
Gender and Leadership and University's Statutes

This chapter focuses on men and women and leadership in the universities, women's qualities which they bring to leadership positions, and the constraints that women encounter when they aspire for leadership positions. Also, the role of the universities' statutes in leadership and crises were examined in this chapter. The views expressed in the tables below are based on the views of students and staff concerning female leadership qualities and the issues militating against women in aspiring or achieving leadership positions in the universities.

Table 4.1: Students' Views on Female Leadership Qualities and Constraints on Women Leadership Aspirations

Particulars	Frequency	Percentage
What are the female qualities in leadership?		
Carrying others along	17	1.8
Motherly/compassionate	23	2.4
Foresight	11	1.2
Provision of quality standard	11	1.2
Depends on individual	3	0.3
No response	887	93.1
Total	952	100.0
What are the constraints against women's leadership?		
Gender imbalance	4	.4
Religion	12	1.3
Culture	33	3.5
Believe that women are gentle and weak	15	1.6
No response	888	94.3
Total	952	100

What are the solutions to these constraints?		
Sensitization	20	2.0
Carry others along	12	1.2
No response	920	96.8
Total	952	100

Source: Field survey, 2013

In Table 4.1 above, the students indicated that women leaders carry others along in decision-making processes, have more compassion and care for others, have foresight and maintain standards and quality. The constraints against women's leadership aspirations were gender imbalance, religion, culture, and that women are gentle and weak. Furthermore, the respondents suggested sensitization of the university community as solutions. The patriarchal gender relations in the Nigerian larger society also operates in the university system. As such, culture is a major hindrance to women's leadership aspirations in the university. Culture includes family: husband, children, and significant others. The woman loves these people and looks up to them for support and often, when women aspire to leadership positions, they hardly get the support of these people which discourages many of them.

Table 4.2: Students' Opinion on Gender and Leadership

Opinion	Frequency	Percentage
Does men's leadership style cause crises?		
Yes	449	47.2
No	445	46.7
No response	58	6.1
Total	952	100.0
Would you support the idea of a female VC?		
Yes	538	56.5
No	340	35.7
No response	74	7.8
Total	952	100.0
Will a female VC reduce crises?		
Yes	349	36.7
No	476	50.0
No response	127	13.3
Total	952	100.0
Please Give reasons for your answer		
Women will carry students along in decision-making	111	11.6
It is possible because of women's motherly care.	88	9.2

Gender equality is good	28	2.9
It will bring a change in the way things are done	31	3.2
It is the system and individual leader that dictates decisions and not sex	4	0.4
No response	790	72.9
Total	952	100.0

Source: Field survey, 2013

Table 4.2 showed that 47.2 percent of the respondents indicated that men's leadership style caused crises and most (56.5 percent) of them supported the idea of a female vice chancellor. Their reasons for this support was that women leaders usually carry others along in decision-making, women's motherly care and that it would bring a change in the way things are done. This is an indication that the university community has become conscious of the difference in men and women's style of leadership and its implications for reducing crises in universities. I believe this should be explored.

Table 4.3: University Staff Position on Gender and Leadership

Opinion	Frequency	Percentage
Does men's leadership style cause crises?		
Yes	554	69.1
No	248	30.9
Total	802	100.0
Would you support the idea of a female VC?		
Yes	351	43.8
No	413	51.5
No response	38	4.7
Total	802	100.0
Will a female VC reduce crises?		
Yes	389	48.5
No	413	51.5
Total	802	100.0

Source: Field work, 2013

Table 4.3 above showed that most of the staff (69.1) believe that men's leadership style cause crises and 43.8 percent of them supported the idea of a female vice chancellor. The staff result are the same as the students' view above, implying that all university stakeholders were clamouring for change in leadership styles than can be found in women leadership.

Table 4.4: Staff's Responses on Whether Female Leadership Can Make a Difference

Particulars	Frequency	Percentage
Can women's leaders make a difference?		
Yes	515	64.2
No	236	29.4
No response	51	6.4
Total	802	100.0

Table 4.4 above showed that 64.2 percent of the respondents responded "yes" to whether female leadership of universities can make a difference. This is a sign that the universities are warming up to support female leadership of universities, a sign that they obviously need a change in the universities. The university community is ready to try an alternative leadership approach.

Test of Hypotheses

Table 4.5: Students' T Test Results Showing Whether Women Can Make a Difference

Part.	Sex	N	Mean	St. Dev.	T cal	T tab.	df	Sig at P < 0.05
Can women make a diff.	Male	469	1.64	0.482	3.983	1.96	813	0.000
	Female	346	1.50	0.501				

Source: Significant at $p < 0.05$

The students' view was further tested using the T test to examine if there was a significant relationship between gender and leadership styles and crises in Nigerian universities. The hypothesis was tested at 95 percent confidence level at $P = < 0.05$.

Decision Rule for testing the Study Hypotheses

The decision rule is to accept the null hypothesis (H_0) if the T tab (as in the statistical table) is less than the T cal. (calculated value) and if the p value is > 0.05 . This will indicate that there is no significant relationship between the variables. On the other hand, null hypothesis (H_0) would be rejected if the calculated T value is greater than the T table value; in this case, the alternative hypothesis (H_1) would be accepted.

Test of Hypothesis 1

The Null Hypothesis (H_0)

"There is no significant relationship between women Vice Chancellorship and crises in Nigerian universities".

In order to test this hypothesis, comparison of means was carried out.

