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Gendering academic positions: Does gender equity project count in Obafemi Awolowo University Nigeria?

ABSTRACT. The paper analyzed dynamics that shaped disproportionate academic positions occupied by men and women at the Obafemi Awolowo University (OAU), Nigeria between 2003/2004 and 2013/2014 academic sessions. It demonstrated that disparity between men and women in academic positions is not natural but social. The gap is, thus, susceptible to social intervention. The paper identified Carnegie Project as a major interventionist project that has influenced the positions occupied by women in academic positions within the period under review. Before, during and after method was used to establish the influence of the project on gender gap. The data used for this study were obtained from the Budgeting and Monitoring Unit and Centre for Gender and Social policies Studies of the University. The data were summarized using descriptive statistics and while inferential statistics such as Analysis of Variance (ANOVA) was used to make deductions. The results showed that out of 1,041 academic staff in 2003/2004 academic session, 876 were males (84.0%) while 165 (16.0%) were females. The 2007/2008 academic session had a higher proportion of 22% showing an increase of 6% within a period of six years. The 2009/2010 academic session recorded the highest proportion of female academics in the University with 24%. The periods 2007/2008 to 2009/2010 were the peak of the Carnegie programme when there were female scholarships and Fellowships and when a lot of sensitization and motivational workshops were held for female students and female staff. However, by 2012/2013 the percentages of female academic staff declined from 24% in 2009/2010 to 16%. Four factors were found to have accounted for this change. These were the stoppage of female scholarship programmes, awareness campaigns on radios, television and OAU—Carnegie Gender Equity Initiative Bulletin, sensitization and motivational workshops. These results greatly affected the female staff and students whose ambitions were to pursue Ph.D. programme. The paper suggested therefore, that there is need for the university to put in place structures that will enable female academic to develop themselves and thus reduce gaps in employment of academic posts. There is also need to encourage a gender friendly environment for staff and revisit the Sensitization and awareness programmes / motivational workshops. The influence of the project began to be significant on the gender gap three years after its inception.

KEYWORDS: Gender Equity, Academic Position, University, Nigeria

Introduction

Gender differentiation is well pronounced in patriarchal societies where a group of individuals has been tagged and groomed to be the decision makers for another group considered to be inferior, weak and subordinate (Gauley, 1987). Put differently, being male or female is merely a cultural division that is universally accepted. However, the divisions are so distinct that through the growing years an individual is given the socialization that suits the role that is expected by culture and society (Afonja et al., 2001). In this regard, the division in gender is distinct from biological division between male and female which is based on one's physiological make up. In many of these societies, there is the general belief that men and women are situated differently and unequally. In the labour force, for example, the level of segregation is so high that it necessitated local, national, regional and international treaties to check rising gender inequalities in employment. Similar disparities are being addressed in the health and agriculture and in the education sectors (Afonja et al., 2001). Thus, one of the most reoccurring issues in the debates over gender equality has been the unequal access and control that women have as compared to men over productive resources.

Issues of gender equality in education have been the subject of debate during the past decades and have become a prominent topic of discourse worldwide. It is therefore not amazing that issues bordering on inequality and inequity in education and other spheres of life are often addressed as forms of discrimination against women. Furthermore, education is believed to be the most powerful and dynamic instrument for social, economic, political, scientific and technological development of nations.

However, academic position in the university is an occupational area where women are severely underrepresented. Studies have shown that there are a few numbers of women in academic positions in the universities compared to their male counterparts (Blackmore, 2002). Bush (2006) also opined that women are greatly underrepresented in senior positions in education as in many other occupations. According to him, men dominated numerically in senior positions in all phases of education with the exception of nursery and infant schools. Duyilemi (2007) also observed that the percentage of females in the academic sector is still very low and that in tertiary institutions most females are in junior cadre of administration. In their study, Ajayi, Goma and Johnson (1996)

also found that the percentage of women in tertiary institutions in Sub-Saharan Africa is only 25% of the total enrolment and this is much lower than the secondary level and the latter is much lower than the primary level. In their research into the recruitment, promotion and appointment of women to academic and administration positions in Nigerian Universities, Onokala and Onah (1998) established that although there has been an increase in the number of female academic staff recruited into Nigerian Universities, the female percentage of total academic staff is still very low. They argued that in Nigeria, gender disparities in education exist at all levels and are especially glaring at the tertiary level. Data gathered in 2001/2002 academic session revealed that an average of 4.6% of the academic staff of 23 Nigerian Universities were female professors. It was observed that about eight (8) of the 23 Universities sampled had no female professor (Abiodun-Oyebanji & Olaleye, 2011; Eboiyehi, Fayomi & Eboiyehi, 2016). Ogbogu (2011) and Eboiyehi et al. (2016) noted that in Nigerian universities, women hold less than 35% of academic posts, and are mainly represented in the lower and middle level academic and administrative positions. According to Ogbogu (2011), women's participation relative to men decreases at higher levels. Data from University of Ilorin showed male/female ratio of 88.4% to 11.6% (Olaogun et al., 2015). At the University of Nigeria, Nsukka, it was 73% to 27%; at Federal University Technology, Owerri 83% to 17%; at Enugu State University of Technology 66% to 34%; at Imo State University 87% to 13%; at University of Ibadan 82% to 18%; at University of Calabar 82% to 18%; and at University of Port Harcourt 88% to 12% (Nwajiuba, 2011; Adebayo & Akanle, 2014; Eboiyehi et al., 2016).

Over the years, Nigerian women have had various challenges in obtaining equal education with their male counterparts. Citing Singh (2002), Egunjobi (2009) notes that from time immemorial, academic profession, like any other profession was a single sex profession. Aina et al. (2015) attributed the poor representation of female professors and female chief lecturers at professorial level to poor representation in the management cadre. This assertion is corroborated by the observation of the Punch Newspaper, that since the establishment of the first university in Nigeria in 1948, only 12 women have so far occupied the position of university vice-chancellor in over 138 federal, state and private universities (The Punch News, 2015). They include Grace Alele-Williams (University of Benin), Jadesola Akande (Lagos State University), Aize Imouokhome

Obayan (Covenant University), Comfort Memfin Ekpo (University of Uyo), Oluyemisi Oluremi Obilade (Tai Solarin University of Education), Ekanem Ikpi Braide (Federal University of Lafia), Rosemund Dienne Green-Osahogulu (Ignatius Ajuru University of Education), Margee M. Ensign (American University of Nigeria), Charity Angya (Benue State University), Cordelia Ainenehi Agbebaku (Ambrose Alli University), Juliet Elu (Gregory University) and Sidi Osho (Afe Babalola University) (Eboiyehi et al., 2016). Except for a few universities, other academic positions like provosts of colleges, deans, heads of departments and directors of Institutes and academic units have also been dominated by men (Abiodun-Oyebanji & Olaleye, 2011).

Like in several other professions, discrimination against women in academics in the past existed throughout the world. According to Egunjobi (2009), some women were even refused employment despite the fact that they were qualified because it was felt that the women would be a distractive influence in the laboratory working in an all-male career.

However, in Europe and America, the Second World War had in fact unlocked the opportunity to women emancipation prior to the introduction of any University in Africa. Thus, although the situation of women in academics has improved in some countries, the number of women in academic remains low in most developing countries. For instance, the percentage of women employed as full time academic staff ranges from the highest of 50% in Jamaica to the least of 9.5% in Ghana, with a Commonwealth average of 24%. Thus, in Africa, the smallest percentages were found in Ghana 9.5%, Zimbabwe 9.8%, Zambia 10.9%, Tanzania 11.0%, and Nigeria 13.6%, all in Africa (Egunjobi, 2008). Thus, the current gender roles as constructed in African societies tend to enhance and foster female subordination. Thus, the gap in academic positions between male female employees in African Universities is often found to be a consequence of this subordination. It is against this backdrop that that this paper focuses on gendering academic positions in Obafemi Awolowo University, Ile-Ife Nigeria to ascertain women in between 2002/2003 and 2013/2014 academic sessions (i.e. prior to, during and after the Carnegie Equity Programme) with the aim to determine whether there is improvement or not. The specific objectives are to:

- 1) examine male and female in academic positions prior to Carnegie Gender Equity Program;

- 2) compare the female and male in academic in the university between 2003/04 (before the Carnegie Gender Equity Project) and 2013/2014 (after the termination of Carnegie Gender Equity Project);
- 3) examine factors inhibiting female from taking up academic positions in the university;
- 4) ascertain why some faculties have higher number of female academics than others;
- 5) examine the impact of Carnegie Gender Equity Project intervention on females taking up academic positions.

