

## **Gender Parity and Youth Employment in Nigerian Tertiary Institutions: A Study of Auchi Polytechnic, Auchi, Edo State, Nigeria**

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**Abstract:** In recent times, gender issues have continued to be at the centre stage of every political discourse in many regional, national and international fora. Although much has been written on gender as an academic discipline, gender parity and youth employment in Nigerian tertiary institutions is yet to be given the desired attention. Thus, women employment cannot be ignored even when employment pattern in Africa still favours men more than women. This paper investigates gender parity and youth employment in Nigerian tertiary institutions with particular focus on recruitment of young men and women into academic positions in Auchi Polytechnic, Auchi. To achieve the purpose of the study, a sample of 325 academic staff was selected for the research. The study tested a hypothesis of no relationship between gender parity and youth employment in Nigerian tertiary institutions using a statistical tool called t- test statistic with the help of statistical software known as SPSS version 16.0. The t-statistic analysis showed that there is a significant relationship between gender parity and youth employment among academic staff of Auchi Polytechnic, Auchi since  $t_{cal} (87:41) > t_{tab} (2:31)$  at 5% critical level. It concluded that there is gender imbalance in the employment of academic staff as male youth are more in employment than female youth in Nigerian tertiary institutions. The paper recommends among others the need for government to enshrine into law gender equality in terms of employment opportunities for all qualified citizens in Nigeria.

**JEL Classifications:** E24, O15

**Keywords:** Employment, Gender, Imbalance, Parity, Tertiary, Youth

### **1. Introduction**

Gender equality in employment whether in public or private sector, has continued to be at the front burner in most development debates in recent times. It has been observed that from independence, successive governments in Nigeria have not been able to pursue successfully an employment policy aimed at gender balance. The resultant effect is that female gender has suffered untold subordination and discrimination, when the state ought to accord them equal rights and opportunities with their male counterparts. Thus, the central nature of gender equality in the attainment of socio-economic and political development cannot be overemphasized.

There is need to observe that most African countries including Nigeria have ratified global and regional protocols aimed at promoting gender equality in all spheres in order to ensure that women, men, girls and boys participate and benefit equitably from development process. Some of the regional and international treaties on women's equality and development acceded to by Nigeria according to Isiramen (1997), include 'the International Bill of Human Rights' which stipulates in Articles 1 & 2 equal rights of men and women. Nigeria also participated and ratified the Convention on Political Rights of Women in 1980. There is also the Convention on Elimination of all Forms of Discrimination against Women (CEDAW) 1971 which was ratified by Nigeria on the 15<sup>th</sup> of July 1985, and Article 2 of the convention condemned any form of discrimination and demanded state parties to employ the principle of equality of men and women in the National Constitution. It is on this basis that this paper seeks to investigate the relationship between gender parity and youth employment in Nigerian tertiary institutions.

### **1.1 Gender as a Concept**

Gender as a concept has been appreciably misconstrued by policy makers, planners and generality of people in Nigeria. Often times when the word gender is used, people immediately think that reference is being made to women and their affairs and vice versa. It needs to be said that the term gender is not synonymous with women, nor is it shorthand for women and men. To Awopegba (2004), "gender is a concept, a condition, a category, an adjective and a component".

According to Oakley (1996), 'gender refers to socially constructed roles and socially learned behaviours and expectations associated with males and females'. Gender issues according to Chafetz (1981) have been at the fore front of international summit and the agitation for the emancipation and total liberation of women across the world has attracted the interest of many scholars. The global attention which women subjugation has attracted, led the United Nations in her Declaration of Human Rights in 1948 to state her commitment to the goal of equal right of men and women.

In Nigeria as in many other developing countries, the polytechnic education has always favoured men. The reason is that most females do not get the right education owing to their uneducated parents, poor career guidance, early marriages and child bearing, ignorance, poverty and sex discrimination among others. Although in recent years, increasing number of women are employed as academics in Auchi Polytechnic, Auchi, there has not been any comprehensive study of gender distribution of young academic staff, hence the need for this study.

Singh (2002) cited in Egunjobi (2009) has argued that 'academic profession, like any other profession at the beginning of time was a single sex profession'. According to Egunjobi (2009), women academics in Nigeria were denied maternity leave under the university law and in some cases, they were not allowed to get married or have children. Some women were even refused employment despite the fact that they were qualified because it was felt that the women would be destructive influence in the laboratory working in an all male career.

