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PERCEPTIONS OF FEMALE ACADEMICS ON ENVIRONMENTAL FACTORS AT WORK IN THE TERTIARY INSTITUTIONS OF EDO STATE

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Abstract

The title of the study is "Perceptions of female academics on Environmental factors at work in the tertiary institutions of Edo State." To guide the study, five research questions were raised, for the purpose of examining the five independent variables which included: adequacy of women in decision making positions, school management team, positions of authority; acceptance as equals by their male counterparts, Female participation in the formulation and implementation of laws and policies, In order to know the perceptions of female academics in Edo State tertiary institutions. Findings of this study can be used to guide school authorities in decision-making and other management activities of the school. Populations were all the female academics in all tertiary institutions in Edo State. A proportionate sampling technique was used to determine the sample, a total of three hundred and eleven (311) questionnaires were retrieved, and Data were collected through a content validated questionnaire, which had a reliability value of 0.72. Frequency and simple percentage were used for data analysis. The findings amongst others were as follows:

1. The female academics were not accepted as equals by their male counterparts in the tertiary institutions in Edo state.
2. Female academics were not satisfied with the level of women in positions of authority and Based on these findings recommendations were proffered.

Keywords: Perceptions, Female Academics, Work Environment.

1. INTRODUCTION

Women are the bedrock of any society, due to their natural endowments such as procreation, Home management and more recently breadwinners, therefore, are indispensable in every sphere of life, but a society that relegates women to the background and treats them like a "nobody" can never develop and can never tap from their hidden treasures. Women are precious gifts from God to mankind, a useful tool for the development and advancement of nations, when educated and given opportunity to use what they know to get the "needed", goals are actualized.

The study looked at female academics, as educators in the tertiary institutions of Edo State, Nigeria. Women as medium to impart knowledge to the younger generation, is an honor and something that women naturally like to do both at home and workplace. It has however been observed, that women are still being sidelined and relegated to the

background in the area of women representation in official positions of leadership, academics and administration etc. as this seem to show in the actualization of goals, leadership drive, job satisfaction, Achievement motivation needs, agitations for more women leaders in school politics, and other areas of life's endeavors.

Sex of the individual is an element of human factor in Educational management according to Efoghe (2017). The sex of an individual influences his or her achievement motivation level as well as his/her leadership drive. The role of sex as a predictor of leadership and achievement motivation among academic staff was investigated by Efoghe, using Ambrose Alli University as a case study in the year 1999, findings of the study showed that leadership positions were dominated by male while the females were poorly represented in spite of their academic competence. The study then concluded that to a large extent, the negative skewness of positions occupied by men was a reflection of the political situation at the national level where men resist women leadership and there are few women compared to the men in leadership position, (Efoghe, 1999 in Efoghe 2017). Based on this background, the study sought to find out the perceptions of female academics regarding the environmental factors in their various duty posts and their working environment. This will help to enlighten and upgrade the knowledge of school management staff, on the current situations of gender disparity or equality in employment, leadership, academics, administration etc. even at 2017, in the tertiary institutions of Edo State.

1.1 Statement of the Problem

It is often said in this part of the globe, that "it is a man's world", this is true and perhaps born out of the fact that majority of the top positions in any organization, be it governmental or non-governmental, are occupied by men, all over the world and especially Nigeria. Looking at the statistics of sex distribution at various legislative houses in the past five election years in Nigeria (1999, 2003, 2007, 2011 and 2015) it can be seen that men held over ninety percent of the positions, (Eguavoen 2017), but the last census figure of 2006 in Nigeria showed that men were fifty-two (52) percent and women were forty-eight (48) percent of the population with a slight disparity of two (2) percent for men. One begins to wonder why women are so left behind in every sector of the economy, as if women were non-existent. Women in tertiary institution are not left out of this unfortunate scenario. It is a fact that in the decades past, when women were relegated to the background, the men dominated the teaching jobs in these institutions, such as Efoghe (1999) enumerated, using Ambrose Alli University as a case study, see table 1 below.

Position	Male	Female	Total
Vice Chancellor	1	—	1
Deputy Vice Chancellor	2	—	2
Deans of faculties	9	—	9
Directors	2	—	2
Head of Department	38	4	42
Total	52	4	56

Table: 1 Ambrose Alli University Leadership Positions Distribution by sex, 1998/1999 session (Efoghe, 2017)

Therefore, men also dominated official leadership positions in the institutions, but decades after, when women suppose to have been liberated to aspire to whatever positions they desire to be, must it continue to remain as if capable women to handle these positions of authority are not available? A look at the current status of Ambrose Alli University and University of Benin for example, see table 2 and 3 below.

