

Personal and Socio-Economic Factors and Women's Participation in the Administrative and Planning Process in Nigerian Universities

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Abstract

Investigations into factors that affect the administrative and planning process on women participation in Nigerian universities have attracted the interest and concern of researchers, university administrators, educational planners and stakeholders in educational sector in Nigeria. Different factors are capable of influencing the administrative and planning process of women participation such as home-school conflict, professional leadership style and financial constraints. One research question was posed and four research hypotheses were formulated while a total number of 120 female administrators and planners were randomly sampled from four (4) public universities in Nigeria. A questionnaire was designed and used to collect data from the sampled respondents. Pearson Product Moment Correlation Co-efficient and multiple regressions were used to analyze the collected data at 0.05 level of significance. The result shows that there was a significant relationship among professional leadership styles, home-school conflicts and financial constraint at 0.543; 0.467 and 0.515 respectively and women's participation in administrative and planning process in Nigerian public universities. It is, therefore, recommended that women should gain leadership experience on how to organize themselves better for effective contribution towards administrative and planning processes in Nigerian universities.

Keywords: *Personal, socio-economic, women participation, administrative, planning, Nigeria universities*

Introduction

The success of any organization depends largely on sound administrative and planning processes. The fact is that the policies and decisions which can help to direct the affairs and activities of an organization to success have to be carried out by the administrator as well as the planner. The necessity of a leader stems from the fact that each organization has needs to meet.

Planning is the process of preparing a set of decisions for future actions with the view to achieving goals by optimal means (Dror, 1993). Planning can also be defined as a deliberate, organized, continuous process of identifying different elements and aspects of an organism, determining their present state and interaction, projecting them in concert throughout a period of future time and formulating and programming a set of actions so as to attain some desired result. Planning is the process of deciding in advance the specific future course of action to be adopted with a view to optimizing the use of limited organizational resources towards desirable and specific goal attainment. Newman (1993) defined planning as the process of determining in advance what is to be done, including classification of goals, establishment of policies, mapping out of programme and campaigns and determining specific methods or procedures and fixing day-to-day schedules.

As a result of the growing complexity and sophistication of the planning and implementation process and the increasing cases of poor plan implementations, which is being interpreted as due mainly to lack of understanding of the techniques and spirit of the plans by the implementers; it is being suggested that planners should, as much as possible, take part in implementation. In a situation whereby a planner cannot take part in the implementation of the plans, it is necessary for them to check the states of implementation through evaluation of the on-going projects. Planning has many roles to play but the roles depend upon whether the plan concerns economic, political, social, regional or physical issues.

It is concerned with the conservation of resources and it attacks the problems of waste, duplication, and misuse of resources. According to Aghenta (2000), administration is the process of getting the people in an

organization to achieve the aims of the organization through the efficient and effective use of available scarce human and material resources. It is the dynamic process of arranging the scarce human and material resources available to an organization for the effective and efficient attainment of its aims. Administration is a 'technology' requiring the application of administrative principles, processes and rules to the solution of organizational problems.

Researchers such as Begley (2003), Willower (1999) and Greenfield (2004) acknowledged that administrative process are challenged with both personally and professionally during succession and they may at times inadvertently, create conflict in their attempts to bridge old with the new leadership styles and values. Personal factors affecting Implementation that should be put into consideration is the individual administrator and planner's ability to lead the necessary process within the institution (Aghenta, 1992). In this case, the will and intentions of individual administrator as well as planner affect the implementation process.

Administrative leadership is the ability of the leader to lead and direct the affairs of the entire staff to accomplish the objectives and stated goals of the institution. Shield (2003) critiqued that administrators and planners must address the issues of power, control and inequity; they must adopt a set of guiding criteria to act as benchmarks for the development of socially just education; and they must engage in dialogue, examine current practice, and create pedagogical conversations and communities that critically build on, and do not devalue, students' lived experience.

Leadership is regarded as one of the significant factors in the development of administrative and planning process within the institution since it influences access to, and the nature of, learning opportunities within the institution while leadership styles often reflect an inherent tension between organizational imperatives and individual learning goals (Scribner et al. 1999). Professional Leadership goes beyond the traditional understandings of leadership for school improvement as well as beyond rational and technical approaches to educational change. This will focus on promoting a form of education that may achieve its professional potential.

Home-School Conflict is a factor affecting women in managerial positions. This starts from the conflict that exists between their family role and the office work. However, most women in managerial positions find it difficult to manage multiple roles as mothers and executives such as administrators as well as planners of their organizations. Funding is regarded as budgetary allocations that are available to any sector (allowances, benefits and procurement of facilities, equipment and buildings). Opadokun (2006) submitted that finance is the process of planning and utilizing financial resources in any sector. However in Nigeria, the annual budgetary allocation to education is far from the 26% recommended by UNESCO as a means of achieving quality education and education for sustainable development between 2005 and 2015.

