Assessment of gender inequality in education: A survey of women in the administrative cadre of selected tertiary institutions in Rivers State, Nigeria.

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1.0 Introduction

Gender inequality is the disparity between male and female individuals. It is an unequal treatment or perception of individuals based on gender. Gender inequality has been a major issue which affects the contribution of women in educational, political, economic development and other spheres of life. Women contribute significantly to the world’s different sectors but remain relegated due to some socio-cultural constraints that hinder their emancipations; such as lack of property and inheritance.

ABSTRACT

This study investigated gender inequality in education. Specifically, it x-rayed the proportion and rationale behind gender inequality with emphasis to women in the administrative cadre of tertiary institutions in Rivers State, Nigeria. Descriptive survey research design was adopted and used for the study. The population consisted of female in the administrative cadre of three tertiary institutions in Rivers State, namely: Rivers State University of Science and Technology (RSUST) now Rivers State University, Ignatius Ajuru University of Education (IAUOE), and Rivers State Polytechnic Bori (RIVPOLY). The women population were 128 in the three institutions. The instrument for data collection was a questionnaire titled “Gender inequality in education questionnaire” (GIEQ). The researcher used proportionate stratified random sampling to obtain a population of 120; meaning 40 women were selected from each of the institutions. One hundred and twenty (120) copies of the questionnaire were distributed but 115 were retrieved and found useful for analysis. Five research questions were raised and answered in this study. The research questions were analysed using frequency counts, mean and standard deviation. The results of the analyses revealed that gender inequality is prevalent in administrative offices, heads of offices give excuses for not appointing women in administrative positions, women are not denied positions in the administrative cadre when they merit them, that male domination lead to gender inequality and that domestic work affects gender equality in administrative offices. It was concluded that women in administration and in other sectors should be treated fairly since the society cannot grow without their contributions. Among others, it was recommended that government, private and NGOs should ensure gender equality when employing or appointing staff in their offices so as to encourage women to showcase their potentials and contribute meaningfully to the development of the society.
rights, activities of family daughters, widowhood practices and legislative discrimination against women (Igwesi & Benwari 2011, Umuada in Igbo, Rumurinya in Ikwerre). Ideally, women domestic works should be put first before office work due to the significance of their role in building the family, which is an important unit of the society. But these works they carry out are judged against them by their employers, immediate bosses and even some would-be employers who most times happen to be women, and in some cases, married men who know what women pass through in various homes (Cerrato & Cifre, 2018; Lantara, 2015). Moreover, it was observed by the researcher that some employers see women as ‘excuse tanks.’ This is a situation where they (women) are filled with excuses, they see women as always complaining of being sick, and so they are rejected when seeking for one position or the other. It is ideal for both men and women to work together without disparity.

According to Anele (1998:90), the denial women face today is due to ideological reasons and the need to manipulate women for the selfish interest of men. These problems form the reason for the persistent call for women liberation and gender equality between men and women in society. According to Ebohon (2009), some global characteristics like inferior status, relative poverty, etc. tend to generally mark out women in many cultures and social formations. Women have comparatively been subjected to marginalization, oppression and treated with injustice both in public and private life. Men discriminate against women, oppress, exploit and subject them to harsh treatment in different ways, on the street, at home and even at the workplace. These genders induced disparities have manifested in every facet of human life.

Gender inequalities have found expression in education, employment and the home front. These in turn put pressure on the women folk and tend to limit their productivity at the workplace. Ambe Uva, Iwuchukwu and Jumai (2008), view the educational imbalance resulting from gender bias, as being disadvantageous to women, because it will still show in employment. On their part, Kofi and Markham (2004) remarked that gender inequality has led to educational disparity, low employment among women, and limited their potential for sustainable development. Thus, female productivity in administrative cadre and other forms of life is hampered by gender disparity. In line with this assertion, research findings of Ogenyi and Ogenyi (2004) show that women are discriminated against in management in the Nigerian civil service. They also found out that the managerial opportunities available to women are limited practically. These observations still manifest in various sectors of the civil service in the country.

What is more worrisome is the fact that although the 2006 national population census revealed that women make up about half (47.78%) of Nigeria’s total population according to Kaizer (2013), only a small number of them have achieved prominence in modern politics and government spheres. Ejumudo (2009) observed that in the federal civil service, which is the single largest employer of labour in Nigeria, 76% of the workforce are male, while 24% are female, across all great levels and leadership positions. This is a clear indication of gender imbalance in the federal civil service. In smaller units like various departments in tertiary institutions, the worst is the case. The right to education is an issue that has received recognition in the history of mankind. The right to be employed and assume positions should also be recognized. It is against this backdrop that the researchers deem it fit to carry out this study, to assess gender inequality in education, with focus on women in the administrative cadre of selected tertiary institutions in Rivers State, Nigeria.

