

## **Challenges Facing Teaching and Learning of Gender Education in Nigerian Universities**

Ogunode Niyi Jacob & Idris Ahmed

### **Abstract**

The article discussed the problems facing the teaching and learning of Gender education in the Nigerian universities. Secondary data was used to support the points raised in the article. The secondary data were sourced from print material and online publications by recognized institutions and individual author. There are many problems facing the teaching and learning of Gender studies in Nigerian universities. Some of the problems include: inadequate funding of Gender education programme, inadequate lecturers, inadequate infrastructural facilities, brain-drain, institutional corruption, inadequate studies materials, poor research, poor capacity development of lecturers and few universities offers Gender education programmes. To solve these challenges, this article recommends: that the government should increase the funding of Gender studies programme in the universities, employ more lecturers that specialized in Gender education, provide adequate infrastructural facilities, provide adequate instructional materials on Gender education, ensure effective staff development programme and effective motivation policy to prevent brain-drain.

**Keyword:** Gender Education, Problems, Programme, Universities

### **Introduction**

The National Policy on Education (FGN, 2004), defines Higher Education as the Post -Secondary Section of the National education system, which is given of Universities, Polytechnics and Colleges of Technology including courses as are given by the Colleges of Education, Advanced Teachers Training colleges, Correspondence Colleges and such Institutions as may be allied to them. Peretomode (2007) sees higher education as the facilitator, the bed rock, the power house and the driving force for the strong socio-economic, political, cultural, healthier and industrial development of a nation as higher education institutions are key mechanisms increasingly recognized as wealth and human capital producing industries. Bernett (1997) defines higher educational institutions as unique institutions which is differentiated from others in terms of research and its managers are designated as Provost, Rector, and Vice chancellor. Higher education is the education for the production of manpower and for aiding social, economic and technological development of a country.

The goals and objectives of higher education in Nigeria according to National policy on education (2004) include the following:

- (a) the acquisition, development and inculcation of the proper value orientation for the survival of the individual and societies;
- (b) the development of the intellectual capacities of individuals to understand and appreciate environment;
- (c) the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community;
- (d) the acquisition of an overview of the local and external environments (FGN, 2004)

The National Policy on Education (2004) again stated that higher educational institutions should pursue these goals through: Teaching, Research, the dissemination of existing and new information, the pursuit of service to the community; and by being a store- house knowledge.

The Nigerian higher education is the largest in Africa. Noun (2009) submitted that from a global perspective, economic and social developments are increasingly driving the advancement and application of knowledge. Education in general and higher education in particular, are fundamental to the construction of a knowledge economy and society in all nations. The nation looks up to higher education to through its traditional functions of teaching, research and community service to develop manpower and disseminate necessary knowledge that are needed in industry and other sectors. The Nigeria higher education system comprised of universities, polytechnics, and colleges offering programmes in teacher education and agriculture. Higher education is a community of scholars, free to pursue knowledge without undue interference from anywhere.

University education is a special education designed for organized teaching, researching and provision of community services. University education is an education for the development of manpower for the development of the country. University education is an education meant human capacity development. For effective administration and coordination of the Nigerian universities, the Nigerian government established the National Universities Commission to oversee the supervision of the University education in Nigeria. The National Universities commission is saddled with the responsibilities of universities registration, programme accreditation and resource

verification, quality assurance, research grant collection and distribution and formulating of policies for the universities. The Nigerian higher education is the largest in Africa. The University system is made up of private universities, states universities and federal universities totaling 171 universities in Nigeria.

Programme offered in the Nigerian universities as listed in the BMAS documents were produced for the under-listed academic disciplines: i) Administration; Management and Management Technology; ii) Agriculture, Forestry, Fisheries and Home Economics; iii) Arts; iv) Basic Medical and Health Science v) Education; vi) Engineering and Technology; vii) Environmental Sciences; viii) Law; ix) Pharmaceutical Sciences x) Medicine and Dentistry; xi) Science; xii) Social Sciences; xiii) Veterinary Medicine. Gender education or Gender studies programme is one of the newest programme introduced to the Nigerian higher institutions especially the universities. The programme since its introduction have been facing many challenges. This article is aimed to discuss the problems facing the Gender education in the Nigerian universities.

