Gender and Career Advancement in Academia in Developing Countries: Notes on Nigeria

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Abstract

The aim of this paper is to examine gender differentials and career advancement among academia in Nigerian universities. While it is true that women have embraced academic opportunities and numbers of women obtaining PhD's in all fields have increased substantially, gender gap remains where it matters most. This paper asks if there are organizational barriers that preclude women from getting to a significant career advancement, or are there social factors outside the arrangement that could possibly affect negatively academic career advancement. A sample size of 160 academics was selected across the faculties, and were administered questionnaires. 10 women academic were selected purposively for in-depth interviews. The outcome indicates that there is no statistically important relationship between gender stereotypes and career progression among the academic staff that hampers advancement of women in academics. The result from qualitative study shows that there are organizational procedures in which women in academia had to comply with together with other social factors that slow down women's movement into higher management positions in the academia. As a consequence, on that point should be improvement in orientation and enlightenment on criteria for career promotion and appointment to leadership posts.

Keywords: gender, career advancement, leadership, academia, Nigeria

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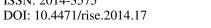
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Resumen

El objetivo de este trabajo es examinar las diferencias de género y la promoción profesional en el mundo académico en las universidades nigerianas. Si bien es cierto que las mujeres han abrazado las oportunidades y el número de mujeres que obtienen doctorados en todas las áreas académicas ha aumentado sustancialmente, la brecha de género sigue siendo importante. Este artículo se pregunta si hay barreras organizativas que impiden a las mujeres llegar a una promoción profesional significativa, o existen factores sociales fuera que podrían afectar negativamente a la promoción profesional académica. Un tamaño de muestra de 160 académicos fue seleccionado en las facultades, y se administraron cuestionarios. 10 mujeres académicas fueron seleccionadas deliberadamente para entrevistas en profundidad. El resultado indica que no existe una relación estadísticamente importante entre los estereotipos de género y desarrollo de la carrera entre el personal académico que obstaculice el avance de las mujeres en el mundo académico. El resultado del estudio cualitativo muestra que existen procedimientos de organización en el que las mujeres en el mundo académico tenían que cumplir junto con otros factores sociales que ralentizan el movimiento de mujeres a puestos de dirección más altos en el mundo académico. Como consecuencia, en este punto debe mejorarse la orientación y el conocimiento sobre los criterios para la promoción profesional y al acceso a puestos de liderazgo.

Palabras clave: género, ascenso, liderazgo, academia, Nigeria

There is no doubt that significant progress has been achieved in furthering the cause of gender equality in the labour market over recent decades after the year 1980-1990 was declared as International Women's Year. Adult females have been going steadily into occupations, professions and managerial jobs previously reserved for men (European Commission 2008). The access to education and training continues to supply women with the necessary qualifications to aspire to jobs in the senior management cadre, governments, commercial enterprise, trade unions, and academia (Hatcher, 2003). Arguably, while it is true that efforts of many women's organisations had raised the point of awareness concerning women's status, and women had been occupying leadership positions, a lot of the expected results fall short of expectations. There are still gender disparities in terms of approach to elite leadership positions in the workplace, academics and in government (Schein, 2001). Akande (1999) noted that women around the world face relatively larger barriers in gaining advancement access to top positions in office, that even in the thirty (30) most developed continues of the world, the average percentage of female managers is less than thirty percentage (30%).

In Nigeria, for instance, as noted by Udegbe, (2005), that in spite of the increased awareness of gender issues ushered in by the global feminist movements, women's access to top leadership positions has been abysmally poor and indirect. Ikwuegbu (2006) attributed the inability of women to occupy leadership positions to gender stereotypes in the workplace. Ikwuegbu (2006), Sabbatini (2006) observed that gender stereotype is a cankerworm that has eaten deep into the fabrics of all sectors of life including academic environment all over the globe. Gender stereotypes are beliefs held about characteristics, traits, and activity-domains that are "deemed" appropriate for men and women (Haralambos and Holborn, 2006). Also Eagly (1987) stated that gender stereotypes are brought about by the culture of the people, where women are known as those that are supposed to be seen and not heard. The implication of such stereotype is very damaging and brings about economic recession and poor result to the society. Most researchers, however, agree that traditional stereotypes about women advancing in their careers are still present and continue to influence the career choices of men and women, even when women are highly capable of succeeding in these areas (Cammussi and Leccardi, 2005).

