



Proceedings of the 4th International Barcelona Conference on Higher Education

Vol. 3. Higher education and gender equity

GUNI - Global University Network for Innovation – www.guni-rmies.net

University Education and Gender Equity in the new millennium: Mapping the Demographic Terrain at the University of Ilorin for new challenges

Is-haq. O. Oloyede

Vice-Chancellor, University of Ilorin
Nigeria

Adebayo, R. Lawal

Dean, Faculty of Education, University of Ilorin
Nigeria

Quotation information

OLOYEDE, Is-haq. O. & LAWAL, Adebayo R., (2008), "*University education and gender equity in the new millennium: mapping the demographic terrain at the University of Ilorin for new challenges*". *Proceedings of the 4th International Barcelona Conference on Higher Education, Vol. 3. Higher education and gender equity*. Barcelona: GUNI. Available at <http://www.guni-rmies.net>.

Abstract

Any useful discussion on Gender and Higher Education in the context of development must be anchored within particular ideologies since each of the three concepts is value-laden. For instance, it is possible to analyse the eight (8) Millennium Development Goals (MDGs), prominent among which is the "promotion of gender equality and women empowerment", as the logical concomitants of the neo-liberalist ideology propelling the on-going process of globalization. Through this new politico-economic agenda, nations of the world have tacitly accepted their respective shortcomings. The poor ones have pledged to govern better and invest in their people through improved health care and education, while the rich ones have pledged their support for poor ones through aid, debt relief and fairer trade.

The concept of equity /inequity, whether of gender, race or creed, must be situated within a broad, all-subsuming theory of oppression reminiscent of Young's (1990) five

faces of oppression, namely exploitation, marginalization, powerlessness, cultural imperialism and violence. This would clearly indicate that the problem is not simply about inclusivity vs exclusivity, as inclusivity has qualitative as well as quantitative implications.

Higher Education and gender equity

The literature on gender, development and education rarely considers higher education. With the formulation and global acceptance of the MDGs, gender recently became a category of analysis mostly at the basic level of education in most developing countries. The main targets are poverty reduction and sustainable development as well as the creation of a population appropriately qualified for higher education. Investment in higher education was downgraded in Africa in favour of basic education in the period following structural adjustment programmes in the 1980s (Manuh, 2002). This was a needs-hierarchization approach, with higher education being perceived as the “luxury” end of the education market (Morley, 2005). However, the development of learning economies and knowledge led to a recent massification of higher education throughout Africa (Odejide, 2003.)

The Literature on higher education in the “developing” world tends to be characterized by a gender-neutral approach. Gender only tends to be a category of analysis in relation to access and quantitative representation. The qualitative experiences of women in higher education remain largely unresearched and untheorised, as economics rather than sociology is the dominant discipline influencing higher education studies (Morley 2005). Debates on border-less universities, offshore, franchised, satellite and on-line learning, and the expanding global reach of higher education remain ungendered (Morley, Unterhalter and Gold, 2003). Feminist scholarship on gender equity and higher education in the public domain is largely from higher-income countries (e.g. David, 2003; Blackmore and Sachs 2001; De La Rey, 2001 and Luke 2001). These writers have examined the complexities of structural, attitudinal and psychological impediments to gender equity in patriarchal organizations.

Apart from the paucity of reliable data on gender equity and higher education in low-income countries (which urgently calls for quantitative and qualitative



demographic mapping), there are also unresolved demographic issues and emergent challenges on the implications of the ideological underpinnings of the following conceptual distinctions:

- (a) Gender equity vs gender equality
- (b) Feminist activism vs gender scholarship
- (c) Feminist vs christian vs islamic vs africanist vs western vs eastern perspectives on gender equity/equality and the fear of cultural imperialism
- (d) Relativism vs absolutism (i.e. determinism vs non-determinism) in social construction of sex roles.
- (e) Male vs Female (sexual) “harassment” (both physical and psychological, e.g. “under-dressing”).

Furthermore, there is the need, both theoretically and empirically, for the intersection of gender, higher education and development, on the one hand, and gender and other forms of social inequity/inequality (racial, ethnic, linguistic, religious, regional) on the other. Urgent attention also needs to be paid to gender equity in participation, as regards such co-curricular activities as sports, debates and unionism (for students) as well as gendered division of labour within the academic and non-academic hierarchies (for staff).

The present study

The University of Ilorin is located in the ancient city of Ilorin, about 500km from Abuja, the Federal Capital of Nigeria. Ilorin, the Capital of Kwara State, is strategically located at the geographical and cultural confluence of the North and the South of the Country.

The University of Ilorin was one of the seven institutions of higher learning established by a decree of the Federal military Government in August 1975. From 3 take-off faculties and 200 foundation students in October 1975, the University has grown steadily into its present 10-Faculty structure with a College of Health Sciences, a Postgraduate School and a total student population of over 25,000 and a workforce of about 3,000.

Being a Federal university, the University of Ilorin is bound by the policies and commitments of Government in the spheres of education and gender equity as they relate, for instance, to the MDGs and other such initiatives, be they national or

international. The impetus for the present study is thus socially as well as academically derived. In other words, in view of the concern of Government and the international community about gender equity in education and the gap in our knowledge of the quality of gendered participation and relations (within and across Universities) among both students and staff, especially in low-income countries such as Nigeria, mapping the demographic terrain is one strategy towards achieving desired change.

Based on both the sociological and the empirical need, this study has attempted to analyse the degree of gender equity in access to, and the quality of participation in higher education by students of University of Ilorin. In addition, the degree of equity in the gendered division of labour among the academic and non-academic staff is also part of the main purview of this study.

The temporal frame of reference of this study is post-millennial, i.e. 2000-2007 and relevant data have been collected in the following areas:

- 1 (a) Male vs Female graduates across faculties
- (b) Quality of male and female graduates' degrees
- 2 Male vs Female graduation award winners
- 3 Male vs Female union leaders
- 4 Incidents of rape and sexual harassment and types of administrative action
- 5 Male vs Female participants in inter-university sports
- 6 Male vs Female sports medal winners
- 7 Male vs Female coaches
- 8 Male vs Female lecturers per faculty
- 9 Male vs Female professors per faculty
- 10 Male vs Female deans
- 11 Male vs Female heads of academic departments
- 12 (a) Male vs Female Inaugural (professorial) Lecturers
- (b) gender- related vs non-gender-related titles of inaugural lectures.
- 13 Male vs Female Principal Officers
- 14 Male vs Female senior administrative officers
- 15 Male vs Female junior non-academic staff

Data will be analysed using percentages, bar-graphs and pie charts and findings will be discussed in the light of new constraints and challenges as well as their implications for further theoretical and empirical scholarship relative to the intersection of gender, higher education and development.

PREAMBLE

Any useful discussion on Gender and Higher Education in the context of development must be anchored within particular ideologies since each of the three concepts is value-laden. For instance, it is possible to analyse the eight (8) Millennium Development Goals (MDGs), prominent among which is the “promotion of gender equality and women empowerment”, as the logical concomitants of the neo-liberalist ideology propelling the ongoing process of globalization. Through this new politico-economic agenda, nations of the world have tacitly accepted their respective short-comings. The poor ones have pledged to govern better and invest in their people through improved health care and education, while the rich ones have pledged their support for poor ones through aid, debt relief and fairer trade (Lawal 2005; 2006).

The concept of equity/inequity, whether of gender, race or creed, must be situated within a broad, all-subsuming theory of oppression reminiscent of Young’s (1990) five faces of oppression, namely exploitation, marginalization, powerlessness, cultural imperialism and violence. This would clearly indicate that the problem is not simply about inclusivity vs exclusivity, as inclusivity has qualitative as well as quantitative implications.

HIGHER EDUCATION AND GENDER EQUITY: A CRITICAL REVIEW

The literature on gender, development and education rarely considers higher education. With the formulation and global acceptance of the MDGs, gender recently became a category of analysis mostly at the basic level of education in most developing countries. The main targets are poverty reduction and sustainable development as well as the creation of a population appropriately qualified for higher education. Investment in higher education was downgraded in Africa in favour of basic education in the period following structural adjustment programmes in the 1980s (Manuh, 2002). This was a needs-hierarchization approach, with higher education being perceived as the “luxury” end of the education market (Morley, 2005). However, the development of learning economies and

knowledge led to a recent massification of higher education throughout Africa (Odejide, 2003).

