

## **Issues Relating to Women Inclusion in Federal University Administration in Northeast, Nigeria**

**<sup>1</sup>Okpe, Priscilla, U.; & <sup>2</sup>Olorok, Njoku**

<sup>1</sup>Department of Educational Management

Michael Okpara University of Agriculture, Umudike, Abia State, Nigeria

<sup>2</sup>Department of Agricultural /Vocational Education

Michael Okpara University of Agriculture, Umudike, Abia State, Nigeria

Corresponding author: priscillaokpe@gmail.com

### **Abstract**

This study investigated issues relating to women inclusion in federal university administration in Northeast Nigeria. Specially, the study determined: benefits of women inclusion in university administration in the area; causes of poor women inclusion in university administration in the area, and ways of promoting women inclusion in university administration in the area. This study adopted survey research design. The study was carried out in Northeast Nigeria. Population was made up of 397 lecturers. Instrument for data collection was 33-item questionnaire. Mean and standard deviation and t-test were used for data analysis. Findings reveal 12 benefits of gender equality in university administration. These include: women development ( $\bar{X} = 3.45$ ), social interactions ( $\bar{X} = 3.33$ ), economic growth ( $\bar{X} = 3.29$ ) and gender relations ( $\bar{X} = 3.25$ ), among others. Other findings are 10 causes of poor women inclusion in university administrations, which include: uneven access to education ( $\bar{X} = 3.3$ ), job segregation ( $\bar{X} = 3.26$ ), inadequate legal protection ( $\bar{X} = 3.35$ ), religious restrictions ( $\bar{X} = 3.21$ ), poor political representation ( $\bar{X} = 3.42$ ) and others. Further findings are 11 ways of promoting women inclusion in university administration. These include, among others, provision of level playing ground for both males and female ( $\bar{X} = 3.23$ ), cultural and religious freedom ( $\bar{X} = 3.31$ ), adoption of adequate birth control ( $\bar{X} = 3.29$ ), adequate political representation ( $\bar{X} = 3.29$ ). Six recommendations were made based on the findings, including among others, that the government should increase women participation in the three, tiers of government, there should be equity in giving appointments to administrative positions and government should create a conducive gender friendly environment to expunge the gender dichotomy in federal university administration.

**Keywords:** Women, Inclusion, Federal, University, Administration, Gender, Issues.

### **Introduction**

University administration entails the utilization of human, financial and material resources for the accomplishment of educational goals at the university level. It is concerned with performance of executive duties,

carrying out policies, decisions to fulfill the purpose of university education, and controlling of day-to-day running of the university (Okpe, 2021). This definition implies that university administration involves not just implementation of policies and programmes of the

university, but also its day-to-day functioning. Effective university administration is key to success in of the institution as it entails carrying out such practical activities as supervision of instruction, motivation of staff personnel, creating conducive environment, management of students' learning, management of school finances and community relationship (Duflo,2016). University education is seen as the instrument per excellence for effecting national development through empowerment and job creation. Therefore, all staff in university irrespective of gender must be actively and equally involved in university administration for the achievement of desired goals.

University administrators, among other academics, include; vice chancellors, deans and directors, deputy deans, and heads of departments. These groups of people carry out the responsibilities of teaching, research, community development and, supervision in universities. The current situation whereby some researchers argue that there are gender inequalities in the university administration is an aberration in a nation like Nigeria that claims to create equal opportunities for all citizens. This problem in our university system can only be addressed by proposing policy measures that will increase women assess to administrative positions. Research has shown that despite improved assess of women to higher education, there remains many educational administrative inequalities for women as most of them are concentrated at the lower rungs of the administrative ladder and very few reaches managerial leadership (Chanana, 2013).

Onimawo (2022), investigated the degree of gender inequality in public Nigerian university administration in North-south Nigeria using two universities. The findings revealed high degree of inequality in staffing with male dominating with high margin in the two universities studied. Similar trend was reported in other countries by (Duflo, 2016 and Anne 2021).

Lamenting on the poor women inclusion in university administrative positions in Nigeria Eze, (2019), stated that poor political representation of women is one the causes of non-women inclusion in university administrative positions. This has led to poor quality decision- making and delay in decision output. Some research studies show evidence of benefits of women inclusion in administrative positions in the university system. Enumerating on the benefits of gender inclusion in decision making and public administration, Bhat (2015) opined that, having both men and women in decision-making positions may increase the quality of representativeness. Based on the need for women inclusion in decision making, United Nations Development Programme (UNDP, 2013), lunched the global gender equality in public administration (GEPA) initiative with the objectives of: Supporting women's empowerment and expanding their participation in leadership in the executive branch of the state.