There are manpower problems in the aspect of inspectorate planning and general administration in most education ministries (Uyanga, 1997). Educational Planners with technical knowledge who would have been able to give rational professional touches to education plans are lacking in the school system (Ileuma, 2008). There is a need for the government to intensify efforts in the appointment and efficient utilization of trained and qualified educational administrators and planners in Nigerian universities.

Ayeni et al (2010), citing Anker and Hein (1997), affirmed that there is occupational segregation by sex that restricts women's ability to work in a variety of labour markets around the world, which affects their administrative leadership in different positions they found themselves. Ayeni et al (2010) also decried that women continued to be concentrated at lower levels within organizations and with limited access to management. To this extent, there is the persistence of negative stereotypes of women as administrators and planners in an organization.

Statement of the Problem

Sound administrative and planning processes are crucial to the success of any educational system. It was observed that some administrators and planners in various universities in Nigeria appear not to be adequate in the job. It is being argued that low participation of women in

administrative and planning process in Nigerian universities is connected to home-school conflict, financial constraints and professional leadership style. This study thus investigated the personal and socio-economic factors as correlates of women participation in administrative and planning process in Nigerian universities.

Research Question

What are the factors affecting the participation of women in administrative and planning processes in Nigerian universities?

Research Hypotheses

1. There is no significant relationship between professional leadership styles and women participation in administrative and planning process in Nigerian universities.
2. There is no significant relationship between financial constraints and women participation in administrative and planning processes in Nigerian universities.
3. There is no significant relationship between home-school conflict and women participation in administrative and planning processes in Nigerian universities.
4. There is no composite relationship among professional leadership styles, financial constraints and home-school conflict and women participation in administrative and planning processes in Nigerian universities.

Research Methodology

Research Design

The study used descriptive survey research design which involves collection of data in order to answer research hypotheses based on the current status of subject of study.

Population, Sample and Sampling Techniques

The Population of this study comprised of all the public universities in Nigeria. Four (4) public universities were randomly selected for the study i.e. University of Ibadan, Ibadan, university of Benin, Benin City, University of Ilorin, Ilorin and Enugu State University, Enugu. Thirty (30)

administrators and planners were randomly selected as respondent making a total of one hundred and twenty (120) administrators and planners participants.

Instrument

A self-designed questionnaire was used to collect data from the participants. It contained three sections: A, B, C and D. Session A required the demographic data of the participants such as sex, religion, academic qualification, university etc. Section B contains items on financial constraint, Section C contains items on professional leadership styles and Section D contains items on home-school conflicts. The responses to the items were based on Likert's four-rating scale of strongly Agree (SA), Agree (A), Disagree (D) and strongly Disagree (SA). Test re-test method was used to test for reliability co-efficient of the study which yield 0.85.

Procedure for Data Collection

The questionnaire was administered to the sampled respondent with the help of two research assistants.

Method of Data Analysis

Data collected from the respondents were coded. Pearson Product Moment Correlation Co-efficient and Multiple Regression were used to test the research hypotheses.

Results

Research Question

What are the factors affecting the participation of women in administrative and planning processes in Nigerian universities?

Table 1

Variables	Correlation Coefficient	P- Value	Remarks
Professional Leadership Styles	.543	0.05	Significant
Financial Constraint	.467	0.05	Significant
Home-School Conflict	.615	0.05	Significant

From the above table, professional leadership style was found to be significant at affecting the participation of women in administrative and planning process in Nigerian universities. Financial constraints were also found to be significant among the factors that affect the participation of women in administrative and planning processes in Nigerian universities and home-school conflicts also have a strong significant influence on women’s participation in administrative and planning process in Nigerian universities.

Research Hypotheses

Ho 1: There is no significant relationship between professional leadership styles and women’s participation in administrative and planning processes in Nigerian universities.

Table 2: Analysis of the Relationship between Professional Leadership Styles and Women’s Participation in Administrative and Planning Process in Nigerian Universities

Variables	N	X	SD	R	Sig	Remarks
Professional Leadership Styles	120	22.67	3.17	0.543	0.05	Sign
Women Participation in Administrative and Planning Process	120	24.15	3.25			

Table 2 shows a strong significant relationship between professional leadership styles and women’s participation in administrative and planning processes ($r = 0.543$; $P < 0.05$) in Nigerian universities.

Ho2: There is no significant relationship between Financial Constraint and Women Participation in administrative and planning process in Nigeria Universities

Table 3: Analysis of the Relationship between Financial Constraints and Women’s Participation in Administrative and Planning Processes in Nigerian Universities

Variables	N	X	SD	R	Sig	Remarks
Financial Constraint	120	19.47	2.39	0.467	0.05	Sign
Women Participation in administrative and Planning process	120	21.32	3.21			

The above table shows the significant relationship that exists between financial constraint and women’s participation in administrative and planning processes ($r = 0.467$; $p < 0.05$) in Nigerian universities. This finding simply implies that financial constraint is a common factor affecting women’s participation in administrative and planning process in Nigerian universities.

