Assistant Registrar interviewed said that:

> *Well, I face challenges in the course of doing my work. Personally, my challenges have been the needs for the office and also except for reproductive cases where you have your family, the children to care for. The bulk of taking care of the children lies with the woman and many would have issues in that area. Thinking of the family, the children, the sick child makes the woman naturally a nurse and this affect her level of commitment to her work and performances and when you don't perform, you lose out in advancing, Another thing is that, imagine the woman is a newly married woman, and eventually get pregnant, give birth. She has to nurse that baby from zero to when the child is of school age, where does she keep the child? There is no provision for a day care centre for staff children, no crèches. So the woman has to juggle her time between taking care of the child and getting back to work because there is no provision for women to bring their children into the offices.*

In probing the Key informant on the issue of managerial position, the discussant continued that:

> *The perception is there, is not going to go away and more so to talk of the society. For reasons like cultural, societal, a woman is supposed to be quiet, she is supposed to be in the kitchen, take care of the children and household works and so when you see a woman in the forefront, either in management position or in a high position in any organisation, is a shock for some men. Ah*

> *this woman have risen to this, the next thing they begin to ask is it by her competent, qualification or how? Or she uses her charm (body) as a woman which is an unfortunate statement against women. But the problem is pervasive even in academic environment, you will see a woman who has the qualification but because she is a woman, people will begin saying women are weak, they are not strong hearted, they can't take decisions, they are not resilience, they crumble under pressure and i think that is a very very wrong perception and I think the university have been losing a lot by not allowing women.*
>
> *When you say a woman is weak, she gets pregnant, bears children, goes to market, goes to work, return and wash and you say a woman is weak? You should give reasons for that? But i tell you, that a woman who makes up her mind to do something, nothing can change her mind. You can see it in her home. If she is allowed to flourish in her work place just as she flourishes at home, I think the sky will be her starting point.*

Another Key informant (Male Administrator) said that: *there are many people who believe that a woman cannot lead a man and should not be allowed. But i believe in women potentials in leadership and which should be encouraged. Personally i encourage my wife to school and get her qualification and now she is a PhD holder while am a master holder and an administrator and she a lecturer. She complain the work is tasking but i always say keep pushing and she did and we are all happy today atleast more income, more prestige, recognition, respects and so. Though the issue regarding perception may not be seen because the university is seen as a conventional organisation where merit and qualification are the guiding principles but i tell you women are still suffering from that perception challenge.*

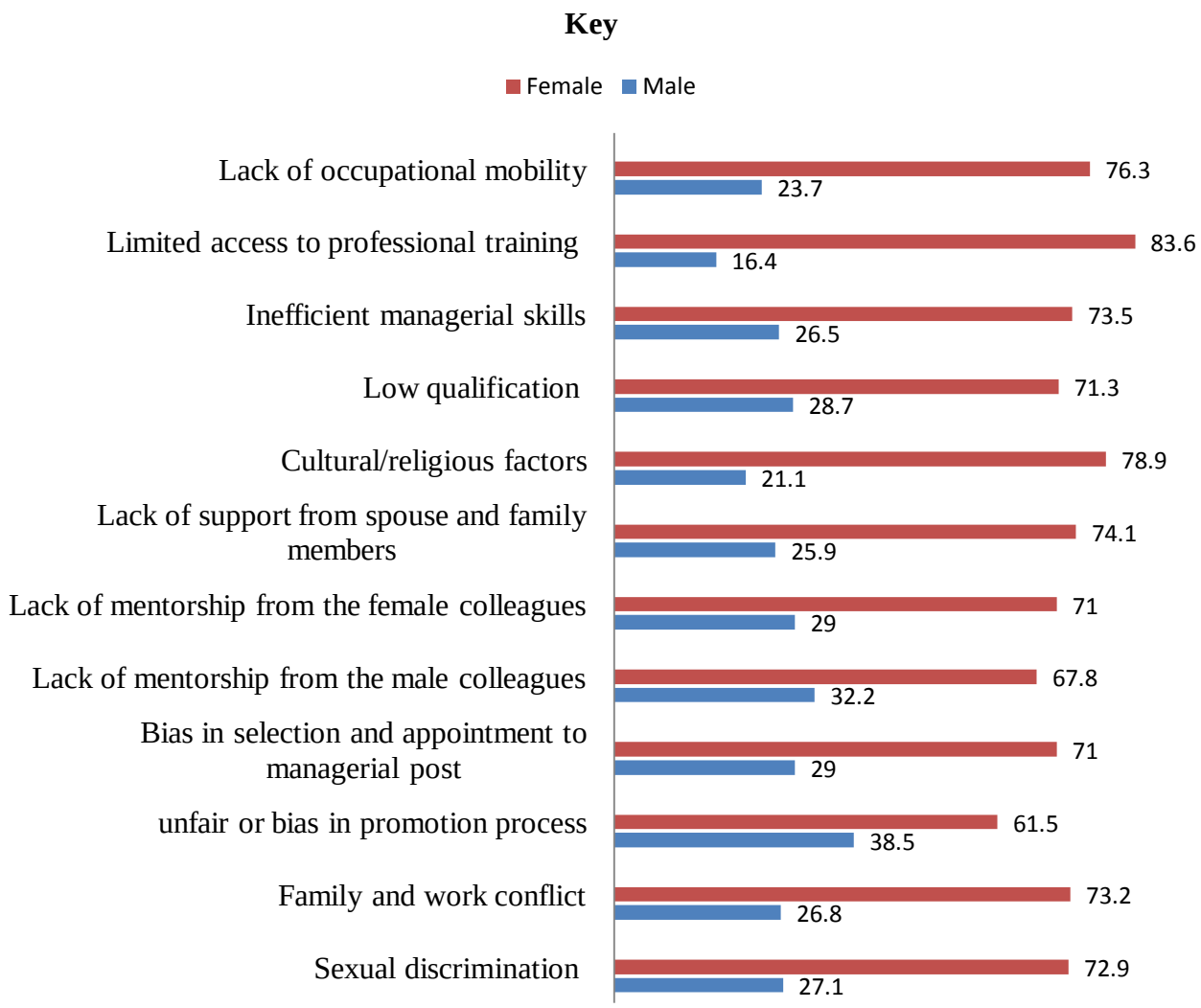
Contrary to the above positions, another participant (A Male Staff of Development Unit) said: *there are certain position (not told) a woman cannot contest because of the nature of the work. Some husbands will not allow their women to go out and some will not prefer them to go to work. You see, this issue of gender, i don't normally agree with it. Sometimes it is about the issue of number but sometimes issues of the quality of ideas that you are bringing. We in Islam don't believe on the issues of gender. Islam has slated the responsibilities to men and women, so we don't believe in it and it also depends on your background.*

That women are perceived as the ‘‘weaker sex’’ yet have to contend with multiple work load cannot be overemphasized. The experience of the female lecturer below gives a clue as to women’s marginalisation thus according to the Coordinator Gender Policy Unit;

> *Honestly there is imbalance in ABU. And many people don’t believe it exists. For many husbands, many a times they don’t allow their wives to work longer time outside the home. For examples works that entail for a woman to come for night duties or call duty, who will take care of the children? So the home really holds women back. So she rather goes into career that is not demanding. Academic women don’t have the time to write, our male colleagues can stay in the office if they wish from 8:00am to 11:00pm in the night writing proposals, journals, research, going to board meetings but the woman is constraint with time. She has her children to take care of, her husband to take care of, herself and students. Infact, there is no basis for comparism. So, promotion wise, men get promotion faster than women because of gender role in the society....Sometimes, money was quite a predicament. Sometime PTF doesn’t release money to staff, we wait for so long nothing comes and the conferences. The salary one get will not be enough to cater for all these.*

Regarding the distribution of Staff into managerial positions, the discussant said: *this time i will blame my male counterpart because they don’t have trust on the women and without trust, the status quo remains. The issue of stereotype is within us, our families, the University and the society. The issue with managerial leadership is that sometimes women are not sent for training. It is only the men that are allowed to go for training for instance, if the Head of Department of a particular Department or unit is to nominate a person, that person if is a male will nominate a male instead of a female. Even in terms of qualification, women unlike the men don’t have the chance to read further because if you are a clerk, you remain a clerk, so females in the University don’t have the opportunity as men do. To add up to this, 99.9% of family issues affect women career advancement. Because I am a victim, it has affected my productivity, my health, my job and even my relationship with friends. A time I don’t even want to see friends. Family and work conflict is still there but if one is a time manager and can do it very well with a good partner (spouse), she can make it to her peak.*

Figure 1: Views of Respondents on the Sex affected more by the Factors Influencing Gender differentials in Career Advancement



Source: Fieldwork, 2016.