Contributing to up-to-date evidence of gender equality in public administration; to facilitate gender equality in public administration and to facilitate informed policy and decision making.

To develop national global tracking mechanisms for gender equity in public decision making.

The objectives highlight an uneven participation of women in public administration. The reason why women are nonetheless under-represented may not be their lack of competence or qualifications, but rather the presence of enormous variation in the character of social relations between men and women. It may be due to societal mindset. The overall mindset of a society has significant impact on gender inequality (Jacbsen, 2020).

Stressing on the importance of women contribution in public decision-making, Burke, and Collins, (2001) stated that gender representations in university administration has crucial positive value for the economy of any nation. Women contribute substantially to the Gross Domestic Product (GDP). Petronella (2017), stated that there is quite substantial loss in the percentage actual GDP from 1900 to 2005 in USA due to gender inequality in the labour market. On the other hand, when more women occupy administrative positions, it will lead to quality decision-making and higher productivity. Women participation in the labour market may play a positive role with regard to fertility and household well-being. Even in countries in which women participate in the labour market in high numbers, only a minority make it to the highest positions. However, the beneficial effects of gender equality and diversity are even clearer when we concentrate on decision-making positions. Much of the past literature has concentrated on the benefits of diversity. In the words of Marina, Jose, and Duran (2010) stated that having both men and women involved in decision-making broadens the perceptions, increases creativity and innovation, diversifies the pool of talents and competences. The authors further

asserted that women involvement in decision-making reduces conflicts, improves the process of decision-making, and may better represent the organization's various shareholders. Female leadership style also contributes to diversity in decision-making, helps to deal with difficult personal relationships, pays closer attention to people's needs, and are inclined towards the prevention and solution of conflicts.

Gender inclusivity in the university administration ensures proper gender balance and enhances good working relationship among members of the university management. Unfortunately, in many Nigerian universities there exist inequalities in gender representation in decision making. For decision making to be all embracing, information should be adequately gathered from both genders in the university. Research evidences show that from the year 2019-2023 that out of 49 federal universities in Nigeria, only five have female Vice Chancellors. In the Northeastern Nigeria which is the research area, out of the six federal universities only one had a female Vice Chancellor (National Universities Commission (NUC), Data Base, 2023). The issue relating to women inclusion in the administration of federal universities has become a source of worry to researchers. One would like to know the causes of poor inclusion of women in the administration of federal universities, benefits derivable from administrative gender balance and ways to promote gender inclusivity.

### **Objectives of the study**

The general objective of this study was to investigate issues relating to women inclusion in federal university administration in Northeast Nigeria. Specially, the study determined:

1. benefits of women inclusion in university administration in the area.
2. causes of poor women inclusion in university administration in the area.
3. ways of promoting women inclusion in university administration in the area.

### **Hypotheses (HOs)**

Three null hypotheses were stated and tested at 0.05 level of significance as follows:

There is no significant difference between the mean ratings of male and female lecturers on:

HO<sub>1</sub>: benefits of women inclusion in the administration of federal universities in Northeast Nigeria

HO<sub>2</sub>: causes of poor women inclusion in university administration in federal universities in Northeast Nigeria.

HO<sub>3</sub>: ways of promoting women inclusion in administration of federal universities in Northeast Nigeria.

### **Methodology**

**Design of the Study:** The design of this study was survey research design.

**Area of the Study:** The study was carried out in Northeast geo-political zone of Nigeria. The zone comprises six States namely; Bauchi, Borno, Gombe, Taraba and Yobe. Geographically, Northeast is the largest geopolitical Zone in Nigeria, covering one-third of the nation's total area. There are six federal universities in the research area.

**Population of the Study:** This was made up of 3,349 (male 2,775 and female 574) lecturers from the six federal universities. There are 38 faculties and 262 departments in the six federal universities.

**Sample for the Study:** The sample size of the study was 210 comprising (138 males and 72 females) lecturers. Three

universities were purposively selected from the six universities in the area based on the age sizes of the institutions. The oldest and biggest universities were selected. A total seven faculties were also purposively selected from three universities and 10 lecturers were also purposively selected from each faculty. Only senior academics were selected. These gave a total number of 210 (138 male and 72 female) respondents.

