

Trend of Gender Disparity in the Appointment of Vice-chancellors in the Nigerian Universities

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Abstract

The study examined the trend of gender disparity in the appointment of vice-chancellor in Nigerian Universities, analyzing some factors responsible. A study adopted an ex post facto descriptive form of survey design. Eight purposively sample first and second-generation universities were sampled for the study out of 13 and a total of 1,332 staff out of 18,814 staff of the sampled universities also constituted the sampled population in the study. A – 13 items four-point-Likert scale researcher's designed questionnaires from the available literature with psychometrics properties of content validity and a reliability index of 0.73 were used for eliciting the needed data from the respondents. The findings revealed that since the inception of the sampled universities, males have dominated its leadership with 100%. This domination was due to no other reason but gender discrimination. It was recommended among others that females in universities should be allowed to head universities since the study revealed that they are not bad managers, they are good administrators at all other levels of the educational system in Nigeria. yet they are denied headship of universities.

Keywords

Disparity; Vice-chancellor; Gender; Headship; Appointment

INTRODUCTION

Gender disparity in Nigeria is as old as man's existence itself, it is seen in every facet of man's life, with education, not an exemption. Education is the ultimate price and legacy of every individual regardless of gender, age, culture, tribe, and any other localizing factors. It is the basis of every career aspiration. In modern society, every parent and stakeholder in the business of education makes it mandatory for providing equitable access to education.

This has given rise to the number of educated individuals in every aspect of society. Various governmental policies such as the Universal basic education, which is all about making sure that every school-age child in Nigeria has access to free and compulsory Nine years of basic education.

Also, the policy of "No Child is left behind" adopted by Lagos state in Nigeria, the policy of "Every Child Count" of Kwara State, and the "Free Education Policy of Imo State" among others, has contributed to the increase in the number of children access to school at all levels.

Accessibility was also promoted through the federal government initiatives of providing every state in the country with three federal tertiary institutions, that is one Federal university, a polytechnic, and a college of education which is meant for the training of pre-service teachers. this federal government initiative was imitated by each State government that led to the provision of three state-owned tertiary institutions, that is a state university, a polytechnic, and a college of education. thus, making a total

of six tertiary institutions per state. Also in the year, 1999-2007 during the administration of former president Olusegun Obasanjo privatization policy was put in place to produce better, quality, and equitable education to cater to the needs and aspirations of many Nigerian parents as well as candidates seeking admission to further their studies. This governmental effort gave birth to the issuance of a license to Nigerian businessmen to establish private universities.

As of today, there are a total of 170 universities (79 private, 43 federals, and 48 states), 132 polytechnics (29 federals, 48 states, and 55 private) while 152 colleges of education (21 federals, 49 states, and 82 private) in Nigeria (Federal ministry of education, 2020). Various university admission records have it that government effort in the area of availability of tertiary institutions has significantly increased the population of both males and females over the past years. This provision has made it possible for a candidate to pursue undergraduate programs and even proceed to the postgraduate programs. Thus, given the opportunity to more female gender access to further their education. studies have it on record that there are more females in a postgraduate program in recent times. More female holders of Doctor of Philosophy degree and even raise to the professorial carder.

An estimated figure of 21,459 (with 19,263 males while 2,196 females) total numbers of professors in Nigerian universities over the past thirteen years, while 9,459 was the population from 2017 to 2019 in which 7,824 males and 1,428 females (NUC Directory, 2019). With this laudable achievement female has recorded, they still experience discrimination when it comes to the leadership position of the university in terms of appointment to a key position in the academic arena.

When talking of leadership position of institution of higher learning in Nigeria. Despite an increase in the number of professors, it has been on record that female professors are very few in the position of a vice-chancellor. They are appointed as Deans of faculty in very few numbers. A very good example is the Deanship position of a faculty of education in one of the second-generation universities. the faculty has been one of the foundational faculty with more than 10 Deans, it experiences the first female professor Dean in the 2018-2019 academic session to serve the faculty of tenure of two academic sessions. Also, the university itself experiences its first female Deputy vice-chancellor in the year 2014-2015, for two years per two tenures (University of Ilorin, Annual Report, 2016-2017), and up till now, no female professor has emerged as vice-chancellor. Even when such a position is by election, yet females do not emerge elected. The main concern of this study is to analyze the trend of the disparity in the appointment of vice-chancellor in Nigerian Universities and finds out factors responsible.

