Gender equality in Bamenda universities: a case study

Igualdade de gênero nas universidades de Bamenda: um estudo de caso

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Abstract

A crucial issue is the representation of women in leadership roles in education, especially in higher education. The administrations of Cameroon are aiming to advance gender equality in the country's educational system as well as in other areas like economy, social issues, and the workplace. The purpose of this study is to look at the variables affecting gender equality at the University of Bamenda. The idea of how the staff at the University of Bamenda see gender equality was investigated to achieve the goal. A qualitative approach was taken in conducting the study. Google meet platform was used to collect data for this study via semi-structured interview questions in groups 4 staff. Two portions made up this: Section B has five semi-structured interview questions while Section A has five demographic questions. The study included 20 participants from the ENS at the University of Bamenda. The distribution of the Google meet link was through WhatsApp group, and the qualitative method was used to examine the data gathered. The information exposed some of the difficulties the participants have had with respect to equitable compensation, advancement chances, and research opportunities. Women are underrepresented in management and lecturing roles, according to the data. This can be linked to a lack of tangible official legislation intended to advance gender equality, a lack of effective communication channels, and cultural factors. However, in accordance with government policy, the university strives to achieve gender equality

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throughout all departments.

**Keywords:** Recruitment. Gender Equality. Promotion.

### Resumo

Uma questão crucial é a representação das mulheres em cargos de liderança na educação, especialmente no ensino superior. As administrações de Camarões têm como objetivo promover a igualdade de gênero no sistema educacional do país, bem como em outras áreas como economia, questões sociais e no local de trabalho. O objetivo deste estudo é analisar as variáveis que afetam a igualdade de gênero na Universidade de Bamenda. A ideia de como os funcionários da Universidade de Bamenda veem a igualdade de gênero foi investigada para atingir o objetivo. Na realização do estudo foi adotada uma abordagem qualitativa. A plataforma Google meet foi usada para coletar dados para este estudo por meio de perguntas semiestruturadas da entrevista em grupos 4 de funcionários. Duas partes compunham isso: a Seção B tem cinco perguntas semiestruturadas para entrevistas e a Seção A cinco perguntas demográficas. O estudo incluiu 20 participantes da ENS na Universidade de Bamenda. A distribuição do link do encontro do Google foi através do grupo WhatsApp, e o método qualitativo foi usado para examinar os dados coletados. A informação expôs algumas das dificuldades que os participantes tiveram com relação à compensação equitativa, oportunidades de avanço e oportunidades de pesquisa. As mulheres estão sub-representadas em cargos de gerência e docência, de acordo com os dados. Isto pode estar ligado à falta de legislação oficial tangível destinada a promover a igualdade de gênero, à falta de canais de comunicação eficazes e a fatores culturais. No entanto, de acordo com a política do governo, a universidade se esforça para alcançar a igualdade de gênero em todos os departamentos.

**Keywords:** Recrutamento. Igualdade de Gênero. Promoção.

### Introduction

There are more varied perspectives in current academic research on gender (Eddy et al., 2017). This includes the balance of genders in terms of how women and men are distributed across various roles, as well as excellence, fairness, and justice (Women, U. N. 2022). Gender plays a significant role in power connections, which serve as the foundation for organizational frameworks in higher educational establishments (Shah, S. 2020). As a result, poor gender practices that are evident in the hiring process, opportunities for
advancement, and the inclusion of women in upper and supervisory positions have an impact on many careers of women (Morley, L. 2014; Thomas, J., Thomas, C., et al., 2019). Only a handful of the female Cameroonians who currently hold prominent leadership positions originate from remote or low-income origins. However, almost all of these women were able to advance to such levels considering the equality of gender initiative. It is evident that these skilled Cameroonian ladies are achieving greater equality between men and women by appropriating and politicizing the movement for modifications, denying and combating inequalities between women and men, and advocating for the institutionalization of the equality strategy in the contemporary administrative structures in which they employ. As a result, rich ladies have the idea and practice of equality between genders. The endeavor has limited significance and impact for ladies at the local level as a result of the shortage of publicity given to equality between genders beyond the realm of high-class Cameroonian ladies.