Position	Male	Female	Total
Vice Chancellor	1	—	1
Deputy Vice Chancellor	2	—	2
Registrar	1	—	1
Bursar	1	—	1
Librarian	—	1	1
Provost	—	1	1
Directors	15	1	16
Deans	13	1	14
Head of Departments	59	7	66
Total	92	11	103

Table: 2 Ambrose Alli University Leadership Positions Distribution by sex, 2016/2017 session Fieldwork: 2016/2017 session

Position	Male	Female	Total
Vice Chancellor	1	—	1
Deputy Vice Chancellor	3	—	3
Registrar	—	1	1
Bursar	1	—	1
Librarian	—	1	1
Provost	1	—	1
Directors	23	5	28
Deans	14	1	15
Head of Departments	81	11	92
Total	124	19	143

Table: 3 University of Benin Leadership Position Distribution by sex, 2016/2017 session Fieldwork: 2016/2017 session.

Leadership distributions according to sex, from 2016/2017 academic session leave much to be desired. Women ought to be fully represented in a greater capacity in the areas of teaching, positions of authority, research and community services but this is not the case. This situation has affected the women's morale, commitment to seeking leadership positions, low achievement motivation needs, complaints and agitations that has emotional and psychological effects to their jobs and also affected their enthusiastic aspirations to run for political positions in

schools where the men are predominantly in the majority. This may have affected the women's mentality and confidence. In carrying out this research, questions such as: Are women not pro-active enough to take up these positions? Are there environmental factors that could be responsible for this situation? Is it a mentality problem? The findings of this study will expose the answers to these questions and probably help to explain why there are poor representations of female academics in leadership positions in the tertiary institutions in Edo State.

1.2 Purpose of Study

The major purpose of this study was to know the Perceptions of women academics on environmental factors at work in the tertiary Institutions of Edo State. The specific purposes included the followings:

- ✓ To know if female academics are adequately represented in the decision-making bodies, of the tertiary institutions in Edo State.
- ✓ To examine if female academics are adequately represented in the management team of the school.
- ✓ To ascertain if female academics are fully accepted by their male counterparts.
- ✓ To find out if female appointments into positions of authority are adequate.
- ✓ To determine the extent to which females participate in the formulation and implementation of laws and policies.
- ✓ To ascertain the adequacy of female population amongst academic staff.

1.3 Research Questions

The following research questions were raised to guide the study:

- ✓ How adequate are female academics representations in the decision making bodies of the tertiary institutions in Edo state?
- ✓ Are female academics adequately represented in the school's management team?
- ✓ Are female academics fully accepted by their male counterparts as equals?
- ✓ Are female academics adequately represented in the appointment into positions of authority?
- ✓ What is the perception of the female academics regarding the adequate and active participation in the formulation and implementation of laws and policies guiding the running of the school?
- ✓ How adequate are female academics population among academic staff in the tertiary institutions in Edo state.

2. LITERATURE REVIEW

The disparity between males and females displayed in the various institutions in Nigeria generally and Edo State specifically are due to various reasons which include: early child marriage, early pregnancy, domestic labor, human trafficking, goods hawking Cultural and traditional prejudices, religions practices, patriarchal family life, archaic customs that devalue the girl-child, which have pulled back the hand of clock in the efforts put into the developmental strides of the Nation and has made it a common place to see Nigerian families sending their sons to school before their daughters are considered, if a girl-child is considered at all. The idea of families thinking that sending a girl-child to school is a waste of resources such as time, money, energy etc. has made the women at the top very scanty to be able to compete with their male counterpart. Studies have shown that "the progression of women through schooling has been low with large dropout rate. Only 18.64% of girls who finished primary school proceed into secondary school, with an average dropout rate of 80.16%. The average dropout rate from secondary school to higher institutions is 93.15%, (Adiele 2005). This data is a proof that in the past, very few women

compared to men got to the top of their educational aspirations. The lag in education suffered by the girl-child in secondary education suggest that the proceeding level of education i.e., tertiary education would admit few females and this in no small measure places the women folk in a disadvantaged position to contribute meaningfully to the Socio-Political and Economic Development of the Nation. Kpee & Chuu-Uzomah (2015) calls it a chain of under representation of the female folks from education to governance.

