



Assessing the Representation of Female Tutors in Colleges of Education – A Case of Northern Ghana

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ABSTRACT

Global attention has been drawn to gender and sex issues. The purpose of this study is to assess the representation of female tutors in Colleges of Education in Northern Ghana. The Social Norms Theory and the Feminist Theory were adapted for this study. A mixed-method approach was used to analyze the data. The target population for the study were all the ten (10) Colleges of Education in Northern Ghana. The data was collected through focus group interviews and questionnaires. The data was curved into thematic areas and analyzed. A descriptive design was used to determine the present status of the phenomena. Key findings from this data include: Northern Colleges of Education have no Female Principal and Female Vice-Principal. For teaching staff, the results revealed that no female has the rank of Principal Tutor and Chief Tutor as compared to one percent (1%) of males occupying these ranks in the Colleges of Education in Northern Ghana. Seventy-six percent (76%) of the total population of females are Tutors and Senior Tutors as against eighty-nine percent (89%) of men in the same rank. Nevertheless, in some specific colleges, one key finding was that all the females tutors hold management positions in the college. It is time to re-evaluate hiring practices in public Colleges of Education so that qualified women are given preference over their male counterparts. This study contributes to scholarship on achieving gender equality.

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Publication History

Received: 7th October, 2024

Accepted: 3rd March, 2025

Published online:

28th March, 2025

Keywords: *Colleges of Education, Gender, Mainstreaming, Northern Ghana, Tutors.*

INTRODUCTION

Several countries have signed conventions for the elimination of all forms of discrimination against women, and efforts are being made in Ghana to integrate gender and sex issues in development processes in all areas.¹ Gender and sex issues are interdisciplinary and cross-national in scope, focusing on sex and gender equity. Sex representation analysis is to highlight societal disparities that exist between men and women in terms of status, roles, and obligations.² According to Apusigah, women perform a variety of intricate functions that are essential to regional, societal and global development.³

¹ UNDP, *Human Development Report* (New York, NJ : Oxford University Press, 2010).

² Agnes Atia Apusigah, “Empowering Ghanaian Women for Community Development: Revisiting the Two Imperatives of the Practical and the Strategic,” *Ghana Journal of Development Studies* 1, no. 1 (2004): 4–24.

³ Apusigah, “Empowering Ghanaian Women for Community Development: Revisiting the Two Imperatives of the Practical and the Strategic.”

According to Stepan-Norris et al., there has been "glacial" progress from the early 1970s toward equal gender representation among college teachers.⁴ The purpose of this study is to assess the representation of female tutors in Colleges of Education in Northern Ghana. The United Nations has indicated that the world's population continues to grow, but the pace of growth is slowing down. The current world population of 7.6 billion is expected to reach 8.6 billion in 2030, 9.7 billion in 2050 and 10.4 billion in 2100.⁵ Africa is predicted to have 1,429,244,522 people residing as of January 1, 2023. Compared to the 1,393,359,947 people in the previous year, there has been 2.58% growth (35,884,575) persons in the population. As of December 31, 2022, there were 714,640,475 males and 714,604,047 females in this population.⁶ Ghana's total population is estimated to be 30,832,019 million, the male population is 15,200,440 (49.3%) and the female population is 15,631,579 (50.7%) (GSS 2021). In Ghana, females 15,631,579 outnumber males 15,200,440 by 437,139, 2.8% and also in urban areas 5.0%.⁷ Gender and sex issues are now recognized as cross-cutting issues in development discourse and institutions are committed to mainstreaming them into their efforts.

Darteh et. al, opined that male and female status refers to where each gender is in relation to the other in various spheres of society since women make up half of the nation's population.⁸ As was previously noted, socioeconomic growth will remain a mirage without the full participation of females. To achieve sustainable development, it is imperative to eliminate gender and sex biases that impede progress and reframe development to include equal opportunities for all.

However, when provided with equal incentives, females might do equally well as males in any mental activity, regardless of differences in intellectual ability.⁹ Since humans are socialized creatures, their behaviour is shaped by society; therefore, their upbringing determines how they live.¹⁰ Women are raised to comply, while men are raised to accomplish.¹¹ Darteh et.al. indicated that boys who receive social validation grow more self-reliant and rely on their internal standards of excellence in high-achieving situations.¹² Girls sometimes underestimate their academic potential even when they don't expect to succeed.¹³ In general, girls are socialized to be more reliant, conformist, and susceptible to rejection from others than boys.¹⁴ Despite the world having more female population than male, females continue to be less represented in most cases in academia. The main objective of this paper is to assess the representation of female tutors in colleges of education in Northern Ghana.

