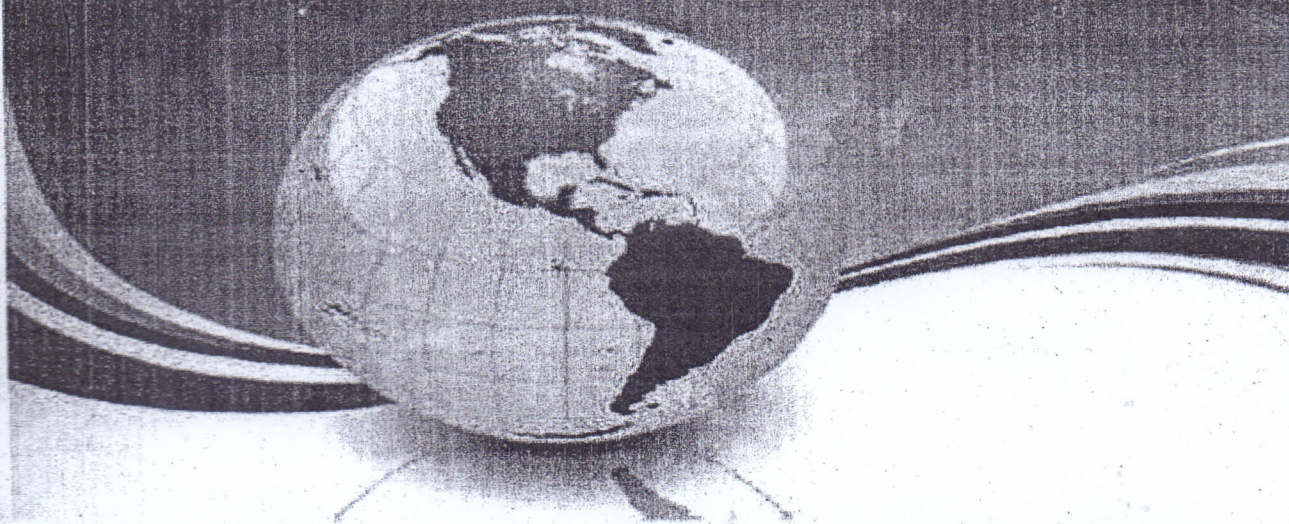


MOJEM

MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT

Malaysian Online Journal of Educational Management (MOJEM) is an international, peer reviewed and open access electronic by the Department of Educational Management, Planning & Policy, Faculty of Education, University of Malaya.



The **Malaysian Online Journal of Educational Management (MOJEM)** is an international, peer reviewed, open access electronic publication by the Department of Educational Management, Planning & Policy, Faculty of Education, University of Malaya. MOJEM serves as a platform for researchers, scholars, academic professionals, universities, and research organizations to raise key issues across disciplinary boundaries and facilitate sharing and exchanging views in the field of educational management, administration and leadership. The journal is published four times a year (January, April, July and October). Potential research manuscripts will be reviewed by the professional members of the MOJEM's editorial board anonymously. The reviewing process usually takes four to eight weeks.



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

JANUARY 2017, VOLUME 5, ISSUE 1, 1 - 15

E-ISSN NO: 2289 - 4489

**Faculty of Education
University of Lagos, Akoka, Lagos
NIGERIA**

**Corresponding Author:
University of Lagos, NIGERIA
Email: ssule@unilag.edu.ng**

DETERMINANTS OF FEMALE PARTICIPATION IN UNIVERSITY GOVERNANCE IN NIGERIA

Phillips O. Okunola (PhD), Ngozi E. Uzoka (PhD),
Jeremiah A. Adetoro (PhD) & Sheidu A. Sule (PhD)

ABSTRACT

The study examined the determinants of female participation in university governance in Nigeria. Specifically, the effect of socio-cultural and political factors on female participation in university governance and the effect of females' involvement or non-involvement in university governance were examined. The study adopted a quantitative research design using survey questionnaire to collect data. A total of 2,880 members of academic and non-academic staff of the Nigerian public universities were carefully selected from the six geo-political zones of Nigeria. Selection was done through stratified and simple random sampling. Two research questions and two research hypotheses were answered and tested in the study. Two sets of questionnaire designed by the researchers and validated by specialists served as the instruments for data collection. The data obtained were analyzed using descriptive statistics (Mean, Percentage and Standard deviation), while the hypotheses postulated were tested using inferential statistics (Regression Analysis / Analysis of Variance and Chi Square) respectively. Based on these analyses, the findings of the study include that: Female participation in university governance in Nigeria is significantly dependent upon socio-cultural and political factors; female involvement in university governance has a significant influence on effective university governance in Nigeria. In line with the findings of the study and the conclusion drawn therein, the following recommendations were made: Deliberate laws should be enacted giving female staff equal opportunity (50%) to mandatorily get involved in university governance; female staff are hereby encouraged to confidently declare their interest in participating in university governance; the era of retrogressive and obnoxious cultural belief is gone; therefore, female staff should shun all negative cultural beliefs hampering their participation and be ready to get involved in leadership positions to ensure good governance and effective university goals attainment in Nigeria; the few female staff in leadership positions in the Nigerian universities should avoid excessive rigidity and learn to demonstrate amiable and emulatable leadership character and qualities so as to attract more women to university leadership positions.

Keywords: Determinants, Governance, Administration, Female participation, Universities, Nigeria.