It is pertinent to mention that there are virtually no positions that do not require gender as a factor in determining advancement, all employees are expected to be promoted with indifference to gender. Altruistically, the distribution of power is not the same between men and women as most institutional governance structures are largely male dominated. They are cases when gender issues are brought to bear on certain advancement (Johnson, 2005). This explains why there are only few female rectors or vice-chancellors all over the globe. The situation is even worse in developing countries, particularly in countries with fragile democracies and unstable government as argued by Udegbe (2005). In Nigeria, there are twenty seven (27) Federal Universities, thirty (30) State Universities and about thirty three (33) Private Universities, yet, there are less than ten female vice-chancellors. There had been but two female vice-chancellors in the past in Federal and State Universities. Even in the Senate, Faculty, and Departmental level, the proportion of men to women is not the same.

The former research on gender and career advancement has concentrated on relatively low share of female directors in the state sectors compared to men (Sudbury, 2002; Hatcher, 2003; Kray and Thompson, 2005). There has been little academic study on gender stereotypes and women's advancement in academia in developing nations, particularly in Nigeria. This paper intends to bridge the gap. The significance of this paper is premised on the fact that while it is true that women have embraced academic opportunities and numbers of women obtaining PhD's in all fields have increased substantially and that there are no discriminatory written rules in terms of employment and promotion, yet, gender gap remains where it matters most. Today's situation in Nigeria universities is far from an equal participation of men and women in leadership position. Against the backdrop of this information, the objectives of this paper are twofold:

1. To examine differences in perception among gender on organizational operations that may hamper women in academics

2. To investigate the possible social factors that may hamper women in academics in advancing to leadership situations

Brief Literature Review and Theoretical Orientation

Several research works had been conducted on gender and career advancement in the past. For instance, in a research conducted by Epstein (1995) among managers in Norway discovered that women who wish to follow a career path encounter a glass ceiling. Glass ceiling, according to Epstein (1995), is located above the lowest middle-level management positions and prevents women from attaining higher management positions. The author found out that barriers that make up the ceiling may be associated with the individual employer's practice, or a more structural character. Further, these barriers' may incorporate everything from direct, intentional discrimination, to practices which might also unintentionally block women's way to the top. Cases of such mechanisms are the gendering of occupations and positions, stereotyping, homo social reproduction and marginalisation.

Gender stereotyping as noted by Reskin and Padavic (1994) will especially be a problem in large bureaucratic organizations such as can be found in the government sector. Hence, it will be more difficult for the individual woman to demonstrate her potential than in small network organizations. Hojgaard (2002) looked at gender stereotypes in relation to manual occupations. The author found out that while-collar occupations are often gendered in this way. That management is one such high status job with a masculine subtext and that management has been constructed as a work task that demand characteristics conventionally ascribed to men. The result is that a person can be attributed to an identity based on prejudices rather than their actions. If management has a masculine subtext this will represent a problem for women who aspire to such positions. Likewise, Kray and Thompson (2005) writing on gender stereotype and negotiation performance explained that current research points to the direction that discrepancies exist between men and women when comparing the relation between studies, qualification and positions held within the sphere of science, research and technology. An important factor constraining the equitable contribution and participation of men and women in the academic field and research, especially in terms of advancement is connected to the stereotypes embedded in the prevailing system of assessment.

In European countries, Jochimsen (2008) noted that the factors that led to the under-representation of women in science and research decision making are manifold. These according to the scholar include lack of gender awareness and persistent gender stereotypes, predominantly male decision-making bodies and insufficient network support with respect to women's career advancement. Also, the lack of transparency in recruitment procedures, gate keeping and the operation of "old boys' network's", to which women often do not have access. The author concluded that the gender pay gap is a serious issue in all the European Union countries and concerns all fields of the employment market, including education, research, universities and industrial research.

Onsongo (2002) studied women's career advancement in six (6) Kenya Public Universities. The results revealed that only 4.4% total number of positions in governing council members are occupied by women, while in the study of four (4) Kenya Private Management position, only 28 women compared to 71 men occupied managerial positions. The statistics reveal that women do not occupy positions that enable them to influence the policies and direction of the Universities. The few women who do become academics and administrators face a number of challenges which include discriminatory appointment for further training, resistance from men, hostile work environment, sexual harassment and sex role.