The Literature on higher education in the “developing” world tends to be characterized by a gender-neutral approach. Gender only tends to be a category of analysis in relation to access and quantitative representation. The qualitative experiences of women in higher education remain largely unresearched and untheorised, as economics rather than sociology is the dominant discipline influencing higher education studies (Morley 2005). Debates on border-less universities, offshore, franchised, satellite and on-line learning, and the expanding global reach of higher education remain ungendered (Morley, Unterhalter and Gold, 2003). Feminist scholarship on gender equity and higher education in the public domain is largely from higher-income countries (e.g. David, 2003; Blackmore and Sachs 2001; De la Rey, 2001 and Luke 2001). These writers have examined the complexities of structural, attitudinal and psychological impediments to gender equity in patriarchal organizations.

Apart from the paucity of reliable data on gender equity and higher education in low-income countries (which urgently calls for quantitative and qualitative demographic mapping), there are also unresolved demographic issues and emergent challenges on the implications of the ideological underpinnings of the following conceptual distinctions:

- (a) Gender equity vs gender equality
- (b) Feminist vs christian vs Islamic vs africanist vs western vs eastern perspectives on gender equity/equality and the fear of cultural imperialism (Oloyede, 2004).
- (c) Relativism vs absolutism (i.e. determinism vs non-determinism) in social construction of sex roles.
- (d) Male vs Female (sexual) “harassment” (both physical and psychological, e.g. “under-dressing”).
- (e) Feminist activism vs gender scholarship

Let us examine four of these pairs of perspectives which are broad-based and more subsuming:

(a) Gender Equity vs Gender Equality

Equality is a political ideal often expressed as egalitarianism. As an ideal, it has very little empirical validity and, in any case, it has even weak theoretical support in psychology, sociology, economics or theology. The psychological and sociological concepts of individual and group differences (and dynamics) respectively are the very bases of the psychology and sociology of inequality. In Economics, human productive and consumptive capacities are far from being equal at either the individual or societal levels, not even in communist states. In theology, if we draw precepts and practices from two of the most trans-continental religions, Christianity and Islam, all human beings are only equal in terms of our common origin and destiny in the Almighty God, the Uncreated Creator of all.

On gender equality, it would be understandable why the fear of cultural or sectional imperialism (as the case may be) could be real among certain ethnic, religious and other social groups as there are different competing perspectives – feminist, masculinist, Christian, Islamic, western-liberal/neo-liberal, eastern, africanist/neo-africanist, among several others.

(b) Relativism vs Absolutism in Social Construction of Sex Roles

Closely related to the concepts of gender equality vs inequality vs equity is the way we construct sex roles. The two broad approaches are “absolutism” and ‘relativism”. Absolutism can be in two forms, namely determinism vs non-determinism. Determinists view the two sexes as totally different and the social roles assigned to them must be distinctive and mutually exclusive. Non-determinists posit that there is no connection whatsoever between our sexes and what functions we can perform in society. In other words, the two sexes are equal and must be accorded equal and similar social roles.

Deriving largely from theology and psychology, relativism views both determinism and non-determinism as flagrant anachronisms, as the two opposing positions have in reality produced dire consequences. Determinism is responsible for the dehumanization of women in certain traditional African societies, manifesting in recent times in the poor quantity and quality of female participation in formal education at all the rungs of the school system. The negative

consequences of non-determinism, especially in the western world, is the collapse of the sacred institution of marriage and family life as evident in the rising phenomena of single parenting, homosexuality (including lesbianism) and extra-marital births, which in turn imparts negatively on child upbringing, leading to the astronomical rise in the wave of crime in modern societies.

It would thus seem that the sexes are settling for competitiveness rather than complementarity and the modern society itself is shifting the paradigm from rehabilitation and correction to accommodation of sexual deviants. This is a major aspect of the purview of relativism or moderatism.

(c) Male vs Female Harassment

In consonance with the general paradigm-shift in male-female relationship based on the pervasive non-deterministic persuasion, values and their descriptive labels are fast-changing. One of such is the concept of sexual harassment which is changing within and between the sexes, and shifting from the overt (both physical and psychological) through the covert to the most depraved forms of “assault”, including homosexuality, pornography and other forms of exhibitionism. Smart Adeyemi, a Senator of the Federal Republic of Nigeria, decried recently on the pages of a national newspaper the unbearable sexual harassment he and his colleagues in the Upper House are experiencing from their female admirers. (The Sunday Punch, February 24, 2008 P.22).

(d) Feminist Activism vs Gender Scholarship

As a form of sexist politics, feminism has come a long way from its humble beginning in the work of Mary Wollstonecraft, “Vindication of the Rights of Women” in 1792, meant to simply sensitize women to their rights as individuals. It has presently assumed different dimensions and ramifications, from the ultra-radical, neo-liberal brand on the extreme left of the continuum, through moderatist strands at the centre, to the accommodationist streak of the right.

Illustrating the ultra-radical feminism of the close of the last millennium, the **Newsweek Magazine** of 20th January 1997 reported:

Most European women are having children out of wedlock and no one seems to care. Is this the death of marriage? Young Europeans are saying “marriage is like Christmas, just a fairy tale. I just don’t believe”. Noreen Byrne of the National Women’s Council said “the feeling is why bother to live with them (men) and wash their socks? Just go out and play with them... A lot of women are deciding they don’t need men to survive.

Fortunately, however, Alice Walker’s brand of **womanism** is less politically combative and socially destructive. She projects and denounces women’s oppression under patriarchy losing neither her head nor her heart, but suggesting complementary equity rather than conflict and isolationism. However, the concept of **motherism** (Acholonu 1988) as postulated and developed by the Nigerian critic, Catherine Acholonu, in capturing the centrality of the mother to the African epistemology would seem to suggest the replacement of one brand of oppression, phallogocentrism, with a female equivalent.

Acholonu’s compatriot and professional colleague, Ogundipe-Leslie, (1987), on the other (rightist or relativist) hand, has postulated **stivanism** to denounce the leftist predilection for role-reversal, vindictiveness and competitiveness, while suggesting in their place a harmonization and democratization of roles through which men and women can participate equitably in the urgent mission of social transformation and reconstruction.

Lending empirical credence to Ogundipe-Leslie’s scholarly, non-emotive persuasion is the fact that the female sex is not always the endangered, deprived and oppressed victim. For instance, in at least one state in the South-Eastern part of Nigeria, boys have been shunning the school for petty trading and one result is that most of the directors in the state civil service today are women who have had to marry men who are two or even three rungs down the educational ladder! Also, as reported by Morley (2005), there is now considerable concern in Western Europe and the Caribbean about failing boys and the possibility of the feminization of the higher education system, as disaffected, young, mainly working, men become more socially excluded.

STATEMENT OF THE PROBLEM

In view of the foregoing analysis, there is the need for a major conceptual shift from feminist activism in the guise of scholarship or criticism to gender scholarship of which the

purview is to problematise and analyse gender relations instead of focusing exclusively on women as victims through a doctrinaire, a- priori approach which is fast becoming stale and sterile. There is also the need, both theoretically and empirically, for the intersection of gender, higher education and development on the one hand, and gender and other forms of social inequity (racial, ethnic, linguistic, religious, regional, etc) on the other. Urgent attention also needs to be paid to gender equity in participation, as regards such co-curricular activities as sports (Hamson, 1996), academic debates and unionism (for students) as well as gendered division of labour within the academic and non-academic hierarchies (for staff). Part of this gap is the problem which this study addresses by mapping the demographic terrain in relation to gender equity at the University of Ilorin as a case study.

OBJECTIVE OF THE STUDY

Based on both the sociological and the empirical need, this study has attempted to analyse the degree of gender equity in access to, and the quality of participation in higher education by students of University of Ilorin. By quality of participation is meant the extent to which each sex had excelled in academic programmes in terms of best students or university scholar awards. For staff it refers to the administrative significance of the hierarchical levels at which males vs females had participated in the decision-making processes. In addition, the degree of equity in the gendered division of labour among the academic and non-academic staff is also part of the main purview of this study.

