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Understanding the Adjustment Issues in Digital Humanities Among Female Academics in Advanced Career

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ABSTRACT
It is no news that the world is a global village, the trend and advancement in digital content are not limited to the Sciences, Technology, Engineering and Mathematics (STEM), but have extended to the humanities as well. Digital humanities are a new pathway to modern research in humanities. Pedagogy in traditional humanities has changed in the last few decades. Academics are now compelled to teach, research and offer their services with the latest innovations. There are numerous challenges with catching up with the glimpse of digital technology in service delivery in all areas of research in current times. Dealing with large data seems impossible and time-wasting with the traditional Pedagogy of humanities. Female academics in advanced careers are facing more challenges in learning and using digital tools in their day–to–day activities, hence several of them are perceived or seen as inefficient/stagnated in advancing their careers. This study identified the adjustment issues particularly faced by female advanced career academics. The study used a mixed method approach to select ten (n=10) female academics with a mean age of 60 who were purposively selected for the study from the University of Lagos, Nigeria. The participants agreed that adjusting to digital humanities has been challenging and they highlighted the present state of their abilities in using digitals as instructional materials. The study concluded that the challenges confronting female academics are numerous, hence why catching up with the digital humanities and other related issues is responsible for the stagnation and less research output among female academics. The study recommended that there should be continuous training programmes for female academics in Nigeria. This study contributes to the growing literature on empowering women in academia.

Keywords: *Digital Humanities, Adjustment, Advance Career, Female Academics*

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INTRODUCTION
Digital humanities are known as a new interdisciplinary set of fields that are set to explore the use of digital technologies as part of its sources for research methods, particularly in the humanities. These fields are primarily concerned with how academic inputs and outputs are majorly in electronic form, including the use of information and computational methods to process and analyse past research

works. Digital humanities are also interested in how media can be transformed electronically and research in the discipline and like other humanities also contributes to computer studies. This is an obvious emerging area and discipline that has implications for the outputs of all academics. All universities are comfortable with the use of digital technologies to a large extent; based on the fact that internet availability and access is now a common resource to facilitate teaching and research. Moreover, result processing and student assessment are either partially or fully accomplished via internet-based methods in several institutions of learning.

Several disciplines in the humanities are now using digital technologies for their work. Mass communicators use digital technology for programming, news casting rehearsals, editorial work, and many more. Grammarly is now often relied upon to help check spelling errors and sentence construction. The Liberians use digital technologies to catalogue books, documents and several other things within their field. Students studying Linguistics use digital technology for editing and teaching languages. The way universities do research is changing and improving especially with digital technology playing a significant role in that transformation. Without a doubt, it is becoming more evident that research is growing and made more discernable through digital technology. Scholars have continually argued that this transformation may rapidly sweep the traditional pedagogy away. The new approach may have implications for the epistemologies and ontologies that underlie research programmes.[1] However, the approach is visible and depends on research agendas and the disciplines involved, with large numbers relying on digital technology than others. Rarely will one find a scholar or research academic today who has had no access to digital technology as a critical tool for their research activity.

The African linguists like the specialists in Yoruba, Swahili, and Igbo are all putting efforts at ensuring that the languages can be easily accessible through different teaching software applications. Music departments also rely largely on digital technology for the production of sounds, mixing and several other things within their field. Large data is now easier to put together with statistical applications for research, applications such as SPSS, NVivo just to mention but a few are better used for accuracy and efficiency in research.

Library collections and catalogues are now the least effective way of assessing materials and books in the library because the use of card indexes has been reduced and is gradually going into extinction.[2] In fact, there is no category of academics that can be referred to as non-digital scholars in the modern university. Email, search engines like Google and databases for references and bibliography are becoming increasingly common as more institutions and libraries are phasing out the older research tradition of sitting to read compulsorily in the libraries. Several documents are scanned and placed online for people to assess in the comfort of their homes. The loss of the skills and techniques of older research traditions may have their implications; however, digital humanities will continue to expand as more innovative ways of doing research evolve.