Literature Review

Researches from available literature revealed that female has suffered discrimination when it comes to headship positions in Nigerian tertiary institution, this means that even their academic qualifications do not create an opportunity for them. The fact remains that they are not bad administrators because finding from a study conducted in America revealed that women were rated higher than men when it comes to possession and display of characters required of a good and responsible leader. A character such as honesty, intelligence, creativity, tolerance, and a handful of other character traits (Pew Research Center Social and Demographic Trends Survey 2017). While in another

study conducted by Coleman (2003) contradicted this earlier finding by revealing from the study that only 6% of sampled respondents in the survey of 2,250 adults agree to the fact that, women make better political leaders than men. Also, 21% say men make better leaders, while the vast majority which is 69% agree to the fact that both men and women make equally good leaders. With this finding, why then is the discrimination when they are both seen and consider as a good leader.

In a study carried out by Pew Research Center Social and Demographic Trends Survey (2017) to find out whether it is men or women that is better in public office, finding revealed that women outperform men. This was based on the assessment of the two genders on one of the most vital leadership traits which is intelligence. And it shows that 70% adjudged the women as been highly intelligent and smarter than men, while 24% sees the men as more intelligent and smarter, and the remainder says there's no difference between the gender. On the qualities of decisiveness as a public head, men were rated better than women with 44% and 33% for women meaning that men are more decisive. Lastly, women were assessed to be better compassionate with 80%, outgoing 87%, and creative 72% leader than men. The survey also asked respondents to assess whether men or women in public office are better at handling a range of policy matters and job performance challenges. On the policy front, women are widely judged to be better than men at dealing with social issues such as health care and education, while men have a big edge over women in the public's perception of the way they deal with crime, public safety, defense, and national security. From the survey study, women are assessed as better leaders with all the qualities of a good and effective

leader in any institution, educational institution inclusive.

Corroborating this survey is the statistic reported by the Kwara State Ministry of Education (2019) which shows that there are a total of 325 private basic schools and 401 public schools out of which 91% of the school heads are females and has managed the schools with excellent performances. The study of Ikediugwu (2016) revealed that female principals possess good managerial skills that have helped them in the management and maintenance of a high level of discipline with good performance in academics for the past ten years. The finding of Ozga (1993) revealed that female headteachers run basic schools better than men and communicate better with teachers, the finding further stressed that they spend less time on deskwork, rather they enjoy visiting the classroom by themselves rather than waiting for reports more, and make sure that the school keeps up to date curriculum. This enhanced better performance of the school and good academic achievement thus contributed to why most basic schools and secondary schools do appoint a female as school heads.

Also, from another study conducted by Coleman (2012) for all female headers in England and Wales found that the majority of them are consultative in their approach as a school head and also, they are people-centered. This allows them to be able to manage schools effectively. contrary to this is an investigation of Thompson (2000) who studied several males and female educational leaders and discovered that no significant difference existed in their performance as a school head, meaning they were both effective and active leaders who recorded success for their schools. But the question raised by this study is if women possess all it takes to successfully run a school and both the basic and secondary

school effective, why are they not allowed to head tertiary institution in Nigeria?

Part of the answers to this might be because they are female, or culture of they cannot lead at a higher level. Another is maybe because headship of a tertiary institution is considered a political position that women do suffer discrimination no matter their educational qualifications not only in developing countries which Nigeria is inclusive but also in a developed society. the report has it that in the United State of America where are over 500 companies, women make only 2% of CEO (Coleman, 2003). This was evident in the study conducted in Collard (2011) in which studies reasons for the slow movement toward the attainment of gender parity in top political and academic positions, findings revealed 51% of the respondents asserted to the fact that American is not ready to elect women into high office regardless of their achievement or academic qualifications. The finding also went further to show 43% of respondents maintain that those women who were active in politics were held back by their families while 38% see gender discrimination in all realms of the society which politics and education are not an exception. In another related study by Duncan (2006) it was revealed that time was considered a serious challenge which deter women from the attainment of the higher position of authority in either politics or any other positions, this is because they will have to be a constraint to the management of tie between two vital roles that is the family and the leadership role outside their homes with 76% of respondents sharing this assertion. Disagreeing with this is the finding of Ikediugwu (2016) where 62% of the respondents pointed out that one of the main reasons for women not appointed in a high leadership position is the fact that they do not possess the required experiences of

managing the higher office. The least explanation giving by just 19% of respondents was that women do not make good leaders as men and that they are not tough enough for politics, that is strong politics is what is required to handle public positions including education.