### **Concept of Gender Education**

Claudia & Chrise (2018) submitted that the study of Gender and education encompasses gender differences in educational outcomes such as achievement, attainment, and experiences within the education system. Gender education is an organized education with a curricula at all levels of the education system, which would enable both girls and boys, women and men to understand how constructions of masculinities and femininities and models for assigning social roles – which shape our societies – influence their lives, relationships, life choices, career trajectories, etc. Gender education deals with theories and models in both male and female studies. Gender education look at the reasons for inequality between male and female in education and career. Claudia & Chrise (2018) observed that the field also moves beyond the study of how gender influences educational outcomes and incorporates how these differences impact the labor market, family formation, and health outcomes. Early research in gender and education focused on whether differences in the educational outcomes of males and females were due to biological differences. Over time, research began to show that biological differences between genders tend to be smaller than those within gender. Thus, biological differences may play a relatively small role in educational outcomes while other factors like socialization and differences in expectations of boys and girls may play a larger

role. Research on primary and secondary school students examined how peer, teacher, and family interactions are related to gender differences while research on higher education examined sex segregation by major and gender differences in choices to attend or complete college. Recently, research has shifted to examine the causes and consequences of the reversal of the gender gap in educational attainment. Women now outpace men in both college enrollment and completion in the majority of countries throughout the world. The objectives of Gender education in the higher institutions includes: to generate a new field of knowledge production which could gain impact on science and scholarly practices and theories; to provide a critical and innovative approach to existing science and academic scholarship on Gender studies; and to create a relationship between knowledge, power and gender in interaction with other social divisions such as ethnicity, class, sexuality, nationality, age, dis/ability, etc. is critically scrutinized in gender research.

### **Challenges Facing Gender Education in Nigerian Universities**

There are many problems facing Gender education in Nigeria. Some of the problems include; inadequate funding of Gender education programme, inadequate lecturers, inadequate infrastructural facilities, brain-drain, institutional corruption, inadequate studies materials, poor research, poor capacity development lecturers and few universities offers Gender education programme.

#### **Inadequate Funding**

Inadequate funding is a major challenge facing Gender education in the Nigerian universities. The university system require a lot of funds to implement the gender education programme because it's it is a new programme. The annual budgetary allocation for the administration of universities in Nigeria is inadequate. The inability of the federal government to stick to the UNESCO 26% of national budget for education is affecting the management of university education in Nigeria. For one decade now the annual budget for the entire educational institutions in Nigeria is below 15% and this is affecting the administration of the different forms of education in the country including the university system. The poor funding of education is responsible for the poor quality of the universities education in Nigeria. The annual budget for the administration of universities in the country is not adequate to provide the needed infrastructural facilities and human resources that the various programme required for implementation. The underfunding of the university system in

the country is also responsible poor researching and ineffective teaching. Ogunode (2020) submitted that inadequate funding of Gender education programme in the Nigerian higher institutions is responsible for the poor development of the programme in the respective institutions/ Ifeanyi, Ogunode, & Ajape, (2021) Observes that the causes of inadequate funds in public universities in Nigeria include lack of political will to implement UNESCO 26% for education, poor internally generated revenue, corruption and insecurity problems as causes of shortage of funds in the public universities while the effects of shortage funds in the administration of universities includes; inadequate infrastructural facilities, inadequate manpower, poor quality of education, strike actions and brain-drain.