Research has shown that male students are more interested in physics or what is referred to as physical sciences and more females in the biological sciences.[3] Science, Technology, Engineering, and Mathematics (STEM) is a global agenda that is in line with Sustainable Development Goals 5 and 6. The introduction of digital humanities seems like STEM is cutting across all fields and specifically the humanities are having a feel of it. Kier et al. in a study reported that women tend to perceive STEM as too demanding/complex, that can require much education, and presumed to be taught and imparted by specialized instructors.[4]

United Nations Education Sciences and Cultural Organisation (UNESCO) Institute for Statistics stated that female enrollment in tertiary education particularly in engineering, construction

[1] Franco Moretti, "Conjectures on World Literature," *New Left Review* 2, no. 1 (2000): 54–68.
[2] C. Baker, *Foundations of Bilingual Education and Bilingualism* , 2nd ed. (Clevedon: Multilingual matters, 1996); Colin Baker, *Foundations of Bilingual Education and Bilingualism*, 3rd ed. (Clevedon: Multilingual matters, 2001).
[3] Meredith W. Kier et al., "The Development of the STEM Career Interest Survey (STEM-CIS)," *Research in Science Education* 44, no. 3 (June 20, 2014): 461–81, https://doi.org/10.1007/s11165-013-9389-3.
[4] Kier et al., "The Development of the STEM Career Interest Survey (STEM-CIS)."

and manufacturing courses was about 6% to 7% in the year 2015 to 2018.[5] Conversely, the percentage of male students choosing these disciplines is about 20–21% respectively. Regardless of the efforts to improve female representation in STEM, and gender equity in all aspects of society, there is still a gender gap in the number of professionals graduating from STEM careers as graduated women do not exceed 30%.

The gap thus revealed a sharp distinction between males and females in adjusting to digital technology. There are nations where gender stereotypes or cultural preconceptions force women to be more involved in what is known as female behaviours. Unfortunately, women who find themselves in humanities as academics have to brace up to catch up with the reality of digital technology as men. This is simply beyond doing what they love but living up to the realities. Many of them think that all they need is a salary, a good work environment, and social stereotypes about what they can do but the present research is getting more complex because the traditional pedagogy has changed for all fields. In this decade, there is nothing like "activities for women" and "professions for women", "professions for men", "jobs only for women" or "jobs only for men".[6]

Findings of the study conducted by Khan and Siriwardhane in an Australian University showed results revealed that women are underrepresented in the professoriate, and advancement into the professorial cadre.[7] Their findings further revealed a low significant representation of women in South Africa and Australian universities. The study pointed out that female career development is still a problem that needs to be addressed in policy documents and also completely operationalised in practice. According to Lyons and Hill, there is a significant underrepresentation of women in vice-chancellorship positions at the top university posts. [8]

The main aim of the study is to examine the adjustment issues of female academics in advanced careers in relation to digital humanities.

The specific objectives are

1. Examine their knowledge of digital humanities. The objective probed into their knowledge of digital humanities, and how they have adopted the usage in teaching and research.
2. Explore the digital tools they have been using and their exposure to tools like "Zoom", "Microsoft Office Suit (MOS)", "Google Applications (Google Form, Google Docs, Google Classroom etc...)", "Statistical Analysis (SPSS, AMOS, ATLAS, MPLUS, INVIVO ETC)",
3. Examine the training they have been exposed to. This objective investigated the training they have attended and how it has assisted them in improving their research outputs.

Conceptualization of Digital Humanities

Digital Humanities use digital technologies to do humanistic enquiry and humanistic modes of inquiry to analyze digital technologies. Digital humanities is a relatively new field that is constantly evolving and growing.

The term Digital Humanities (DH) refers to a field of study or area of scholarly work that combines computing or using digital technologies within the disciplines of humanities. DH uses the systematic or computer application to manage resources in the humanities, as well as the analysis of their outputs. DH can simply be put as a new approach to conducting scholarship that involves conducting research in a collaborative, interdisciplinary, and computational manner in teaching (virtually) and publishing results and research findings.

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[5] United Nations, " Goal 5: Achieve Gender Equality and Empower All Women and Girls," 2019; UNESCO, " Telling SAGA: Improving Measurement and Policies for Gender Equality in Science, Technology and Innovation," *SAGA Working Paper 5* (Paris, France: UNESCO, 2018)..

[6] Amparo Camacho et al., "Construyendo El Futuro De Latinoamérica: Mujeres En Stem," in *Encuentro Internacional de Educación En Ingeniería ACOFI 2021* (Asociación Colombiana de Facultades de Ingeniería - ACOFI, 2021), https://doi.org/10.26507/ponencia.1847.