Purpose of the Study

The study investigated the appointment of vice-chancellors of Nigerian Universities as it constitutes a threat to a female career aspiration. Specifically, the study:

- a. Examined the level of gender disparity in the appointment of vice-chancellors in the first- and second-generation universities from date of establishment till date.
- b. Investigated reasons for the disparity in the appointment of vice-chancellors in a Nigerian university.

Research Questions

The following research questions guided this study:

- a. What is the level of gender disparity in the appointment of vice-chancellors in the first and second-generation universities from the date of establishment to date?
- b. What are factors responsible for the disparity in the appointment of vice-chancellors in Nigerian universities?

RESEARCH METHOD

This study adopts a descriptive form of an ex-post facto design, this is adequate in the analysis of the trend of disparity gender as it applies to the appointment of vice-chancellor in Nigerian universities. All the first- and second-generation universities constituted the target population. Lecturers in these sampled universities constituted the respondents for this study. there is a total population of 13 first and second-generation public universities in Nigeria out

of which five were first-generation and eight were the second generation. a total of eight public universities was proportionately sampled that is three from first-generation and three and five from second-generation universities making a total of eight out of 13 universities. The choice of first and second-generation universities is born out of the fact, these universities produced the first sets of graduates found in public places in Nigeria. They have produced good numbers of academia that can be filled into any position of authority in Nigeria. And 1,332 out of 18,814 staff of the sampled universities also constituted the sampled population in the study. This is an agreement with the Research advisors (2006).

A – 13 items four-point-Likert scale researcher's designed questionnaires from the available literature were used for eliciting the needed data from the respondents. The questionnaire items were validated by experts in the Department of Social Sciences Education, the University of Ilorin to ensure its content validity of 0.73. This is in line with Sambo (2008) who maintained that the best procedure for validating a research instrument is to give it to a panel of experts. A test-re-test reliability method was carried out with a sample of 30 staff of the University of Lagos. A period three weeks was an interval between the first and the second test and the scores were analyzed using Pearson's Product-Moment Correlation Coefficient to obtain a 0.86 reliability index.

The research question was answered using a percentage as well as frequency, mean and standard deviation.

FINDINGS AND DISCUSSION

Findings

The findings of this result were presented as follows:

Research Question One: What is the level of gender disparity in the appointment of vice-chancellors in the first and second-generation universities from the date of establishment to date?

This research question was answered with the tables presented below: the tables presented the list of past vice-chancellors by names, tenure, and gender.

First-generation Universities

Table 1 revealed a record of 19 with 100% male professors as either acting or substantive vice-chancellors from 1948 to date, that is 72 years of establishment.

Table 1. University of Ibadan established in 1948

No.	Names	Tenure	Gender
1	Dr. Kenneth Mellanby (Principal)	1948-1953	Male
2	Dr. J. T. Saunders (Principal)	1953-1956	Male
3	Prof. J. H. Parry (Principal)	1956-1960	Male
4	Prof. Kenneth O. Dike (Principal/Vice-Chancellor)	1960-1967	Male
5	Prof. Thomas Adeoye Lambo	1968-1972	Male
6	Prof. Orishejolomi Thomas	1972-1975	Male
7	Prof. Tekena Tamuno	1975-1979	Male
8	Prof. Samson.O.Olayide	1979-1983	Male
9	Prof. Ladipo Ayodeji Banjo (Acting)	1983-1984	Male
10	Prof. Ladipo Ayodeji Banjo.	1984-1991	Male
11	Prof. Allen B. O. O. Oyediran	1991-1991	Male
12	Prof. Oladosu. A. Ojengbede (Acting)	1995-1996	Male
13	Prof. Omoniyi O. Adewoye	1996-2000	Male
14	Prof. Olufunso O. Olorunsogo (Acting)	March 2000-Sept 2000	Male
15	Prof. Ayodele Falase	2000-2005	Male

16	Prof. Olufemi Adebisi Bamiro (Acting)	Sept 2005-Dec 2005	Male
17	Prof. Olufemi Adebisi Bamiro	2005-2010	Male
18	Prof. Isaac F. Adewole	2010-2015	Male
19	Prof. Abel Idowu Olayinka	2015-2020	Male