Table 4.6: Comparison of Means of Students' Sex and Support for Female Vice Chancellor

Sex	Mean	N	Std. Deviation
Male	1.44	482	.497
Female	1.32	386	.466
Total	1.38	868	.487

Source: Field survey, 2013

Test of Hypothesis 1

Hypothesis 1 was further tested with a comparison of means to compare between males and females who are more favourably disposed to support the idea of a female vice chancellor in their universities. To test this, a comparison of mean was conducted on sex and the question: would you support the idea of a female Vice Chancellor in this university.

Analysis of comparison of means showed the mean for males to be 1.44 and the mean for female to be 1.32. The mean for males was higher than the females. This was an indication that men support the idea of a female vice chancellor in their university more than women. This test has confirmed the fact that male students are more supportive of female leadership than females in universities. This is really food for thought for women in gender studies to know where to direct their advocacy and activism. This could explain why many women do not seek university leadership because they feel that it is the domain of men, a sign that women do not believe in themselves. Importantly, this is an offshoot of the patriarchal orientation in which both men and women see leadership positions as the property of men. This result showed that the problem is even bigger than I thought because the women themselves need to be worked on.

Also, the staff aspect of hypothesis 1 was conducted and it yielded the following results.

T test analysis to show between male and female, the group that has a more positive view towards the assertion that women can make a difference

Table 4.7: Sex of Staff and Can Women Make a Difference

Part.	Sex	N	Mean	St. Dev.	T cal	T tab.	df	Sig at P < 0.05
Can women make a diff.	Male	305	1.33	0.473	1.077	1.65	747	0.035
	Female	444	1.30	0.458				

Source: Field survey, 2013. Significant at p <0.05

This hypothesis was tested using the T test to examine if there was a significant relationship between gender leadership styles and crises in Nigerian universities. The hypothesis was tested at 95 percent confidence level at P = < 0.05.

The T test analysis was used to show the group that has more positive view that women leadership style can reduce crises in Nigerian universities. The descriptive statistics showed that majority of the respondents indicated that women leadership of universities can reduce crises in Nigerian universities and make a difference. Therefore, to know which sex is more favourably disposed to this assertion/finding, a T test was conducted. The result of the analysis in the above table showed that females had a mean of 1.30 (with a standard deviation of 0.458) while male had a mean of 1.33 (with a standard deviation of 0.473). These yielded T cal of 1.077 and T tab of 1.65 at df 747 which was significant ($P < 0.04$) at 95% ($P < 0.05$).

Therefore, from this statistical analysis, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This meant that there was significant relationship between gender/women leadership of Nigerian university and crises in Nigerian universities. The staff result has indeed confirmed that men both young and old as represented by students and workers are more in support of female leadership of universities than their female counterparts.

Table 4.8: Staff Sex and Whether Women Vice Chancellors Can Make a Difference

Sex	Mean	N	Std. Deviation
Male	1.33	305	.473
Female	1.30	444	.458
Total	1.31	749	.464

Source: Field survey, 2013.

Test of Hypothesis 1

Hypothesis 1 was further tested with comparison of means to compare responses between males and females on the question: Do you feel that women's leadership style can make a difference in reducing crises in Nigerian universities. As shown in table above, the analysis of comparison of means showed the mean for males to be 1.33 and the mean for female to be 1.30. The mean for males was higher than the females. This was an indication that men support the view that women leadership of universities can make a difference in reducing crises in Nigerian universities more than women. It was also an indication that men would more supportive of a female vice chancellor than women.

Table 8.9: Males and Females View on the Idea of a Female Vice Chancellor in Their University

Sex	Mean	N	Std. Deviation
Male	1.55	301	.498
Female	1.53	461	.500
Total	1.54	762	.499

Source: Field survey, 2013

Hypothesis 1 was further tested with comparison of means to determine who were more favourably disposed to support the idea of a female vice chancellor in their universities. To test this, a comparison of means was conducted on sex and the question: would you support the idea of a female Vice Chancellor in this university, was asked.

Table 4.10: Occupational Groups' View on Whether Women Leadership Can Make a Difference in Reducing Crises in Nigerian Universities.

Occupation	Mean	N	Std. Deviation
Academic	1.31	180	.488
SANU	1.32	99	.463
TECHNICAL	1.28	144	.470
NASU	1.36	95	.548
Total	1.32	518	.468

Source: Field survey, 2013

Hypothesis 1 was further tested with a comparison of means to compare the different occupational groups in the university on the question: Do you feel that women's leadership style can make a difference in reducing crises in Nigerian universities? As shown in the table above, the mean for junior non-academic staff (NASU) (1.36) was the highest among all university workers which means that they believe that women can make a difference more than any other group. Interestingly, this group is the least educated in the university system pointing to the fact that western education has not made much impact on the traditional patriarchal values and practices of Nigerians. Also, NASU members are the people most likely to have enjoyed the leadership of women because many women leaders are at the middle level management.

Hypothesis 1 was further tested using staff religious affiliation

Table 4.11: Religious Affiliation and Can Women Make a Difference

Religion	Mean	N	Std. Deviation
Christianity	1.31	544	.462
Islam	1.35	191	.478
Traditional	1.20	10	.422
Others	1.00	1	
Total	1.32	746	.465

Source: Field survey, 2013

Hypothesis 1 was further tested with a comparison of means to compare respondents based on their religious affiliation on the question: Do you feel that women's leadership style can make a difference in reducing crises in Nigerian universities? As shown in the table above, the mean for Islam was 1.31.

Staff income level was further used to test hypothesis 1

Table 4.12: Level of Income and Respondents' View on Whether Women Leadership Can Make a Difference in Reducing Crises in Nigerian Universities.