Gendering Academic Positions in Obafemi Awolowo University Prior 2002/2003

The Obafemi Awolowo University was established in 1962. Presently, it has 13 faculties administered in more than 93 departments and academic units. At its inception, the University's founding fathers/mothers embraced the liberal principle in matters of administration and governance, and engraved the principles in matters of students' and staff welfare (Obafemi Awolowo University Gender Policy, 2009). While qualified men were employed as academic staff, their wives were employed as non-academic staff such as administrators, typists, secretaries, cashiers, messengers, etc. This was with the intention of reducing gender gap in the university employment. It is not surprising therefore that majority of those who took up teaching appointment are men as it was widely believed that academic jobs were prerogative of men. Other factors such as lack basic educational qualifications, domestic, children and family demands, socio-cultural/religious beliefs and poor mentorship also contributed to underrepresentation of women in academic positions in the University (Eboiyehi et al., 2016). It was obvious that before the 2002 Situation Analysis Report on gender issues at Obafemi Awolowo University was conducted, major academic positions were held by men. As husbands encourage their wives to further their education particularly in Faculties of Education and Arts, a few women were later employed as academic staff in faculties considered as women their numbers still remain minimal as compared to their male counterparts.

The Establishment of Centre for Gender and Social Policy Studies

As part of its activities to mainstream gender into academic programmes, the Obafemi Awolowo University established the Programme at the Department of Sociology and Anthropology in 1986. It was named Programme in “Women Studies and National Capacity Building Programme for Child Survival and Development”. With Senate approval in 1996, it was renamed ‘Centre for Gender and Social Policy Studies’ (CGSPS) and was established as an autonomous research Centre with its own Board and accounting procedures. The Centre was established to support the University’s interests in pro-poor development issues and to design appropriate development policies and programmes in order to attain sustainable development and improved living standards for both men and women. At its inception, the Centre worked steadfastly during the WID years in pursuance of its mission.

Between 2003 and 2006, a major effort at institutionalizing gender equity principles and practices in the university came with a generous funding from the Carnegie Corporation of New York under the Phase 1 of the OAU—Carnegie Gender Equity Project. Phase 1 of the Gender Equity Project (GEP) derived from the Situational Analysis (SA) data collected from the university in 2002/2003 showed wide gender disparities in student enrolments, staff employment and decision making. The data from the 2002 Situation Analysis also showed that in over 40 years of its existence then, female academic staff constituted 13.6% of the total population of academic staff of 1,101 in 2001/2002. The disparity in academic staff employment was more pronounced in the faculties of Law, Science and Technology where female academic staff accounted for less than 5%. These faculties were seen as men’s domain. Gender gaps also existed in the Faculty of Arts, for example, there had been no female academic in the History Department. Furthermore, data on leadership showed that men occupied strategic administrative and academic positions, and therefore were in control most of the decision-making machineries in the University. Conversely, female participation in decision making in the university was very limited. Of the 19 statutory committees, male representation was approximately 10 times that of female on 6 committees and 5 times on 5 committees. The gender gap was widest in Senate where the ratio was 19 males to 1 female. As at 2002, of the

206 professors at OAU, only 9 (4.3%) were female. From 2002 to 2006, there was no female Dean of Faculty and there was only one female Vice Dean. Of the 68 heads of Academic Departments, 12 (15.0%) were females. From the findings from the Focus Group Discussions, the situation Analysis Report (2002) suggested that gender inequalities in the university are as a result of gender inequalities in task allocation. It was alleged that men were usually allocated more work than women. Others added that women were usually given preferential treatment on account of family, domestic or health reasons. Ironically, these same reasons were later used to hinder women's access and promotion in the workplace. FGDs also highlighted deep-seated paternalistic attitudes and biases against women. Based on these findings, the Centre for Gender and Social Policy Studies consulted widely with key stakeholders within the University community and formulated a draft Gender Equity Policy as an affirmative action strategy to redress the identified gender imbalances.

With grants from Carnegie Corporation of New York, the Female Scholarship Scheme was established at Obafemi Awolowo University in 2003. The goal of the Female Scholarship Scheme was to support female students facing financial constraints to access funds to complete their studies and contribute to female enrolment. To ensure greater enrolment, retention and improved performance a total of one thousand, eight hundred and ninety (1,890) undergraduate female scholarships, 176 female postgraduate female students scholarship and 50 female staff fellowships were awarded between 2002/2003 and 2012/2013 academic sessions. The undergraduate scholarship was to allow more female undergraduate students to benefit and ensure that those currently on the programme receive a contentions support to successfully complete their education. The Female Scholarship Scheme also provided support for female students on a merit basis such that they would be motivated to excel in their studies. In the third phase, the Female Scholarship Scheme has focused on female students in Science and Technology where the gender gaps are highest. In order to redress gender gap, and to create a pool of female postgraduate students for recruitment into the academia, one hundred and seventy six (176) female postgraduate scholarships covering tuition, laboratory experiments and fieldwork, tenable at OAU Ife were awarded. The fellowships were offered staff under the split postgraduate studies, where awardees spent 3 months abroad building international linkages, and using state of the art equipment and libraries

for scientific research. Conducted Motivation and Sensitization Seminars to enable Staff and students receive awareness and skills in gender concepts and principles; lately they have also been motivated to uptake and excel in their careers in Science and Technology.

Implementation Strategies

- I. Achieve a 70:30 ratio (male and female) in the appointment of leadership positions in the Department/Unit/Centres;
- II. Encourage better participation of women in elective positions by giving incentives to gender compliant faculties;
- III. Ensure that all data emanating from departments and units are gender disaggregated;
- IV. Ensure 70:30 ratios (male and female) of membership of all University Committees;
- V. Build the gender sensitivity of men and women currently occupying leadership positions in the University;
- VI. Strengthen the GCSPS and Create appropriate Committees to mainstream gender into the University system.

Recognising that Carnegie Corporation grants would terminate in 2012, the Centre for Gender and Social Policy Studies of the University initiated the Female Scholarship Endowment Ceremony in 2009, the sum of Two Hundred and Fifty Thousand Naira only (N250,000:00) was raised at the first endowment ceremony. The Centre continued the tradition with sums of Five Hundred and Forty thousand Naira (N540, 000:00) and One Million two Hundred Thousand Naira (N1, 200,000:00) raised in 2010 and 2011 respectively. The last scholarship endowment ceremony was held on September 14th, 2011; scholarships award letters were distributed to 194 undergraduate and 33 post graduate students.

Methodology

The research was conducted in Obafemi Awolowo University Ile-Ife, Nigeria. Before, during and after method was used to establish the influence of the project on gender gap. Relevant documents for the were obtained from the Planning, Budgeting and Monitoring Unit (PBMU) and

Centre for Gender and Social Policies Studies (CGSPS) of the University. Data collected compared the number of male and female in academic from 2003/2004 (before the Carnegie Scholarship/Fellowship Project and 2013/2014 academic sessions (i.e. after the Carnegie Scholarships and Fellowship were terminated and strategies used by the Carnegie project to promote gender equality in the University. Other information was sourced from published scholarly articles. The data were described using descriptive statistics and while inferential statistics such as Analysis of Variance (ANOVA) was used to make deductions.

Gendering Academic Positions in Obafemi Awolowo University During and After Carnegie Gender Equity Programme

Like the 2002/2003 academic session, the data on the gender distribution of academic staff at the commencement of the Carnegie Gender Equity Programme in 2003/2004 session by faculties indicate that women were also underrepresented in all the academic positions in the university. Out of 1,033 academic staff, 872 (84%) are males while 161 (16.0%) are females. The results of the data presented in Figure 1 below show the gender distribution of academic staff in 2003/2004 academic sessions by Faculties. The results indicate that women were underrepresented in all the academic positions in the university. Out of 1,033 academic staff, 872 (84%) are males while 161 (16.0%) are females. In the same academic session, there was no female Professor in Faculties of Education and Dentistry. There was also no female Senior Lecturer in the Faculty of Administration. Females in lecturers/Research Fellows and Assistant lecturing cadres were also very low (80% male lecturers to 20% female lecturers; and 82% males to 18% females respectively). There was no female lecturer I and II in the Faculty of Law. There was also no female Assistant Lecturers in the Faculty of Administration, Basic Medical Sciences, Clinical sciences, Dentistry, Education, Law and Social sciences. Of the 256 professors, 231 (89.0%) were males while only 25 (11.0%) were females; of the 271 senior lecturers, 232 (86.0%) were males and 39 (14.0%) were females. Of the 374 lecturers, 301 (80.0%) were male lecturers and 73 (20%) were females and of the 132 Assistant lecturers, 108 (82.0%) were males while 24 (18.0%) were females. The

results also indicate in 2003/2004 session females were underrepresented in all the Faculties and cadres except in the Faculty of Education where male and female lecturers/Research Fellows were equally represented (15 each).

