GENDER EQUALITY AND EMPLOYMENT IN NGERIAN EDUCATIONAL INSTITUTION

(A STUDY OF FEDERAL POLYTECHNIC ILARO, OGUN STATE)

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H/PAD/19/0215

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THE FEDERAL POLYTECHNIC, ILARO.

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BEING A PROJECT REPORT TO BE SUBMITTED TO THE DEPARTMENT OF PUBLIC ADMINISTRATION, SCHOOL OF MANAGEMENT STUDIES, THE FEDERAL POLYTECHNIC ILARO IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF HIGHER NATIONAL DIPLOMA IN PUBLIC ADMINISTRATION.

DECEMBER, 2021.

CERTIFICATION

This is to certify that ADEDOKUN SIKIRAT LABAKE with MATRICULATION NUMBER H/PAD/19/0215 conducted this research under the supervision of Mr. Philip Musa, in the department of Public Administration, School of Management Studies, Federal Polytechnic, Ilaro.

_____ _____

Mr. Philip Musa Date

Supervisor

_____ _____

Dr. W. O. Akinleke Date

Head of Department

DEDICATION

This research work is dedicated to Almighty Allah the giver of knowledge, wisdom and understanding. This research is also dedicated to my Parents and Siblings.

ACKNOWNLEGEMENT

I sincerely give thanks to almighty Allah for the grace and wisdom for seeing me through to accomplish this research. My appreciation goes to my parents Mr. & Mrs. Adedokun for their prayers, love, care and support throughout my stay in this institution. I wish to acknowledge the effort of my supervisor, Mr. Philip Musa, may Allah continue to be with you. And I also want show my gratitude to Mr. G. K. Ogunbela for seeing me through the completion of this project, I pray Allah bless you and continue to be with you.

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ABSTRACT

This study examined gender equality and employment in Nigerian educational institution: A study of Federal Polytechnic Ilaro. The study was aimed to examine the policy strategies put in place to enhance gender equality and to determine if there is low participation of women in labour force. The study adopted descriptive research design. A Structured questionnaire was designed as the research method of data collection. The population of the study was five hundred and seven (507) teaching staff of the Federal Polytechnic Ilaro and a sample size of one hundred and one (101) was selected for the study. The findings of the study revealed that there are policy strategies put in place to monitor employment process. Based on the findings, it was recommended that the management should put more efforts in gender policy in recruitment process and also empower women to build their confidence.

Keywords: Gender, Equality, Educational Institution.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Gender Equality has become socio-cultural concept in global phenomena which has been a concerned between men and women. Attention is given to the women gender which men are given excessive superiority over them. Gender Equality suggests a situation where male and female have equal opportunities to realize their full human rights with capacity to contribute to and benefit from everything their societies avail or process (USAID, 2008).

Women are less represented in middle management and formal sector jobs. Notably, women make up 43 percent of those who receive tertiary education but hold only 28 percent of formal sector job (Dhruv, 2008). Women often have less access to productive resources, education, skills development and labour markets opportunities than men in many societies.

Disparity in higher education still exists in staff recruitment, appointment, promotion, student enrolment, and administration of policies and programmes. This study is to find the appropriate institutional adjustments and affirmation action programmes which are necessary to meet women's demands of equality and improve retention.

Women in Nigeria, lag behind in employment status, educational attainment, literacy/career advancement, promotion to positions of leadership and exposure. Non-standard jobs are often accompanied by poor working conditions, low wages, income instability and short-term contract. Due to these differences between male and female, the society tends to assign more challenging tasks to men and less demanding tasks to women (Pearson, 2000).

The Federal Polytechnic Ilaro was established in 1979 with learning towards development as its main objectives. It is located at Yewa South Local Government in Ogun State. At the commencement of the polytechnic, men were the major workforce of the institution particularly at teaching level. Only few women are recruited and most of them can be found as an administrative staff and many of them doing menial jobs like cleaning. In making the broad

aim of promoting gender equality in the polytechnic, it is necessary to enhance organizational effectiveness, efficiency and productivity to embark in the polytechnic.

The empirical work in recent years has brought out very clearly how the relative respect and regard for women's well-being is strongly influenced by such variables as women's ability to earn an independent income, to have ownership rights and to have literacy and be a participant in decision making within and outside of the family. Gender Equality is essential to achieve social, political and development goals (Amartya, 1999).

1.2 Statement of the Problem

In Nigeria, women are not enjoying educational rights as their male counterparts. Female are told that their education will end "in the kitchen". This problem is common in the rural part of Nigeria especially the northern region of Nigeria. Though, women education plays an important role of infant mortality, increasing life expectancy of future generation and improves child upbringing and development.

Women's right in most developing countries like Nigeria are still disregarded especially in strategic positions. For instance, the number of women in the upper chamber of the National Assembly is 7 out of 109 senators, 14 in the National Assembly out of the 360 Legislators. Altogether, this is equivalent to 4.4% of the whole National Assembly. Also the Federal Executive Council has 3 women, which is just 8.3% out of 36 Ministers (Babaita and Aliyu, 2018).

Female education in Nigeria is faced with many problems ranging from ignorance, poverty, religious belief, unwanted pregnancy, early marriage and preference of male children to female children. Women tend to have less education, with these issue women engage in entrepreneurial activities due to their low engagement in the labour force.

Due to the fact that there is no Gender Equality in public and private sectors in the educational institution, there is gender discrimination against women by their male counterparts which women has limited access to acquire opportunities like high status and job positions in

educational institution. Women experienced discrimination in management, politics, educational institution and social affairs.

Early marriage and family settings plays a vital role in women's access to jobs. Girls tends to leave school earlier than boys, as a result of this, women marry earlier which results to early pregnancy and household responsibilities. This makes women not to be active in labour market so they engaged mostly on farming or entrepreneurship activities. Women are still underrepresented when compared to their majority status in the population which questioned the issue of gender equality.

Even in the 1999 constitution of Federal Republic of Nigeria stated in Section 17 (1) (a) that "every citizen shall have equality of rights, obligations and opportunities before the law". This equality revolves around getting desire job, education and making administrative decision irrespective of one's gender. Many workers are marginalized by low skills with women especially trapped in low productivity subsistence or low paid activities (World Bank, 2015).

Female literacy promotes social well-being, education also makes the horizon of vision wider and at a more mundane level, helps to disseminate the knowledge of family planning. Educated women tend to have greater freedom to exercise their agency in family decisions, including in matters of fertility and childbirth (Amartya, 1999).

1.3 Objectives of the Study

The main objective of this study is to ascertain the Gender Equality and Employment in Nigeria Educational Institution and the Federal Polytechnic Ilaro as the study area. The objectives are:

1. To examine the policy strategies put in place to enhance gender equality in the employment process of the Federal Polytechnic Ilaro.
2. To determine if there is low participation of women in the labour force in Federal Polytechnic Ilaro.
3. To examine factors responsible for disparity between men and women in Federal Polytechnic Ilaro.

1.4 Research Question

1. Is there policy strategies put in place to enhance gender equality in the employment process of the Federal Polytechnic Ilaro?
2. Why is there low participation of women in labour force in Federal Polytechnic Ilaro?
3. Are there factors responsible for disparity between men and women in Federal Polytechnic Ilaro?

1.5 Hypothesis

Ho: There is no significant implementation gender equality on employment of academic staff in Federal Polytechnic Ilaro.

1.6 Scope of the Study

The subject of the scope of study is on Gender Equality and Employment in Nigeria Educational Institution. The geographical scope of study is Federal Polytechnic Ilaro in Yewa South Local Government, Ogun State. The survey will be carried out in the Federal Polytechnic Ilaro. The period of this research work is between 2020 to 2021.

1.7 Significance of the Study

It is to examine Gender Equality and Employment in Nigeria Educational Institution. It will be an addition to the field of literature and knowledge regarding gender equality to the Nigeria Society. It will also be of benefit to future researchers who will be interested in developing further studies on the subject matter.