The temporal focus of this study is post-millennial, i.e. 2000-2007, and relevant data were collected to be able to analyse:

1. the relative quantity and quality of male vs female students' participation in (a) curricular activities (i.e. first degree and higher degree programmes) and in (b) co-curricular activities (sports and association/union, leadership).
2. the relative quantity and quality of male vs female products of the university at first degree and higher degree levels;
3. the relative quantity of male vs female participation in (a) academic labour and (b) non-academic support labour;
4. and the relative quantity and quality of male vs female involvement in top decision-making processes of the university.



LOCALE OF THE STUDY

The University of Ilorin is located in the ancient city of Ilorin, about 500km from Abuja, the Federal Capital of Nigeria in West Africa, Ilorin, the Capital of Kwara State, is strategically located at the geographical and cultural confluence of the North and the South of the Country

The University of Ilorin is one of the 36 Federal universities in Nigeria. It was established in 1975 as one of the 7 Federal universities known as second generation universities. From 3 take-off faculties and 200 foundation students in October 1975, the University has grown steadily into its present 10-Faculty structure with a College of Health Sciences, a Postgraduate School and a total student population of 23,791 and a workforce of 3066.

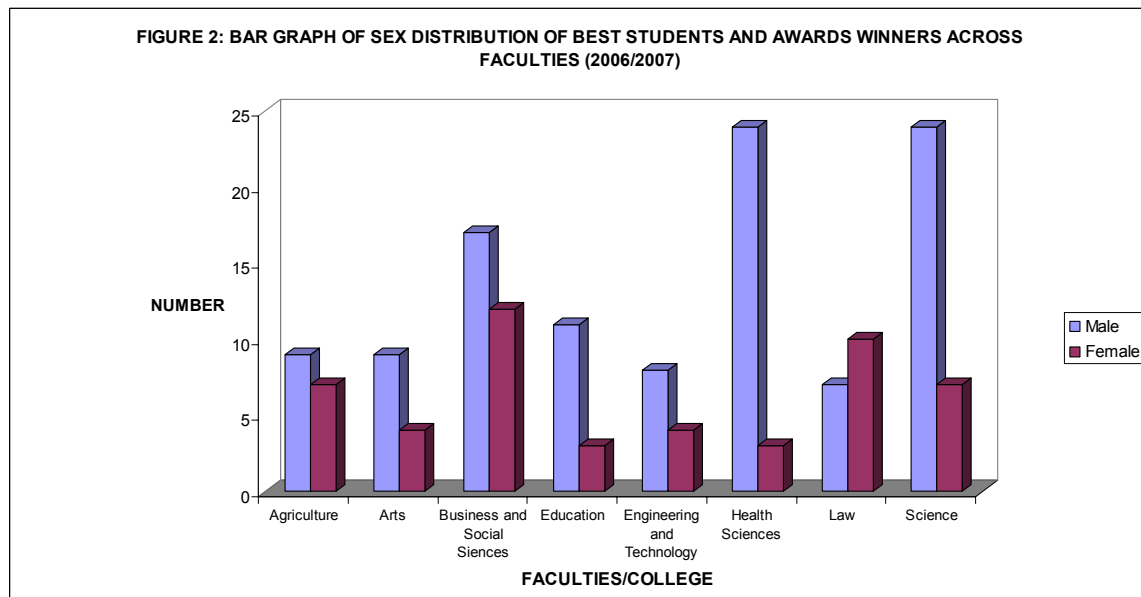
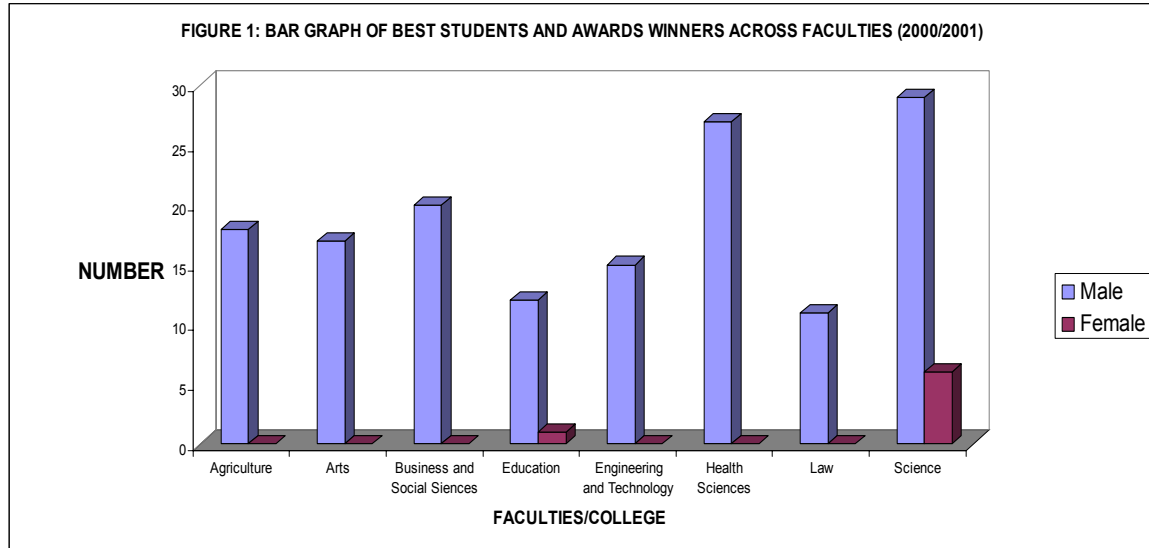
Being a Federal university, the University of Ilorin is bound by the policies and commitments of Government in the spheres of education and gender equity as they relate, for instance, to the MDGs and other such initiatives, be they national or international. The impetus for the present study is thus socially as well as academically derived. The concern of Government and the international community about gender equity in education and the gap in our knowledge of the quality of gendered participation and relations (within and across Universities) among both students and staff, especially in low-income countries such as Nigeria is being addressed through, mapping of the demographic terrain as a strategy towards achieving desired change.

DATA ANALYSIS

The analysis of the data and the presentation of the findings of this study follow in tabular form using percentage and bar graphs. The major findings are then discussed in the light of the theoretical and empirical background before conclusions are drawn and suggestions proffered with regard to new challenges.

Faculty	2000/2001					2006/2007				
	Male	Female	Male%	Female%	Total	Male	Female	Male%	Female%	Total
Agriculture	65	34	65.7	34.3	99	131	92	58.7	41.3	223
Arts	118	85	58.1	41.9	203	63	41	60.6	39.4	104
Business and Social Sciences	611	230	72.7	27.3	841	530	254	67.6	32.4	784
Education	397	256	60.8	39.2	653	528	349	60.2	39.8	877
Engineering and Technology	215	26	89.2	10.8	241	281	32	89.8	10.2	313
Health Sciences	156	42	78.8	21.2	198	103	67	60.6	39.4	170
Law	61	44	58.1	41.9	105	96	79	54.9	45.1	175
Science	244	134	64.5	35.5	378	421	287	59.5	40.5	708
Total	1867	851	68.5	31.5	2718	2153	1201	64	36	3354
Grand-Total							3354			
%			68.7	31.3		64.2	35.8			

Faculty	2000/2001					2006/2007				
	Male	Female	Male%	Female%	Total	Male	Female	Male%	Female%	Total
Agriculture	18	0	100	0	18	9	7	56.2	53.8	16
Arts	17	0	100	0	17	9	4	69.2	50.8	13
Business and Social Sciences	20	0	100	0	20	17	12	58.6	41.4	29
Education	12	1	93.3	7.7	13	11	3	78	22	14
Engineering and Technology	15	0	100	0	15	8	4	66.6	23.4	12
Health Sciences	27	0	100	0	27	24	3	89	11	27
Law	11	0	100	0	11	7	10	41.2	58.8	17
Science	29	6	82.9	17.1	35	24	7	70	30	31
Total	149	7	95.5	4.5	156	109	50	68.5	31.5	159
Grand-Total		156					159			159
%	95.51	4.49				68.5	31.5			100



Faculty/College	2000/2001				2001/2007			
	Male	Female	Male%	Female%	Male	Female	Male%	Female%
Agriculture	15	3	83.3	16.7	15	9	63	37
Arts	45	9	83.3	16.7	53	23	70	30
Business & Social Sciences	340	119	74.1	25.9	305	121	72	28
Education	103	59	62.8	37.2	97	75	56.05	44
Engineering & Technology	17	2	82.9	17.1	17	0	100	0
Health Sciences	7	2	100	0	26	19	58	42
Science	58	12	82.9	17.1	-	-	-	-
Total	585	204	74.1	25.9	553	281	69.9	30.1

