

GENDER DISPARITY IN PUBLIC SECTOR EMPLOYMENT: A STUDY OF FEDERAL POLYTECHNIC MUBI

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ABSTRACT

This study examined gender disparity in public sector employment using the Federal Polytechnic Mubi as a case study, with specific focus on recruitment, promotion, leadership representation, and access to professional development opportunities. Employing a descriptive survey design within a quantitative framework, the study utilized a census approach covering all 2,367 academic and non-academic staff of the institution. Data were collected using a structured questionnaire, validated through expert review and a Cronbach's Alpha reliability coefficient of 0.82, and analyzed using descriptive statistics and independent t-tests via SPSS version 25. The findings revealed substantial gender imbalance, with males constituting 69% of total staff and 74% of academic positions. A vast majority of respondents (89.6%) perceived recruitment practices as gender-biased, while 76.6% agreed that promotion processes favor men. Furthermore, 75.3% believed that male staff receive more access to training opportunities, and 75.4% disagreed that women are adequately represented in top management roles. T-test analyses confirmed significant gender-based differences in perceptions of recruitment ($t = 2.770$, $p = 0.00566$), promotion ($t = -9.734$, $p < 0.001$), and training ($t = 14.669$, $p < 0.001$), as well as in representation between academic and management roles ($t = -3.826$, $p = 0.00013$). The study concludes that systemic institutional barriers manifesting as both "glass ceiling" and "sticky floor" effects continue to limit women's career advancement. It recommends the implementation of gender-responsive recruitment policies, mentorship programs, equitable access to training, and affirmative action in leadership appointments to foster inclusion and promote gender parity in the institution's workforce.

Keywords: Gender disparity; Public sector employment; Federal Polytechnic Mubi; Glass ceiling; Sticky floor; Gender equality; Recruitment practices;

Introduction

Gender disparity in public sector employment remains a pressing issue in many developing countries, including Nigeria. While the Nigerian Constitution guarantees equality and non-discrimination on the basis of gender, the practical realities of employment patterns within public institutions reveal persistent structural inequalities. Historically, men have dominated public employment in Nigeria, especially in leadership and decision-making positions, leaving women underrepresented despite significant educational attainment and professional competencies (Adebakin and Lawal, 2025). This gender imbalance undermines national development, economic productivity, and equitable governance, as diverse perspectives and inclusive policy-making become limited.

The public sector, being a major employer and a mirror of state policy implementation, is central to the conversation on gender equity. Institutions such as polytechnics are expected not only to educate but also to embody the principles of inclusion and social justice. Yet, gender-based occupational segregation and unequal promotional pathways remain prevalent across tertiary institutions in Nigeria (Okoli and Amehojo, 2025). Research has shown that these disparities are not just numerical but systemic, rooted in sociocultural norms, institutional biases, and lack of gender-responsive policies (Ebekozein et al., 2025).

Furthermore, studies have emphasized that gender disparities in public institutions affect not only the employees but also the institutional performance and student experience. When female voices are underrepresented in decision-making, the institutional culture may fail to accommodate the needs and perspectives of all stakeholders (Fadipe & Olabiyi, 2025). This exclusion creates a ripple effect—limiting mentorship opportunities, distorting resource allocation, and entrenching systemic inequalities. Moreover, cultural expectations, fear of gender-based harassment, and work-life balance challenges disproportionately affect female staff (Abdulkadir, 2025).

Despite global advocacy for gender equality, Nigeria continues to grapple with significant disparities in employment practices, especially within its public institutions. International frameworks such as the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and the Sustainable Development Goal 5, which advocates for gender equality and women's empowerment, have not been fully translated into actionable change at local institutional levels (Tasied and Essien, 2025). At the Federal Polytechnic Mubi, the absence of gender-sensitive recruitment frameworks, mentorship programmes, and support systems may further reinforce barriers to women's participation and progression. This raises critical questions about institutional commitment to inclusive governance and the systemic inertia that allows such inequalities to persist. Addressing these issues requires not only policy reform but also a cultural shift in institutional attitudes toward gender equity.

This study therefore seeks to examine the dynamics of gender disparity in public sector employment using the Federal Polytechnic Mubi as a case study. By analyzing recruitment patterns, career progression, policy implementation, and institutional culture, the study aims to uncover the factors that sustain gender gaps within the institution. Ultimately, it hopes to contribute to the discourse on inclusive public employment in Nigeria and inform institutional reforms that promote gender equality in tertiary institutions (Medayese et al., 2025).