The low representation of women in academic positions was again apparent in 2005/2006 academic session. As shown in Table 2 below,

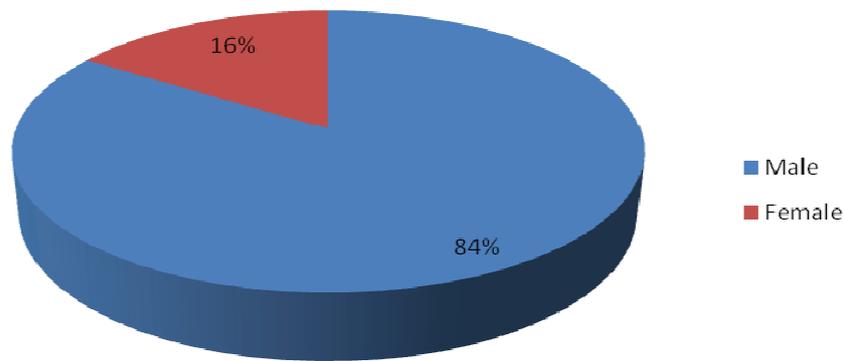


Figure 1. Percentage Distribution of the Gender of Academic Staff in 2003/2004 Session
Source: Planning, Budgeting and Monitoring Unit (2015)

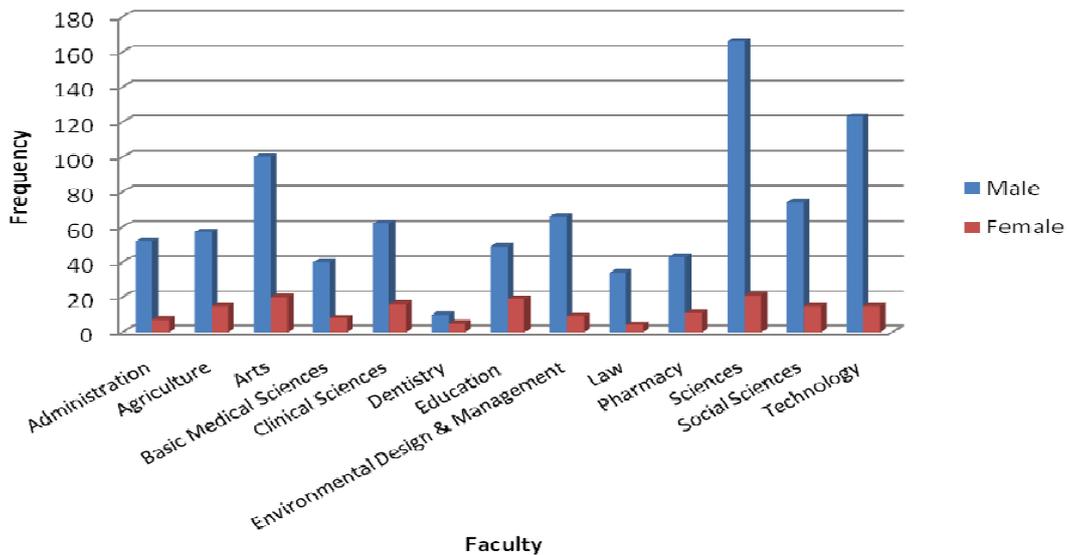


Figure 2. The Frequency Distribution of the Gender of Academic Staff in 2003/2004 Session by Faculty
Source: Planning, Budgeting and Monitoring Unit (2015)

out of the total number of 1,044 academic staff, 877 (84%) were males while only 167 (16%) were females. Of the 264 Professors, only 29 (11.0%) were females. The gender distribution by Faculties also indicated that there was no female Professor in Faculties of Dentistry and Education. Faculty of Social Sciences had the highest number of Professors (that is, 8 female Professors against 17 male Professors). This was followed by the faculties of Technology (4), Science (3) Arts (3), Agriculture, Law, Clinical Sciences and Pharmacy (2 respectively). The Faculties of Administration, Basic Medical Sciences, Environmental Design and Management had 1 female professor each.

Out of the 272 Senior Lecturers or Research Fellows in the same academic year, only 39 (14%) were females. The gender distribution by faculties indicates that of the 19 senior lecturers and senior Research Fellows in the Faculty of Administration, there were no female Senior Lecturers. Faculty of Agriculture had the highest number of female Senior Lecturers (5 out of 17). Of the 31 Senior lecturers in Faculty of Arts, only 4 were females. This was followed by Faculties of Basic Medical Sciences (4), Education (4), Clinical Sciences (4), Pharmacy, Environmental Design Management (EDM), Social Sciences and Science (3 each). Others, such as Faculties of Law, Dentistry and Technology had two female senior lecturers each.

Of the 376 Lecturers or Research Fellows, only 75 (21%) were females. The break down indicates that Faculty of Education had highest number of female Lecturers/Research Fellows with 15 out of 30 lecturers/Research Fellows. This implies that both male and female lecturers were equally represented. This was followed by Clinical Sciences (10 out of 41 lecturers), Arts (9 out of 44 lecturers) and Faculties of Administration (6 out of 21 lecturers) and Technology (6 out of 49 lecturers). Faculty of Law had no female lecturer during the academic session under review.

Out of the 132 Assistant Lecturers/Junior Research Fellows, there were only 24 (18%) females. Gender distribution by Faculties reveals that there was no female Assistant Lecturer in the Faculties of Administration, Education, Law and Social Sciences. Surprisingly, there were no male and female Assistant Lecturers in the Faculties of Basic Medical Sciences, Dentistry and Clinical Sciences. The Faculty of Science had the highest number of female Assistant Lecturers/ Junior Research Fellows (10 out of 43 Assistant Lectures) compared to Environmental Design and Management (EDM) with 1 out of 13 Assistant lecturers.

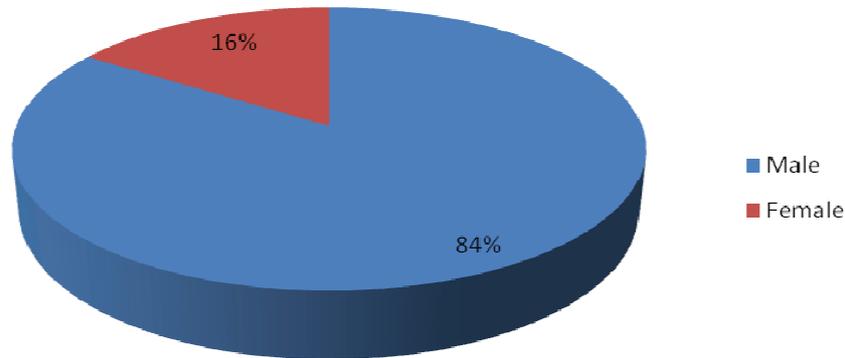


Figure 3. Percentage Distribution of the Gender of Academic Staff in 2005/2006 Session
 Source: Planning, Budgeting and Monitoring Unit (2015)