LITERATURE REVIEW

Gender Mainstreaming

According to the United Nations Charter, Article 2 of the UN, all member states have unanimously agreed on the need for gender equality and women's empowerment, which cover all spheres of human rights, development, and peace. The United Nations Charter, Article 2, which categorically proclaimed the equal rights of men and women, is the origin of the rules on gender equality.

Gender mainstreaming was endorsed as a crucial and strategic technique for fulfilling pledges to gender equality during the Fourth World Conference on Women in 1995.¹⁵ All parties involved in development policies and programmes, including UN agencies, Member States, and members of civil society, are required to take action in this regard by the Beijing Declaration and Platform for Action that followed. The Millennium Declaration, several resolutions and decisions of the UN General

⁴ Judith Stepan-Norris and Jasmine Kerrissey, "Enhancing Gender Equity in Academia: Lessons from the ADVANCE Program," *Sociological Perspectives* 59, no. 2 (2016): 225–45.

⁵ United Nations Children Fund, *The State of the World Children* (New York: UNICEF, 2022).

⁶ United Nations Children Fund, *The State of the World Children*.

⁷ Ghana Statistical Service (GSS), "Ghana - Service Provision Assessment Survey.," 2021.

⁸ E.K.M. Darteh, K.S. Dickson, and B. Sakyi, *Gender and Development in Africa* (Cape Coast: UCC (CODE) Press, 2023).

⁹ Darteh, Dickson, and Sakyi, *Gender and Development in Africa*.

¹⁰ M. Awumbila, *Women and Gender Equality in Ghana: A Situational Analysis in Tsikata, Dzodzi. (ED). Gender Training in Ghana* (Woeli Publication: Accra, Ghana, 2000).

¹¹ Awumbila, *Women and Gender Equality in Ghana: A Situational Analysis in Tsikata, Dzodzi. (ED). Gender Training in Ghana*.

¹² Darteh, Dickson, and Sakyi, *Gender and Development in Africa*.

¹³ Bang-bie Dery. M., "The Dynamics of Social Change: Gender Shift Debates," *The Harmattan Series, Occasional Paper*, 2006.

¹⁴ Bang-bie Dery. M., "The Dynamics of Social Change: Gender Shift Debates."

¹⁵ Y. Worku, *Gender Issues and Concerns* (Addis Ababa, 2014).

Assembly, Security Council, Economic and Social Council, and Commission on the Status of Women, as well as the results of the twenty-third special session of the General Assembly, contain additional commitments.¹⁶

Gender mainstreaming is "the process of assessing the implications for females and males of any planned action, including legislation, policies, or programme, in all areas and at all levels."¹⁷ It is a strategy for ensuring that the concerns and experiences of both females and males are taken into account in all aspects of the design, execution, oversight, and assessment of policies and programs in the political, economic, and social domains to ensure that inequality is avoided and benefits both genders equally. The achievement of gender equality is the ultimate objective.

To facilitate the execution of international commitments to gender equality and female empowerment, gender mainstreaming is a strategy for programming in addition to institutional change. Thus, systemic integration of gender perspectives in policies, programmes, and thematic concerns is necessary for the implementation of a gender mainstreaming approach.

True opined that gender mainstreaming is mandated by unambiguous intergovernmental agreements to advance all major areas of UN activities, such as trade, health, education, macroeconomics, poverty reduction, and disarmament.¹⁸ The significance of paying more attention to gender and sex perspectives in peace support operations is outlined in Security Council resolution 1325, enacted in October 2000. There are also specific mandates in place to guarantee that gender perspectives are considered in the major planning processes and documents used by the UN, such as the medium-term plans, program budgets, and program assessments.¹⁹

In traditional African culture, women play central roles in their communities. They are responsible for taking care of the household, raising children and providing food for the family.²⁰ Women are also involved in Agriculture; often cultivating crops alongside their male counterparts. Culturally, women are viewed as the property of men, first of their fathers and then, when they get married, of their husbands.²¹ Gender and Sex identities and gender relations are critical aspects of culture because they not only shape the way daily life is lived in the family but also in the wider community and the workplace.²²