1.1 Statement of the Problem

The state of women in higher administrative positions in our society is still very poor. Gender inequality is imbedded in our tradition and its manifest in almost all aspects of human endeavour. Till today, in most African countries the male child is preferred to the female child at birth. In some homes especially when resources are scarce, the girl child is denied education in preference to her male counterpart. Women, when graduated from secondary schools are made to learn one handiwork or the other while the male child continues to tertiary institution. Sometimes when the girl child gains admission into the tertiary institutions, their parents are left with the fear of whether she would remember them when she is through, or transfer all her investments for which they (her parents) have suffered for to her husband. This fear at times makes the family relent in further studies to the tertiary institutions. For some girls that are ‘hungry’ to go to school, they engage on some activities like prostitution, selling of cooked rice and beans commonly known as “mama put”, weaving of their fellow student’s hair and fixing of nails in the hostels just to go to school. Instead of reading their books they waste time doing some menial jobs in order to meet up to go through tertiary institutions. Some accept early marriages in order to get help from their husbands who will promise to see them through the tertiary institution but will bring the idea of men’s domination and will relent in doing exactly what he promised the wife before getting married to her. These reasons could lead to low rate at which women get into gaining higher certificate to get them employed in the higher institutions or administrative
cadre. That notwithstanding, the few that will be opportune to go to the tertiary institutions, come back for jobs but are denied opportunities due to certain excuses. And even the few that will get to the level of securing jobs in the institutions, the men are given higher consideration because they believe the women are either going for maternity leave, school runs, cooking, and market or always talking about their children ill-health.

Moreover, in the administrative offices starting from the Registrar to the Administrative Assistant (AA) in the tertiary institutions, the gap will equally be affected. For the women that actually scaled through these hurdles and get to the level of getting employed, various excuses are given why they would not be employed, such as: women do not come to work early, when they are pregnant, they will be on maternity leave. One cannot say when a woman is well and when she is sound. Hence, the quest to assess gender inequality in education with emphasis on women in administrative cadre in selected tertiary institutions in Rivers State, Nigeria.

1.2 Purpose of the Study

The main purpose of this study is to assess gender inequality in education with emphasis on women in administrative cadre in selected tertiary institutions in Rivers State, Nigeria. Specifically, the study intends to:

Find out the extent of gender inequality is prevalent in administrative cadre in selected tertiary institutions in Rivers State, Nigeria.

Ascertain the extent of discrimination or denial of women to merited higher positions in administrative cadre in selected tertiary institutions in Rivers State, Nigeria.

Determine the rationales or excuses women receive from their bosses, for not appointing them in some positions in administrative cadre in selected tertiary institutions in Rivers State, Nigeria.

Fathom the extent to which men’s domination in offices could lead to gender inequality in administrative cadre in selected tertiary institutions in Rivers State, Nigeria.

Discover the extent to which domestic work affect women ascending high in administrative cadre in selected tertiary institutions in Rivers State, Nigeria.

1.3 Research Questions

The following research questions were raised to guide the study.

What is the extent of gender inequality is prevalent in administrative cadre in selected tertiary institutions in Rivers State, Nigeria?

What is the extent of discrimination or denial of women to merited higher positions in administrative cadre in selected tertiary institutions in Rivers State, Nigeria?

What are the rationales or excuses women receive from their bosses, for not appointing them in some positions in administrative cadre in selected tertiary institutions in Rivers State, Nigeria?

To what extent does men’s domination in offices lead to gender inequality in administrative cadre in selected tertiary institutions in Rivers State, Nigeria?

To what extent does domestic work affect women ascending high in administrative cadre in selected tertiary institutions in Rivers State, Nigeria?

2.0 Literature Review

Gender is important because it influences the curriculum, instructional materials, career choices, and general behaviour of pupils, students, workers and teachers (lecturers) alike. Nria (2010) defined gender inequalities as the disparities, variations, differences, disproportions, irregularities, discrepancies and unfairness existing between men and women in their access to social and cultural facilities. Nwagbara in Usen and Nkang (2011), viewed gender as a societal construct which represents the social relationship between men and women and which women have been subordinated. The case of equality and equity between men and women in the third world countries still appears to be a far cry from what it should be. This is confirmed by Badjan-Young in Usen and Nkang who posited that despite the Beijing’s platform for action, there are still deep-seated attitudes and mindsets among men and women. These remain as obstacles to the fulfillment of women rights.