Faculty/College	2000/2001				2006/2007			
	Male	Female	Male%	Female%	Male	Female	Male%	Female%
Agriculture	6	0	100	0	8	1	88.9	11.1
Arts	17	1	94.4	5.5	33	1	97.1	2.9
Business & Social Sciences	172	40	81.1	18.9	115	40	74.2	25.8
Education	18	19	48.6	51.4	52	50	50.9	49.1
Engineering & Technology	4	0	100	0	6	2	75	25
Health Sciences	1	0	100	0	13	2	86.7	13.3
Total	61	19	76.3	23.7	58	27	68.2	31.8
%	279	79	85.8	24.2	285	123	69.9	30.1

TABLE 5: SEX DISTRIBUTION OF EXECUTIVE MEMBERS OF STUDENT ASSOCIATIONS/UNIONS ACROSS FACULTIES/COLLEGE

Faculty/College	2000/2001					2006/2007				
	Male	Female	Male %	Female %	Total	Male	Female	Male %	Female %	Total
Agriculture	10	0	100	0	10	8	2	80	20	10
Arts	80	18	81.6	18.4	88	76	22	77.6	22.4	88
Business & Social Sciences	78	11	87.6	12.4	89	74	15	83.1	16.9	89
Education	55	10	84.6	15.4	65	51	14	78.5	21.5	65
Engineering & Technology	19	0	100	0	19	17	2	89.5	10.5	19
Health Sciences	27	3	90	10	30	24	6	80	20	30
Law	9	1	90	10	10	8	2	80	20	10
Science	80	15	84.2	15.8	95	74	21	77.9	22.1	95
Total	358	58	88.2	11.8	406	332	84	80.8	19.2	406

TABLE 6: SEX DISTRIBUTION IN SPORTS (2000-2007)

A. STUDENTS' PARTICIPATION IN ALL NIGERIAN UNIVERSITIES GAMES (NUGA)					
YEAR	Male	Female	Male%	Female %	Total
2000	16	6	92.7	17.3	22
2007	22	7	75.9	24.1	29
B. MEDALISTS IN NUGA					
YEAR	Male	Female	Male%	Female %	Total
2000	5	5	50	50	10
2007	5	4	55.6	44.4	9
C. SEX DISTRIBUTION OF COACHES IN NUGA					
	Male	Female	Male%	Female %	Total
	8	1	88.9	11.1	9
D. SEX DISTRIBUTION OF STUDENTS' PARTICIPATION IN INTERNATIONAL SPORTS					
YEAR	Male	Female	Male%	Female %	Total
2000	3	1	75	2.5	4
2007	3	0	100	0	3

Faculty	2000/2001					2006/2007				
	Male	Female	Male%	Female%	Total	Male	Female	Male%	Female%	Total
Agriculture	39	9	81.2	18.8	48	41	7	85.4	14.6	48
Arts	73	12	85.9	14.1	85	82	16	83.7	16.3	98
Business and Social Sciences	74	5	93.7	6.3	79	93	13	87.7	12.3	106
Education	47	12	79.7	20.3	59	48	20	70.6	29.4	68
Engineering and Technology	64	2	97	3	66	62	1	98.4	1.6	63
Health Sciences	93	9	91.1	8.9	102	99	12	89.2	10.8	111
Law	20	5	80	20	25	26	4	86.7	13.3	30
Science	104	9	92	8	113	119	21	85	15	140
Total	514	63	89.1	10.9	577	570	94	85.8	14.2	664
Grand-Total		577					664			
%	89.08	10.92				85.84	14.16			

Faculty	2000/2001					2006/2007				
	Male	Female	Male%	Female%	Total	Male	Female	Male%	Female%	Total
Agriculture	12	1	92.31	7.69	13	10	1	90.91	9.09	11
Arts	16	0	100	0	16	20	0	100	0	20
Business and Social Sciences	9	0	100	0	9	12	2	85.71	14.29	14
Education	21	1	95.45	4.55	22	23	1	95.83	4.17	24
Engineering and Technology	10	0	100	0	10	7	0	100	0	7
Health Sciences	23	2	92	8	25	18	1	94.74	5.26	19
Law	2	0	100	0	2	1	0	100	0	1
Science	34	0	100	0	34	34	2	94.44	5.56	36
Total	127	4	96.95	3.05	131	125	7	94.7	5.3	132
Grand-Total		131					132			
%	96.95	3.05				94.7	5.3			

TABLE 9: SEX DISTRIBUTION OF SENIOR LECTURERS AND ABOVE ACROSS FACULTIES/COLLEGE (2000/2007)

Faculty	2000/2001					2006/2007				
	Male	Female	Male%	Female%	Total	Male	Female	Male%	Female%	Total
Agriculture	20	3	87	13	23	23	3	88.5	11.5	26
Arts	34	3	91.9	8.1	37	41	4	91.1	8.9	45
Business and Social Sciences	32	2	94.1	5.9	34	34	3	91.9	8.1	37
Education	34	8	81	19	42	33	10	76.7	23.3	43
Engineering and Technology	19	0	100	0	19	21	0	100	0	21
Health Sciences	43	3	93.5	6.5	46	50	3	94.3	5.7	53
Law	6	0	100	0	6	6	0	100	0	6
Science	61	2	96.8	3.2	63	55	4	93.2	6.8	59
Total	249	21	92.2	7.8	270	263	27	90.7	9.3	290
Grand-Total		270					290			
%	92.2	7.8				90.7	9.3			

TABLE 10: SEX DISTRIBUTION OF DEANS ACROSS FACULTIES/COLLEGE (1997-2007)

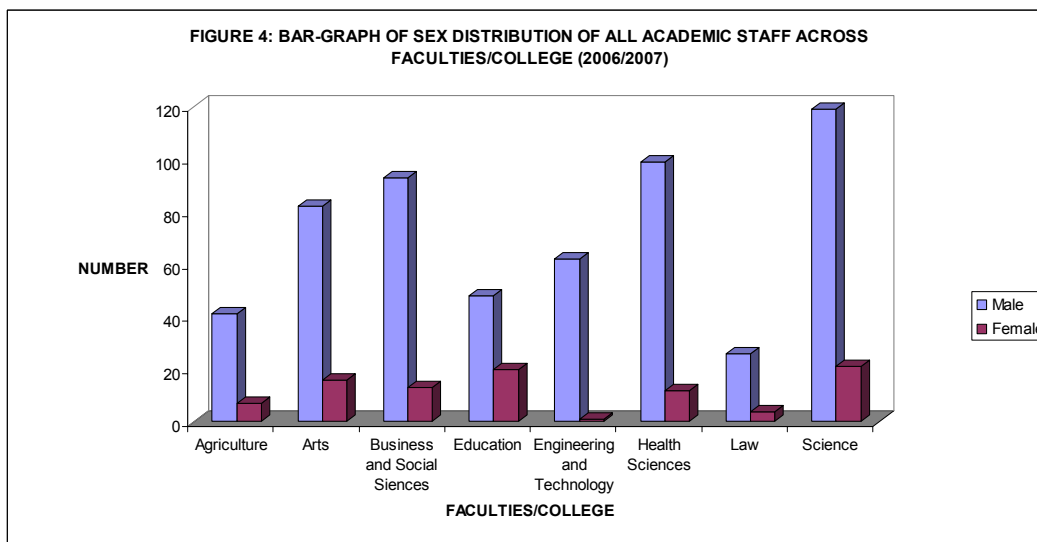
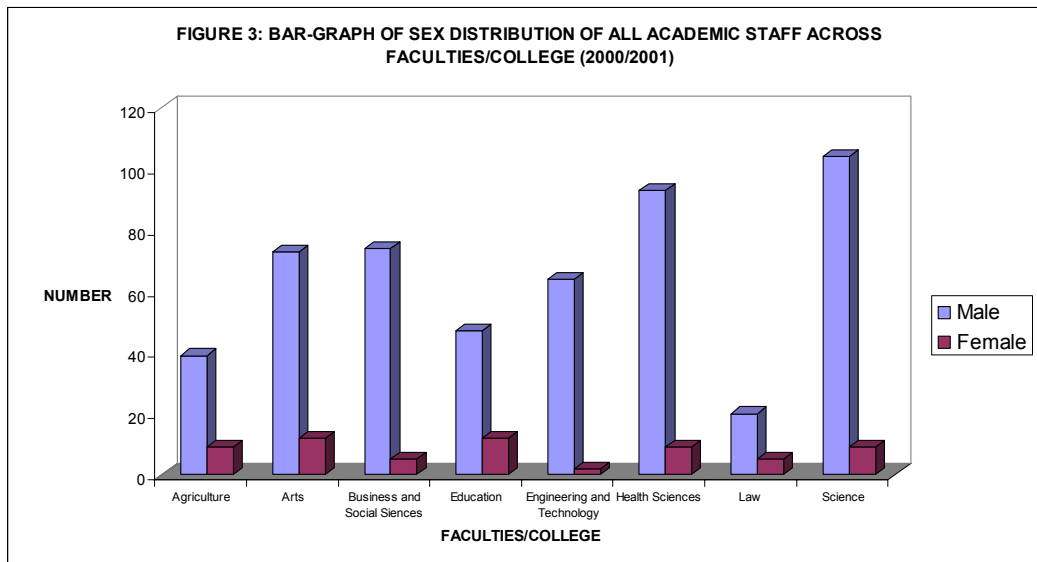
Faculty/College	Male	Female	Male%	Female%	Total
Agriculture	3	0	100	0	3
Arts	5	0	100	0	5
Business & Social Sciences	3	0	100	0	3
Education	4	0	100	0	4
Engineering & Technology	3	0	100	0	3
Health Sciences	6	0	100	0	6
Law	4	0	100	0	4
Science	4	0	100	0	4
Total	32	0	100	0	32
		32			32
%	100	0			100