The overall findings in Figure 1 shows that 231(72.9%) of the respondent said that female Staff suffers sexual discrimination than male Staff 86(27.1%), 232(73.2%) said family and work conflict tended to affect female Staff than their male counterpart 85(26.8%), 195(61.5%) respondents said that female Staff faced unfair or bias in promotional processes than the male Staff 122(38.5%). In terms of selection and appointment to managerial post, 225(71%) of the respondents said that female Staff face bias than their male counterpart 92(29%). It was also gathered that 215(67.8%) and 225(71%) of the respondents said that

female Staff in most cases lacks mentorship from both the male and female colleagues than experience the male Staff 102(32.2%), 92(29%), 235(74.1%) above 82(25.9%) of the respondents said that most female Staff lacks supports from their spouse and family members and 250(78.9%) above 67(21.1%) respondents disclosed that cultural and religious factors affect women most. Also, 265(83.6%) respondents said that women have limited access to professional training than their male colleagues 52(16.4%) and 242(76.3%) above 75(23.7%) of the respondents revealed that female Staff are mostly affected by lack of occupational mobility than their male counterparts. This highlights that male and female Staff of ABU, Zaria are not fairing equally in their quest for career advancement. This is because the perceived level of the factors in the table tended to affect women most as confirmed by significant proportions of the respondents.

4.5 Effects of the Factors Influencing Gender differentials in Career Advancement on Staff in Ahmadu Bello University, Zaria

This section presents the findings on the various ways the factors influencing career advancement affected the Staff. Some factors were subjected to a regression analysis see detail in Table 4.11:

Table 4.11: Views of Respondents on the Effects of the Factors InfluencingGender Differentials in Career Advancement

Effects	Yes	No	Total
Limit optimal movement and representation up the organizational hierarchy	258 (81.4%)	59 (18.6%)	317 (100.0%)
Limit access to formal and informal resource control and benefits	241 (76.0%)	76 (24.0%)	317 (100.0%)
Engenders less positive attitudes towards the job	219 (69.1%)	98 (30.9%)	317 (100.0%)
Refusal to assert oneself when aspiring for promotion	196 (61.8%)	121 (38.2%)	317 (100.0%)
Leads to persistent lower income and resource one receive	184 (58.0%)	133 (42.0%)	317 (100.0%)
Make difficult choice to remain childless or unmarried	171 (53.9%)	146 (46.1%)	317 (100.0%)
Lack opportunity to attend trainings, further studies and conduct research	202 (63.7%)	115 (36.3%)	317 (100.0%)
Emotional trauma leading to psychological imbalance	223 (70.3%)	94 (29.7%)	317 (100.0%)
Reluctant to struggle for managerial leadership	225 (71.0%)	92 (29.0%)	317 (100.0%)
Anxiety towards career pursuance	235 (74.1%)	82 (25.9%)	317 (100.0%)
Limited opportunity to present ones ideas, decision and initiatives	246 (77.6%)	71 (22.4%)	317 (100.0%)

Result in Table 4.11 shows the views of respondents on the effects of the factors influencing gender differentials in career advancement on Staff in ABU, Zaria. It was found that an overwhelming majority 81.4% of the respondents agreed that gender differentials in career advancement limit optimal movement and representation up the organisational hierarchy, significant proportion 77.6% said limit one's opportunity to present his/her ideas, decision and initiatives, 76.0% said it limit one's access to formal and informal resource control and

benefit, 74.1% identified anxiety towards career pursuance, 71.0% said reluctant to struggle for managerial leadership, 70.3% said emotional trauma leading to psychological imbalance. Also, 69.1% of the respondents said that it engenders less positive attitudes towards the job, 63.7% said lack of opportunity to attend training and further education studies, 58.0% said leads to persistent lower income and resources one receive and 53.9% said make difficult choice to remain childless and single. While all these factors were adduce to have effect on the affected Staff, the most prominent effects of the gender differentials in career advancement is that it limit optimal movement and representation up the organisational hierarchy, limit opportunity to present one's idea, decision and initiatives and limited access to formal and informal resource control and benefits.

Other effects of the factors influencing gender differentials in career advancement identified indicated that it leads to incapacity development 142(44.8%), it affects the overall standard of living in the family 45(14.2%), leads to unnecessary job rivalry and job dissatisfaction 30(9.5%), leads to low job morale and productivity 49(15.5%) and 21(6.6%) of the respondents did not respond.

In eliciting the Key informants' views, a discussant (Male Administrator) interviewed said that:

> *As far as i know, everybody has equal opportunity especially in promotion. Once a Staff reaches the three years of promotion and his/her HOD recommends him/her for promotion, regardless of your sex, you will be promoted. But there are instances where some heads of departments refuses recommending their female subordinate for promotion. This affected the women and the women didn't know why until some of them had the second to third experience and decided to report to the management, after some investigations, the HODs were found wanting and dismissed on the basis of sexual harassment. In fact, many people especially men were dismissed some years ago for sexual harassment against their female subordinate and for those that reported, actions were taken and those that are afraid to report, are the ones suffering from it.*

Narrating her experience, the Coordinator Gender Policy Unit said that: *it has affected us socially and academically in our career. When they are coming for accreditation, you find that all the women are at the bottom, the men are at the top. So, if you rank professorial ranking, senior lecturers, assistant lecturers, are mostly in favour of males than females and that is a very bad situation and is unfortunate since we females are at the middle and lower cadre, we (females) tend to have more responsibilities as juniors.*

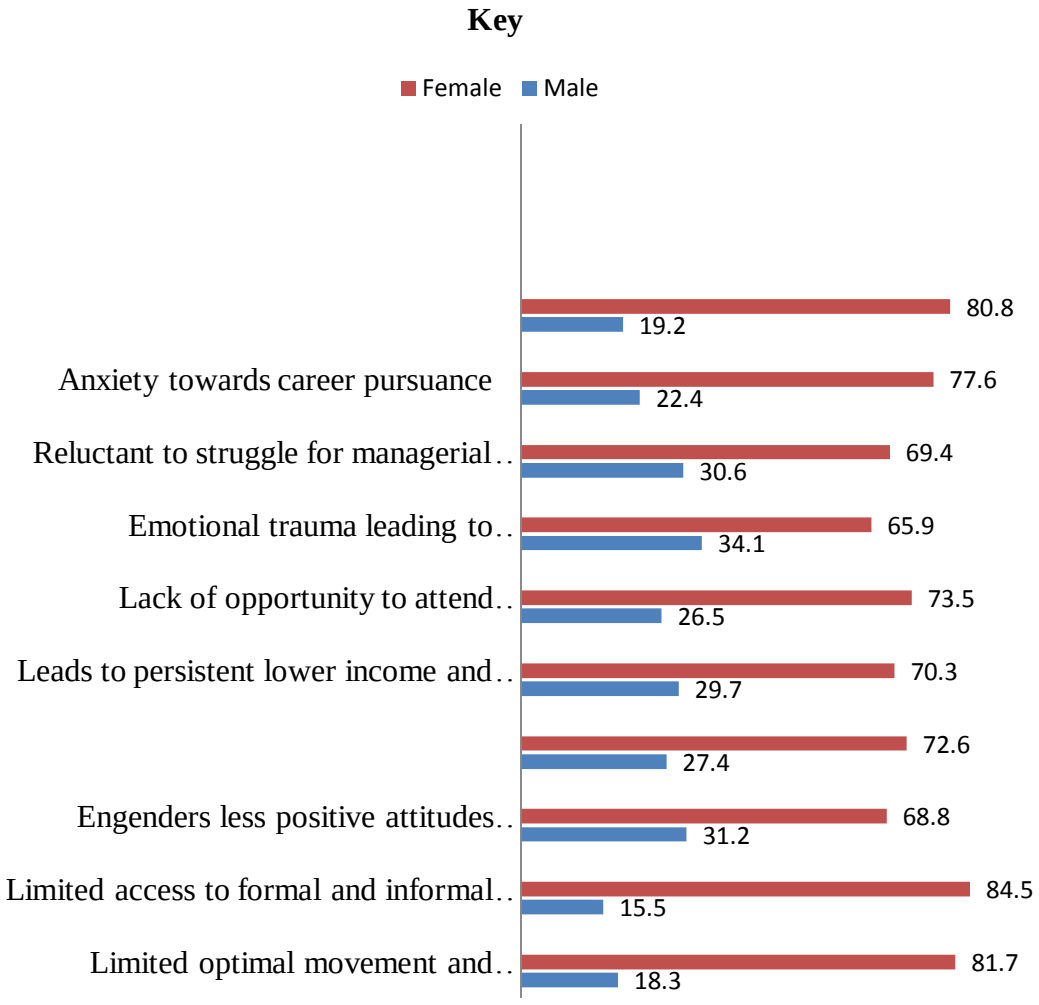
The Key informant (Coordinator Gender Policy Unit 'Female') added that:

> *There are many of my colleagues who cannot stay beyond 2:00pm in the office even if they are in a Faculty Board Meeting or Senate meeting, once is 2:00pm they have to leave and get back home. Whereas the men that are their husbands and are lecturers can stay even up to 6:00pm to 10:00pm but the women lecturers who also have their own quota to the university cannot do it without the permission of their husbands. Can you see the mismatch; can you see how gender role is playing down on women? Why won't there be imbalance when the system coupled with familial responsibility stands in the way of women? Career imbalance has affected the ABU Staff in many ways. First, many of the women compared to the men earn less, i know of some women who have been on a salary rate for long and have been expecting their promotion letters for long, some are expecting double promotion. I know there are some men too that are affected by this, some of the women complain and complain but no remedy. If you look carefully at the representation of women in key management positions, you will see that we are very few and when we go for management meetings, sometimes our contributions are taken but many a times if it is to be done by voting, our opinions or suggestions are not taken and we feel we are not important. Sometime, a senior male colleague has to approve then others agrees with that, it is always the men's decision that is accepted and that is why whenever we are trying to push issues about women welfare, the men will always counter.*

In the course of the pilot study, it was discovered that some women offer their husbands bribes in form of monthly allowance so that they can be allowed to work. The case of exploitation narrated below is pertinent. A female Lecturer voiced out that: *there are many female Staff in ABU who pay their husbands salary or say allowance every month. I know some of them and if that is not done, they will be denied opportunity to go to work. In fact to say it, a friend of mine could not pay her husband that month because she had to send some money to her sick mother for medical attention which the husband was quite aware. After some weeks, he demanded for the money and despite the wife's explanation and excuses, the*

man threatened to stop her from going to work. Now my brother, if women were to be wicked to their husband this way, do you think the world will be at peace? No. But women are patient, humble and always receiving and bearing the pains of spousal attacks and it affect the woman's work, it affect her health and commitment and make her to look foolish and unimportant. Some women have resigned to start up a business to atleast be flexible around the household. Another man (Male Lecturer) cried out that: *some men don't even bring money at home and yet don't want their wives to work and the burden is becoming too much on us. When a woman works, everything she labours for is for the family.*

Figure 2: Views of Respondents onSex of Staff that suffer more of the Effects of the Factors Influencing Gender differentials Career Advancement



Source: Fieldwork, 2016.

Statistic in Figure 2 revealed large proportions 259(81.7%), 268(84.5%), 218(68.8%), 230(72.6%), 223(70.3%), 233(73.5%), 209(65.9%), 220(69.4%), 246(77.6%) and 256(80.8%) of the respondents said that limits optimal movement and representation up the organisational hierarchy, limits access to formal and informal resource control and benefits, it engenders less positive attitudes towards the job, leads to persistent lower income and resources one receives, lack opportunities to attend trainings, further education and conduct research, reluctant to struggle for managerial leadership and limit opportunity to present one's ideas, decision and initiatives. Female Staff were identified to suffer most and this means that, female staff unlike their male counterparts expresses negative experiences on their job as indicated by the findings.

4.6 Possible Measures of enhancing Gender Equity in Career Advancement in Ahmadu Bello University, Zaria

This section interrogated the respondents on how gender equity in career advancement can be achieved. The views of respondents on whether or not there is gender equity in ABU indicated that 191 (60.3%) of the respondents said no and 126(39.7%) of them said yes. This shows that gender equity in ABU, Zaria is still on the blink as attested by significant majority of the respondents. Contrary to the findings, all the key informants interviewed were of the views that there is gender equity in ABU, Zaria and that the system does not discriminate. On the qualitative data collected, one of the discussants (Male Lecturer) admitted that: *though the system is structured and opportunity to become who you want to become is equally given, the problem is that achievement varies. Some may find it easy and others had to face challenges and women suffer most compare to men. The woman is occupied with many tasks especially the home responsibility so you cannot expect her to move with the same speed the man is moving. So, women move slower than men and many a times they are not given opportunity*

to management positions because they may not be committed due to their family responsibilities.

Based on the findings, it can be seen that the respondents claim to the existence of gender inequity in ABU contradict the key informants who claimed that there is gender equity and that the system does not discriminate. This discrepancy may arise from the respondents and Key informants difference in perception and knowledge of the subject matter. While the respondents may not have opportunity to express further, the Key informants have the opportunity to articulate and think through in-depthly because in practice, the qualitative methods allows one to go deep into the issues. This remains an issue of contention in gender studies. However, the response of the respondents on whether or not gender equity in career advancement can be enhance indicated that 150(47.3%) of the respondents said it can be achieved while 40(12.6%) said it cannot be achieved. This implies that majority of the Staff of ABU, Zaria areoptimistic that gender equity in career advancement is attainable. However, 127(40.150%) of the respondents were silent in indicating their views on whether or not gender equity in ABU, Zaria is achievable.

The views of respondents on how to achieve gender equity in recruitment shows that majority 118(37.2%) suggested that equal opportunities should be given to each sex, 44(13.7%) said qualified persons should be selected for the job regardless of sex, 25(7.9%) said there should be public advertisement on any job vacancies, 24(7.6%) said there should be quota to each sex when recruiting, 23(7.3%) of them said affirmative administrative action should be employed during recruitment process and 83(26.2%) do not know what policy or strategy could be adopted by the recruiting committee to enhance gender equity. This could probably be that they are not familiar or understand gender issues in the workplace. However, equality in opportunity given to male and female Staff will help achieve gender balance.

A Key informant (Coordinator Gender Policy Unit) corroborated the above views when she said that: *gender equity should be encouraged with sincerity without hindering any Staff from attaining his/her aspiration particularly in the recruitment and selection into management offices.* In the same vein, another Key informant (Male Administrator) said: *anybody irrespective of the sex, that meet up with the requirement for employment should be employed, though i would say that if there are a reasonable numbers of the women that meet the requirements, attention should be given to them to ensure that a reasonable number of them are picked.*

The findings clearly indicated that gender equity is an underlying fact to achieving gender balance in career advancement of ABU Staff. However, women were proposed to be given more recognition in times of recruitment.

With regard to equity in promotion, 120 (37.8%) of the respondents said Staff should be promoted when due without delay and discrimination,74(23.3%) said promotion of staff should be done based on merit regardless of sex,45(14.2%) of them said equal opportunity should be given to male and female Staff during promotion and 78(24.6%) did not respond. This could probably be that the respondents believed the promotional guideline available is adequate and transparent. However, when Staff regardless of sex are promoted as at when due and discrimination is eliminated on the bases of sex, both male and female Staff will achieve the desired goals of career in their respective profession.