### **Inadequate Lecturers**

Inadequate lecturers with specialization in Gender education is another problem facing the implementation of Gender programme in the Nigerian universities. Many universities where gender studies is been offering do not have adequate lecturers. Academic staff or lecturers are faculty member in the higher institutions or in the universities. The lecturers are responsible for the implementation of teaching programme, researching programme and delivering of lectures. The roles of the academic staff in the development of the university education cannot be underestimated. The academic staff plans the lecture, organizes the instructional materials and presents the lecture. The lecturers are the pillars and engine room of the universities education. It is unfortunate that as important as the academic staff to the development of the university system, many universities in the country are understaffed. The Nigerian universities are faced with the problem of shortage of lecturers in many department and faculties especially in gender studies programme. The shortage of lecturers in Gender education departments is responsible for high teacher-student ratio in many lecture halls across the country. Ogunode & Adamu, (2021), submitted that inadequate funding, lack of strategic manpower planning, brain drain, poor motivation, unconducive working environment and corruption are the reasons for shortage of academic staff in the Nigerian higher institutions. Ogunode & Adamu, (2021) also concluded that low productivities, poor quality of teaching, overcrowdings, poor quality of education are the effects of shortage of academic staff in the Nigerian public higher institutions.

## **Inadequate Infrastructural Facilities**

Inadequate infrastructural facilities is a challenge facing the teaching and learning of Gender education in the Nigerian universities. Infrastructural facilities refer to social capital that aid the delivering of services especially in the educational institutions like the universities. Infrastructural facilities include offices, classrooms, libraries, laboratories, hostel accommodation, lecture halls, electricity, internet services, and water. Inadequate infrastructural facilities is a challenge to effective administration of universities in Nigeria. Many universities do not have adequate infrastructural facilities to deliver effective teaching and research programme. Many academic and non-academic staff working in the department of gender studies do not have offices and paraventre they have one is been shared by five to six lecturers. The offices of the Dean's and Head of department is not to write home off. The Students do not have adequate lecture halls and adequate hostels. According to Okebukola, (2005) who reported the need assessment survey of national universities commission and identified the following: (a) only about 30% of Nigerian students' population has adequate access to classrooms, workshop, lecture halls, laboratories and libraries. (b) Deficient libraries in terms of currency and number of books, journals, and electronic support facilities. (c) Inadequate academic calendar resulting from staff unions' industrial action premised on low salary, wages/welfare and students strikes often time related to inadequate facilities. (d) Lack of practical experience, often times resulting from deficient facilities. The above listed factors are all challenges to full implementation of higher education policies in Nigeria.

Ishaya & Ogunode, (2021) discovered that inadequate funding, corruption, increase in population, poor infrastructural planning, poor maintenance culture and uncompleted projects are the causes of shortage of inadequate infrastructural facilities in Nigerian public universities. Ishaya & Ogunode, (2021) also observed that poor academic performance of students, poor performance of academic staff and non-academic staff and poor quality of education are the effects of inadequate infrastructural facilities in Nigerian public universities.

## **Brain-Drain**

Another problem that is facing the teaching and learning of Gender education programme in Nigeria is the problem of brain-drain. The few lecturers with specialization in the gender education are moving out of the country due to poor working environment and poor motivation to other

countries where their services are more appreciated. Brain-drain refers to the mass movement of professional from the developing countries to developed countries for a better working conditions. Nigerian universities is facing the problem of brain drain because of poor motivation and poor working environment. The implication of brain-drain in the Nigerian universities is responsible for shortage of lecturers and the falling in the standard of the university education. Alli, (2000) also observed that many experienced and young lecturers are fleeing Nigeria from the frustration of university life into more rewarding and more challenging sectors of the economy and even to overseas countries. There is diminishing scope of mentoring junior researchers by seasoned and senior lecturers in Nigeria due to brain drain. Brain drain has led to decline in research outputs from institutions of higher learning in Nigeria vis-à-vis the disappearance of research centers in Nigerian universities. Research brings about improvement in teaching and learning (Asiyai 2009) but when there is exodus of brilliant and seasoned academics from institutions of higher learning, the quality of education delivery is threatened. Oni (2000) stated that many experienced and young lecturers are fleeing from the frustration of university life into more rewarding and more challenging sectors of the economy and even migrate to oversea countries. The result of the faculty exodus is observed in the quality of graduates that our universities produce. Ogunode, & Ishaya (2021) submitted that brain-drain is one of the major problems facing Nigerian higher institutions. Many higher institutions in Nigeria are losing their professors daily due to poor working conditions and the causes of brain-drain in the Nigerian higher institutions include but not limited to; poor salary, unconducive working environment, poor staff development, inadequate infrastructural facilities, strike actions, insecurity and inadequate funding while the effects of brain-drain on the higher institutions administration include poor quality education, high student-teacher ratio, shortages of academic staff, poor research development and poor programme development.