Gandu (1998) in his study gave National Female Labour participation rates in urban centres as 34.85% and 36.12% in rural areas. Roscher and Cavanaugh (1992) in their study of Academic Women Chemists in the 20<sup>th</sup> century, discovered only 33% of women with Ph.D degree in chemistry were employed by academic institutions, others were employed by industries. Duyilemi (2007) has equally in his study found out that the percentage of females in academic sector is still very low and that in tertiary institutions, most females are in junior cadre of administration.

Onokala and Onah (1998) studied recruitment, promotion and appointment of women to academic and administrative positions in Nigerian Universities and found out that although there has been an

increase in the number of female academic staff recruited into Nigerian Universities, the female percentage of total academic staff is still very low.

Ajayi, Goma and Johnson (1996) have equally in their study found out that the percentage of women in tertiary institutions in sub-Saharan Africa was only 25% of the total enrolment and this is much lower than the secondary level and the latter is much lower than the primary level.

Adegun (2012) also found out in his study that academic opportunity was more masculine than feminine in the tertiary institutions in Ekiti State. The College of Education employed the highest number of females with 27.0%, followed by the University with 18.3% and the Polytechnic with 12.8%. He concluded that the percentage of women in the upper echelon in the institutions studied in Ekiti State was very low and representation of women at the academic management positions was poor. He however recommended among others that more women should be encouraged to pursue post-graduate studies so as to be qualified for lectureship appointments in tertiary institutions, and that, spouses should support and encourage their wives to take up academic jobs.

## 1.2 Hypothesis

- 1) There is a significant relationship between gender parity and youth employment in Nigerian Tertiary Institutions.
- 2) That majority of women are unable to gain employment into academics in tertiary institutions due to their inability have the right education

## 2. Method

This section explains in details the method of data collection and its source, the population and sample size of the study and the statistical analysis technique used in the analysis of data. The instrument used for data collection in this research was questionnaire. The population used for the study is the youth among academic staff of Auchu Polytechnic, Auchu. Out of the population, a sample of 325 was selected using the random sampling technique. The questionnaire was administered to the respondents under the condition of anonymity. The researchers made the questionnaire anonymous by deliberately omitting such sensitive questions like names of the respondents because of its usefulness to research.

The source of data for this study is primary. A structured questionnaire was designed into various sections to gather possible information from the respondents. Each section asked specific question from the targeted respondents. Section one tends to gather data on the demographic background and the other section deals with the nature of employment with regard to gender parity in tertiary institutions.

### 2.1 Data Presentation/Analysis

The major issue addressed by this study is the extent to which gender parity could be attained in youth employment into academics in tertiary institutions. The statistical techniques adopted are simple percentage analysis, the use of charts for representation and analysis of variance using t-statistic to test the hypothesis. T-test statistic was used to test the significant relationship between gender parity and youth employment in Auchu Polytechnic, Nigeria. In this part, the data collected are presented and analyzed. The data are presented in tabular form indicating the title, source of data and the analysis. The analyses were manually and electronically done with the help of statistical software known as SPSS version 16.0. The primary data collected using questionnaire method is presented in the following tables:

**Table 1.** Distribution according to sex

<b>Option</b>	<b>Response</b>	<b>Percentage</b>
MALE	235	72
FEMALE	90	28
<b>Total</b>	<b>325</b>	<b>100</b>

**Source:** Field survey, 2012

According to the demographic information on respondents based on sex, it was seen that 235 out of the total respondents were males making 72%, while 90 were females making 28% of total respondents. The table depicts that majority of the respondents are males owing to the highest number of respondents. (see table 1)

**Table 2.** Distribution according to age bracket

<b>Option</b>	<b>Response</b>	<b>Percentage</b>
20-29yrs	41	13
30-39yrs	89	27
40-49yrs	103	32
50yrs above	92	28
<b>Total</b>	<b>325</b>	<b>100</b>

**Source:** Field survey, 2012

From the distribution according to age bracket, it was shown that out of the total respondents, 41 were in the age bracket of 20-29yrs making 13%, 89 were in the age of 30-39yrs making 27%, 103 respondents were in the age bracket of 40-49yrs making 32% while 92 respondents were 50yrs and above making 28% of the total respondents. The table reveals that most of the respondents' ages fall between 40-49yrs. (see table 2)

**Table 3.** Distribution according to marital status

<b>Option</b>	<b>Response</b>	<b>Percentage</b>
MARRIED	257	79%
SINGLE	68	21%
<b>Total</b>	<b>325</b>	<b>100%</b>

**Source:** Field survey, 2012

In order to evaluate the marital status of the respondents, it was shown in table 3 that out of the total respondents, 257 were married making 79% of the total respondents, while 68 respondents were single making 21%. The table depicts that majority of the respondents are married.