Level of income	Mean	N	Std. Deviation
10,000- 50,000	1.00	155	.000
51,000 – 100,000	1.49	275	.501
101, 000 – 150, 000	1.38	267	.486
151, 000 & above	1.00	54	.000
Total	1.31	751	.465

Source: Field survey, 2013

The analysis of comparison of means as shown by the table above showed the means for income levels of 51, 000 – 100,000 to be 1.49, meaning that the people in this group (medium income) were the most favourably disposed to the view that women leadership can make a difference in reducing crises in Nigerian universities. This is an indication that the highest income level group who happens to be the major decision-makers (had mean of 1.00) did not support the idea of a female Vice Chancellor; a signal that it would be very hard for these universities to achieve the goal of having female Vice Chancellors. It is not surprising then that OAU and UI never had any female Vice Chancellors.

University affiliation was also used to test hypothesis 1

Table 4.13: University Affiliation and Can Women Make a Difference

University	Mean	N	Std. Deviation
Ibadan	1.32	320	.465
Ife	1.31	431	.462
Total	1.31	751	.465

As shown in the table above, the analysis of a comparison of means showed the mean for UI to be 1.32 and the mean for OAU to be 1.31. The mean for UI (1.32) was higher than mean for OAU (1.31). This was an indication that the staff of UI were more favourably disposed to the view that women leadership can make a difference in reducing crises in Nigerian universities than the staff of OAU. This was also a sign that the staff of UI would support a female vice chancellor more readily than the staff of OAU. This was not surprising because UI is more cosmopolitan in nature and harbours more diverse people who are likely to be more liberal in their views. However, this difference is quite minimal so one cannot make any categorical statements. Also, the situation on the ground in the two universities does not show much difference in the gender situation in the universities.

Further analysis was also conducted among students to test hypothesis 3.

Test of Hypothesis 3

Table 4.14: Pearson Correlation of Opinion on Men's Leadership Style and Whether Women Can Make a Difference

		Do you think that men's leadership style causes crises in the university?	Is a female Vice Chancellor likely to bring about a reduction in crises?
Do you think that men's leadership style causes crises in the university	Pearson Correlation Sig. (2 tailed) N	1 894	208** .000 801
Is a female Vice Chancellor likely to bring about a reduction in crises	Pearson Correlation Sig. (2 tailed) N	208** .000 801	1 825

Source: Field survey, 2013. Significant at $p < 0.05$

To test hypothesis 3, a Pearson Correlation was conducted on the students views. The result in the above table showed that each variable is perfectly correlated with itself and so $r = 1$ along the diagonal of the table. Also, the table showed the opinion that men's leadership style causes crises in the university is positively correlated to opinion that a female Vice Chancellor would likely result in a reduction in crises in the university with a Pearson Correlation Coefficient of $r = .208$ and the significance value of $.000$ ($r = .208, P < .000, N = 801$) which is less than $P < 0.05$ (as indicated by the double asterisk after the coefficient). This significant value meant that the chances of the null hypothesis being true is very low. As such, there was a significant relationship between opinion that men's leadership style cause crises in the university and opinion that a female Vice Chancellor would likely bring about reduction in crises in the university.

Also, Pearson correlation was conducted among staff to test hypothesis 3.

Test of Hypothesis 3

Table 4.15: Pearson Correlation of Opinion on Men’s Leadership Style and Whether Women Can Make a Difference

		Do you think that men’s leadership style causes crises in the university?	Is a female Vice Chancellor likely to bring about a reduction in crises?
Do you think that men’s leadership style causes crises in the university	Pearson Correlation Sig. (2 tailed) N	1 802	.358** .000 802
Is a female Vice Chancellor likely to bring about a reduction in crises	Pearson Correlation Sig. (2 tailed) N	.358** .000 802	1 802

Significant at $p < 0.05$

To Test hypothesis 3, Person Correlation was conducted among staff. The results in the above table showed that each variable is perfectly correlated with itself and so $r = 1$ along the diagonal of the table. Also, the table showed that opinion that men’s leadership style cause crises in the university is positively related to opinion that a female Vice Chancellor would likely bring about reduction in crises in the university with a Pearson Correlation Coefficient of $r = .358^{**}$ and the significance value of .000 ($r = .358^{**}$, $P < .000$, $N = 802$) which is less than $P < 0.05$ (as indicated by the double asterisk after the coefficient). This significant value meant that the chances of the null hypothesis being true was very low. As such, there was a significant relationship between opinion that men’s leadership style cause crises in the university and opinion that a female Vice Chancellor would likely bring about reduction in crises in the university.

Cross tabulation was further carried out among staff to test sex and the hypothesis that men’s leadership style causes crises in universities.

Table 4.16: Cross Tabulation of Sex – Does Men’s Leadership Style Cause Crises?

SEX			
Particulars	Male	Female	Total
Does men’s leadership style cause crises	Freq.	Freq. (Perc.)	Freq. (perc.)
Yes	224 (68.5) (40.5)	330 (68.9) (59.5)	554 (100)
No	101 (31.5)	145 (31,1) (59.0)	246 (100)

Total	325 (100)	475 (58.4)	800 (100)
	X2cal	X2tab	df
Pearson's Chi-Square	.027	3.841	1
Number of valid cases	800		

Source: Field survey, 2013. Significant at $p < 0.05$

The above table showed that 68.5 percent of males said yes while 68.9 percent of women said yes. The result of the test/analysis in the table showed a Chi-Square calculated value of X^{2cal} .027 and X^{2tab} of 3.841 and df 1 which was not significant ($P < 0.868$) at 95% confidence interval ($P < 0.05$). From this statistical analysis, the null hypothesis (H_0) was accepted. This meant that there was no significant relationship between the sex of respondent and the question of whether men's leadership styles cause crises in Nigerian universities. The implication of this was that the sex of the respondent did not have any influence on his/her opinion on whether men's leadership style causes crises in Nigerian universities.

