

GENDER DETERMINATIVE ROLE AND DISCRIMINATION OF WORKPLACE TRAINING IN THE CIVIL SERVICE OF OYO STATE, NIGERIA: AN EXPLORATORY STUDY

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Abstract

This study examined the impact of Gender Determinative Role (GRD) and Gender Discrimination (GD) of Workplace Training (WT) in the civil service of Oyo State, Nigeria. The mixed methods (QUAN+ Qual) design was adopted, involving survey design of correlational type and phenomenological approach. The simple random sampling was used to select 13 ministries out of 15 from the Secretariat. 462 civil servants were selected through the probability proportionate to size sampling across the departments. The instruments used was questionnaire and the internal consistency of the subscales are GDR ($r=0.72$), GD ($r=0.76$) and WPT ($r=0.71$). In-depth interviews were held with four administrators. The quantitative data were subjected to descriptive statistics, Pearson Product Moment Correlation, and multiple regression analysis at 0.05 level of significance, while the qualitative data were thematically analysed. The participants were mostly females (59.1%), aged 27.1 ± 4.13 years and married (85.7%). Majority of the participants had first degree (38.5%), while 24.7% had an average of 15 years working experience. The independent variables had joint prediction on WT ($F_{(5; 456)} = 41.71$, $Adj.R^2 = 0.31$), accounting for 31.0% of its variance. The GDR ($\beta=0.13$) had relative contributions to WT, while GD had none. Training needs identification within the civil service was based on gender biases and stereotyping. The training programme ergonomics were characterized by gender discrimination, which invariably affected the transferability of training outcomes in the civil service system. Gender discrimination impacted the planning and delivery of training programmes in Oyo State civil service. The Civil Service Commission should design its programmes to ensure gender equity in all training related activities for effective training implementation and transferability.

Keywords: Oyo State civil service, Workplace training, gender determinative role, gender discrimination.

Introduction

Workplace training acts as a potent instrument for the implementation of economic and social goals as well as a connection between a competent staff and the efficient operation of civil service. Training is an essential component of both the public and private sectors; in the absence of it, both employees and civil servants would lack a comprehensive understanding of their respective duties and obligations. Training provides employees with knowledge, new abilities, and opportunities for professional development. Training is widely recognised as the most rapidly expanding sector of personnel endeavours aimed at enhancing present and future performance (Ozioma and Ekwe, 2014). Scholars of research have established a correlation between training and effective organisational performance, as demonstrated by a competent workforce on a global scale (McConnel, 2004; Abdul Ghafoor *et al.*, 2011; Mehmood, 2012; Shodeinde, 2015; Hidayat, 2018; Beydoun and Saleh, 2023). This is why Oyo State government gave much priority to training of its civil servants to the extent that a training centre was dedicated for civil servants named Simeon Adebo Staff Development Centre (SASDC). Though, the civil service through the centre conducts training and retraining programmes for employees at all levels but anecdotal evidence has showed that the resultant training outcomes on employees' performance has not yielded the desired result.

Despite the investment on training, intended outcome is not cost-effective when compared to the benefits that such training provides. Evidently, the multiple interpretations of masculinity and femininity has

differentiated work roles in every organisation. In the civil service system, it is a norm that one gender is believed to be effective than the other. Against this norm, it has affected their work performance within the civil service and their involvement in training. This gender prejudice prevented the fulfilment of the career advancement and work development aspirations of civil servants. However, it is pertinent to investigate whether there are equal opportunities for workplace training for individuals of both genders. The gender aspects of workplace training may be characterised as a concealed component of broader concerns concerning the social construct that distinguishes civil servants based on their designated roles in the workplace and their gender. Gender determinative role and gender discrimination are some examples.

Gender determinative role as a factor, is associated with behavioural requirement of civil servants during and after training which is based on gender-related social norms. In the process of training selection, bosses relate female roles to gender related social norms in that they have seen female as being unassertive; and this can affect the selection of participants. Literature have also shown that during training, civil servants due to their social orientation and nurturing are instructed about their gender roles; as females are to be nurturing and polite, while men are to be adventurous and independent.