To effectively implement gender and sex mainstreaming, planning, policy-making and decision-making processes must take into account the perspectives, backgrounds, expertise, and interests of both men and women. Gender and Sex equality concerns should be central to assessments and policy decisions, programme budgets, medium-term goals, institutional structures, and procedures through mainstreaming.²³ This necessitates a clear and methodical focus on pertinent gender and Sex viewpoints across all facets of UN activities. Although mainstreaming is unquestionably crucial for ensuring social fairness and human rights for both men and women, it is also becoming more widely acknowledged that integrating gender and sex perspectives into other development domains guarantees the successful accomplishment of other social and economic objectives. It could grow clearer through mainstreaming that goals, plans of action, and tactics need to be adjusted to allow women and men to equally impact, take part in, and profit from development processes. Organizational environments that support the advancement of gender and Sex equality may result from modifications to their structures, practices, and cultures.

The UN has made considerable progress in the last ten years in terms of both awareness and commitment to gender and Sex mainstreaming. Policies on gender and Sex equality and strategies for implementing gender and Sex mainstreaming have been developed throughout the United Nations system; sex-disaggregated data and research on gender perspectives in various areas have increased;

¹⁶ Worku, *Gender Issues and Concerns*.

¹⁷ ECOSOC, "Gender Mainstreaming: Economic and Social Council For 1997 Report Extracts (A/52/3, 18 September 1997) ," n.d.

¹⁸ J. True, *Feminist Strategies in Global Governance: Gender Mainstreaming* (New York: Routledge, 2017).

¹⁹ True, *Feminist Strategies in Global Governance: Gender Mainstreaming*.

²⁰ B Eniola and A O Akinola, "Women Rights and Land Reform in Africa: Nigeria and South Africa in Comparison," *The Trajectory of Land Reform in Post-Colonial African States: The Quest for Sustainable Development and Utilization*, 2019.

²¹ P. Magubane, *Vanishing Cultures of South Africa* (Cape Town: Cornelis Struik House Africa, 2018).

²² Magubane, *Vanishing Cultures of South Africa*.

²³ United Nations, *UN Report (2004) Ghana: Millenium Development Goals Report* (Accra: GoG, 2004).

significant knowledge of gender perspectives in various UN work areas has been documented; and significant institutional measures, such as training programs, gender and Sex focal point systems, have been adopted to increase the awareness, knowledge, and capacity of professional staff for implementing gender and Sex mainstreaming. Nonetheless, there are also many enduring obstacles that need to be overcome, such as conceptual ambiguity, lack of knowledge regarding the connections between various UN programmes and gender perspectives, and inadequacies in the ability to effectively address gender perspectives once they are recognized.

THEORETICAL FRAMEWORK

The Social Norms and Feminist theories were both incorporated into the research. According to Pincock, feminist theory is a broad concept that reflects the diversity of women around the world.²⁴ This allows for understanding the environment and interpersonal influences on misperceptions of how our peers think and act. Feminism challenges conventional wisdom with fresh approaches to human problems. Along the intersecting lines of ability, class, gender, racism, sex, and sexual orientation, feminist theory seeks to examine injustices and inequalities.²⁵ The theory aims to bring about change in places where these lead to power imbalances. According to Berkowitz, the Social Norms theory enables us to comprehend how our peers' thoughts and behaviours are influenced by our surroundings and interpersonal relationships.²⁶ The traditional philosophy is challenged by feminist and social norms theories, which propose novel approaches to tackling problems that impact mankind. The theories advocate for the establishment of a new system that places equal rights, justice, and fairness at the center of its priorities, and it calls for the replacement of the existing patriarchal order hence its adaptation and modification for the study.

Gender in the Public Service of Ghana

Gender is a social construct that designates roles and behaviours that are expected of men and women by society and culture.²⁷ For at least three reasons, the field of public administration is vital to the pursuit and realization of gender and sex equality. First, the main organization in charge of carrying out national plans and initiative tasks in which women ought to be equally involved in public administration. In addition to acknowledging women's equal access to public service and right to participate in it, allowing more women in public administration may also improve government performance through more citizen engagement, better service delivery, and heightened public confidence.²⁸

UNFPA indicated that the majority of women worldwide live in extreme poverty as compared to men.²⁹ They are denied access to and authority over resources (cash, land, time, information, technology, health, and materials). The degree of fertility in any given community is directly impacted by the social, political, and economic standing of women.³⁰ Hall also opined that, when women's roles are limited to managing the home and performing matrimonial duties, as they are in Ethiopia, they are expected to replicate the race by having a large number of children and taking on the full responsibility of raising them virtually alone.³¹ Due to women's reliance on males for financial support, husbands have complete control over whether or not to have children and what properties to buy.³²

²⁴ Kate Pincock, "School, Sexuality and Problematic Girlhoods: Reframing 'Empowerment' Discourse," *Third World Quarterly* 39, no. 5 (2018): 906–19.