Cross tabulation was also conducted among staff to test hypothesis 3.

Table 4.17: Cross Tabulation of Respondents' University and Does Men's Leadership Style Cause Crises In Nigerian Universities?

Particulars	University		Total
	Ibadan	Ife	
Do men's leadership style cause crises	Freq.	Freq. (Perc.)	Freq. (perc.)
Yes	236 (42.5)	3 1 6	554 (100)
No	107 (43.1)	(57.5) 141 (56.9)	248 (100)
Total	343 (42.5)	459 (57.5)	802 (100)
	X2cal	X2tab	df
Pearson's Chi-Square	1.825	5.991	2
Number of valid cases	802		

Source: Field survey, 2013. Significant at $p < 0.05$

The table above showed that 42.5 percent of those who were of the view that men's leadership style cause crises in Nigerian universities were from UI while 57.5 percent of them were from OAU. Also, the Chi Square result showed a

Chi-Square calculated value of X^{2cal} 1.825 and X^{2tab} of 5.991 and df 2 which was not significant ($P < 0.402$) at 95% confidence interval ($P < 0.05$). From this statistical analysis, the null hypothesis (H_0) was accepted. This meant that there was no significant relationship between respondent’s university and their response to the question of whether men’s leadership styles causes crises in Nigerian universities. The implication of this was that the university in which the respondent was working did not have any influence on his/her opinion on whether men’s leadership style causes crises in Nigerian universities. However, OAU staff have the belief that men’s leadership styles cause crises in universities than their UI counterparts.

Staff marital status was also examined in testing hypothesis 3.

Table 4.18: Cross Tabulation of Marital Status and Does Men’s Leadership Style Cause Crises?

Particulars	Marital Status				Total
	Married	Single	Divorced	Separated	
Does men’s leadership style cause crises	Freq. (perc.)	Freq. (Perc.)	Freq. (perc.)	Freq. (Perc.)	Freq. (Perc.)
Yes	176 (31.7)	314 (56.6)	51 (9.2)	13 (2.5)	554 (100)
No	84 (33.9)	148 (59.6)	13 (5.2)	3 (1.3)	248 (100)
Total	260 (32.4)	462 (57.6)	64 (6.5)	16 (3.5)	802 (100)
	X2cal	X2tab	df	Sig	
Pearson’s Chi –Square	4.984	7.815	3	.173	
Number of valid cases	802				

Source: Field survey, 2013. Significant at $p < 0.05$

The table above showed that 31.7 percent of those who were of the view that men’s leadership style causes crises in Nigerian universities were married, 56.6 percent were single, 9.2 percent were divorced while 2.5 percent of them were separated. Also, 33.9 percent of those who did not share this view were married, 59.6 were single, 5.2 percent were divorced while 1.3 percent of them were separated. The Chi Square result showed a Chi-Square calculated value of X^{2cal} 4.984 and X^{2tab} of 7.815 and df 3 which was not significant ($P < 0.173$) at 95% confidence interval ($P < 0.05$). From this statistical analysis, the null hypothesis (H_0) was accepted. This meant that there was no significant relationship between respondent’s marital status and their response to the question of whether men’s leadership styles cause crises in Nigerian universities. The implication of this was that the respondent’s marital status did not have any influence on his/her opinion on whether men’s leadership styles cause crises in Nigerian universities.

The nature of staff occupation in the university was used to test the hypothesis 3

Table 4.19: Cross Tabulation Analysis of Respondent's Occupation in The University and Does Men's Leadership Style Cause Crises in Nigerian Universities

RESPONDENT'S OCCUPATION					
Particulars	Academic	SANU	Technical	NASU	Total
Does men's leadership style cause crises	Freq. (perc.)				
Yes	140 (37.3)	68 (18.0)	106 (28.2)	62 (16.5)	376 (100)
No	58 (32.9)	33 (20.6)	44 (24.5)	41 (22.0)	176 (100)
Total	198 (35.9)	101 (18.3)	150 (27.2)	103 (18.6)	552 (100)
	X2cal	X2tab	df	Sig	
Pearson's Chi – Square	8.519	11.070	5	.130	
Number of valid cases	552				

Source: Field survey, 2013. Significant at $p < 0.05$

The table above showed that 37.3 percent of those who were of the view that men's leadership style causes crises in Nigerian universities were in the academic profession, 18.0 percent were senior non-academic staff, 28.2 percent were technical staff while 16.5 percent of them were junior non-academic staff. The Chi Square result showed a Chi-Square calculated value of X^{2cal} 8.519 and X^{2tab} of 11.070 and df 5 which was not significant ($P < 0.130$) at 95% confidence interval ($P < 0.05$). This meant that there was no significant relationship between respondent's occupation in the university and their response to the question of whether men's leadership styles cause crises in Nigerian universities. The implication of this was that the respondent's occupation did not have any influence on his/her opinion on do men's leadership style cause crises in Nigerian universities.

In fact, a 24 years female student leader indicated:

I think women coming into power can reduce crises in Nigerian universities because women are calm and can be flexible. They know how to manipulate their way around and they are sensitive to people's needs.