Olaleye (2008) in Amaechina, Briggs & Ewelike (2015), posit that in the last two decade, debates on the status of women and the need to integrate them into development process of any nation have raged on at National and International workshops, seminars, conferences and conventions amongst others. However, the problems of women opportunities for education loom are larger at the turn of the twenty-first century in Africa. Ejumodu (2013) asserts that women represented two-thirds of the world illiterate adults while girls account for a similar proportion of the world's out of school population. He reiterated that the Nigeria political setting right from inception has exhibited positive support for male dominance over female because the men believe that women are not expected to carry out any outstanding role except those roles affiliated with domestic matters alone. This idea has made women to remain in the passive state with its degradation consequences to the extent that they are not having much freedom that would have given them the confidence to compete with the men in all sectors of the economy.

Our cultural beliefs and practices have made it difficult for women to stick out their necks in the midst of men. Adeniran (2007) in Amaechina et al (2015). Babawale (2008) in Wariowei, Odum, Akani & Newem (2015) submit that the peculiarity of a given culture is a direct function of its distinctiveness as it relates to its impact on the attitude, aspirations, motivations, representations, skills and behavior of the people celebrating some and discarding others. Gender equality according to Kpee & Chuu-Uzomah (2015) is a situation where both genders (male & females) are given equal right and opportunities to utilize potentials and skills in the labor market, according to them, A 2012 gender report in Nigeria ranks 118 out of 134 countries in the Gender Equality Index (GEI). This shows that Nigeria is down the ladder of gender equality and years down the line the records have not improved, one of the implications of this therefore, is that since women are left behind as a result of systemic oppressions, the few that manage to scale through in education, will still feel the heat of male dominance at the top.

Marginalization of the women arising from traditional, socio-cultural, socio-economic and religion constraints deny them full access to political participation even in schools in line with Amaechina et al (2015) which concluded that in spite of the overwhelming contributions that women have made, are making and are expected to make to the socio-economic development of the nation, they are still frustrated with many obstacles that tend to limit their activities and this situation can certainly not add value to the National Development but stagnate her advancement. Omoife. (2009). Akudo & Eziuzo, (2014) in Mbanefo (2015) also agreed that women contributes to the National Economy but are not adequately acknowledged and rewarded, rather they are under-represented in all sectors of Economic Development and are discriminated against in accessing, income generating assets like land, credit and life transforming opportunities, women should be found in all aspects of social and professional life. Women's contribution to development is thus felt not only at home but also in the public spheres although according to Okonjie (2011) in Amaechina et al (2015) the early formal educational curriculum was not designed to train women for top leadership positions. However, democratic principles demand that every Nigerian child be it male or female to be given the opportunity to get the best, which education can offer within the limits of his or her abilities.

Utor, (2003) in Aye & Dzege, (2015) observed that the Nigerian administrative, managerial and executive directorship class is overwhelmingly males, the technical and scientific personnel in agricultural officers in Nigeria are mainly males, especially extension officers, even though much of the farm work are done by the women, he also observed that females are mainly nurses but other paramedics like radiographic and physiotherapists are mainly males. The teaching profession, he said is dominated by women but leadership positions in education is the domain of men. Majority of the female workers are in the lower cadre, while the males occupy high cadre occupations, this is one of the major reasons why there must be a balance because, so far the male dominated environment have not moved the nation forward, this is so, for obvious reasons, one of which is that more than half of the population,

which are the women, are marginalized, oppressed, sidelined, uneducated with exception of a few etc. Women are yet to be fully delivered from their colonial masters (men), unhealthy archaic practices that have left the whole nation backward and underdeveloped. This is why bodies such as: Education for all (E. F. A.), National Policy on Women (NPW), Strategy for accelerated girls education in Nigeria, (SAGEN), convention on the elimination of all types of discrimination against women (CEDAW), free education via universal Basic Education (UBE) and most recently 35% affirmation action for appointment of women in governance, etc., Must brace up to address this abnormalities that is still very visible in the Nigerian community.