1.8 Limitation to the Study

Financial Constraint: Lack of funds tends to hinder the efficiency of the researcher in sourcing of relevant materials and information in the process of data collection. In the process of accessing the internet, the researcher also experiences network failure.

Time Constraint: A lot of time will be spent during process of this research as I am engaged in other academic work.

Despite the limitations of the study, the researcher will still be able to overcome them and carry out the research work with the information that is available.

1.9 Definition of Terms

Gender: The biological sex of an individual usually male or female. Gender also refers to culturally based expectations of the roles and behavior of male and female.

Equality: Equality is fairness and equal treatment in personal relationships, in status, in rights whether government, legal or contractual.

Employment: Is a relationship between two parties, usually based on contract where work is paid for, where one party, which may be a corporation, for profit, not for profit organization, cooperative or other entity (Wikipedia).

Education: Is the process of gaining knowledge. Education is seen as learning process for the

individual to attain knowledge and understanding of the higher specific objects (Big Indonesian Dictionary, 1991).

Institution: Is an organization founded for a religious, educational, professional or social purpose.

1.10 Case Study/ Historical Background

About Federal Polytechnic Ilaro

The Federal Polytechnic Ilaro was established by Decree 33 in July 25, 1979. It started operation on November 15, 1979 on a temporary site provided by its host community, the ancient town of Ilaro, Ogun State. The first site of the polytechnic was the premises of the Anglican Grammar School, Ilaro about half a kilometer from the Ilaro township junction. It was on this temporary site till 1982 when it moved to its permanent site along Oja-Odan road, Ilaro. Ilaro town is locked between Lagos State and Abeokuta the capital of Ogun State. The polytechnic occupies a total of 898.116 hectares' land area on its permanent site. The institution has both full-time and part-time students as well as academic and non-teaching members of staff.

Location

The Federal Polytechnic Ilaro is located in Ilaro, Yewa South (formerly Egbado South) Local Government Area in the West of Ogun State, Nigeria. It is 60 kilometers from Idiroko, a Nigerian border town with Benin Republic. Ilaro has an area of 629km^2 and a population of 168,850 at the 2006 census.

Campuses in the Institution

The Federal Polytechnic Ilaro has two campuses which are East and West Campuses. The East Campus has infrastructure in form of staff quarters, students' hostels, sport facilities, Directorate of Student Affairs, Medical Centre, Poly consult and Industrial Services, post Office, Works and Services Department, Petrol Station, Staff Schools (Nursery, Primary and Secondary), Student Computer Centre, School of Applied Science, School of Management Studies, Microfinance Bank Ltd, United Bank of Africa (UBA), and Polaris Bank. The West Campus has the School of Engineering and the School of Environmental Studies, the Main Administrative Building and Annexes, Records and Data Control Unit, Central Examination Building, Library Annex, Multi-purpose Hall, Public Toilets, Staff Quarters, Guest House, Mass Communication Studio Building, Entrepreneurship Development Centre, Auditoriums and Lecture rooms.

Schools and Departments

a. **School of Pure and Applied Science-** Department of Computer Science, Department of Mathematics and Statistics, Department of Science Laboratory Technology, Department of Food Technology, Department of Nutrition and Dietetics, Department of Leisure and Tourism and Department of Agriculture Technology.
b. **School of Engineering-** Department of Agric & Bio-Environmental, Department of Civil Engineering, Department of Computer Engineering, Department of Electrical Engineering and Department of Mechanical Engineering.
c. **School of Communication and Information Technology-** Department of Library and Information Technology, Department of Office Technology and Management,

Department of Mass Communication and Department of Music.

d. **School of Environmental Studies-** Department of Architectural Technology, Department of Building Technology, Department of Estate Management & Evaluation, Department of Surveying and Geoinformatics, Department of Urban & Regional Planning, Department of Transport Planning Management and Department of Art and Design.
e. **School of Management Studies-** Department of Accountancy, Department of Banking and Finance, Department of General Studies, Department of Insurance, Department of Marketing, Department of Taxation, Department of Public Administration and Department of Business Administration and Management.

Objectives

i. To provides full-time and part-time courses of instruction and training for students in Technology, Applied Science, Commerce and Management.
ii. To conduct research and provide consultancy services in the fields listed above.
iii. To be a market leader in the provision of technical skilled manpower for Nigeria and globally competitive economy.
iv. To provide opportunities of qualitative technical education in a serene and conducive learning environment for all eligible Nigerians who will drive the National Industrial Economy.

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptual Review

2.1.1 Gender Equality

Gender Equality means that women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development. Gender equality is therefore the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in their home, their community and their society (UNESCO, 2003).

Gender Equality suggests a situation where males and females have equal opportunities to realize their full human rights with capacity to contribute to and benefit from everything their societies avail or possess. This suggests that there must be openness, parity and equity in every aspect of life especially equality in education (USAID, 2008). Gender equality is the absence of discrimination on the basis of a person's sex in opportunities, the allocation of resources and benefits, or access to services. (WHO, 2002).

Gender equality is, therefore, the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in the home, community and society. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men and girls and boys are taken into consideration, recognizing the diversity of different groups and that all human beings are free to develop their personal abilities and make choices without the limitations set by stereotypes and prejudices about gender roles. Gender equality is a matter of human rights and is considered a precondition for, and indicator of, sustainable people-centered development (UNICEF, 2017).

Gender equality is the state of equal ease of access to resources and opportunities regardless of gender, including economic participation and decision making and the state of

valuing different behaviors, aspirations and needs equally regardless of gender. Gender equality is more than equal representation; it is strongly tied to women's rights and often requires policy changes. (Wikipedia)

According to Emmaline (2015), gender equality means that all genders are free to pursue whatever career, lifestyle choice and abilities they want without discrimination. Their rights, opportunities and access to society are not different based on their gender. Gender equality does not necessarily mean that everyone is treated exactly the same. Their different needs and dreams are valued equally. Gender equity is often discussed at the same time as gender equality for this reason. Since society has favored men so long, men have many advantages. Equity fills the gaps so everyone else can "catch up" to men. It addresses discrimination and imbalances in society so that equality can become reality.

Gender equality demands that women and men have equal freedom to make choices about the life they want to live unhindered by gender stereotypes, roles and prejudices and that their rights, responsibilities and opportunities as citizens are not determined by whether they are born male or female. Promoting gender equality measures is a way of investing in women and improving their lives, the lives of those who they care for and the community at large. Investing in women will also lead to improved business outcomes, socio-economic security and fairer societies (University of Sydney, 2017).

Gender equality, also called gender egalitarianism, sex equality, or sexual equality, condition of parity regardless of an individual's gender. Gender equality addresses the tendency to ascribe, in various settings across societies, different roles and status to individuals on the basis of gender. In this context, the term gender generally refers to an individual's gender identity (e.g., male, female, or neither) or to a person's gender role, which is the manifestation of one's gender identity. Gender is not necessarily associated with the anatomical sex of an individual. Accordingly, the term gender equality is sometimes also used to mean "universal equality irrespective of gender, sex, or sexuality" (Encyclopedia Britannica).

Gender equality is when people of all genders have equal rights, responsibilities and opportunities. Everyone is affected by gender inequality; women, men, diverse people, children

and families. It impacts people of all ages and backgrounds. Gender equality prevents violence against women and girls. It's essential for economic prosperity. Societies that value women and

men as equal are safer and healthier. Gender equality is a human right; everyone benefits from gender equality. (Victorian, 2021).

The concepts of gender equality and gender equity are based on the assumption that the distribution of opportunities, resources, and responsibilities between women and men should not disfavor either group. Gender equality concerns equal rights (absence of gendered discrimination) whereas gender equity concern's needs-based approaches (Hammarstrom, 2014).