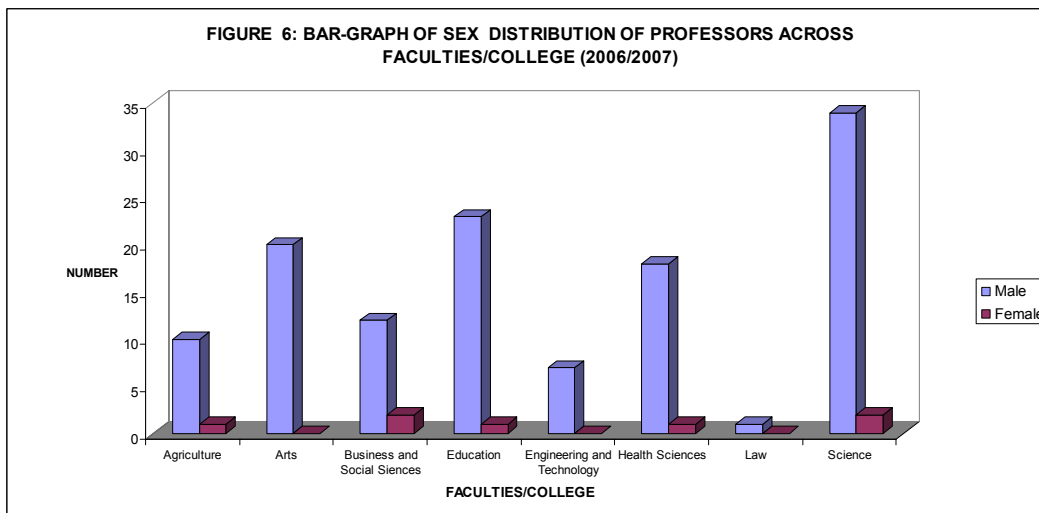
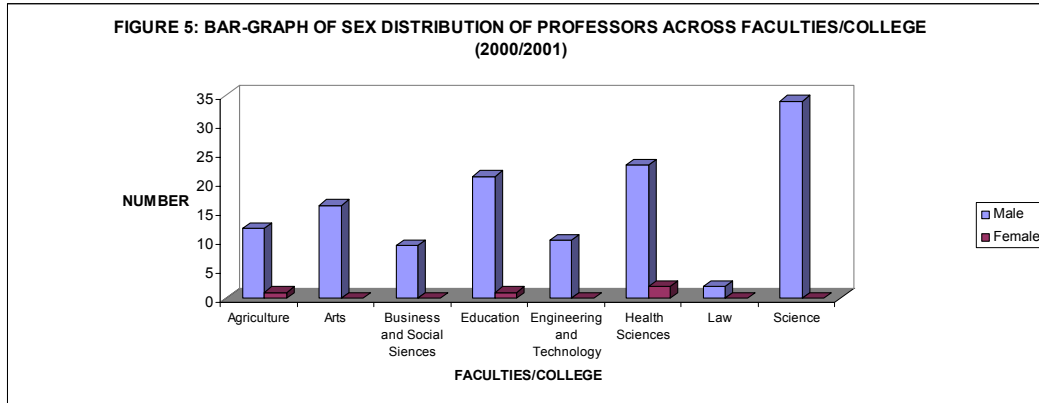
TABLE 11: SEX DISTRIBUTION OF HEADS OF DEPARTMENT BY FACULTIES/COLLEGE (2006/2007)					
Faculty	2006/2007				
	Male	Female	Male%	Female%	Total
Agriculture	5	0	100	0	5
Arts	7	0	100	0	7
Business and Social Sciences	6	1	85.7	14.3	7
Education	5	0	100	0	5
Engineering and Technology	4	0	100	0	4
Health Sciences	14	3	82.3	17.7	17
Law	5	0	100	0	5
Science	10	0	100	0	10
Total	56	4	93.3	6.7	60
Grand-Total		60			
%					

TABLE 12: SEX DISTRIBUTION OF JUNIOR LECTURERS ACROSS FACULTIES/COLLEGE (2000/2007)										
Faculty	2000/2001					2006/2007				
	Male	Female	Male%	Female%	Total	Male	Female	Male%	Female%	Total
Agriculture	19	6	76	24	25	18	4	81.8	18.2	22
Arts	39	9	81.2	18.8	48	41	12	77.4	22.6	53
Business and Social Sciences	42	3	93.3	6.7	45	59	10	85.5	14.5	69
Education	13	4	76.5	23.5	17	15	10	60	40	25
Engineering and Technology	45	2	95.7	4.3	47	41	1	97.6	2.4	42
Health Sciences	50	6	89.3	10.7	56	49	9	84.5	15.5	58
Law	14	5	73.7	26.3	19	20	4	83.3	16.7	24
Science	43	7	86	14	50	64	17	79.1	20.9	81
Total	265	42	86.3	13.7	307	307	67	82.1	17.9	374
Grand-Total		307					374			
%	86.32	13.68				82.1	17.9			

TABLE 13: SEX DISTRIBUTION OF NON-ACADEMIC STAFF (2001/2007)											
YEAR	JUNIOR NON-ACADEMIC STAFF					SENIOR NON-ACADEMIC STAFF					
	Male	Female	Male%	Female%	Total	YEAR	Male	Female	Male%	Female%	Total
	2000/2001	1138	351	76.4	23.6	1489	2000/2001	1103	457	70.7	29.3
2006/2007	1068	394	73	27	1462	2006/2007	660	301	68.7	31.3	961

Faculty/College	Male	Female	Male%	Female%	Total
Vice Chancellor	8	0	100	0	8
Deputy Vice-Chancellors	9	0	100	0	9
Registrar	3	1	75	25	4
Bursar	5	0	100	0	5
Librarian	3	0	100	0	3
	28	1	96.6	3.4	29
Grand Total		29			
%	96.5	3.5			