It is necessary for the more educated women to rise to the occasion and make a greater effort to advance and put into practice the equality of women at the most basic level. The revised gender equality effort would change its emphasis from teaching and changing old cultural establishments—where prejudice toward women is reproduced—toward modern administrative systems (Sweetman 1997). According to Chen, Hsieh, and Irvine (2018; O'Connor, P., and Irvine, G. (2020), a number of factors, including customs of culture and the various duties men and women perform in the community, unlawful educational organizational structures, absence of equal opportunities for women guidelines, and a lack of enforcement mechanisms, are all related to the wide range of the female educational backgrounds and are thought to hinder women from progressing into managerial roles (Carr, et al., 2017; Coe et al., 2019; Chibaya, 2023).

Statement Problem

Higher education is crucial for both Africa and other nations since we live in a modern, based on knowledge culture (Kwesiga, 2009). Statistics from Ayodele et al. (2006) shows that women make up more than 70% of the globe's 1.3 billion inhabitants, yet their involvement in learning, especially in colleges and universities, does not correspond to the mentioned percentage. The situation in Cameroon, which seeks to improve the standard of education by 2035, is more serious Traore and Fonkeng, (2011). Girls' school attendance there has only increased quantitatively to the level of a basic education.
The matter of accessibility, it ought to have underlined, should not be confined to numbers or large enrollments, rather it should focus concerning the way those figures translate into actual presence in the sense of engagement and the decision-making process. In especially for African nations that still wear the scars of inherited colonial methods of learning, the concerns of access must examine the limitations. For instance, colleges and university curricula must be appropriate to the demands of female learners (Kwesiga, 2009). There is a dearth of research and forecasts regarding the factors influencing the representation of women in Cameroon's universities, and Bamenda in particular. As a result, the researchers at the university in Bamenda, Cameroon, struggled to understand the factors influencing equal treatment of women. The purpose of this study is to look at the variables affecting gender equality at the University of Bamenda.

**Research Questions**

The research questions used in this research work were generated from the aim of the research and the statement problem, and are formulated as in the following:

1. How do the staff members of ENS Bambilli, University of Bamenda, view gender equality and the elements influencing it?
2. What steps is the university taking to promote gender equality?

**Literature Review**

**4.1 Gender Equality**

The idea has historically been described as a means of appreciating and comprehending how male and females differ in spite of the varied roles they undertake in communities. Human rights refer to every person's right to be independent, to be treated fairly, and to have the same number of rights and obligations (UN, 2015). The Council of Europe (2014) stated that male and female must both acknowledge the necessity to redress societal inequities while bearing the obligation of taking measures. According to Frink et al. (2003), firms benefit from having a balanced in terms of gender workforce. Their hypothesis that businesses with a genders-equal workforce—defined as one in which men and women hold equal employment—perform greater than businesses with an unfavorable distribution of females was verified.
According to Campbell and Mnguez-Vera (2008), a board's market value benefits from the gender composition of its members; the need for a more equal distribution of male and female is emphasized. Kakabadse et al. (2015) found that gender-diverse boards had various advantages that were not financial, including stronger image of the business, quicker decision-making, and more effective utilization of abilities. This phenomenon was supported by their research.

4.2 Gender Equality in Africa

With regard to the issue of access to and management of assets, gender discrimination primarily seeks to achieve equal advantages for male and female (Egbe Orock, R. T. 2007). It is obvious that human society, rather than their nature, is more responsible for disparities between men and women in terms of advantages and assets (Rao, A., & Kelleher, 2005). Many foreign financing firms and nongovernmental organizations (NGOs), like Oxfam, view advocacy for women and advancement of women in Africa as a component of a larger sound government initiative to achieve societal integration (Mpho, C., & Segun, E. O. 2017).

While not strictly supporting the political undertaking, numerous African governments have embraced equal opportunity for women as a way to boost their sense of themselves and win additional development funding (Hills, J. 2015). For example, few of the ministers chosen to oversee the enforcement of equal pay for men and women have earlier made significant, if any, efforts to advocate for it. Instead, equality among genders is becoming more and more politicized as a means for a select group of powerful women to advance in society and further their careers. In simpler terms, they are maximizing their own possibilities by leveraging the official dedication regarding female equality (Stratigaki, M. 2004).