### **Inadequate Instructional Material**

Inadequate instructional materials is another big problem facing the teaching and learning of Gender education in the majorities of Nigerian universities. Instructional materials refer to those educational resources use by the lecturers to make teaching and learning simple and more concrete. Instructional resources are organized educational resources that makes teaching more easily for the teacher to deliver. Books, journals and literatures on gender studies are inadequate in many universities in Nigeria due to the fact that the gender studies programme is a new programme in International Journal for Intersectional Feminist Studies, Volume 7, Issue 1-2, December 2021, ISSN 2463-2945

the few of the universities offering the programme. The inability of lecturers and students to have adequate resources on Gender literature and resources is affecting the administration and management of the gender studies programme in the few institutions offering the programme across the country.

## **Institutional Corruption**

Institutional corruption is one of the major problems facing the implementation of Gender education in the Nigerian universities. Funds budgeted and released for establishment of programme like the Gender studies in many universities have been diverted or mismanaged or used for another programme. Some higher institutions are engulfed with corruption. SERAP report indicated that there were several unresolved cases of diversion of university funds for personal use; embezzlement; mismanagement; unmerited allocation of hostel accommodation; discrimination in the allocation of staff quarters; certificate/transcript racketeering; improper use of university assets; inflation of cost of contracts; award of contracts to friends or relatives; and admission racketeering by non-staff. The Federal University of Technology, Akure (FUTA), the institution's former vice chancellor, were charged with allegation of corruption, fraud, and stealing of funds of the university totalling N156m the EFCC. In August 2016, the University of Calabar suspended its bursar, because of alleged fraudulent acts, forgery and threat to life. In 2016, a budget monitoring committee of the local chapter of the Academic Staff Union of Universities (ASUU) had accused the management of OAU of mismanaging N3.5bn intervention fund released to the institution for upgrade of facilities. Academic Staff Union Universities (ASUU) had accused the management of the university then of spending the said sum on hostel renovation and construction of new lecture theatres without observing due process and transparency. The funds were part of the N100bn released by the Federal Government in 2013 to universities in response to agitations by ASUU for upgrade of facilities at federal tertiary institutions in the country. But prior to the former vice chancellor's invitation, Elujoba, and the university's bursar, Aderonke, Akeredolu, had been invited for questioning by the EFCC for allegedly diverting N1.4bn (Guardian,2018). Ogunode, Josiah, & Ajape, (2021) opines that corruption has penetrated into the educational institutions in Nigeria, especially the public universities and the effects of corruption on the public university administration in Nigeria include reduction of funds for administrative functions, shortage of infrastructural facilities, shortage of academic staff, poor quality of education, International Journal for Intersectional Feminist Studies, Volume 7, Issue 1-2, December 2021, ISSN 2463-2945

resources wastage, increase in administrative cost, hampering development of public universities and resulting to poor image of public universities in international communities.