In verifying the number of academic staffs in the departments, it was shown from the table that 80 out of the total respondents said that they are between 3-5 academic staffs making 25%, 59 respondents said theirs is 6-8 academic staffs making 18%, 74 respondents said theirs is 9-10

academic staffs making 23%, while 112 respondents said they have 11 and above academic staffs making 34% of total respondents. (see table 4)

**Table 4.** Distribution according to number of academic staff in department

Option	Response	Percentage
3 TO 5	80	25
6 TO 8	59	18
9 TO 10	74	23
11 ABOVE	112	34
<b>Total</b>	<b>325</b>	<b>100</b>

**Source:** Field survey, 2012

**Table 5:** Distribution according to number of female academic staff in departments

Option	Response	Percentage
3 TO 5	188	58
6 TO 8	63	19
9 TO 10	54	17
11 ABOVE	20	6
<b>Total</b>	<b>325</b>	<b>100</b>

**Source:** Field survey, 2012

From the empirical analysis on the number of female academic staffs in the departments, it was shown that 188 out of the total respondents said their departments have between 3-5 female academic staffs making 31% of the total respondents, 63 respondents said theirs is between 6-8 academic staffs making 19%, 54 respondents agreed that theirs is between 9-10 female academic staffs making 17%, while 20 respondents said they have 11 and above female academic staffs making 6% of total respondents respectively. (see table 5)

**Table 6.** Distribution according to number of male academic staffs

Option	Response	Percentage
LESS THAN 3	6	2
3 TO 5	19	6
6 TO 8	62	19
9 TO 10	81	25
11 ABOVE	157	48
<b>Total</b>	<b>325</b>	<b>100</b>

**Source:** Field survey, 2012

The empirical analysis on the number of male academic staffs in the departments, showed that 6 out of the total respondents said their departments have less than 3 male academic staffs making 2% of the total respondents, 19 said theirs is between 3-5 male academic staffs making 6%, 62 respondents said theirs is between 6-8 male academic staffs making 19%, 81 respondents agreed that theirs is between 9-10 male academic staffs making 25%, while 157 respondents have 11 and above male academic staffs making 48% of total respondents respectively. The table depicts that majority of the departments have 11 and above male academic staffs. (see table 6)

**Table 7.** Distribution according to performance rating of female academic staffs

<b>Option</b>	<b>Response</b>	<b>Percentage</b>
VH	89	27
H	80	25
L	78	24
VL	63	19
UN	15	5
<b>Total</b>	<b>325</b>	<b>100</b>

**Source:** Field survey, 2012

According to the analysis in table 7 on the performance rating of female academic staffs, 89 respondents rated female very high, 80 respondents said high, 78 respondents said low, 63 respondents said very low while 15 respondents said undecided out of the total of 325, making 27%, 24%, 24%, 19%, and 5% respectively.

**Table 8.** Distribution as to whether the level of educational attainment counts in the recruitment of academic staffs

<b>Option</b>	<b>Response</b>	<b>Percentage</b>
YES	84	26
NO	241	74
<b>Total</b>	<b>325</b>	<b>100</b>

**Source:** Field survey, 2012

From table 8 as to whether the level of educational attainment counts in the recruitment of academic staff, 84 respondents said "Yes" while 241 said "No" out of the total of 325 respondents, making 26% and 74% respectively.

**Table 9.** Distribution on the need for gender balance consideration in the recruitment of academic staff

<b>Option</b>	<b>Response</b>	<b>Percentage</b>
YES	187	58
NO	138	42
<b>Total</b>	<b>325</b>	<b>100</b>

**Source:** Field survey, 2012

Based on the analysis in table 9, with regard to the need for gender balance consideration in the recruitment of academic staffs, 187 respondents said "Yes" while 138 respondents said "No" out of the total of 325 respondents, making 58% and 42% respectively.

