

Assessment of Gender and Generational Differences in Higher Education: Options for the University of Ibadan, Ibadan, Nigeria

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Abstract

Gender bias in access to admission of students and employment processes are major impediments to achieving the goal of building a new millennium-inclined tertiary institution. The situation in Nigerian universities is quite alarming as gender-imbalance in staff enrolment and admission exercise is a common phenomenon in the nations' tertiary institutions. This paper assessed the gender ratio of undergraduate admissions and staff employment at the University of Ibadan. Data was collected through purposive sampling procedure and analyzed using descriptive and inferential statistics. The result revealed that the admission of undergraduate students at the University has been on an average of 54% and 46% for male and female respectively while staff appointment has been on an average of 59.6% and 40.4% for male and female respectively over the past five years. The test of hypotheses revealed that the difference between male and female undergraduate admission was not significant at $p = 0.269$. This study concludes that the difference between male and female staff appointment was significant at $p = 0.05$. This study recommends that female participation should be encouraged at all decision-making bodies within the campus in line with the target of the SDGs-5 and 10, and the National Blue-print of Development.

Keywords: Gender, Gender-imbalance, Sustainable development, Sustainable Development Goals (MDGs), Higher education.

1.0 Introduction

The year 2015 has been identified by the international community as an important milestone where a comprehensive assessment of the Sustainable Development Goals (SDGs) achievements would be determined. This milestone will help to establish if existing policies, structural facilities and efforts are reaching the intended objectives, and will also help to make critical decision. The integration of gender in programmed planning and implementation is critical to solving institutional and societal problems (University of Ibadan Gender Policy, 2012). The Nigerian Government in an attempt to enhance education within the country has embarked on full decentralization of higher education in the country. This decentralization of higher education in the country has led to the establishment of several private universities which has resulted into increase in admission chances and staff employment rate. This notwithstanding, the gap between the admission of female students and employment of female staff into the university system compared to that of their male counterpart remains very wide. To bridge this gap, tertiary institutions must have a tradition of willingness to accept change, the willingness to commit human and material resources to it. Furthermore, institutions are also expected to secure external compliance through the application of legal/financial sanctions and possess the capacity to monitor and evaluate the process (Haffner et al., 2000).

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The evaluation of undergraduate admission, coupled with staff appointment with respect to gender, will help to enlighten 'policy makers' on the need to install and sustain specific quota allotted to male and female in students' admission and employment exercise. It will equally provide a benchmark by which the laws governing the institution's activities can be evaluated based on the extent to which they comply with stated goals.

1.1 Problem Statement

Globally, it is well known that where women and men pool their potentials, knowledge and skills together, there is always a remarkable development (U.I Gender Policy, 2012). Gender and Generational Assessment of undergraduate admissions and staff employment at the University of Ibadan becomes necessary as this would lead to a quick response in achieving the target of SDGs-5 & 10 (i.e. Achieve gender equality and empower all women and girls and Reduce inequality within and among countries). These are pledges by the international community to halve the number of people in the world suffering from extreme hunger, and implement strategies for women empowerment by the year 2015.

This paper therefore aims to evaluate the link between the effect of University Gender Policy as well as the achievement of the objectives of Sustainable Development Goal 5 alongside the mandate of the National University Commission within the University of Ibadan. A review of the impact of the mandate of National University Commission and the institutionalization of a gender policy at the university of Ibadan, is expected to serve as pointer to the achievement of the MDGs relating to gender equity, women empowerment, strengthening opportunities for post secondary education for females and males and fairness in employment rate and rights for both gender. It is in line with the targets of the SDG-5 and the quest for institutionalising gender parity at the university level that this paper attempts providing answers to the following research questions.

1.2 Research Questions

1. What is the female/male ratio as regards undergraduate admission opportunities in the University of Ibadan while meeting commitments of the gender policy of the National University Commission?
2. What is the female/male ratio as regards employment opportunities in the University of Ibadan while meeting commitment to the affirmative action of the 1995 Beijing declaration?

