



Overcoming Barriers to Career Advancement of Female Academic Staff in Nigerian Universities

Abubakar Idris Hassan

*Department of Public Administration,
Bauchi State University, Gadau.*

abuidrishassan@gmail.com, abubakarihassan@basug.edu.ng

Abstract

It has been argued that men dominate formal sector. However, there is growing increase of female gender as workforce around the world. The study employed qualitative approach through interview of some academic staff that have advanced in their career. Thus, this study explores and found that individual, organizational and societal factors such as; hardworking, access to educational opportunities, work-life balance, availability of fellowship, holistic policy, maternity leave, political will, family support and socio-political awareness serve as overcoming factors to career advancement of female academic staff in the Nigerian universities. The study recommends that the immediate family of academic staff should support and employers must provide policy that friendly and gender considerate to female nature in Nigerian universities.

Keywords: Barriers, career advancement, Female academics, Nigerian universities

Introduction

One of the global developments in terms of labour force around the world is the noticeable increase and appearance of females' participation in formal sectors, especially between 2009 to 2014 in various countries and regions of the World (International Labour Organization [ILO], 2015). Though, there is an increase in female participation, but they are at a lower level and slow speed. Similarly, in Nigeria, despite abundant and diverse human resource in Nigeria, with a population of about 177, 155,754 million people, 51 percent males and 49 females, and a female working age bracket of 53.6 percent (CIA World Factbook, 2015). The spate of female entrance into a higher level of management is slow and their number is still low relative to the number of available female labour force in the country (ILO, 2015).

Career advancement in the Nigerian university system includes holding positions and ranks of Senior Lecturers, Professors, Heads of Departments, Deans, Sub-Deans, Directors of Institutes/Programmes, Senate, Governing Council, Vice Chancellor were unequally distributed between males and females' academic staff (Moti, 2014; Olabisi, 2014). Men dominate top management positions, especially vice chancellor of universities; thus, leaving topmost of the academic and administrative decisions to men, such as staff recruitments, promotions, and appointments. It has been reiterated by Olabisi (2014) and Duyilemi (2007) that even the Nigerian education system has neglected the contribution female academic staff and has created a gender gap and male dominance in the Nigerian higher institutions that persisted in decades. However, gender gaps in university's positions remain prominent

(Olabisi, 2014). Hence, the under-representation of females in the university management positions, lead to less bargaining power and limited opportunity to influence decisions about policies related to their career advancement. Though, some females have achieved certain positions, but they are few, and greater population of females' academicians are barred from getting to the top due to the "glass ceiling" syndrome, which is promoted through lack of political will (Ejumudo, 2013).

However, the world over, human resources (both males and females) are considered most valuable assets in any organization and employees are the key factors of the prosperity of an organization (Snell, Morris & Bohlander, 2015; Mahoney & Kor, 2015). Therefore, in consideration of the role of human resource in the current knowledge-based society of this contemporary world, institutions must accept to optimize their human resources diversity and career advancement processes and practices. Such strategies are even more vital in the case of higher education systems in promoting motivation, competition, socioeconomic and political development and social mobility in a nation. However, such strategies, process, and practice are weak and were challenged in the higher education systems of several nations including those of Europe and Africa. In many cases, entrance and advancement of personnel into formal sectors are imbalanced and lopsided of female. Hence, this study aims to explore the possible ways of overcoming the barriers to career advancement of female academics in Nigeria.

Methods

The research is qualitative in nature and data were collected through interview technique. Six female academic staff in both federal and state universities in Nigeria were purposively sampled. The familiarity of the researcher to the research environment has led the

adoption of purposive sampling because the researcher knows the appropriate samples to generate data. These selected respondents had in one time achieved advancement in their career through salary increase, upward adjustment in status etcetra. Lastly, NVivo10 was the software used for data analysis based on thematic analysis of the responses and content analysis was further used for discussion.