**Table 10.** Assessment on gender imbalance

<b>Total</b>	<b>Mean</b>	<b>Rank</b>
Gender Imbalance	3.79	7
Equality between gender	3.89	4
Preference to women in polytechnic employment	3.64	8
Preference to men in polytechnic employment	3.91	3
Men are more than women in polytechnic employment	3.98	1
Right educational background affecting women	3.83	5
Right educational background prevent women	3.94	2
Performance on equal basis	3.80	6
Government legislation on equal basis	3.59	9
<b>Total</b>	<b>34.37</b>	
<b>Mean</b>	<b>3.82</b>	

**Source:** Field survey, 2012

The ranking of the assessment of factors responsible for gender imbalance in the polytechnic employment shows that on the average, the right educational background prevents women from being employed on equal basis with men and that men are more than women in terms of job seeking in the institution. (see table 10)

### 2.2 Testing of Hypothesis

**Ho:** There is no significant relationship between gender parity and youth employment in Nigerian tertiary institutions.

**H1:** There is significant relationship between gender parity and youth employment in Nigerian tertiary institutions.

### 2.3 Analysis

**Table 11.** T-Test Statistical Analysis

$\bar{X}$	$\bar{\bar{X}}$	S	N	$t_{cal}$	$t_{tab}$
34.37	3.82	0.131	9	87.4142	2.306

$$t_{cal} = \frac{\bar{x}}{s/\sqrt{n}} \sim t_{\alpha/2, n-1} \tag{1}$$

Where

$$\bar{X} = \sum \frac{\bar{x}}{n_i} \quad (2)$$

$$S.D = \sqrt{\frac{\sum(\bar{x}-\bar{\bar{x}})^2}{n-1}} \quad (3)$$

N= number of sample size

$$t_{cal} = \frac{3.82}{0.131/\sqrt{9}} = 87.4142$$

$$t_{tab} = t_{0.05/2, 9-1}$$

$$t_{(0.025,8)} = 2.306$$

Decision rule:

If  $t_{cal} < t_{tab}$  accept  $H_0$

If  $t_{cal} > t_{tab}$  do not reject  $H_1$

### 3. Results

Based on  $t_{cal}(87.41) > t_{tab}(2.31)$  at 5% critical level with 8 degrees of freedom, there is statistical evidence to reject the null hypothesis ( $H_0$ ). We therefore accepted  $H_1$  and concluded that there is a significant relationship between employment and gender parity in Auchu Polytechnic, Auchu, Edo State, Nigeria.

#### 3.1 Conclusion

The empirical analysis clearly showed and proven that the employment status in the institution is gender bias in favour of men. In other words, men are more in academic appointments in the polytechnic than the women. The study confirms that of Duyilemi (2007) which found that the percentage of females in the academic sector is still very low and that in tertiary institutions most females are in junior cadre of administration. The study is also a confirmation of the one carried out by Adegun (2012) which found out that the percentage of women in the upper echelon in the tertiary institutions studied in Ekiti State was very low. The findings of this research are equally in line with that of Egunjobi (2009) which found the ratio of female/male to be 11.6% to 88.4% in the University of Ilorin, and that of Onokala & Onah (1998) which discovered that the female percentage of the total academic staff recruited into the Nigerian Universities was very low.

#### 3.2 Recommendations

Based on the findings, the recommendations are as follows:

1. Efforts should be made by government to enshrine into law gender equality of employment opportunity for all qualified citizens in the country in order to give everyone equal opportunity to participate in the nation's development.
2. Going by the gender equality campaigns all over the world, attention should be geared towards creating job opportunities for women in the institution in order to balance the employment scheme

3. To promote gender equality in employment in tertiary institutions and other establishments whether public or private, advocacy by government and non-governmental organizations should include sensitizing the people to understand that both men and women are partners in the development process. To achieve this purpose, government should integrate the media in mass enlightenment campaigns on the need to promote gender balance in employment opportunities.
4. Since recruitment into academics in tertiary institutions requires a certain level of educational attainment, women should be encouraged to further their education in order to be able to compete with their male counterparts in seeking academic positions.

### 3.3 Contribution to Knowledge

In a study of this nature, the question one may ask is how relevant is the work to scholarship? The study has contributed meaningfully to the growing literature in this field of research and will provide a theoretical base on which subsequent researchers in this area will build.