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

INTRODUCTION

The issue of female participation in all spheres of human administrative endeavor has dominated the global agenda in the last two decades. Beginning with the United Nations' decade for women (1975-85), the momentum of agitation for active involvement of women in political, social, economic and cultural activities of their societies has been on the increase. This momentum climaxed at the September 1995 Fourth World Conference on Women held in China; with the focus on "Action Plan" for "Equity, Development and Peace" (Manguyu, 1996).

Although the problem of gender imbalance is pervasively manifesting across public life in Africa, it is within the educational setting that its devastating consequences seem most palpable (Erinosho, 1994; Kaita, 1972). Hence, the focus on education in the ongoing clamor for women empowerment is not only justified but a logical necessity.

According to Okudo and Okenwa (2015), leadership and management are considered to be a male domain and there seems to be a widespread negative perception of women as leaders owing to their emotional and sensitive indecisive nature. But it has been discovered as an additional leadership characteristic that women tend to be more democratic and focus more on relationships than men do. Women seem to possess unique qualities that enhance their leadership potential. Okudo and Okenwa (2015) noted that women leaders are more assertive and persuasive, have stronger need to get things done and are more willing to take risks than male leaders. Women leaders were also found to be more emphatic and flexible as well as stronger in interpersonal skills than their male counterparts. These qualities combine to create a leadership style that is inclusive, open, consensus building, collaborative and collegial.

While the potency of formal education in empowering African women is no longer in contest, however, continuous monitoring of forces impeding women involvement in educational packaging, delivery and administration is very important. For example, being the pinnacle of the educational pyramid, university education obviously provides the best platform for facilitating self-enhancement and self-actualization among the womenfolk in Africa.

Although there has been an increase in the number of women in academics, however, only few of them are in management positions as top management in higher education is still overwhelmingly a male preserve (Omolade, 2012).

Available evidence (Erinosho, 1994) indicates that African women are not only under-represented in many university programs/courses (e.g., engineering science and technology fields), but are grossly uninvolved in university management and administration.

One of the important reasons women have not received adequate benefits from years of planning and development is their inadequate representation, non-participation and non-involvement in the preparation and execution of plans for their economic development and social justice through decentralized institutions (Okafor & Akokuwebe, 2015). In many African countries, such as Nigeria, obnoxious social norms, political exclusion and economic lopsidedness dictate the presence and voice of women in public life. According to the 2006 Nigerian population census figure, women constituted 49% of the total population, yet, there has been a gross gender gap between men and women, especially in political representation, economic management and leadership (Okafor & Akokuwebe, 2015).

From the limited statistical data on the topic, it appears that a global gender gap remains in senior higher education leadership position. The highest shares of female rectors (Vice-Chancellors) were recorded in Sweden, Iceland, Norway, Finland and Israel. In contrast, in Denmark, Cyprus, Lithuania, Luxembourg and Hungary, no single university was headed by a woman (Blandford, Brill, Neave, & Roberts, 2011). The proportion of women rectors



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

was also very low (maximum 7%) in Romania, Austria, Slovakia, Italy, the Netherlands, the Czech Republic, Belgium and Germany.

The case is not different from Nigeria universities as there is evidence to show this. This under-representation reflects not only in continued inequalities between men and women in management position in higher institutions but also denies the women from contributing to the future development of universities. In the case of Nigeria, it is estimated that only 40% of girls who successfully complete secondary education will likely proceed to higher education, as against over 60% for boys; and less than 30% of female university graduates would register for higher degrees unlike over 40% for males (Erinosho, 1994).

Although female participation in education in Nigeria seems to have increased over the last years, gender disparities still exist (Scridevi, 2005). The study conducted by Kwanashie, and Alti-Mu'azu (2004), and University of Lagos (2016), show gender disparities in Ahmadu Bello University (ABU), Zaria and University of Lagos, respectively with regard to staff categorization and staff involvement in university governance.

In Ahmadu Bello University for instance, out of 121 Professors, 119 (98.3%) of them are males while only 2 (1.7%) are females. For Reader (Associate Professor), out of 77 of them, 73 (96.8%) are males, while just 4 (5.2%) are females. For male-female staff in management positions for instance, the total number of Heads of Department is 77, out of which 71 are males and only 6 are females. In the case of Deans of Faculty, all twelve (12) Deans are males and there are no female Deans at all (Kwanashie, & Alti-Mu'azu, 2004).

For the Student Affairs Division both the position of Deans and Deputy Deans are occupied by males. The positions of Directors of Institute and Centres, Bursar, Deputy Vice-Chancellor and Vice-Chancellor are all men. Out of thirteen (13) Deputy Deans of Faculty, only one (01) is a female, while others are males. However, the University Librarian is a female. Out of 193 members of Senate, 184 of them are males and only 9 are of them are females. For the University Council, 19 of them are males and only 2 are females.

Looking at University of Lagos from 1962 to date, the picture is no different. All the Vice-Chancellors have been males. For the distribution of Registrars, out of a total number of 12 from 1962 – 2016, only two (2) are females and the rest five (5) males. In the 2014/2015 academic session, Academic Staff by level/gender shows that out of 192 Professors, 144 (75.85%) are males and 48 (24.15%) females. For Associate Professors, out of 119, 76 (63.86%) of them are males and 43 (36.14%) females. For Senior Lecturers, 208 (68.87%) are males and 94 (31.13%) are females. In the case of Lecturer I, 151 of them are males while 76 (33.48%) are females. Out of 287 Lecturer II, 179 (62.36%) are males and 108 (37.64%) are females and for Assistant Lecturers, 164 (64.56%) are males and 90 (35.44%) are females (University of Lagos).