[7] Tehmina Khan and Pavithra Siriwardhane, "Barriers to Career Progression in the Higher Education Sector: Perceptions of Australian Academics," *Sustainability* 13, no. 11 (June 1, 2021): 6255, https://doi.org/10.3390/su13116255.

[8] K. Lyons and R. Hill, "V.C Salaries Are a Sign of What's Wrong with Universities," 2018, https://www.universityworldnews.com/post.php?story=20180213090646627.

DH brought about the use of digital tools and methods to the study of the humanities acknowledging that the world has moved beyond printed words for formal learning production and distribution.

DH makes teaching easier and it also helps in making research feasible, with the use of several applications like SPSS for statistics, making large numbers easy to analyse and still producing accurate results. A distinctive feature of DH is its relationship between the humanities and the digital: the field employs technology in the pursuit of humanities research and subject technology to humanistic questioning and interrogation, often simultaneously.

The definition of the digital humanities is being consistently changed and amended by scholars and practitioners. The field is constantly growing and changing, certain definitions can be easily phased out, rejected and irrelevant.

In the past, the digital humanities gave rise to humanities computing which is now connected to other disciplines like media studies, humanistic computing and social computing. In general terms, the digital humanities encompass a wide variety of topics, from curating online collections of primary sources (mainly textual) to the data mining of massive cultural data sets to topic modeling. The field of Digital humanities combines methodologies from traditional humanities such as (rhetoric, history art, archaeology, philosophy, linguistics, literature, music, and cultural studies) with digitized (remediated) and born-digital materials and combines the disciplines (and social sciences, with computing tools such as (hypertext, text mining, data mining, hypermedia, data visualisation, information retrieval, excel and statistics, digital mapping), and digital publishing. There are related subfields of digital humanities like platform studies, software studies, programming and critical coding studies. New media studies, media theory of composition, information and game studies, are particularly connected to digital humanities project design, production, and cultural analytics.

The nature of digital technology is such that humans are integrating with the text itself, rather than just losing themselves in their imagination. The brain is already creating new neural pathways in response to the speed and scope of interaction with digital data, rather than just imagining a new world of DH.

Social Cognitive Theory

Bandura's Social cognitive theory is adopted to further understand the adjustment issues of females in academia. Furthermore, it is important to understand the developments and the challenges they go through as they climb the ladder to reach senior positions in higher education. The social cognitive theory by Bandura was acknowledged by Nabavi. [9] Bandura claims that people undergo various developmental throughout their lives.[10] As a result, various theories have been proposed by numerous scholars to explain this development. According to Harinie, numerous obstacles stand in the way of female academics' learning processes, hence this idea is relevant to this study. The growth process female academics face alongside the numerous family pressures and hurdles could affect them. Imitating or accepting cultural norms from society has great implications for academic growth, hence the relevance of this theory to this study.

Harinie et al., have stated that the components of Bandura's social cognitive theory constantly interact with one another.[11] Between the factors Bandura further emphasizes that people learn best through personalized instruction. Additionally, Lent & Hackett demonstrated how crucial is it for people to develop their beliefs, techniques and abilities.[12] The theory proposed three assumptions. The first assumption is that people learn by imitation, they mostly achieve this by observing what is done

[9] Albert Bandura, *Social Learning Theory* (United States of America: General Learning Press, 1971); Razieh Tadayon Nabavi, "Bandura's Social Learning Theory & Social Cognitive Learning Theory," *Theory of Developmental Psychology* 1, no. 1 (2012): 1–24.

[10] Albert Bandura, "Social Foundations of Thought and Action," *Englewood Cliffs, NJ* 1986, no. 23–28 (1986).

[11] Luluk Tri Harinie et al., "Study of the Bandura's Social Cognitive Learning Theory for the Entrepreneurship Learning Process," *Social Sciences* 12, no. 2 (2017): 1–6.

[12] Robert W. Lent, Steven D. Brown, and Gail Hackett, "Toward a Unifying Social Cognitive Theory of Career and Academic Interest, Choice, and Performance," *Journal of Vocational Behavior* 45, no. 1 (August 1994): 79–122, https://doi.org/10.1006/jvbe.1994.1027.

in their environment. Mostly, this is reflected by them imitating the behaviours displayed by the opposite gender and senior colleagues. It is important to note that only a few female academics are in the professoriate cadre to motivate those who are still advancing in their careers. Female role models are important in motivating young and upcoming females to excel, hence why the assumption is important in inspiring other female role models. The second assumption is that there is a direct connection between humans and their environment. There is a close link between an individual's behaviour and the environment. Higher education institutional contexts according to studies are dominated by males hence this has given women a mental image of seeing it as a male-dominated context. The third assumption is that in everyday behaviour the learning behaviour code is audibly and visually manifested in daily behaviour.