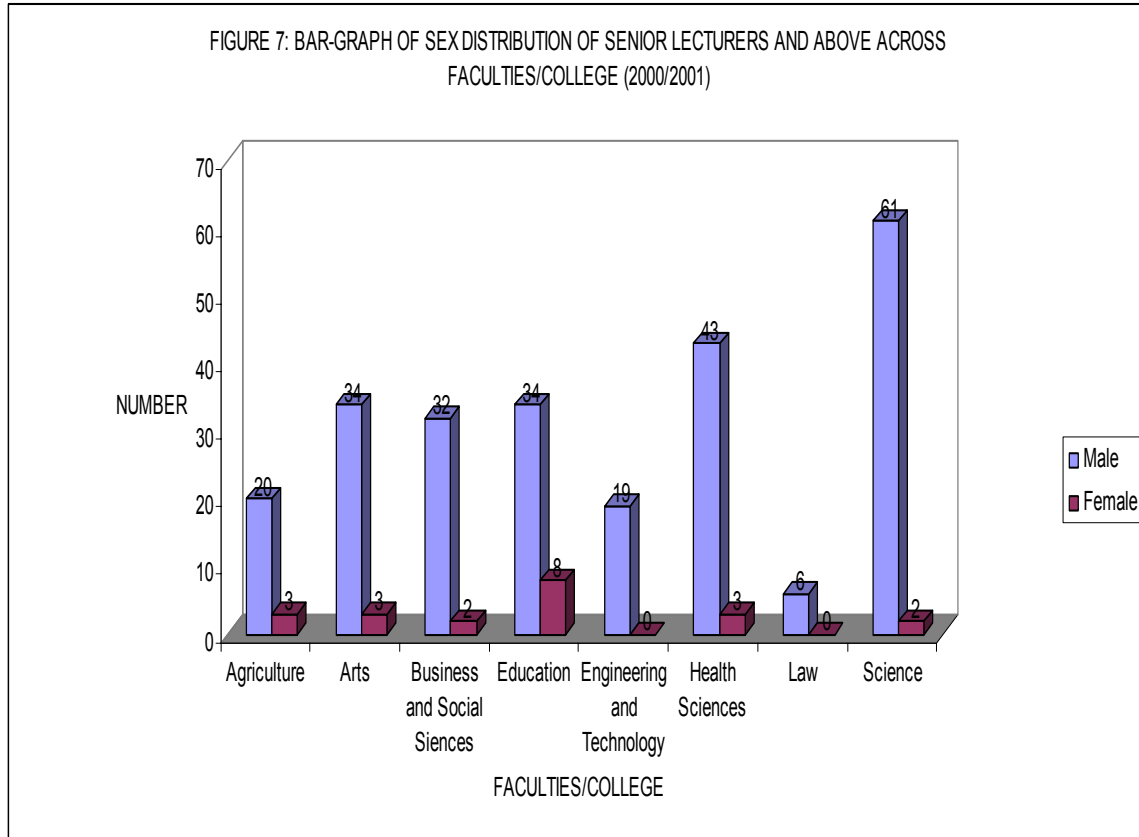
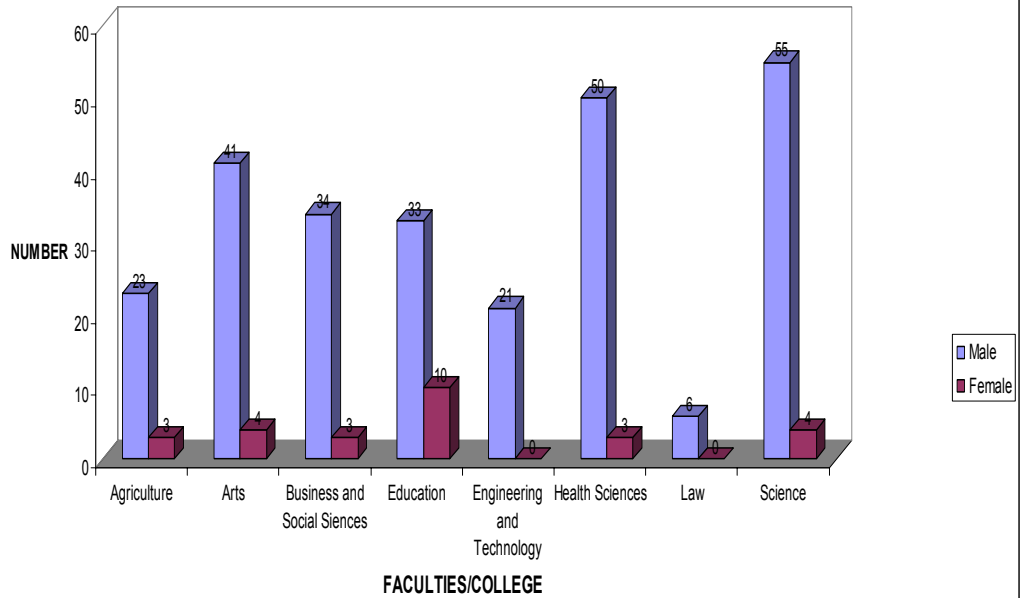
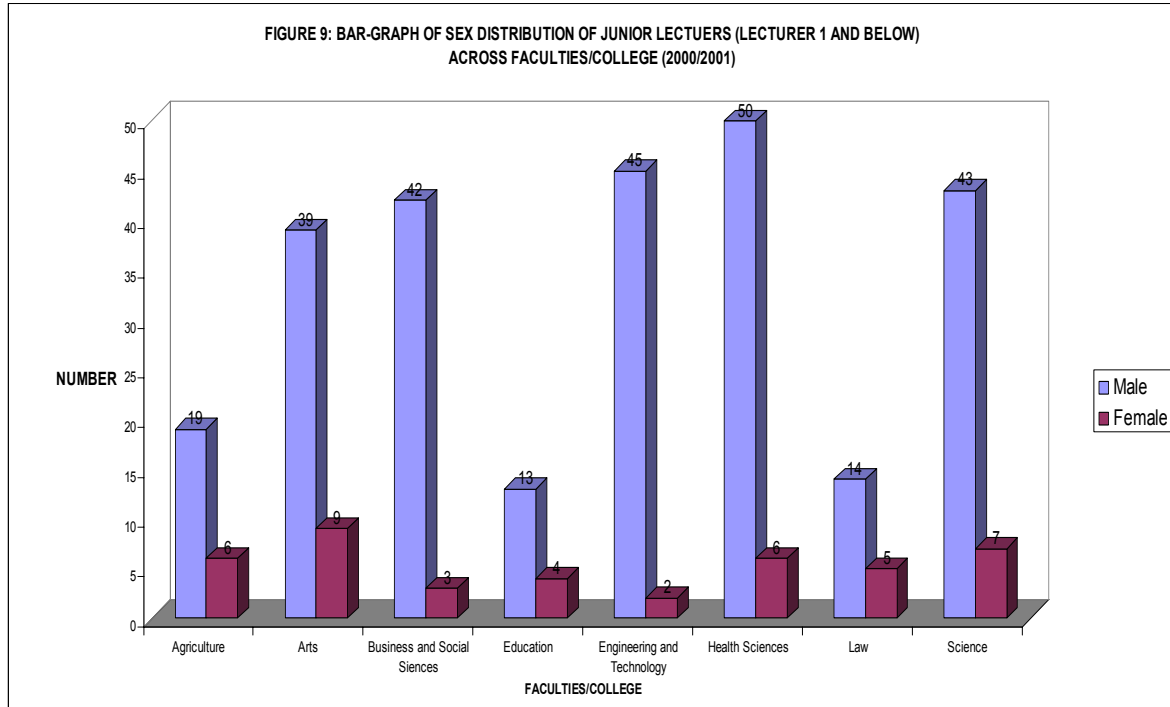
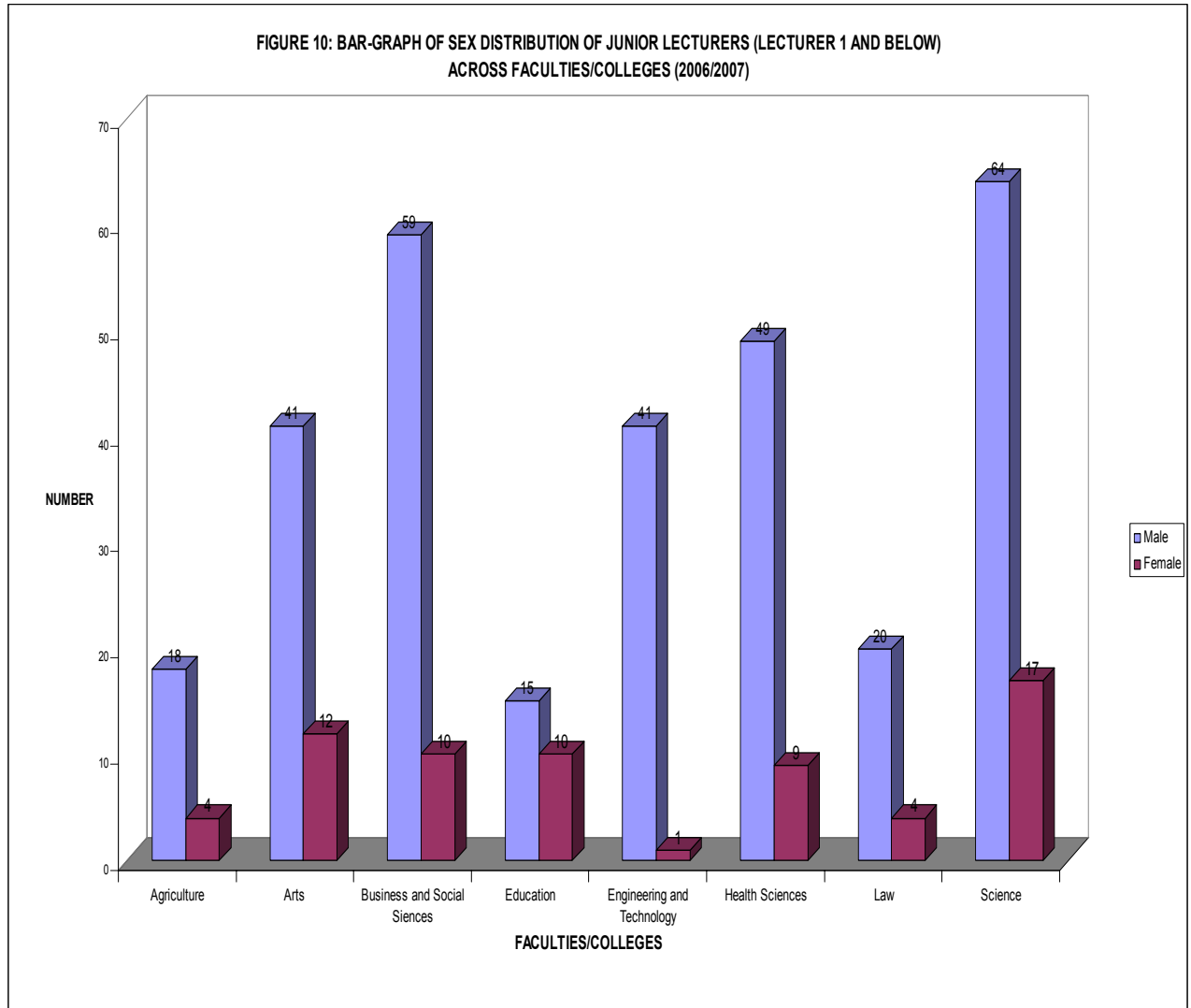




