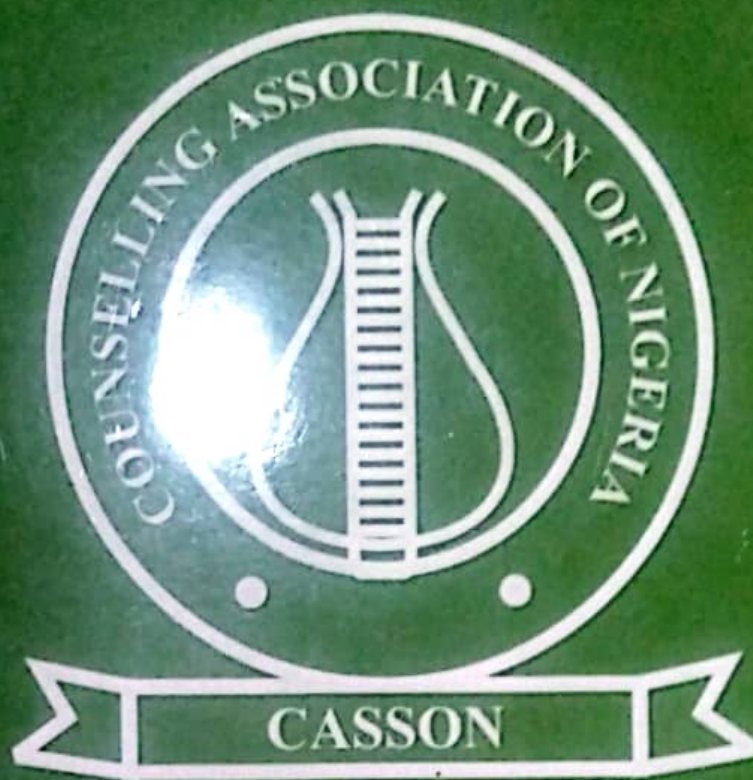




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GENDER IMBALANCE IN LEADERSHIP POSITIONS IN THE UNIVERSITY OF ILORIN: IMPLICATIONS FOR COUNSELLING

By

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Abstract

This paper examined gender imbalance in leadership positions in University of Ilorin: Implications for counselling. Women are not given equal opportunity to occupy positions in tertiary institutions in Nigeria like men. The socialization process at home adopted by parents set the pace for such imbalance where males are preferred as against female gender. This is shown in the emphasis on what roles to play as children, boys virtually doing nothing in some cultures and females are saddled with a lot of domestic responsibilities. This suddenly changes over the years where boys are sent to schools and girls denied of access to education. Parents need to examine the kind of orientation given to the children (both boys and girls) at home. Parents should expose both genders to an equal opportunity available to them. Women need to be given due opportunity of holding academic leadership positions, wherever they find themselves.

Keywords: Gender imbalance, women, leadership, academic leadership positions and counselling.

Introduction

Charity begins at home is a wise saying in Nigeria. Socialization is a lifelong process during which children learn about social expectations and how to interact with other people. It is during this

period that children learn how to walk, talk, feed selves and imbibe behavioural norms that help them fit in to the society. It is true that socialization occurs throughout lifetime; however, most important socialization occurs in childhood. Family

as the most important agent of socialisation plays very vital roles in the developmental process of an individual. In spite of bettering this fact, Okunribido (2016) was the family is the one playing the function of building psychological, moral and spiritual foundations of the overall development of the child in the society. Thus, what the family impacts through socialisation is the level of children go a long way to determine what roles they will play in the society later in life.

A woman is a female human, the word is used for an adult, with the term girl usually being used for female child or adolescent. Gilman (1989) defined a woman as an adult female person who belongs to a particular category by birth, residence, membership or occupation. Woman is the bedrock of every home who supports the right cultures and values into children. Leadership is an important ability needed in order to assist others takes the right path. The contextual usage of the word "leadership" determines the perspective of looking at the concept. In this paper, leadership is regarded as the process by which a person may be or the power or ability to provide direction to those he or she is superior to. It involves the process of providing leading guide to the subordinates or colleagues which could include consultation, controlling and direction given to the colleagues or followers (Morley, 2011).