The underrepresentation of female academics in professoriate positions is visually observed in higher education both in Nigeria and elsewhere, thus providing evidence of this challenge. A study by Pajares argues that the social cognitive theory sees people as agents who may influence events by their actions.[13] The social cognitive theory according to Pajares is based on the thinking that people actively participate in their growth, this assumption challenged the female academics that they should be actively involved in their growth by investing in training that will enhance and improve the quality of their research outputs.[14] Bandura widened the concept to include collective agency. Consequently, people share a common desire to improve their lives and beliefs.[15] Additionally, Bandura noted that people have self-control mechanisms. As a result, these systems enable an individual to change their behaviour on their own.[16] The theory is valid because it takes the social influence on personal behaviour into account. Society has a way of shaping the behaviour and achievement of women. It is of utmost importance to evaluate the role of society in how women behave in the workplace. Social institutions and cultural assumptions may affect a woman's motivation to compete with males in digital humanities.

The Present Study

The emphasis on catching up with the glimpse is worth examining because it is often seen that humanities has gone beyond the traditional pedagogy and has moved to the digital technology world. The issue of seeing technology as an area in STEM is no longer obtainable because digital technology is the new reality of humanities and there is a need to catch up with it. The academics that are custodians of knowledge in humanities need to brace up to catch up with the realities of the digitization of humanities. Female academics are somewhat struggling to adjust to the trend of digital humanities. The COVID-19 and post-COVID-19 pandemic has pushed academics to rely largely on digital humanities for teaching, learning and research. Conferences are now mostly hybrid where articles, workshops, seminars and symposiums can be done without having to be physically present. As interesting as it sounds, there is a need to unpack gender and examine the adjustment issues in digital humanities among female academics in advanced careers in Lagos Nigeria.

METHODOLOGY

The study adopted a mixed method of qualitative approach in analyzing the responses and a quantitative method specifically descriptive statistics to describe the demographics of the respondents. The combination of closed questions and open questions (interviews) helped to further understand the peculiar challenges faced by women in academics. (N=10) women in advanced careers were purposively selected from the University of Lagos to participate in the study. The population of the study is women academic staff of the University of Lagos. The demographic variables were presented with chats and frequencies. Female scholars believed that quantitative methods as a tool reinforce the

[13] Frank Pajares, "Gender and Perceived Self-Efficacy in Self-Regulated Learning," *Theory Into Practice* 41, no. 2 (May 2002): 116–25, https://doi.org/10.1207/s15430421tip4102_8.
[14] Pajares, "Gender and Perceived Self-Efficacy in Self-Regulated Learning."
[15] Bandura, "Social Foundations of Thought and Action."
[16] Bandura, "Social Foundations of Thought and Action."

status quo and are patriarchal. The mixed method has continued to explore social change on behalf of women's issues and concerns.[17] Mixed methods research is set to deliver women with a great promise of macro and micro-layered understandings of women's lived experiences and brings forth dialogue in understanding the challenges women in academics face in a male-gendered career. The Mixed method dialogue will give a listening skill across the questions. Each method played a significant role in understanding and interpreting the adjustment of women to digital humanities.

The interview questions were developed in line with the study objectives, the questions were semi-structured and open-ended responses. A digital Google form was designed to access the participants. The first section was on their demographic variables which are age, years of service and cadre. The second section was on questions relating to their understanding of Digital Humanities, their challenges and adjustment issues. Questions relating to ethical issues were asked and their permission was sought before participating in the study. The responses were analysed and interpreted accordingly. Quantitative data were analysed to determine the various participants based on nominal variables with no difference among women in their years of service, cadre, number of children and marital status.