Being sensitive to the needs of people have been shown to be one of the qualities that endear leaders to their followers and university communities know that women possess this quality. Why then do they find it difficult to put women in leadership positions? The cultural orientation of the people is partly the problem as both men and women have been socialized to see men as leaders and this is irrespective of people's level of education and one wonders the reason for citing

culture even among the most highly educated Nigerians who frequently travel to other parts of the world and have seen that women can also lead well. This prompts me to ask more questions including this questions: does it mean that our own culture is not dynamic? Does it mean that it cannot change? I believe that men are enjoying the exclusion of women and are, therefore, using culture as an excuse. Importantly, this continues to reflect in the way people think as shown in the response from a 58 year old female Head of Department:

I believe that women... cannot think of occupying because of cultural beliefs that women are weak and that men are born leaders while women are to be in the kitchen. I have also noticed that women do not support fellow women that come out to contest, they will rather vote for a man. It is important that women support each other (Cite).

This response shows that people cherish women's qualities but at the same time, these are qualities that people use as an excuse for excluding women from leadership positions. Men are deemed good for leadership positions because many of these qualities are lacking in men. The experience of crises in the universities have taught stakeholders that the so called hard qualities associated with men's leadership is not serving them well. It is obvious that people are beginning to see that women have something to offer. The respondents further indicated that women can make a difference because women have listening ear, they are approachable and they can bring their motherly care into play. Also, women show a lot of understanding to aggrieved people and they are more meticulous than men. This is because women have experienced subordination and exclusion firsthand and this gives them a deeper understanding of the plight of other people in such situation. In my view, all these should be brought to bear on the leadership of universities, particularly now that the university arena is becoming more diverse. As noted by the respondents, there is need for women to prove themselves, support each other and encourage women who pursue take leadership positions. However, there were participants who felt that women should not be in leadership positions in the university. For instance, a 61 year old male Head of Department observed:

Oh; qualities? Well I will say that women could really be sensitive, attentive to little details and empathetic but women occupying leadership positions may not reduce crises in the universities because the crises has nothing to do with gender at all. If the policies are bad or not favourable, crises will be inevitable irrespective of who is occupying the leadership positions. Also, women occupying leadership position can even create crises because there is still the belief that women should not be seen occupying certain leadership positions because such positions are strictly for men. But I believe that women can prove people wrong by coming out, contesting, winning and also performing very well, this would change people's mindset about women (Cite).

This is the problem associated with our orientation as a people. Why must women prove themselves as leaders before people will believe that they can be leaders. Importantly, this mindset is found among both men and women signifying that no one sees women as possible leaders. This is the reason many people are not seeing the fact that the sex of a leader can make any difference. Even people who believe that women have something to offer are still not sure if they will support female leadership in universities. For instance, a respondent noted that:

Inspite of the fact that women are caring and they put themselves in other people's position (that is, being empathetic), but I do not think that women occupying leadership positions can bring about reduction in crises, leadership is not about the gender of the leader. Crises can occur irrespective of who is the leader. Also, the mindset of people is that women are weak and so they cannot occupy positions that are seen to be for the strong such as Vice Chancellorship (Cite).

This could explain why many people do not see the absence of women in university leadership as a problem. When the issue was raised, a male dean said:

women are too emotional and flexible and a leader should not be flexible and women are so easy to persuade and that is not a good leadership quality. So, their absence from leadership positions is good for the system (Cite).

This is part of the bigger problem of seeing the absence in university leadership as normal, despite the common perception that the university is a neutral place. Meanwhile the university has been shown to be the home of a variety of discrimination, exploitation, harassment and intimidation against women and these things are taken as normal by both males and females. This is where the problem is; that many women do not see anything wrong with these things. As such, many stakeholders believe that gender is not important in university management.

A 65 year old male professor (former head of department) also had similar views as the above views. According to him:

Sometimes, the crises in the university are caused by government inability to provide funding for activities and welfare of staff and students and in this case, there is little university leadership can do to avert crises irrespective of who the leader is. However, female leadership is capable of reducing crises in some instances due to women's motherly care, high tolerance level and participatory approach which make it easier for them to douse tensions and pacify aggrieved parties.

Many female leaders have effectively held challenging positions but it looks as if no one sees that and much has been said about women's qualities. One may question why female qualities are being talked about while no one scrutinizes or talks about male qualities. Men's qualities are accepted as natural. Therefore, many people believe that women cannot be (good) leaders. According to a male respondent:

Women cannot make a difference. Infact, women are even more highhanded than men. Women in leadership positions do not take nonsense. They are so difficult to work with. Infact, it will increase the crises. Women do not know how to handle difficult matters. They will just break down and start to cry. They are too emotional to occupy leadership positions. Moreover, traditionally, women are not meant to occupy leadership positions because of their flexibility. A leader should not be flexible and I do not think that it is a problem that women are not in leadership positions (Cite).

Women being difficult to work with might be because many men cannot work happily in a situation where a woman is the leader. It has already been established that men feel that they have wives at home who serve and obey them, so they should not have to obey women. Instead of seeing it as their personal problem, these men turn it into women being difficult to work with. What people call women highhandedness is just survival strategy in a male dominated world because women leaders encounter resistances and disobedience from both males and females. As such, the problem of not seeing women as possible leaders continues to haunt the few women who struggled to find themselves in such positions. Many of our men are unhappy about having women as leaders. The above respondent said that women leaders are highhanded. He also said that women are too emotional and cannot handle difficult situations. This shows that the general feeling is that nothing a woman leader does is good. As such, women in leadership positions face more obstacles and higher expectations from their followers. This makes it difficult for many women to even think of contesting for any leadership position.