Leadership in the educational settings is regarded as the direction given to the colleagues by a woman or man in the Department, Faculty and in the University at large. Women are expected to occupy leadership positions in order to

fulfill the roles given to them. For instance, Chima Anum Akole Williams was the first Nigerian woman to receive a doctorate degree in Nigeria. She bagged her Ph.D in Mathematics in University of Chicago. Also she broke the record by becoming the first female Vice-Chancellor of an African university, University of Benin, Nigeria between 1991 and 1993. Maryam Idrees Akande also became the 18th, first and only female Vice-Chancellor in April 1994 and concluded her term in 17 March, 1995. She was an outstanding Professor of Law, the first law professor in Nigeria. Recently, Governor, Cross River, Cameroonian Olu Popo, took appointing Professor Ayo Oshigbo Imokhware Oshun as the Vice-Chancellor between 2005 and completed her term in December 2012 and she is the current Vice-Chancellor of Landmark University, Omu Aran, Kwara State. The focus of this paper is, therefore, to examine gender imbalance in leadership positions in University of Ibadan, Nigeria: implications for counselling.

Gender Imbalance in the Nigerian Universities

According to the United Nations Research Institute for Social Development (2001), a division of World Bank men dominate all the spheres of life in Nigeria. Women are in the subordinate position which is the result of preferring male children to female children. These women might be the results of socialisation and cultural practices in the country, Nigeria. Fajana (2011) ascribed the position of gender inequality to our role, stereotypes and demands which have enormous influence on the attitudes of male and

female to many issues in life which include science, technology and mathematics education. Onyemulukwe (2008) attributed gender and attitude to the factors that caused sex difference in the performance of students in some school subjects.

Women are under-represented at the leadership levels. Morley (2013) reaffirmed the fact that women's absence from leadership positions has become a recurrent theme in studies in the global north (Bagihole & White, 2011; Blackmore & Sachs, 2001, 2007; Husu, 2000; Elg & Jonnergard, 2010). It is also noted that it emerges as the theme in studies from the global south for sometimes. For instance, in Nigeria studies

were conducted by Adadevoh, 2001 and Odejide 2007, in Ghana a study was conducted by Ohene, 2010, also in Pakistan, Rab, 2010 and Shah, 2001 and in the study conducted by Dunne and Sayed, 2007 in South Africa. All these studies pointed to the same issue of not having women in leadership positions in the tertiary institutions. In most Countries of the World including Nigeria's tertiary institutions, there is the absence of women in senior positions. This means that women are globally under-represented across all decisions-making for, which include but not limited to committees, boards, recruitments panel, governing councils of various tertiary institutions, head of parastatals, head of ministries etc.

Table 1: Distribution of Academic Staff by Gender in Nigerian Universities

Institution	Male	Female	Total
UNN	1, 017 (73%)	367 (27%)	1, 384
FUTO	452 (83%)	93 (17%)	545
ESUT	210 (66%)	110 (34%)	320
IMSU	314 (87%)	47 (13%)	361
Ibadan	1091 (82%)	243 (18%)	1, 334
Calabar	460 (82%)	102 (18%)	562
Port Harcourt	416 (88%)	57 (12%)	473

Source: Personnel Department/Units of the University by Nwajiuba, 2011

Table 1 shows the under-representation of women in those Universities. It became obvious that women were not having equal job opportunities as regards the employment which would also metamorphose to not holding academic leadership positions in the Universities in Nigeria.