The gender parity project has generally benefited a middle-income or commercial women in the cities greater than counterparts the countryside and rural counterparts have (Wu, A. X., & Dong, Y. 2019). This is due to the fact that the fight for equality between men and women is most successful among both the private and public institutions and agencies that are becoming more woman-sensitive. Adopting measures to advance equality between genders is also consistent with those neo-liberal concepts of competition and success that control such environments. Therefore, as opposed to the more conventional parameters of age and ideas of "manliness" and "womanliness," occupations have become more spread out based on accomplishments, distinction, or competence (Wajcman, J. 2013).
In this sense, African ladies who are able to demonstrate their value at work are starting to gain advantages due to the formal sector's heightened dedication to equal opportunity. But because equality of opportunity for regular women, particularly countryside women alongside those who labor beyond academia, is mostly disregarded, this implies the existence of growing opportunities gaps along socioeconomic and ethnic lines in a portion of Africa (Kabeer, N. 2016).

### 4.3 Gender Equity in Cameroon

The main goal of the Cameroonian the gender gap activist organization is to guarantee that male and female have equal chances in the job market, but how the resulting advantages are distributed in reality relies on a variety of societal, financial, and academic aspects (Nakayi, R., et al., 2005). Considering the language of equality among genders, it is obvious that socioeconomic status variations influence how male and female view fairness or inequalities (Lombardo, E., & Meier, 2008). As a result, countryside women will not encounter discrimination based on gender to the same extent as women living in cities. The degree of disparity between the sexes among metropolitan women will also vary depending on their line of profession; for example, a managerial worker's attitude may vary from a woman who's a worker in a manufacturing plant or a vendor selling goods on the streets. A feminine feeling of her own self-worth and entitlement to equal chances throughout that group are also contingent on the sort of networking associations, such as unions to which she adheres. In broad terms, specialists and office staff or policymakers have been the key groups to institutionalize equal treatment for men and women. Women's attempts to end discriminatory behaviors have resulted in a variety of organizational structures that have enabled women to start speaking out at all different levels in the community.

Nevertheless, the majority of these initiatives have consisted of focusing on arguing for women's equality with males in the renowned and rewarding fields of politics, management, and the workforce in both the private and public sectors. In fact, appeals for women to be afforded the identical chances as males to run for office as politicians are growing across Africa (Femmes d'Afrique et Politique 1995). In contrast to women having less affluent communities, a majority of the women in leadership roles work in professions that demand a high degree of higher learning and the corresponding economic standing. As a result, they are less likely to experience bias against their gender. The vast majority of the people who spoke at the inaugural Inter-African Women in Politics Consultative Conference had undergraduate
degrees and some background in the city women's organization; minimum two of them had entered politics to protect the welfare of the underprivileged areas in which they ought to have gained so much knowledge and expertise (Femmes d'Afrique et Politique 1995:2, editor's translation).

### 4.4 Gender Equality in Higher Education

The need of addressing gender disparity is emphasized by Clavero and Galligan (2021), who note that it is a matter of law and an imbalance in power within the sexes. In order to achieve continual changes in structure through inclusive and gender-responsive strategies in higher educational establishments, organizational environment plays a crucial role in the persistence of existing inequities (Clavero and Galligan, 2021). Bencivenga and Drew (2021) also emphasize the role governing bodies play in facilitating the move toward equal representation for women in higher education establishments, and they recommend future national and EU measures that advocate equal opportunities for men and women. Long-standing gender stereotypes have contributed to the inadequate representation of women in managerial positions in higher education establishments (Krause, S. F. 2017; White, K., & Burkinshaw, P. 2019; and Herbst, T. H. 2020).

In order to assess the gender goals of the Beijing Conference in 1995, UNESCO organized a world conference in 1998. Among the conference's main goals was to help women move to high leadership positions in higher educational establishments, which the findings indicated was not happening globally. At the Millennium Assembly in September 2000, a whopping 189 participating nations endorsed the Millennium Declaration and its listed aspirations along with development goals.

Assuring the presence of women in higher learning establishments was one of eight objectives designated for 2015 (UNESCO, 2017). Additionally, a number of scholars have emphasized the societal, political, financial, personal, and other variables which influence the equality of women in institutions of higher learning (Jacobs, J. A. 1996; Tegegne, K. 2006; O'CONNOR, P. 2020; UNESCO, 2017). However, there continues to be fewer women in positions of responsibility than there are males (UNDP, 2017), despite efforts to advance equality among men and women in colleges and universities settings. This is also related to how resources and authority are distributed within the family unit, where actual research indicates that women's self-determination and egalitarianism are going to improve if they earn greater assets than men do in a particular family. Greater disposable income within the female
family individuals have been shown to improve young people's education, particularly for females (Mishra, S. 2020; Pitchik, H. O., et. al., 2021; and Rehman, H., et. al., 2020).