Gender equality requires equal enjoyment by women and men of socially-valued goods, opportunities, resources and rewards. Where gender inequality exists, it is generally women who are excluded or disadvantaged in relation to decision-making and access to economic and social resources. A critical aspect of promoting gender equality is the empowerment of women, with a focus on identifying and redressing power imbalances and giving women more autonomy to manage their own lives. Gender equality does not mean that men and women become the same; only that access to opportunities and life changes is neither dependent on, nor constrained by, their sex. Achieving gender equality requires women's empowerment to ensure that decision-making at private and public levels and access to resources are no longer weighted in men's favor, so that both women and men can fully participate as equal partners in productive and reproductive life. (UNFPA, 2005).

Gender equality refers to the right of women and men to have the same opportunities for the achievement of important goals in society such as education, employment and income and to contribute to political, social, and cultural development at all levels. Promising equal pay, equal opportunity, as well as freedom from discrimination and harassment in the workplace to all persons, whether they are men, women, married, single or pregnant, and gender equality in essence promotes the equitable and respectable advancement of men and women together. As such it is considered a highly desirable objective for organizations and governments around the world that are seeking to establish and consolidate socio-economic structures that will facilitate development (Cayman, 2011).

Gender equality is a basic human right and a necessary condition for the elimination of poverty and attainment of national social and economic development. The principle of basic

human rights calls for equal civil, political, economic, social and cultural rights for all individuals. There is growing recognition that development and poverty reduction cannot be achieved without equal access by all groups to decision-making, planning, political participation, education, and productive resources. (UNDP, 2014).

2.1.2 Education

According to Sri Aurobindo, Education offers the tools whereby one can live for the device, for the country, for oneself and for others and this must be the ideal of every school which calls itself national. UNESCO asserted that Education includes all the process that develops human ability and behavior.

Plato viewed that Education develops in the body and soul of the pupil all the beauty and all the perfection he is capable of. Aristotle defines Education is the creation of sound mind in a sound body. It develops man's faculty specially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty. Rousseau opines that Education is the child's development from within. Froebel refers to Education as the enfoldment of what is already enfolded in the germ. It is the process through which the child makes the internal-external. Pestalozzi defines Education as the harmonious and progressive development of all the innate powers and faculties of man- physical, intellectual and moral.

Moore (1982) sees Education as the philosophy of group of activities going on at various logical levels, logical in the sense that each higher level arises out of and is dependent on the one below it. Education is all one with growing; it has no end beyond itself, Education is everything along with growth; education itself has no final destination behind him. (John, 1978)

Peters (1980) viewed that Education involves processes that introduce people to what is valuable in an intelligible and voluntary manner and that create in the learner a desire to achieve it. Education confirms or sets any particular types of processes such as training or an activity such as learning. It rather suggests criteria to which all processes and activities such as training, institutions etc. must conform.

John Storrs Mill defines Education as the culture which generation purposely gives to its successors in order in quality, to keep up and improve the level attained. Education is every

interaction that happens is every association that occurs between adults with children is a field or a state where the educational work in progress (Langeveld).

Education is defined as a learning process for the individual to attain knowledge and understanding of the higher specific objects and specific. The knowledge gained formally resulting individual has a pattern of thought and behavior in accordance with the education they have gained. (Big Indonesian Dictionary, 1991).

Raymont view Education as a cycle of improvement from early stages to development, the cycle by which he adjusts progressively in different methods of their physical, social and other worldly climate. Alder asserted that Education is the cycle wherein these forces limits of men which are vulnerable to adjustment are consummated by acceptable propensities, by methods for aesthetically invented and utilized by any man to help another or himself accomplish the end.

According to Samuel, Education is a process through which, the social heritage is passed on to the next generation and through which a child socializes and learns the normative behavior of society.

2.1.3 Institution

Fitcher defined Institution as a relatively permanent structure of social patterns of roles and relations that people enact in certain sanctioned and unified ways for the purpose of satisfying basic social needs.

According to Cambridge Dictionary, Institution is an organization that exists to serve a public purpose such as education or support for people who need help. Institution is an established organization or corporation (such as bank or University) especially of a public. (Merriam Webster, 2021).

Horton defines an institution as given an organized system of social relationships which embodies certain common values and procedures and meets certain basic needs of society.

Barley and Tolbert (1997) offer a definition of institutions as ‘shared rules and typification that identify categories of social actors and their appropriate activities or relationships.

Scott (2008), whereby institutions are comprised of regulative, normative, and cultural-cognitive elements that, together with associated activities and resources, provide stability and meaning to social life.

Hasselbladh and Kallinikos (2000) view Institutions as part of a critique of the ‘institutionalization-as-diffusion’ paradigm within institutional theory. Institutions are conceived as consisting of basic ideals that are developed into distinctive ways of defining and acting upon reality (i.e. discourses), supported by elaborate systems of measurement and documentation for controlling action outcomes

According to Collin English Dictionary (2012 Edition), Institution is an organization, establishment, foundation or society devoted to the promotion of a particular cause or program, especially one of a public, educational or charitable character.

Red Cross & Red Crescent Societies (1994), define Institution as a group of people organized to fulfill a common purpose. It has defined structures within which people work together in a coordinated way. North (1990), state that Institutions are formal and informal rules that organize social, political and economic relations.

Institution is persistent and connected sets of rules (formal or informal) that prescribe behavioral roles, constrain activity and shape expectations. (Robert Kohane, 1988). Institution is a set of rules that structure social interactions in particular ways and that knowledge of these rules must be shared by the members of the relevant community or society. (Jack Knight, (992).

Avner and David (2004) define institution as a system of human made, non-physical elements, norms, beliefs, organizations and rules, exogenous to each individual whose behavior it influences that generates behavioral regularities.

Unabridged Dictionary (2021) defined Institution as an organization, establishment, foundation, society or the like devoted to the promotion of a particular cause or program, especially one of a public, educational or charitable character. Institution is a rule of the game in

a society and humanly devised constraints that structure political, economic and social interactions (North, 1991).

2.1.4 Educational Institution

Educational Institution refers to an administrative unit with a principal or other head, which has teachers and other personnel in its serve (role of employee), which is liable to keep books and compile other documentation, in which students are registered, whose activities are regulated by a legal act or decree, which follows a national curriculum, ad which is financed and controlled by a public authority. (Tilastokeskus, 2021).

Educational Institution is where school ages attend education, providing a wide variety of teaching and learning process. (Francisco, 2021).

According to UNESCO Institute for Statistics, Educational Institution may also be operated by private organizations such as religious bodies, special interest groups or private educational and training enterprises, both for profit and non-profit.

Educational Institution is defined as entities that provide instructional services to individuals or education related services to individuals and other educational institutions. (OECD, 2001).

Educational Institution means any public or private preschool, elementary or secondary school, or any institution of vocational, profession al or higher education, except that in case of an educational institution composed of more than one school, college or department which are administratively separate u nits such term mea ns each school, college or department. (US Legal Forms, 1981)

Educational Institution is a place where people of different ages gain an education, including preschools, childcare, primary-elementary schools, secondary-high schools and universities. (Chintan, 2020).

According to Princeton University (2003), Educational Institution is a large and diverse institution of higher learning created to educate for life and for a profession and to grant degrees. Educational Institution is any establishment providing education, including schools, colleges, universities and institutes. (Deta Dictionary).

Cornell Law School (2008) state that Educational Institution is a school (including a

technical, trade or vocational school), junior college or university that is operated or directly supported by any state or local government or by a political subdivision of any state agency or subdivision of the state or accredited by a state recognized or nationally recognized accrediting body.

Education Institution is a place where people of different age groups get education. The Educational Institution includes childcare, preschool, elementary school, high secondary schools and universities which provide learning space and learning environment. (Teachmint).

2.2 Empirical Review

a. Gender Inequality in Education and Workplace

Klasen (2002) also finds that gender inequality in education has a negative effect on economic growth. Women education can have both direct and indirect effects on economic growth. Owen (2002) finds that female education has a statistically significant and positive effect on labour productivity and hence on economic growth

Ogada (2001) laments that, in Nigeria women do not have equal access like men to education especially at the tertiary level, a trend attributed to gender discrimination.