It is worthy of note that the situation in Ahmadu Bello University and University of Lagos is not different from that in other universities in Nigeria. The implications of all these for a country such as Nigeria where women constitute about half the total population could be quite formidable. As asserted by Alexander (2012), apart from denying a very sizeable proportion of the populace an opportunity for self-actualization, self-fulfillment and subsequent contributions to national development, the under-representation of females in university governance compounds the problem of role models for young ones and further relegates the womenfolk to the background.

THEORETICAL FRAMEWORK

The study is guided by Role Congruity Theory. This theory was developed by Eagly and Karau in 2002, and it posits that a group will be positively evaluated when its characteristics are recognized as aligning with that group's typical



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

social roles. Prejudice toward female leaders occurs because inconsistencies exist between the characteristics associated with the female gender stereotypes and those associated with the typical leadership.

A role congruity theory of prejudice toward female leaders proposes that perceived incongruity between the female gender role and leadership roles leads to 2 forms of prejudice: (a) perceiving women less favorably than men as potential occupants of leadership roles and (b) evaluating behavior that fulfills the prescriptions of a leader role less favorably when it is enacted by a woman. One consequence is that attitudes are less positive toward female than male leaders and potential leaders. Other consequences are that it is more difficult for women to become leaders and to achieve success in leadership roles. Evidence from varied research paradigms substantiates that these consequences occur, especially in situations that heighten perceptions of incongruity between the female gender role and leadership roles. Hence, this study is anchored on this theory.

STATEMENT OF THE PROBLEM

Over the years, it has been observed that female academics are not significantly involved in decision-making position in the universities in Nigeria. Leadership and governance in the University system include holding such positions as Heads of Department, Deans, Sub-Deans, Directors of Institutes/Programmes, Members of Senate, Governing Council, Principal Officers such as Registrar, Bursar, Librarian, Vice Chancellor and so forth.

It was also noted by the Federal Ministry of Education (2006), that the level of female participation in tertiary institutions is still very low, especially in some areas such as technical education, Mathematics and agricultural education. However, there are more of women in certain departments and disciplines in the university but are under-represented in managerial and academic positions. Nana (2006) noted that the source of this trend can be traced to discriminatory practice that existed in the educational system that are mostly related to cultural and religious factors. In the 2001/2002 sessions for instance, the total number of Nigerian University teacher were 20,124 and of this number, 3,174 (15.7%) are females while 17,040 (84.3%) are males. Furthermore, out of 2,442 professors in the Nigerian University system, female professors make up only 6.9% (Okebukola, 2002).

The paucity of female role models at the university level has tended to discourage girl-child education. Hence, some Nigerians remain doubtful of the benefits to be derived from female education. Furthermore, the underrepresentation denies the women of significant input into the decision-making process at the Departmental, Faculty, Committee, Senate and the Council levels. It is against this backdrop that the study sets out to examine the determinants of female participation in University governance in Nigeria. The following research questions were raised to guide the study:

1. What are the factors responsible for the low participation of females in university governance in Nigeria?
2. What effect does female involvement or non-involvement have on effective university governance in Nigeria?

RESEARCH HYPOTHESES

The research tested the following two null hypotheses:

1. Female participation in university governance in Nigeria is not significantly dependent on socio-cultural and political factors.
2. Female involvement in university governance has no significant influence on effective university governance in Nigeria.



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

METHODOLOGY

Research Design, Population and Sampling

This study employed a quantitative research design using survey questionnaire to collect data. The population of the study comprised all the lecturers and the senior non-academic staff of all the 88 public universities in Nigeria. A total of twelve universities representing 15% of the total number were carefully sampled through the process of stratified and simple random sampling techniques. Simple random sampling method was used to select the lecturers and senior non-academic members of staff in each university. In each university, an inventory of female academic and non-academic senior staff members was taken to segregate the target population. In all, 2,160 lecturers and 720 senior non-academic staff constituted the samples for this study. There were 180 lecturers and sixty senior non-academic staff selected from each of the twelve public universities used, two in each geo-political zone.

Instrumentation

Two sets of self-developed and validated questionnaire titled "Female Participation in University Governance Questionnaire (FPUGQ)" were administered separately to the two categories of university staff selected for the study.

Validity and Reliability of the Instruments

The validity of the instruments was ensured based on the implementation of two independent experts' comments by the researchers. While the reliability was established based on the high reliability coefficients (.86 and .89 respectively) obtained from the Cronbach's alpha analyses of the responses obtained from the test retest of the instruments on some selected subjects with similar characteristics with the actual study samples. However, the subjects were not part of the study.

Data Collection Procedure

Data were obtained from the responses of the participants to the instruments administered by four trained research assistants, after due permission from the authorities of the twelve universities used for the study.

Method of Data Analysis

Data collected were analyzed using descriptive and inferential statistics. Research questions were analyzed by Mean, Percentage and Standard deviation. While the two hypotheses were tested using Regression Analysis / Analysis of Variance and Chi Square respectively

FINDINGS

The results of data analysis and hypotheses testing are presented in Tables and Figures as follows:

Research Question 1: What are the factors responsible for the low participation of females in university governance in Nigeria?