Gender inequality in education means the disparities in access to education between males and females (Tahir in Sanusi and Karave (2010). In Nigerian context it refers to the fact that females have disproportionately low-level access to all subsectors of the educational system vis-à-vis their male counterparts. The most commonly used term to denote gender inequality is gender gap which means differences between male and female enrolment ratio expressed as a percentage. education of the female child is a double dividend to the family and society as it reflects in the carrying of the children, home keeping, nutrition, family planning and immunization, office planning and supervision etcetera. Unfortunately, women are the lower ladder in education and have the higher rate of illiteracy in the world. Adaolu in Nria (2010:41) reported that about 4,361 million Nigerians are illiterates, out of which 60.5% are females and 37.7% are males.

In the early 1960s and 1970s, more attention was given to male education than that of female. Some parents sent their sons to the higher institutions while they made their daughters stop at the secondary level. Some did not even get to the secondary level rather were stopped at the primary level. Female chil-
dren were relegated to the background educationally which affects them up till today in positions ranging from political, administrative, educational etc. they were manly nurtured for marriages. Some were given out in marriage to secure financial help to send the boys to school. Women were seen as incapable of attaining the level of education that can promote productivity. Some culture and religion, disapprove the exposure of girls and wives to strangers. They believe that allowing them to attend schools would mean exposing them to dangers of fornication, adultery and western corruption trends (Anyalebechi, 2016). According to Barnes and Tyar (2004), some parents felt that the money spent on educating the female child was a waste. This situation no doubt deprived majority of our women of much needed education which could have taken them to certain levels today.

Today, many girls are privileged to access full education at all levels. To some extent, efforts have been made by the government to meet the increasing demand for education by females. Federal republic of Nigeria (2004); noted that access to education is inhibited by gender issues. It therefore stated that as a national target, at least 50 percent of the secondary school students should have access to good quality vocational education to make them self-reliant. Most scholars on gender matters agree that the promotion of gender inequality and empowerment of women in education is necessary for meaningful economic, political and social development of any society. Amber Uva, et.al (2008), asserted that there has been a long-standing imbalance in the participation of women in formal education. The consequence of this trend was that the educational achievement of Nigerian women was significantly lower than that of their men in all spheres of life. Women tend to be few at management (administrative levels in organizations, which tertiary institutions are not exempted). Women deans, professors, vice chancellors, registrar and even principals are in the minority. Gender inequality therefore substantially limit women’s access to education, control over the use of services and productive resources. In the administrative cadre of the tertiary institutions’ women can be counted due to some factors like low level in educational qualification, men at the top of selection, underrating of women and generally seeing them as home caretaker. In addition, the male dominated culture in Nigeria gives women an inferior position in the society.

Gender inequality manifests itself in different forms of discrimination against girls and women. Women are discriminated against in many parts of the world. Consequently, this virtually affects all aspects of their lives- education, social, political, religious and economic. The managerial/administrative opportunities available to women are limited and yet women and girls constitute more than half of the world population and half of the population of Nigeria. This notwithstanding, women have been excluded from meaningful participation in education, economic, politics, cultural and social life of the community. There is therefore the need to ensure gender equality in all aspects of life, be it education, politics, socio-economic and religion. This will enhance women participation in nation building.

Jibowu in Oyet (2004:19) addressing the national curriculum conference on education of women notes in general terms progress in Nigeria indicated that marriage and housekeeping should not be the only role of women in modern society like Nigeria. That education should prepare women for the society and economic needs that might be made on them. To back her point up, Oyet cited the following quotations from the united nation reports:

“We women constitute half of world population; they are home makers and centers of the family. They are the main custodians of social, cultural and fundamental values of society and permanent change is often best achieved through them. Hence full community development is not possible without their understanding, co-operation and effective participation” (Oyet, 2004:19).

These qualities are to manifest when they (women) are educated irrespective of sex disparity in the entire society. Women as custodians of culture and social value of a society are posited to play vital roles in the development of any society. An educated woman is therefore an asset not only to herself or the family unit but to the entire society.

Women are noted to be better managers of time, and have accomplished several tasks at a time, combining their administrative jobs and that of the family (Madumere – Obike, 2004). Women continue to make significant advancement in the workforce, there is still progress to be made to overcome biases and systems of exclusion since the society cannot develop without their own contributions and work ethics (Steward 2009).