Table 2: Distribution of Professors/Readers and Senior Lecturers by Gender in the University of Ilorin across Faculties/College

Faculty	2010/2011						2011/2012					
	Professor/Reader			Senior Lecturer			Professor/Reader			Senior Lecturer		
	Male	Female	N	Male	Female	N	Male	Female	N	Male	Female	N
Agric	17	2	19	14	4	18	17	2	19	15	3	18
Arts	20	2	22	24	3	27	20	2	22	29	3	32
Basic Med.	8	1	9	9	2	11	9	0	9	13	2	15
Bus & Soc	16	1	17	19	2	21	14	1	15	26	2	28
Clinical Sc	34	1	35	26	3	29	38	1	39	29	7	36
Comm & Info	4	0	4	5	1	6	3	0	3	6	1	7
Education	22	4	26	15	8	23	21	4	25	18	8	26
Engr & Tech	15	0	15	16	0	16	17	0	17	22	1	23
Law	2	0	2	6	0	6	2	0	2	8	1	9
Pharmaceutic	1	0	1	0	0	0	2	2	4	2	0	2
Science	46	4	50	19	2	21	44	4	48	27	2	29
Vet Medicine	1	0	1	2	0	2	3	0	3	4	0	4
Total	186	15	201	155	25	180	190	16	206	199	30	229

Source: Unilorin (2010/2011: P. 22); (2011/2012: P. 34).

Table 2 shows that a higher proportion of staff in professorial were males 90.73% in 2010/2011 academic session with an increase in 2011/2012 academic session of males 92.33% which showed that female academia were 7.77% in 2011/2012 compared with 9.27% in 2010/2011 academic session. Academic staff who were qualified to be appointed to head the Departments are Senior Lecturers and above. In 2010/2012 academic session for instance, thirty (30) 13.89% were women but two hundred and twenty nine

(229) are men. According to the statistics given by the Directorate of Human Resources of University of Ilorin, only seven are presently heads of the Departments out of over sixty (60) Departments in Fifteen (15) Faculties. The data also revealed that there are fifteen (15) Faculties across the University, all Deans in the University of Ilorin are Men, it showed that none is a woman. This is a gross deficient in the participation of women in academic positions in the University of Ilorin, which is due to fact

that women are really very few. These percentages of women are very insignificant compare to men counterpart. This data presented shows that more still need to be done in order to have more women at the leadership positions in higher institutions in Nigeria and beyond.