Results

Overcoming barriers to career advancement of female academic staff

In order to explore possible remedies of the barriers to career advancement of female academic staff in Nigerian universities. In doing this, interviews were conducted and verbal opinions were transcribed for analysis. In the regards, the transcribed interviews were later coded and group into appropriate themes and sub-themes as shown in Figure 1

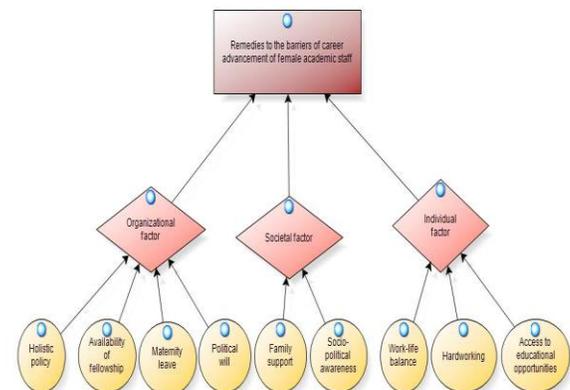


Figure 6.1

Qualitative model of Remedies to barriers of career advancement of female academic staff

From the figure 6.1 above, the themes that emerged from the analysis of the transcribed responses of the interviewees about the fourth objective of the study is provided. The themes generated were discussed in relations to the respondents' original narrations. The researcher tries to report the narrations as earlier stated in the original words of the

interviewees. Thus, this serves as an avenue to achieve the stated objective through the subjective and the in-depth opinion of the interviewees as the details are presented below. Based on the model in the figure 6.1 above, the themes that were generated from the interviews had served as remedies of the barriers to career advancement female academic staff in the Nigerian universities are; individual factor, organizational factor and societal factor.

Individual factor

Individual factor is the theme that emerged after grouping and regrouping of various related themes that is changing the circumstances surrounding the barriers hindering the career advancement of female academic staff in the Nigerian universities at the individual level. Among the themes that emerged and grouped to form the individual remedies are the self-effort or hardworking of the female academic staff towards their work. The second sub-theme that emerged is accessibility to educational opportunities to all female gender without barrier and the third sub-theme that emerged is the ability of female academic staff to plan and manage her home and work so that either of the two is not affected by the other. All of these sub-themes were generated from the opinions of academic staff in the Nigerian universities in respect of female career advancement. The figure 6.2.1 below shows that there are 6 (i.e. 1, 3, 5, 6, 2 and 4) interviewees that emphasized on the individual factor as a remedy of the barrier to the career advancement of female academic staff. Following the trend of the interviews, interviewees 1 and 3 have emphasized on the access to educational opportunities as a remedy to the barrier of career advancement of female academic staff. While interviewees 6 (i.e. 1, 3, 5, 6, 2 and 4 interviewees) had opined that hardworking is also a remedy to the barrier to the career advancement. Lastly,

interviewee 3 has lamented that work-life balance is a remedy of the barrier to the career advancement of female academic staff in the Nigerian universities. See figure 1 for the graphical model of individual remedy to the barrier of career advancement.

Access to educational opportunities

Education is believed to be a vital instrument for women emancipation (Ohia & Nzewi, 2016). Other scholars have also buttressed the assertion that educational attainment is a way forward to women advancement and emancipation (Foluke, 2012). This argument further stressed the reason that education is a mechanism through which training and skills, attitude and values are obtained for self and societal development (Ibeneme, Alumode & Usoro, 2012). Hence education should serve as an intrinsic strategy for reducing the gender gap between men and women's career development (Aja-Okorie, 2013). Following the above empirical assertions, one of the interviewees shared her position in a similar manner that educational qualification is the main factor to career advancement;

Huh! Well, I would say in our Nigerian culture to be able to make it to occupy any position as a woman you need a qualification to be able to have a chance. If you have your qualification then you already found a chance of attaining any position that aspires. Women tend to work twice and hard than a man. It easily give a man a chance even if he has no qualification but for a women that becomes difficult. For me in my own case, I would say is the qualification and basically is the qualification. When you have a qualification then you stand to have an equal change with a man (Dean of the faculty).