As the work environment serves as a reflection for the community as a whole, a representative administration is the optimum type of organization (Shilling, C. 2010; Krliková, K., & Krliak, J. 2021; and Zanoni, P. 2020). They offer a broader spectrum of the population at large. As a result, the concept of inclusion may result in a larger pool of candidates from whom decisions about employing, promotion, advancement, and further education are made (Bilimoria, D., et. at., 2006; Laursen, S., & Austin, A. E. 2020; Manfredi, S., et. Al., 2019; Mogensen, K. F. 2022).

Although researchers have different opinions on how schooling influences working women, everybody seems to concur that women who have higher education have better career opportunities. The majority of countries have seen an increase in female educational attainment, yet women still favor particular academic fields over others, which has an impact on the jobs they can pick after graduating. As a result of this career routine, women are neglected in a number of professions that they did not specialize (Byars-Winston, A. 2014; Flack, C. B., et al., 2020; Gjerberg, E. 2001; and Pisker, B., et al., 2022). According to certain governments, women can receive education to help them become competent for jobs in specific sectors, especially in industries where women are marginalized (Scharfenort, N. 2020; Shim, J., et al., 2020).

There has been a high percentage of job attrition among working ladies because many women in various countries find it difficult to hold onto a profession that does not reimburse them adequately to hire a babysitter to watch their kids. A few employers are also unwilling to alter job hours to cater to working moms who are breastfeeding, during her pregnancy, or have babies (Amo-Adjei, J., et al., 2023). To reduce the rate of job loss within women, a few nations utilized quota systems that allotted a specified percentage of posts for them. Corporations had to provide appropriate living conditions for working women in several nations, especially in the public sector, according to Sian, S., et al. (2020). Women have historically held a constrained role in society and had limited choices (Chernomas, W. M., et al., 2000). This uncomfortable fact still exists in this modern era, as gender disparities persist that disproportionately disadvantage women, who experience much more mistreatment than men (Rodriguez, M., et al., 2022).
4.5 Academia in Cameroon

Making the switch from high school to university can be highly tough since one must make difficult selections that will maximize their production while taking into account their possibilities and comprehending themselves. Thus, depending on how one interprets the foundational process, this difficult process might influence one's desires in many ways. Even though aspiration research has a long history, its roots may be found in experimental studies on aspiration levels conducted in the early 1930s with the aim of identifying the many degrees of one's capacity for mastering challenging tasks and their ultimate achievement (Johnson, S. A. 2017). Although the majority of those investigations were conducted in the laboratory and had little bearing on the classroom or learners, in the last years of the 1940s, the emphasis moved to motivation for achievement, which was seen as an energizing compelled or an incentive for attaining excellent outcomes and acceptance that, in part, explains academic progress (Singh, 2011).

In this vein, research into gender disparities in motivation for performance has consequences for goals that are inherently present. This has served as the basis for comparing strategies to ambitions based on gender, which have restricted females' awareness of and access to higher educational system's particularities. Females already have limited options for their distinctive and natural responsibilities in child rearing, and their perception of these duties may affect how women choose to pursue a college degree (Aki, E. M. 2019). A prevalent comparative perspective has required that females be treated equally to boys in terms of accessibility, degree of engagement in terms of choosing university degrees and programs, and professional patterns, which has raised these females' expectations and made equity broad.

Throughout the 19th century, among the most hotly contested historical topics has been women's education. The general outcome of this discussion, coupled with changes in society and politics, has been a major advancement and affordability of education for girls at the basic and secondary education levels. Women were only permitted to enroll at universities in western nations in the second part of the 20th century. According to Papadópulos and Radakovich (2005), higher education has historically been viewed as an unsuitable "feminine" setting, making it one of the finest places to repeat gender inequality.