Mgbodile (2004), posits that it is very important that staff of educational institutions (males& females) be accorded equal of opportunities in leadership, in the discharge of their duties and in having access to all facilities for the exercise of their functions. One of the goals of Nigeria's Millennium Development Goals (M.D.G) is to promote Gender equality and empower women. Aye & Dzege (2015) stated that the National Planning Commission (NPC 2005), Progress report on the achievement of the above goal, and concluded that girls and women have missed the 2015 gender parity target. Gender inequality has remained a huge problem of the education system, with the low representation and full participation of girls falling from behind as they move up the education ladder. Women political participation in governance is also another area still needing very special attention, judging from the number of aspirants to elective positions and those who eventually get elected. The politics and programs put up by the government to take the problem of gender inequality in employment, politics and every aspects of life in Nigeria, are laudable and wonderful, the questions right now are: are these politics and programs working? Are they achieving results? Or have they failed just like most other programs because of lack of accountability, bad implementation, lack of follow-up, lack of resources, (financial, human and materials) to carry out proper implementation, lack of commitment by the government, lack of continuity in Government etc.?

Schultz (2002) in Ashimole, (2015), reiterated Kofi Annan statement, that there can be no significant or sustainable transformation in society nor any significant lasting reduction in global poverty until girls receive basic quality education which would empower them to take their place as equal partners in development'. The United Nations millennium declaration maintains that if women are granted their pride of place in history, the gesture and development will assist the process of effectively combating poverty, hunger, diseases and stimulating sustainable development (Olaleye, 2008). Yawe and Amaechi (2015) believes that all development goals reinforce each other, but none can be reached without empowering girls and women with the capabilities and confidence they need to live in freedom and dignity. Society at large, have much to gain from women and girls education, therefore, education and gender equality should be fully recognized as mutually reinforcing catalysts for development.

3. METHOD OF STUDY

The population of the study covered all tertiary institutions in Edo State, but five were purposively sampled; they included: Ambrose Alli University, Auchi Polytechnic, Benson Idahosa University, College Of Education, Ekiadolorand University of Benin. The simple random sampling technique was applied in the selection of female academics. Instrument used was the questionnaire that had thirteen(13) statement items, rated on a 4-point scale of strongly Agree(SA) 4points, Agree(A) 3 points, Disagree(D) 2 points and strongly disagree (SD) 1 point. 350 questionnaires were administered but only 311 (88.9%) were retrieved and analyzed using Frequency and percentage. The instrument was validated by social studies and educational management experts and tested using the cronbach alpha reliability which yielded 0.75 in value. SA and A were treated as agree while SD and D were treated as disagree.

4. RESULTS AND DISCUSSION

General Result of study

No.s	Statement item on variables of women as Educators	N	A	%	D		DECISION
1	The quantity of female lecturers in my department are adequate compared to the male lecturers	311	95	30.55	216	69.45	Disagree
2	I have never been oppressed in words or action by male counterparts in my school.	311	118	38.0	193	62.0	Disagree
3	I am satisfied with the level of female representatives at the top decision-making bodies such as Council, Senate etc, in my school.	311	95	30.5	216	69.5	Disagree
4	I still feel oppressed by the laws and policies governing the operations in my school	311	167	53.7	144	46.3	Agree
5	I literarily have to bulldoze my way to be recognized to speak in meetings	311	136	43.73	175	56.27	Disagree
6	Male lecturers prefer to rub minds with other males, when decisions are taken in the Department, or Faculty in my School.	311	138	44.4	173	55.6	Disagree
7	I am happy with the level of female appointments into top positions of directors, chairmen H.O.Ds, Deans etc, in my School	311	54	17.5	257	82.5	Disagree
8	I still feel female lecturers are sidelined and are not given adequate opportunity to contribute effectively in the management of my school.	311	216	69.5	95	30.5	Agree
9	I have experienced oppression and harassment in words/action: such as bullying, verbal abuse, attempted sexual Abuse, intimidation at one time or the other in my career life from male counterparts that they will not dare to attempt on their male colleagues.	311	174	55.95	137	44.05	Agree
10	I strongly believe that gender issues are far from being resolved in my School.	311	181	58.2	130	41.8	Agree

11	There are qualified women that can take up leadership positions in my School.	311	171	56.0	140	44.0	Agree
12	I am satisfied with the population strength of women among academic staff in my School	311	57	18.0	254	82.0	Disagree
13	Women academic are adequately and actively involved in the formulation and implementation of laws and policies, on activities such as promotion, leave, Appointments, Termination Finance, Conference etc. In the running of the School.	311	114	36.7	197	63.3	Disagree

Table: 4 Frequency and percentage Analysis of the perceptions of women academics regarding their work environmental factors in the tertiary Institutions in Edo State. Source: Fieldwork (2017)

- ✓ **Research Question 1:** How adequate is female academics representation in the decision making bodies of the tertiary institutions in Edo state?