Zinovyeva and Bagues (2010) conducted research in Spanish Universities, results reveal that the gender composition of committees is an important determinant of promotion, but the effect depends on the position at stake. Female evaluators were relatively less favoured. This pattern is applied in all academic disciplines except in Mathematics and Natural Sciences. Furthermore, the authors stated that it seems that female evaluators discriminate against female candidates at the lower levels of the career ladder (associate professors) but not at the top (full professors), thus gender quotas might lower the productivity of women who have managed to overcome the glass ceiling

Sjobery (2010) recent research also highlighted different aspects of the ways gender stereotype is manifested and how it influences woman lives, such as during the 21st century; the percentage of women participating in higher education have increased. Despite the capacity that women have gained to follow a career, the author argues that it seems that societal

institutions that allow women to combine motherhood with work in the labour market have not developed analogously. Another finding in his study is that there is also ambivalence regarding whether family life suffers if mothers work and whether preschool children suffers if mothers advance to a top position in career. This ambivalence opens up a new research frontier on family life and women in elitist positions.

Feminist Theory

This paper anchor on Feminist theory. There are several strands of feminist thoughts, but all can be subsumed into three. These are liberal Feminism, radical feminism, and Marxist or socialist feminism. The first was liberal or mainstream feminism, focused its energy on concrete and pragmatic change at an institutional and governmental level. It aims for gradual change in the political, economic, and social systems of western society. Liberal feminism claims that gender differences are not based on biology and therefore women and men are not all that different: Their common humanity supersedes their procreative differences. If women and men are not so different, then they should not be treated differently under the law. Women should have the same legal rights as men and the same educational and work opportunities. Persistent gender inequality is built into the socialization process because of supposedly masculine characteristics, such as assertiveness, which are more highly valued than supposedly feminine characteristics, such as emotional supports (Helwett, 1986).

In contrast to the pragmatic approach taken by liberal feminism, radical feminism aimed to reshape society and restructure its institutions, which they saw as inherently patriarchal. Radical feminism blames the exploitation of women on men. To Radical feminists, it is primarily men who had benefitted from the subordination of women in society. Women are seen to be exploited because they undertake free labour for men by carrying out childcare and housework and because they are denied access to positions of power (Haralambos and Holborn, 2006). Providing the core theory for modern feminism, radicals argued that women's subservient role in society was too closely woven into the social fabric to be unraveled without a revolutionary revamping of society itself. They strove to supplant hierarchical and traditional power relationships they saw as reflecting a male

bias, and they sought to develop non-hierarchical and anti-authoritarian approaches to politics and organization. Because men are seen as the enemies of women's liberation, many radical feminist reject any assistance from male sex in their struggle to achieve the rights they seek. Radical feminists wish to see patriarchy replaced by matriarchy (male rule replaced by female rule). Radical feminism was first to introduce the following as feminist issues: reproductive and contraceptive rights, abortion, reproductive technologies, sexuality expression and experience, fight against sexual and physical violence against women, rape, sexual harassment, incest, pornography, and domestic violence.

Socialist feminism appears to adopt some of the same tenets of Marxism, but instead of focusing on economic determinism as the primary source of oppression, the socialist feminist sees the oppression as having psychological and social roots. They share a genuine concern for women that transcends politics. Their focus is on people, not profits. To the socialist feminist, the prostitute is a victim of the corruption of a society, which accompanies class distinctions. The oppression of class in a materialistic society degrades people by categorizing them in a particular class and objectifying them so that they are merely parts of a mechanism that can be replaced by other parts of the same description. In both the socialist feminist and Marxist feminist perspectives prostitution is discouraged, but neither school of thought seeks a legal remedy for its elimination. They believe that the cause of prostitution is in the structuring of society, and that is where the solution will reside.

Nexus between variables of Feminist Theory and Women Career Advancement

From the position of liberal feminists, they are of the view that individuals (male or female) should be allowed to develop themselves in the respective fields and should be allowed to attain any height in the profession as much as they are eligible and meet the established standard. They are given room to free expression of rights regardless of sex. They therefore support equal right and are antagonistic to stereotype, prejudice and discrimination. Consequently, women should be allowed to progress and advance in their fields as men. Contrarily, the radical feminist took on an aggressive and

violent perspective of fighting for the rights of women in the society as men have been culturally endorsed to occupy and dominate in the society. Therefore, radical feminism aims to challenge and overthrow patriarchy by opposing standard gender roles and oppression of women and calls for a radical re-ordering of society. In relation to this discourse, the level of gender stereotype has not gotten to this level, but if gender stereotype is not well checked, it will get to a time when women would be devising ways to be free from men's oppression and will want to overthrow men in the society.