According to Kamat, S. (2008), women in Africa were typically restricted to roles that correlated with their maternal nurturing qualities during the pre-colonial period, but during the colonial period, they began to find careers in education and healthcare that were seen as a development of their maternal nurturing features. African women have historically had
restricted access to and engagement in education, with low levels of involvement that were exacerbated by the standards and views of the ruling class at the moment (Chen, P., & Hsieh, H. C. 2018). In the lack of a thorough grasp of the particular needs and goals of women, which is required to grant them access to higher instruction, this scenario persisted. The amount of colleges and other higher training institutions in Africa has undoubtedly increased, yet women remain insufficiently represented in Cameroon. In a similar vein, it was discovered that just 44% of students enrolled in postsecondary education overall were female (UNESCO, 2010). These figures show that although women are now given access to school, they do not proceed as quickly towards higher levels of learning. At the elementary and secondary levels of schooling, Cameroon's endeavors are overwhelming.

The French and English sub-educational systems are the two divisions of the Cameroonian educational system. It is important to note that the English sub-educational framework, where the investigation was conducted, currently offers elementary education for six (6) years and secondary schooling for seven (7) years (which has been split into two categories, namely secondary education for 5 years with high school for 2 years). After completing high school, individuals can enroll in higher educational institutions and universities to pursue a diploma or degree at the tertiary institution of education, also known as higher education. Through its promotion of widespread learning, especially during the primary level, the state has over generations had a significant role in shaping the educational trajectory of females (Kritz and Gaule, 1989). The same efforts were made by the Ministry of National Education in Cameroon in 2002, which included, among other things, offering free government primary education, according to the Gender Thematic Group (GTEG). However, despite Cameroon's participation in all meetings, conferences, and claims regarding girls' learning as a member of sub-Saharan Africa, over 50 percent of the country's out-of-school children are girls, and two-thirds of its illiterate citizens are ladies (Ezeibekwe, A. O. 2020).

Methodology

5.1 Research Design

This study used qualitative methodologies to examine gender equality from the perspective of university of Bamenda staff. Through staff interviews, the researcher has examined the organization's attitude to gender balance. As stated by Denzin and Lincoln (2000), the purpose of qualitative investigations is to provide answers to specific questions
that are reflective of societal issues but cannot be quantified in terms of amount, frequency range, or frequency. Additionally, they suggest that focus sessions or interviews are helpful in obtaining the viewpoints of the participants and comprehending the variables shaping them. In order to analyze the interview questions, the researcher separated them into five categories or themes.

5.2 Participants

To ensure the accuracy and fairness of the data gathered for this study, we performed 20 interviews with workers from ENS Bambilli, University of Bamenda, and at various levels. The investigator wanted to know what people thought about and thought about how their university promoted gender equality. Therefore, we made the decision to keep all participant information private in case the subject would lead to a bad perception of them (Tsikerdekis, M. 2013). To investigate the participants' responses and reduce the possibility of any biased viewpoints or incomplete details, all interviews were videotaped and documented (Möbius, M. M., et al., 2014).

The interviews were conducted in groups over Google Meet. A typical interview lasted 35 minutes. Since the interviews were done in English, there was no need to translate the recording of the interviews.

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Table 1. Gender of Participant.
Source: Researchers

Table 1 above shows the distribution of the participants with regard to their gender. It is clear from the table that most of the participants in this research were males. This indicates a cross section of the staff of ENS Bambilli, that shows that most of their staff are male gender.
Table 2. Nature of Job Description.
Source: Researchers

Table 2 above shows the nature of job description of the respondents. From Table 2, above, most of the participants of this study were lecturers. We had about 40% of administrators who participated in this research. The remaining 60% were lecturers.

From Table 3. Above, we can have the marital status of the participants. From Table 3. Above, we can see that 15 of the participants were married while the remaining 05 participants were not married at the time of this research. May the 05 participants who were not married were divorced or yet to married. These details were not considered.

Table 4 above shows the academic qualification of the respondents. The Table 4 above shows that just one staff member had a master’s level of qualification. Most of the lecturers
were Associate Professors, being ten in number. While five of the participants were Professors.

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Table 5. Years of Experience.
Source: Researchers

Table 5 above states the years of experience in the University. The Table 5. Above shows that most of the participants had 11 - 20 years of experience in the university, that is ENS Bambilli, University of Bamenda in Cameroon. While the ranges from 50 above, 41 50, below 10 years of experience were the least.

Findings

Five themes and areas of debate related to gender equality at the University of Bamenda emerged from the data collection and analysis. Regarding the numerous Anonymous group interviews, this was done. Male interviewee stood for M.P., and female interviewee stood for F.I.

6.1 General Gender Equality at ENS Bambilli

"Do you believe that ENS Bambilli promotes gender equality? Please elucidate.