S/N	Statement item on variables of women as Educators	N	A	%	D	%	Decision
1	The quantities of female lecturers in my Department are adequate compared to the male lecturers.	311	95	30.55	216	69.45	Disagree
3	I am satisfied with the level of female representatives at the top decision-making bodies such as Council, Senate etc, in my school.	311	95	30.5	216	69.5	Disagree
7	I am happy with the level of female appointments into top positions of Directors, Chairmen, H.O.Ds, Deans etc, in my School	311	54	17.5	257	82.5	Disagree

Table: 5 Frequency and percentage analysis of the perceptions of female academics on the adequate representation of women academics in the decision making bodies of their Schools.

According, to the above table 5, questions 1, 3, 7 answered research question one, which wanted to know if women were adequately represented in the decision-making bodies of their schools. Out of 311 women that participated in this study 216 (69.5%) disagreed with statement 1, 216 (69.5%) disagree with statement 3, and 257 disagreed with statement, meaning that an average of 230 (74%) of the female academics perceived that women had inadequate representation in the decision-making bodies of their schools.

✓ **Research Question 2:** Are female academics adequately represented in the school's management team?

S/N	Statement item on variables of women as Educators	A	%	D	%	Decision
8	I still feel female lecturers are sidelined and are not given adequate opportunity to contribute effectively in the management team of my School.	216	69.5	95	30.5	Agree

Table: 6 Frequency and percentage analysis of the perceptions of female academics on female's adequate representation in the management team of the School.

From table 6 above, it is shown that statement 8, answered question 2, thus 216(69.5%) respondents agreed that they still feel female lecturers are sidelined and are not given adequate opportunity to contribute effectively in the management team of their schools.

✓ **Research question 3:** Are female academics fully accepted by their male counterparts as equals?

✓

S/N	Statement items on variables of women as Educators	N	A	%	D	%	Decision
2	I have never been oppressed in words or action by male counterparts in my School.	311	118	38.0	193	62.0	Disagree
9	I have experienced oppression and harassment in words and actions: such as bullying, verbal abuse, attempted sexual Abuse, intimidation at one time or the other in my career life from male counterparts that they will not dare to attempt on their male colleagues.	311	174	55.95	137	44.05	Agree

Table: 7 Frequency and percentage analysis of perception of women academics about their full acceptance as equals, by their male counterparts in their schools

From the table 7 above, 193 (62.0) of the women disagreed with the statement item 2 and 174 (55.95%) agree with statement item 9 therefore, It was concluded that female academics perceived that they were not fully accepted as equals by their male counterparts in their schools.

- ✓ Research question 4: Are female academics adequately represented in the appointment into positions of authority?

No.s	Statement items on variables of women as Educators	N	A	%	D	%	DECISION
3	I am satisfied with the level of female representatives at the top decision-making bodies such as Council, Senate etc, in my school.	311	95	30.5	216	69.5	Disagree
7	I am happy with the level of female appointments into top positions of directors, chairmen H.O.Ds, Deans etc, in my School	311	54	17.5	257	82.5	Disagree

Table: 8 Frequency and percentage analysis of the female academics perceptions in their appointments into positions of authority.

According to the table 8 above, 216 (69.5%) women academics disagree with statement items 3 and 257(82.5) out of 311 women who responded to statement item 7 also disagreed with the statement, therefore, from their responds, female academics perceived that women academics were not adequately represented in the appointments into positions of authority.

- ✓ Research question 5: What is the perception of the female academics regarding the adequate and active participation in the formulation and implementation of laws and policies guiding the running of the school?

No.s	Statement items on variables of women as Educators	N	A	%	D	%	DECISION
4	I still feel oppressed by the laws and policies governing the operations in my school	311	167	53.7	144	46.3	Agree
13	Women academics are adequately and actively involved in the formulation and implementation of laws and policies on activities such as promotion, leave, Appointments, Termination, Finance and Conference etc. In the running of the School.	311	114	36.7	197	63.3	Disagree

Table: 9 Frequency and percentage analysis of the perception of female academics on their adequate and active participating in the formulation and implementation of laws and policies guiding the running of their schools.