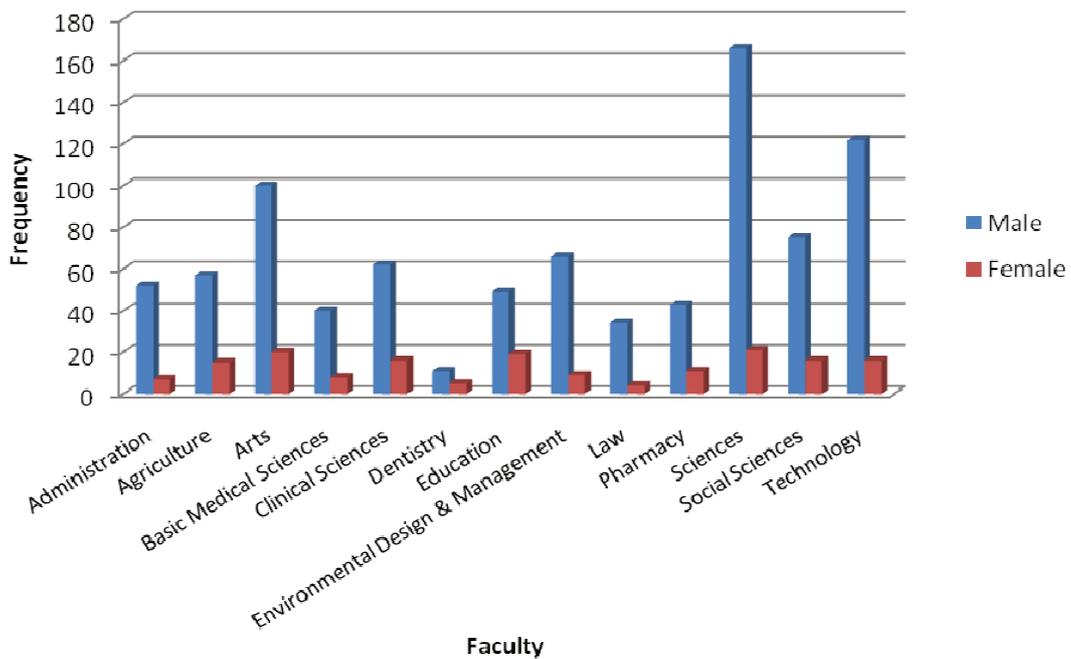


Figure 4. The Frequency Distribution of the Gender of Academic Staff in 2005/2006 Session by Faculty
 Source: Planning, Budgeting and Monitoring Unit (2015)

As shown in Figure 5, the gender distribution for the 2006/2007 academic year revealed that there was no remarkable improvement in the number of female academic staff in the university especially when compared to the previous academic sessions covered by this study. Of the 1046 academic staff in the University during the academic session,

only 164 (16%) were females. The distribution of academic staff by Faculties also showed that out of the 483 Professors, only 60 (12%) were females. Although the Faculties of Clinical Sciences and Social Sciences had the highest number of Professors (9 each), the results indicate that the proportion of female Professors in those Faculties was quite low compared to the number of male professors (46 and 31 male professors respectively).

The data also show that female Senior Lecturers/ Senior Research Fellows were underrepresented. As shown in the Table no. 1, there were only 15 (13%) female Senior Lecturers compared to 105 (87%) male Senior lecturers. Faculty of Education had the highest number of female Senior Lecturers (9 out of 19). Out of the 34 Senior Lecturers in EDM, only 2 were females. The underrepresentation of women in Senior Lecturership position cut across other Faculties as indicated in the Table no. 1. There were no male and female Senior Lecturers/ Research Fellows in Faculties of Administration, Agriculture, Arts, Basic Medical Sciences, Science, Social Sciences and Technology.

The results were however, different for those in lecturership position. For instance, of the 296 lecturers in the University, only 56 (19%) were females. Female lecturers were also underrepresented at the Faculty level except in the Faculty of Pharmacy where they were equally represented (7 each). However, there were no male and female lecturers in the Faculties of Clinical Sciences, Dentistry and Law.

Women were also underrepresented among those in the rank of Assistant Lecturers/ Junior Research Fellows. Out of the 147 Assistant

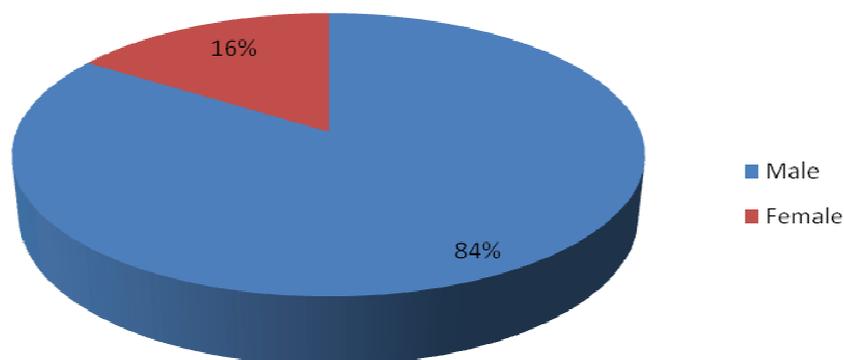


Figure 5. Percentage Distribution of the Gender of Academic Staff in 2006/2007 Session

Source: Planning, Budgeting and Monitoring Unit (2015)

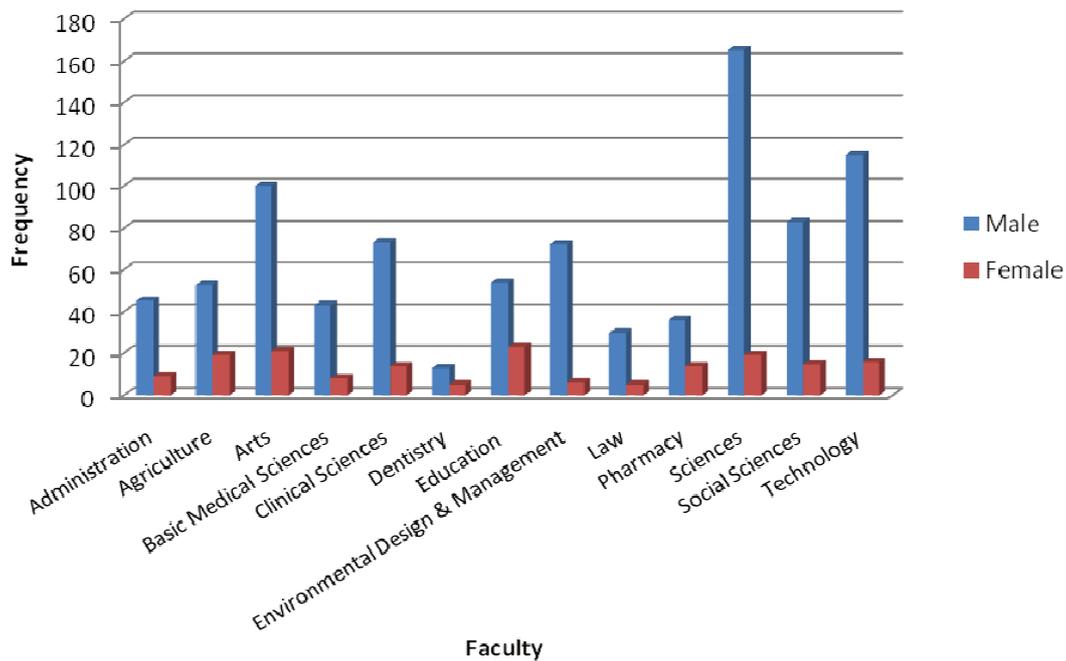


Figure 6. Frequency Distribution of the Gender of Academic Staff in 2006/2007 Session by Faculty

Source: Planning, Budgeting and Monitoring Unit (2015)

Lecturers/Research Fellows, only 33 (22%) were females. However, it was only in the Faculty of Agriculture that both male and female Assistant Lecturers were equally represented (6 each). In other Faculties, they were either underrepresented or there was no female Assistant Lecturers at all.

The overall results indicate that out of 1,354 academic staff 1058 (78%) were males while 296 were females (22%). The distribution of the academic staff by Faculties shows that there were 257 (91%) male Professors and 24 (9%) female professors; 217 (79%) male Senior Lecturers as against 57 (21%) female Senior Lecturers; 318 (69%) male lecturers and 145 (31%) female lecturers while Assistant Lecturers/Junior Research Fellows consisted of 240 (79%) male and 98 (21%) of female Assistant lecturers/Junior research Fellows.