FIGURE 8: BAR-GRAPH OF SEX DISTRIBUTION OF SENIOR LECTURERS AND ABOVE ACROSS FACULTIES/COLLEGE (2006/2007)







RESULTS AND DISCUSSION

- Between 2000 and 2007 enrolment and graduation at the first degree level had generally increased for females (from 31.5% to 36.0%). But it was more appreciable for females in the Faculties of Agriculture (from 34.3% to 41.3%), Health Sciences (21.2% to 39.4%), Science (35.5% to 40.5%), Business and Social Sciences (BSS) (27.3% to 32.4%) and Law (41.9% to 45.1%). However, it was not so for Arts (41.9% to 39.4%) and Engineering and Technology (ET) for both of which there was a slight decline.

2. Also pointing towards increased quality of female participation in curricular activities across Faculties/College was the remarkable boost in female Best Students/Awards Winners from a paltry 4.5% in 2000/2001 to an impressive 46.3% in 2006/2007. This would seem to be a sharp departure from the situation in the previous decade (1990/1991 to 2000/2001 for which period Olasehinde-Williams (2004) reported a significant difference in the quality of male and female graduates (in favour of males) based on the class of their degrees, but only in two Faculties-Arts and Science.
3. Enrolment for postgraduate studies by females was much lower than that of males, but less so in the Faculties of Education (37.2%) and BSS (25.9%) in 2000/2001. In 2006/2007, there was a considerable increase in the female enrolment in all the Faculties/College, except in the Faculty of ET where it had dwindled absolutely from 17.1% to 0%, whereas in the College of Health Sciences (CHS), it had risen astronomically from 0% to 42%.
4. In terms of completion of postgraduate studies, the males had fared remarkably better than females in 2000/2001 across all Faculties/College with the exception of Education where females recorded a higher graduation proportion of 51.4%, but this dropped a little to 49.1% in 2006/2007 when the males performed better across Faculties/College. However, female graduation increased considerably from 0% to 11.1% in Agriculture, from 0% to 13.3% in Health Sciences and, most impressively, from 0% to 25% in ET.
5. In terms of active Political Participation in student associations/unions, males had occupied much of the terrain from 2000 to 2007, although there had been by 2006/2007 substantial female improvement especially in the Faculties of Agriculture (from 0% to 20%), ET (0% to 10.5%) and CHS (10% to 20%). Women would then seem to be taking a positive cue from the national political terrain where more and more space is being yielded to female politicians in the new millennium.

6. In the same view, although female participation levels in the All- Nigerian Universities Games (NUGA) in 2000 and 2007 (17.3% and 24.1%) were much lower than those of females (92.7% and 75.9%), there was slight increase in female participation and some consistency in the quality of participation based on female medalists (50% in 2000; 44.4% in 2007). However, female students' participation in international sports ebbed abysmally from 2.5% in 2000 to 0% in 2007 and, in the same way, female participation in coaching activities had continued to be on the low side during the seven-year period (11.1%).
7. This logically leads to the quantity and quality of female vs male services as university staff. At the general level, poor funding and inadequacy of other teaching and research facilities have been implicated for the decline in quantity of academic staff in Nigerian Universities (Lawal 1995; Oloyede, 2007) Women are however more hard-hit as is always the case of marginalized groups. Beginning with academic staff, there is a clear evidence of male domination across Faculties/College during the post-millennial period, although female involvement had generally increased from 10.9% in 2000 to 14.2% in 2007. This however does not reflect the female gain in higher degree graduation of about 6% (from 24.2% to 30.1%), since young lecturers are expected to be drawn from the annual pool of higher degree graduates.

This finding would seem to be the bedrock of all the other subsequent findings reflecting the relatively low quantity and quality of female academics in terms of Deanship of Faculties (0%), Professorship (3.05% in 2000/2001; 5.3% in 2006/2007), Headship of Academic Departments and Units (6.7% in 2007); Senior Lecturership and above (7.8% in 2000/2001; 9.3% in 2006/2007; and Junior Lecturership (13.7% in 2000/2001; 17.9% in 2006/2007). One clear implication of these inter-related findings when compared with the relative boost in the quantity and quality of female participation and graduation at first and higher degree levels is that there is still ample room for female quantitative and qualitative participation as academic staff. Part of affirmative action the University would have to continue to pursue is the appointment of female senior lecturers as Acting Heads of Departments and Units, where appropriate, so that they can in turn serve as mentors and models for both female students and junior lecturers.

8. As a corollary to the previous findings, only 12.3% of the Inaugural Professorial Lecturers (1997-2007) had been women, while only 1 (representing 1.1%) of the Lecturers (a woman) addressed the thorny but topical issue of gender equity in her Lecture. This would be largely due to the male dominance of the demographic terrain in quantitative and qualitative terms. The University is yet to have her first female Dean, let alone a female Deputy Vice-Chancellor or a female Vice-Chancellor for that matter! However, the paucity of gender-related Inaugural Lecture topics could also be due to the nature of such lectures which often attempt to show-case the lecturers' contributions to knowledge mostly in terms of individual or department-based research efforts. Gender studies is a transdisciplinary field focusing on holistic development and with the proposed establishment of a Centre for Development Studies in the University, Gender Studies can now receive greater and more equitable premium in the University's teaching and research activities. This would prevent gender scholarship, which focuses on exclusion, from excluding our University.
9. With regard to the non-academic staff, dominance was still in favour of men but with greater boost in female representation at the junior level (from 23.6% in 2000/2001 to 27% in 2006/2007) than that of their senior counterparts (from 29.3% to 31.3%).
10. However; there had been an impressive boost in the participation of female non-academic staff in the University's top decision-making processes between 1997 and 2007 as evident in the relative proportion of female Deputy Registrars (44.4%) which had facilitated the emergence in 2004 of the first female Registrar and indeed the first female Principal Officer in the University. This symbolically marked the University's post-millennial affirmation of the need to be more equitable in the provision of opportunities for both men and women, whether as students or staff, to participate both quantitatively and qualitatively in the academic and non-academic activities of the University towards balanced and sustainable human and social development

11. On sexual harassment, the findings are neither here nor there as the incidents reported by victims had been very few and far between. In one memorable incident reported and investigated, which involved a student (as prey) and a lecturer (as predator), the sanction had been the cessation of the lecturer's appointment. On the other hand, however, staff- academic and non-academic; male and female – had in the recent past bemoaned the “seductive” and “harassing” nature of the sexually provocative modes of dressing among the generality of the female students. This has led to the evolvement of a dress code for male and female students (and by implication for the staff as well who are supposed to be the models of decent conduct), with the active involvement of all the segments of the University community in arriving at this tricky decision.