According to a Key informant (Male Administrator), he said that: *everybody is given equal opportunities like I know based on promotion. However, people in position of authority should not exploit the sex of the Staff and deny him/her opportunity to advance rather, fair and just treatment should be accorded to them to make them achieve their goals.*

While equity in promotion will enhance Staff career progression, the clamour for elimination of sexual harassment in the workplace remains a serious concern as it constitutes a baffling challenge to the female Staff.

The findings on how to achieve gender equity in selection into managerial leadership position revealed that majority 95(30%) of the respondents said that affirmative action should be employed when selecting people for managerial positions, 85(26.8%) said there should be gender sensitivity or diversity, 42(13.2%) said women should be encouraged to aspire, apply for top managerial positions by appointing reasonable number of women, 21(6.6%) of them said there should be no bias, stereotypes and discrimination when making selection for appointment and 74(23.3%) did not respondents. Even though selection and appointment to managerial offices is mostly influence by the principal officer, the respondents silence depict a culture of intolerance or refusal to accept the existence of gender imbalance and preferential treatment that pave ways for bias and discrimination in selection and appointment to managerial offices. However, the table contained that affirmation action as indicated by majority of the respondents will pave the way towards gender balance as it will bring about gender representation in all positions and promote gender diversity in ABU, Zaria.

According to a Key informant (Male Lecturer) interviewed: *Women should be given quota during recruitment and appointment. Also, the selection into HOD and Deanship should be gendered rationing as long as there are women who have the qualification, this will help reduce male domination.*

Another Key informant (Coordinator Gender Policy Unit) said:

> *Selection and appointment into managerial offices has not been fair over the years, this is because almost all the positions at the faculty level and University level are occupied by men and suggested that University management should have a policy especially on the number of sits to be allocated to men and women so that it can rid of bias and negligent of women especially in consideration for appointment.*

Adding to the above, a Key informant (A Female Assistant Register) said: *there should be administrative affirmative action in the University. When this is done, more women like men will be involve in the management of the affairs of the University but if left at the discretion of the Senior Officer, gender imbalance will remain. So, the university affairs should be gendered diversified to encourage both sexes to soar higher and have some feelings and sense of belonging.*

Information gathered on the views of respondents on training and continuing education shows that84 (26.5%) of the respondents said equal opportunity should be given to the male and female Staff, 58(18.3%) said the school management should make funds available for staff development, 45(14.2%) said there should be no cultural or religious bias to training and continuing education, 43(13.6%) said the management of the institution should provide a level playing ground conducive and convenient for male and females to pursue training and further education and 40(12.6%) of them said female Staff should be proactive in seeking training and further education and 47(14.8%) did not respond. Their silent defines an attitude of 'I don't care' and somewhat inconsiderate towards their colleagues and that helps us to understand why a segment of the Staff along sexist line receives less concern to further their education and opportunities to go for training. However, the findings shows that majority of the respondents feels fair opportunity to training and continuing education will close the gender gap between the male and female Staff especially in areas of acquiring higher qualifications.

In the same vein, all the Key informants interviewed opined that the University should give equal opportunity for the male and female Staff to increase their skills and knowledge by equal supports irrespective of their sex. Bearing in mind women's disadvantaged position in the University system, one of the Key informants (Male Lecturer) was able to pin point major

hurdle when he said that: *though women are left behind because of their family responsibilities. Majority of them cannot apply, some their husband won't allow them, some their HOD don't release them, but the University management should try and encourage them by even sending special request to their husband to release their wife for the University to train for the benefits of the University and i think any responsible man that receive such letter from the university seeking his permission and supports to allow his wife to go for further studies or training and refuses, then that man is not responsible. And men have to support their wives since most of the difficulties women are facing are because of the home. So please, we husband should support our wives when the need arises, it is all for the good of the University, country and most importantly the family.*

Such views above shows how deeply entrenched patriarchal is and how women still have to be in the good books of their husband for them to make progress in their chosen careers. Indeed, some women have to forfeit opportunities for advancement in order to satisfy the demands of the home front. Men on the other hand seldom face such dilemmas and so are able to advance at a much faster pace.

Data from the survey on how to achieve gender equity in sponsorship and scholarship shows 92(29%) of the respondents opined that equal opportunity should be given to Staff who apply for sponsorship and scholarship, 73(23.0%) said the management should sponsor staff for training, 63(19.9%) said conditions for entitlement to scholarship and sponsorship should be strictly adhere without bias and sentiment, 40(12.6%) of them said scholarship for male and female Staff should be made available and 49(15.5%) did not respond. Their silence shows that they are indifferent on the issues of Staff career advancement in the University.However, the management should ensure that Staff are sponsored for training and equal opportunity to access scholarship grant should be given to the Staff irrespective of their sex.

From the qualitative data, the entire participants said that equal opportunities should be given to any Staff that is/are ready and willing to go for studies. A Key informant (Coordinator Gender Policy Unit) interviewed elaborated thus:

> *The University has different programmes on scholarship and sponsorship to advance education and course training outside the university. Like for the Academic Staff, there are scholarship programmes for both male and female, infact there are special scholarship for women in Academics to pursue their master's and doctoral degrees but only very few women had utilised that opportunities and most of the few ones base on their profiles are unmarried staff. The few married Staff at least from those i know are mostly those who no longer have dependent child(ren), those whose husband support their career progression even when they have dependent child(ren) and those who are single. But major beneficiaries of the scholarship programmes are the male academics. Special scholarship for academic women comes in different folds, part time and full time yet, a very small number of them benefit from it. We have been sending circular of scholarships to Deans and Head of Departments, but no response from their interested staff especially the women. This can be attributed to the multiple roles they play and also lack of supports from their spouses. Sometimes the system (University Management) may want to assist, but we cannot force them especially the women who form the bulk of disadvantaged Staff. So, the opportunity is equally given but some are fortunate to enjoy it while others are not and like i said, women have a lot of challenge to utilising the opportunity even when they want to.*

Other strategies proffered by the respondents on how to achieve gender equity in career advancement indicated that 118(37.2%) of the respondents said that sincerity of purpose, fairness and equal treatment of Staff by those in authority should be encouraged without bias in making decision will enhance gender balance, 46(14.5%) said there should be equity without discrimination on the basis of sex in staff development opportunities, 37(11.7%) said conscious efforts should be made to entice women to improve their education and eliminate factors hindering gender balance, 33(10.4%) said all the conditions of service as contained in ABU guideline should be adhered to without bias and sentiment,32 (10.1%) said religious and cultural sentiment should not be used as standard to determine gender role assignment, promotion and recruitment,28(8.8%) of the respondents said that no staff should be regarded as second class citizen or others as such women and men should be treated equally and

23(7.3%) did not respond. This means that the promotion of gender equity in career advancement of male and female Staff lies in the policies of the management and those responsible for the policy implementation.

As one of the Key informant put it: *As a worker regardless of sex, with proper planning and management, one will be able to overcome the challenges of career advancement*. Another Key informant (A Female Assistant Register) said:

> *It is true there is gender imbalance and i can tell you in many meetings that i attend, often times i am the only female and i hear, lady and gentlemen and not ladies and gentleman. So to address this problem, there has to be conscious efforts by the University and this conscious effort is the affirmative actions. You have to put in place a deliberate and definite policy to see that this imbalance is addressed. You have to put into place issues of motivation, encouragement. You have to be specific by looking at the workforce and in what area to make review and amend.*
>
> *The University Management has not made provisions for crèches and day care centres for Staff to keep their children since there is no provision for women to bring their children to the office. These are some of the issues for women that must be consciously addressed to address this imbalance. So long as that issue is not balance, there can never be gender balance in the university because you cannot separate a woman from reproduction. We have not reached that level where we can put off child bearing. I know in some developed countries, you can decide not to give birth to a baby for the next 10years and not to marry and nobody is going to pressure you but in Africa, the day you get married, people will begin asking you what is happening. So, there is pressure on the women and to be able to juggle these roles, without a conscious assistance from an employer, is the one that allows for imbalance. It has to be conscious because the society is patrilineal and all that we do consciously or unconsciously affect the women.*

Adding to the above, a Key informant (Coordinator Gender Policy Unit) said:

> *Those at the helm of management should look inward. The University has a white paper of employment conditions which should be strictly adhered to, male and female Staff should not be boycotted in any way. If along the line, we start looking back on parochial issues 'you are this, you are that, you are male, you are a female, you are from this and that, you are this tribe and religion', all this lack of trust, lack of mentorship, bias, stereotypes come in, everything will go wrong. So, we need to ask what went wrong?, How did the wrong begin?, where will it end?, and how do we stand to improve and advance? When all these are put into considerations, then we are at the verge of making success in equal opportunity to career advancement. So, anything*

that will serve as a stumbling block to both male and female Staff should be removed for both to reach their peak of career to exercise their potentials.