The results also reveal that women were underrepresented among the Professorial and Senior Lecturership cadres. For instance there was no female Professor in the Faculties of Administration, Basic Medical Sciences, Education and EDM. Faculties of Arts and Clinical Sciences had the highest number of female Senior lecturers with 11 out of 34 Senior

Lecturers and 10 out of 45 Senior Lecturers respectively while Faculty of Technology had the least number of female Senior Lecturers (1). Apart from the Faculty of Law which had the highest number of female Lecturers (29 out of 30) that is, 98.7% against 1 (3.3%) of male lecturers, females were not adequately represented in other Faculties. Same is applicable to those in Assistant Lecturership cadre. For instance, there

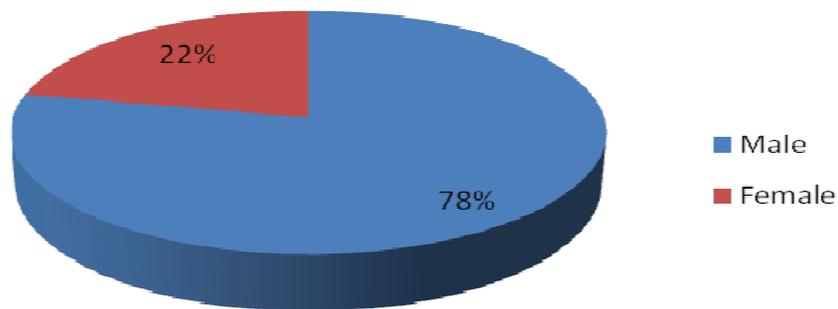


Figure 7. Percentage Distribution of the Gender of Academic Staff in 2007/2008 Session
Source: Planning, Budgeting and Monitoring Unit (2015)

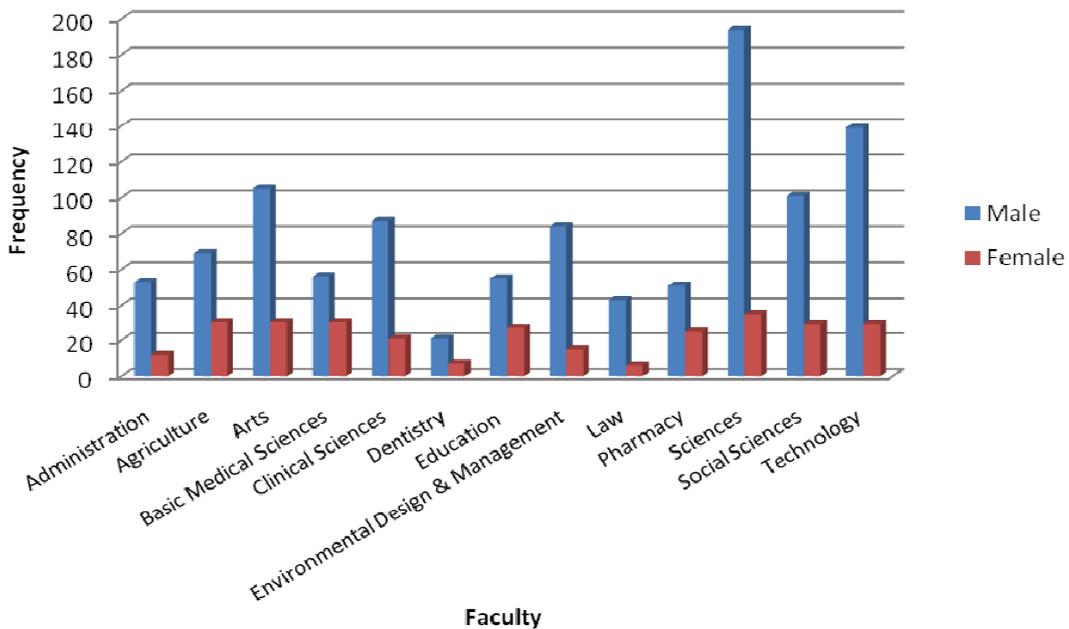


Figure 8. Frequency Distribution of the Gender of Academic Staff in 2007/2008 Session by Faculty
Source: Planning, Budgeting and Monitoring Unit (2015)

was no female Assistant Lecturer in the Faculty of Dentistry while Faculty of Science which had the highest number of Assistant female lecturers out of the total number of 71 Assistant lecturers. Of the 25 Assistant lecturers in 12 were females while 11 of the 27 Assistant Lecturers in the Faculty of agriculture were also females.

Figures 9 and 10 revealed that the representation of women in academic positions in the 2008/2009 academic session was equally low

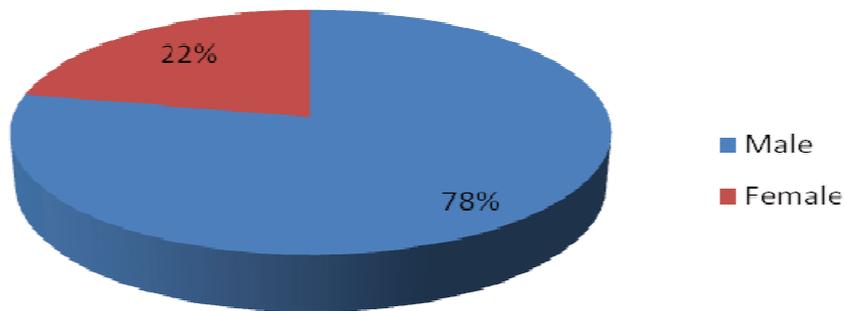


Figure 9. Percentage Distribution of the Gender of Academic Staff in 2008/2009 Session
Source: Planning, Budgeting and Monitoring Unit (2015)

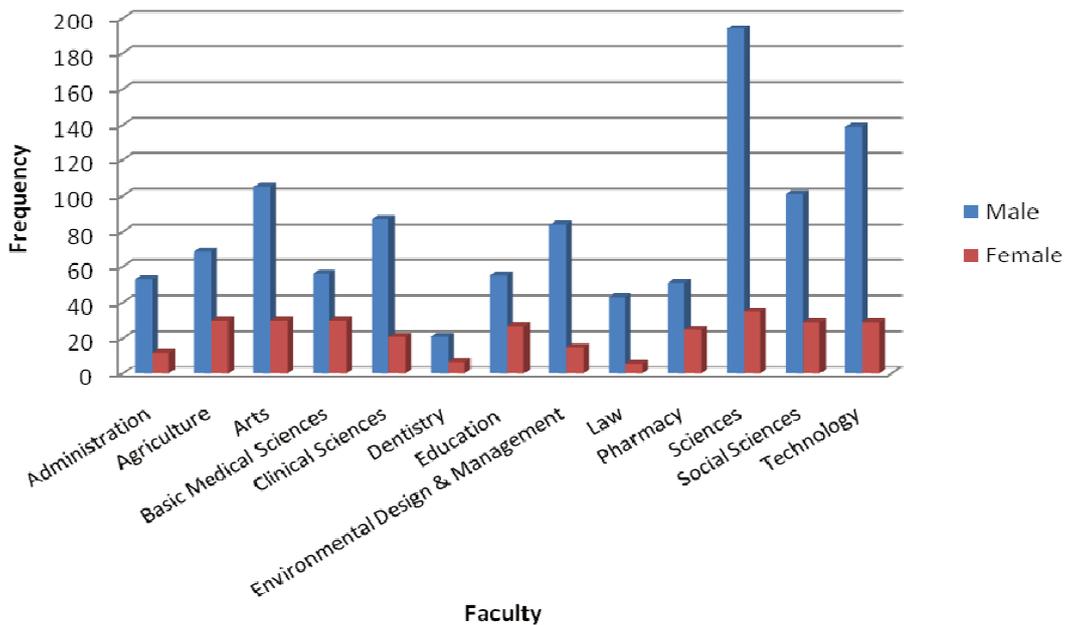


Figure 10. Frequency Distribution of the Gender of Academic Staff in 2008/2009 Session by Faculty
Source: Planning, Budgeting and Monitoring Unit (2015)

compared to their male counterparts. Out of the 1,357 academic staff, there were only 296 (22%) females while 1,058 (78%) were males. The data also indicated that there was no female Professor in the Faculties of Administration, Basic Medical Sciences, education and EDM. There was only 1 female Professor each in the Faculties of Clinical Sciences, Dentistry and Sciences. Female Professor the Faculties of were males. Out of the 273 Senior Lecturers/Senior Research Fellows in the University, only 56 (21%) were females. Faculties of Arts and Clinical sciences had the highest number of female lecturers/Research Fellows with 13 each while 11 and 10 respectively while Faculties of Law and Technology had the least female Senior Lecturers with 1 each. Faculties of agriculture and Technology had the highest number of Lecturers/Research Fellows while Faculties of Law and Dentistry had the least representation of female lecturers of 3 each. Of the 315 Assistant Lecturers /Junior Research Fellows, only 97 (29%) were females against 238 (71%) for males. The gender distribution of academic staff across the faculties showed that there was no female Assistant Lecturers in the Faculties of Dentistry and Law. Faculties of social sciences had the highest number of female Assistant Lecturers/Junior Research Fellow (16 out of 71 Assistant lecturers) while Faculty of Clinical Sciences had only 1. The above results imply that a very few women occupied academic positions in the University compared to their male counterparts.