**Instrument for Data Collection:** The instrument used for data collection was questionnaire. The 4-point scale based on the specific objectives (1, 2, and 3) had response options of "Strong Benefit/Cause/Way" (3), "Benefit/Cause/Way" (2), "Minimal Benefit/Cause/Way" (1); and "Not Benefit/Cause/Way" (0) respectively. The instrument was three expert's educational administration. The reliability of the instrument was established by using Cronbach Alpha. A reliability coefficient of 0.86 was obtained.

**Data Collection Method:** A total of 210 copies of the questionnaire were distributed by hand with the help of three research assistants. All the 210 copies were properly completed and retrieved. That gave 100 percent return rate.

**Data Analysis Techniques:** Mean, standard deviation and t-test at 0.05 level of significance were used for data analysis. Any item with a mean rating of 2.50 and above was regarded as agreed (benefit/cause/way). The t-test statistic was used to test the three null hypotheses at 0.05 level of significance. Any hypotheses whose probability level was less than or equal to 0.05 level of significance was rejected, otherwise it was accepted.

## Results

**Table 1: Mean ( $\bar{X}$ ) Responses and t-test Results on Benefits of Women Inclusion in Universities Administration**

S/ N	Benefits	$X_m$	SD m	$X_f$	SD <sub>f</sub>	$X_g$	t-value	p-value
1	Encourages women development	3.39	0.86	3.51	0.61	3.45	2.63	0.231
2	Diversifies talents	3.37	0.82	3.44	0.69	3.40	0.66	0.509
3	Reduces poverty	3.33	0.83	3.54	0.60	3.43	1.76	0.06
4	Helps women to participate more in formal work place	3.33	0.81	3.36	0.76	3.34	0.06	0.762
5	Results to better health care in homes	1.93	0.79	1.64	0.74	1.78	2.63	0.092
6	Improves women social interaction	3.34	0.82	3.26	0.77	3.33	0.66	0.079
7	Contributes to economic growth	3.33	0.89	3.11	1.001	3.29	1.64	0.842
8	Improves gender relation	3.28	0.89	3.22	0.83	3.25	0.42	0.059
9	Leads to quality decision making	3.33	0.81	3.36	0.76	3.34	0.09	0.762
10	Increases creativity and innovation	3.34	0.82	3.26	0.77	3.33	0.66	0.067
11	Increases production	3.28	0.89	3.22	0.83	3.25	0.72	0.059
12	Helps to raise happier and healthier children	3.34	0.82	3.26	0.77	3.33	0.66	0.067

$X_m$ = mean for male lecturers;  $X_f$ =mean for female lecturers;  $SD_m$ = Standard Deviation for male lecturers;  $SD_f$ = Standard Deviation for female lecturers; t-value = t-calculated  $\bar{X}_g$ =grand mean

Table 1 shows that the grand mean ratings of the respondents on the eleven (11) identified items relating to benefits of women inclusion in federal universities administration had grand mean values ranging from 3.25 to 3.40 which were all greater than the acceptable mean limit of 2.50 except for item 5 which had a grand mean of 1.78. This indicates that the respondents agreed that items 1, 2, 3, 4, 6, 7, 8, 9, 10 and 11 are benefits of women inclusion

in federal university administration in Northeast, Nigeria.

The result in Table 1 also revealed t-values ranging from -0.30 to 2.630 and p-values ranging from 0.009 to 0.762 which are greater than 0.05 and therefore not significant at 0.05 level of significance ( $P > 0.05$ ). This means that the null hypothesis of no significant difference in the mean ratings of the respondents with regards to benefits of women inclusion in university administration is accepted.

**Table 2: Mean ( $\bar{X}$ ) Responses and t-test Results on Causes of Poor Women Inclusion in University Administration in Northeast, Nigeria.**