Women deprivation in the workplace is a traditional and endemic stereotype in the Nigerian society. By nature, women in solving problems, that arises in where they work or head make use of collaboration, communication, information sharing and address conflict to build relationships, which will in turn build up trust, and inspire a shared vision.

Women by virtue of their nature go through these excuses people give and infact, chiwiniak (ed4 10846. www.ed.gov/databases/Eric. Digests/ed410846.html), stated that women on the average are superior in performance than men in administration. He concludes and described women administra-
Respondents | RSUST | LAUOE | RIVPOLY | TOTAL
---|---|---|---|---
Female administrators’ population | 42 | 45 | 41 | 128
Proportion | 42/128 = 0.33 | 45/128 = 0.35 | 41/128 = 0.32 | 1
Sample size | 40 | 42 | 38 | 120

Table 1: Sample size composed using proportionate stratified random sampling.

Table 2: Frequency, mean and standard deviation on the extent of gender inequality is prevalent in administrative cadre in selected tertiary institutions in Rivers State, Nigeria. (n=115)

<table>
<thead>
<tr>
<th>Gender Inequality</th>
<th>Very High Extent</th>
<th>High Extent</th>
<th>Low Extent</th>
<th>Very Low Extent</th>
<th>Mean</th>
<th>SDV</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gender inequality exist in tertiary institutions</td>
<td>7 (6.1)</td>
<td>64 (55.7)</td>
<td>31 (27.0)</td>
<td>13 (11.3)</td>
<td>2.57</td>
<td>0.77</td>
</tr>
<tr>
<td>2. Low level in educational qualification of women is as a result of gender inequality in education</td>
<td>14 (12.2)</td>
<td>60 (52.2)</td>
<td>27 (23.5)</td>
<td>14 (12.2)</td>
<td>2.64</td>
<td>0.85</td>
</tr>
<tr>
<td>3. Women are not represented very well in tertiary institutions.</td>
<td>14 (12.2)</td>
<td>72 (62.6)</td>
<td>19 (16.5)</td>
<td>10 (8.7)</td>
<td>2.78</td>
<td>0.77</td>
</tr>
<tr>
<td>4. Gender inequality in education brings about wide disparities between men and women</td>
<td>12 (10.4)</td>
<td>72 (62.6)</td>
<td>21 (18.3)</td>
<td>10 (8.7)</td>
<td>2.75</td>
<td>0.76</td>
</tr>
</tbody>
</table>

Grand mean and SDV | 2.68 | 0.79 |

Decision rule: If mean < 2.5, not agree (reject). If mean >= 2.5, agree (accept)

Table 3: Frequency, mean and standard deviation on the extent of discrimination or denial of women to merited higher positions in administrative cadre in selected tertiary institutions in Rivers State, Nigeria. (n=115).

<table>
<thead>
<tr>
<th>Women denied of administrative positions</th>
<th>Very High Extent</th>
<th>High Extent</th>
<th>Low Extent</th>
<th>Very Low Extent</th>
<th>Mean</th>
<th>SDV</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Women are not employed due to excuses of maternity leave</td>
<td>6 (5.2)</td>
<td>63 (54.8)</td>
<td>31 (27.0)</td>
<td>15 (13.0)</td>
<td>2.52</td>
<td>0.79</td>
</tr>
<tr>
<td>2. Some culture and religion disapprove the exposure of their Girls and wives to work as administrative staff</td>
<td>8 (7.6)</td>
<td>54 (47.0)</td>
<td>23 (20.0)</td>
<td>30 (26.1)</td>
<td>2.35</td>
<td>0.95</td>
</tr>
<tr>
<td>3. Due to excuses, women are not given some higher administrative positions to run</td>
<td>5 (4.3)</td>
<td>54 (47.0)</td>
<td>20 (17.4)</td>
<td>36 (31.3)</td>
<td>2.24</td>
<td>0.95</td>
</tr>
<tr>
<td>4. Women low level in offices was because in the past they underwent training at home under the supervision of their mothers</td>
<td>8 (7.0)</td>
<td>60 (52.2)</td>
<td>18 (15.7)</td>
<td>29 (25.2)</td>
<td>2.41</td>
<td>0.94</td>
</tr>
</tbody>
</table>

Grand mean and SDV | 2.38 | 0.91 |

Decision rule: If mean < 2.5, not agree (reject). If mean >= 2.5, agree (accept)
“...it has now become a boring environment without the support of women. Women are bearers of skills and ideas which need to be put at the disposal of the society. Every society needs to use the fullest of the skills available to it. Women should take their claim on the basis of the fact that they have a lot of contribution to make. The claim must not be based on sentiments; it must be based on the positive contributions which women have made where they have been given the chance to serve.” (Nkwor, 2008:29).