Table 4.20: University Statutes/Structure and Crises in Nigerian Universities (Students)

Particulars	Frequency	Percentage
Do leaders not adhering to statutes cause crises?		
Yes	715	75.1
No	119	12.5
No response	118	12.4
Total	952	100.0
Your opinion on university leadership structure		
Good	454	47.7
Bad	120	12.6
In-between	264	27.7
No response	114	12.0
Total	952	100.0
Is the structure capable of causing crises?		
Yes	359	37.7
No	452	47.5

No response	141	14.8
Total	952	100.0
How effective is the committee system?		
Not effective	373	39.2
Effective	323	33.9
Very effective	13	1.4
No response	243	25.5
Total	952	100.0
Please give reasons for your answer		
They do not carry us along	2	.2
They don't have useful solution on issues	2	.2
No response	948	99.6
Total	952	100.0
Is the committee system a good democratic tool?		
Yes	264	27.7
No	232	24.4
No response	456	47.9
Total	952	100.0

Source: Field survey, 2013

The above table described respondents' views on the statutes and structures of the universities, the role they play in university administration and crises in these universities. Most of the respondents (75.1 percent) maintained that university leaders not adhering to university statutes cause crises in Nigerian universities. This still points to the undemocratic way male university leaders conduct the business of the university. While the statutes are democratic in nature with checks and balances, autocratic male leaders find it difficult to adhere to these statutes, thereby causing crises in the universities.

Table 4.21: University Statutes/Structure and Crises in Nigerian Universities (Staff)

Particulars	Frequency	Percentage
Do leaders not adhering to statutes cause crises?		
Yes	660	82.3
No	98	12.2
No response	44	5.5
Total	802	100.0
Your opinion on university leadership structure		
Good	543	67.7
Bad	213	26.6

In-between	46	5.7
Total	802	100.0
Is the structure capable of causing crises?		
Yes	280	34.9
No	522	65.1
Total	802	100.0
How effective is the committee system?		
Not effective	200	24.9
Effective	398	49.6
Very effective	70	8.8
No response	134	16.7
Total	802	100.0

Source: Field work, 2013

In Table 4.21 above, 82.3 percent of the respondents indicated that university leaders not adhering to the university statutes and structure causes crises in Nigerian universities. They suggested a change in approach to crises management. This means that both students and staff share the same view about the undemocratic nature of university leaders, an indication that it has become a serious source of tension in these universities. Furthermore, bringing women into university leadership represents a change in approach which was suggested by the university stakeholders (the respondents). Importantly, the statutes do not discriminate against women but there are subtle discriminations that are not written but which operate daily in the universities. For instance, when choosing committee members, it is widely overlooked that membership of these committees are all males. Furthermore, even when a woman is in a committee, she may be the only female there and men sometimes make comments to discourage her (Let the reader refer back to Morley's (2006) hidden transcripts. This tokenism also makes it difficult for the woman's presence in the committee to be felt because even when she raises an issue, there is no critical mass of women to support her.

Table 4.22: Students' Suggestions on How to Reduce Crises in Nigerian Universities

Particulars	Frequency	Percentage
Change in approach to crises management	12	1.2
Carrying students along	14	1.5
Funding of university	2	0.2
More proactive and effective leadership	2	0.2
No response	922	96.9
Total	952	100.0

Source: Field survey, 2013

Table 4.23: Staff' Suggestions on How to Reduce Crises in Nigerian Universities

Particulars	Frequency	Percentage
Change all leaders	114	13.7
Carry followers along	201	23.5
Funding of university	261	36.3
More proactive and effective leadership	131	15.7
Remove inequality	95	10.8
Total	802	100.0

In table 4.23 above, the staff of the two universities suggested that the university should change all leaders, carry followers along, remove inequality and fund universities to reduce crises. The fact that some of them suggested that all leaders should be changed was a sign that they felt that the leadership approach of men causes crises in these universities, again pointing to the necessity of women leadership of these universities.

Test of Hypothesis 4

The Null Hypothesis (Ho)

“There is no significant relationship between democratization/implementation of university legal statutes, governance structures and crises in Nigerian universities”

Table 4.24: Descriptive Analysis of Variance (Anova) of Sex and Do You Feel That Leaders Not Adhering to Rules Cause Crises? (Students)

	Religion and Do you feel that leaders not adhering to rules cause crises?						
		Sum of Squares	df	Mean Square	F-Val	F-tab	p< 0.05 Sig.
Religion	Between Group	1.708	3	.569	4.749	3.84	.000
	Within Group	98.760	824	.120			
Total		100.467	827				

Source: Field survey, 2013. Significant at p <0.05

The above table shows that the Mean Squares between Groups and Within Groups were 1.708 and 98.760 respectively (Msbg = 1.708, Mswg = 98.760). These yielded the F^{-val} of 4.749 and F^{-tab} of 2.60 which was significant at p<0.05 level of significance (F^{-val}=98.760, p<0.000). This means that there was a significant relationship between democratization/implementation of university legal statutes, governance structures and crises in Nigerian universities. From these results, we can conclude that leaders not adhering to rules causes crises in the universities and that this view was irrespective of the people’s religion.

An analysis of variance was used to examine the age of staff and their views on the absence of democratization and crises in the universities.

Table 4.25: Descriptive Analysis of Variance (Anova) of Age and Do You Feel That Leaders Not Adhering to Rules Cause Crises (Staff)?