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Table 2. The University of Nigeria Nuskka established in 1960

No.	Names	Tenure	Gender
1	Dr. George Marion Johnson	1960-1964	Male
2	Prof. Glen L. Taggart	1964-1966	Male
3	Prof. Eni Njoku	1966-1967; 1967-1970	Male
4	Prof. Herbert C. Kodilinye	1971-1975	Male
5	Prof. James O. C. Ezeilo	1975-1978	Male
6	Prof. Umaru Shehu	1978-1979	Male
7	Prof. Frank Nwachukwu Ndili	1980-1985	Male
8	Prof. Chimere Ikoku	1985-1992	Male
9	Prof. Oleka K. Udeala	1992-1995	Male
10	Prof. Umaru Gomwalk:	May 1994 (appointed as the Sole administrator)	Male
11	Prof. Ginigeme Francis Mbanefoh	1999-2004	Male
12	Prof. Osita Chinedu Nebo	2004-2009	Male
13	Prof. Bartho Okolo	2009-2014	Male
14	Prof. Benjamin Chukwuma Ozumba	2014-2019	Male
15	Prof. Charles IgweArizechukwu	2019-present	Male

Table 2 revealed an appointment of 15 professors over 60 years of the

establishment without a single female gender.

Table 3. Ahamdu Bello University, Zaira established in 1962

No.	Name	Tenure	Gender
1	Prof. Norman Alexander	1961-1966	Male
2	Prof. Ishaya Audu	1966-1975	Male
3	Prof. Iya Abubakar	1975-1978	Male
4	Prof. Oladipo Akikugbe	1978-1979	Male
5	Prof. Ango Abdullahi	1979-1986	Male
6	Prof. Adamu N. Muhammad	1986-1991	Male
7	Prof. Daniel Soror	1991-1995	Male
8	Major-General Mamman Kontagora	1995-1998 (Sole Administrator)	Male
9	Prof. Abdullahi Mahadi	1999-2004	Male
10	Prof. Shehu Usman Abdullahi	2004-2009	Male
11	Prof. Jarlath Udoudo Umoh	2009-2009	Male
12	Prof. Aliyu Mohammed	2009-2010	Male
13	Prof. Abdullahi Mustapha	2010-2015	Male
14	Prof. Ibrahim Garba	2015-2020	Male
15	Prof. Kabir Bala	2020-present	Male

The table 3 shows a male-dominated appointment of vice-chancellors for 58 years.

Second Generation University

Table 4. The University of Jos established in 1971

No.	Name	Tenure	Gender
1	Prof. E. A. Ayandele	1971-1975	Male
2	Prof. Gilbert Onuaguluchi (First VC)	1975-1978	Male
3	Prof. E. U. Emovon	1978-1985	Male
4	Prof. Ochapa C. Onazi	1985-1989	Male
5	Prof. Para Mallum	1989-1993	Male

6	Prof. G. O. M. Tasie	1993-1994 (Ag)	Male
7	Prof. N.E. Gomwalk	1994-1999	Male
8	Prof. M. Y. Mangvwat	2000-2001 (Ag)	Male
9	Prof. M. Y. Mangvwat	2001-2006	Male
10	Prof. C.O.E. Onwuliri	2006-2006 (Ag)	Male
11	Prof. Sonni Gwanle Tyoden	2006-2011	Male
12	Prof. Hayward Babale Mafuyai	2011-2016	Male
13	Prof. Sabastine S. Maimako	2016- present	Male

A total of 13 vice-chancellors over 49 years with pure male domination.

Table 5. University of Port Harcourt established in 1975

No.	Name	Tenure	Gender
1	Prof. Donald E. U. Ekong	1977-1982	Male
2	Prof. Sylvanus J. Cooney	1982-1989	Male
3	Prof. Kelsey Harrison	1989-1992	Male
4	Prof. Njidda M. Gadzama	1992-1994 (Acting)	Male
5	Prof. Ademola Salau	1994-1995 (Acting)	Male
6	Prof. Nimi Briggs	1995-1996 (Acting)	Male
7	Prof. Theo Vincent	1996-2000	Male
8	Prof. Nimi Briggs	2000-2005	Male
9	Prof. Don Baridam	2005-2010	Male
10	Prof. Joseph Atubokiki Ajiyenka	2010-2015	Male
11	Prof. Ndowa Lale	2015-2020	Male

This shows 11th vice-chancellors without any male in the last 45 years ago.

