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Gender Inequalities in the Training of Teachers at Tai Solarin University of Education in Ogun State of Nigeria

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INTRODUCTION

The presence of women in leadership roles at the secondary school level and above contributes to sensitivity within schools for the well-being of adolescent girls and provides girls beginning to consider career choices with role models of women decision-makers and leaders. It is also imperative that women be actively involved in leading educational change given the vital role that the educational system of a country plays in both national development and the development of a gender equal society for women to be active participants in the change and development process. They must be equipped and be provided with necessary skills and understanding needed to participate effectively in educational leadership and policy-making at both school and national levels.

Women have always had some economic power and have exerted influence in Nigerian society through women's councils, family connections and to a much lesser extent, mainstream social, economic or political organisations. Examples are, National Council of Women Societies of Nigeria (NCWS), International Federation of University Women (IFUW) among others.

Temisanren (1995) refined the argument about the pre-colonial sources of discrimination against women, contending that some practices might have been relevant at that time they emerged but have become questionable given the changes in societies over time.

Scholars like Yoloye (1970), Ogunlade (1973) and Erinoshio (1997) argued that the socio-economic background of women can constrain women's access to rights and entitlements in society. All these findings showed that there are distinctions among Nigerian societies as to the customary treatment of men and women.

Inequalities in education associated with sex are taken for granted in Nigeria because it is assumed that both male and female have equal educational opportunities.

A number of government policies such as free education at primary and secondary levels, government take-over of secondary schools in a number of states, the establishment of more government schools and the provision of bursary awards by the state Governments to students in tertiary level were adopted in the past in order to facilitate access to education (Erinoshio 1997).

This caught the attention of the researchers who became interested in investigating the gender inequalities in the training of teachers in Tai Solarin University of Education (TASUED) as well as the implications. TASUED is the first University in Nigeria that specializes in the training of Teachers. Before the existence of this University, the training of teachers had always been limited to the Institute of Education in the conventional Universities. TASUED started with and still maintains four Colleges which are: College of Applied Education and Vocational Technology (COAEVOT), College of Science and Information Technology (COSIT), College of Humanities (COHUM), College of Social and Management Science (COSMAS). Being a University of Education which is a specialised University, the researchers became interested in investigating the gender inequalities in the admission of students

as well as the Social, Intellectual and Economic implications on the education system in Nigeria.

LITERATURE REVIEW

Research on sexism in classrooms has developed primarily in two domains. In the policy arena, it has repeatedly documented the incidence of gender-discriminatory behaviour (Klein 1985, Sadker and Sadker 1986). In the domain of educational psychology, it has identified gender, differentiated patterns of school experiences related to teacher-student interactions and to students' learning (Wilkinson and Marrett 1985). In addition to developing bases of domain-specific knowledge (such as a focus on sexism in Mathematics and Science), classroom-based research has also contributed useful observational approaches, measures, and methodologies (Anderson and Burns 1989; Evertson and Green 1986).

Patriarchy theory aims and claims to be not a justification but a critique of male supremacy, and, in some form or other, is subscribed to by many. Indeed probably a majority of feminists round the world today (Molyneux 2008). According to Molyneux, the word patriarch means literally 'father rule'. The term was first used by anthropologist to describe family structures (and thus societies) in which the father/male head of the family held more or less absolute power over all other family members, including other adult males. In modern feminism, Patriarch is referred to as 'rule by men' rather than 'father rule'.

Feminists have emphasised different foci in their analyses of male power, from violence to the economic, and they also shown themselves variously sensitive to differential power relations between them. Patriarchy theory's distinctive focus remains the centrality of unequal gender relations in social life. Sue Clegg (1997), believed that by theorising male domination it goes beyond women's history as the simple insertion of women's lives and experiences into an unchanged mainstream.

METHODOLOGY

The researchers made use of questionnaire as the primary data collection. Students of Tai Solarin University of Education served as the population while One hundred (100) students were randomly selected from each College making a total of Four hundred students. The questions were close-ended type so as to elicit easy response from the respondents. The statistical method employed for this analysis was chi-square method, so as to test the significant difference between the observed frequency and expected frequency. In addition to this, the researchers examined the records in the Academic office and compared them with that of Colleges in order to know the admission quota into the University based on gender for three years (2005-2008). This afforded the researchers to be able to identify the inequalities in the admission based on gender but of course no biases on entry educational requirements or catchment areas.

Table 1: Showing the views of respondents as regards gender dominance in TASUED

S/NO	DESCRIPTION	YES	%	NO	%
1.	The population of female in my department is more than male	281	70	119	30

2.	The female students in my department are better academically than their male counterparts.	109	27	291	73
3.	The female dominate the social activities in the University	101	25	299	75
4.	Teaching profession is mainly meant for female	215	54	184	46
5.	Female in my department dominate decisions affecting the department	116	29	284	71
6.	Students in TASUED can compete favourably academically with their counterparts in other Universities	256	64	134	36
7.	The students of TASUED are sociable	268	67	132	33
8.	Most of the lecturers in my department are female	192	48	208	52
9.	Female lecturers perform better than their male counterparts	206	52	194	48
10.	The training of teachers in TASUED is effective	272	68	128	32

TEST OF HYPOTHESES

Hypothesis 1

There is no significant difference between academic performances of female to male students in TASUED.