Similarly, another interviewee further affirmed the assertion that educational

qualification especially at early stage of life is a factor to career advancement as thus below;

Early education is the principal factor. Given equal opportunity right from childhood to attain or realise your dream just like boys. In fact, early education is the principal factor. I had all opportunity I had needed. I had all the support that I had need early in life to go school (i.e. primary, secondary and universities). My family is not the type that gives out child early for marriage. I was not force for early marriage. So, I marry at the normal age, actually I had attained university education before I married. So that also had informed this (career advancement). So at that time you are able to take decision on career as a person on want you to do with your life (Director of Institute).

Thus, giving access to educational opportunities to female will serve as a tool to obtaining higher qualification to compete with their male counterparts in the Nigerian Universities. Hence, it will serve as a remedy to the existing barrier of female academic staff.

Hardworking

An extant study by Zhong et al., (2011) shows that hard work is a facilitator to female career advancement. This factor is found to be a panacea to the barrier and the challenge of excess workload of academic staff. With respect to this position, a female head of department in the Nigerian university asserted that

In academia if you don't write, you don't attend conferences, and then you would perish. But for people that they have stood on their ground because they have conviction. Then

I doubt if that same case (men's attitude) should be a stopping block to your career if you are working hard (Head of Department 2).

This means that despite the numerous challenges of female academic staff, hard work is a vital remedial factor to career advancement as it is stressed by a female interviewee below;

But if you work hard you can also move along, so nobody deprives you what you are due if you work hard. If you are in academic you must also do research. I don't believe in tokenism in the sense because I am a women I must be given even if am not qualify; I have work hard to get where I am. I think that's just basically what it is (Director of Institute).

We can understand that even the male folks got their potential to career advancement in academia through access to early and higher education. So dwelling on hardwork through obtaining a higher qualification, publication and attending conference can remedy the female academic staff barriers to career advancement in Nigeria.

In this line of argument, a female head of department still emphasized on the role hard working as a remedy to the barrier to career advancement in the Nigeria university. She lamented that;

Career development depends on the individual as long as you are hardworking, you are determine, then there no way, nothing you cannot be able to achieve in academic development as a female. So the thing is that just do your best, put in what you need to put in and then I am quite sure you would be able to achieve as a female like any other male counterpart (Head of Department 2).

Another supported opinion is stated by an interviewee below;

First of all I think it has to do with my dedication. Apart from that one has to be determine in what he/she want to achieve. So I was appointed as a graduate assistant and after sometimes I was asked to go and pursue my master degree. So this how I manage to achieve my higher level. But despite this, I was asked to, Although, I have the interest to further my studies or my career even though I didn't know that I will take this academic line until later. But I have that ambition to further my studies. I have ambition to further my studies in the sense that, I want to achieve the higher degree (Coordinator 1).

A similar expression was expressed to show that hard work is a key to eliminating the potential barriers to career advancement as thus stated;

It's very challenging for a woman to go into because those fields to me are very challenging and time consuming and the women folk in Nigeria are people that are always considered to be 50% of her life should be with her family members like her kids and her husband. So the time there for her to dedicate into the academic study to run into PhD or achieve professorship is there. So I think the determination as a factor has to be there and challenges she would encounter from her family members like you leaving a family, your kids to go to study abroad or go to study in other parts of the country for PhD is also challenging factor (Coordinator 2).

In the vain, a female academic suggested that determination can address the challenges

of potential barriers to career advancement of female academic as she opined;

My suggestion has to go the female folks, really they should be determine to do it like they should consider it a challenge to what extent are you going to contribute to the economy in that aspect. If a man can do it, you can also do it better (Coordinator 2).