Table 6. University of Ilorin established in the year 1975

No.	Names	Tenure	Gender
1	Prof. O. O. Akinkugbe	1975-1978	Male
2	Prof. A. O. Adesola	1978-1981	Male
3	Prof. S. A. Toye	1981-1988	Male
4	Prof. A. Adeniyi	1985-1992	Male
5	Prof. J. O. Oyinloye	1992-1997	Male
6	Prof. S. O. Abdurraheem	1997-2002	Male

7	Prof. S. O. Amali	2002-2007	Male
8	Prof. I. O. Oloyede	2007-2012	Male
9	Prof. A. G. Ambali	2012-2017	Male
10	Prof. Sulyman Age Abdulkareem	2017- present	Male

The University of Ilorin has also been in existence for the past 45 years and it is located in the north-central part of Nigeria and it has experienced 10 vice-chancellors without a single female.

Table 7. Bayero University Kano established in 1975

No.	Names	Tenure	Gender
1	Prof. Mahmud Tukur	1975-1977	Male
2	Prof. J. O. C. Ezeilo	1977-1978	Male
3	Prof. Ibrahim H. Umar	1979-1986	Male
4	Prof. Dandatti Abdulkadir	1986-1990	Male
5	Prof. M. Sani Zakraddeen	1990-1995	Male
6	Prof. Bello Bako Dambatta	1995-1999	Male
7	Prof. Musa Abdullahi	1999-2004	Male
8	Prof. Attahiru Muhammad Jega	2004-2010	Male
9	Prof. Abubakar Adamu Rasheed	2010-2017	Male
10	Prof. Muhammad Yahuza Bello	2016-2020	Male
11	Prof. Sagir Adamu Abbas	2020- present	Male

This is another University of 45 years of establishment all male-dominated appointment of vice-chancellors.

Table 8. Usmanu Danfodiyo University, Sokoto established in 1975

No.	Names	Tenure	Gender
1	Prof. S.A. Galadamchi	1975-1982	Male
2	Prof. Mahdi Adamu	1982-1989	Male
3	Prof. A. A. Gwandu	1989-1993	Male
4	Dr. M. Z. Abdullahi	1993-1998	Male
5	Prof. A. S. Mikailu	1998-2004	Male
6	Prof. Tijjani M. Bande	2004-2009	Male
7	Prof. Riskuwa A. Shehu	2009-2014	Male
8	Prof. Abdullahi A. Zuru	2014-2019	Male
9	Prof. L. S. Bilbis	2019- present	Male

Here is also one university in the core Northwestern zone of Nigeria without the experience of female vice-chancellors.

Summary of table 1 to 8: Gender representation of appointment of Vice-chancellors.

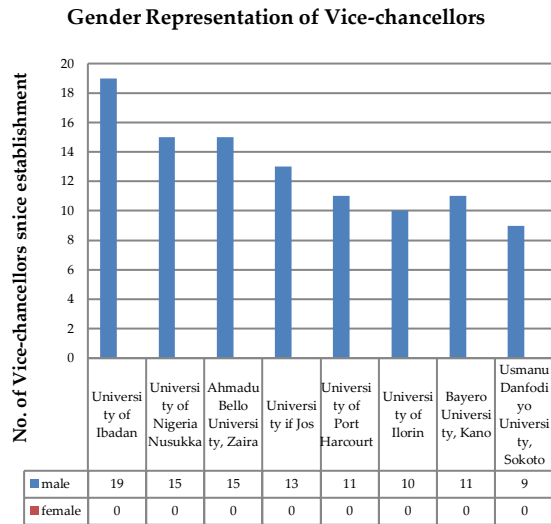


Figure 1. Summary Table of Gender representation (Source: field work, 2020).

Research Question Two: What are the factors responsible for the disparity in the appointment of vice-chancellors in Nigerian universities?

Table 2 revealed a means score range of 1.00 to 2.31 < 2.55 weighted means score. This means that nine out of the ten items were not the reason for the disparity female suffer in the appointment of vice-chancellors. While the means score of 3.54 > 2.55 weighted means, by implication factors responsible was on gender discrimination basis.