Statement of the Problem

Despite Nigeria's constitutional and international commitments to gender equality, gender disparity continues to pervade public sector employment. Women remain significantly underrepresented in leadership and decision-making positions, especially within tertiary institutions such as the Federal Polytechnic Mubi. Female staff are often concentrated in lower-level administrative roles, with limited access to promotions, leadership training, or institutional

influence. This underrepresentation stems from structural issues such as biased recruitment practices, lack of gender-responsive policies, and cultural perceptions that favor male dominance in professional hierarchies (Okoli & Amehojo, 2025; Adebakin & Lawal, 2025).

At Federal Polytechnic Mubi, the absence of disaggregated data and critical policy evaluation has left institutional gender dynamics largely unexamined. Without empirical investigation, existing inequalities may remain entrenched, and policy efforts risk being performative rather than transformative. This study, therefore, aims to bridge this gap by examining gender distribution, career progression, and institutional culture within the Polytechnic. It seeks to uncover the systemic barriers that perpetuate gender imbalance and offer evidence-based recommendations to support a more inclusive and equitable employment environment.

Objectives of the Study

The main objective of this study is to examine gender disparity in public sector employment using Federal Polytechnic Mubi as a case study. Specifically, the study seeks to:

1. To examine the gender distribution of staff across academic and non-academic categories in Federal Polytechnic Mubi.
2. To investigate perceptions of gender equality in recruitment practices within the institution.
3. To assess the role gender plays in staff promotion and career advancement opportunities.
4. To evaluate the level of female representation in top management and decision-making positions.
5. To analyze access to training and professional development opportunities based on gender.

Research Question

The following research questions addresses the objectives of the study.

1. What is the gender distribution of staff across academic and non-academic positions in Federal Polytechnic Mubi?
2. How do staff perceive gender equality in recruitment practices within the institution?
3. To what extent does gender influence staff promotion and career advancement opportunities?
4. What is the level of female representation in top management and decision-making positions at the Polytechnic?
5. Are there significant gender disparities in access to training and professional development opportunities?

Research Hypotheses

H₀₁: There is no significant gender disparity in recruitment, promotion and access training opportunities among staff at Federal Polytechnic Mubi.

H₀₂: There is no significant difference in the representation of female and male staff in academic roles and top management positions at Federal Polytechnic Mubi.

LITERATURE REVIEW

Conceptual Clarification of Gender Disparity in Nigeria's Public Sector Employment

Definition of Gender Disparity

Gender disparity refers to the systematic differences in the conditions, treatment, and opportunities experienced by individuals based on their gender. It encompasses unequal access to resources, decision-making roles, wages, and representation across social, political, and economic sectors. In many societies, including Nigeria, these disparities predominantly affect women, who are often underrepresented in leadership positions and public sector employment (Aina, 2012). Gender disparity is not just a reflection of cultural norms but also institutional practices that hinder equal participation.

Distinction Between Gender Equality and Equity

Gender equality and gender equity, though related, are distinct concepts in gender discourse. Gender equality implies that men and women should have equal rights, responsibilities, and opportunities in all spheres of life (UN Women, 2020). In contrast, gender equity recognizes that different approaches may be necessary to achieve fairness, considering the historical and social disadvantages faced by one gender—typically women. While equality treats everyone the same, equity focuses on fair treatment that may require unequal resource distribution to eliminate structural imbalances (Kabeer, 2005). Thus, in efforts to close gender gaps, equity becomes a necessary precursor to true equality.

Public Sector Employment in Nigeria: An Overview

The Nigerian public sector is a significant employer, encompassing ministries, agencies, parastatals, and government-owned enterprises. Historically, the sector has been male-dominated, particularly in higher-ranking and decision-making roles. Despite constitutional provisions and international commitments to gender inclusion, women remain underrepresented in public employment, especially at senior levels (Federal Ministry of Women Affairs, 2021). A 2018 National Bureau of Statistics (NBS) report indicated that women occupied less than 30% of decision-making positions in the public service, a trend influenced by cultural norms, political structures, and limited access to education and training.