Anyanwu (1999), equally observed that the available data on primary secondary and tertiary institution education enrolment in Nigeria shows that, male usually outnumbered the female since the colonial days.

According to Hamallai (1986), one half of the population is denied access to education despite the Federal and state laws designed to promote equality in our society.

Klasen (1999), analysis show a strong association between gender inequality in both (secondary) education level and growth, and economic growth, unaffected by controls for potential endogeneities, and possibly caused by distortion effects on the quality of human capital related to gender inequality.

Lagerlof (1999) examines the impact of gender inequality in education on fertility and economic growth. Using an overlapping generation framework, the paper argues that initial gender inequality in education can lead to a self-perpetuating equilibrium of continued gender inequality in education, with the consequences of high fertility and low economic growth.

Gender inequality in education may generate a poverty trap which would justify public action to escape this low-level equilibrium with self-perpetuating gender gaps in education.

Shastri (2014) also stated that female role is to look after the household & the major factor behind this is our society & its beliefs which were also influenced by lack of education.

Women still suffers gender challenges in the workplace especially when it comes to their pay. The challenge of women in the labour force can be seen as an unfair and unfavorable treatment on someone (an employee or a job applicant). Women are underrepresented in many different industries such as the auto-industry where they decisions and ideas are not always welcomed.

Goldin (1994) hypothesizes that as a country develops, female labor initially declines as the manufacturing industries emerge due to social stigma and comparative physical strength advantage of men. The increased demand for industrial goods disadvantages women because new technology displaces female workers, female-specific tasks are reduced and there is an increase in male-operated machinery.

Hudson (2012) broaden their focus to examine how three particular aspects of female subordination lack of physical security, lack of equity in family law, and lack of parity in collective decision making – undermine not only the security of women, but also create authoritarian, unstable, and bellicose states. Hudson et al. (forthcoming) are also able to trace how systematic female subordination encourages the growth of clan-based societies that undermine not only democratic rule, but also national economic growth and levels of national stability.

UNFPA stated that despite many international agreements affirming their human rights, women are still much more likely than men to be poor and illiterate. They have less access to property ownership, credit, training and employment. This partly stems from the archaic stereotypes of women being labeled as child-bearers and home makers, rather than the bread winners of the family. They are far less likely than men to be politically active and far more likely to be victims of domestic violence.

Simone de Beauvoir (1975) talked about the negative reactions towards women's rights

from the left that was supposed to be progressive and support social change, and also expressed skepticism about mainstream international organizations. Within the field of management theorizing itself, it has been noted that organizational issues are treated largely from the perspective of men (Saror & Nwasike, 2010).

Akinyode (2006), in spite of the significant roles of women before and after independence, the ascendancy of socio-cultural prejudices and inadequate laws had consistently militated against women's rights, especially political rights.

According to World Employment and Social Outlook issued by the International Labour Organization Report, women still have limited access to the labour market. Women in emerging

Countries are facing the largest gender gap in participation rates that accounts for nearly 31%. They have less likely quality employment opportunities unlike men with well-paid qualified job.

Campbell & Minguez-Vera (2008) found that gender diversity among board members has a positive impact on an organizations' firm value. It is highlighted that there is a need to establish a more equal distribution between men and women.

Kakabadse (2015) also found that gender diverse boards have several nonfinancial benefits, for example higher corporate reputation, improved decision making and better use of talents. He researched the perceptions amongst female directors regarding the use of female quotas when selecting board members. The result showed that it was important to employ more women on the boards, but quotas were not the appropriate way to accomplish it. The general idea amongst the female directors was that they perceived themselves as individuals and wanted to be chosen based on their knowledge and experiences, not because of their gender.

Epstein (1995) argues that stereotyped beliefs result in women receiving less challenging assignments than their male counterparts and thus affecting women's career progress and advancement.

Wallace (1997) experiences of work discrimination significantly affect mothers' employment schedules, creating a so called work-family conflict, and on the other hand, the burden of family responsibilities, such as caring for children and handling most of the household

tasks, result in a family work conflict. Dodd McCue & Wright (1996) notes that it is assumed once women have children, they cannot be committed to both work and family.

Hora (2014) said that women not only denied for superior leadership positions, but also stopped from availing to higher education which will make them more developed in terms of skills, and also gives them with lot of experience in learning & applying managerial decision-making methods, help them in enhancing their self-confidence in holding & controlling leadership positions.

Fielden (2000) argued that despite many female engineering students, the 107 male-dominated 'sexist' image of the industry will continue to deter women from 108 choosing to work in construction and change will only be realized when a change in 109.

More women are pursuing education and work in the fields of law and business, yet they remain underrepresented in professions traditionally considered appropriate for political candidates. Even when women graduate in traditional political fields, they do not necessarily go on to practice in them, and women who do still face barriers to promotion (Sawer, 2000, Seiferling, 2016).

Regardless of any normative assessment of labor participation in the informal or formal sector, women, particularly in developing countries, are employed disproportionately in the informal labor market in comparison to men (Chen, 2000).

The prevalence of informal work for women has significant ramifications for the economic status and social influence of women. Informal sector jobs are typically "characterized by small or undefined work places, unsafe and unhealthy working conditions, low level of skills and productivity, low or irregular incomes, long working hours and lack of access to information, markets, finance, training and technology" (International Labour Organization, 2007).

Simon and Warner (1992) found that companies prefer to promote people who are associated with such or were recommended by other members of such networks, particularly other men. A woman is therefore perceived as a threat to the male domain at the top of the corporate structure.

Sexual harassment itself can be both a barrier to women entering the workforce and a

source of discrimination in the workplace, particularly prevalent if prospective workers or current workers are particularly fearful of being subjected to that behavior. It is also a significant

manifestation of discrimination in employment against women. For women who still choose to enter the workforce, sexual harassment can contribute to higher rates of turnover among women and job segregation (Anker and Hein, 1986).

b. Measures to Bring About Gender Equality

Millennium Development Goals

The MDGs was developed in September 2000 at United Nation Millennium Summit which was to be achieved in the year 2015. The MDGs are eight (8) in numbers with measurable targets and clear deadlines for improving the lives of the world. The UN member agreed to achieve these goals by reducing poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women.

These goals have brought solution to gender disparities by enabling women and girls as well as men and boys to realize their full potentials. For instance, the representation of women in politics on the hare of seats in parliament has moved from 12 percent in 1990 to 17 percent in 2007.

Goals

1. To eradicate extreme poverty and hunger.
2. To achieve universal primary education.
3. To promote gender equality and empower women.
4. To reduce child mortality.
5. To improve maternal health.
6. To combat HIV/AIDS, malaria and other diseases.
7. To ensure environmental sustainability.
8. To develop a global partnership for development.

Goal 3: To promote gender equality and empower women

The Millennium declaration explicitly recognizes that the equal rights and opportunities of women and men must be assured. This is to stop the discrimination between boys and girls at

all level of education and women in labour force. The United Nations Millennium Development Goal (MDG) aimed to promote gender equality and empower women using education as its target and the measure of gender disparity in education as its indicator of progress. The United

Nations had hoped to eliminate gender disparity in primary and secondary education by 2015. For various reasons including lack of political will, non-cooperation by various governments and socio-cultural beliefs of most Nigerian societies, this dream is distant in realization (Aja-Okorie, 2013).

Determining the achievement of the Millennium Development Goal in respect of gender equality and women empowerment is employment. Existing data show that there is a persisting wide gap between the income generating and employment opportunities of women and men in virtually all sectors of the Nigerian society (FG 2012). Women involvement in the industrial sector is estimated at 11% compared with the 30% for men, while women's participation in income generating activities that are predominantly characterized by intense manual labour like mining and quarrying is virtually non-existent mainly as a result of the gender-related perception concerning the social construction of labour and production-related activities (National Bureau of Statistics, 2004). Also, in the Federal Civil Service, which is the largest single-entity employer in Nigeria, 76% of civil servants are men and 24% are women. Meanwhile, women constitute less than 14% of the total management level positions, while 17.5% of those engaged in the medical field are women compared with the 82.5% men (CIDA, 2012).