The following Table 1 details the factors responsible for low female participation in university governance in Nigeria.



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

Table 1
Factors Responsible for Low Female Participation in University Governance

S/N	Statements	Mean (X)	SD	Rank
1.	Female staff do not like to participate in university governance	2.107	.952	10 th
2.	Female staff are not favorably disposed to administrative position in the university because of silence of university laws and edicts	2.622	.898	7 th
3.	Female lecturers do not bother much on participating in university governance	2.223	.979	9 th
4.	Female staff/academics are often not qualified for serious administrative position	2.363	1.019	8 th
5.	Female staff are not favorably disposed to university governance because of cultural belief	2.929	1.106	2 nd
6.	Female (teaching/non-teaching staff) tend to develop "I don't care attitude" when involved in university governance	2.925	.9027	3 rd
7.	Often times, female (teaching/non-teaching) are inadequately trained to participate in university governance	2.795	1.151	5 th
8.	Female staff lack the awareness/confidence for university governance	2.829	.9521	4 th
9.	High level politics involved in the selection process tends to discourage women participation in governance	3.158	.8274	1 st
10.	Shortfall of female staff in the workplace is responsible for low female participation in university governance	1.811	.7665	12 th
11.	Female staff are not considered for additional administrative positions due to family roles and responsibilities	1.878	.7680	11 th
12.	Women are not considered because they are highly meticulous/ difficult to work with	2.672	.8307	6 th

Source: Fieldwork, 2015.



Fig1: Factors affecting female participation in university governance

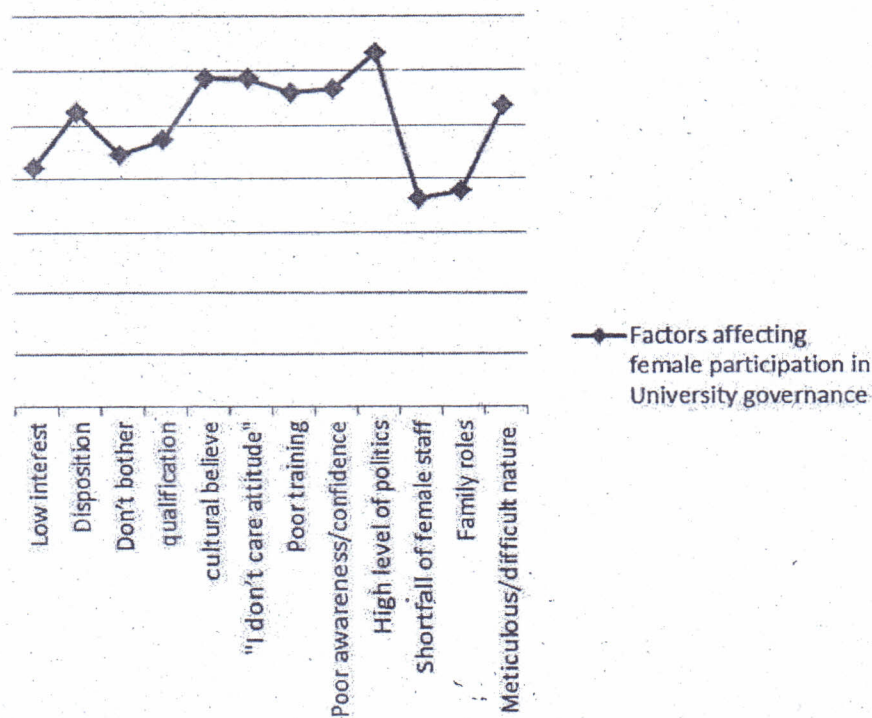


Figure 1: Factors affecting female participation in university governance.

Table 1 and Figure 1 show that some socio-cultural and political factors are perceived as responsible for the low female participation in university governance in Nigerian universities. Significant among the factors identified include high level of politics involved in the selection process which discourage many women from participating in university governance ranked highest (mean = 3.158; Standard Deviation = .827), women are not favorable disposed because of cultural beliefs (Mean = 2.929; SD = 1.106), attitude of female staff to university (I don't care attitude) with a mean value of 2.925 and SD = .903; Poor awareness/confidence among women (Mean = 2.829; SD = .9027). Other factors include: women in the university are not adequately trained for participation in university governance (Mean = 2.795; SD = 1.151).

Women are highly meticulous/difficult to work with (Mean = 2.672; SD = .8307), university laws and edicts (Mean = 2.622; SD = .898), qualification (Women staff/academics are often not qualified for serious administrative position) with a mean value of 2.363 and a standard deviation of 1.019. Other salient factors also reported by the respondents include lack of the willingness for female Staff participation in University governance (Mean = 2.107; SD = .952), family roles (Mean = 1.878; SD = .7680) and finally shortfall of female staff in work places (Mean = 1.811; SD = .8274) which was ranked least among all the probable factors encapsulated in the research instrument and analyzed accordingly. This therefore shows the level that factors analyzed are responsible for the low participation of females in university governance in Nigeria?



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

Research Question 2: What effect does female involvement or non-involvement have on effective university governance in Nigeria?

Table 2 shows female involvement and effective University governance in Nigerian Universities.