From the socialist feminist perspective, they do not only see men's cultural factors as the basic source of women's oppression and men's dominant but also economic factors. Socialist feminism believes that material dependence of women on men is the major cause of gender stereotype. They believe that gender stereotype in advancement will increase as long as there is unequal access to wealth between the two gender. Their own perception is that if men have access to the economic resources, means of production among the hosts of others, they will be wealthier than women as such women will remain and always occupy the subject position, so they cannot attain the same height no matter their degree of training, profession, qualification. Due to unequal access to wealthy women will not be placed in the same position or rank with men because of the believe that a certain position is meant for men and women cannot be allowed to attain those positions which is against the opinion of the liberal feminism.

Materials and Methods

Sampling Procedure

The study population of this research is limited to academic staff of Lagos State University. Lagos State University was chosen for this study because of convenience .This university is located in Ojo Local Government of Lagos State, South- Western Nigeria. The university was established in 1984 to cater for educational yearnings and advancement of Lagos state indigenes and its immediate environs. The university comprises of eight (8) Faculties. These are the Faculty of Arts, Faculty of Law, Faculty of Sciences, Faculty

of Social Sciences, Faculty of Management- Sciences and Faculty of Transport, Faculty of Education, and Faculty of Engineering. Subsequently, a random sampling technique was employed to pick 50% of the faculties (that is 4 faculties were picked) because of convenience, since it is not possible to study all academic staff in the eight faculties. Faculty of Social Sciences, Faculty of Management Sciences, Faculty of Education, and Faculty of Arts were picked through simple random techniques. Two (2) departments from each faculty were picked through the use of simple random sampling, which gave a total of eight (8) departments. List of academic staff were obtained from each department. Names were written out, and through a lottery method, ten names were picked out from each department. The lottery method ensures that every member stands a chance of being selected. In all, one hundred and sixty respondent was chosen for administration of structured and opened questionnaire.

Data Collection

Data for this study were derived from mainly primary sources. Quantitative and qualitative methods of data collection were employed. The essence of combining the two methods of data collection was that the weakness of one method would have been covered by the other. Moreso, the qualitative method allows us to gain valuable insights through the subjective narratives of the respondents, that is, it gave us understanding of participant perspectives. This also allows us to present data that is rich in normative and expression.

The quantitative method of data collection consisted of well structured questionnaires that were distributed to one hundred and sixty respondent was (160) chosen for this study. The questionnaire which was designed by the researcher was pre-tested among some academics in another public university to test the reliability and its validity. Minor corrections were made to the questionnaire before final distribution to the respondents. The qualitative method consisted only of indepth interviewing(IDI) . Ten (10) Female academics were purposively chosen in all the departments in the study area

The respondents in the research were women and men in academics who engage in lecturing, research, and counselling of students. (These are core-

designated activities of academics as compared to non- teaching staff that engage only in administrative activities)

Analysis of Data

The primary data was collected through questionnaires and indepth interviewing for this study. Quantitative information was analysed using SPSS version 14 software. Frequency distribution and percentages were used to plot the tables and were used for description. Chi-Square X2 was used to test the hypothesis on gender stereotype and women's career advancement in the university.   Qualitative data collected through in-depth interview were tape recorded, sorted according to themes and analysed through content analysis and ethnographic summaries

Results and Discussions of Findings

Table 1
Socio – Demographic Characteristics of the Respondents

Socio-Demographic Characteristics	Frequency	Percentage Frequency
SEX		
Male	146	91.2
Female	14	8.8
Total	**160**	**100**
Age		
21-30	16	10.0
31-40	54	33.8
41-50	74	46.5
51-60	14	8.8
61 and above	2	1.3
Total	**160**	**100**
MARITAL STATUS		
Single	36	22.5
Married	122	76.3
Divorced	2	1.2
Total	**160**	**100**
FACULTY		
Art	32	20.0
Law	14	8.8
Social Sciences	50	21.3
Management Sciences	22	13.8
No response	6	3.8
Total	**160**	**100**
Employment Status		
Professor	6	3.8
Associate Professor	4	2.5
Senior Lecturer	10	6.3
Lecturer 1	24	15.0
Lecturer 11	36	22.5
Assistant Lecturer	52	32.5
Graduate Assistant	16	10.0
No response	12	7.5
Total	**160**	**100**
Years of Working at the University		
1-5 yrs	52	32.5
6-10yrs	64	40.0
11-15yrs	24	15.0
16-20yrs	10	6.8
21yrs and above	8	5.0
No response	2	1.21
Total	**160**	**100**