Another Key informant (A Female Assistant Register) said:

I see the affirmative action as an umbrella action to achieve gender balance. Other policies can come in to play with regards to work leave, policies that are women friendly or mother friendly. Policies should be put in place to address the issue of perception, how men perceive the women and how the women perceive themselves? I don't know what policy can address that but may be it should start from the primary schools. There should be subject that will educate people on the importance of girl child, and that she can do anything that a man can do. May be from there, it will build into the consciousness of the younger people and should be promoted into secondary schools. By the time they come to the university, everything will become consolidated and the problem of perception will be overcome which will also impact positively in the workplace especially in dealing with issues of gender in work place. In addition, parents also need to learn to train their children the same way. So that the boy and girl grow up with the mindset that they are all equal and that no one is superior to the other. When they grow to learn of that, they will grow with a less rigid gender bias mind set, it will go a long way to ridding of problem of gender perception and gender imbalance in the workplace.

From the findings, it can be said that adopting a sensitive gender positive attitude based on policy framework will help promote gender equity in career advancement of staff of ABU and that will give them opportunities to strive in their professions.

4.7 Test of Hypothesis

$H0_1$: There is no Significant Difference between Factors Influencing Career Advancement and Gender Differentials

Table 4.12: Mann Whitney U Test showing no significant difference between Factors influencing Career Advancement and Gender Differentials

Sex	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	P
Male	171	158.95	30041.00			
Female	146	159.08	20362.00	12086.000	-0.013	0.990
Total	**317**					

Not Significant at P<0.05 level

The statistic in Table 4.12 shows no significant difference between the factors influencing career advancement and gender differentials Z (317) = -0.013, P > 0.05.

This suggests that factors influencing career advancement and those of gender differentials have equal effects on male and female Staff in the study area. Hypothesis $H0_1$ is therefore retained.

$H0_2$:There is no significant difference between Male and Female in their Choice of Career

Table 4.13 Wilcoxon Test illustrating no Significant Difference between Male and Female in their Choice Career

	N	Mean Rank	Sum of Ranks	Z	P
Negative Ranks	83[a]	73.50	6100.50		
Positive Ranks	63[a]	73.50	4630.50		
Ties	171[c]			-1.655	0.098
Total	317				

Not Significant at P<0.05 level

The statistical output contains the z-value of -1.655 and p = 0.098.The results seem to indicate that the after measurements show no significant differences. This suggests that there is no significant difference in the choice of career between the male and female Staff. Thus we can accept the null hypothesis.

4.8 Discussion of Major Findings

The results of the study indicated that both the female and male Staff had pass through the four walls of education with majority having MSc (Table 4.3), however, there was gender inequality along educational attainment as the men have higher educationalqualification than the women. Significant gender differences (Table 4.5) were observed along income level of the respondents with men earning higher than women as the income level increase from ₦150,000 and above and more women than men at a lower income level between ₦50,000 – ₦149,000. It was discovered that there are more menthan women at the Senior Academic Ranks (Senior Lecturer, Reader, and professor) and not a single woman Professor and more womenthan men at the senior administrative cadre. This means that women are under-represented along senior Academic Rank and concentrated more in the Administrative Profession. This finding aligned with the Role Congruity Theory of Prejudices that argued that women are stereotypically confined to jobs that require less societal recognition. To buttress the findings, Blandford et al (2011) reported in their study thata higher proportion of Staff in professorial roles was male (80.9%) and female (19.1%). Men comprised 55.7% of Academic Staff in Non-manager roles and 72.0% of Academic Staff in Senior management roles. Duyilemi (2007) in his study also found out that most female Staffs in the Tertiary Institutions are in Junior Cadres of administration of female/male ratio of 11.6% to 88.4%. In other words, women continue to be concentrated in lower ranks.

With regards to the nature of gender differentials in career advancement of Staff in ABU, Zaria, the findings revealed that an overwhelming majority constituting 80.4% of the respondents have strong desire to advance in their career and their desire was born out of the need to attain the highest ranks of their professions. To support this finding, Leach &Chakiris (1988) said that career is by-product of job and job is activity individuals get into in order to

get paid, and job does not lead individuals to anywhere; while career is seen as a continuous and progressive behaviour display by individuals moving through a journey (path/ladder) that leads to predicted/known ultimate end. However, evidently, a gap exists regarding career advancement and workers development in the workplace. This was discovered where men occupy an overwhelming majority of such offices as HOD, Faculty Dean, Faculty Officers compared to women. This imbalance also cut across the position of Departmental Exam Officer, Faculty Assistant Dean and Departmental PG Coordinator. This is to say that there seem to be a gender role distinction which has created gap opportunities between men and women. This finding was proven by a significant majority 62.1% of the respondents who disclosed that there is gender inequality in ABU, Zaria. According to Ferro (2012), *gender inequality is the disparity in status, power and prestige between people who identify as women and men.*

With regards to treatment of Staff in ABU, a significant gender differences was observed. The findings gathered that (Table 4.9)Staff were equally treated in areas of promotion, opportunity for professional training, opportunity to further education, working hours and work leave. However, female Staff in the study was discovered are not favoured in the areas of recruitment, appointment to managerial offices and performance appraisals.According to Nwajiuba (2011), gender as a conceptual tool is used to analyse the structural relationships of inequality existing between women and men, as reflected in various aspects of life such as the household, the labour market, education and political institutions. As a result of this inequality, there were a very few women in senior positions in ABU which means that women are under-represented across all decision-making fora, including committees, boards, recruitment panels and the executive. This means that currently, the expertise and skills of a significant part of the workforce are being under-utilised. In addition, a survey by Accessure Educational and Goethe-Institute, Lagos (2008), observed that there is gender

inequalitywhich is often subtle and systemic. Though no policy statements discriminate against women, they noted, yet tertiary institutions has long been dominated by men, and the male perspective in policy development and performance evaluation.

Results of the factors influencing gender differentials in career advancement of Staff (Table 4.10) indicated that sexual discrimination, family and work conflict and lack of spousal and family members' supports have direct influence on career advancement.According to Madsen (2008), women's multiple responsibilities as mothers, wives, employees and employers create role conflicts that at times could result in compromises in careers. In the findings of Adeoye (1992), he indicated that the dual role of women in academics and non-academics as wives/mothers was a source of stress. While the husbands go to clubs and other relaxation centres to unwind, the women academic and non-teaching go back home to attend to domestic chores and care for children. Also, the influence of socio-cultural factors in our daily lives affect our perceptions of gender role while aligned with the findings in Table 4.10 that culture and religious factors generate inequality in the workplace, according to Sadie (2005), cultural attitudes are hostile to women involvement in decision making positions. However, some women are able to transcend and rise to high ranks and positions of leadership but more often than not, it means having to juggle cultural expectations with their leadership roles. What this means is that, having a career poses challenges for women due to their family responsibilities. For working Muslim women, participating in social life, politics, and a profession, as well as taking care of their families, provided a way to become "important religious and political agents" (Stivens, 2000). Engineer (2008) argued that Qur'an supports the idea that women are equal to men. She further emphasized that Qur'an "gave a woman an independent existence of her own and an active role of life in her own right. However, the religious ideals are often different from the practice. Many Islamic states treat women as having less authority and status than men.