Table.2

Female Participation and Effective University Governance in Nigeria

S/N	Statements	Strong-ly Agree	Agree	Disagree	Strong-ly Dis-agree	Mean	SD
a.	Female staff (teaching/non-teaching) who participate help to move the University forward	1093 (40.0)	940 (34.4)	263 (9.6%)	437 (16.0)	2.983	1.065
b.	Participation of female staff in university governance enables them to implement the decision of the university happily	947 (34.5)	1481 (54.0)	261 (9.5)	56 (2.0)	3.209	.6914
c.	Female staff (teaching/non-teaching) who participate in university governance help in the day-to-day running of the university	888 (32.1)	1605 (57.9)	202 (7.3%)	75 (2.7)	3.193	.6815
d.	Female staff are not motivated to work when they are not involved in university governance	496 (18.0)	847 (30.7)	949 (34.4)	467 (16.9)	2.500	.9738
e.	Productivity is much higher when female folks are part of University governance	1142 (41.3)	1355 (49.0)	203 (7.2)	68 (2.5)	3.290	.7072
f.	There is harmony/sense of belonging when female staff are part of the university governance process	1074 (39.2)	1295 (47.3)	265 (9.7)	104 (3.8)	3.219	.7700
g.	Female staff participation in governance will improve their managerial skills/ abilities	801 (29.4)	910 (33.4)	681 (25.0)	329 (12.1)	2.802	.9947
h.	More female staff are motivated to work when women are involved in university governance	1022 (37.4)	1228 (45.0)	372 (13.4)	107 (3.9)	3.159	.8014
i.	Students' academic issues are resolved easily when women are part of university governance	628 (22.6)	804 (29.3)	825 (30.1)	487 (17.7)	2.573	1.028
j.	Gender equity in university administrative appointment promotes peace culture in university education	891 (32.8)	1228 (45.1)	430 (15.8)	171 (6.3)	3.043	.8576

Note: Figures outside the parentheses are frequency distributions, while figures in the parentheses are percentage distributions.



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

From the table, 2,013(74.4%) of the participants agreed that women who participate in university governance help to move the university forward while only 700(25.6%) of the participants disagreed with this view. Some 2428(88.5%) of the participants admitted that participation of female in university governance enables them to implement the decision of the university while 317(11.5%) of the participants disagreed with the statement. In the same vein, majority of the participants or 2493(90%) believed that female Staff (Teaching/non-teaching) who participate in university governance help in the day-to-day running of the university while only 277(10%) of the participants said otherwise. As regards to motivation of female staff in the university governance, majority of the respondents 1416(53.3%) disagreed with the statement that female staff are not well motivated when they are not involved in university administration while 1343(48.7%) admitted that they do.

Similarly, 2497(90.3%) of the participants agreed that productivity is often much higher when female folks are part of University governance while only 277(10.7%) of the participants disagreed with the statement. Almost all the respondents used in the study or 2369(86.5%) agreed that there is a good sense of belonging when female staff are part of University governance process while only 369(13.5%) of the participants held an opposing view. Some 1711(52.8%) of the participants admitted that female staff participation in governance improves their managerial skills and abilities hence making them better managers while 1010(37.2%) disagreed with the statement. Also, 2250(82.4%) of the participants agreed that more women are motivated to work when women are involved in university governance while the remaining 479(17.3%) of the participants disagreed with the statement. In a similar view, majority of the participants agreed that students' academic issues are resolved easily when women are part of university governance while the remaining 1312(48.8%) of the respondents disagreed with this view. Finally, majority 2219(77.9%) of the participants admitted that gender equity in university administrative appointment promote culture of peace in the University while 601(22.1%) of the participants disagreed with this position. These therefore imply that involvement of female have effect on university governance.

Research Hypothesis 1: Female participation in university governance in Nigeria is not significantly contingent upon socio-cultural and political factors.

Table 3

Socio-cultural factors and female participation in university governance

	WPG	Fac- tor1	Fac- tor2	Fac- tor3	Fac- tor4	Fac- tors5	Fac- tors6	Fac- tor6	Fac- tor7	Fac- tor9	Fac- tor10	Fac- tor11	Fac- tor12
G	Cor	1.000											
	r												
	Sig												
tor	Cor	-.004	1.000										
	r	.432											
	Sig												
tor	Cor												
	r	.108*	.248	1.000									
	Sig	.001	.000										
tor	Cor												
	r	.015	.124	.170	1.000								
	Sig	.228	.000	.000									
tor	Cor												
	r	.088*	.291	.442	.050	1.000							
	Sig	.001	.000	.000	.008								
tor	Cor	-.047	.288	.512	.144	.432	1.000						



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

	r	.011	.000	.000	.000	.000								
	Sig.													
Factor 1	Cor	-.012	-.113	-.053	-.276	-.052	-.052	1.000						
	r	.201	.000	.000	.000	.006	.006							
	Sig.													
Factor 2	Cor	.106*	-.338	-.411	-.108	-.405	-.516	.154	1.000					
	r	.003	.000	.000	.000	.001	.000	.000						
	Sig.													
Factor 3	Cor	.365*	-.011	-.074	.038	-.067	-.027	-.018	.022	1.000				
	r	*	.304	.000	.031	.002	.098	.187	.140					
	Sig.	.000												
Factor 4	Cor	.388*	-.010	-.053	.008	-.059	-.019	.003	.030	.239	1.000			
	r	*	.307	.005	.356	.000	.182	.436	.070	.000				
	Sig.	.000												
Factor 5	Cor	.485*	-.033	-.052	.022	-.077	-.023	.011	.038	.342	.597	1.000		
	r	*	.057	.006	.142	.000	.128	.292	.436	.000	.000			
	Sig.	.000												
Factor 6	Cor	.439*	-.016	-.061	.009	-.090	-.036	.010	.037	.262	.648	.644	1.000	
	r	*	.216	.001	.325	.000	.039	.308	.292	.000	.000	.000		
	Sig.	.000												
Factor 7	Cor	.223*	.005	-.023	.009	-.035	.002	-.004	.011	.227	.172	.246	.205	1.000
	r		.397	.131	.335	.045	.469	.420	.308	.000	.000	.000	.000	
	Sig.	.000												
Mean		2.107	2.622	2.223	2.363	2.929	2.925	2.795	2.829	3.158	1.811	1.878	2.672	2.8430
SD		.9520	.8780	.9790	1.019	1.109	.9790	1.151	.9521	.8274	.7665	.7680	.8307	.4899