Graphical representation of data in Table 2

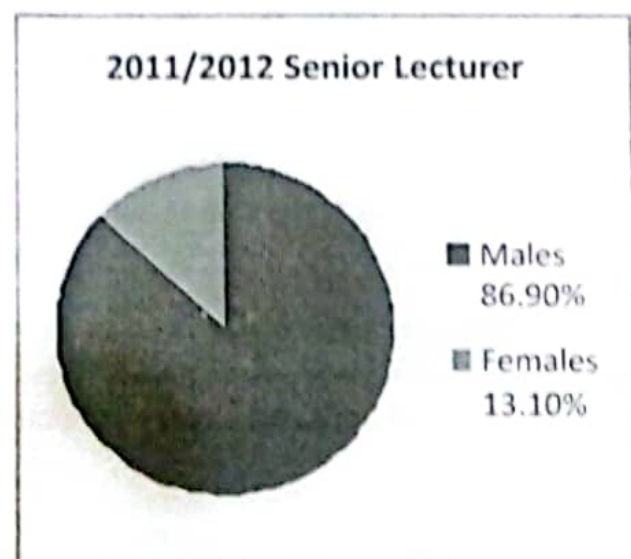
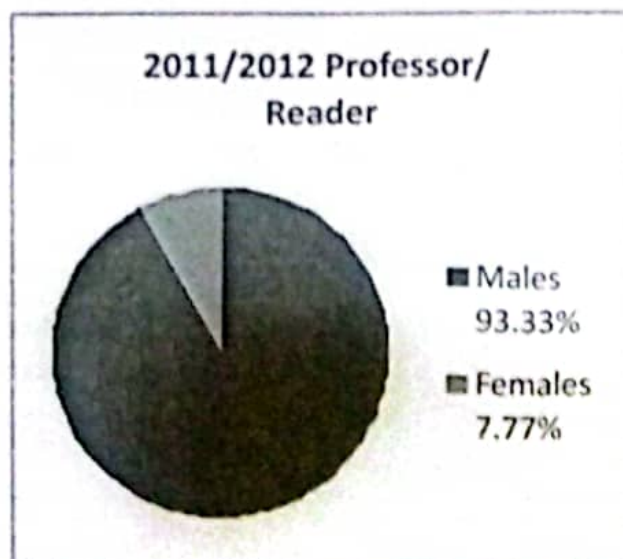
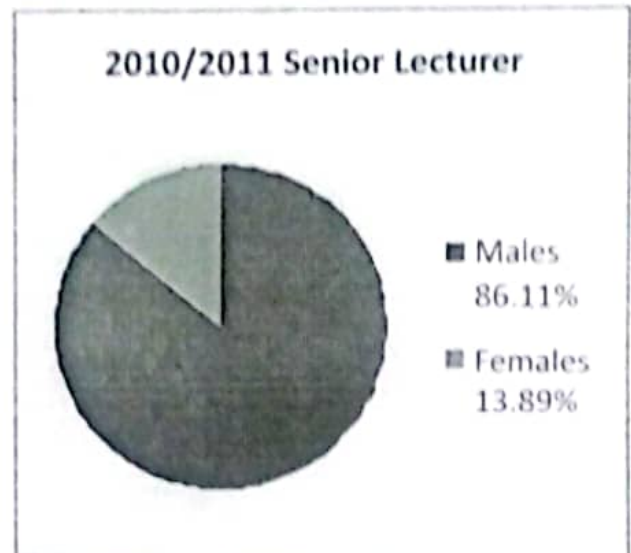
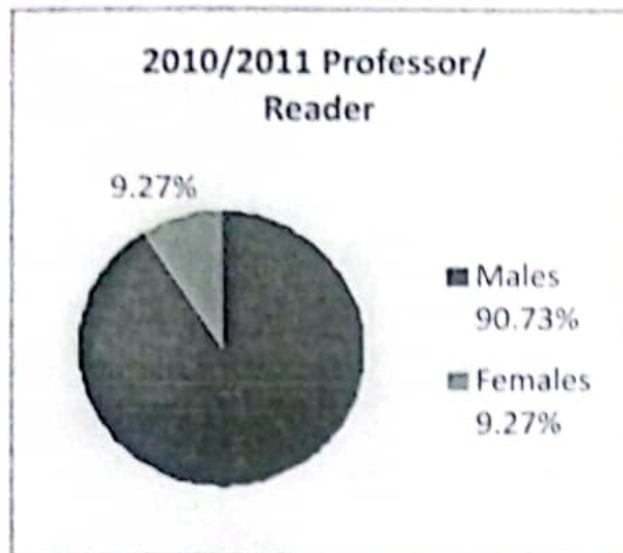


Table 3: Distribution of Professors/Readers and Senior Lecturers by Gender in the University of Ilorin across Faculties/College

Faculty	2013/2014						2014/2015					
	Professor/Reader			Senior Lecturer			Professor/Reader			Senior		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Agric	16	1	17	19	6	25	15	1	16	18	4	22
Arts	24	4	28	29	4	33	23	3	26	29	4	33
Basic Med	11	1	12	15	2	17	8	1	9	17	3	20
Clinical Sc	39	0	39	28	8	36	38	0	38	38	11	49
Comm&Inf	5	0	5	8	1	9	5	0	5	10	1	11
Education	22	6	28	19	8	27	23	7	30	19	11	30
Engr&Tech	23	1	24	29	0	29	18	1	19	21	0	21
Env. Sc	2	0	2	2	0	2	2	0	2	2	0	2
Law	4	0	4	13	1	14	5	0	5	16	1	17
Life Sc	16	4	20	7	1	8	18	4	22	7	1	8
Mgt Sc	1	1	2	10	0	10	1	1	2	15	1	16
Pharmac Sc	4	2	6	3	2	5	3	1	4	4	0	4
Physical Sc	26	0	26	20	3	23	28	0	28	23	5	28
Social Sc	16	0	16	14	4	17	14	0	14	14	3	17
Vet. Med	8	0	8	5	0	5	13	0	13	4	0	4
Total	217	20	237	221	39	260	214	19	233	237	45	282

Source: Unilorin (2013/2014: P. 38); (2014/2015: P. 13).