The finding (Table 4.10) also indicated strong gender relations between bias in selection and appointment to managerial positions with gender differentials in career advancement. Thus, the Role Congruity Theory of Prejudice has demonstrated that even when the actual qualifications of men and women are equivalent, men are viewed as having higher performance ability and are expected to perform better and are therefore favoured over women in the selection process for the jobs. This is in line with Wang (2006) who asserted that, women are suffering significant disadvantages in both employment opportunities and earnings. He further argued that the selection criteria used by appointing authority in filling the open vacancies is among the factors contributing to gender inequality in workplace.To further describe the gender gap in career advancement, the study finds out low qualifications and limited access to professional training (Table 4.10) This corroboratedAlele-Williams (1992) findings who 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 identity and lack of occupational mobility (Table 4.10) also contributed to the challenge in career advancement. To buttress this claim, Vravec&Bacik (2012) posited that women usually follow a man for his job opportunity and they are choosing between job offers in their region. In contrast, men can travel farther to work; can work well in batch or at night. Men can change jobs more often than women, because they have more alternative opportunities in the labour market. As a result, women become constrained even in deciding pursuance for higher positions within the

institution. However, mobility according to Lewis (1992) is the real factor in advancement. This is especially important as married women find it hard to travel for the sake of their work assignment due to family and childcare.

Furthermore, the study indicated that females' lack of interest and enthusiasm about career advancement also contributed to the gender gap in ABU, Zaria. The finding corroboratesCubillo& Brown (2003) which found out that the barriers for women's advancement sometimes lay within the women themselves. Some women refuse to fight their way to the top because of their lack of self-confidence and believe themselves incapable. Setiadarma (1993) maintained that this attitude consists of the psychological dependence of a woman who wants to be taken care of and protected by another person. Perhaps this attitude is the last and the most paralyzing challenge for women today. Such an approach can be fatal since a woman lacks enough courage to fulfill her own creativity and to realize her own aspirations. So, women may make their aspirations consistent with realistic expectations about promotion and advancement but may tend to direct their career goals towards occupations that were in line with social perceptions of female roles. This means that women who expressed relatively low aspirations may not have been unrelated to the actual barriers to their career advancement.

The findings (Table 4.11) on effects of the factors influencing gender differentials in career advancement on Staff shows that it limit optimal movement and representation up the organisational hierarchy and also limit opportunity to present one's ideas, decisions and initiatives. To draw from Grummell*et al* (2009), they asserted that at the continental level, women are rarely seen in areas like seminars, workshops, involving senior officials, where issues pertaining to higher education are discussed simply because they are hardly in those positions, and no deliberate efforts are being made for them to be there. This remains the

domain for men and opportunities for developing their capacities through exchange of experiences, networking and exposure in general. And where a few women get such opportunities, their ability for effective sharing of experiences is also limited by the unconsciously assimilated socialization process and somewhat forceful and perhaps overwhelming pressure from the shire number of men. Due to the under-representation of women in senior positions, Ejumudo (2008) stressed that women tend to have less bargaining power and limited opportunity to influence decisions or other initiatives to promote gender equality and women's rights.

The findings also (Table 4.11) disclosed that gender inequality engender less positive attitudes towards the jobs. This continued expression of gender inequality begs for redress within organizations, not only because it may affect the optimal movement of talent between organizational ranks, but also because it affects the quality of employees' organizational experiences. Ensher, Grant-Vallone& Donaldson(2001) said that the presence of gender inequality causes women to experience work environments as exclusive to and difficult to navigate, engenders their attitudes toward their jobs and less engagement in their work. The authors extend that the consequences can extend beyond women's lack of access to formal and informal resources by influencing their experiences in, and perceptions of their work environments. Many women who believe they have experienced marginalization, or have seen colleagues affected by it, show less engagement in their work. Not only will gender inequality in career advancement affect the attitudes of the affected individuals towards their job, but can also lead to persistent low income and resources one receives (Table 4.11).Consequently, Gberevibie&Oyiagogie(2013) posited that a high percentage of women's employees are restricted and concentrated within the lower levels of unregulated sector, which are not adequately represented in positions. As a result of the concentration of women within the lower levels of organization, the authors said that, it limits

women'sopportunities of an increase financial gains and resource control thereby placing them at a wider gap of income inequality and discriminations.The consequence of the unequal status between men and women is high level of economic and political powerlessness among women, powerlessness in turn retard development of any level, politically, economically and socially (Omonubi, 2003). Therefore, gender inequality in workplace is not only harmful to the professional growth of an individual but also limits the growth of the organisation. It can reflect negatively on the organisation's performance, especially when those that can contribute to development of the organization have been discriminated against and are not opportune to work for the organization. It can compromise quality of workforce by creating an unhealthy work environment that is not conducive for employees' performance.

The findingsonpossible ways to enhancing gender equity in career advancement in ABU, Zaria shows that equal opportunity should be given during recruitment irrespective of sex; Staff should be promoted when due without delay and discrimination, andaffirmative actions should be employed in selection to managerial positions. It is interesting to note that the principle and practice of the Affirmative Action is a universal phenomenon and according to Orji (2003), is to foster the spirit of self-determination and class consciousness. The tendency also is to more or less in corporate women into mainstream corporate governance and sense of worth, liberty and freedom (Nkoyo, 2002).

The study gathered that equal opportunity should be given to the male and female Staff for training and continuing education, and equal opportunity should be given to the Staff in sponsorship and scholarships. When such opportunities are provided according to Rhoades &Eisenberger (2002), it will go a long way to motivate the Staff and also enhance confidence in their work and by extension on productivity.

Furthermore, the findings also indicated that there should be sincerity of purpose, fairness and equal treatment of Staff by those in authority should be encourage without bias in making decision will enhance gender balance in career advancement. In view of the above, Teresa-Rees (1998)suggested equal treatment which advocates that no individual is entitled to lesser rights and/or opportunities than any other; and the application of such a policy is the basis for an initiation and enactment of legislations about equal rights and opportunities for men and women including the right to equal pay for equal work. This is therefore, expected to have a significant impact on developing the deficient skills of the women as well as the rigidities of the gender segregation in the institution.

CHAPTER FIVE

SUMMARY OF KEY FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Key Findings

The findings from the study show that the entire participants had achieved some level of educational attainment, many of whom had tertiary level of education including postgraduate degrees. However, significant gender differences were observed in the level of educational attainment as men outnumbered women at the higher educational levels.

Drawing from the income level of respondents, there was a noticeable gender gap in earning between the male and female Staff as the male staff earned higher than female Staff as income increase from ₦150,000 and above and more women than men at a lower income level between ₦50,000 – ₦149,000. With regards to the respondent's job positions, there are more men than women at the Senior Academic levels i.e. Senior Lecturers, Readers and Professor while paradoxically; there are more women than men at the Senior Administrative Cadre.

The findings gathered that an overwhelming majority of the respondents expressed strong desire to advance in their career to attain the highest rank of their profession. With reference to gender inequality in ABU, Zaria, significant majority of respondents disclosed that there is gender inequality in ABU, Zaria and it was gathered that beside the gender gap in educational qualification and ranking, men cover most of the poses i.e. HOD, Faculty Dean, Faculty Officers, Departmental Exam Officer, Faculty Assistant Dean, Departmental PG Coordinator among others.

With regard to Staff treatment, majority of the participants said that all the Staff have equal opportunity and are treated fairly in the areas of promotion, opportunity for professional

training, opportunity to further education, working hours and work leaves. However, majority of the respondents also acknowledged that female Staff are treated less favourably in the areas of recruitment, appointment into managerial offices and performance appraisals.

The study found out that factors such as sexual discrimination, family and work conflicts, bias in selection and appointment into managerial positions, lack of supports from spouse and family members, cultural/religious factors, low qualification, limited access to professional trainings and lack of occupational mobility have more direct impact on gender differentials in career advancement. These factors were found to affect women than men. While these factors do not affect men in their career advancement, thus, women have to contend with these factors and in the process forfeiting opportunities for them to gain more experience, further their education and professional training that will enhance their career progression.