Goal 3 targets are

i. To ratios girls to boys in primary, secondary and tertiary education.
ii. Share of women in wage employment in the non-agricultural sector.
iii. Proportion of seats held by women in national parliament

Achievements

1. In Nigeria, programs like the Better Life for Rural Women and Family Support Programme was developed. The National Policy on women was adopted in 2000 in Nigeria in other to enhance the involvement of female in the social and political arena in national development (Olomukoro,2012).

2. Developing countries like Nigeria has achieved the target to eliminate gender disparity in primary, secondary and tertiary education.
3. Now, women make up 41 percent of paid workers of agriculture

4. The average proportion of women in parliament has nearly double over the 20 years and also participated in decision making in public and private affairs.

Sustainable Development Goal (SDGs)

The Sustainable Development Goals (SDGs) is a 2030 agenda that was set up in 2015 by the United Nations General Assembly to succeed the Millennium Development Goals (MDGs). These goals are collection of 17 goals in order to achieve a better and more sustainable future for all. The 7 SDGs are; (1) No Poverty, (2) Zero Hunger, (3) Good Health and Well-being, (4) Quality Education, (5) Gender Equality, (6) Clean Water and Sanitation, (7) Affordable and Clean Energy, (8) Decent Work and Economic Growth, (9) Industry Innovation and Infrastructure, (10) Reducing Inequality, (11) Sustainable Cities and Communities, (12) Responsible Consumption an Production, (13) Climate Action, (14) Life Below Water, (15) Life on Land, (16) Peace, Justice and Strong Institutions, (17) Partnerships for the Goals.

SDGs has made progress in areas of improving maternal and child health, expanding access to electricity and increasing women's representation in government. Each 7 SDGs is expected to be achieved by 2030.

Gender Equality (Goal 5): This is to empower all women and girls through the pledge to "Leave No One Behind". The major aim of Goal (5) is to grant women and girls equal rights, opportunities to live freely without discrimination in workplace or school. SDGs is the reason that gender equality is on the public policy agenda of almost every country in the world and it is measured annually by the United Nations Development Programme Human Development Reports.

Targets

i. End all forms of discrimination against all women and girls everywhere.

ii. Eliminate all forms of violence against all women and girls in the public and private spheres including trafficking and sexual and other types of exploitation

iii. Eliminate all harmful practices such as child, early a forced marriages and female genital mutation.

iv. Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationality appropriate.

v. Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life.

vi. Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences;

a. Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws.

b. Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women.

c. Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

2.3 Theoretical Review

In the course of this research work, I will be using the Feminist Theory and the Social Identity Theory.

2.3.1 Feminist Theory

Feminist Theory is a major branch within sociology that shifts its assumptions, analytic lens and topical focus away from the male viewpoint and experience toward that of women (Ashey, 2020). Feminist Theory recognizes that gender stratification intersects with other forms of inequality; social class, inequality, racism, heterosexism, ageism to produce qualitatively different life experiences and opportunities for various groups of women and men (Renzetti, 2008).

We have different feminist theory which are; Liberal Feminist Theory, Marxist Feminist Theory and the Radical Feminist Theory.

2.3.1.1 Liberal Feminist Theory

Liberal Feminists is also called Reformist Feminism which tends to focus on practical reforms of laws and policies in order to achieve equality. Liberal Theory view that the reason for gender inequality is as a result of socialization which led to circumstances that shaped women's lives and exclude them from public spheres, right to earn their own living, right to have higher education, job opportunities, right to own property and hold public office. This theory did not seek revolutionary changes but want change to occur in the existing structure by creating equal opportunities.

Liberal feminists asserted women's ability and right to participate in public life at least through the suffrage, examined the institution of marriage and the legal framework of divorce and property laws, and challenged the practices of denying women access to the game quality education as men and to the professions (Ackerly, 2001).

2.3.1.2 Marxist Feminist Theory

Marxist Feminism is a philosophical variant of feminism that analyses the ways which women are being exploited through capitalism and the ownership of property. Marxist Feminism is an emancipatory, critical framework that aims at understanding and explaining gender oppression in a systematic way (Holmstrom, 2002). Marxist feminism emerged as a theoretical response to the inadequacies of Marxism, liberalism, and radical feminists. Marxist feminism is a species of feminist theory and politics that takes its theoretical bearings from Marxism, notably the criticism of capitalism as a set of structures, practices, institutions, incentives, and sensibilities that promote the exploitation of labor, the alienation of human beings, and the debasement of freedom (Christine, 2014).

It challenges the thing that put women's oppression and liberation, class politics, unpaid domestic labour and issues on gender equality at the heart of the agenda. This theory also

challenges capitalism by shedding light on the status of women. Capitalism makes it difficult to achieve empowerment and equality for women. Marxist Feminism assumes, that humans make their own history (themselves) -or, where they are prevented from doing so, self-empowerment must be gained -, it is unsuitable for a structure of top-down commands (Frigga, 2020).

2.3.1.3 Radical Feminist Theory

Radical Feminist Theory is a philosophy emphasizing the patriarchal roots of inequality between men and women or more specifically, the social domination of women by men. It views patriarchy as dividing societal rights, privileges and power primarily along the lines of sex and as a result, oppressing women and privileging men. (Jone, 2020). Radical Feminist Theory is premised on the understanding of social relationships in terms of gender oppression. Radical feminists do not deny the importance of liberal reforms in improving the status of women, particularly efforts directed to protecting the rights of victims (Lesile, 2012).

The Radical Feminism sees the male gender as a controller to capitalist hierarchy. It recognizes women as a positive thing but doesn't acknowledge them in patriarchal societies because they are oppressed. The male-based authority and power structure is responsible for the oppression and inequality. They point out physical violence as being the base of patriarchy. Some Radical Feminist state that women can defeat the patriarchy system if they recognize their own value and strength by establishing a sisterhood which we make them trust themselves, confront oppressions in private and public spheres. This will totally uproot and reconstruct the society they live in. Radical feminism opposes existing political and social organization in general because it is inherently tied to patriarchy. Thus, radical feminists tend to be skeptical of political action within the current system and instead tend to focus on culture change that undermines patriarchy and associated hierarchical structures (Jone, 2020).

2.3.2 Social Identity Theory

Social identity refers to the ways that people's self-concepts are based on their membership in social groups. Examples include sports teams, religions, nationalities,

occupations, sexual orientation, ethnic groups, and gender. Social identity theory addresses the ways that social identities affect people's attitudes and behaviors regarding their in-group and the out-group (Leaper, 2011). Tafel & Turner (1986) suggests that individual experience collective identity base on their membership in a group such as racial/ ethnic and gender identity.

Social identity theory suggests that individuals experience collective identity based on their membership in a group, such as racial/ethnic and gender identities. Self-categorization based on group membership might be so salient that it can get activated automatically even with subtle stimuli. To maintain positive social identity, people engage in intergroup comparisons that demonstrate a favorable bias toward their in-group, display discriminatory behaviors toward out-groups, and use coping mechanisms such as internal/external causal attributions for group failures (Chantrey, 2014).

Social Identity Theory suggesting that men's consciousness of their sex made them aware of their high social status in relation to women and activated concepts about them-selves that confirmed their membership in this high-status category. In contrast, women's consciousness of their sex made them aware of their low social status relative to men and motivated them to view themselves in terms of concepts that distinguished them from other members of this low-status category (Suzanne and Robert, 1997).

Kanter (1977), Metcalfe found that the women saw themselves as highly visible, and as having to prove themselves. Women did not feel comfortable in the male dominated managerial environment and felt alienated by the emphasis on competitiveness and aggression. The women experienced conflict between their gender identity and the role that they were fulfilling. Jagacinski (1987) found that women were paid less and had less supervisory responsibility than comparable men. She found that women were lower in self-confidence than men were and that they put less value on technical expertise, than men. She suggests that technical work is gender alien for women. Spelman (1988) claims that gender identity is a relational concept: women discover the specific characteristics and attributes of their gender identity through comparison with men.