Participant Demographics

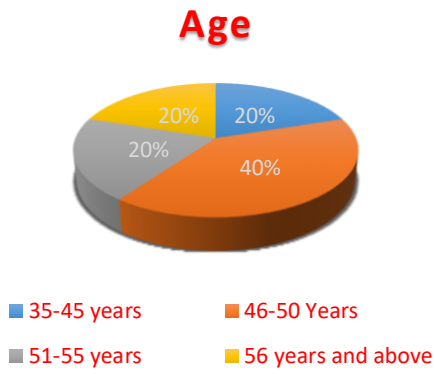

Figure 1 : Age

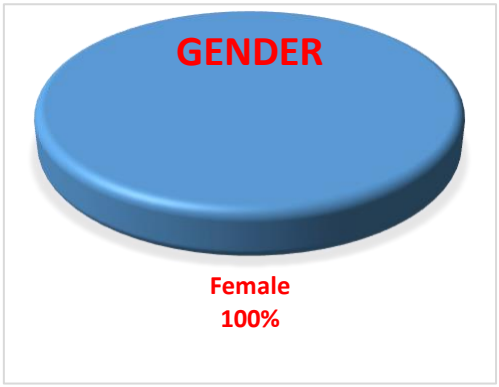

Figure 2: Gender

Figure above revealed that 20% of the respondents are between the ages of 35-45 years, 40% of the respondents are between the ages of 46-50 years, and 20% of the respondents are between the ages of 51-55 years. Lastly, 20% of the respondents are between the ages of 56 years and above. Figure 2 above revealed that all the respondents belong to the female gender.

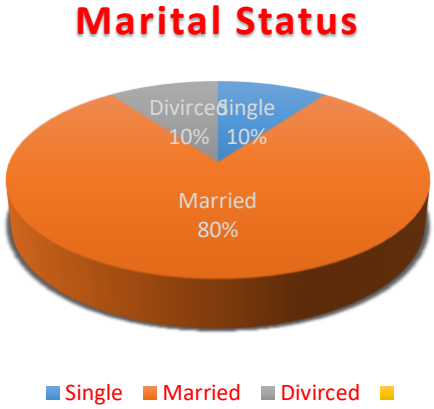

Figure 3: Marital Status

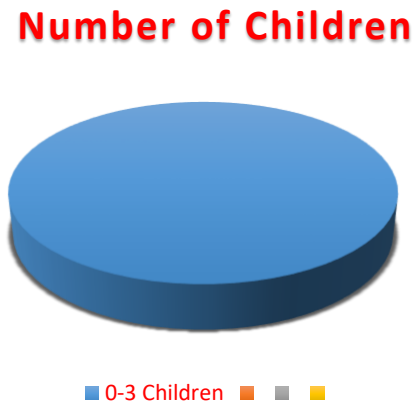

Figure 4: Number of Children

[17] A. Wylie, " The Feminism Question in Science: What Does It Mean to 'Do Science as a Feminist'?," in *The Handbook of Feminist Research: Theory and Praxis*, ed. S. N. Hesse-Biber (Thousand Oaks, CA: Sage, 2007), 567–77.

Figure 3 above revealed that 10% of the respondents are single, 80% of the respondents are married, and the last 10% of the respondents are divorced. Figure 4 above revealed that all the respondents reported having between 0-3 children.

PRESENTATION OF FINDINGS

Table 1: Are you aware of the concept of the Digital Humanities?

Response	Frequency	Percentage
Yes	2	20
No	8	80

***Source**: Authors Field Survey, 2023.*

Table 1 revealed that 2 (20%) of the participants indicated "yes" to being aware of the concept of digital humanities, while, 8 (80%) of the participants indicated "No" to being aware of the concept of digital humanities.

Table 2: Do you have digital libraries?

Response	Frequency	Percentage
NO	9	90
Yes	1	10

***Source**: Authors Field Survey, 2023.*

Table 2 revealed that 9 (90%) of the participants indicated "No" to having digital libraries, while, 1 (10%) of the participants indicated "Yes" to having digital libraries.

Table 3: Do you conduct your teaching using traditional methods or do you prefer multimedia tools?

Response	Frequency	Percentage
I use Both	7	70
I prefer Multimedia Tools	3	30

***Source**: Authors Field Survey, 2023.*

Table 3 revealed that 7 (70%) of the participants indicated using both the traditional method and multimedia tools in conducting their teaching while 3 (30%) of the participants indicated using just the multimedia tools in conducting their teaching.

Table 4: How well have you incorporated multimedia in research and teaching (e.g. PowerPoint, Zoom video, YouTube etc.)