While a labour union representative gave an opinion that, those female academic staffs' that excel in their career are able to achieve that through their level of commitment and hard work as thus argued;

However, the females do have numerical disadvantage over their male counterparts, but there are many women that are more qualified than men to be heads, deans or VCs in terms of qualification with reference to my department, faculty and university. You can see am saying this from experience, like in my department the females are really up and doing, I can mention names like Associate professor Saratu Mamman has publications in journal of repute, Dr Mrs. Marry Dadau is an Associate professor and has many papers, professor Etsu was a dean of faculty of science and a renowned professor of microbiology with journal articles spread across the highest ranking journals of the world. So all of these women are performing well in the university like their male counterparts and they have much interest and are diligent in doing their job (Union Representative).

Therefore, at this point, it can be drawn that hard working has been seen as a more emphasized individual factor of remedy to

potential barrier to career advancement of female academic staff in Nigerian universities. This is not surprising because whenever there are skills for doing a job, what is further needed to achieve the level of higher performance is the level of commitment or hard work which will then add value to an individual and enhance an opportunity for career advancement.

Work-life balance

Another perspective of the remedial factor or suggestion to career advancement as reported by the female head of department is work-life balance.

... I try as much as possible to make sure that academic work doesn't interfere with my family affair or issue. So I try as much as possible to do all my academic work; the ones am able to accomplish in the office I do that, and once am out of the office, am at home then I have to face my home affair except on exceptional cases or situations that I have to do some extra work. Apart from that I tried as much as possible to see I have struck a balance between my work and my family. This in fact, has helps me in getting the support of family and as well, having time to academic work. In short plan things accordingly (Head of department 2).

The individual factor expressed by the various interviewees pounded on the role self-efficacy as a factor to career advancement of female academic staff. These opinions in nutshell have validated some of the quantitative results obtained in the chapter five of this study. This further showed that self-efficacy of female academic staff is both quantitatively and qualitatively supported as a viable facilitator to career advancement.

Organizational factor

The POS theory explains that when an employee's belief on the help that will come in the course of discharging his or her duties that tend to give an edge in the job in particular and the organization in general. Thus, organizational factor has emerged as a remedial factor to the potential barriers of career advancement of female academic staff in the Nigerian universities. This is not amazing considering the fact and the nature of women and the academic work with a lot schedules, hence, it would demand supportive organizational incentives that can help the actualization of self-abilities of the academic staff. In this trend, the theme of organizational factor is composed of some sub-themes that emerged from the interviewees' responses. These sub-themes as has been represented in the figure 1 are maternity leave, availability of fellowship, political will and holistic policy making and implementation mechanism. The theme and the sub-themes emerged from the sources of information gathered from the 5 academic staff interviewed; they the interviewees 1, 4, 5, 6 and 2.

Availability of fellowship

Following the theoretical postulation of the organizational support to an employee as a viable mechanism for boosting employee potentials to a higher level, accordingly, a female head of department has stated that a support in terms of fellowship from the university has potentially curtailed a barrier to her career advancement. Below is the verbatim expression;

Another factor is that, actually I joined the university with my master's degree and I was later given a full fellowship to study for my PhD. So during that time I don't have to come to the office and that had given me the opportunity to manage my studies and my family (Head of Department 2).

Another interviewee appreciates the role of organizational support in terms of fellowship as thus;

Yes, we have university support, yes; I could remember that there was a time that circular was distributed that anybody who is having a conference or any article should apply before three months so that the university would fund the person to go for a conference, workshop or seminar. So regarding this (funding) there is no problem, the university is trying (Coordinator 1).

In a more specific appeal, an interviewee urge for a more fellowship due to its importance. She stated as follows;

Government should also give a certain percentage of scholarship to women to serve as motivation for them. It would motivate them in one way or the other showing them how important their role is to the system. I think it can be a source of increasing the numbers of female in the academic field and at higher levels (Coordinator 2).

From the submissions of the responses on the availability of full fellowship, it can be concluded female academic portray access to fellowship and it utilization can give an opportunities to acquire higher qualification and chances to remedy the existing barrier of career advancement in the Nigerian universities.