According to Okoh (2002:16), equity demands that what is just and fair for the man should also be just and fair for the woman and hence both man and...
random sampling technique was adopted to obtain a sample size of One Hundred and Twenty (120) women administrators, drawn from the three tertiary institutions under study. This was carefully done to reflect all the levels in administration ranging from the administrative assistant to the registrar. A structured (close-ended) questionnaire was adopted as the instrument for data collection. Copies of the questionnaire were distributed through the help of some staff in each institution. The researcher retrieved 115 copies of the questionnaire out of 120 distributed, resulting in a response rate of 95.83%.

4.0 Results and Data Analyses

The data which were obtained from respondents were analyzed using descriptive statistics, specifically, frequency counts, mean score and standard deviation for the research questions.

Research Question 1: What is the extent of gender inequality is prevalent in administrative cadre in selected tertiary institutions in Rivers State, Nigeria?

Table 2 showed that the respondents strongly indicated that women were not represented very well in tertiary institutions (M=2.78, SD=0.77). This was followed by the fact that gender inequality in education brought about wide disparities between men and women (M=2.75, SD=0.76). In addition, low level in educational qualification of women is as a result of gender inequality in education (M=2.64, SD=0.85). The least was that gender inequality exist in tertiary institutions (M = 2.57, SD = 0.77). The grand mean score indicated that gender inequality is prevalent in administrative cadre in selected tertiary institutions in Rivers State, Nigeria (M = 2.68, SD = 0.79).

Research Question 2: What is the extent of discrimination or denial of women to merited higher positions in administrative cadre in selected tertiary institutions in Rivers State, Nigeria?

Table 3 showed that the respondents highly indicated that women were not employed due to excuses of maternity leave (M = 2.52, SD= 0.79). The rest of the item were rated below the criterion mean cut-off 2.50 indicating that they were less important to the respondents with respect to the variables under measurement. The grand mean score indicated that women were not discrimination or denied merited higher positions in administrative cadre in selected tertiary institutions in Rivers State, Nigeria (M = 2.38, SD = 0.91).

Research Question 3: What are the rationales or excuses women receive from their bosses, for not appointing them in some positions in administrative cadre in selected tertiary institutions in Rivers State, Nigeria?

Table 4 showed that the respondents highly indicated that men at the top of position affects women during employment (M = 2.56, SD = .80) and sickness of children, husband, and relatives are some of the excuses people give against women in administrative cadre (M = 2.56, SD = .83). That was followed by the fact that women in administrative cadre were affected due to gender inequality in education (M = 2.54, SD= 0.82). The grand mean score (M = 2.51, SD =.81) indicated that people in position of authority give excuses for not appointing women in some positions in administrative cadre in selected tertiary institutions in Rivers State, Nigeria?

Research Question 4: To what extent does men’s domination in offices lead to gender inequality in administrative cadre in selected tertiary institutions?
in Rivers State, Nigeria? Table 5 showed that the respondents highly indicated that men’s dominated culture gives women an inferior position in the administration and society in general (M = 2.50, SD = .80). When men and women work together success is greater (M = 2.50, SD = .75). The grand mean score indicated that male domination in offices lead to gender inequality in administrative cadre in selected tertiary institutions in Rivers State, Nigeria? (M = 2.50, SD = .79).

**Research Question 5**: To what extent does domestic work affect women ascending high in administrative cadre in selected tertiary institutions in Rivers State, Nigeria?

Table 6 showed that the respondents strongly indicated that women as ‘mothers’ were capable of handling administrative offices in tertiary institutions (M = 2.86, SD = 0.63). This was followed by the rating of women as custodians of culture and social value of a society are posited to play vital roles in the development of any society if given a chance (M = 2.70, SD = .76) and then domestic work affects women in administration (M = 2.69, SD = .65). The grand mean score revealed that women’s domestic work affect their ascension in high administrative cadre in selected tertiary institutions in Rivers State, Nigeria (M = 2.64, SD = 0.67).