From table 9 above, 167(53.7%) agreed to the statement on item 4 and 175 (56.0%) disagreed on the statement item 13, which means that the finding of this study regarding the perception of women academics in respect of their adequacy and active participation in the formulation and implementation of laws and policies guiding the running of the school was inadequate, in other words, female academics disagreed that they were adequately and actively represented in the participation of the formulation and implementation of laws and policies guiding the running of their schools.

- ✓ **Research question 6:** How adequate are female academics population among academic staff in the tertiary institutions in Edo state?

No.s	Statement items on variables of women as Educators	N	A	%	D	%	DECISION
1	The quantity of female lecturers in my department are adequate compared to the male lecturers	311	95	30.55	216	69.45	Disagree
8	I still feel female lecturers are sidelined and are not given adequate opportunity to contribute effectively in the management team of my school.	311	216	69.5	95	30.5	Agree
10	I strongly believe that gender issues are far from being resolved in my School.	311	181	58.2	130	41.8	Agree
12	I am satisfied with the population strength of women among academic staff in my School	311	57	18.0	254	82.0	Disagree

Table: 10 Frequency and percentage analysis of the female academics perception regarding adequate female population among academic staff in their schools.

According to the above table 10, 216 (69.5%) Disagree with statement item 1. 216 (69.5%) agreed with statement item 8, 181 (58.2%) agreed with statement item 10 and 254 (82.0%) Disagreed with statement item 12, In conclusion therefore, female academics perceived that their populations amongst academic staff in their schools were inadequate.

4.1 Summary of Findings

The perceptions of female academics regarding their work environment in Edo State tertiary Institutions were as follows:

- ✓ There were inadequate representations of female academics in the decision-making bodies of their schools.
- ✓ Female academics were not adequately represented in their school management team.
- ✓ Male academics have not quite accepted female academics as equals in their schools.
- ✓ Female academics representation in to positions of authority was inadequate.
- ✓ Female academics do not adequately and actively participate in the formulation and implementation of laws and policies guiding the running of their schools.
- ✓ Female academics are inadequate in population among academic staff in their schools.

5. DISCUSSION

From the findings above, it is clear that the perceptions of the female academics and their working environments in the tertiary institutions in Edo State are enough to affect the psychological, emotional and academical disposition of the female academics to the extent of creating a negative mentality about their place of work that can affect their attitude toward their work, withdrawal syndrome or total shutdown of any aspiration. According to the study, there are inadequate representation of women academics in the decision making bodies, management team, academics staff population, their male counterparts have not fully accepted them as equals and they are not adequately and

actively participating in the formulation and implementation of laws and policies of their schools. Efoghe (2017). Reiterated the findings of staff distribution by sex, using Ambrose Alli University, as a case study, as at 1998/99 session, academic staff population was four hundred and twenty six (426), out of which three hundred and fifty-three (353) were males and seventy-three (73) were females. In 2016/17 session, same school, total population according to the findings of this study, was six hundred and thirty-seven. there has been no dramatic change in the population distribution by sex, The figures are somewhat similar, where males are five hundred and thirteen (513) and females are one hundred and twenty-four (124), as for leadership positions in 1998/99 session, males were Seventy-Six (76) while females were six (6) but in 2016/2017, according to the findings of this study, males were ninety-two (92) and females were eleven (11). In the university of Benin, a close look at academic staff population revealed that academic staff as at 2016/2017 were 1889 (one thousand, eight hundred and eighty nine) in total, population for males were one thousand, three hundred and thirty, (1330) while the females were five hundred and fifty-nine (559). In leadership positions of same school, out of one hundred and forty-three (143) in total, males occupied one hundred and twenty-four (124) and females occupied, nineteen (19).

Efoghe (1994) found out that male workers had higher level of job satisfaction than their female counterparts. It was said that this constituted a cardinal factor which bring success or failure to an organization. The Education Sector is not exempted from this assertion. The attainment of laudable goals in any organization is largely dependent on staff's commitment to work as a result of his/her level of job satisfaction. The human relations scholars concluded that the higher the level of job satisfaction of an employee, the higher will be his/her morale and enthusiasm to realize goals easily and effortlessly and also to a large extent determine their attitude to work.