Holistic policy

This sub-theme has emerged from the responses related to policy making and implementation. The code; holistic policy simply means that both male and female should be involved in the policy initiation and implementation process as both of them have a role to play in the success or otherwise of the policy. So an approach that bring about

these parties together in the policy process will remedy the lopsided policy process of Nigeria in relation to career advancement of female academic in the university.

In this regards, an interviewee lamented in the vein as thus;

Those are the people who have the power to implement those things, now it would be wise if you brought in, now if the Nigerian policy is control by men, such to say coming to meet a group of market women, go round women trying to support yourself and bring out a woman leader that can stand for you. It would not help if this indoctrination is not even giving to men in order that their attitude to be change, because you talk of affirmative action whatever, see how many people are in government. See yesterday Nasarawa state government were screening commissioners, of all the nominees that were selected only two came from female. Now at the federal level how many are there? So it is not about saying it but about finding avenue through which attitude of people can be change (Head of Department 1).

Therefore, an encompassing policy process of the Nigerian university administrative system that recognizes the role of both males and females' academic staff in policy formulation and implementation would serve as a remedial factor the potential hindrances to the female academic staff in the Nigeria universities.

Maternity leave

Maternity leave has received an attention of a dean of a faculty as a remedial factor to the biological nature of a female academic staff of having pregnancy and given birth that has been hindering their career activities and

development. Hence, she sees the organizational policy of maternity leave as a panacea to reducing the obstacles of female academic during pregnancy and birth. The fact is buttressed as thus;

Both federal and state government job I would say they have provision for maternity leave and even after she comes back from maternity leave she would be allow to half day for 3-4 months. I think this condition will enable her to marry the roles of lecturer and a mother (work and home). The difficulty comes when she work in private establishment (Dean of Faculty).

Hence, sustaining this organizational policy of maternity leave in the university to academic staff would support the career advancement of female academic staff in particular even all academic staff in general.

Political will

Political will simply explain the overt commitment and willingness of those at the authority to show interest in creating chances to female academicians have access to the available positions in the university.

Also, it should be, I am appealing to the official or government top officials in the country to be allowing women to participate in such positions so that they can also contribute to a change in the organization or any other aspect. If a woman feels that she would be given that grace she can contribute and her contribution is being regarded in the organization. So definitely sure that she would go to any extent to acquire such position (Coordinator 2).

The above submission on organizational factor as a remedy to hindrance of career the advancement is in line with the theory of perceived of organizational support. Chen

(2010) proposed and ascertained that person-work fit and POS were significantly and positively related to career development. This means that any academic staff or knowledge worker that have a high level of self-efficacy and has received organizational support or initiatives in actualizing self-efficacious factors will achieve career advancement.

Societal factor

Societal factor is the theme that emerged after grouping and regrouping of various socio-cultural related to culture, tradition and values of the society at large which serves as a solution to the barriers hindering the career advancement of female academic staff in the Nigerian universities. The sub-themes that emerged from the societal factor are; socio-political awareness and family support. The figure 6.2.3 below shows that there are 2 (i.e. 1 and 2 interviewees) that talked about the socio-political awareness as a remedial factor to the barrier of the career advancement of female academic staff. Also, 2 interviewees (i.e. 4 and 5 interviewees) have opined that family support is a remedy to the barrier of career advancement of female academic staff in the Nigerian universities.

Family support

Family support could come in the form of instrumental or emotional support from either parents, spouse or even children and all have an impact to career advancement. Aycan (2004) and Wislow (2010) have argued that family support was instrumental to career success of Turkey women. This factor has also received the opinion of academic staff of Nigerian in regard to their career advancement. A female interviewee opined on the positive effect of family support her career advancement;

Well, I may say may be; first of all is the cooperation of my family because I have a lot of cooperation of my husband and

my children since they are aware of the environment where I work. They know the challenges or the type of work that I am going through, so I have their full cooperation (Head of Department 2).