S/N	Causes of poor women inclusion	$\bar{X}_m$	SD <sub>m</sub>	$\bar{X}_f$	SD <sub>f</sub>	$\bar{X}_g$	t-value	p-value
1	Uneven access to education	3.34	0.88	3.26	0.77	3.3	0.628	0.531
2	Job segregation	3.27	0.90	3.26	0.84	3.26	0.033	0.974
3	Inadequate legal protections	3.34	0.82	3.36	0.79	3.35	-1.174	0.862
4	Religious restriction	3.27	0.87	3.15	0.93	3.21	0.892	0.373
5	Societal mindset	3.38	0.89	3.26	0.86	3.32	0.885	0.377
6	Poor political representation	3.33	0.81	3.51	0.61	3.42	-1.817	0.071
7	High level of stress	3.37	0.81	3.19	0.88	3.28	1.441	0.151
8	Exposure to high rate of sexual assault	3.28	0.90	3.24	0.85	3.26	0.305	0.760
9	Lack of training of girl child	3.27	0.88	3.26	0.77	3.3	0.628	0.531
10	Women do not believe in themselves	3.35	0.82	3.58	0.61	3.47	-1.617	0.071

$X_m$  = mean for male lecturers;  $X_f$  = mean for female lecturers;  $SD_m$  = Standard Deviation for male lecturers;  $SD_f$  = Standard Deviation for female lecturers; t-value = t-calculated;  $\bar{X}_g$  = grand mean

Table 2 shows that the grand mean ratings of the respondents on the ten (10) identified items relating to causes of poor women inclusion in federal university administration had grand mean values ranging from 3.21 to 3.42 which were all greater than the acceptable mean limit of 2.50. This indicates that they all agreed that the items are causes of poor women

inclusion in federal university administration in Northeastern, Nigeria.

The Table also showed that the p-value of the items ranged from 0.071 to 0.974 which were greater than 0.05 level of significance at 208 degree of freedom. This showed that there was no significant different ( $P > 0.05$ ) between the responses of the male and female lecturers. Therefore, the hypothesis of no significant difference ( $H_{02}$ ) was upheld.

**Table 3: Mean ( $\bar{X}$ ) Responses and t-test Results on Ways of Promoting Women Inclusion in University Administration in Northeast, Nigeria.**

S/N	Ways of promoting women inclusion	$\bar{X}_m$	SD <sub>m</sub>	$\bar{X}_f$	SD <sub>f</sub>	$\bar{X}_g$	t-value	p-value
1	Provision of a level playing ground	3.28	0.871	3.19	0.898	3.23	0.689	0.492
2	Provision of legal protection	3.34	0.824	3.24	0.847	3.29	0.864	0.389
3	Provision of bodily autonomy	3.25	0.897	3.43	0.646	3.34	-1.641	0.102
4	Cultural and religious freedom	3.36	0.853	3.26	0.856	3.31	0.735	0.463

*Continue in the next page*

5	Adoption of adequate birth control	3.30	0.841	3.29	0.740	3.29	0.046	0.963
6	Adequate political representation	3.33	0.822	3.26	0.839	3.29	0.577	0.565
7	Creation of societal positive mindset	3.28	0.871	3.29	0.740	3.3	-0.075	0.940
8	Provision of domestic servants for women administrators	3.31	0.886	3.26	0.731	3.28	0.416	0.678
9	Holding workshops and highlighting women accomplish	3.28	0.871	3.19	0.898	3.23	0.689	0.492
10	Increasing women salaries in their work place to help them advance in their careers	3.33	0.853	3.26	0.856	3.31	0.735	0.463
11	Celebrating women for the amazing role they play in the society	3.36	0.853	3.26	0.856	3.31	0.735	0.463

$X_m$  = mean for male lecturers;  $X_f$  = mean for female lecturers;  $SD_m$  = Standard Deviation for male lecturers;  $SD_f$  = Standard Deviation for female lecturers;  $t$ -value =  $t$ -calculated  $\bar{X}_g$  = grand mean

Table 3 shows that the grand mean ratings of the respondents on the eight (8) identified items with regard to ways of promoting women inclusion in federal university administration had mean values ranging from 3.25 to 3.36 for the male and 3.19 to 3.43 for female, which were all above the acceptable mean limit of 2.50. This indicates that they all agreed that all the items are ways of improving women inclusion in federal university administration in North Eastern, Nigeria. The standard deviation values for the eight (8) items ranged from 0.822 to 0.897 for male and 0.646 to 0.898 for female which showed that the respondents' opinions were not far from one another in their responses and that their responses were not far from the mean. The Table also showed that the p-values of the items ranged from 0.102 to 0.940 which were greater than 0.05 level of significance at 208 degree of freedom. This showed that there was no significant different ( $P > 0.05$ ) between the mean responses of the male and

female lecturers with regard to promoting women inclusion in federal university administration in North Eastern, Nigeria. Therefore, the hypothesis of no significant difference ( $H_0$ ) was upheld.