It was also gathered that gender inequality leads to limited optimal movement and representation up the organisational hierarchy, limited opportunity to present ones ideas, decisions and initiatives towards the running's of the university, affects the earnings of the affected persons and since most of those at the lower end of the occupational ladder are women, it means that they are more in the low income category than men. Also, in terms of appointment to managerial positions, only a few of the women were found to be appointed compared to their male counterparts and due to some cultural factors, women do not have equal opportunity to access scholarship opportunities and the institutions' fund to travel for further education and training and this affect their chances of getting higher qualification. Data from the qualitative study also revealed that sometimes, there is a general apathy on the part of the women with regard to scholarship; this probably may be due to the competing demands on them both from the family and work place. However, it was suggested that there should be equal opportunity during recruitment irrespective of sex, staff should be equally sponsored for training and further education, Staff should be promoted when due without

delay and discrimination and that there should be sincerity of purpose, fairness and equal treatment of Staff by those in authority. All these will enhance gender balance in career advancement of staff in ABU.

5.2 Conclusion

This study is a testimony to the impact that gender has on the way we do our work, the nature of the work and the decisions we make. Cultural stereotypes aboutmen and women and how they should behave create the backdrop for acycle of disparate treatment and we are unlikely to notice the ways our attitudes are guiding our behaviours. On the one hand, women are presumed to lack the attributes necessary forsuccessful task performance and are therefore more likely than men to be excluded from key work opportunities. This study indicates that, the manifestation of bias in decision-making,sexual discrimination, socio-cultural factors, poor gender policies and lack of support system for women foster a work environment that is skewed in favour of men. The exclusion of these women from full engagement inthe workplace decreases their visibility, their capacity to act, and precludes their ability tochange the stereotype of who women are and what they can achieve.

So, the ability to addressgender inequality and manage diversity in the workplace can be an asset to an organization. Indeed, being able to effectively manage diversity and minimizing workplace gender inequality is an important organizational concern given its effect on employee's attitudes and beliefs which in turn has a substantial impact on the institutions growths.Fortunately, gender inequality is recognized as a problem in many organizations, all of which are obligated by law to address. Fortunately, many organisations including the Ahmadu Bello University, Zaria believes that doing so will have a positive impact on the organisation and it is in view of this that ABU Zaria established a Gender Unit.

5.3 Recommendations

The findings show that there is gender inequality in recruitment and appointment to managerial positions in Ahmadu Bello University, Zaria. The study recommends that equal opportunities should be given to Staff irrespective of their sex. This can be achieved by setting up a gender diversity action plan and a body to coordinate and monitor the implementation.

The study revealed the paucity of women in senior positions which is indicative of a culture that is unfriendly to women. The study therefore recommends that the problem should be addressed expediently by the University Management. This can be achieved through conscious, deliberate and definite policy of affirmative actionand quota system to address the subtle unintentional forms of discriminations and exclusion on the job.

The study also revealed that women unlike the men are confronted with role conflict especially in trying to balance work and home responsibilities. The study recommends that women should be supported both at home-front and the workplace. Emotional support from the spouse and family members could douse tension from workplace and engender enduring marital relationship. Thus, relevant programmes should be instituted to educate men in general on essence of supporting their wives in their career endeavours.

The findings shows that socio-cultural factors have significant influence in generating gender inequality in workplace and which has been proven to be rooted in our families, societies and workplaces. To rid off these gender related problem in our society, it is recommended that there should be advocacy by government and non-governmental organizations in sensitizing the people to understand that both men and women are partners in the developmental process. To achieve this purpose, government should integrate all the educational levels (primary, secondary and tertiary) on the need to promote gender equity.

The study recommends that Ahmadu Bello University, Zariamanagement should provide adequate support structures and work life policies for working mothers such as work adjustment hours for new mothers and crèche facilities. These strategies would help female Staff with families to balance career and family life more effectively and efficiently.

Finally, the study recommends that all stakeholders in Nigeria should invest in girls and women. This is because investment in girls and women is an investment in Nigeria's future development.

5.4 Contributions to Knowledge

The study has demonstrated the significance of gender-sensitivity in workplace that optimizes participation by moving from a message-based approach to a more participatory approach which can further serve as a framework for meaningful gender representation in ABU, Zaria.

The study also revealed the subordinate position of women within the gender social relations in Ahmadu Bello University, Zaria which contributes to vulnerability to low income, poor motivation, sexual harassment, slow promotion, inexperience and poor career development and that only an open and level ground supports from the management and relevant stakeholders, equal opportunities to access institutional funds and empowerment of staff irrespective of sex can close the gender gap.

This study has also contributed significantly to the body of knowledge on gender studies and gender relations in the workplace and brought to fore women agitation for women's right.

5.5 Suggestion for Further Study

The researcher suggests that more study in the subject matter should be intensified with focus on the "assessment of the implementation of gender equity programs in career advancement in tertiary institutions".

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APPENDIX I

ANALYSIS OF GENDER DIFFERENTIALS IN CAREER ADVANCEMENT OF STAFF IN AHMADU BELLO UNIVERSITY, ZARIAQUESTIONNAIRE (CAQ)

Dear Respondent,

I am a Masters Student of Sociology, Ahmadu Bello University, Zaria, conducting a research title: **"Analysis of Gender differentials in Career Advancement of Staff in Ahmadu Bello University, Zaria".** I wish to seek for your indulgence by honestly responding to the questions provided on the subject matter and any information you provide will be treated with confidentiality. I hope you find completing the questionnaire enjoyable. Thank you for taking time to assist me.

Instructions: Please tick (√) in the boxes and write in the space provided where applicable.

Section A: Socio-demographic Characteristics of Respondents

1. Age (a) 25years and below [ ] (b) 26 – 30years [ ] (c) 31 – 35years [ ] (d) 36 – 40years [ ] (e) 41 – 45years [ ] (f) 46 – 50 years [ ] (g) 51 – 55years [ ] (h) 56years and above [ ]

2. Sex (a) Male [ ] (b) Female [ ]

3. Length of service (a) 1 – 4years [ ] (b) 5 – 8years [ ] (c) 9 – 12years [ ] (d) 13 – 16years [ ] (e) 17 – 20years [ ] (f) 21- 24years [ ] (g) 25years and above [ ]

4. Marital Status (a) Single [ ] (b) Married [ ] (c) Divorced [ ] (d) Separated [ ] (e) Widowed [ ]

5. Religion (a) Christianity [ ] (b) Islam [ ] (c) Traditional believer [ ]

6. Level of educational attainment (a) SSCE [ ] (b) NCE/ND [ ] (c) B.Sc/HND [ ] (d) M.Sc [ ] (d) PhD [ ] (e) Others (specify) _____

7. Job description (a) Academic Staff [ ] (b) Non-Teaching Staff [ ]

8. Income level (a) Less than ₦50, 000 [ ] (b) ₦50,000 – ₦99,000 [ ]

   (c) ₦100,000 – ₦149,000 [ ] (d) ₦150,000 – ₦199,000 [ ]

(e) ₦200,000 – ₦249,000 [ ] (f) ₦250,000 – ₦299,000 [ ]
(g) ₦300,000 – ₦349,000 [ ] (h) ₦350,000 – ₦399,000 [ ]
(i) ₦400,000 – ₦449,000 [ ] (j) ₦450,000 – ₦499,000 [ ]
(k) ₦500,000 – ₦549,000 [ ] (l) ₦550,000 and above [ ]

9. Your Department and Faculty? _____

10. What is your job position (a) Graduate Assistant [ ] (b) Assistant lecturer [ ]
(c) Lecturer II [ ] (d) Lecturer I [ ] (e) Senior lecturer [ ] (f) Dr/PhD. [ ]
(g) Reader [ ] (h) Professor [ ] (i) Junior Administrative Officer [ ] (j) Senior Administrative Officer [ ] (k) Others (specify) _____

Section B: Characteristics ofGender differentials in Career Advancement of Staff in ABU, Zaria

11. Do you have a strong desire for career advancement? (a) Yes [ ] (b) No [ ]

12. What are your reasons for the response to question 11? _____

_____

13. What is you conception of gender inequality? _____
_____

14. Would you agree that there is gender differential in career advancement among Staff of ABU, Zaria? (a) Yes [ ] (b) No [ ] (c) Can't figure out [ ]

Which between the sexes is occupying the following post in your faculty and department?