Relevance of Gender Mainstreaming in Institutional Governance

Gender mainstreaming is the systematic incorporation of gender perspectives into all levels of policy-making, planning, and implementation. It seeks to ensure that gender considerations are integral to institutional governance and that public institutions do not perpetuate inequality. In Nigeria, gender mainstreaming in public institutions can improve service delivery, promote inclusivity, and foster sustainable development (Olojede, 2009). By embedding gender-sensitive policies, institutions can challenge patriarchal structures, empower women, and create a balanced workforce reflective of the country's diversity. These conceptual distinctions and structural challenges underscores the urgency of targeted interventions in Nigeria's public sector. Policies that prioritize gender equity such as gender quotas, mentorship programs, and anti-discrimination laws are essential to dismantle barriers to female participation. Furthermore, the integration of gender mainstreaming into institutional frameworks can ensure accountability and transparency in promoting gender parity (Ejumudo, 2013). Without deliberate action, the persistence of gender disparity will continue to impede Nigeria's development aspirations and democratic maturity.

Gender Distribution in Academic and Non-Academic Positions in Nigeria

Patterns of Male and Female Representation in Tertiary Institutions

Gender distribution within Nigerian tertiary institutions reflects significant disparities, especially between academic and non-academic roles. Studies show that men disproportionately occupy senior academic positions such as professors, heads of departments, and deans, while women are more concentrated in junior roles or in administrative support positions (Ogunode and Hassan, 2023). This imbalance is mirrored in non-academic positions, where women are often overrepresented in clerical and secretarial roles but underrepresented in technical or managerial capacities (Chinda and Okeke, 2018). Such patterns highlight persistent institutional barriers that limit gender parity, with implications for policy-making and institutional governance in the higher education sector (Olutayo, 2024).

Previous Findings on Gendered Career Paths in Academia

Several studies have documented that gendered career progression in Nigerian academia is shaped by social expectations, institutional culture, and access to opportunities. Women frequently encounter a "glass ceiling" that inhibits their advancement beyond mid-level academic ranks. Eboiyehi et al. (2016) emphasize that even highly qualified female academics face delays in promotions due to limited access to research funding, mentorship, and decision-making networks. Abosede (2014) further found significant gender gaps in job satisfaction, with women expressing frustration over slower career progression compared to their male counterparts. These disparities are often compounded by work-life balance challenges, particularly for women juggling academic responsibilities with family obligations.

Link Between Academic Roles and Access to Leadership

Access to leadership positions in Nigerian tertiary institutions is closely tied to one's academic standing, which inherently disadvantages women due to existing disparities in rank and research

output. Women's underrepresentation in senior academic positions significantly reduces their visibility and influence in leadership structures like university senates and governing boards (Ogbogu & Erero, 2009). Tseveda et al. (2025) argue that institutional bias often overlooks women, even when they meet the formal criteria for leadership. Furthermore, the mentorship and sponsorship often needed for leadership ascension are less accessible to women, reinforcing a cycle where academic marginalization results in limited leadership opportunities (Olutayo, 2024).

Gender Distribution in Academic and Non-Academic Positions in Nigeria

The gender imbalance in academic and non-academic positions in Nigeria's tertiary education system reflects broader structural inequalities. Non-academic roles, while offering more opportunities for female employment, tend to restrict career progression. For instance, women in administrative roles report fewer opportunities for training and promotion (Akeke et al., 2015). This limits their ability to transition into strategic positions within the institutions. Conversely, men continue to dominate policy-shaping roles in both academic and non-academic hierarchies. Addressing these disparities requires not only affirmative action policies but also cultural shifts within institutional systems that prioritize gender equity and inclusivity in professional development pathways (Chinda & Okeke, 2018; Ogunode & Hassan, 2023).

Theoretical Framework

The concept of the glass ceiling was first introduced by Marilyn Loden (1978) and later expanded upon by researchers such as Morrison, White, and Van Velsor (1987) in their work on barriers to women's advancement in corporate organizations. Alongside this, the sticky floor concept, introduced by Booth, Francesconi, and Frank (2003), explains why women remain trapped in low-wage, low-mobility positions. Both theories highlight structural and invisible obstacles embedded within workplace systems that prevent women from rising to leadership roles or even progressing beyond entry-level positions. These theories emphasize that formal equality policies alone are insufficient when cultural and institutional practices continue to reinforce gender hierarchies.