The findings of this study have once again proven that women academics in the tertiary institutions in Edo State, Perceived that they were undersized in population, sidelined in leadership positions, not fully accepted as equals by their male counterparts, and inadequate in the school management cadre and in the formulation and implementation of school policies etc., in other words, their male counterparts are still the ones in much majority and determining what happens. This can result to intimidation and oppression for the women and consequently the women may withdraw from certain activities in the school, that may not be palatable for them because of embarrassing failures that may be encountered in running for a political office or official position which may involve politics, it is well established that, Politics is a game of numbers.

Patriarchy seem to be at the base of gender inequality, for a long time in Nigeria, men have been the domineering force and have held on to that position tenaciously without considering the women as partners in progress. As hardworking as women are, men are yet to accept them as equal partners on the job. This can be due to reasons such as: societal concept of women, religions believes of women, parents preference of the education of the boy-child than the girl-child; Right from birth, girls are naturally brought up to be a good wife, mother, in-law to her husband's family. In the past, only very few families with education background dare to allow their daughters the opportunity to explore the world around them, because the society saw it as spoiling the girl-child and she may, never be married or if married, never trusted and always victimized, because no husband wants to be intimidated by a wife that is vast in knowledge. In a situation where she finds herself in a leadership position, she is like a rubber stamp to the desires of the majority males around her or faces threats of premature removal.

Essentially, gender perspective implies analysis of social relations between men and women, boys and girls in a given context that may be culturally or historically determined says (Eguavoen 2017). Experience and existing literature have shown that there is always a gender factor or the interplay of gender in addressing any given situation either in management, policy, decision making, strategic and economic planning, administration, conflict management and resolutions, in all facets of human relations. Agreeing with Eguavoen (2017), that asserted that, The very low representation of women in the three (3) tiers of government in the decision making and policy formulation process in Nigeria, aptly shows how the type of policies, made and passed into law are considered, They are male dominated, male oriented, male interpretation and male implementation, the education sector is not left out, even in a situation where a female is the head of the organization, because men are in majority surrounding her, she

is virtually told what to do, how to act, always reminded that she is a wife and mother, never allowed to take decisions outside the men's approval, the men override, over rule and have their way because they are in the majority and she is virtually voiceless in the system. Eguavoen (2017) lamented that all bills that have any inclination to addressing women issues and welfare are treated with levity. Where policies and bills are considered, policing or strengthening the implementation can hardly be considered an issue, especially when they are gendered issues. This helps to show how the gender equality bill was handled. Organization such as women rights advancement and protection alternative, (WRAPA), National Gender Policy (NGP), Federal Ministry of Women Affairs and Social Development (FMWASD) etc. have always agitated for the thirty percent (30%) United Nations minimum requirement for the representation of women in decision, and policy making process in organizations in Nigeria but the practice of patriarchy which is male dominated leadership and other variables such as: traditions, customs, religions practices, sexual stereotyping of social roles and cultural prejudices will not allow this recommendation see the light of day. Nigeria as a member of the United Nations signed and ratified the various relevant international instruments, treaties and conventions without reservation. These instruments according to FMWASD (2006) have always emphasized that Member Nations put in place all necessary mechanisms needed to eliminate gender discriminations, ensure equality and human dignity to all, men and women. Yet, there persists discrimination in National and State Statutes, Customary and Religions laws which have clearly had its effects on education, because cultural prejudices continue to militate against enjoyment of rights and full participation of women on an equal basis with men in national development.

Recommendations/Suggestions

The following Recommendations / Suggestions have been proffered to help bring about a better academic personnel management in the tertiary institutions of Edo state and perhaps nationwide, in the 21st century Nigeria.

- (1) The United Nation 30% minimum women representation in every facets of work life in government and non-governmental organizations and 35% affirmation action for appointments of women in governance should as a matter of urgency be implemented by all, this will unlock women potentials, kill timidity, expose hidden treasures in women and bring out benefits that were hitherto hidden, which will make Universities better and consequently boost rapid Developmental Strides of the nation.
- (2) Women are not just to make up 30% minimum of the academic staff population; they should also be adequately represented in school management team decision-making bodies' policies and laws formulations and implementations.
- (3) Men should accept, embrace and support women as equal partners in progress in the participation of the Universities activities without fear of intimidation or usurpation of power from women. In all facets of life, women have been known to be partners in progress and not partners to oppress.

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