Figures 11 and 12 showed the distribution of Academic Staff by rank, gender and Faculties in 2009/2010 academic session. Men were more dominant in all the cadres. Out of 1,279 academic staff in the University, 978 (76%) were males while only 301 (24%) were females. At the Faculty level, there were only 24 (9%) female professors against 240 (91%) male professors. The data also showed that there was no female professor in the Faculties of Administration, Basic Medical Sciences and EDM. Faculty of Social Sciences had the highest number of Professors (5) against male Professors (21). This was followed by Faculty of Arts with 26 male Professors and 4 female professors Out of the 32 Professors in the Faculty of Technology, only 3 were females and of the 20 professors in the Faculty of Agriculture, only 3 were females. At the Senior Lecturership position, there was no female in Faculty of Law. Faculties of Arts and Clinical Sciences had the highest number of female Senior Lecturers with 10 each out of 34 and 30 academic staff strength respectively. Out of 417 lecturers and Research Fellows, only 114 (27%) were females. The results also showed that number of female lecturers was lower in all

the faculties. As indicated in the Table, of the 332 Assistant Lecturers, 228 (69%) were males while female Assistant Lecturers were 104 (31%). The gender distribution of Assistant lecturers across the Faculties showed that there was no female Assistant Lecturers in the Faculties of Dentistry and Law. Faculty of Science had the highest number of female assistant lecturers (18 out of 75 assistant lecturers employed in that faculty. However, the number of female assistant lecturers was higher in

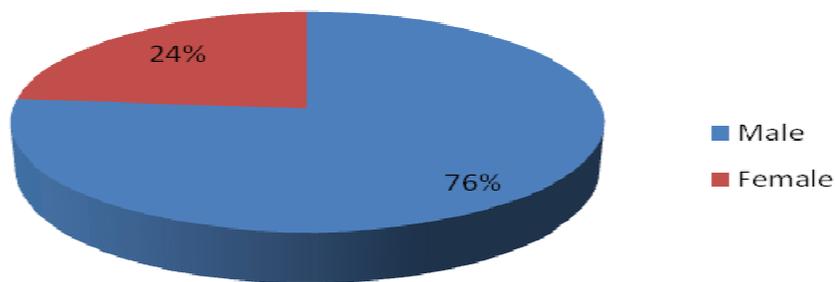


Figure 11. Percentage Distribution of the Gender of Academic Staff in 2009/2010 Session
 Source: Planning, Budgeting and Monitoring Unit (2015)

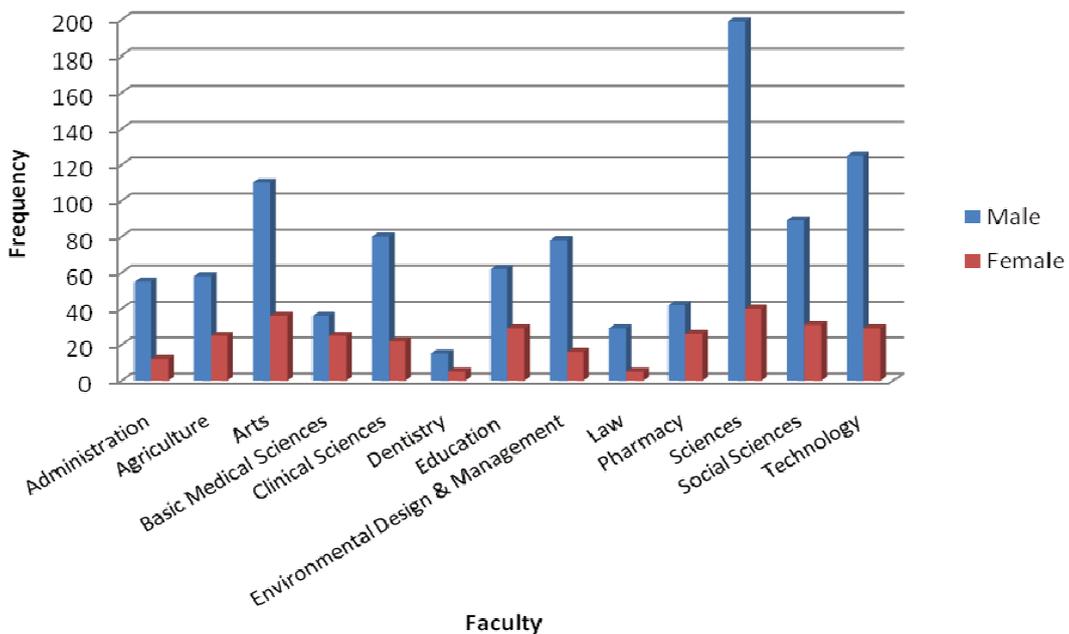


Figure 12. Frequency Distribution of the Gender of Academic Staff in 2009/2010 Session
 by Faculty
 Source: Planning, Budgeting and Monitoring Unit (2015)

the Faculty of Basic Medical Sciences where 11 out of 20 assistant lecturers were females.

Figures 13 and 14 showed that there were more males in academics than females. The results also showed that there was a decline in the percentage of the overall number of women in academic for the 2010/2011 academic session compared to the previous session especially during

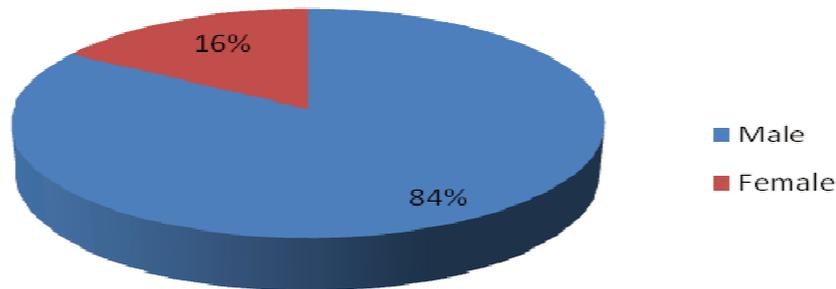


Figure 13. Percentage Distribution of the Gender of Academic Staff in 2010/2011 Session
Source: Planning, Budgeting and Monitoring Unit (2015)

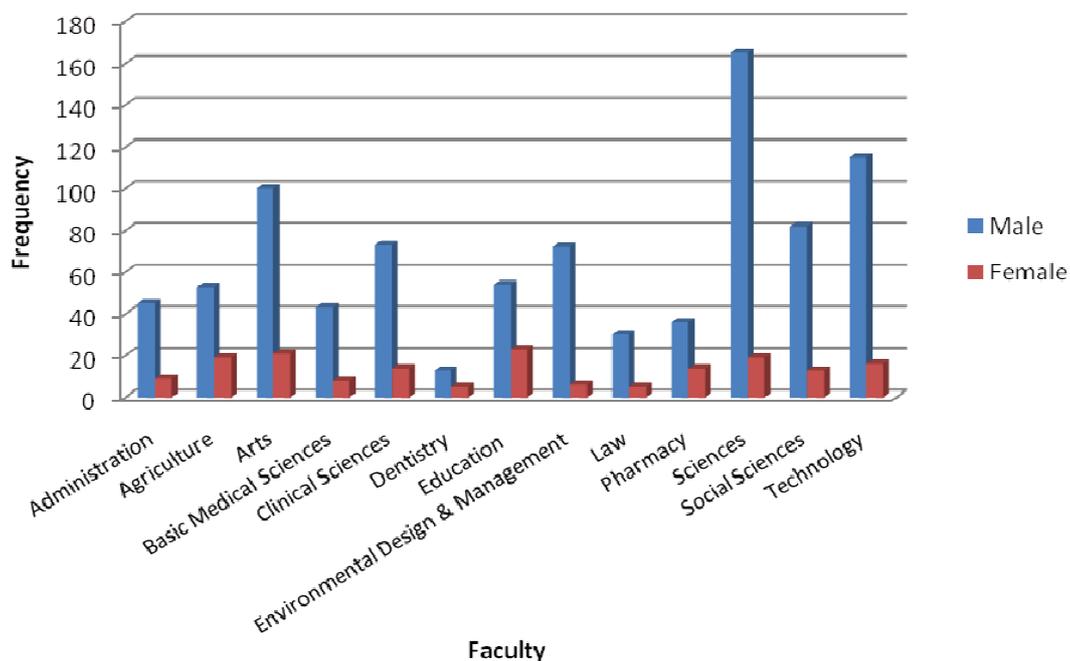


Figure 14: Frequency Distribution of the Gender of Academic Staff in 2010/2011 Session by Faculty

Source: Planning, Budgeting and Monitoring Unit (2015)

Carnegie Scholarship and Fellowship period. For instance, out of the 1,053 lecturers in the university only 172 (16%) were females. The result also showed that there were fewer female Professors across faculties 19 (7%) of the total number of 260 professors). There were no female Professors in Faculties of Administration, Basic Medical Sciences, Education, EDM and Sciences. Faculty of Social Sciences had the highest number of female Professors (6) while Faculties of Clinical Sciences, Dentistry, Law and Pharmacy had only 1 female Professor each. Compared to their male counterparts, there were only 39 (27%) of female Senior Lecturers in the university. There was no female Assistant Lecturer in the Faculties of Administration, Basic Medical Sciences, Clinical Sciences Dentistry and Law. The reason for this decline in the number of female academic staff could be as a result of the non existence of sensitization and motivational workshops for female staff and students as it was done during the Carnegie era.