In the table 1 above, there are 146 male respondents (91.2%) and 14 females (8.8%), which represent 91.2% of the total population sample size. This result shows that there are more male respondents in the sample size and it translates logically that there are more male lecturers in the study area than female lecturers. The ages of the respondents show that 16 of them are between the ages of 21-30years (10.0%), 54 of them are between 31-40years old (33.8%), 74 of them are between 41-50% (46.5%) and 14 respondents are between 51-60 years (8.8%), while the remaining 2 respondents constitute only 1.3% of the total population. The age compositions of the respondents are well spread and most of the respondents are in a position to be well knowledgeable enough on the promotion criteria in the university. The respondents marital status shows that 36 (22.5%) of the respondents are single, 122 (76.8%) are married while only 2 of the respondents are divorced.

In the table 1 above, in terms of employment status, 10 (6.3%) of the respondents were in professorial cadre, 10 of the respondents were senior lecturers in their various faculties. Within the university regulations, these two categories are in the senior management cadres. Others are regarded as junior staff members of the university. These categories Lecturer 1 (24 - 15.0%), Lecturer 11 (36- 22.5%) Assistant Lecturer (52- 32.5%) and Graduate –Assistant (16-10%). The remaining 12 of the respondents did not indicate their employment status. Lastly, in terms of working experiences in the university, 52 respondents (32.5%) had 1-5years working experiences in the university and 64 respondents (40.0%) had 6-10years experience. 24 (15.0%) of the respondents had 11- 15 years experience, 10 respondents (6.8%) had 6- 20years experience, while 8 respondents (5.0%) had 21 years experience. The respondents in the sample size have ample opportunities to give adequate information on the university procedures for promotion based on the numbers of years they have been working in the university.

Table 2

Perception of Organizational Procedures towards Career Advancement

S/N	VARIABLES	SA	A	IND	D	SD
1	Opportunities to develop career are provided equally to male and female	86 53.8%	50 31.3%	10 6.3%	10 6.3%	04 2.5
2	There are few women holding management positions in the study area.	32 20%	62 38.8%	24 15.1%	26 16.3%	16 10%
3	How sufficient are the opportunities for career advancement for women in academia	102 70%	22 13.8%	12 7.5%	02 1.3%	12 7.5%
4	Benefits allocated to staffs are equal to both male and female.	108 67.5%	30 18.8%	16 10%	02 1.3%	04 2.5%
5	Women play equal roles as men in ensuring the academic excellence of the institution	70 43.8%	72 45.0%	16 10%	- -	02 1.3%
6	Promotional regulations and procedures are gender sensitive	26 16.3%	16 10.0%	40 25%	30 18.8%	48 30%
7	There is discrimination in terms of female appointment	26 16.3%	12 7.5%	38 23.8%	26 16.3%	58 36.3%
8	Women are afforded equal career development opportunities in the academic institutions	56 35%	52 32.5%	38 23.5%	06 3.8%	08 5%

There are institutional procedures that guide the advancement of academics in the university. These procedures are applied whenever individuals seek for promotion to a particular level to another in terms of advancement. Using Likert scale, the respondents were asked to indicate the variable they strongly agree to the variable to strongly disagree to. In terms of opportunities to develop in the university, 86 (53.8%) strongly agrees and 50 respondents (31.3%) agrees that opportunities are provided equally for both male and female academics to advance their career in the university. Equally, apart from the university providing opportunities, 102 (70%) respondents strongly agree and 22 (13.3%) also agrees that there are sufficient opportunities for both male and female academics. Ironically, while majority of the respondents indicates that there are sufficient opportunities for both male and female to advance academically,32

respondents(20%) strongly agree and 62(38.8%) agrees that there are few women holding leadership / management positions. What then is responsible for this? In an In depth informant interviewing, a woman respondent explains the position in this way.