In addition, gender discrimination is also another factor of workplace training that has made work unappealing in the civil service especially to females where perception of their role performance remains bleak within the work domain. Anyalebechi (2016) pointed that women’s discrimination is seen as a global pandemic. Superior officers in civil service thus believed that males bring forth maximum gains to the system than females, whereby in some cases deprive female employees of training programme opportunities. This has brought about unfair treatment to females as men now believed that they are more important than their female counterparts. Irrespective of marital status, females must enjoy the same benefit that is accrued to males to allow equality to take place in workplace. Denial of opportunities has disabled women to reach top positions. This gender discrimination has to be addressed so as to make women feel equal.

In spite of the paucity of available research, circumstantial evidence implies that gender inequality has not been satisfactorily addressed and inadequate representation of gender in training because of the way in which they were implemented. The ineffectiveness of training calls for probe into training and re-training implementation in Oyo State civil service, particularly as it relates to gender determinative role and gender discrimination that affects training implementation in the proper perspective. Hence the study investigates gender determinative role and gender discrimination of workplace training in the civil service of Oyo State, Nigeria.

Research Questions

1. There is no significant relationship between gender determinative role and workplace training
2. There is no significant relationship between gender discrimination and workplace training
3. What is the joint/relative effect of gender determinative role and discrimination in workplace training

Methodology

The design that was used for the study was mixed method (QUAN+Qual) involving survey design of correlational type and phenomenological approach. The sample size consisted of 462 participants. The instrument used was questionnaire and internal rate of consistency of the variables includes GD-0.72 , GDS-0.76 and WPS- 0.71. Methods of data analysis used include; frequency counts, descriptive statistics, PPMC and multiple regression.

Results

The participants were mostly females (59.1%), aged 27.1± 4.13years and married (85.7%). Majority of the participants had first degree (38.5%), while 24.7% had an average of 15 years working experience.

Relationship between Gender Determinative Role and Workplace Training

Variables	N	Mean	Std.Dev	Df	R	Sig	P
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Workplace Training		14.12	4.08	460	.342**	.000	<0.01
Gender Determinative Role	462	20.09	3.71				

The data presented in Table 4.1 indicates a significant positive correlation ($r(460)=0.342$, $p<0.01$) between gender determinative role and workplace training. This suggests that gender-determinative roles have an impact on training in the workplace. As a result, the influence of gender-determinative roles on workplace training was moderate. Nevertheless, the results indicate that the null hypothesis is refuted. The degree to which male civil servants are motivated to participate in workplace training would be determined by the gender-determining function of civil servants.

The findings presented in Table 4.1 indicate that employees' interest in training is driven by motivation. Productivity and work quality will both increase when civil servants attain a high degree of satisfaction. The current administration's practice of disbursing salaries on the 25th of each month is unsurprising to the entire state's civil servants. This significantly influences the decision of civil servants to pursue personal growth. This position was endorsed by training, which is additionally assessed in terms of financial training expenses (Burgard, 2012). The primary funders of training in Germany are employers, with individuals contributing subsequently (DIE Bonn, 2008). Additionally, by providing financial assistance to employees, businesses influence a variety of training decisions. It is probable that the determination of training (partially) by management differs in nature from that of training that is self-initiated. Instead, it mirrors the compensation that employees obtain from their employers.

The determinant role of gender as determinant of workplace training has an impact on the decisions of male civil servants, as they perceive that their competence has improved more than that of the female gender. Conversely, female civil servants hold the belief that males are less motivated, which also influences their selection process for workplace training. This is in consonance with one of the IDI participant;

Past successes from employees do earn them recognition either intrinsically or extrinsically. Intrinsically such as self-esteem, self-actualization and extrinsically such as award, pay and benefits, holiday and vacation (**Male, 52 years, Ministry of Information**)

Although organisation varies, for instance in public organisation most positions depict the kind of training it will offer. For example the ministry of women affairs, it is expected that government as the employer must consider certain criteria for the selection of such position; have not done the selection, training can then be carried out for effective functioning of the office. Another fact established that organisational culture serves as determinant to workplace training. The gender role of employees will depict the level of training he/she will go for. Another participant revealed that;