### Discussion of the Findings

The analysis of the responses of male and female lecturers on the benefits of women inclusion in federal university administration showed that all the items except one had strong benefits for women inclusion in university administration. There was no significant difference between the mean ratings of male and female lecturers on the benefits of women inclusion in Federal university administration as it will encourage women development, diversity of talents, improve women social interaction and higher productivity. This finding is in line with Marina, Jose and Duran (2010) who maintained that women inclusion in Federal university administration diversifies pool of talents

and increases creativity and motivation. Petronella (2017) also was of the view that women inclusion in the administration of university will increase productivity. In the same way the fifth goal of the Sustainable Development Goals (SDG) 2015-2030 maintains that women inclusion enhances productivity. In agreement with the benefits of women inclusion in the administration of federal universities Adegbite and Machethe (2020) maintained that closing gender gap is key to economic stability.

The analysis of mean responses on the causes of poor women inclusion in the administration of Federal universities showed that male and female lecturers are of the opinion that all the nine items in Table 2 are the causes of poor women inclusion in administration of federal universities in Northeast, Nigeria. This is line with Rewhorn (2020), who maintained that the causes of poor women inclusion in federal university administration include lack of legal protection and uneven access to education are among the causes of poor women in federal university administration. These findings are in consonance with the findings of Falk and Hermle (2018) and UNDP (2015) that the causes of poor women inclusion in the administration of federal university are job segregation and poor political representation. Connell, Holder and Kearney (2020) said that religious restriction hinder gender equality in our social settings.

The analysis of the responses of male and female lecturers on ways of promoting women inclusion in university administration showed that all agreed that items 1-11 are ways of promoting women inclusion in university administration. These items

include: provision of a level playing ground, provision of legal protection, provision of bodily autonomy, cultural and religious freedom, adoption of adequate birth control, adequate political representation, creation of societal positive mindset, provision of domestic servants for women administrators, holding workshops and highlighting women accomplish, increasing women salaries in their work place to help them advance in their careers and celebrating women for the amazing role they play in the society. This finding is in line with Onimawo (2022) who recommended that there should be adequate political representation of women at the three tiers of government in Nigeria. Adeosun and Owolabi (2021) are of view that provision of a level playing ground and legal protection could go a long way in promoting women inclusion in university administration. On their own part, Duflo (2016) and Izhar (2019) maintained that adequate political representation and readjustment of our societal mindset in the positive direction towards women can help to bridge the gap in gender disparity. Since the executive positions in the running of universities are influenced by those holding political powers, it would be worthwhile to increase the percentage of women representation in government (John, 2022).

### **Conclusion**

Based on the findings of the study gender inclusion in the administration of federal universities is of immense benefits as it broadens perceptions and diversifies a pool of talents in administration. Majority of the respondents admitted that diverse benefits accrue from women inclusion in



the administration of federal universities. Little wonder that gender matters have become a global issue. The causes of poor inclusion of women in the administration of Federal universities can be attributed to societal mindset and certain social inhibitions against women. Bridging the gap existing in gender inequalities in the administration of federal universities in Nigeria would make decision making embracing and promote social cohesion.

Gender inclusion in university administration promotes quality decision making as well as give female students the opportunity to know the height they can attain when given equal access to education.

### Recommendation

Based on the findings of the study the following recommendations were made as a way forward:

1. The Nigerian government should increase the percentage of women participation in the three tiers of government at the local, states and national levels.
2. There should be societal positive mindset towards women to eliminate the bias against their education and social roles
3. More importantly appoints should be given based on merits not on gender
4. Women should do away with unnecessary stress when they are in high management positions.
5. Government should create a conducive gender friendly environment in order to expunge gender dichotomy in the federal university administration.
6. Women should be sensitized and encourage into believing in themselves.