Table 3 shows that women professors are relatively few in the University. A higher proportion of staff in professorial were male 91.84% in 2014/2015 academic session which showed that female academia were 8.16% in that academic session.

Graphical Representation of the Data in Table 3

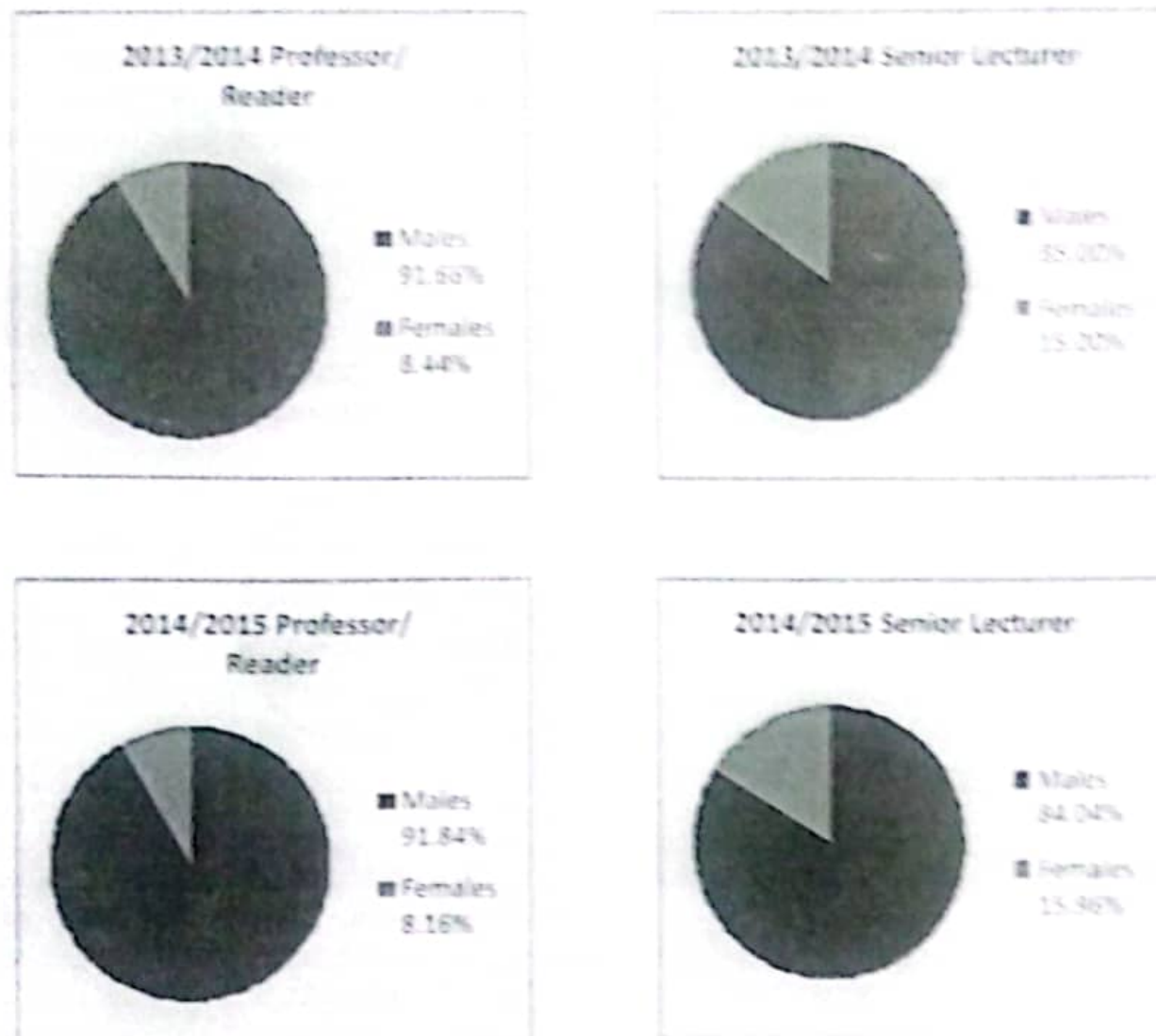


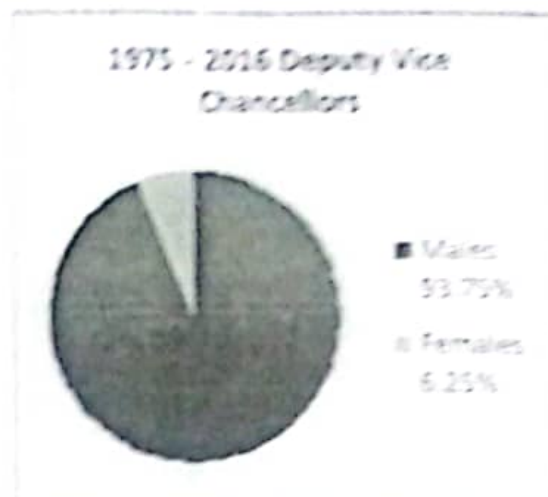
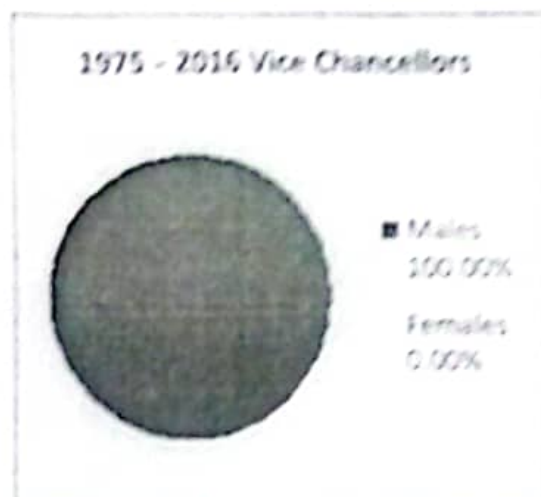
Table 4: Distribution of Principal Officers in the University of Ilorin by Gender (1975 – 2016)

Position	Male	Female	Total	Male %	Female %
Vice-Chancellors	9	0	9	100%	0%
Deputy Vice-Chancellors	15	1	16	93.75%	6.25%
Total	24	1	25	95.83	4.17

Source: University Education and Gender Equity in the New Millennium: Mapping the Demographic Terrain at the University of Ilorin for New Challenges by Oloyede and Lawal, 2012.

Table 4 shows that women have not been appointed to the exalted Academic positions of Vice-Chancellors in the history of University of Ilorin, because of having relatively few of them in the University who are Professors. There is only one Deputy Vice-Chancellor at the principal officers' level, the only one since the inception of the University in 1975. This data presented showed that more still need to be done in order to have more women at the leadership positions in higher institutions in Nigeria and beyond.

Graphical Representation of the Data in Table 4



Women in Leadership Positions in the World and Nigeria

Women in leadership positions have the responsibility and potentials to influence their society through leadership, particularly when they are enabled. Women are enabled when they are educated, exposed and economically emancipated thus able to perform well in leadership positions. Throughout the ages, women in leadership positions have impacted positively on the society. For instance, the last century saw the emergence of great women Mother Theresa of Calcutta, Indira Ghandi, the Prime Minister of India, Soong Ching Ling, Honourary President of the people's republic of China, Sirimavo Bandaranaike, Prime Minister of Sri Lanka, Corazon Aquino, President of Philippines, Jenifer

Smith, President of Bermuda, Agathe Uwilingiyimana, Prime Minister of Rwanda, Ellen Johnson Sirleaf, President of Liberia (Fapohunda, 2011).