1.3 Hypotheses

Ho1: There is no significant difference in the admission of male and female students at the University of Ibadan between 2008 and 2013.

Ho2: There is no significant difference in the appointment of male and female staff at the University of Ibadan between 2008 and 2013.

1.4 Objectives of the Study

The purpose of the study is to bring to light the extent to which the female gender has been mainstreamed into undergraduate admission and the staff employment at the University of Ibadan. The outcome of this study could also create enabling situation for tertiary institutions to develop their untapped intellectual sources and improve on their achievement by creating a gender-friendly space for all.

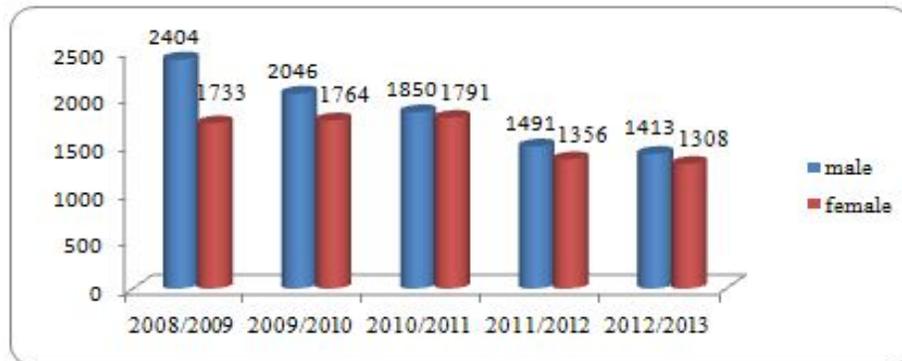
2.0 Methodology

The paper adopted a purposive approach to collect information from the Management Information Systems (MIS) and the Academic Planning Unit (APU) of the University of Ibadan, Ibadan. The population of the study includes all academic staff, senior non-teaching staff, junior non-teaching staff and undergraduate students of the University of Ibadan, Ibadan. Descriptive and inferential statistics were used to analyse the secondary data obtained from MIS and the Academic Planning Unit of the University of Ibadan, Ibadan.

3.0 Data Presentation

All data presented was sought from the Management Information System and the Academic Planning Unit of the University of Ibadan, Ibadan, Nigeria. The data for undergraduate admissions and appointment of staff for the past five years (2008-2013) was used for the purpose of this study. The chart below clearly shows an imbalance in the admission of male and female undergraduates at the University of Ibadan. However, there has been a steady corresponding increase in the admission of female undergraduates as shown in the Table 1 below.

Figure1: Undergraduate Admission Data from 2008/2009 to 2012/2013 Academic Session Source: Management Information System Unit, University of Ibadan



Percentage distribution of Undergraduate Admission from 2008/2009 to 2012/2013 Academic Session From the Table 1 below, the yearly undergraduate admission of female students has followed an increasing pattern. Furthermore, the table reveals that the admission of undergraduate students at the University of Ibadan has been on an average of 54% and 46% for male and female respectively. Thus, it can be concluded that the University of Ibadan has fairly fulfilled the mandate of the National University Commission (NUC), which has on paper, a gender policy that advocates that females account for at least 40% of yearly undergraduate admission.

Table1:Percentage distribution of Undergraduate Admission from 2008/2009 to 2012/2013 Academic Session

Academic Session	Male Admission (%)	Female Admission (%)
2008/2009	58.1	41.9
2009/2010	53.7	46.3
2010/2011	50.8	49.2
2011/2012	52.4	47.6
2012/2013	59.9	48.1