Managerial employees are been sent on training at least every six month to update on their skills and competencies. The training goes from level to level, hierarchy by hierarchy. It is a fact that civil servants are sent on training twice a year. This development brings about proficiency and job satisfaction for such civil servants- (**Female, senior level, 51years, Ministry of Women Affairs**)

In conclusion, the findings opined that the greatest key for workplace training is motivation. Civil servant who is internally/externally motivated will participate in workplace training; also, head of department who is internally/externally motivated will select civil servants for workplace training. According to Abraham Maslow (1943), he stated the hierarchical needs of human beings; two (self-esteem and self-actualization) of the needs are core importance to administrators in selecting/ participating in workplace training. This findings of Omokhabi and Omokhabi in 2024 shows that gender of the facilitator has nothing to do with participants learning supports this study

Relationship between Gender Discrimination and Workplace Training.

Variables	N	Mean	Std.Dev	Df	R	Sig	P
Workplace Training.	462	14.12	4.08	460	-.522**	.000	<0.01

Gender Discrimination		18.45	4.77				
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The data in Table 4.13 indicates that workplace training was negatively correlated with gender discrimination ($r(460)=-0.522, p<0.01$); therefore, the null hypothesis is rejected. This suggests that as gender discrimination increases, workplace training will decrease. This suggests that instances of gender discrimination within the civil service occur when individuals of the opposing gender are treated differently or less favourably, thereby affecting their ability to participate in workplace training.

The results suggest that gender discrimination had the greatest influence on workplace training among all the categories examined. Discrimination is prevalent in most organisations, encompassing not only the service sector but all industries. Except for the Ministry of Women Affairs, it is highly improbable for women to have important roles. Women's position remains marginalized and underrepresented. Research findings suggest that there is a small presence of women in management roles, as indicated by Kato and Kodama (2017). Discrimination occurs when women are subjected to biased treatment based purely on their gender.

Furthermore, networking and preferential treatment in the economic sector might be seen as clear examples of discrimination. Men overwhelmingly occupy positions of power in the labor market. Men in positions of authority are prone to favouring and advancing other men who share similar traits or qualities, based on personal judgment or preference. Consequently, they participate in discriminatory activities against women. According to an analysis conducted by Eurostat in 2010, women have continually been inadequately represented in the fields of mathematics, science, and technology (MST). In fact, their participation rate in MST has declined in recent years, from 41% at the end of the 1990s to 38% in 2010.

In comparison to males, women are underutilised in low-ranking positions and earn lower wages, according to comparative studies (Aluko, 2015). Despite the phenomenal increase in the number of women in the labour force, the majority of women continue to hold low-paying positions. A report published by the International Labour Organisation (ILO) in 2014 exposed the significant wage disparity that existed between male and female factory workers in Cambodia. The monthly pay gap of \$25 USD indicated that women are significantly less powerful and are devalued in the workplace as well as at home. Exceptions exist, however, in which women earn more than men: A survey conducted by the International Trade Union Confederation regarding gender pay inequality reveals that female employees in the Gulf state of Bahrain are remunerated 40 percent higher than their male counterparts. This means that the gender pay disparity between men and women is distinct, which can either hinder or facilitate the success of training implementation. According to one respondent:

In public service, most workers are female but their earnings don't measure to the job they do. Discrimination exists in terms of race, colour, and religion. For instance, what is applicable in the civil service in the north region cannot be the same measure to the south region. Managers discriminate and operate on preferential treatment creating vacuum in the execution of training programmes- **(Male, 44 years, Ministry of Works and Transport)**

A manager who supposed to fill his/her immediate subordinate for training exercise may decide not to do so based on prerogative grounds this can cause performance deficit among workers. Inequality in training and development is prevalent in many bureaucracies, thus most civil servants perceive it as a major factor that could influence the efficiency and productivity of women in work organisation (Onyema, 2012). In academic context, women show readiness of their skills but unfortunately not all of them rise to the echelon in their career due to discriminatory practices been operated upon. The recognition accorded to male gender has not reflected in women causing glass-ceiling for opportunities for women.