Nigeria has great women in various fields also. These women have landmark achievements that are milestones. Notable among them are Queen Amina of Zaria, Idia of Benin, Moremi of Ile-Ife, late Professor (Mrs.) Akunyili, former Minister of Information and Director, National Agency for Food Drugs Administration and Control (NAFDAC), Dr. (Mrs.) Ngozi Okonjo-Iweala, former Minister of Finance and former World Bank Director General, Professor Grace Alele Williams, first female Vice-Chancellor in Nigeria and Professor Jadesola Akande among others. Ever since the inception of University of Ilorin in 1975, University of

Ilorin has only two women as Deans. The only female Professor who contested and won Deanship position and became the Dean on 1st August, 2010 to 31st July, 2012 in the history of University of Ilorin is Professor Sylvia O. Malomo of Biochemistry Department, the then Faculty of Science, now faculty of Life Sciences, University of Ilorin. Second in the history of University of Ilorin is Dr. Omenego Victoria Mejabi who was appointed as the first Acting Dean of the Faculty of Communication and Information Sciences, University of Ilorin at the inception of the Faculty in 2007. Lastly, Professor M.T. Bakare-Odumola was appointed as Dean by Vice-Chancellor to head Faculty of Pharmaceutical Sciences, University of Ilorin. Another milestone was achieved by Professor N.Y.S Ijaiya who for the first time became the only female among the principal officers of the University of Ilorin since 2014.

In Nigeria, at the inauguration of former President Olusegun Obasanjo in 1999, which ushered in a new democratic dispensation after being ruled for twenty five years by the Military regimes, President Obasanjo promised to appoint women into various positions. Elective positions were not automatic for women at that time due to primary elections of political jungles. However, former President Obasanjo failed to comply with 30% affirmative appointed positions for women. Late President Musa Yar'Adua took the mantle of leadership in 2007, he improved on the appointment positions given to women, however, it was a little below the expectations. The era of President Goodluck Jonathan also

witnessed another remarkable increase in the appointed positions of women, it was not equally meeting the bench mark (Jernade, 2016).

The current dispensation of President Muhammadu Buhari is experiencing a rather low appointment and far below the expectations of Nigerian women in general. Notably among the women who have served Nigeria meritoriously is the former Minister of Finance, Dr. (Mrs.) Ngozi Okonjo-Iweala. Although, the numbers of women in the cabinet as Ministers of Federal Republic of Nigeria today are very few, still they are performing excellently well in their various Ministries. Nigeria has not put gender equality into consideration, for instance there has never been a woman President, Vice-President, Secretary to the Government of the Federation nor Governor of a State (Jernade, 2016).

Women have been given the opportunity to hold elected positions since 1999 till date, for example, in 1999, 3 women (2.75%) served as Senators out of 109, in 2007 to 2011, 9 women (8.26%) served as Senators out of 109. It decreases to 7 (6.42%) in 2015. Similar to the pattern observed in the Senate, the number of female members of the House of Representatives stood at 12 out of 360 in 1999, representing 3.3% of the total members. The number of women rose to 26 (7.22%) in 2007. However, currently, it stands at 14 (3.89%) out of 360 in 2015 till date. Nigeria has not done badly in gender equality, women have been appointed to various positions. For example, in 1999, only 2 (4.65%) women held the position of minister or minister of state out of 43. The number of women, however, rose

gradually over the years. In 2007, 10 (17.54%) out of 57 ministers or ministers of state, it rose to 11 (23.9%) out of 46 in 2011. Currently, the number of women ministers stands at 6 (16.2%) out of 37 (Jemide, 2016).

Concept of Higher Education

The definition of higher education differs according to context. The word higher education is used interchangeably with tertiary education in this paper. According to Jaja (2013), higher education refers to the western type of education which is organized after secondary education. The National Policy on Education (2013) defined tertiary education as the education given after Post Basic Education in institutions such as University and inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Polytechnics, Monotechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI).