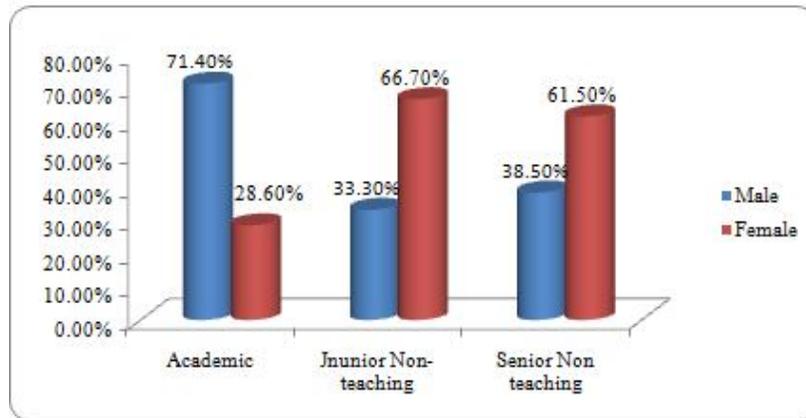
Table 2: Distribution of Respondents According To Staff Appointment from 2008 To 2013

SESSION	Category	MALE	FEMALE	TOTAL
2008	Academic	5	2	7
	Junior Non-Teaching Staff	2	4	6
	Senior Non-Teaching Staff	5	8	13
2009	Academic	1	4	5
	Junior Non-Teaching Staff	11	8	19
	Senior Non-Teaching Staff	3	2	5
2010	Academic	11	4	15
	Junior Non-Teaching Staff	11	5	16
	Senior Non-Teaching Staff	12	7	19
2011	Academic	44	11	55
	Junior Non-Teaching Staff	49	22	71
	Senior Non-Teaching Staff	26	24	50
2012	Academic	160	71	231
	Junior Non-Teaching Staff	376	227	603
	Senior Non-Teaching Staff	181	187	368
2013	Academic	37	28	65
	Junior Non-Teaching Staff	37	31	68
	Senior Non-Teaching Staff	32	35	67
Total		1003	680	1683

From the Table 2 above, except for the comparative data on senior non-teaching staff, the number of female lecturers and that of female junior non-teaching staff are lower compared to their corresponding male counterpart.

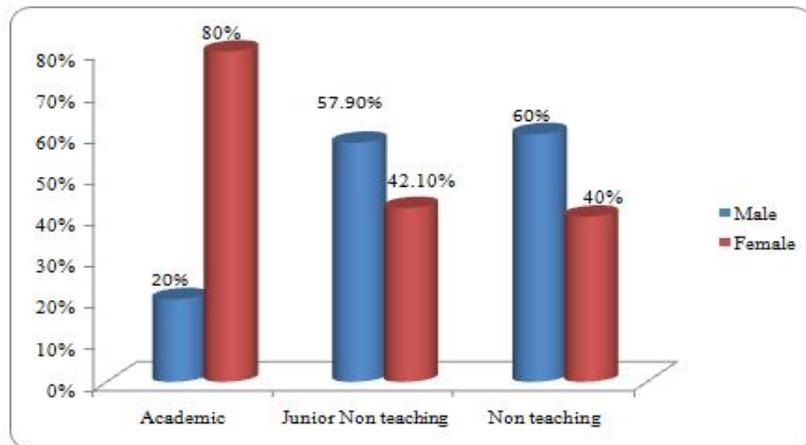
There is an urgent need for more female lecturers as this will go a long way to provide role models for younger female students in the university.

Figure 2: Gender Data on staff Appointment for 2008



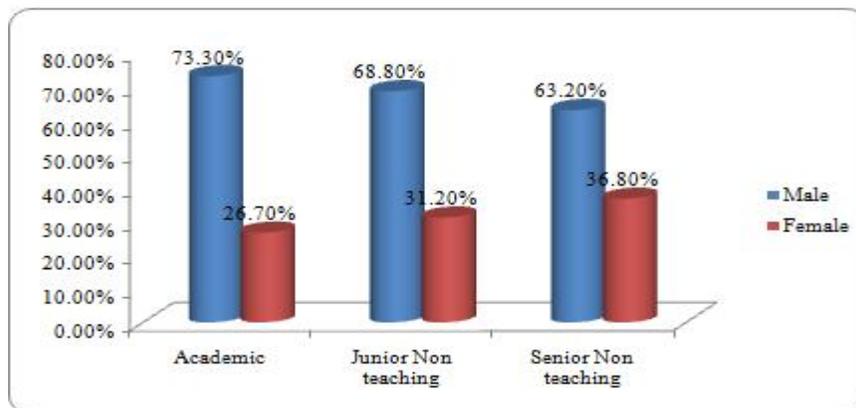
Source: Management Information System, University of Ibadan