As a result of the women agitation for equality with their male counterparts the world over, this study has contributed in establishing evidence of gender imbalance in employment into our tertiary institutions. Thus, the study will provide a basis for governments and other stakeholders to adopt policies to check the trend.

### 3.4 Further Research

There is need for researchers to investigate the reasons behind the predominance of male-academics in Nigerian tertiary institutions and other similar establishments. There is also the need for researchers to investigate the situation of women employees in tertiary institutions and the challenges of gender sensitivity.

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## Appendix

Indicating Factor Item	Strongly Agree	Agree	Strongly Disagree	Disagree	Undecided	TOTAL
Gender Imbalance	128	71	67	49	10	325
Equality between gender	133	92	51	28	21	325
Preference to men in polytechnic employment	103	87	69	48	18	325
Preference to women in polytechnic employment	141	79	56	33	16	325
Men are more than women in polytechnic employment	155	68	52	39	11	325
Right educational background affecting women	121	93	58	41	12	325
Right educational background prevent women	135	86	61	34	9	325
Performance on equal basis	111	97	67	42	8	325
Government legislation on equal basis	99	86	68	51	21	325

## Questionnaire for Research

Dear respondent,

The questionnaire on “Gender party and youth employment in Nigerian tertiary institution: A study of Auchi Polytechnic, Auchi, Edo State, Nigeria is designed purposely to gather information and data for a research.. It is mainly designed to aid in the investigation of gender parity and youth employment with special focus on lecturing appointments in Auchi Polytechnic, Auchi. Kindly fill the questionnaire as applicable. Your response shall be treated with utmost confidentiality.

Thanks for your co-operation.

**Instruction:** Tick ( ) where applicable

**Section A: Demographic Information**

Sex: Female ( ), Male ( )

Age: 20-29yrs( ), 30-39yrs ( ), 40-49yrs ( ), 50yrs above ( )

Marital Status: Married ( ), Single ( )

Educational Qualifications: SSCE ( ), ND ( ), HND ( ), B.Sc ( ), M.Sc ( ), others ( ),

Occupation: Academics Staff( ), Non Academic Staff ( ).

Department of respondent \_\_\_\_\_

**Section B: Assessment of Gender Imbalance**

1. Would you agree that there is gender imbalance in the distribution of academic staff in Auchu Polytechnic? Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( ) uncertain ( ).
2. Do you agree that women should be given equal opportunity with men in the recruitment into academic positions in Auchu Polytechnic? Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( ) uncertain ( ).
3. Would you agree that Auchu Polytechnic gives preference to male youth in the recruitment of academic staff? Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( ) uncertain ( ).
4. Do you agree that Auchu Polytechnic should give preference to female youth in the recruitment of academic staff? Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( ) uncertain ( ).
5. Would you agree that men employees are more than women employees in academics in Auchu Polytechnic, Auchu? Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( ) uncertain ( ).
6. Does the level of educational attainment count in the recruitment of academic staff in Auchu Polytechnic, Auchu? Yes ( ) No ( ).
7. Do you agree that not being able to have the right education has been affecting the recruitment of many women into academics in our tertiary institutions? Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( ) uncertain ( ).
8. Would you agree that this same factor of not having the right education can prevent many women from being recruited into academic positions in Auchu Polytechnic, Auchu? Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( ) uncertain ( ).
9. Would you advise that Auchu Polytechnic, Auchu consider gender balance in the recruitment of academic staff? Yes ( ) No ( ).
10. How many academic staff do you have in your department?  
Less than 2 ( ), 3-5( ), 6-8( ), 9-10( ), 11 and above ( ).
11. How many academic staff in your department are females? Less than 2( ),  
3-5( ), 6-8( ), 9-10( ), 11 and above ( ).

12. How many of them are males? Less than 2(  ), 3-5(  ), 6-8(  ), 9-10(  ), 11 and above (  ).
13. What is the performance rating of female academic staff in your department? Very high (  ) High (  )
14. Would agree that women in academics can perform their duties on equal basis with their male counterparts? Strongly agree (  ) Agree (  ) Disagree (  ) Strongly disagree (  ) uncertain (  ).
15. Would you agree that a government legislation that will make the employment of men and women into academics on equal basis be made for tertiary institutions in Nigeria? Strongly agree (  ) Agree (  ) Disagree (  ) Strongly disagree (  ) uncertain (  ).