Response	Frequency	Percentage
Very Well	3	30
To Some Extent	1	10
Not at all	6	60

***Source**: Authors Field Survey, 2023.*

Table 4 revealed that 3 (30%) of the participants indicated that they have incorporated multimedia in their research and teaching to a "Very Well", 1 (10%) of the participants indicated that they've incorporated multimedia in their research and teaching to some extent while 6 (60%) of the participants indicated that they have not incorporated multimedia in their research and teaching.

Table 5: How has the application of Google Forms, Zoom, etc., helped in your teaching and research

Response	Frequency	Percentage
Very Helpful	4	40
Fairly	5	50
Not Helpful	1	10

***Source**: Authors Field Survey, 2023.*

Table 5 revealed that 4 (40%) of the participants indicated that the application of Google Forms, and Zoom among others, have been "very helpful" with their teaching and research, 5 (50%) of the participants indicated that the application of Google Forms, Zoom and others, have been "Fairly helpful" with their teaching and research, while 1 (10%) of the participants indicated that the application of Google Forms, Zoom, and others, does not augment their teaching and research.

Table 6: Were you able to set up your online teaching platform without assistant during the COVID-19 pandemic?

Response	Frequency	Percentage
Yes	2	20
To certain Extent	1	10
Not at all	7	70

***Source**: Authors Field Survey, 2023.*

Table 6 revealed that 2(20%) of the participants indicated "Yes" that they were able to set up their online teaching platform without assistance during the COVID-19 pandemic, 1 (10%) of the participants indicated that they were able to set up their online teaching platform "To certain extent" without assistant during the COVID-19 pandemic while 7 (70%) of the participants indicated that they were unable to set up their online teaching platform without assistant during the COVID-19 pandemic.

Table 7: Do you have any challenges in utilising the vast amount of digital resources in a scholarly way (e.g., SPSS, Zoom, PowerPoint, etc.)?

Response	Frequency	Percentage
Yes	6	60
To certain Extent	2	20
Not at all	2	20

***Source**: Authors Field Survey, 2023.*

Table 7 revealed that 6 (60%) of the participants indicated "Yes" that they had challenges in utilising the vast amount of digital resources in a scholarly way, 2 (20%) of the participants indicated that they had challenges "To a certain extent" in utilising the vast amount of digital resources in a scholarly way, while, 2 (20%) of the participants indicated that they had no challenges in utilising the vast amount of digital resources in a scholarly way.

Table 8: Which Digital platform are you more familiar with?

Response	Frequency	Percentage
WhatsApp	1	10
I use all	2	20
I use only a few	7	70

***Source**: Authors Field Survey, 2023.*

Table 8 revealed that 1 (10%) of the participants indicated "WhatsApp" as the platform they're more familiar with, 2 (20%) of the participants indicated being familiar with "all social media" platforms while, 7 (70%) of the participants indicated been familiar with "only a few" social media platform.

Table 9: Do you use the digital tools available to examine your student productivity and learning progress

Response	Frequency	Percentage
Yes	2	20
Rarely	4	40
No	4	40

***Source**: Authors Field Survey, 2023.*

Table 9 revealed that 2 (20%) of the participants indicated "yes" that they use the digital tools available to examine their student productivity and learning progress, 4 (40%) of the participants indicated that they "Rarely" use the digital tools available to examine their student productivity and learning progress, while, 4 (40%) of the participants indicated "No" that they don't use the digital tools available to examine their student productivity and learning progress.

Table 10: Which of these digital tools do you regularly use to access your student work

Response	Frequency	Percentage
Plagiarism Checker (Turnitin)	2	20
Grammarly	2	20
None	6	60

***Source**: Authors Field Survey, 2023.*

Table 10 revealed that 2 (20%) of the participants indicated using "Plagiarism Checker (Turnitin)" regularly to access their student work, 2 (20%) of the participants indicated using "Grammarly" regularly to access their student work while 6 (60%) of the participants indicated not using any digital tools in accessing their student work.

Table 11: Assistive technologies have helped disabled students in recent years, how has that also assisted you in your task's delivery (e.g. Braille, Speechify, Screen reading software, Google Classroom, Magnifier, Digital recording, Voice recognition, etc.)?