Table 2

Alternative	Observed frequency	Expected frequency	O – E	(O – E) ²	(O – E) ² E
Yes	109	200	91	8281	41.40

No	291	200	-91	-8281	41.40
Total	400	400		16561	82.81

t-tabulated = 3.84

t-calculated = 82.81

Decision Rule

Accept H_0 and reject the alternate hypothesis since $t\text{-cal} (82.81) > t\text{-tab} (3.84)$.

The finding shows that there is no significant difference between academic performances of female students to male students. Since $t\text{-cal} > t\text{-tab}$ at 0.05% level of significance.

Hypothesis 2

There is no significant difference between female lecturers' commitment to both social and academic activities at TASUED than male lecturers.

Alternative	Observed frequency	Expected frequency	O – E	$(O - E)^2$	$\frac{(O - E)^2}{E}$
Yes	206	200	6	36	0.36
No	194	200	-6	36	0.36
Total	400	400		72	0.72

t-calculated = 0.72

t-tabulated = 3.84

Decision Rule

Reject H_0 (0.72) and accept the alternate hypothesis. Since $t\text{-cal} (3.84) < t\text{-tab} (0.72)$.

The analysis simply shows that male lecturers are more committed than female lecturers in terms of sociability and academic activities at TASUED. The finding was at 0.05 level of significance.

DISCUSSION OF FINDINGS

The admissions into the University based on gender for the past three years (2005-2008) respectively are as shown in figures 1 to 3. In Fig. 1, it was realised that the admission of females was more than

the males in all the four Colleges. While in Figs. 2 and 3, the admissions of females in three of the Colleges were more than that of the males but the reverse is the case in the College of Science and Information Technology. This gender based admission is contrary to the views of Olufemi (1993) who believed that in traditional societies, the woman's role was taken for granted because she was only expected to nurture the children and take care of the home without any form of educational empowerment. Such traditional views had consequences which did not augur well for social and economic development of any nation. According to him, women were given fewer educational opportunities than men. The admission criteria in the College of Science and Information Technology in figures 2 and 3 supports the opinion of Olufemi (1993) who believed that women were denied jobs in such male dominated occupations as engineering, architecture and town planning. Erinoshio (1997), citing other references also affirmed that there is discrimination against girls in science class regarding ability for, and access to the subjects. However, the study never agreed with that view, though males dominated the science based admission but the pedigree of such candidates were never considered before conclusion. In view of economic empowerment and entrepreneurship, sciences are never considered by most parents except in the professional courses like Pharmacy, Medicine, and Microbiology which are outside the objectives of Tai Solarin University of Education.

Item 2 in Table 1 shows that despite the high population of the females against the males, the academic performance of the female students is not better than their male counterpart as agreed by 73% of the respondents. It is also obvious that there is no significant social implication as a result of the high population of the female as opined by 75% of the respondents. The high population of the female does not debar the students of TASUED from competing effectively with their counterparts in the other Universities as agreed by 64% of the respondents.

The results showed that the teaching profession was characterised by moderate levels of gender based discrimination during admission. The overall perceived levels of discrimination were also seen to be moderate. The study realised that women were equal to men in supervisory support, workgroup cohesion and socialization practices.

CONCLUSION

The low levels in gender-based discrimination during admission to the Institute of Education as well as in the teaching profession recorded by the study could be interpreted as a reflection of the domination of teaching profession by women in Nigeria.

It was also noted that women perceived substantially higher chances for participation in decision-making relative to men. This suggests the existence of what amounts to reverse discrimination in the teaching profession with male teachers considering themselves to be at a disadvantage relative to their female counterparts.

As the teaching profession is pre-dominated by women, it obviously entails high levels of participation in decision-making by women. It was also noted that males are reeling from the over-representation of women in the profession and this causes them to experience heightened deprivation with respect to decision-making.

High feminization of the teaching profession has an impact on a low social prestige of the profession and its low financial remuneration. In Nigeria, the educational sector is one of the most feminized and

the lowest-paid.

The teaching profession is regarded as a weaker profession. The admission quota in TASUED also reflects this belief as shown in figures 1, 2, and 3 except for the Sciences where the number of male is a little more than the female. Despite the dominance of the gender in the admission in TASUED, there is no significant implication in terms of Academic performance, Social and Moral commitment. The academic standard did not fall as a result of the dominance.

RECOMMENDATIONS

Based on the findings above, the researchers gave the following recommendations:

1. Government both at the Federal and State levels should encourage and attract people to go into the teaching profession by remunerating them very well.
2. Teachers should be allowed to go for training both at the National and International levels as it is done in Organisations.
3. Men should not look at the teaching profession as mainly for women or for the weaker sex.
4. There is a need for more female scientists and technologists in decision-making positions as this would enable them to contribute to the direction of technological research and promote policies which favour female species.

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Fig. 1: The Admission based on gender for 2005/2006 Academic Session in respective Colleges

Fig. 2: The Admission based on gender for 2006/2007 Academic Session in respective Colleges

Fig. 3: The Admission based on gender for 2007/2008 Academic Session in respective Colleges

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