The interviewees were asked to reflect on their impression of equality for women within their respective departments as part of the theme of a single query. When asked if they believed that gender parity existed at ENS Bambilli, the majority of the female participants said that it did not. In contrast, all female participants said that gender justice was not present within their respective divisions.
"Despite what we claim, we don't consider ourselves equal! We struggle to both present and address these challenges. Higher education is merely one area of the society where there is an issue; every industry is affected. We are still a world of men. (F. I. 3).

The majority of the female respondents emphasized that they cannot understand unfairness in formal terms because there are no official laws or regulations that make distinctions against women; nonetheless, they encounter delicate and unofficial forms of discrimination on a daily basis in the recruitment procedure, advancement, research, and interpersonal interactions.

"First off, I don't believe that equal opportunity for men and women exists at any place in society, including the University. Although it isn't specifically mentioned in policy or in a formalized manner, I deal with gender disparity on the work all the time. (F.I. 18).

6.2 Employment, Professional Advancement, and Management

“How difficult was it for you as a person to reach this position that you're currently occupying?”

Equal chances are guaranteed for everyone who applies during the ENS Bambilli selection procedure, in accordance with national legislation and university regulations, just like during advancement chances. Respondents concurred that there are no boundaries by gender on submitting applications for any opening across the university and added that academic advancement is dependent on individual accomplishments since it provides equal opportunities for everybody. The majority of the female respondents, however, raised the issue that the procedure for promoting people for leadership positions lacks honesty and is unfair because it relies heavily on unofficial conversations between the chairman of the department and those applying, which means that occasionally it depends on their personal connections and opinions.

"The hiring procedure was simple because one of the team members had informed me of the job chances for advancement. I met with the division head casually, we spoke about the qualifications for the position and how they fit with my background, and then I was presented with the chance. (M.I.13).

The respondents also acknowledged the disparities in how they were treated during the hiring and promotion processes, emphasizing that interpersonal relationships play a crucial role in their professional advancement. Men typically have exposure to personal connections..."
other than the university where important information on prominent initiatives and promotions is shared, whereas most women do not.

"The director of ENS Bambilli is not a woman. Males predominate among department heads. Due to my credentials, I was hoping to be made af HOD this year, but that hasn't happened yet. (F.I. 02).

6.3 Violence Against Women

"Have you ever been the target of sexual or verbal abuse?"

According to the interview, the majority of the female respondents have experienced verbal harassment, while a small number have had incidences of sexual harassment. It's intriguing to note that verbal harassment frequently involved lower-level men harassing lower-level women, most frequently those working in positions involving administration.

"I have experienced verbal abuse, which I think was motivated by my position. We both know that maltreatment can have repercussions, consequently I tried to control the circumstances with the other party since I couldn't allow it to continue. On the opposite hand, I think that the University's highest levels do not classify these forms of abuse as abusive speech. (F.I. 4).

According to the interviews, it appears that the environment at the institution discourages women from speaking up on sexually and aggressive behavior, especially when it involves a male employee in a position of authority. Most of those interviewed were unaware of the protocols when quizzed if there were explicit guidelines regarding sexually and abusive language.

6.4 Pay Disparity Between Employees, Men and Women

"Do you think the University has a pay difference between the sexes?"

The majority of interviewees indicated that they have little knowledge of their peers' pay, hence there is no concrete data to back up any claims of salary discrimination based on gender. Nevertheless, the female respondents mentioned that because their male coworkers are given more projects, their salaries will be greater.

"Honestly, I'm unclear regarding my coworkers' earnings as it doesn't seem open nevertheless I believe that for the instructors, every individual gets an adequate pay, but I am
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aware some of my male co-workers earn plenty given that they have been assigned to different huge tasks." (F.I. 15).

Additionally, when quizzed if they preferred an open salary structure and for it to be made public, the respondents said yes. The majority of people opposed this, proving that it is culturally insensitive. Furthermore, despite the fact that there isn't any conclusive proof of a salary discrepancy within a similar position, as was already mentioned. As a result, there is a noticeable wage discrepancy amongst male and female in senior positions at the institution, where men get reimbursed the most, and women have the majority of administrative roles, which pay the least.