Similar developments about the family support from the husband and parents were reported by another female interviewee;

I also had the support of my husband and my parents during my postgraduate study time, I remember I used to leave my baby with my parents, they asked me to leave the baby with them so that I can face my studies very well and my husband used to be patient with me. He even helps me, he advises me then, he bears so many things concerning my academic. I will be going to lectures, the time I was writing thesis and other things, so he used to spare time for me regarding this. I really enjoy the full family support only that one has to as a wife, I want to see that things are going well. Even though, I was been supported by my husband but, I still needed to see that things are going smoothly in at school (Coordinator 1).

Therefore, it is pertinent that the support female academic staff receives from her family has a vital role in reducing the barrier and improving their chances to higher career advancement.

Socio-political awareness

Socio-political awareness has emerged as a factor that can serve as a remedy to the prevailing socio-cultural barrier to the career advancement of female academicians. The interviewees expressed that there should be a

re-orientation of the society about the tradition, religion and other cultural factors. In this sense, one interviewee has lamented on the positive effect of socio-political awareness;

You know, some of it, like some of the government programmes that have come up in the past in televisions and other media with emphasis on educating a Nigeria child which have actually helped. Some of these policies have help in giving women a better opportunity for a while now. Nigeria people have become aware that it is important and beneficial to educate a woman/girl child and that, has it can be seen has increase the women in higher positions (Dean of the faculty).

The above interview result show that, through a continues mass campaign about socio-political awareness the cultural values that serves as a blockage to career advancement can be reduced to a minimum level.

In a similar development, another female academic staff stressed on the need for

The fabric of the society needs to be changed in a way that it would be amiable to every woman in academia in terms of culture, tradition and religion, equal opportunities. The societal culture has to accommodate and accept that both males and females are important to the societal stability, therefore, the fabric of the society has to be friendly (Head of Department 1).

The above interviews show that a re-organization in the socio-cultural garment of the society such as dominant cultural values and belief that serves as barriers such as role

stereotypes, gender discrimination and politics of men to mention a few, to woman can improve the career advancement of female academic staff in Nigerian universities.

Discussion

By the actions and inaction of employees, employers and general public, female career advancement had been challenged in particular and HRM in general. In view of this challenge, the qualitative findings revealed what they (interviewees) perceived to be remedies to the barriers of career advancement of female academic staff in Nigerian universities.

Fortunately, almost all interviewees' have given their opinions on how to overcome the potential barriers affecting the career advancement of female academic staff in Nigerian universities. The measures that they (interviewees) had suggested have emerged into the categorization of individual, organizational and societal factors. These factors or opinions revealed by the respondents have coincided with the result of the quantitative analysis. On a specific term, the study had qualitatively agreed that self-efficacy (individual) and environmental factors can promote career advancement when they interact together as a system. This means that career development of female academic staff lies within the interplay of self-efficacy and overall environmental forces. For instance, the qualitative findings of this study revealed that individual factor such as hardworking, work-life balance, access to educational opportunity will serve as a remedy to the barriers of career advancement of female lecturers. Also, organizational factor like holistic policy, availability of fellowship, maternity leave and other societal factor; family support and socio-political awareness were reported as factors that can remedy the potential barriers

to career advancement of female academic staff.

Accordingly, these results were in line to career development theory. The theory postulates that person and environment interplayed together in influencing career advancement (Lent, 2002). Supportively, Azmi, Ismail and Basir (2012) found that Malaysian women in public service perceived that education, self-performance, dedication, equal opportunity to advance studies, flexible work condition, adequate maternity leave and child care facilities in the workplace. In the same vein, Azmi, Ismail and Basir (2014) revealed that Indonesian Muslim women perceived almost the same factors of career advancement with that of Malaysian women. This study revealed a similar trend of panacea to barriers of female career advancement with that of Malaysia and Indonesia.