Note: WPG = women participation in University Governance; Factors 1-12 = Socio-cultural factors. $p > 0.05$, ($N = 2355$).

This hypothesis was tested using correlation matrix as indicated in Table 3. Factor 2 (personal disposition) correlated negatively and significantly with women participation in university governance ($r = .108^*$, $p > 0.05$), Factor 4 (qualification) ($r = -.088$, $p > 0.05$) significant but negatively correlated, factor 7 (poor training) ($r = .106$, $p > 0.05$) shows a significant positive correlation with women participation in university governance, Factor 8 (awareness/ confidence) ($r = .365^{**}$, $p > 0.05$) shows a significant positive correlation with women participation in university governance, Factor 9 (politics) ($r = .388^{**}$, $p > 0.05$) shows a significant positive correlation with women participation in University governance, Factor 10 (shortfall of female staff) ($r = .485^{**}$, $p > 0.05$) shows a significant positive correlation with women participation in university governance, Factor 11 (family roles) ($r = .439^{**}$, $p > 0.05$) shows a significant positive correlation with women participation in university governance and finally Factor 12 (meticulous nature of female staff) ($r = .223$, $p > 0.05$) shows a significant positive correlation with women participation in university governance.



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

Table 4
Socio-cultural Factors affecting female participation in university governance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.562(a)	.316	.313	.40224

Note: Predictors (Constant), Factor 1-12

The results from Table 4 show a significant relationship between socio-cultural variables (Factor 1-12) and female participation in Nigeria universities. The result of the regression yielded a co-efficient of multiple regression of $R = .562$ and $R^2 = .316$. In other words, the predictors account for 31.6% of the variance in women participation in university governance. To confirm if the result of multiple regressions was significant, Analysis of Variance (ANOVA) was carried out and the result is presented in Table 5.

Table 5
Socio-cultural factors and female participation in University Governance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	175.206	12	14.600	90.237	.000(a)
	Residual	378.937	2342	.162		
	Total	554.143	2354			

Note: Predictors (Constant), Factors 1-12; Dependent Variable: Female participation in university governance

The results from the ANOVA table show that F -statistics = 90.237 was significant at $p < .05$ given 12 and 2342 degrees of freedom. The null hypothesis which states that "female participation in university governance in Nigeria is not significantly contingent upon socio-cultural and political factors" was rejected. In other words, there is a statistically significant influence of socio-cultural variables on female participation in university governance. This implies that socio cultural factors are capable of affecting females' participation in university governance.

Table 6
Relative Contribution of the Independent Socio-cultural Factors to the Female Participation in University Governance

Model		Un-standardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	1.697	.073		23.239	.000
	Factor 1 (low interest)	.016	.010	.031	1.658	.0097
	Factor 2 (personal disposition)	-.035	.011	-.066	-3.117	.002
	Factor 3 (don't bother")	.002	.009	.004	.233	.816
	Factor 4 (qualification)	-.006	.010	-.012	-.574	.566
	Factor 5 (cultural belief)	.004	.010	.009	.426	.670
	Factor 6 (don't care attitude)	-.008	.010	-.015	-.809	.419
	Factor 7 (poor training)	.008	.009	.019	.889	.374



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

Factor 8 (poor awareness)	.108	.010	.199	10.739	.000
Factor 9 (high level of politics)	.036	.012	.072	3.033	.002
Factor 10 (shortfall of female staff)	.135	.013	.250	10.329	.000
Factor 11 (Family roles)	.086	.013	.160	6.452	.000
Factor 12 (difficult nature of women)	.040	.010	.069	3.881	.000

Source: Fieldwork, 2015

The result of the analysis in Table 6 indicates that seven predictors were statistically significant (Factor 1 (low interest), $t = 1.66$, $p > 0.05$; Factor 2 (personal disposition), $t = -3.117$, $p > 0.05$; Factor 8 (poor awareness), $t = 10.738$, $p > 0.05$; Factor 9 (high level of politics), $t = 3.033$, $p > 0.05$; Factor 10 (shortfall of female staff), $t = 10.329$, $p > 0.05$; Factor 11 (Family roles), $t = 6.452$, $p > 0.05$; Factors 12 (difficult nature of women), $t = 3.881$, $p > 0.05$) when all the variables were entered into the regression model. This implies that socio-cultural factors such as interest, personal disposition, awareness/confidence, politics, shortfall of female staff, family roles, and meticulous nature of women jointly account for the variance in female participation in university governance with shortfall of female staff ($\beta = .250$) making the highest contribution, followed by awareness ($\beta = .199$), family roles ($\beta = .160$), politics ($\beta = .072$); meticulous nature of women ($\beta = .069$) while interest ($\beta = .032$) and personal disposition ($\beta = -.066$) made the least of the total contribution when other variables are held constant.