CONCLUSIONS AND RECOMMENDATIONS

1. Although women's participation had increased between 2000 and 2007 among both students and staff, the increase had not been generally substantial in quality and quantity across curricular and co-curricular programmes (for students) and within layers of academic and administrative hierarchy of leadership (for staff).
2. Male enrolment and graduation had still continued to exceed those of females at both the undergraduate and postgraduate levels.
3. Women's under-representation as students was mostly accounted for in ET and surprisingly in the Arts. This also implies that more males enrolled for and earned degrees in “traditional” female fields (e.g. Education, Liberal Arts and Social Sciences).
4. Enrolment and degrees awarded to women in predominantly male fields (e.g. Agriculture, ET and Science) had increased but the extent had varied from faculty to faculty.

5. No clear-cut gendered division of labour was found for the period under investigation as men's quality and quantity of participation generally exceeded those of women either as students or staff on all the major parameters of investigation. However, men had tended to occupy leadership positions almost exclusively whether as students or staff.
6. There is therefore the need for affirmation programmes of action in the curricular, co- curricular and administrative policies and practices of the University to rectify and ameliorate the demographic situation in favour of women. However, caution must be exercised not to turn full circle by inadvertently stigmatizing women as the "weaker" or inferior sex. A bottom-up and holistic approach rather than a top-down, isolationist form of intervention would seem to be the more sustainable panacea through which educational opportunities are liberalized without prejudice to sex, colour, creed or socio-economic status.
7. Bringing more women to Higher Education and senior academic and administrative positions is not therefore the ultimate goal of gender equity, but the democratization of educational opportunities right from the basic level.
8. Sex-typing of occupations and professions begins, like all other forms of socialization, from the home. It would therefore be difficult, if not practically impossible, to entrench positive gender attitudes and values in the society without the active involvement of the home (Lawal 1999), especially those of low socio-economic status which often compromise the educational rights of the girl-child.
9. The foundation of sex-role stereotyping laid at home is built upon and consolidated in the form of sexist labelling and construction in pictorial and verbal illustrations through English, a language which intrinsically affirms a patriarchal world-view (Lawal, 1992), and which gender scholars have been struggling to reconstruct in favour of women.



10. In view of these new challenges, the University would have to continue to collaborate with stakeholders within the ambit of her tripartite mandate of teaching, research and community service, so as to make education, especially higher education, a veritable instrument of human and social development. For instance, there is the urgent need for a longitudinal study to track the products of the University in the world of work so as to assess the gender implications of the practical social use to which graduates are putting their expertise. In addition, gender studies on the completion and attrition rates among undergraduate and postgraduate students over specified periods can also provide useful data and insights for human and social development.

BIBLIOGRAPHY

- Acholonu, C. O. (1988). "Buchi Emecheta", Yemi Ogunbiyi (ed). ***Perspectives on Nigerian Literature: 1800 to the Present***, 2, Lagos: Guardian Books Nigeria Ltd.
- Adeyemi, Smart (2008) 'Men also Face Serious Sexual Harassment', ***The Sunday Punch***, February 24, P.
- Blackmore, Jill and Sachs, Judith (2001). "Women Leaders in the Restructured and Internationalised University", Anne Brooks and Allison Mckinnon (eds). ***Gender and the Restructured University***, Buckingham: Open University Press, PP 45-66.
- David, Miriam (2003). ***Personal and Political: Feminisms, Sociology and Family Lives***, Stoke-on-Trent: Trent ham.
- De la Rey, Cheryl (2001). "Women and Management in Higher Education in South-Africa, Paper Presented in ACU/IOE Seminar on Managing Gendered Change in Selected Commonwealth Universities, Johannesburg, South Africa, February.
- Department of Education National Centre for Education Statistics (NCES) ***1997 Findings From the Condition of Education: Women in Mathematics and Science***, NCES, PP. 97-982.



Proceedings of the 4th International Barcelona Conference on Higher Education
Vol. 3. Higher education and gender equity

GUNI - Global University Network for Innovation – www.guni-rmies.net

- Hamson, Sandra L. (1996). ***Lost Talent: Women in Sciences***, Philadelphia, Penn.: Temple University Press.
- Lawal, Adebayo, R. (1992). "English Language and a Patriarchal World-View", ***Savanna***, 13, pp. 74-79.
- Lawal, Adebayo, R. (1995). "Language Skills in National Curriculum Development in Nigeria: Policy, Processes and Products" In Paul Woods (ed.). ***Language Skills in National Curriculum Development***: Manchester: The British Council, pp 127-136.
- Lawal, Adebayo, R. (1999) "Patterns of Intra-family Literacy Activities in three Socio-economic Types of Homes", ***Literacy and Reading in Nigeria***, 8, (1 & 2), pp. 12-22.
- Lawal, Adebayo, R. (2005). "Globalisation, Education and Development in Africa: The Bedevilling Dilemmas". A Guest-Lecturer Paper delivered at the 1st International Conference on Development and Partners' Forum, Moi University, Eldoret, Kenya, 14th-16th of February, 2005.
- Lawal, Adebayo, R. (2006). "Teacher Education in Nigeria and the Millennium Development Goals," a Paper Presented in the Faculty of Education Seminar Series, University of Ilorin, Nigeria, PP 4-5.
- Lawal, Adebayo R. (2007). "A Cybernetic Appraisal of Reforms in the Nigerian Educational Sector (1999-2006)". A Paper Presented in the National Conference on "Education Reforms in Nigeria: Past, Present and Future", Faculty of Education University of Ilorin, Nigeria, 26th – 27th November.
- Luke, Carmen (2001). ***Globalization and Women in Academia: North/ West-South/ East***, Mahwah, NJ, USA: Lawrence Erlbaum Publishers
- Manuh, Takyiwaa (2002). "Higher Education, Condition of Scholars and the Future of Development in Africa", ***CODESRIA Bulletin***, 3 and 4, PP 42-48.
- Morley, Louise (2005). "Gender Equity in Commonwealth Higher Education", ***Women's Studies International Forum***. 28, PP. 209-221.
- Morley, Louise, Unterhalter, Elaine and Gold, Anne (2003). "Enterprise Culture, Equity and Gendered Change in Commonwealth Higher Education", Williams Gareth (ed.) ***The***



Proceedings of the 4th International Barcelona Conference on Higher Education
Vol. 3. Higher education and gender equity

GUNI - Global University Network for Innovation – www.guni-rmies.net

Enterprising University: Reform, Excellence and Equity, Buckingham: Open University Press.

- Odejide, Abiola (2003). "Navigating the Seas: Women in Higher Education in Nigeria", ***McGill Journal of Education***, 38(3), PP. 453-468.
- Ogundipe-Leslie, Molar (1987). "The Female Writer and Her Commitment", ***African Literature Today***, 15.
- Olasehinde-Williams, O. (2004). "Gender Differences in the Quantity and Quality of Graduates Produced in the University of Ilorin: Implications for Women Empowerment", ***Gender Discourse***, 1 (1), PP 47-64
- Oloyede, Is-haq O. (2004) "The Place of Arabic and Islamic Studies in a Globalized Nation", ***Journal of the Nigeria Association of teachers of Arabic and Islamic Studies***, 7, pp. 26ff.
- Oloyede, Is-haq O. (2007) "Impact of Poor funding on Quality of University Education in Nigeria" A paper presented at the Association of Vice-Chancellors of Nigerian Universities held at Usmanu Danfodiyo University, Sokoto, December 2007.
- Young, Iris Marion (1990). ***Justice and the Politics of Difference***, Princeton: Princeton University Press.