"I assume everybody in the faculty gets paid equally in the identical positions but not at all it is not fair considering there used to be a few challenges in recent years in Cameroon about having wages disclosed consequently the University is resisting the step-in putting salaries visible to public maybe due to the fact that personalities have to respected. Notwithstanding, the salaries allocated for projects are made known" (M.I. 11).

6.5 What Steps Can the University Take to Achieve Equality Between the Sexes?

Additionally, the majority of respondents acknowledged that incorporating restrictions helps address the shortage of females in senior roles and motivates women to make applications for more executive positions if requested to demonstrate ways in which they may establish equal treatment for women and the way the university will accomplish that. Additionally, creating a harmonious balance between work and life legislation and regulations, offering equal chances for high-profile research projects, and increasing awareness of gender equality in all areas aid in creating a healthy workplace and ensuring equal opportunities for women and men.

"But there truly are a number of methods which gender parity can be obtained in the University; for instance, if the assignments are readily available to all parties and the primary performance metrics which can result in advancement, and if there currently is a willingness to implement life at work relating to work-life balance – increased interaction – and transparent policies for advancements as well as private expansion opportunities." (F.I. 7).

Discussion and Conclusions

The discussion part was completed by answering the research questions.

Revista Gestão e Secretariado (GeSec), São Paulo, SP, v. 14, n. 11, 2023, p. 19939-19961.
7.1. How do the Staff Members of ENS Bambilli, University of Bamenda, view Gender Equality and the Elements Influencing it?

We discovered that ENS Bambilli was dedicated to promoting and encouraging equal opportunities for women and men among all faculties in accordance with the interviews. Additionally, they promote and recruit more employees to participate in the day-to-day operations of this procedure.

The majority of women are far more inclined to experience discrimination and sexism at work in administrative roles than in any other positions, according to research by Ridgeway, C. L. (1997) and Chabaya, et al., (2009). Despite the fact that we are talking about equality between men and women in a university, many of the participants report encountering some disparity between the genders in their departments, whether it be in the way they interact with their male coworkers, how they are promoted, or what possibilities they have for research, no matter their educational background and duration of expertise.

However, employees of all sexes were very conscious of the significance of advancing gender equality because they understand that opportunities for employment, growth, and career advancement should be contingent on achievements as individuals and not gender. According to Singh, V., and Point (2004), the major indicator of organizational procedures and strategies related to diversity in the work environment. Three types of sexual misconduct and verbal abuse can be distinguished: harassment due to gender, which entails physical and verbal misconduct that targets women having the explicit goal of engaging in sexual activity. Second, when someone receives unwelcome sexual attention, it can take the form of verbal or physical acts like rape, beatings, or simply simple statements. According to Reuter, M., et al. (2020), sexual pressure is the forced, unwelcome attention that revolves around being employed. The majority of the respondents had experienced verbal abuse, particularly in positions of authority. Nevertheless, the severity varies across the various faculties. It happens more frequently in professional faculties, wherever men predominate, while it happens less frequently in scientific professions, where more women hold senior ranks. It's relevant to note that both women who oversee a lot of people and those who work in organizations with less women in positions of responsibility are at greater risk of experience incidents of sexual misconduct (Reuter, M., et al., 2020). Nevertheless, other elements like age, gender, level of schooling, and conjugal status may also have a role in the harassment of women (Reuter, M., et al., 2020).
7.2 What Steps is the University Taking to Promote Gender Equality?

Every staff member should be involved in the development and dissemination of the gender equality strategy, and they should all be aware of the objectives, strategies, and justifications for each step (Rizzolatti, G., et al., 2014). Only if the institution creates effective avenues of communication where experiences are shared and staff members are made aware of the efforts being taken to carry out this strategy could this be accomplished (Rizzolatti, G., et al., 2014).

The plan also doesn't go into enough detail about who is going to be involved, how these intervening targets are going to be executed, or when they will be completed. The gender equality strategy, in broad terms, cannot be seen as influencing organizational societal shifts towards the aim of equal treatment in the workforce and is inclined to act as a means of legal obedience. In contrast to being a helpful manual that supports organizational transformation, it frequently turns into a legislation and disciplinary instrument. In conclusion, the data show that women are overrepresented in administrative positions whereas they are underrepresented in administrative and teaching professions. This can be linked to a lack of official legislation intended to advance equality among women and men, a lack of interchangeable pathways, and cultural factors. However, thanks to the measures taken by the ENS. Bambilli director, the women will feel at ease at their workplace.

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