Figure 3: Gender Data on Staff Appointment for 2009



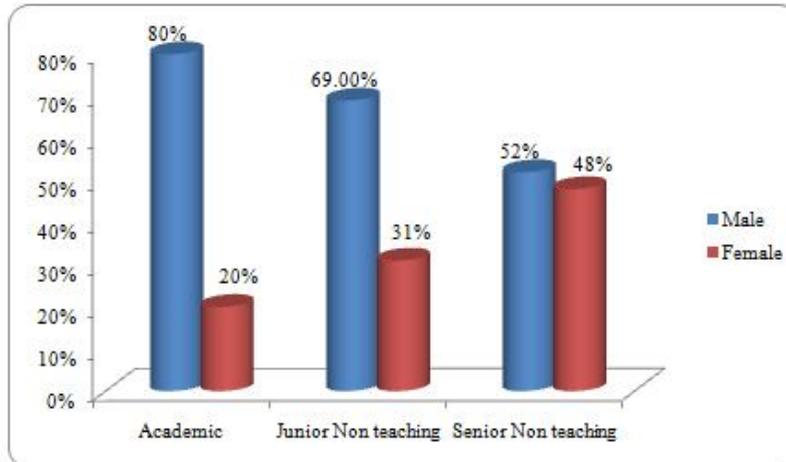
Source: Management Information System Unit, University of Ibadan

Figure 4: Gender Data on Staff Appointment for 2010



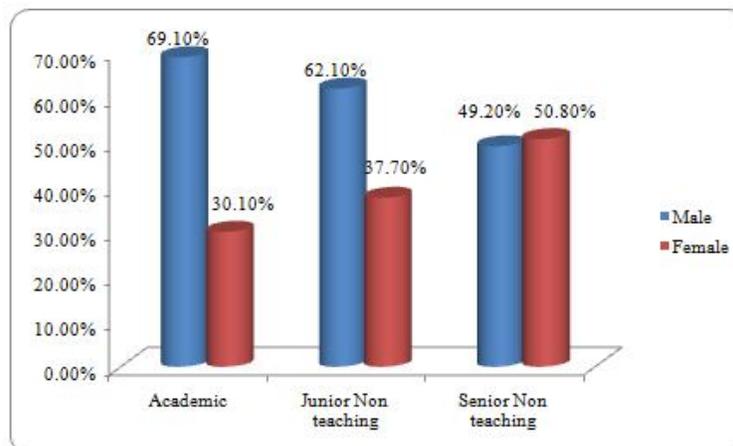
Source: Management Information System Unit, University of Ibadan

Figure 5: Gender Data on Staff Appointment for 2011



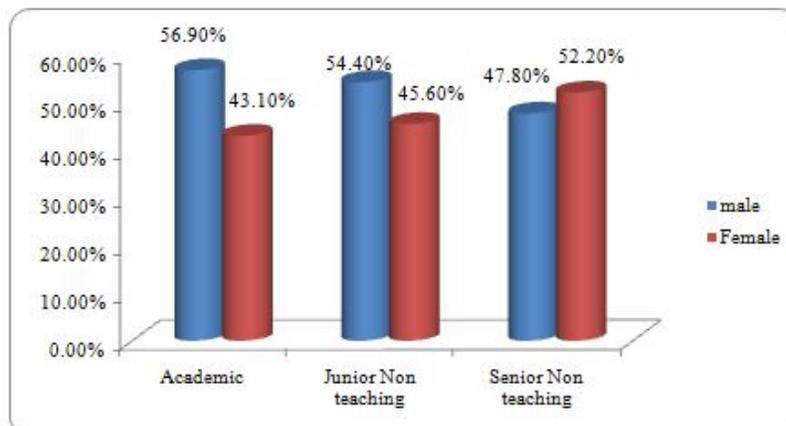
Source: Management Information System Unit, University of Ibadan