Figures 15 and 16 also shows a further decline in the proportion of the number of women in academic positions in the university for the 2011/2012 academic session. Out of 1,227 academic staff during the academic session under review, only 16% of them are females. This again could be linked to the stoppage of sensitization and motivational workshops during the programme. As shown in the Table no.1, there were only 10% of female professors, 13% female senior lecturers 17% female lecturers and 24% Assistant female lecturers during the academic session.

The results further show that there was decline in the number of Professors in some Faculties compared to Carnegie era. For instance, Faculty of Social with 9 female Professors in the 2006/2007 academic session had only 5 female Professors in the 2011/2012 academic session. Faculty of Arts with 8 Professors in 2006/2007 had only 5 in 2011/2012 and Faculty of Clinical Sciences with 9 female Professors had only 4 in 2011/2012. Worse hit was Faculties of Education with 7 female professors in 2006/2007 academic session and EDM with 2 female Professors but had none in 2011/2012 academic session. This means a very few women were promoted to the rank of professorial cadre after others had retired or left the system. Compared to 2006/2007 academic session, there was a slight improvement in the number of female academic in Senior lectureship positions in some faculties. For instance, the Faculties of Administration, Arts, Agriculture and Basic Medical Sciences with no female senior lecturers now had 2 female senior lecturers each in the 2011/2012 academic session. However, the percentage of female senior

lecturers was the same (13%) meaning there was no improvement. There was a decline in the percentage of female academics in the lecturership position (from 21% to 17%) and improvement in those in Assistant lecturership post (from 17% in 2006/2007 academic session to 24% in 2011/2012 academic session). However this percentage is still small when compared to their male counterparts with 76 percent.

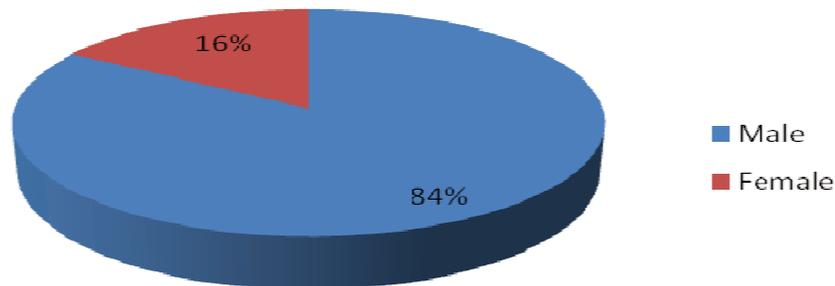


Figure 15. Percentage Distribution of the Gender of Academic Staff in 2011/2012 Session
 Source: Planning, Budgeting and Monitoring Unit (2015)

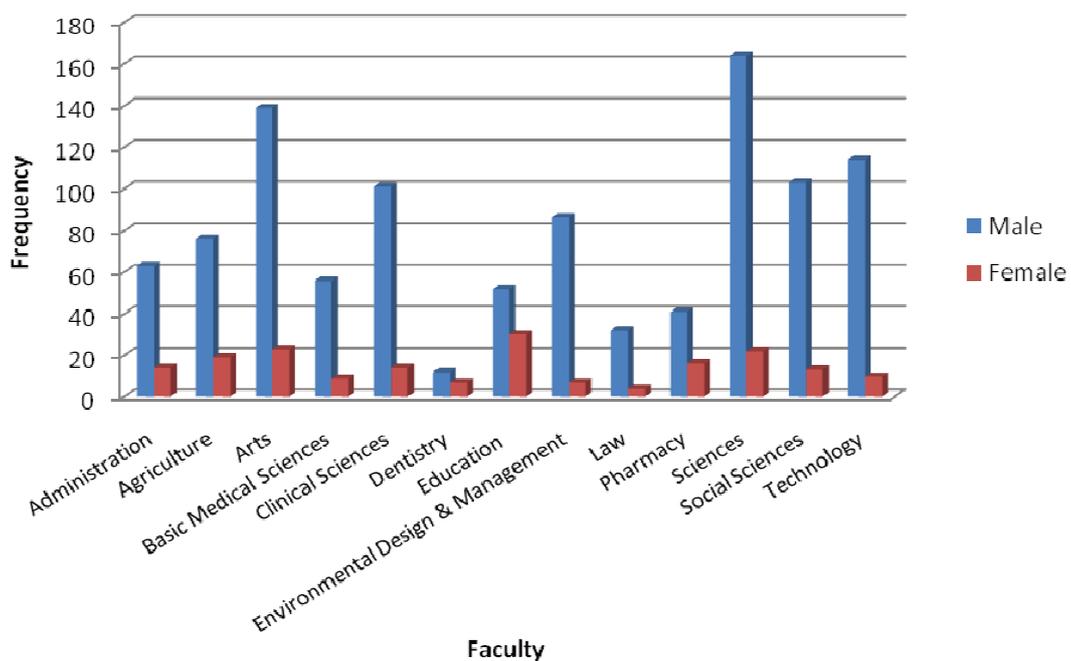


Figure 16. Frequency Distribution of the Gender of Academic Staff in 2011/2012 Session by Faculty
 Source: Planning, Budgeting and Monitoring Unit (2015)

As indicated above, there was no improvement in the proportion of female academic staff during 2012/2013 academic session. There were only 16% of females in academic compared to their male counterparts. The percentage of female professors in all the faculties has also reduced from 10% in 2001/2012 to 8%. Surprisingly, there were no female professors in Faculties of Administration, EDM, Basic Medical Sciences and

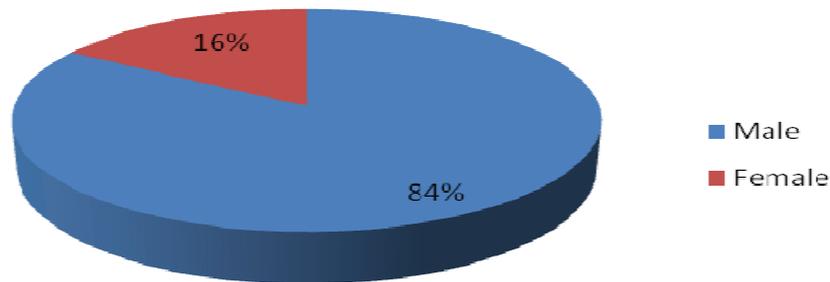


Figure 17. Percentage Distribution of the Gender of Academic Staff in 2012/2013 Session
Source: Planning, Budgeting and Monitoring Unit (2015)

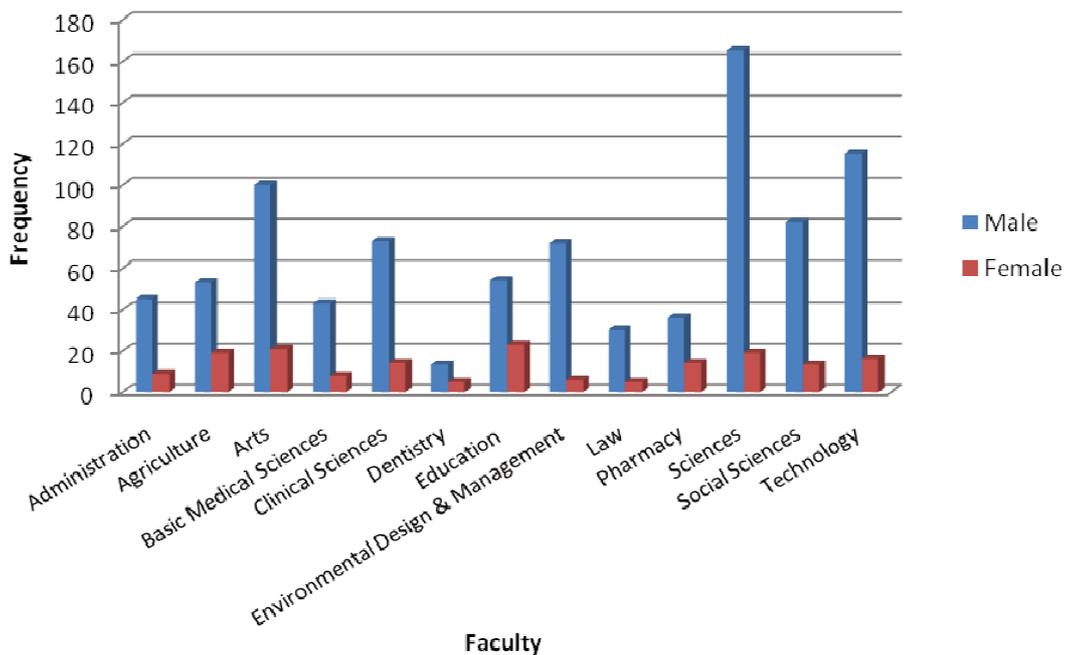


Figure 18. Frequency Distribution of the Gender of Academic Staff in 2012/2013 Session by Faculty
Source: Planning, Budgeting and Monitoring Unit (2015)