S/no	Post	Male	Female
15	Head of Department		
16	Faculty Dean		
17	Faculty Officer		
18	Departmental Exam Officer		
19	Faculty Time Table Officer		
20	Faculty Assistant Dean PG		
21	Departmental PG Coordinator		
22	Department Faculty Exam Board Member		
23	Faculty ERIC Chairman		

24. When was your last promotion? _____

Based on your experience, do you feel that men and women in ABU, Zaria are treated equally in the following areas (tick the appropriate option)

S/no	Variables	Men and women Treated equally	Men treated less favourably	Women treated less favourably
25	Recruitment			
25	Promotion			
26	Appointment into management position			
27	Opportunity for professional training			
28	Opportunity to further education			
29	Working hours			
30	Work leave			

Section C: Factors influencingGender differentials in Career Advancement of Staff in ABU, Zaria

To what extend do you agree on the following factors influencing gender differentials in career advancement of Staff in ABU, Zaria where SA= Strongly agree, A= Agree, UN= Undecided, SD= Strongly disagree and D= Disagree

S/no	Factors	SA	A	UN	SD	D
32	Sexual discrimination					
33	Family and work conflict					
34	Unfair or bias in promotion process					
35	Bias in selection and appointment to managerial post					
36	Lack of mentorship from the male colleagues					
37	Lack of mentorship from the female colleagues					
38	Lack of support from spouse and family members					
39	Cultural/religious reasons					
40	Low qualification					
41	Inefficient managerial skills					
42	Limited access to professional training					
43	Lack of occupational mobility					

44. What other factor(s) do you think influencesgender differentials in career advancement of Staff in ABU, Zaria _____

Based on your response above, what gender is more affected in the following area?

S/no	Factors	Male	Female
45	Sexual discrimination		
46	Family and work conflict		
47	Unfair or bias in promotion process		
48	Bias in selection and appointment to managerial post		
49	Lack of mentorship from the male colleagues		
50	Lack of mentorship from the female colleagues		
51	Lack of support from spouse and family members		
52	Cultural/religious factors		
53	Low qualification		
54	Inefficient managerial skills		
55	Limited access to professional training		
56	Lack of occupational mobility		

Section D: Effects of the Factors Influencing Gender differentials in Career Advancement of Staff in ABU, Zaria

From the table below, would you agree or disagree on the following effects of the factors influencinggender differentials in career advancement on Staff?

S/no	Effects	Yes	No
57	Limit optimal movement and representation up the organizational hierarchy		
58	Limit access to formal and informal resource control and benefits		
59	Engenders less positive attitudes towards the job		
60	Refusal to assert oneself when aspiring for promotion		
61	Leads to persistent lower income and resource one receive		
62	Make difficult choice to remain childless or unmarried		
63	Lack opportunity to attend trainings, further studies and conduct research		
64	Emotional trauma leading to psychological imbalance		
65	Reluctant to struggle for managerial leadership		
66	Anxiety towards career pursuance		

67	Limited opportunity to present ones ideas, decision and initiatives		

68. In what other ways can lack of career advancement affect people?

_____

_____

From your response above, who do you think suffers more from the following effects of the factors influencinggender differentials in career advancement of Staff in ABU, Zaria?

S/no	Effects	Male	Female
69	Limited optimal movement and representation up the organizational hierarchy		
70	Limited access to formal and informal resource control and benefits		
71	Engenders less positive attitudes towards the job		
72	Refusal to assert oneself when aspiring for promotion		
73	Leads to persistent lower income and resource one receive		
74	Make difficult choice to remain childless or unmarried		
75	Lack of opportunity to attend trainings, further studies and conduct research		
76	Emotional trauma leading to psychological imbalance		
77	Reluctant to struggle for managerial leadership		
78	Anxiety towards career pursuance		
79	Limited opportunity to present your ideas, decision and initiatives		

Section E: Possible Measures of enhancing Gender Equity in Career Advancement in ABU, Zaria

80. Is there gender equity in career advancement in ABU, Zaria? (a) Yes [ ] (b) No [ ]

81. If yes, what are the areas of gender equity in ABU, Zaria?

_____

_____

82. If no, do you think something can be done to enhance gender equity in career advancement in ABU, Zaria? (a) Yes [ ] (b) No [ ] (c) Undecided [ ]

83. Suggest practical ways in the following areas below you think will best enhance gender equity in career advancement in ABU, Zaria?

(a) Recruitment: _____
_____
_____

(b) Promotion: _____
_____
_____

(c) Selection and appointment into managerial leadership: _____
_____
_____

(d) Training and continuing education: _____
_____
_____

(e) Sponsorship and scholarship: _____
_____
_____

(f) Other suggestions: _____
_____
_____
_____
_____

APPENDIX II

IN-DEPTH INTERVIEW GUIDE

On

Analysis of Gender differentials in Career Advancement of Staff in Ahmadu Bello University, Zaria

Nature ofGender differentials in Career Advancement of Staff in ABU, Zaria

1. Do you have strong pursuit for career advancement? Can you explain please?
2. What are your stakes on career status of Staff (which between male and female advance more/faster) in ABU, Zaria?
3. Could you describe the nature of gender differentials in ABU, Zaria?

Probe for:

- Recruitment
- Promotion
- Appointment to managerial leadership

4. What forms of gender inequality have you suffered? And have you seen others surfer in ABU?

Factors influencingGender differentials in Career Advancement of Staff in ABU, Zaria

5. How did you reach this top position/rank? What helped (or hindered) your advancement in your career?
6. What kind of knowledge and experience do you need to advance in your career?
7. Generally speaking, what are the barriers you meet on the way of career advancement?
8. Why do you think there are so few women in top positions in ABU, Zaria?
    - Negative stereotype
    - Family and work conflict
    - Lack of qualification
    - Inefficient management skills
    - Perception of the society and male employees towards female employees
    - Unfair and unequal recruitment and promotion
9. To what extend to you think men suffer from all these?

Effects of the Factors influencing Gender differentials in Career Advancement of Staff inABU, Zaria

10. Could you describe the various ways gender differentials in career advancement in ABU, Zaria affects men/women?

    Probe for:

    - Limit optimal movement up the organizational hierarchy
    - Limit access to formal resource control and benefits
    - Lead to persistent lower income and resources
    - Reluctant to make career choice as a result of lower feelings of power and prestige
    - Denial opportunity to present ones ideas and policies on condition of service
    - Persistent inequality in recruitment and promotion

11. Could you explain thegender you think suffers more from each of the above factors?
12. What do you think about the future of male and female staff of ABU, Zaria in advancing their career?

Possible Suggestions of enhancing Gender Equity in Career Advancement in ABU, Zaria

13. What do you think is/are the most important factor(s)that will help men/women to get to higher ranks/position?

Probe for (men/women):

- Self-confidence
- Mentorship
- Opportunities
- Others

14. How do you perceive gender equity and equality in career advancement in the Tertiary institutions?
15. What kind of gender equity policies do you think can promote career advancement among Staff in ABU?

    Probe for:

    - Quota
    - Mainstreaming gender
    - Equality
    - Others

Additional Questions for Director ABU Gender Unit

16. Are there any programs/policies on gender equity in ABU and what aspect of the gender equity do the programs/policies address?

    Probe for:

    - Recruitment
    - Promotion
    - Selection and appointment into managerial position
    - Training and continuing education
    - Sponsorship and scholarship
    - Job sharing program
    - Mentoring program
    - Others

17. Is there gender mainstreaming in the gender equity programs/policies above?
18. What is the way forward? or refer to question 15 above