### References

- Adebite, O.O. and Machethe, C.L. (2020). Bridging the financial inclusion gender gap in smallholder agriculture in Nigeria: An untapped potential for Sustainable development. *World Development*, Vol. 127, No. 10, pp. 47-55.
- Adeosun, O.T. and Owolabi, K.E. (2021). Gender Inequality: Determinants and Outcomes in Nigeria. Retrieved on 24/6/2023 from <https://www.emerald.com/insight/2635-1374.html>
- Agrawal, D.C. (2016). Role of Higher Education in Women Empowerment in India. *Motherhood International Journal of Multidisciplinary Research and Development*, 1(1), 24-29
- Anne, C. (2021). Gender Equality in public Administration. Retrieved from <https://www.aeaweb.org>
- Bhat, R.A. (2015). Role of Education in the Empowerment of Women in India. *Journal of Education and Practice*, 6(10) 188-191
- Burke, S. & Collins, K.M. (2021). Gender Differences in Leadership Styles and Management Skills. *Women in Management Review* 16(5) 244-256
- Chanana, K. (2013). Leadership for Womens' Equality and Empowerment in Higher Education. *India International Centre Quarterly*, 39 (3) 81-94
- Cirera, G. (2023). Women in Public Administration. New York
- Collins, E. A. (2021). Leadership and Political Participation / UN Women Retrieved from <https://www.unwomen>
- Connell, A., Holder, A., and Kearney, H. (2020). Equal measures 2030: A new approach for advocacy and influencing beyond Beijing, *Gender and Development*, Vol. 28 No. 2, pp. 405 - 423.
- Duflo, E. (2016). Women Empowerment & Economic Development. *Journal of Economic Literature*. Vol. 50 (4) 1051-1079
- Falk, A. and Hermle, J. (2018). Relationship of gender difference in preference to economic development and gender inequality. *Science*, vol. 362 No. 6, pp 98 & 99.

- Hallin, R. (2021). Gender inequality in public administration: Looking Back and moving forward Retrieved from <https://www.academic.edu>
- Izhar, O. (2019). Women in Educational Administration within Developing Countries: Towards a New International Research Agenda. *Journal of Educational Administration* 44 (6) 27-39
- Jacbsen, C. (2020). *Monitoring Women Participation in Public Administration*. Retrieved from e
- John, B. (2022). Public Administration and the study of Gender Social Equity. Retrieved from <https://selc.wordpress.nlsu.edu>
- Marina, T., Jose M. and Duran, M. (2010). Women in Academic Administration at the University. *Journal of Educational Management Administration and Leadership* 38(4) 487-498
- NUC, (2023). National Universities Commission Data Base. Retrieved from <https://www.nuc.edu.ng>
- Ogunsaju, B.A. (2015). The Impact of Religion on Women's Participation in Public Administration. *International Journal of Public Administration*. 6(2) 23-36
- Okpe, P.U. (2021). Managing University Education for Empowerment and Job Creation through emerging Technologies and Innovation in State Universities in Southeastern Nigeria. *Nigerian Journal of Educational Administration and Planning*. Vol.21 (3) 149-162
- Onimawo, J.A. (2022). Investigating the Degree of Inequality in Public University Administration: The case of Ambrose Ali University and University of Benin, Edo State, Nigeria. *Asian Journal of Economics, Business and Accounting* Vol.22(22) 148-159
- Paola, P. (2017). Gender Equality in Decision Making Positions: The Efficiency Gains. *Inter Economics Journal* 1(34) 1-7
- Petronella, M. (2017). Women's Participation in Decision Making in Public and Political Spheres in Ghana: Constraints and Strategies. *An International Journal of Culture, Society and Development*, Vol.37 University of Ghana, Legon
- Polland, M.S. & Morgan, S.P. (2002). Emerging gender differences and Impact in Work Place. *American Sociological Review*, 67, 600-613.
- Rewhorn, S. (2020). Systems of equity: Achieving health and wellbeing for rural communities. In Leal Filho, W. Wall, T. and Ozuyar, P.G. (Eds). *Good Health and Wellbeing*. Encyclopedia of the UN Sustainable Goals, Springer, Cham.
- UNDP (2015). Africa human development report 2016. *Advancing Gender Equality and Women's Empowerment in Africa*. Regional Bureau for Africa. UN Plaza, New York, NY.
- UNDP, (2013). United Nations Development Programme retrieved from <https://www.undp.org>
- Worsdale, R. and Wright, J. (2020). My objectivity is better than yours: Contextualizing debates about gender inequality, *Synthese*, pp 1 - 25.

#### Appendix 1:

S/N	Institution	Faculty	Department	Academic Staff	
				Males	Females
1	Abubakar Tafawa University	7	43	832	90
2	Nigeria Army University Biu	4	38	57	23
3	Adamawa University, Mubi	7	49	70	23
4	Federal University, Wukari, Taraba State	3	25	354	69
5	University of Maiduguri	12	83	1017	316
6	Federal University Kashere Gombe State	5	24	59	24