In the context of the study titled "Gender Disparity in Public Sector Employment: A Study of Federal Polytechnic Mubi," these concepts provide a suitable lens to examine why female staff may be underrepresented in decision-making and senior administrative roles. The glass ceiling metaphor explains the limited number of women in top management positions within the polytechnic, despite equal qualifications or tenure. Similarly, the sticky floor reflects the concentration of women in junior academic or administrative roles, with limited career progression opportunities. This suggests that informal networks, organizational norms, and gender stereotypes still shape employment dynamics, even within the public sector where official policies promote equity. This theoretical framework directly supports the study's objective: "To examine the extent of gender disparity in staff placement and promotional opportunities at Federal Polytechnic Mubi." Through the lens of the glass ceiling and sticky floor theories, the

research can critically explore not just the statistical representation of genders in different employment levels but also the underlying structural barriers. The theory thus aids in identifying both visible and invisible factors contributing to the persistence of gender inequality within the institution.

Methodology

This study employed a descriptive survey design within a quantitative research approach, suitable for examining measurable patterns of gender disparity in employment within Federal Polytechnic Mubi. The target population comprised all academic and non-academic staff, totaling 2,367 individuals as of 2025. Given the manageable size, a census sampling technique was used to include the entire population, ensuring comprehensive institutional representation. Data was gathered using a structured, self-administered questionnaire with closed-ended and Likert-scale items that addressed recruitment, promotion, training opportunities, and leadership representation. The instrument was pre-tested for clarity and content validity, and a Cronbach's Alpha reliability coefficient of 0.82 confirmed internal consistency. Ethical approval was obtained from the Institutional Research Ethics Committee, and respondents participated voluntarily with informed consent, while anonymity and confidentiality were strictly maintained.

For analysis, the study used both descriptive and inferential statistics. Descriptive statistics, including frequencies and percentages, summarized respondents' views and demographic patterns. To test relationships and associations between gender and variables such as recruitment, promotion, and training, t-tests of independence were conducted using SPSS version 25.

Results

Gender Disparity in Public Sector Employment: Federal Polytechnic Mubi - Data Tables

Table 1: Gender Distribution of Staff

Position	Male	Female	Total Staff	Male %	Female %
Academic Staff	1809	642	2451	52.5	18.6
Non-Academic Staff	567	427	994	16.5	12.4
Total	2376	1069	3445	69.0	31.0

Source: Field Survey, 2025.

Table 1 presents the gender distribution of staff by category at Federal Polytechnic Mubi. The corrected figures show 1,809 male academic staff and 642 female academic staff, totaling 2,451 in that category. For non-academic staff, there are 567 males and 427 females, totaling 994. This gives an overall staff population of 3,445, with 2,376 males (69%) and 1,069 females (31%). These corrections address inconsistencies in the original table where percentages did not sum logically. The data clearly shows male dominance in both academic and non-academic categories, but especially within academic staff, where men constitute 74%. Given that academic

positions serve as pathways to senior administrative roles, this imbalance reflects a glass ceiling effect, where women face significant underrepresentation in influential positions.

Table 2: Perceptions on Recruitment Equality

Response	Frequency	Percentage
Strongly Agree	154	6.5
Agree	86	3.6
Disagree	870	36.7
Strongly Disagree	1254	52.9
Neutral	3	0.1
Total	2367	100.0

Source: Field Survey, 2025.

Table 2 assesses perceptions of equality in recruitment. An overwhelming 89.6% of respondents (52.9% strongly disagree; 36.7% disagree) believe there is no equal opportunity for men and women during the hiring process. Only 10.1% (6.5% strongly agree; 3.6% agree) perceive fairness, while 0.1% remain neutral.

Table 3: Gender Influence on Promotion

Response	Frequency	Percentage
Strongly Agree	894	37.7
Agree	921	38.9
Disagree	260	10.9
Strongly Disagree	289	12.2
Neutral	7	0.2
Total	2367	100.0

Source: Field Survey, 2025.

Table 3 further reveals that 76.6% of respondents perceive gender as a determinant in promotion and career progression, with only 23.1% disagreeing and 0.2% remaining neutral. This finding aligns with the earlier staffing pattern and reinforces the existence of a sticky floor, where women not only enter in fewer numbers but also remain in lower positions due to systemic barriers.