Ho3: There is no significant relationship between home-school conflicts and women’s participation in administrative and planning process in Nigerian universities.

Table 4: Analysis of the Relationship between Home-School Conflicts and Women’s Participation in Administrative and Planning Process in Nigerian Universities

Variables	N	X	SD	R	Sig	Remarks
Home-school conflict	120	33.41	3.13	0.615	0.02	Sign
Women Participation in administrative and planning process	120	30.95	2.79			

As indicated in Table 4, there is a significant relationship that exist between home-school conflicts and women’s participation in

administrative and planning process ($r = 0.615$; $p < 0.02$). This implies that home-school conflicts relate significantly with women's participation in administrative and planning processes.

Ho 4: There is no significant composite relationship among professional leadership style, financial constraints and home-school conflicts and women's participation in administrative and planning process.

Table 5: Multiple Regression of the Composite Relationship among the Predictor Variables and Women's Participation in Administrative and Planning Processes

R = 0.434

R square = 0.123

Adjusted R square = 0.212

Model	Sum of Squares	DF	Mean Square	F	Sig
Regression	26426.34	3	2342.65		
Residual	163543.39	117	316.27	8.143	0.05
Total	189969.73	120			

Table 5 presents the multiple regression co-efficient (R) indicating the relationship among the three predictor variables (professional leadership style, home-school conflict and financial constraint) and the dependent variable (women's participation in administrative and planning process) was 0.434, Rsquare equal 0.123 and the Adjusted Rsquare equals 0.212. This shows that the 3 predictor variables accounted for 21% variation in women's participation in administrative and planning process. Thus, the result from Table 5 shows that all of the independent variables (professional leadership styles, financial constraint and home-school conflicts) jointly predict the women participation in administrative and planning process. $F(3: 117) = 8.143$, $P < 0.05$.

Discussion

Hypothesis One showed that there was no significant relationship between professional leadership style and women's participation in

administrative and planning processes ($r = 0.543$; $P < 0.05$) in Nigerian universities. This is at variance with Scribner et al. (1999) that found that professional leadership styles are related with women's participation in administrative and planning processes in Nigerian universities. This implies that proper professional leadership styles will bring about high quality administrative and planning process in Nigerian universities. Leadership style will also bring about school improvement as well as beyond the technical approaches to educational changes. There is a general masculine bias against women. In some instances, project initiated by women never come to fruition due to discouragement from their husbands, who may fear that the wives would either be overexposed or stand to dominate them if they achieve certain feats. Few women who tried to resist their husbands have to cope with divorce which may be the end result. The fear of divorce has made most women to hide their talents under male domination.

Research Hypothesis Two shows that there was no significant relationship between financial constraint and women's participation in administrative and planning processes ($r = 0.467$; $P < 0.05$) in Nigerian universities. This result implies that there is a significant relationship between financial constraint and women's participation in administrative and planning process in Nigerian Universities. It was supported by Opadokun (2006) that finances help in planning and utilizing financial resources in any sector.

Research hypothesis three shows that there was no significant relationship between home-school conflicts and women participation in administrative and planning process ($r = 0.615$; $P < 0.05$) in Nigerian Universities. This variable significantly relates with women participation in administrative and planning process. The null hypothesis was therefore rejected and alternative hypothesis retained. This result is in agreement with Ayeni et al (2010) that there is occupational segregation by sex that resists women's ability to work in a variety of labour markets around the world, which affected their administrative leadership in different position they found themselves. Few women who tried to resist their husbands have to cope with divorce which may be the end result. The fear of divorce has made most women to hide their talents under male domination.

Conclusion

This article examines the contribution of women personal and socio-economic factors and participation in administrative and planning process in Nigerian universities. Nigerian women administrators and planners would have been able to make more significant contributions but for some militating factors. These factors, among others as the investigations shows, include home-work conflicts, lack of access to needed financial resources for execution of planned projects and discrimination against women. To improve the contribution of women's personal and socio-economic towards participating in administrative and planning processes in Nigerian universities, these factors among other suggestions should be addressed.

Recommendation

Based on the findings of this study, the following recommendations were made:

1. Women should also gain leadership experience on how to organize themselves better for effective contribution towards administrative and planning process in Nigerian universities.
2. The government should help carry out public enlightenment programme sensitizing public sectors to the need of female administrators and planners in organizations in Nigeria and how to tackle their problems in terms of decision making.
3. The leadership abilities of the administrators and planners should be identified and polished and there should be no gender prejudice at university level in any case.

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