Research Hypothesis 2: Female involvement in university governance has no significant influence on effective university administration in Nigeria.

Table 7

Influence of female involvement in university governance and effective university administration in Nigeria

Variable	N	Mean	Std. Deviation	χ^2	Df	p-value
Female involvement in governance	2782	2.8430	.4899	266.251	1716	.000
Effective University administration	2782	2.765	.49145			

* $p < 0.05$

Table 7 shows independent chi-square test of influence of female involvement in University governance on effective university management in Nigeria. The result from the table shows an average mean of female involvement ($M = 2.8430$, $SD = .4899$) was slightly higher than the average mean for effective university management ($M = 2.765$, $SD = .4915$). However, a slight difference in mean was statistically significant since the Chi-square ($\chi^2 = 266.251$, $p > 0.05$) given 1716 degrees of freedom. Based on the result presented in the table, the null hypothesis that states there is no significant influence of female involvement in university governance and effective university management in Nigeria was rejected. This result implies female involvement in University governance plays a significant role in effective university management.



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

DISCUSSIONS

Hypothesis one stated that female participation in university governance in Nigeria is not significantly contingent upon socio-cultural and political factors. Findings from this study showed that some socio-cultural and political factors were responsible for low female participation in university governance in Nigerian universities. This findings synchronizes with that of Okafor and Akokuwebe (2015), who asserted that in many African countries, such as Nigeria, obnoxious social norms, political exclusion and economic lopsidedness dictate the presence and voice of women in public life.

Hypothesis two stated that female involvement in university governance has no significant influence on effective university administration in Nigeria. Our findings showed that female involvement in university governance had a significant influence on effective university administration in Nigeria. This result implies female involvement in university governance plays a significant role in effective university management.

This finding is in line with the assertion of Okudo and Okenwa (2015), who discovered additional leadership characteristic that women tend to be more democratic and focus more on relationships than men do. Women seem to possess unique qualities that enhance their leadership potential thereby affecting the educational organizations positively.

CONCLUSION

Based on the findings of the study and consequent upon the analyses of data and testing of hypotheses postulated for the study, the study concludes as follows:

Female participation in university governance in Nigeria is significantly contingent upon socio-cultural and political factors. High level politics involved in the selection process tends to discourage women participation in governance. Female staff members are not favourably disposed to university governance because of cultural beliefs. Female (teaching/non-teaching staff) tend to develop the "I don't care attitude" when involved in university governance. Female staff members lack the awareness/confidence for university governance. Often times, female (teaching/non-teaching) are inadequately trained to participate in university governance. They are not considered for additional administrative positions due to family roles and responsibilities.

Women are not considered because they are highly meticulous or difficult to work with. Female involvement in university governance has a significant effect on effective university governance in Nigeria.

RECOMMENDATIONS

In line with the findings and conclusion of the study, the following recommendations were made:

1. Deliberate laws should be enacted giving female staff equal opportunity (50%) to mandatorily get involved in university governance.
2. Female staff members are hereby encouraged to confidently declare their interest in participating in university governance.



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

3. The era of retrogressive and obnoxious cultural belief is gone. Therefore, female staff should shun all negative cultural beliefs hampering their participation and be ready to get involved/serve in leadership position to ensure good governance and effective university goals attainment in Nigeria.
4. The few female staff in leadership positions in the Nigerian universities should avoid excessive rigidity and learn to demonstrate amiable and emulatable leadership characters and qualities so as to attract more women to university leadership position.
5. Gender balancing should be encouraged, maintained and promoted in Nigeria universities through awareness creation and mentoring mechanism.
6. Universities in Nigeria must adopt all possible strategies to stimulate, motivate and involve females in leadership positions.
7. Gender parity should be considered in staff recruitment so as to bridge gender disparity which ultimately affects female participation in university governance.

ACKNOWLEDGEMENTS

This study was sponsored by the Central Research Committee (CRC), University of Lagos, Nigeria, as part of its contributions to the development of education sector and by extension the Nigerian economy.

REFERENCES

- Alexander, O. I. (2012). Attitude of teachers towards women leadership of universities in Nigeria. *Nigeria Journal of Sociology of Education*, 5(6), 4–9.
- Blandford, E., Brill, C., Neave, S. & Roberts, A. (2011). *Equality in higher education: Statistical report 2011*. London: Equality Challenge Unit.
- Erinosh, S. Y. (1994). Nigerian women in science and technology. In S. Y. Brinosh (Ed.), *Perspectives on women in science and technology in Nigeria*. Ibadan: Sam Bookman Educational and Communication Services.
- Federal Ministry of Education (2006). *Education Sector Situation Analysis*. Abuja: FME.
- Kaita, H. T. (1972). Women's education in Nigeria. In A. Adaralegbe (Ed). *A philosophy for Nigerian education*. Ogun State University Publication Committee (OSUPC).
- Kwanashie, A., & Alti-Mu'azu (2004). *Women in management in higher education*. An unpublished paper presented at the Association of Commonwealth Universities (ACU) workshop on Women in Management in Higher Education.
- Nana, A. (2006). *Setting an agenda for Women's Studies in Nigeria*, Reports of the Workshop of the Network for Women's studies in Nigeria. Zaira: Tamaza Publishing



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

DISCUSSIONS

Hypothesis one stated that female participation in university governance in Nigeria is not significantly contingent upon socio-cultural and political factors. Findings from this study showed that some socio-cultural and political factors were responsible for low female participation in university governance in Nigerian universities. This findings synchronizes with that of Okafor and Akokuwebe (2015), who asserted that in many African countries, such as Nigeria, obnoxious social norms, political exclusion and economic lopsidedness dictate the presence and voice of women in public life.