	Age and Do you feel that leaders not adhering to rules cause crises?						
		Sum of Squares	df	Mean Square	F-Val	F-tab	p< 0.05 Sig.
Age	Between Group	3.434	1	2.513	31.698	3.84	.000
	Within Group	81.896	756	7.108			
Total		85.330	757				

Source: Field survey, 2013. Significant at p <0.05

The Null Hypothesis (Ho)

According to the table above, the Mean Squares Between Groups and Within Groups were 3.434 and 7.108, respectively (Msbg = 3.434, Mswg = 7.108). These yielded the F^{val} of 31.698 and F^{tab} of 3.84 with df 1 which was significant at p<0.05 level of significance (F^{val}=31.698, p<0.000). This message influenced people’s views on whether leaders not adhering to rules caused crises in the universities. This was an indication that the younger generation may prefer full democratization of university processes while the older generation may prefer the paternalistic forms of governance. Importantly, democratization of universities is one of the key ingredients of modern university governance as Nigerian universities are not operating in isolation from other universities globally. Infact lack of following due democratic process had caused crises in many Nigerian universities.

Furthermore, Analysis of Variance (ANOVA) on the Relationship between Socio-Demographic Characteristics of students and staff and whether they feel that leaders not adhering to rules cause crises in universities was conducted.

Table 4.26: Descriptive Analysis of Variance (ANOVA) On the Relationship Between Socio-Demographic Characteristics of Students and Whether They Feel That Leaders Not Adhering to Rules Cause Crises

Socio-Demographic Characteristics	Relationship between Socio-Demographic characteristics of respondents and Do you feel that leaders not adhering to rules causes crises?						
		Sum of Squares	df	Mean Square	F-Val	F-tab	p< 0.05 Sig.
Age	Between Group	21.952	1	21.952	1.408	3.84	.236
	Within Group	11600.697	744	15.592			
Total		11622.649	745				

Sex	Between Group	.107	1	.107	.434	3.84	.510
	Within Group	202.354	822	.246			
Total		202.461	823				
Marital status	Between Group	4.789	1	4.789	21.231	3.84	.000
	Within Group	187.207	830	.226			
Total		191.995	831				
Religious affiliation	Between Group	5.517	1	5.517	12.617	3.84	.000
	Within Group	361.203	826	.437			
Total		366.720	827				
Level in the university	Between Group	.717	1	2.291	.529	3.84	.467
	Within Group	1118.282	826	.717			
Total		1118.999	827	1.354			

Source: Field survey, 2013. Significant at $p < 0.05$

The table above indicated that there was significant relationship between the marital status of the respondents and whether the respondent felt that leaders not adhering to rules caused crises in universities as the F^{tab} for this variable (3.84) was less than F^{Val} (21.231) and P value for the variable was ($P = .000$) $p > 0.05$. Also, respondent's religious affiliation and whether leaders not adhering to university statutes cause crises in the university indicated that there was a significant relationship as the F^{tab} for this variable (3.84) was less than F^{Val} (12.617) and P value for the variable was ($P = .000$) $p > 0.05$. All other socio economic and demographic characteristics (sex, age and level in the university) were not significant, meaning that respondents' views on this matter were not influenced by these characteristics.

Table 4.27: Descriptive Analysis of Variance (Anova) On the Relationship Between Socio-Demographic Characteristics of Staffand Whether They Feel That Leaders Not Adhering to Rules Causes Crises

Socio-Demographic Characteristics	Relationship between Socio-Demographic characteristics of respondents and Do you feel that leaders not adhering to rules causes crises?						
		Sum of Squares	df	Mean Square	F-Val	F-tab	p< 0.05 Sig.
Age	Between Group	637.156	1	637.156	8.652	3.84	.003
	Within Group	55602.937	755	73.646			
Total		56240.092	756				
Sex	Between Group	.001	1	.001	.005	3.84	.943
	Within Group	184.077	754	.244			
Total		184.078	755				

Marital status	Between Group	.921	1	.921	2.059	3.84	.152
	Within Group	338.182	756	.447			
Total		339.103	757				
Occupation in university	Between Group	8.999	1	8.999	4.571	3.84	.033
	Within Group	1035.478	526	1.969			
Total		1044.477	527				
Level of income	Between Group	2.291	1	2.291	2.119	3.84	.146
	Within Group	817.362	756	1.081			
Total		819.653	757				
Religion	Between Group	.469	1	.469	2.136	3.84	.144
	Within Group	164.721	751	.219			
Total		165.190	752				

Significant at $p < 0.05$

The table above shows a descriptive analysis of One-way Analysis of Variance (ANOVA) on the relationship between socio-economic characteristics of respondents and if they feel that leaders not adhering to rules caused crises in OAU and UI. The result showed that Mean Squares Between Groups and Within Groups were 637.156 and 73.646 respectively ($M_{sb} = 637.156$, $M_{sw} = 73.646$). These yielded the F^{val} of 8.652 and F^{tab} of 3.84 which was significant at $p < 0.05$ level of significance ($F^{val} = 8.652$, $p < 0.003$). In the same vein, an examination of the relationship between occupation and do they feel that leaders not adhering to university statues caused crises was found to be significant at $p < 0.05$ level of significance. As shown in the table, the result of the analysis for occupation in the university showed that the Mean Squares Between Groups and Within Groups were 8.99 and 1.969, respectively ($M_{sb} = 8.99$, $M_{sw} = 1.969$). These yielded the F^{val} of 4.571 and F^{tab} of 3.84 which was significant at $p < 0.05$ level of significance ($F^{val} = 4.571$, $p < 0.033$). All other socio economic and demographic characteristics (sex, religion, level of income and marital status) were not statistically significant. Generally, the student and staff results indicated that socio-demographic characteristics did not exert influence on people’s views.