2.4 Theoretical Framework

This study will anchor on the Liberal Feminism Theory. It is essential because the Liberal Feminists believe in the development and restructure of the society to achieve gender equality.

Liberal feminist includes; Mary Astell (1666-1731), Mary Wollstonecraft (1759-1799), Harriet Taylor (1807-1858), John Stuart Mill (1806-1873), Elizabeth Cady Stanton (1882-1941).

The position of the liberal feminist is that the society will benefit from the contribution of women if women are granted access to education and professions. Liberal Feminist implies that the inequitable influence of gender roles can be reversed by simply giving girls' better role models, establishing equal opportunity in education and encouraging high achievement aspirations.

Liberal Feminists goal is gender equality in the public sphere such as equal access to education, equal pay, ending job sex segregation and better working conditions. Liberal Feminist urge the state to make policy that require employers and educational institutions to include women in the pool of applicants

Anthony Giddens, views that Liberal Feminist Theory believes gender inequality is produced by reduced access for women and girls to civil rights and allocation of social resources such as education and employment. Liberal Feminist argue that women are by nature less intellectually and physically capable than men, which tends to discriminate against women in the academy an d marketplace.

John Stuart Mill (1806) also believe that both sexes should have equal rights under the law and that until conditions of equality exist, no one can possibly assess the natural difference between women and men, distorted as they have been. He also spoke of this imbalance and wondered if women were able to feel the same genuine unselfishness that men did in providing for their families.

Liberal Feminist were against the fact that women were denied right to perform in the world, to some degree that women were excluded from business, engineering, medicine and

management. They don't want to overthrow the existing structures economic, political and social structure but to reform, it to make it possible for women to succeed as men do.

Liberal Feminist point out that many women would meet qualifications for positions such as politician, soldier, scholar, manager or worker if they are provided with the same education and informal socialization men receive. (England, 2001). Liberal Feminist views wage discrimination and sex segregation of occupations in the labour market as a mechanism designed to exclude women from the labour market. (Bittman, 2001).

Jagger (1983) describe Liberal Feminism as a theory that concentrate more on issues such as equality in the workplace, in education and in political rights. Elizabeth (1815) being an influential woman in feminism wave, revolves round women's parental rights, birth control, employment and financial rights.

Mary Wollstonescraft (1759) asserted that women should be encouraged to use their voices in decision making. Viewing patriarchal system as oppression, that it is a form of slavery which should not be ignored. That disparity that exists between men and women is as a result of their educational qualification.

2.5 Summary of Literature

In this research work 'Gender Equality and Employment in Nigerian Educational Institution' on a study of Federal Polytechnic Ilaro.

The Researcher was able to conceptualized Gender Equality, Education, Institution and Educational Institution. Another part is the empirical review on Gender Inequality in Education and Workplace, and Measures to Bring about Gender Equality which include; Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs).

At the course of this research, two theories were reviewed. The first theory is Feminist Theory which can be categorized into three; Liberal Feminist Theory, Marxist Feminist Theory and Radical Feminist Theory. The second theory is the Social Identity Theory. However, the

theoretical framework was on the Liberal Feminist Theory because it believes in the development and restructure of the society.

CHAPTER THREE

METHODOLOGY

The study investigates Gender Equality and Employment in Nigerian Educational Institution in Federal Polytechnic Ilaro. This chapter will describe the strategies to be used in investigating the research topic. It involves Research Design, Population of Study, Sample and Sampling Techniques, Method/Instrument for Data Collection, Validity and Reliability of Instrument and Method of Data Analysis.

3.1 Research Design

This study will make use Descriptive Research Design Approach through the use of questionnaire to various stakeholders where necessary. They include; teaching staff and non-teaching staff. Descriptive Research Design was chosen for this research because it aids the researcher in gathering, analyzing, presenting and interpreting information collected.

3.2 Population of Study

This study will comprise of 507 academics staff in the Federal Polytechnic Ilaro, Ogun State, Nigeria.

3.3 Sample and Sampling Techniques

A sample is the part of the population carefully selected, observed and studied to represent the total population. The sampling techniques to be used will be stratified random sampling where the numbers of academic staff are given equal chances of being selected. For the purpose of this study, a sample size of one hundred and one (101) will be selected for questionnaire purpose which is representing 20 percent of the total population. This sample are drawn to provide data that answers research question one and three.

3.4 Method/Instrument for Data Collection

This study will make use of two sources of data collection, which are; primary and secondary

data. The primary source of data collection will be through the use of questionnaire as an instrument of data collection. The secondary sources of data include; books, journals, internet, articles and reports.

3.5 Validity and Reliability of Instrument

The content validity will be use for the purpose of this study. Content validity refers to the ability of a test to sample a broad range of elements. This is to determine the validity of questionnaire to be administered. And the reliability will also be conducted to prove consistency of the result.

3.6 Method of Data Analysis

There will be data collected from the primary source which is questionnaire and it will be entered in a table and statistically analyzed using Statistical Package for Social Science (SPSS).

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter is to present and analyze the data collected in the process of the research. The method of data collection was through the use of questionnaire structured as Strongly agreed (SA), Agree (A), Undecided (UN), Disagree (D) and Strongly disagree (SD). The answers to the questionnaire were supplied by the teaching and non-teaching staff of Federal Polytechnic Ilaro.15 departments were picked at random. A total of one hundred and one (101) questionnaire was administered, ninety-two (92) were returned and nine (9) was not returned. The researcher was able to distribute them at the research location.

4.1 Data Presentation of Demographic Information

Table 4.1.1: Gender

Gender	Frequency	Percentage (%)
Male	54	58.7%
Female	38	41.3%
Total	92	100

Source: Field Survey, November 2021.

This table shows that 58.7% of the respondents are male while female respondents are 41.3%. From the result obtained, it was observed that male has the highest number of responses.

Table 4.1.2 Age Range

Age Range	Frequency	Percentage (%)

20-30 years	9	9.8%
31-40 years	40	43.5%
41-50 years	26	28.3%
51-60 years	14	15.2%
61 and above	3	3.3%
Total	92	100

Source: Field Survey, November 2021.

The above table shows that 9.8% of the respondents are between 20-30 years, 31-40 years constitute 43.5%, 28.3% are between 41-50 years, 51-60 years constitute 15.2% and 60 and above constitutes 3.3%. This indicates that majority of the respondents age distributions are between 31-40 years.

Table 4.1.3: Marital Status

Marital status	Frequency	Percentage (%)
Single	38	41.3%
Married	54	58.7%
Divorced	0	0
Total	92	100

Source: Field Survey, November 2021.

The table above shows that 41.3% of the respondents are single, 58.7% are married and there is no divorced. This indicates that majority of the respondents are married.

Table 4.1.4: Employment Status

Employment Status	Frequency	Percentage (%)
Teaching Staff	61	66.3%
Non-teaching Staff	31	33.7%
Total	92	100

Source: Field Survey, November 2021.

The above table shows that 66.3% of the respondents are teaching staff while 33.7% are non-teaching staff. It is therefore concluded that majority of the respondents are teaching staff.

Table 4.1.5 Educational Qualification

Options	Frequency	Percentage (%)
ND	0	0
HND	17	18.5%
B.Sc.	16	17.4%
Masters	59	64.1%
Total	92	100

Source: Field Survey, November 2021.

The table above shows that there is no ND holder, 18.5% of the respondents are HND holders, 17.4% are B.Sc. holders and Masters Holders constitutes 64.1%. This indicates that majority of the respondents have Masters.

Table 4.1.6 Length of Service

Options	Frequency	Percentage (%)
Less than 10 years	12	13.0%
11-20 years	26	28.3%
21-30 years	39	42.4%
31 and above	15	16.3%
Total	92	100

Source: Field Survey, November 2021.