### **Poor Research**

Poor research on Gender studies is another major problem facing the teaching and learning of Gender education in the Nigerian universities. Research funding have been very poor in many programme in the Nigerian higher institutions due to poor funding from the government. Gender studies is a new programme that need more research to expand the scope of the studies in Nigeria and in Africa. It is unfortunate that the government is not releasing adequate funds for research programme in the universities and this is affecting the development of programme like Gender studies in the few universities where the programme is been offered in the country. Ogunode, Jegede, Adah, Audu & Ajape (2020) observed that research programme is one of the major programme of the universities. It is a key to the university's development. Research programme of the universities is one of the key indicators used to measure the performance of the universities. The administration of research programme in Nigerian public universities faces many problems and these problems include inadequate research funding, unstable academic calendar/strike Actions, inadequate infrastructural facilities, brain-drain, insecurity, corruption, poor technological advancement/poor ICT literacy. Others are poor participation of private sector in research development and lack of conducive working (research) environment as problems facing the administration of research programme.

### **Poor Capacity Development Lecturers**

Poor capacity development is another problem facing the development of the Gender education in Nigerian universities. Many universities in Nigeria do not have effective staff development programme for their academic and non-academic staff and this is affecting their productivities.

The inability of these universities to cater for the development of their academic staff is responsible for why many programme in the Nigerian universities have failed accreditation programme due to the fact the universities do not have the required academic and non-academic staff for the respective programme. Ogunode, & Oluseun, (2020) identified inadequate funding, lack of Strategic plan on human resources development, institutional corruption, favoritism, strike actions, political influence and poor implementation of staff development programme are the challenges

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facing the administration of professional development programme in the Nigerian higher institutions.

### **Few Universities Offer Gender Studies Programme**

Gender studies is a new programme in the Nigerian higher institutions because of this only few universities have the capacity to start offering the programme at diploma level, degree level, master and PhD levels. The reasons for this is that there are limited professional in the field and limited resources to support the takeoff of the programme.

### **Way Forward**

To solve these challenges, this article recommends: that the government should increase the funding of Gender education programme in the universities, employ more lecturers that specialized in Gender education, provide adequate infrastructural facilities, provide adequate instructional materials on Gender studies, ensure effective staff development programme and effective motivation policy.

### **Adequate Funding of Gender Education Programme**

To achieve the aims and objectives of Gender education in the Nigerian universities, the government should increase the funding of the programme this will enable the administrators of universities in the country to effectively administered the programme in the universities across the country.

### **Employment of More Lecturers**

The government should direct school administrators to employ more lecturers that specialized in Gender education. This will help to improve the quality of Gender education in the country' universities and also help to reduce the teach-student ratio in few Nigerian universities where the programme is been offered.

### **Adequate Infrastructural Facilities**

The achievement of the objectives of the universities education in Nigeria depends largely on the quality and quantities of infrastructural facilities available in respective universities. The universities need infrastructural facilities like classrooms, laboratories, hostel accommodation, International Journal for Intersectional Feminist Studies, Volume 7, Issue 1-2, December 2021, ISSN 2463-2945

lecture halls, electricity, internet services, and water to be able to implement the teaching and research programme of the universities. So, the government should provide adequate infrastructural facilities in the department of Gender studies in all the universities to aid effective teaching and learning of Gender education.

### **Effective Staff Development**

The government should increase the funding of the universities. This will aid effective staff development programme because more monies would be available for effective administration of the universities.

### **Fight Institutional corruption**

The government should fight all the institutional corruption in the universities by using the various anti-corruption agencies in the country. This will aid the development of programme like Gender education in the Universities.

### **Motivation**

The government through the National universities commission should develop good motivation packages for academic and non-academic staff to prevent brain-drain in the Nigerian universities.

### **Conclusion**

The article discussed the problems facing Gender education in the Nigerian universities. Secondary data was used to support the points raised in the article. The secondary data were sourced from print material and online publication by recognized institutions and individual author. There are many problems facing Gender education in Nigeria. Some of the problems include; inadequate funding of Gender education programme, inadequate lecturers, inadequate infrastructural facilities, brain-drain, institutional corruption, inadequate studies materials, poor research and poor capacity development lecturers. To solve these challenges, this article recommends: that the government should increase the funding of Gender education programme in the universities, employ of more lecturers that specialized in Gender education, provide adequate infrastructural facilities, provide adequate studies materials on Gender studies, ensure effective staff development programme and effective motivation policy.

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