Another assertion indicates that mostly in organisations marital background of employees often tell on the training they embark(ed) upon. For instance when a divorced/ widowed woman is sent on training the outcome in her style of leadership will be questioned by her male counterparts. Mostly, women in this category are often discriminated by their background and affects their participation in training programmes. The impact of gender inequality in inheritance laws is further magnified during old age, when women have

a higher likelihood of becoming widowed(United Nations Population Fund (UNFPA, 2012). This is in relation with response from one of the IDI:

In the global world, high management positions are still dominated by men which makes the workplace a tougher and chaotic place to be for few women who have succeeded in those positions especially widowed women she believed this was due to the high pressure put by men; this can affect their involvement in training activities and transferabilities of training outcomes to their subordinates (**Female, 55years, Ministry of Local Government Affairs**)

It thus specifies from the results that gender discrimination had a larger significant effect on workplace training.

The GD ($r=-0.52$) had significant correlation with WT. The independent variables had a joint prediction on WT ($F_{(5, 456)}=41.71$, $Adj.R^2=0.31$), accounting for 31.0% of its variance. The GD ($\beta=-0.40$) had relative contributions to WT, while GDR had none. These results were represented in the tables below;

Joint Effect of Gender Determinative Role and Gender Discrimination on Workplace Training.

R =.560 R Square =.314 Adjusted R square =.306 Std. Error = 3.38952						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2375.176	5	475.035	41.714	.000 ^b
	Residual	5192.972	456	11.388		
	Total	7568.148	461			

The table above demonstrates a notable combined impact of the Independent variables (gender determinative role and gender discrimination) on the forecast of workplace training. The outcome produced a coefficient of multiple regressions of $R = 0.560$ and a multiple R-square of 0.314. Nevertheless, the amalgamation of the two components accounts for 30.6% ($Adj.R^2= .306$) of the variability in predicting workplace training. The remaining variance in this study is attributed to additional factors that are not within its scope. The analysis of variance (ANOVA) revealed a statistically significant impact of gender determinative role and gender discrimination on workplace training, with a substantial F-value ($F = 41.714$, $df = 5, 456$, $p < 0.01$). These findings align with the research conducted by Tabassum and Nayak (2021) regarding the extent of prejudice faced by women. The study revealed that 37% of female employees, out of a total of 70%, reported experiencing discrimination in areas such as career advancement, salary, and promotion. Empirical research has shown that there are differences in preferences between male and female professionals.

Relative Effect of Gender Determinative Role and Gender Discrimination on Workplace Training.

	B	Std. Error	Beta	T	Sig	P
(Constant)	1.572	1.214		1.295	.196	> 0.05
Gender Determinative Role	.087	.053	.079	1.648	.100	> 0.05

Gender Discrimination	-.338	.040	-.395	-8.410	.000	<0.05
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The table above revealed significant relative contribution of the Independent variables (gender determinative role and gender discrimination) to the prediction of workplace training. gender determinative role (Beta = .079, t= 1.648, P>0.05) is not determinant of workplace training; the potent factor was gender discrimination (Beta = -.395, t= -8.410, P<0.05). By implication, gender discrimination will reduce workplace training by 39.5% respectively. The findings was supported by a study undertaken by Akanbi and Salami (2011) that women’s career advancement in management faces obstacles, limitations and gender-related biases. Stoker, Van der Velde and Lemmers (2012) found that males have stronger preference for male manager as against the opposite gender and vice versa.

Conclusion

The study revealed gender discrimination impacted the planning and delivery of training programmes in Oyo State civil service. Training needs identification within the civil service was based on gender biases and stereotyping. Workplace training ergonomics were characterized by gender discrimination, which invariably affected the transferability of training outcomes in the civil service system. Gender discrimination have impacted on planning and delivery of training programmes in Oyo State civil service. The Civil Service Commission should design its programmes to ensure gender equity in all training related activities for effective training implementation and transferability.

Recommendations

- 1) Civil service commission with the help of training institutions should monitor training participation of men and women and identify loopholes that can trigger failure in training programmes.
- 2) Civil service commission should design its programmes to ensure gender equity in all training related activities for effective training implementation and transferabilities.
- 3) Provisions in the aspect of workplace training to civil servants should be geared towards-to for effective service-delivery

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