> There are few women in the academics. Among the few that are in the university, only a minute number of them have what it takes to occupy positions of authority. In addition, these are only one or two that occupy positions of authority, like the Head of a Department and Dean of a Faculty. So I will not subscribe to the idea that women academics are discriminated against (Female/ IDI/ 60years/ March, 2014)

Despite few women academics in leadership positions, 70 respondents (43.8%) strongly agree and 72 respondents (45.0%) agree that women in academia play equal roles as men in ensuring the academic excellence of the institution. This information is a positive commendation on the part of women in academics. In addition, 26 (16.3%) strongly agree and 16 (10.0%) agree that promotional regulations and procedures are gender sensitive. This is contrast to the majority of the respondents' opinion. 40 respondents (25%) disagree and 48 (30%) disagree that promotional regulations and procedure are gender sensitive. This translates that institutional promotional procedures do not recognize gender. Lastly, in terms of appointment of female academics to leadership positions, 58 respondents (36.3%) strongly disagree, 26 respondents (16.3%) disagree that women are discriminated against in appointing them to leadership positions. 38 (23.8%) could not precisely give their opinion. 26 respondents (16.5%) and 12 (7.5%) strongly agree and agree that women academics are discriminated against in appointment to leadership positions.

Table 3

Possible factors that hinder women's academic advancement

Variables	Frequency	Percentage
Intentional discrimination from male colleagues	08	5%
Inadequate Qualification for Advancement	15	9.37%
Time required for Academics Advancement	20	12.5%
Responsibilities of family role/ domestics Chores	18	11.5%
Overburden with teaching activities	10	6.25%
Inadequate information on criteria for advancement	18	11.5%
Absence of zeal for advancement from female academics	21	13.12%
Inability to meet criteria for promotion	16	10%
Lack of role model for adequate mentoring	13	8.12%
Inadequate social networking for female academics	11	6.87%
Negative stereotypes about female academics	10	6.25%
Total	**160**	**100%**

Table 3 shows diverse reasons given by respondents as factors that hinder women in academic advancement. All these reasons are worth examining. 15 respondents (9.3%) believe that women in academics could not advance in their careers because they do not have adequate qualifications for advancement. One of the stepping stones to career advancement in academia is the possession of Doctor of Philosophy degree (PhD). Possession of the PhD degree is seen as the major prerequisite for academic advancement irrespective of gender. However, possession of this laudable degree is seen as Herculean task for some women academics. A woman in-depth interviewing sheds more light on why she was yet to possess her PhD degree. A woman respondent explains:

> She describes her experience of studying for a PhD locally: she reiterated that doing a PhD degree is very challenging, especially for women who have multiple roles to play. You become a student, you continue to be a staff member in your department, you are a mother, and you are a wife and all the other social commitments in

> life. Therefore, it actually took a bit of time, six years to complete my PhD and for that whole period, I was actually stagnated at the same level. In addition, the unfortunate part about it was that although you were expected to move up the ladder there was no financial support. You were expected to look for your own sponsorship to do those further studies and many times women are especially disadvantaged in terms of the kind of scholarship you can take (IDI/ 45yrs/ May, 2014)

Women academics inability to possess adequate qualifications for advancement is directly related to the time required for academic advancement. 20 respondents (12.5%) believe that women do not have adequate time required for academic advancement. In any academic institution, there are three important activities that are required in the job. These include teaching, research, counselling, and any other jobs that may be given out by the head of the department. This paper argues that while teaching is one of the important tasks in the university, teaching on its own does not lead to promotion or appointment to leadership positions. Only 10 of the respondents (6.25%) believe that women are overburden with teaching activities. Overburden with teaching activities increases the stress on women. This finding confirms the work done by Onosoge (2005) that woman in academia manifest higher level of stress than their male colleagues manifest and has a tendency to be overloaded between teaching activities that, although important, are less valued than research.