Response	Frequency	Percentage
It has been of great help	2	20
Not really	2	20
Not at all	6	60

***Source**: Authors Field Survey, 2023.*

Table 10 revealed that 2 (20%) of the participants indicated that Assistive technologies have "not been of great help" in their task delivery, 2 (20%) of the participants indicated that Assisted technologies have "Not really" helped them in their task delivery while 6 (60%) of the participants indicated that Assisted technologies have "not at all" been of great help in their task delivery.

Table 12: Do you think female academics are not catching up with their male counterpart in digital humanities?

Response	Frequency	Percentage
Yes	5	50
Somehow	2	20
No	3	30

Source: Authors Field Survey, 2023.

Table 12 revealed that 5 (50%) of the participants indicated "yes" that they think female academics are not catching with their male counterpart in digital humanities, 2 (20%) of the participants indicated that "Somehow" they think female academics are not catching with their male counterpart in digital humanities while 3 (30%) of the participants indicated "No" that they think female academics are catching with their male counterpart in digital humanities.

Table 13: Do you think digital humanities will help the future of humanities

Response	Frequency	Percentage
Yes	10	100

***Source**: Authors Field Survey, 2023.*

Table 13 revealed that 10 (100%) of the participants indicated "yes" that they think digital humanities will help the future of humanities.

Table 14: Have you attended any training or seminar on digital humanities in the last 3 years

Response	Frequency	Percentage
Yes	3	30
No	7	70

***Source**: Authors Field Survey, 2023.*

Table 14 revealed that 3 (30%) of the participants indicated "yes" that they've attended training or seminar on digital humanities in the last 3 years while 7 (70%) of the participants indicated "No" that they have not attended any training or seminar on digital humanities in the last 3 years.

Table 15: Which of these training have you attended?

Response	Frequency	Percentage
Zoom	2	20
Microsoft Office Suit (MOS)	3	30
Google Applications (Google Forms, Google Docs, Google Classroom etc...)	2	20
Statistical Analysis (SPSS, AMOS, ATLAS, MPLUS, INVIVO ETC)	1	10
Writing tools (Plagiarism checker, AI Checker, Grammarly etc.....)	1	10
Computer Software and Hardware	1	10
Others	3	30

***Source**: Authors Field Survey, 2023.*

Table 15 revealed that 2 (20%) of the participants indicated having attended training/seminar on "Zoom", also, 3 (30%) of the participants indicated having attended training/seminar on "Microsoft Office Suit (MOS)", 2 (20%) of the participants indicated to have attended training/seminar on "Google Applications (Google form, Google Doc, Google Classroom etc...)", while, 1 (10%) of the participants indicated to have attended training/seminar on "Statistical Analysis (SPSS, AMOS, ATLAS, MPLUS, INVIVO ETC)", 1 (10%) of the participants indicated to have attended training/seminar on "Writing tools (Plagiarism checker, AI Checker, Grammarly etc.....), also, 1 (10%) of the participants indicated to have attended training/seminar on "Computer Software and Hardware", lastly, 3 (30%) of the participants indicated to have attended "Others" training/seminar.

The lack of in-depth understanding of digital technology could be due to such limited and late exposure to the concept or a lack of understanding of its uses and implications for an effective academic career. However, few who did understand the concept provided valuable insights into the issue. Below is what some participants said.

"It does not matter if digital technology is the new normal, as long as I have younger colleagues that are savvy, I will not stress myself adjusting to it." (Participant B).

"I find it difficult to adjust to the pressure of digital technology and I sometimes feel threatened that the men are in the lead in the academic" (Participant E).

*"My career has been stressful because I experienced a situation where traditional pedagogy failed in my present-day job demand because there is a high reliance on digital technology for effective job delivery"(*Participant F).

The study finds the statements above to be an overly concerning perspective that reflects some deeply ingrained challenges of adjusting to digital technology in the humanities. These statements show that traditional pedagogy has been in practice over time and several female lecturers are not embracing it as much as it is required for effective service delivery.