To support the data from the quantitative method, many of the interview respondents said that the university structure was good while other respondents opined that it was not too effective. If leaders do not adhere to the rules and regulations, crises can occur. As noted by a 51 years old female professor:

There is a good structure in the university because it is hierarchical enough and there are checks and balances. However, the structure is weak in the sense that the vice chancellor does not have the power to sack staff.

Yes, the Vice Chancellor does not have the power to sack staff because it is believed that the university is a democratic space. However, the structure is

democratic on paper but what occurs in a real-life situation may not always be democratic. There have been cases of discrimination and intimidation, particularly against women and there is nothing democratic about this. Infact what happens in a Nigerian democracy in the larger society also happens in the university democracy. Therefore, it may not be the structure or statutes that are bad but the implementation. This was noted by a 61 years old male head of department:

The structure is good. Infact the committee system is very effective but there is a problem; it is partially not a good democratic tool in the sense that the committee members should be voted in by the teaching, non-teaching staff and if possible by students instead of by the usual selection process. The selection process makes it undemocratic.

Another respondent said:

I don't think that leaders not adhering to university statutes cause crises in the university, rather it is university management style of doing things that causes crises in the university. As for the structure in the university, though it is effective to some extent, it is not democratic, it is more autocratic than democratic. Every member of the university should have a say in whoever they want to be their leader.

University leaders not adhering to statutes and not responding to the needs of stakeholders are the same because if university leaders adhere to statutes, they will be democratic. It would seem, then, that this will solve most of the problems of highhandedness that causes crises in the universities. Instead of doing this, many university leaders engage in nocturnal meetings and it is in these meetings that they take major decisions. Generally, these meetings and decisions have nothing to do with democracy. This could explain why they enjoy excluding women from leadership positions because women do not like engaging in such meetings. As such, the problem is not in the statutes but in the mindset of university leaders who are mainly men. This was also the view of another respondent who said:

To the best of my knowledge, the university governance system is very effective and it is democratic too. I would not say it is not adhering to the rules that causes crises, it is the university not responding to the needs of its members that causes trouble and crises.

From the foregoing, the recurring theme continues to be that university leaders do not respond to the needs of the members. This insensitivity is associated with men's leadership making it necessary for women to be brought into university leadership to neutralize the shortcoming of men's leadership styles. This was also an indication that men's leadership styles are not always the best. However, about the university structure, a 58 years old female head of department opined that:

University statutes and structure is not good because it is not democratic. The committee members are selected instead of election and this makes it impossible

for every member of the university community to participate in deciding who will be the leader.

This was an indication that if the University statute is followed, the incidence of crisis will be reduced.

Emerging from all these was the fact that the characteristics, particularly the sex of the leader, is crucial in dictating the incidence and nature of crises in Nigerian universities. This is because insensitivity, nocturnal meetings, forming of nefarious groups, and highhandedness were associated with men. Therefore, it has become very important for women to participate in the university leadership because prevailing situation has shown that men cannot do it alone. The universities have become diverse and Nigerian universities are not operating in isolation, rather they are competing with other universities globally. Women, therefore, represent diversity as well as a different approach, which the university system needs to experience transformation.

The respondents further suggested that to reduce crises in Nigerian universities:

- Government should fulfil their promises whenever they sign an agreement with staff of universities and should increase funding of universities.
- Women occupying leadership positions can reduce crises in the university and the government should do their part in ensuring that there is good governance.
- Government should respond to and attend to university's demands promptly.
- Obedience to rules and regulations on the part of the students is not negotiable.

According to one respondent:

What can bring a halt to crises in the university lies in the hands of government. Government is responsible for any kind of crises any university is experiencing and if the government can step in and arrest any disagreement at the early stage, crises in the Nigerian universities will be a forgotten issue.

This view fails to see the role of the university leaders in these crises. Blaming everything on government was an indication that many stakeholders do not see anything wrong with men's leadership. This gender blindness is a sign that men being leaders is taken as given and many stakeholders do not see any need for an alternative approach.

This chapter has dwelt extensively on gender and leadership and the role of university statutes in the leadership and crises in Nigerian universities. The study participants believed that women's leadership of the universities could make a difference and reduce crises in these universities. Many of them were of the view that women should be given the opportunity to lead universities. Interestingly,

men were more favourably disposed to women becoming university leaders than women. The participants also believed that the university statutes are a good democratic tool, but that many university leaders do not adhere to these statutes thereby causing crises in these universities. In fact, men's high-handedness has been a contributory factor in crises in Nigerian universities. The leadership impunity being experienced in the larger society has crept into the universities. Most of the participants were in favour of women's leadership of universities. This was an indication that university stakeholders were tired of crises and felt that the answer to the problem was women leadership. It showed that they believed that women have something to offer to university leadership which is different from men's. This constitutes a shift in gender imagery which sees women as just mothers and wives. This I must say, is very significant, particularly in a Nigerian university with strong patriarchal tendencies. However, actualizing this dream will be an uphill task because of the enormous challenges that women who are aspiring for leadership positions in the university are likely to encounter. In as much as the belief in women's ability to reduce crises in the universities is a victory for feminism and a right step in the right direction, it does not remove the fact that there are numerous challenges. Also, this belief does not automatically remove the hidden curriculum and the hidden transcripts. Furthermore, it has not removed the inferior social status of women and issues of masculinity and femininity which make it difficult for men and women to cooperate with female bosses. The fact that some women were not in favour of women's leadership in the university is a sign that women leaders have a huge problem. All these constitute tall challenges for women and higher education management.