Sciences. However, the percentage of female senior lecturers has increased from 13% to 18% while those in lecturership and Assistant lecturership positions remain constant (17% and 24%) respectively. When these results are compared with 2009/2010 academic session (i.e., the session the Carnegie Scholarships/fellowship ended), one could conclude that there were reduction in the percentages of female academic in the University. For instance, the percentage of female professor which was 9% in 2009/2010 reduced to 8% in 2012/2013; Senior Lecturers (from 22% to 18%); Lecturers (from 27% to 17%) and Assistant Lecturers (from 31% to 24%).

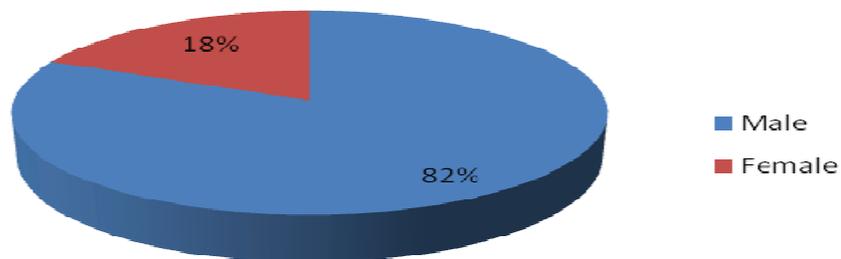


Figure 19. Percentage Distribution of the Gender of Academic Staff from 2003/2004 Session

Source: Planning, Budgeting and Monitoring Unit (2015)

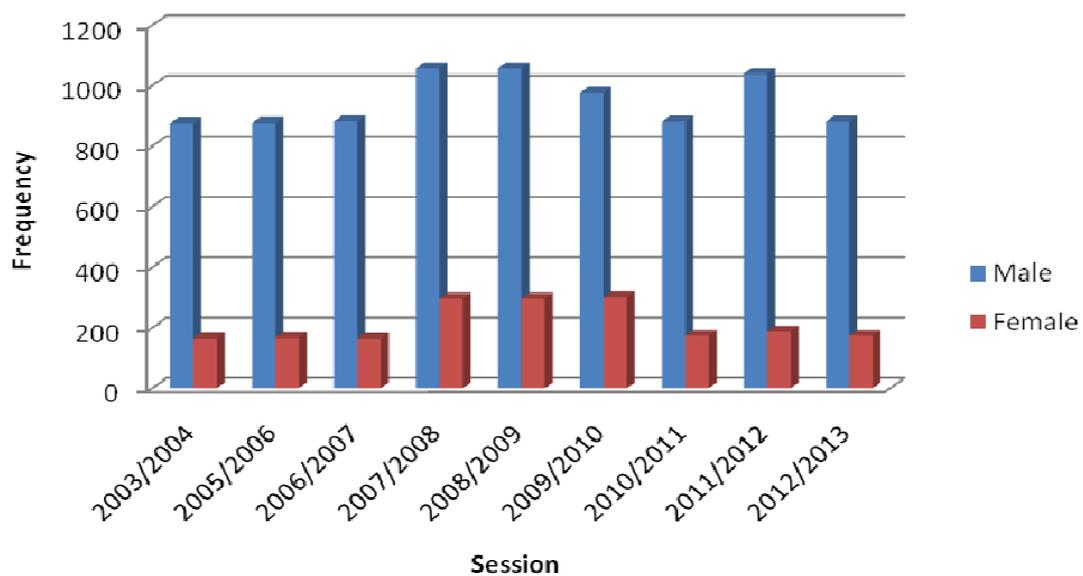


Figure 20. Frequency Distribution of the Gender of Academic Staff by Session

Source: Planning, Budgeting and Monitoring Unit (2015)

Figures 19 and 20 below indicate the summary of male and female academic staff from 2003/2004 to 2012/2013 academic sessions. Table no. 1 shows that between 2003/2004 and 2012/2013 there were 8,530 academic staff in the university. Out of this total, there were 8,530 male academic staff and 1,921 female academic staff representing 82% and 18% respectively (Figure 19). There is large gap between the population of male academic staff and that of the female staff. Figures 20 and 21 also show that 2007/2008, 2008/2009 and 2009/2010 academic session recorded highest proportion of female in academic. This was the peak of the Carnegie programme when a lot of sensitization and motivational workshops were held for female students and female staff. The 2011/2012 to 2012/2013 sessions were when the Carnegie Scholarship came to an end hence, the declined.

Table no. 1 shows the ANOVA result of the distribution of female Academic Staff per Faculty before Carnegie, at the peak of Carnegie and after Carnegie. There was significant difference ($P < 0.05$) in the average number of female Academic Staff per faculty during the different periods. The average number of female academic staff per faculty for the peak of Carnegie (session 2007/2008 to 2009/2010) was significantly ($P < 0.05$) higher than that of periods before Carnegie (session 2003/2004 to 2006/2007) and periods after Carnegie (session 2010/2011 to 2012/2013).

Table 1. The ANOVA result the Distribution of Female Academic Staff in a Faculty at different periods of Carnegie introduction

Parameter	Before Carnegie	Peak of Carnegie	After Carnegie	Probability
Average number of female academic staff per Faculty	3.21±0.25 ^b	5.84±0.36 ^a	3.67±0.21 ^b	<0.0001

a, b, c, d – Means within each row with different superscript of are significantly different ($p < 0.05$)

Discussion of Findings

The overall, results shows clearly that males dominated the academic positions in the university. The reason for this could be attributable to the fact that most women in the academia are confronted with multi-faceted challenges of synchronizing their professional academic worklo-

ads with reproductive roles (pregnancy, child delivery and upbringing), domestic work in the home front. The combination of these roles may slow down the rate of women's academic progress in terms of academic publications compared to their male counterparts. The percentage of female academic in 2001/2002 before the Carnegie Corporation of New York came on board was 13% (OAU—Carnegie Gender Equity Initiative Bulletin, April, 2009). The results show that by 2007/2008 it increased to 22% showing an increase of 9% within a period of six years. However, after Carnegie, the percentages of female academic staff decline from 22% in 2007/2008 to 16% in 2012/2013. The decline could be traced to stoppage of awareness campaigns on radios, television and OAU—Carnegie Gender Equity Initiative Bulletin, sensitization and motivational workshops. The end of Carnegie Gender Equity Project has also marked the end of some female students who had the ambition of pursuing their studies to Ph.D level but had to drop out due to lack of fund.

Conclusion

Based on the results of the study, the paper concludes that compared to their male counterparts the proportion of women in academic is still low in OAU. The patriarchal nature of University, religious/cultural beliefs and indirect discrimination against women in appointment into academic positions may be responsible for this.

Recommendations

Considering the results of this study, the following recommendations are proffered:

1. There is need to formulate policies that will address equal participation of men and women in academic positions if both are qualified.
2. For the policy to be more functional, there is need for OAU management to implement its Gender Equity Policy.
3. The university should put in place structures that will enable female academic to develop themselves.
4. Proper mentorship for female academic should be encouraged for career development.

5. Sensitization and awareness programmes / motivational workshops should be organized regularly for female staff that women can also be at the top of the careers.
6. The Management in OAU should try and sustain the Carnegie female student scholarships and female academic staff fellowship programme to enable women pursue their careers.
7. Efforts should also be geared towards increasing female enrolment and completion of higher education.

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