Hypothesis two stated that female involvement in university governance has no significant influence on effective university administration in Nigeria. Our findings showed that female involvement in university governance had a significant influence on effective university administration in Nigeria. This result implies female involvement in university governance plays a significant role in effective university management.

This finding is in line with the assertion of Okudo and Okenwa (2015), who discovered additional leadership characteristic that women tend to be more democratic and focus more on relationships than men do. Women seem to possess unique qualities that enhance their leadership potential thereby affecting the educational organizations positively.

CONCLUSION

Based on the findings of the study and consequent upon the analyses of data and testing of hypotheses postulated for the study, the study concludes as follows:

Female participation in university governance in Nigeria is significantly contingent upon socio-cultural and political factors. High level politics involved in the selection process tends to discourage women participation in governance. Female staff members are not favourably disposed to university governance because of cultural beliefs. Female (teaching/non-teaching staff) tend to develop the "I don't care attitude" when involved in university governance. Female staff members lack the awareness/confidence for university governance. Often times, female (teaching/non-teaching) are inadequately trained to participate in university governance. They are not considered for additional administrative positions due to family roles and responsibilities.

Women are not considered because they are highly meticulous or difficult to work with. Female involvement in university governance has a significant effect on effective university governance in Nigeria.

RECOMMENDATIONS

In line with the findings and conclusion of the study, the following recommendations were made:

1. Deliberate laws should be enacted giving female staff equal opportunity (50%) to mandatorily get involved in university governance.
2. Female staff members are hereby encouraged to confidently declare their interest in participating in university governance.



3. The era of retrogressive and obnoxious cultural belief is gone. Therefore, female staff should shun all negative cultural beliefs hampering their participation and be ready to get involved/serve in leadership position to ensure good governance and effective university goals attainment in Nigeria.
4. The few female staff in leadership positions in the Nigerian universities should avoid excessive rigidity and learn to demonstrate amiable and emulatable leadership characters and qualities so as to attract more women to university leadership position.
5. Gender balancing should be encouraged, maintained and promoted in Nigeria universities through awareness creation and mentoring mechanism.
6. Universities in Nigeria must adopt all possible strategies to stimulate, motivate and involve females in leadership positions.
7. Gender parity should be considered in staff recruitment so as to bridge gender disparity which ultimately affects female participation in university governance.

ACKNOWLEDGEMENTS

This study was sponsored by the Central Research Committee (CRC), University of Lagos, Nigeria, as part of its contributions to the development of education sector and by extension the Nigerian economy.

REFERENCES

- Alexander, O. I. (2012). Attitude of teachers towards women leadership of universities in Nigeria. *Nigeria Journal of Sociology of Education*, 5(6), 4 – 9.
- Blandford, E., Brill, C., Neave, S. & Roberts, A. (2011). *Equality in higher education: Statistical report 2011*. London: Equality Challenge Unit.
- Erinosho, S. Y. (1994). Nigerian women in science and technology. In S. Y. Brinosho (Ed.), *Perspectives on women in science and technology in Nigeria*. Ibadan: Sam Bookman Educational and Communication Services.
- Federal Ministry of Education (2006). *Education Sector Situation Analysis*. Abuja: FME.
- Kaita, H. T. (1972). Women's education in Nigeria. In A. Adaralegbe (Ed). *A philosophy for Nigerian education*. Ogun State University Publication Committee (OSUPC).
- Kwanashie, A., & Alti-Mu'azu (2004). *Women in management in higher education*. An unpublished paper presented at the Association of Commonwealth Universities (ACU) workshop on Women in Management in Higher Education.
- Nana, A. (2006). *Setting an agenda for Women's Studies in Nigeria*, Reports of the Workshop of the Network for Women's studies in Nigeria. Zaira: Tamaza Publishing



MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

- Manguyu, F. W. (1996). *Human values and sustainable development: The changing face of Africa*. Lagos: The John D. and Catherine T. MacArthur Foundation.
- Okafor, E. E. and Akokuwebe, M. E. (2015). Women and leadership in Nigeria: Challenges and prospects. *Developing Country Studies*, 5(4), 2 - 12.
- Okebukola, P. A. O. (2002). *The state of universities in Nigeria*. Ibadan: Heinemann.
- Okudo, F. U., & Okenwa, G. U. (2015). Focusing on change in educational leadership: The need for female leaders in tertiary institutions in Nigeria. *American Journal of Educational Research*, 3(8), 959 - 963
- Omolade, O. A. (2012). The role of women in academic: Issues, challenges and perspectives. *Journal of Research in National Development (JORIND)*, 10(2), 56 - 57.
- Scridevi, T. O. (2005). Empowerment of women: A systemic analysis. *IDF Discussion Paper*.
- University of Lagos (2016). *University of Lagos in a nutshell*, Lagos: University press & Bookshop.