The above table shows that 13.0% of the respondents had less than 10 years' experience, 28.3% of the respondents had been in service for 11-20 years, 42.4% of the respondents have worked between 21-30 years and 16.3% of the respondents have been in the institution above 31 years. This indicates that majority of the respondents has spent between 21-30 years in the institution.

4.2 Objective One

Examine the policy strategies put in place to enhance gender equality in the employment process in Federal Polytechnic Ilaro.

Table 4.2.1: Affirmative action has a great role in employment process in Federal Polytechnic Ilaro.

Response	Frequency	Percentage (%)
Strongly Agree	48	52.2%
Agree	24	26.1%
Undecided	14	15.2%
Disagree	4	4.3%
Strongly Disagree	2	2.2%
Total	92	100

Source: Field Survey, November 2021.

The table shows that 52.2% of the respondents strongly agreed with the view that affirmative action has a great role in employment process, 26.1% agreed, 15.2% did not decide, 4.3% disagreed and 2.2% strongly disagreed. It is therefore concluded that affirmative action has a great role in the employment process in Federal Polytechnic Ilaro.

Table 4.2.2: Fair and adequate monitoring of employment, enhance gender policy in Federal Polytechnic Ilaro

Response	Frequency	Percentage (%)
Strongly Agree	38	41.3%
Agree	37	40.2%
Undecided	13	14.1%
Disagree	1	1.1%
Strongly Disagree	3	3.3%
Total	92	100

Source: Field Survey, November 2021.

The table above shows that 41.3% of the respondents strongly agree with the view that fair and adequate monitoring of employment has enhanced gender policy in Federal Polytechnic Ilaro, 40.2% of the respondents agreed, 14.1% did not decide, 1.1% disagreed while 3.3% strongly disagreed. Therefore, fair and adequate monitoring has enhanced employment process in Federal Polytechnic Ilaro.

Table 4.2.3: Employment in Federal Polytechnic Ilaro is based on quota system.

Response	Frequency	Percentage (%)
Strongly Agree	30	32.6%
Agree	46	50%
Undecided	11	12%
Disagree	3	3.3%
Strongly Disagree	2	2.2%
Total		100

Source: Field Survey, November 2021.

The table above shows that 32.6% of the respondents strongly agreed that employment in Federal Polytechnic Ilaro is based on quota system, 50% of the respondents agreed, 12% did not decide, 3.3% disagree and 2.2% strongly disagree. Therefore, employment in Federal Polytechnic Ilaro is based on quota system.

Table 4.2.4: Implementation of work schedule and work arrangement has strengthened gender equality in Federal Polytechnic Ilaro.

Response	Frequency	Percentage (%)
Strongly Agree	56	60.9%
Agree	29	31.5%
Undecided	3	3.3%
Disagree	3	3.3%
Strongly Disagree	1	1.1%
Total	92	100

Source: Field Survey, November 2021.

The table above shows that 60.9% of the respondents strongly agreed that implementation of work schedule and work arrangement has strengthened gender equality in Federal Polytechnic Ilaro, 31.5% agreed, 3.3% did not decide, 3.3% disagreed and 1.1% strongly disagreed. It is therefore concluded that implementation of work schedule and work arrangement has strengthened gender equality in Federal Polytechnic Ilaro.

Table 4.2.5: Transparent wage system has enhanced gender equality in Federal Polytechnic.

Response	Frequency	Percentage (%)
Strongly Agree	23	25%
Agree	42	45.7%
Undecided	21	22.8%
Disagree	4	4.3%
Strongly Disagree	2	2.2%
Total	92	100

Source: Field Survey, November 2021.

The table above shows that 25% of the respondents strongly agreed that transparent wage system has enhanced gender equality in Federal Polytechnic Ilaro, 45.7% of the respondents agreed,

22.8% did not decide, 4.3% disagreed while 2.2% strongly disagreed. It is therefore concluded that transparent wage system has enhanced gender equality in Federal Polytechnic Ilaro.

4.3 Objective Two

To determine if there is low participation of women in the labour force in Federal Polytechnic Ilaro

School	Sampled Department	No of Male Staff	No. of Female Staff	Total
School of Management Studies	Public Administration	8 (88.9%)	1 (11.1%)	9
	Banking & Finance	13 (86.7%)	2 (1`3.3%)	15
	Insurance	4 (80%)	1 (20%)	5
School of Engineering	Electrical Engineering	29 (100%)	0 (0)	29
	Civil Engineering	19 (90.5%)	2 (9.5%)	21
	Mechanical Engineering	33 (97.1%)	1 (2.9%)	34
School of Environmental Studies	Arts & Designs	13 (76.5%)	4 (23.5%)	17
	Building Technology	9 (90%)	1 (10%)	10
	Estate Management	10 (76.9%)	3(23.1%)	13
School of Information Technology	Office Technology &Management	9 (56.3%)	7 (43.7%)	16
	Music Technology	6 (75%)	2 (25%)	8
	Mass Communication	3 (33.3%)	6 (66.75%)	9
School of Pure & Applied Science	Maths & Statistics	20 (100%)	0 (0)	20
	Nutrition & Deities	4 (40%)	6 (60%)	10
	Agricultural Technology	10 (55.6%)	8 (44.4%)	18
Total	15	190	44	234

Source: Field Survey, November 2021.

From the table above, 88.9% of the teaching staff in department of Public Administration were male while 11.1% were female. In Banking & Finance department, 86.7% teaching staff were male while 13.3% were female. In department of Insurance, 80% of the staff were male while

20% were female. In the department of Electrical Engineering, 100% of the staff were male, there are no female staff. In Civil Engineering, 90.5% of the staff were male while 9.5% were female. In the department of Mechanical Engineering, 97.1% of the staff were male while 2.9% were female.

In the department of Arts & Designs, 76.5% of the staff were male while 23.1% were female. In the department of Building Technology, 90% of the staff were male while 10% were female. In Estate Management, 76.9% of the staff were male while 23.1% were female. In the department of Office Tech. & Management, 56.3% were male while 43.7% were female. In Music Technology, 75% of the staff were male while 25% were female. In Mass Communication, 33.3% of the staff were male while 66.7% were female. In the department of Maths & Stats, 100% of the staff were male and there are no female staff. In Nutrition & Deities, 40% of the staff were male while 60% were female. In Agriculture Technology, 55.6% of the staff were male while 44.4% were female.

It is therefore concluded that there is low participation of women in the labour force in Federal Polytechnic Ilaro. Based on the data in the table, it shows that some departments have fewer female staff than some. While other department does not have female staff like department of Electrical Engineering and Mathematics & Statistics. Only department of Mass Communication and Nutrition & Deities has more female staff than male.

4.4 Objective Three

Examine the factors responsible for disparity between men and women in Federal Polytechnic Ilaro.

Table 4.4.1: Lack of Implementation of gender policy in Federal Polytechnic Ilaro

Response	Frequency	Percentage (%)
Strongly Agree	29	31.5%
Agree	22	23.9%
Undecided	30	32.6%
Disagree	9	9.8%
Strongly Disagree	2	2.2%
Total	92	100

Source: Field Survey, November 2021.

The table above shows that 31.5% of the respondents strongly agreed that there is lack of implementation of gender policy in Federal Polytechnic Ilaro, 23.9% of the respondents agreed, 32.6% did not decide, 9.8% disagreed while 2.2% strongly disagreed. This reveals that the respondents are not sure if there is implementation of gender policy in Federal Polytechnic Ilaro.

Table 4. 4.2: Favoritism towards male applicant in Federal Polytechnic Ilaro

Response	Frequency	Percentage (%)
Strongly Agree	3	3.3%
Agree	2	2.2%
Undecided	18	19.6%
Disagree	40	43.5%
Strongly Disagree	29	31.5%
Total	92	100

Source: Field Survey, November 2021.

The table shows that 3.3% of the respondents strongly agreed that there is favoritism towards male applicant in Federal Polytechnic Ilaro, 2.2% of the respondents agreed, 19.6% did not

decide, 43.5% disagreed while 31.5% strongly disagreed. It is therefore concluded that there is no favoritism towards male applicant in Federal Polytechnic Ilaro.