In a related development, educational attainment is believed to influence the female's career advancement (Ohia & Nzewi, 2016; Foluke, 2012; Tliass & Kauser, 2011). This is because education is a mechanism through which training and skills, attitude and values are obtained for self and societal development and career advancement (Ibeneme, Alumode & Usoro, 2012; Aja-Okorie, 2013). It is also worthy to note that hardworking is complimentary to other factors of career advancement (Tliass & Kauser, 2011). Additionally, family support from spouse, children and parents were found to be a panacea for work-family conflict devilling the female employees (Ezzedein & Ritchey, 2009) and academic staff in particular as reported by interviewees. Nonetheless, socio-political awareness is a unique factor identified in this study as a remedy to career advancement because it can create awareness among people in understanding the importance of female



career advancement and their role in societal development.

References

- Aja-Okorie, U. (2013). Women education in Nigeria: Problems and implications for family role and stability. *European Scientific Journal*, 9(28), 272-282.
- Aycan, Z. (2004). Key success factors for women in management in Turkey. *Applied Psychology*, 53(3), 453-477.
- Azmi, I. A. G., Ismail, S. S., & Basir, S. A. (2012). Facilitators of women's career advancement in public service: a study in a developing country. *International Journal of Social Science and Humanity*, 2(1), 1-5.
- Azmi, I. B. A. G., Ismail, S. H. S., & Basir, S. A. (2014). Muslim Women Career Advancement: A Study of Indonesian Public Service. *International Journal of Business and Social Science*, 5(2), 168-179.
- CIA. (2015). *The World factbook*. Washington DC: www.cia.org.
- Duyilemi, A. N. (2007). Girl-child education and empowerment. *Keynote address presented at workshop for senior secondary female students teachers and education officers*. Okitipupa, Ondo, South West senatorial district: National Association of Women Academic of Nigeria.
- Ejumudo, K. B. O. (2013). Gender Equality and Women Empowerment in Nigeria: The Desirability and Inevitability of a Pragmatic Approach. *Developing Country Studies*, 3(4), 59-66.
- Ezzedeen, S. R., & Ritchey, K. G. (2009). Career advancement and family balance strategies of executive women. *Gender in Management: An International Journal*, 24(6), 388-411.
- Foluke, F. (2012). Gender inequality in education: Implications for national development. *Journal of The Nigerian Academy of Education* 8(1), 24-32.
- Ibeneme O., Alumode, B., & Usoro, H. (2012). *The state of education in Nigeria*. Onitsha: West and Solomon Publishing Company Limited.
- Lent, R. W., Brown, S. D., & Hackett, G. (2002). Social cognitive career theory. *Career choice and development*, 4, 255-311.
- Mahoney, J. T., & Kor, Y. Y. (2015). Advancing the human capital perspective on value creation by joining capabilities and governance approaches. *The Academy of Management Perspectives*, 29(3), 296-308.
- Moti, U. G. (2014, March). Women and Governance in the Nigerian University System. In *Proceedings of the 2nd International Conference on Management, Leadership and Governance: ICMLG 2014* (p. 174). Academic Conferences Limited.
- Ohia, N. C., & Nzewi, U. M. (2016). Socio-Cultural Challenges of Women Development: The Case of Female Academics in Igbo land, Nigeria. *Mediterranean Journal of Social Sciences*, 7(1), 269-281.
- Olabisi, A. (2014). *Women in the Nigerian University System: achievements, challenges and Prospects*. Ado Ekiti, Ekiti State University, Nigeria: Centre for Gender and Development Studies, <https://emotan.files.wordpress.com/2014/03/ipaf-2014-paper-women-in-the-university-system.pdf>
- Snell, S., Morris, S., & Bohlander, G. (2015). *Managing Human Resources*. Cengage Learning.



Tlaiss, H., & Kauser, S. (2011). The impact of gender, family, and work on the career advancement of Lebanese women managers. *Gender in Management: An International Journal*, 26(1), 8-36.

Winslow, S. (2010). Gender inequality and time allocations among academic

faculty. *Gender & Society*, 24(6), 769-793.

Zhong, Y. G., Couch, S., & Blum, S. C. (2011). Factors affecting women's career advancement in the hospitality industry: Perceptions of students, educators and industry recruiters. *Journal of Hospitality & Tourism Education*, 23(4), 5-13.