Discussion

Finding from this study revealed that since 1948 when the first University was established in Nigeria females have suffered discrimination. Many of the first and second-generation universities that have experienced more than 10 vice-chancellors since their establishment has not witnessed female vice-chancellors. Meaning that none

of the sample universities are less than 40 years, this is institutions that have graduated thousands of female graduates in all professions and career at both undergraduates and postgraduate program, who must have picked up teaching in the university setting and who must raise through the ladder to be professors of international repute but are not qualified to run the affairs of such universities. The situation at hand is a pure example of a male-dominated world.

Women in the universities according to the findings from the study was reported to have possessed the needed confidence, and stamina. It also revealed that they enjoyed good support from their family to help in the achievement of their headship roles and responsibilities yet they are not given the opportunity to the header as vice-chancellors. It could also be deduced from the finding of this study that women are not bad as a leader if allowing serving, the finding showed that they are highly intelligent, smart, compassionate on like men and are good and effective decision-makers. They are also described as possessing a good ability to handle social issues when faced with one. They are good managers with adequate managerial skills and character. This finding corroborated the finding of a survey conducted by Kwara State Ministry of Education (2019) which revealed that 91% of the school heads at both primary and secondary are females and have managed the schools with excellent performances over the years. Roberts's (2016) finding also corroborated this by pointing out that 87% of the headmistress and 77 % of female principals in Port Harcourt have been able to manage their schools effectively with their students and pupils displaying good discipline with a sound record of good academic performance.

Table 2. Mean scored of factors responsible for the disparity

No.	Statements	N	Mean	Std. D	Remark
1	Lack of confidence needed to lead a university hinders women appointment as vice-chancellor	1,332	1.29	0.47	Disagreed
2	Challenges of family pressure from the husband and children hinder women appointment as vice-chancellor	1,332	1.55	0.51	Disagreed
3	Lack of stamina to survive during the screening process between the real appointment.	1,332	1.97	0.15	Disagreed
4	Religious factors in the society put women at the disadvantage of appointment as vice-chancellor	1,332	2.01	0.51	Disagreed
5	The problem of time management between a woman's home and the leadership role constitutes a hindrance	1,332	1.63	0.42	Disagreed
6	Lack of appropriate leadership qualities and characters hinders women from been appointed as a vice-chancellor	1,332	2.31	0.97	Disagreed
7	Low acquisition of adequate managerial skills is a factor for why women were not appointed as vice-chancellor.	1,332	1.00	0.82	Disagreed
8	The higher the qualification of a woman the better her chances of been appointed as a vice-chancellor.	1,332	1.22	0.91	Disagreed
9	The gender of women hinders her chances of been appointed as vice-chancellor	1,332	3.54	0.90	Agreed
10	The societal culture of women's leadership position in her home is also a contributing factor in why women are not appointed as vice-chancellors.	1,332	1.39	0.88	Disagreed
11	Are female leaders a bad administrator	1, 332	0.28	2.01	Disagreed
12	Women lack vital leadership traits such as intelligence, smartness, decision-making, compassion needed to run the office of a vice-chancellor	1,332	1.01	0.92	Disagreed
13	Women are not well skilled in the act of managing social issues that arise in the course of the role and responsibility of a vice-chancellor	1,332	1.00	0.82	Disagreed

If they are good heads of primary and secondary, why can't they be allowing heading universities? The simple response to this question is that they are not just appointed as vice-chancellors because they are female. This was evident from the finding of the study. even their academic qualification does not create a good chance of been appointed as a vice-chancellor. Nigerian University Commission (NUC) (2019) report show that there is a total of 7824 and 1428 were female, their chances of being appointed as vice-chancellor are so

slim. When talking of managerial skills female leaders possess good skills and competencies to run a school at all levels.

CONCLUSION

In conclusion, with the result of the findings it is evident that the world of work from the sampled universities is a situation of male dominated. Women are said to possesses good managerial skills, confidence and social skill needed to be a good leader in any higher institution of learning, the results show that women are

not just been allowed to be vice-chancellors because they are female. On this basis it was recommended that:

- a. Female in universities should be given the opportunity to head universities, since study revealed that they are not bad managers, they are good administrators at all other levels of educational system in Nigeria. yet they are denied headship of universities.
- b. Government of the day should try as much as possible to give female academia an opportunity to serve as vice-chancellor just like their male counterpart.
- c. The society should be re-orientated especially in African continent concerning their old belief system of females should not lead.

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