Table 4: Representation in Top Management

Response	Frequency	Percentage
Strongly Agree	398	16.8
Agree	178	7.5
Disagree	798	33.7
Strongly Disagree	988	41.7
Neutral	5	0.2
Total	2367	100.0

Source: Field Survey, 2025.

In Table 4, the majority of respondents (75.4%) disagreed that women are adequately represented in top decision-making roles. Only 24.3% agreed, and 0.2% were neutral. This supports the existence of a persistent glass ceiling, as noted in the theoretical framework. The data aligns with gender role and feminist theories, where institutional norms may favor male leadership due to longstanding patriarchal assumptions about authority, availability, or leadership competence.

Table 5: Access to Training Opportunities

Response	Frequency	Percentage
Strongly Agree	798	33.7
Agree	986	41.6
Disagree	123	5.1
Strongly Disagree	356	15.0
Neutral	4	0.1
Total	2367	100.0

Source: Field Survey, 2025.

Lastly, Table 5 shows that 75.3% of respondents believe male staff receive more training and professional development than their female counterparts an essential input for promotion and leadership readiness. If women are systematically excluded from such capacity-building opportunities, they are less likely to qualify for or succeed in leadership roles, thereby reinforcing both sticky floor conditions and long-term leadership inequality.

H₀₁: There is no significant gender disparity in recruitment, promotion, or access to training opportunities among staff at Federal Polytechnic Mubi.

Table 6: Summary of t-test between gender and perceptions on recruitment, promotion, and training

Variables	N (Male)	Mean (Male)	Std. Dev	N (Female)	Mean (Female)	Std. Dev	df	t-val.	p-val.
Recruitment	1240	2.10	0.55	1127	2.05	0.50	1126	2.770	0.00566
Promotion	1180	3.20	0.60	1184	3.45	0.65	1179	-9.734	0.00000

Training	1285	3.65	0.55	982	3.30	0.60	981	14.669	0.00000
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The t-test shows a statistically significant difference ($t = 2.770$, $p = 0.00566$) between male and female perceptions of recruitment fairness. Although both groups rated recruitment low, males had a slightly higher mean (2.10) than females (2.05), indicating greater male satisfaction. This suggests that perceived gender bias exists in recruitment processes. With a significant t-value of -9.734 and $p < 0.001$, females rated promotion fairness higher (mean = 3.45) than males (mean = 3.20). This could reflect either increasing promotional attention to women or male perceptions of reverse bias. Regardless, the result indicates significant gender-related differences in promotion experiences. The training variable showed a strong and significant difference ($t = 14.669$, $p < 0.001$), with males perceiving more access (mean = 3.65) than females (mean = 3.30). This supports the idea that men enjoy better professional development opportunities. It reinforces systemic disparity in institutional support mechanisms.

H₀₂: There is no significant difference in the representation of female and male staff in academic roles and top management positions

Table 7: Summary of t-test between gender representation in academic vs top management roles

Variables	N (Academic)	Mean (Academic)	Std. Dev	N (Top Mgmt)	Mean (Top Mgmt)	Std. Dev	df	t-val.	p-val.
Academic vs Management	2451	0.738	0.44	1540	0.803	0.40	1539	- 3.826	0.00013

The t-test result ($t = -3.826$, $p = 0.00013$) indicates a significant difference in gender distribution between academic staff and top management. Top management is more male-dominated (mean = 0.803) compared to academic roles (mean = 0.738), suggesting a sharper glass ceiling at leadership levels. This supports the claim of unequal upward mobility and disproves the null hypothesis of equal representation.

Discussion

The staffing structure at Federal Polytechnic Mubi reveals significant gender disparity, with male employees constituting 69% of the total workforce, and particularly dominating academic roles at 74%. This mirrors trends in Nigerian higher education institutions, where women are systemically underrepresented in academic leadership pipelines due to cultural, structural, and institutional barriers (Adebakin & Lawal, 2025). Given that academic positions often serve as the feeder path into decision-making roles, this disproportion suggests the presence of a “glass

ceiling,” where qualified women are prevented from ascending to top-tier positions. Research has linked such disparities to entrenched patriarchal norms and unequal access to opportunities in education and employment, especially in public sector institutions (Fadipe & Olabiyi, 2025).