Higher education is perceived as extremely important, and for most parents, a university or higher education has become the necessary admission ticket to good jobs and a middle-class lifestyle in Nigeria. Parents of secondary school students in particular place especially high importance on a university or higher education. Today, higher education constitutes a very important means of developing the human resources of any woman, home, society and the nation at large (Fapohunda, 2011).

Education often determines not only earning capacity, but also the very quality of human life. It is observed that those with good education tend to earn higher incomes; they also are in better positions to live better and healthy live. Higher education also gives one a greater sense of how to reduce risks in life and change behaviours. To this end, Davies (2001) supported the assertion that higher education gives people but women in particular confidence, self-reliance and being adaptable which all served as the hallmarks of advanced education in Nigeria. Higher education includes teaching, research and social service activities of Universities. Teaching at this level of education involves both undergraduate and postgraduate education. Higher education generally involves work towards a degree level or acquisition of skills (Fapohunda, 2011).

Implications for Counselling

The gender imbalances noticed in the academic leadership positions in the universities is alarming throughout the various higher institutions in Nigeria. It is a source of concern to all stakeholders in education, especially those who are proponents of gender equality. This calls for urgent professional attention. This imbalance is to be addressed through counselling, Ann Roe theory could be used by professional counsellors to address the home's environment, which according to Roe has greater influence on the kind of career the girl child will pursue (Vulcan, 2016). The socialization process at home needs to be tailored towards the betterment of both the girl child and boy child developmental process. Roe classification

have been found useful for career counsellors, they are:

- Emotional concentration of the child which is further classified as Overprotecting or Over-demanding parents;
- Avoidance of the child has also being further classified as emotional rejected or neglected of the child by the parents;
- Acceptance of the child, further classified as casual or loving

According to Akinade (2012), the three (3) classifications by Roe summarized the types of parent and childhood experiences of an individual which would determine whether that person would have interest in the people or non-people-oriented careers. To this end, socialization process at home matters most. Professional counsellors need to assist women to realize that they can compete successfully with their male counterparts.

Conclusion

This paper had established that women are not given equal opportunities to hold academic leadership positions in the Universities to head Departments, Faculties and the universities like their male counterparts in Nigeria. This has limited the opportunities for women and hindered the rapid developments of the nation. Many reasons were given ranging to culture, socialization process, parents' negative perception about the roles of women in the society and a clear dominance of male gender in almost every sphere of our political and educational endeavours. Suggestions were proffered from counsellors' perspectives.

Suggestions

It is important to note the following suggestions in order to have more women holding academic leadership positions in higher institutions in the World and Nigeria in particular:

- Counsellors should organize orientation talk for newly employed female staff to encourage them on the need to also participate in leadership positions right from the onset of their career.
- Counsellors should guide girl child at both primary and secondary school levels on the need to appreciate who they are and be determined to compete with the male child irrespective of their gender.
- Parents should be enlightened through parent teachers association (PTA) meeting and town hall meetings on the need to provide equal opportunities to both genders.
- Counsellors can encourage the girl child during career talks to brace up and take up the challenge of competing with the male gender in positions of leadership like leadership in associations, students unionism etc.
- Female academic staff should also be ready to take up leadership positions as head of Departments, Deans, Deputy Vice-Chancellors, Vice-Chancellors through diligence and hard work and change of attitude towards self and others.
- More female staff should be employed as against what is

practice in most universities where the ratio of male to female employees is so wide.

- Nigeria higher institutions governing councils should as a matter of urgency consider women for positions of authorities just as we have in Sweden, Iceland, Norway, Finland and Israel where they recorded the highest share of female Rectors (Vice-Chancellors) in the world.
- World bodies like UNESCO global gender parity, WHO, Association of Commonwealth Universities (ACU), Department for International Federation for Development (DIFD) in UK should improve sensitization for gender equalities in all spheres of lives particularly in the higher institutions in Nigeria.
- Both Federal and State ministries of women affairs and social development have to gear up their efforts to make sure that policies are put in place to correct the gender inequality existing in Nigeria.

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