DISCUSSION

The study's characteristics analysis is presented in Table 1 which focused on their demographic data. The study relied on the data collected through semi-structured interviews with 10 female academics in advanced careers at the University of Lagos, Nigeria. The first objective of the study explored their knowledge of digital humanities, the findings revealed that the majority of them do not know about the concept of DH and do not have a digital library. This simply connotes that several female academics still rely on traditional pedagogy in teaching and research. The other explanation for this is that relying on traditional pedagogy may in a way hinder their progress because the world of research is interdisciplinary and it can sometimes contain large datasets for analyses. Over-dependence on traditional methods may affect research output and hence be a factor in why there is gender discrimination in higher education. The findings are in agreement with the position of Obers, the study indicated that despite the obvious increase in the number of female academics in South Africa there is still under-representation in senior positions.[18]

The second objective examined how female academics adjusted to digital humanities especially during and after COVID-19, the responses that emanated from the interview revealed that several of the respondents could not use the digital platforms without assistance during the pandemic. Some of the respondents said they could not set up the digital classrooms themselves. Some of them admitted to still struggling with the use up till now. Few of them said they are only comfortable with WhatsApp and still have difficulties in using the available digital tools to carry out research and teaching. A large percentage of the respondents rarely use assistive technology tools like (Braille, Speechify, Screen reading software, Google Classroom, Magnifier, Digital recording, Voice recognition, etc.) to teach and read. The implication of this is that many of them may stagnate or not progress as men in advanced careers. This may further hinder their opportunity to get to professoriate/leadership positions within academia and even outside academia. Female under-representation in leadership positions is further attested to by Obers, the author stated that gender negatively impacts women's professional identities and academics due to a lack of opportunities to develop academic capital.[19] It is important that women also stand up and gain the prerequisite training needed to compete with men and also to achieve SDG goal 5 which emphasizes gender equality and empowerment for all girl children.

The last objective explored the training the respondent has received in the last few years, it is sad to note that several of them are still behind and not getting the necessary training required on digital humanities. The majority of the respondents are not been trained in the area of digital humanities despite the large vacuum that has been created. The respondents all agreed that digital humanities will

[18] Noëlle Obers, "Career Success for Women Academics in Higher Education: Choices and Challenges: Part 2: HELTASA 2012 Special Section," *South African Journal of Higher Education* 28, no. 3 (2014): 1107–22.
[19] Obers, "Career Success for Women Academics in Higher Education: Choices and Challenges: Part 2: HELTASA 2012 Special Section."

help the future of humanities and equip women for leadership positions. It was however noted by the respondent that a large percentage of female academics are not catching up with their male counterpart in digital humanities. It is crucial to note that the higher education structures, cultures and family responsibilities are making it hard for women to get to the top of their careers like men but women must be trained in other to catch up with the realities of digital humanities. In Australia, Parker et al. also reported that the pipeline of women's progression into senior organisational positions in the higher education sector is leaky due to a culture that rewards male practices and unconducive patterns of interactions. [20]

RECOMMENDATIONS

Based on the findings and discussions, the following recommendations are made:

- The institutions of learning must ensure that all their staff irrespective of their gender attend mandatory digital humanities training both locally and internationally for them to be able to catch up with the present realities of this computer age.
- Lecturers should also submit themselves for upgrading since the present-day humanities job must be all-inclusive. It incorporates digital content in teaching, grading, and assessment of the students.
- Female academics should be given special treatment by allowing them to learn at a pace realistic for them to meet up with the tapestry of the digitalization of humanities.
- As a matter of policy, females should be equally future-ready like their male counterparts by ensuring that they are adequately trained and competent.
- More research should be conducted among female academics in other locations to to establish the pattern of adjustment issues women are facing in the academic.

CONCLUSION

This paper has provided a detailed outline of how women in academics struggle to adjust to digital humanities. The study elicited responses from selected female academics in advanced careers at the University of Lagos, Nigeria. The findings from the study established the age-long debate as to why female academics are not catching up with their male colleagues, particularly in career development. From this study, it is crucial to note that female academics need support in terms of work environment and training. Nigerian government needs to invest in the female academics' development to encourage the girl child that there is equality in the academic profession. More engagement from various stakeholders in higher education will be required and having confidence in themselves to take up more training is of paramount importance to female career development in higher education institutions. In addition, female academics need to build confidence and move out of the cocoon by taking up training that will make them attain professoriate level and senior positions so that they can also break the glass ceiling. Further research is important to assess the early career female academics on how they are catching up with the knowledge of digital humanities, especially in a career that somewhat discriminates against women in careers, research and teaching skills.

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[20] Polly Parker et al., "Frank and Fearless: Supporting Academic Career Progression for Women in an Australian Program," *Administrative Sciences* 8, no. 1 (2018): 5.

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