Table 4.4.3 Inadequate number of female applicant in recruitment process in the Federal Polytechnic Ilaro.

Response	Frequency	Percentage (%)
Strongly Agree	46	50%
Agree	27	29.3%
Undecided	10	10.9%
Disagree	4	4.3%
Strongly Disagree	5	5.4%
Total	92	100

Source: Field Survey, November 2021.

The above table shows that 50% of the respondents strongly agreed that there is inadequate number of female applicant in recruitment process in Federal Polytechnic Ilaro, 29.3% of the respondents agreed, 10.9% did not decide, 4.3% disagreed while 5.4% strongly disagreed. This indicates that there is inadequate number of female applicant in recruitment process in Federal Polytechnic Ilaro.

Table 4.4.4: Inferiority attitude of qualified female applicant based on the nature of the work in Federal Polytechnic Ilaro

Response	Frequency	Percentage (%)
Strongly Agree	2	2.2%
Agree	4	4.3%
Undecided	17	18.5%
Disagree	39	42.4%
Strongly Disagree	30	32.6%
Total	92	100

Source: Field Survey, November 2021.

The above table shows that 2.2% of the respondents strongly agreed that there is inferiority

attitude of qualified female applicant based on the nature of the work in Federal Polytechnic Ilaro, 4.3% of the respondents agreed, 18.5% did not decide, 42.4% disagreed while 32.6% strongly agreed. It is therefore concluded that there is inferiority attitude of qualified female applicant on the nature of work in Federal Polytechnic Ilaro.

Table 4.4.5: Insufficient educational qualification of female applicant in employment process in Federal Polytechnic Ilaro

Response	Frequency	Percentage (%)
Strongly Agree	9	9.8%
Agree	7	7.6%
Undecided	5	5.4%
Disagree	48	52.2%
Strongly Disagree	23	25%
Total	92	100

Source: Field Survey, November 2021.

The table above shows that 9.8% of the respondents strongly agreed with the view that there is insufficient educational qualification of female applicant in employment process in Federal Polytechnic Ilaro, 7.6% of the respondents agreed, 5.4% did not decided, 52.2% disagreed while 25% strongly disagreed. It is therefore concluded that there is sufficient educational qualification of female applicant in employment process in Federal Polytechnic Ilaro.

4.5 Discussion of Findings

101 copies of questionnaire were distributed to the respondents. 92 copies were received and analyzed. The total average response was 91.1% which was considered adequate for the analysis. The study examines gender equality and employment in Nigerian Educational Institute which include; policy strategies put in place, determining if there is low participation of women in labour force and factors responsible for disparity between men and women. These results were achieved on the research objective 1 to 3 where questions were drafted for objective 1 and 3

while in objective 2, 15 departments were sampled to determine if there is low participation of women in the labour force in Federal Polytechnic Ilaro.

The result of the analysis revealed that there is significant implementation of gender equality on employment of academic staff. Most respondents agreed that affirmative action has a great role in employment process. The respondents also agreed that fair and adequate monitoring has enhanced gender policy the respondents agreed to all the strategies to enhanced gender equality in the process in Federal Polytechnic Ilaro. Finally, majority of the respondents disagreed that there is favoritism towards male applicant; they also agreed that there is inadequate number of female applicant in recruitment process in Federal Polytechnic Ilaro.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary of Findings

The topic of this research is Gender Equality and Employment in Nigerian Educational Institution. A study of Federal Polytechnic Ilaro. Based on the questionnaires distributed and returned, the following findings were made:

One of the major findings of the study is that there have been policy strategies put in place to enhance gender equality in the employment process. Majority of the respondents agreed that affirmative action has a great role in the employment process in the Institution. Also, majority of the respondents agreed that there is adequate monitoring of employment process and they also agreed that the implementation of work schedule and work arrangement has strengthened gender equality.

Another finding is that there is low participation of women in the labour force in the Institution. Fifteen departments were sampled, eleven out of the fifteen sampled departments has fewer female staff. Two out the fifteen departments do not have any female staff. The remaining two departments has more female staff than male staff. So, it was concluded that there is lower participation of women in the Institution.

Finally, some factors were examined to see why there is disparity between men and women in the Institution. Factors; majority of the respondents are not sure whether there is implementation of gender Policy in the Institution. Which could be the reason why there is disparity between men and women. Also majority of the respondents disagreed that favoritism towards male applicants is the reason for the disparity between men and women in the Institution. It was also discovered that inadequate number of female applicant in recruitment process is the reason why there is disparity between men and women in the Institution as agreed by the respondents.

Above all analysis of the responses, it shows that there is adequate monitoring in the area of employment and this enhanced gender policy in employment matters.

5.2 Conclusion

Based on the analysis of the data, this research work concluded that there is implementation of gender equality policy on employment in Federal Polytechnic Ilaro but it has to improve in the areas of recruitment and selection.

5.3 Recommendation

Based on the findings, the study recommends the following:

1. Management should put more efforts in gender policy in recruitment process. Having a policy is not enough, more approaches should be employed.
2. There should be a ministry in charge of gender equality to ensure that there is adherence of gender principles by all.
3. Management should also empower women to build their confidence and assertiveness.
4. Women should be given equal opportunities like their men counterparts to participate in better role for recruitment, remuneration and promotion.
5. Female staff should be given chance to embark on career development. This will reduce the insufficient educational qualification of female applicant.

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Appendix

QUESTIONNAIRE

GENDER EQUALITY AND EMPLOYMENT IN NIGERIA EDUCATIONAL INSTITUTION.

(A STUDY OF FEDERAL POLYTECHNIC ILARO)

INSTRUCTION: Please tick (√) against the answer you think most appropriate among the alternative provided.

SECTION A

1. Gender: (a) Male ( ), (b) Female ( )
2. Age range: (a) 20-30 years ( ), (b) 31-40 years ( ), (c) 41-50 years ( ), (d) 51-60 years ( ), (e) 61 and above
3. Marital status: (a) Single ( ), (b) Married ( ), (c) Divorced ( )
4. Employment status: (a) Teaching Staff ( ), (b) Non-teaching Staff ( )
5. Educational Qualification: (a) ND ( ), (b) HND ( ), (c) B. SC. ( ), (d) Masters ( )
6. Length of Service: (a) Less than 10 years ( ), (b) 11-20 years ( ), (c) 21-30 years ( ), (d) 31 and above

SECTION B

INSTRUCTION: Please indicate your agreement with the statement below, using the following scale; Strongly Agreed (SA), Agreed (A), Undecided (U), Strongly Disagreed (SD) and Disagreed (D).

S/N	ITEMS	SA	A	U	SD	D
	TO EXAMINE POLICY STRATEGIES PUT IN PLACE TO ENHANCE GENDER EQUALITY IN THE EMPLOYMENT PROCESS IN THE FEDERAL POLYTECHNIC ILARO.					

7	Do you believe that affirmative action has a great role in employment process in Federal Polytechnic Ilaro?					
8	Fair and adequate monitoring of employment, enhance gender policy in Federal Polytechnic Ilaro.					
9	Employment in Federal Polytechnic Ilaro is based on quota system.					
10	Implementation of work schedule and work arrangement has strengthened gender equality in Federal Polytechnic Ilaro.					
11	Transparent wage system has enhanced gender equality in Federal Polytechnic Ilaro.					
	TO EXAMINE FACTORS RESPONSIBLE FOR DISPARITY BETWEENG MEN AND WOMEN IN FEDERAL POLYTECHNIC ILARO.					
12	Lack of implementation of gender policy in Federal Polytechnic Ilaro.					
13	Favoritism towards male applicant in Federal Polytechnic Ilaro.					
14	Inadequate number of female applicant in recruitment process in the Federal Polytechnic Ilaro.					
15	Inferiority attitude of qualified female applicant based on the nature of the work in Federal Polytechnic Ilaro.					
16	Insufficient educational qualification of female applicant in employment process in Federal Polytechnic Ilaro.					