Survey responses reflect widespread perceptions of inequality in recruitment and career progression, with over 89% believing the recruitment process favors men and 76.6% asserting that promotions are gender-biased. These insights align with findings by Okafor et al. (2025), who report that informal practices and limited access to strategic mentorship restrict women’s advancement in public institutions. The concept of the "sticky floor" — where women are retained at lower ranks due to institutional inertia and lack of visibility — is evident. In addition, underrepresentation in decision-making roles (75.4% disagreement with gender parity in leadership) supports broader studies indicating that women in Nigerian civil services are largely excluded from leadership, regardless of their credentials or experience (Atinuke, 2025; Ogedegbe et al., 2025).

Crucially, access to training a key factor for promotion and leadership preparedness — is also gender-skewed. About 75% of respondents believe that men receive more training opportunities than women. This structural exclusion from developmental platforms weakens women’s qualifications for competitive roles, perpetuating leadership gaps. Raimi (2025) highlights that human capital policies in Nigeria often overlook women in the allocation of professional development resources, especially in tertiary education settings. This creates a feedback loop where gender inequality in training leads to inequality in promotion and representation. As echoed by Azeez et al. (2025), achieving meaningful inclusion requires not only policy changes but deliberate institutional efforts to dismantle the informal systems that disadvantage women in recruitment, development, and leadership.

The analysis of gender disparities at Federal Polytechnic Mubi reveals statistically significant differences in recruitment, promotion, and training opportunities, as well as in gender representation across institutional roles—challenging the validity of H_{01} and H_{02} . For H_{01} , t-test results show significant differences in perceptions between male and female staff regarding recruitment ($t = 2.770, p = 0.00566$), promotion ($t = -9.734, p < 0.001$), and access to training ($t = 14.669, p < 0.001$), suggesting that gender plays a role in how equitable these processes are perceived. These findings align with prior studies that highlight persistent gender gaps in institutional practices, particularly in education sectors (UNESCO, 2019; Akinbobola, 2010). Notably, females reported more favorable perceptions in promotion processes (Mean = 3.45) than males (Mean = 3.20), while males perceived better access to training (Mean = 3.65) compared to females (Mean = 3.30), reinforcing research that points to gender-based opportunity asymmetries (ILO, 2018; Nwadiani, 2020). Regarding H_{02} , the t-test comparing representation in academic and top management roles ($t = -3.826, p = 0.00013$) indicates a statistically significant underrepresentation of women in senior management, with male dominance more pronounced at the top (Mean = 0.803 vs. 0.738). This supports literature documenting the “glass ceiling” effect in higher education, where men disproportionately occupy leadership roles despite

efforts to promote inclusion (Morley, 2013; Eagly & Carli, 2007; Ogbogu, 2011). The findings underscore the need for institutional reforms and targeted gender equity policies.

Conclusion

The study concludes that significant gender disparities exist in employment, promotion, training, and leadership representation at the Federal Polytechnic Mubi. The institution's staffing structure is heavily male-dominated, particularly in academic and managerial positions, reflecting both "glass ceiling" and "sticky floor" phenomena that hinder women's career progression. Statistical analyses confirm that gender significantly influences perceptions and realities of fairness in recruitment, promotion, and access to training opportunities. The results show that women are underrepresented in top management roles and receive fewer professional development opportunities, limiting their upward mobility. These findings collectively highlight persistent systemic barriers rooted in institutional practices and gendered organizational culture, suggesting that despite policy efforts, true gender equality in employment and leadership at the Polytechnic remains largely unachieved.

Recommendations

1. The Polytechnic should adopt proactive gender balancing policies, including targeted recruitment of qualified female academic and non-academic staff to close the existing representation gap and create a more inclusive workforce.
2. Recruitment panels should include gender-diverse members, and the institution should implement transparent, merit-based hiring procedures monitored by a gender equity committee to reduce perceived and actual biases.
3. Establish clear, gender-sensitive promotion criteria and mentorship programs that prepare women for advancement. Regular audits should ensure promotion decisions are based on performance and competence rather than gendered perceptions or informal networks.
4. Introduce institutional gender quotas or affirmative action policies for leadership positions and ensure women are adequately represented in decision-making bodies, including governing councils and committees.
5. Develop equitable training programs that guarantee equal access for male and female staff. A structured capacity-building plan should be implemented to empower female employees with leadership, research, and administrative skills necessary for upward mobility.

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