Figure 6: Gender Data on Staff Appointment For 2012



Source: Management Information System Unit, University of Ibadan

Figure 7: Gender Data on Staff Appointment For 2013



Source: Management Information System Unit, University of Ibadan

3.1 Test of Hypotheses

H₀: There is no significant difference in the admission of male and female students at the University of Ibadan.

Table 3: T-test analysis showing the difference in the undergraduate admission of male and female students at the University of Ibadan

Independent Sample Test

	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Students admissions Male Female	1.129	.319	1.187	8	.269	250.40	210.970	-236.097	736.897

Group Statistics

	Sex	Number of Session	Mean	Std. Deviation	Std. Error Mean	Remark
Students admissions	Male	5	1840.80	407.664	182.313	Not Significant
	Female	5	1590.40	237.384	106.161	

The mean difference between the male and female undergraduate admission is 250.4. The size was fairly large ($d=0.776$) as the mean value of undergraduate admission for males ($\bar{x}/ = 1840.8$) for the past five years was greater than that of the female ($\bar{x}/ = 1590.4$) admitted into the University. However, an independent t-test shows that the difference between male and female, based on undergraduate admission was not significant at $p = 0.269$, $t = 1.187$. Hence, we accept the null hypothesis which states that there is no significant difference between the undergraduate admission of male and female students at the University of Ibadan.

H₀₂: There is no significant difference between the appointment of male and female staff at the University of Ibadan.

Table 4: Paired Samples Test Showing the Difference between the Appointment of Male and Female Staff at the University of Ibadan

Paired Sample Test

	Paired Differences					t	dt	Sig. (2-tailed)
	Mean Difference	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair Male Staff 1 Female Staff	-17.9444	39.45283	9.29912	-37.5639	1.6750	-1.9	17	.050

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean	Remark
Pair Male Staff 1 Female Staff	37.7778	18	64.28755	15.15272	Significant
	55.7222	18	94.92834	22.37482	

The mean difference between the male and female staff appointment is -17.94. The effect size was small ($d=0.224$) though the mean value of appointed male staff ($\bar{x}/ = 37.8$) for the past five years was less than that of the appointed female staff ($\bar{x}/ = 55.7$). A paired sample t-test shows that the difference between male and female based on staff appointment was significant at $p = 0.05$, $t = -1.9$. Hence, we reject the null hypothesis which states that there is no significant difference between the appointment of male and female staff at the University of Ibadan.

4.0 Conclusion

There is still an existing gap between appointment of male and female staff at the University of Ibadan. However, there has been a better male/female ratio since the inception of the Gender Mainstreaming Programmed and the adoption of the Gender Policy at the University of Ibadan. Moreover, the University of Ibadan is on track with the stipulated mandate of the NUC gender policy as regards female undergraduate admission.

From the presentation of data in this paper, it is obvious that there is an increasing female access to undergraduate admission and staff appointment vacancies at the University of Ibadan, Ibadan, Nigeria. However, the Institutional-will to institutionalize gender equity therefore requires extraordinary changes in the mentalities of individuals, institutions and even the nation at large. It is believed that a steady improvement in this direction will help address any observed imbalance and equally aid the development of a millennium-branded institution based on stipulated blueprint of global development.

5.0 Recommendation

There is an urgent need for tertiary institutions to:

- Establish an administrative framework to assess and evaluate gender equity on campus.
- Collect appropriate data to monitor gender inequity at all levels and sectors of the institutions.
- Increase vacancies for female participation at all levels of management and key decision making bodies within the campus.
- Develop a gender policy that is in line with the objectives of the global blueprint of development.

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