Apart from teaching, research activities in which results should be disseminated at conferences and consequently published in recognized journals is a major step to promotion and advancement. Majority of women in academics do not engage in research activities because of some peculiar reasons. A woman respondent in in-depth interviewing explains this:

> Research is time consuming, as the scientific field requires a lot of time that women are not willing to give. Research is seen as a vocation that demands attachment and dedication, which may contradict the loyalty to the children. The traditional role of the woman as a mother and wife in many cases usually halt women's career advancement. A woman was more likely to dedicate herself

> to her family than focus on advancing her career through research
> .Research is seen the negation of femininity and motherhood (IDI/
> 42yrs/April, 2014)

Apart from research activities which is required for advancement. 18 respondents (11.5%) believe that women in academic do not have enough information on criteria for advancement. Inability to possess adequate information on career advancement may probably be because of lack of a role model in the university. This information was further expatiated on by a woman respondent in in-depth interviewing

Absence of female role models: there is a perceptible absence of successful female professors who is willing to act as role models for the upcoming ones. There is no encouragement on the part of those professors. I believe that female professors want the upcoming female lecturers to find their way   in the dark. This brings a sort of self-limitation on acquiring adequate information and politics involved in academics (IDI/55yrs/ March, 2014.

Finally, another important factor that hinders women in their career advancement is their level of social networking among the colleagues. Majority of women in academics do not network for fear of being labelled an aberrant. A respondent sheds more light on this.

> Most women believe that to succeed in family life outweigh
> advantages one may get as a career woman. Most female lecturers
> devote the early part of their career to child bearing and rearing,
> domestic chores and other engagement. By the time they are ready
> for serious academic work, the majority of male contemporary
> must have risen and occupy positions of authority. (IDI/ 43years,
> April, 2014).

Domestic chores and caring for the children and husband at home, the timing for networking might not be favourable for women that want to achieve success in academics. Success for women in developing countries is measured by the ability of the woman to keep her matrimonial home, while other success achieved by women is regarded as secondary.

Test of Hypothesis – in this section, the only hypothesis proposed in the study was a test with a chi - square test of analysis that there is gender stereotype among academic staff that hampers advancement of women in academics.

Table 4
Showing cross tabulation of gender stereotype among academic staff that hampers advancement of women academics.

	Do you think gender stereotype exist among the academic staff that hampers advancement especially among women?		
Sex	Yes	No	Total
Male	34	106	140
Female	4	6	10
Total	38	112	150

$X2$ Cal = 1.218 at P> 0.05 at df 1

Interpretation of Findings

The table shows that the chi square test is not significant because the significance level from the table above is greater than 0.05, and also the chi-square value (x2) of 1.218 is greater than the chi-square (x2) criterion value of 0.270. However the H0 (null hypothesis) is accepted. Hence, there is no statistically significant relationship between gender stereotypes and career advancement of women academics.

Study Limitations

The result of this work is limited only to the study area. It might be possible that other conditions exist in all universities. The small number of respondents is another limitation of the present study. It would be important to conduct the study in federal and private universities in the present geopolitical zone and other geopolitical zone in Nigeria.

Conclusions

This study shows that there is no significant relationship between gender stereotype and women's career advancement in academia in the study area. Though, some women today have led a successful academic career, the number is few when compared with the female population in academic. Many women in academia experience numerous difficulties in reaching top positions. This paper argues that the historical male dominance in academic environment has created a working environment that is not friendly to women, this is not only connected to the long working hours and dedication, research activities demand, also to lack of role models on the part of those (women) who had successfully reached the top. This is another important factor that needs to be examined by women. Women in academia need to find suitable role models that will be a source of inspiration to them, and from whom they can tap knowledge about information on criteria for career advancement. Social networking with all colleagues is also a major source that one source strategic information from for career advancement in academics. The findings support the work of McCorduck (2005) that cultural and structural factors as the main underlying reasons explaining the situation of women in academia.

Recommendations

In offering recommendations for solutions to the problems to the hindrance to female's academic advancement. The following recommendation is made:

1. While it is true that institutional procedures for advancement might not change in favour of women, women should deliberately and systematically create time to attend conferences, scientific research, and publication of research findings in reputable journals. For these are major requirements for advancement and appointments to leadership positions. With 30% affirmative agenda which makes it possible for female to participate more in what most people believe or call "male things". Women in academic should be determined to adhere to institutional regulations in order to possess adequate qualifications for leadership positions.

2. There should be a well strategized orientation that will make female lecturers knowledgeable about promotion criteria and power politics in

academia. This could be possible by women themselves identifying with a woman professor who had been able to combine work and family life together successfully

3. Women in academics should be involved in extensive networking at the departmental level, faculty and university level. Women should try to develop their own talents, pursue their own interests and be determined to advance.

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