**5.0 Discussion of Findings**

The low level in educational qualification of women is as a result of gender inequality in education. Gender inequality in education brings about wide disparities between men and women. The finding of this study regarding the extent to which gender inequality is prevalent in administrative offices in tertiary institutions in Rivers State is consistent with the findings of Odozi (2012), who submitted that gender inequality abound in Nigeria, and grossly effects growth through selection distortion-type in education and labour markets, which creates growth-inhibiting incentives and investments in human capital development. In addition, Steward (2009) submitted that the administrative cadre in Nigerian education is under represented in case of women. Similarly, FRN (2006) maintained that gender disparity is dominate in Nigerian education system, and recommended a taskforce to educate and sensitize all stakeholders on the centrality of gender and women’s empowerment in order to curb disparities between men and women in Nigeria.

This studies revealed that women are not denied positions in administrative cadre when they merit them. Specifically, women are not employed due to excuses of maternity leave etc. Moreover, the null hypothesis two (H02) showed that there is significant relationship between gender inequality in administrative positions and women denial of positions, was rejected. This finding of this study negates the findings of Steward (2009) who revealed that Nigerians have a perceived mindset which suggests that only males make good administrators or managers; therefore, it continues to deny easy access for women seeking administrative positions. Although there is disparities in the findings of Steward (2009), it was conducted in 2009 and might have been overtaken by events. On the contrary, Nkwor (2008:29) states that women make positive contributions where they have been given opportunities to serve in their merited positions.

The result of this study regarding the excuses administrators give for not putting women in administrative positions in tertiary institutions, revealed that some administrators give excuses such as: absence in office when a child is sick, among others. Furthermore, the hypothesis test result revealed that there is significant relationship between gender inequality in administrative positions and excuses people give. This findings corroborates the findings of Jibown in Oyet (2004:19) who indicated that domestic work and housekeeping should not be the only role of women in modern society like Nigeria, Rivers State in particular because women constitute half of world population; they are home makers and centre of the family. Therefore, excuses should not stop them from administrative positions.

Male domination leads to gender inequality in administrative positions of tertiary institution. Male dominated culture gives women an inferior position in the administrative and society in general. The hypothesis test result revealed that there is no significant relationship between gender inequality in administrative positions and male dominations. This finding is consistent with the findings of Okeke (2004) who indicated that there is Nigeria gender domination against women by their male counterparts in offices, which highly limits women’s access to acquisition of the forces of production as well as opportunities to high status and job positions. Similarly, Kura and Yero (2013). observed men domination in Nigerian education, hence, suggested empowering women at all levels for educational development of the country, because without education, comparable and content to that given to men, women cannot have access to and participation in all forms of socio-economic aspect of the society.

Lastly, the results obtained from this study revealed that domestic work does not entirely affect women ascending high in administrative offices. The hypothesis test result revealed that there is no significant relationship between gender inequality in administrative positions and women domestic works. This finding is consistent with the findings of Madumere-Obike (2004) who stated that women can handle do-
mestic work alongside administrative tasks in offices and so women domestic work should not boost inequality in administrative cadre of tertiary institutions in Rivers State, or hinder them from ascending high in administrative ladder. Although, Egbulonu and Eleonu (2018) believed that women bear the brunt of unpaid work – primarily domestic and care work, hence, they face greater constraints than men in administration. Particularly, in developing countries like Nigeria, the limited provision of welfare services, such as lack of childcare and healthcare infrastructures, increases the time women need to spend in their offices.

6.0 Conclusion

Women have significant role to play in improving the standard of education in tertiary institutions. They are hardworking, dedicated and committed to assigned responsibilities like the men. For some reasons or excuses, some men at the top administrative cadre discriminate against women in administration – this attitude should be discouraged at all levels in administration. Beyond the domestic work they do at homes, they have administrative and leadership potentials which can only manifest if they are given the opportunity to serve. Women should be given equal opportunities in administrative offices like their male counterparts. They should be empowered at all levels for educational development of the country.

7.0 Recommendations

Based on the findings, the following recommendations were made:

Government, private and NGOs should ensure gender equality when employing or appointing staff in their offices so as to encourage women to showcase their potentials and contribute meaningfully to the development of the society.

Functional educational programmes should be made more attractive, through adequate funding and planning which would draw the attention of the womenfolk.

Women in administrative offices should be encouraged by given administrative position when they merit them, in order to bring out the best in them. Women should endeavour to maintain balance between domestic work and office work in order perform optimally both at home and in office, so as not to be deprived of administrative position due to excuses. Excuses should not be a reason to deny women of administrative positions when they merit them. They should be given the opportunity to showcase their leadership skills.

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