²⁵ Pincock, "School, Sexuality and Problematic Girlhoods: Reframing 'Empowerment' Discourse."

²⁶ Alan D Berkowitz, "Applications of Social Norms Theory to Other Health and Social Justice Issues," *The Social Norms Approach to Preventing School and College Age Substance Abuse: A Handbook for Educators, Counselors, and Clinicians* 1 (2003): 259–79.

²⁷ Kadiri S. A., "Mainstreaming Gender in the East Gonja District Assembly. Prospects and Challenges," *An Occasional Paper in Gender in Development Praxis* (UDS TALIF Project, 2008).

²⁸ Kadiri S. A., "Mainstreaming Gender in the East Gonja District Assembly. Prospects and Challenges."

²⁹ UNFPA, *Ending Violence Against Women: A Human Rights and Health Priority* (UNFPA, 2001).

³⁰ Barbara Hall, *Gender Equality in Public Administration* (New York: United Nations Development Programme One United Nations Plaza, 2021).

³¹ Hall, *Gender Equality in Public Administration*.

³² Lourdes Benería, Günseli Berik, and Maria Floro, *Gender, Development and Globalization: Economics as If All People Mattered* (Routledge, 2015).

Metropolitan, Municipal and District Assemblies, donor agencies, and some government agencies in Ghana are working to include gender and sex issues into the development process at all levels and in all domains. Gender, Women and Children’s Protection and the National Commission for Women and Development (NCWD) were established at the national level.³³ These organizations have branches at the regional and district levels as a result of the nation's decentralization efforts. The Ministry of Education is responsible for the setup of Colleges of Education, and the Ghana Tertiary Education Commission (GTEC) is in charge of regulating their operations. The Colleges of Education organogram is structured as follows:

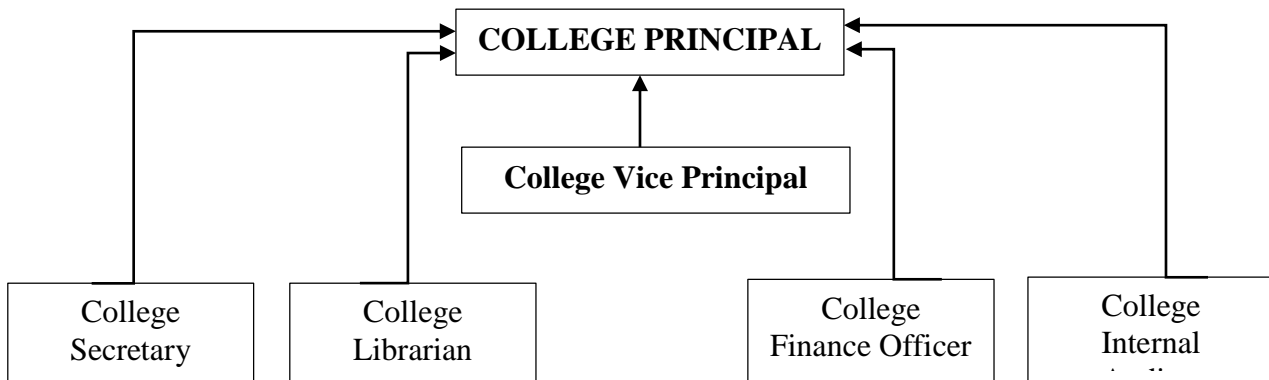


Figure 1. Proposed Senior Management Positions in the Colleges of Education: Special Appointments by Council
Source: Harmonized scheme of service 2015 CoE

Colleges of Education (CoE) in the Northern zone of Ghana comprises Bagabaga College-Tamale, Tamale College-Tamale, E.P. College – Bimbilla, ST' Vincent College - Yendi, Tumu College- Tumu, NJA College-Wa, Mccoy College-Nadoli, ST John Boscoss College-Navrongo; Gbewah College-Pusiga, Gambaga College- Gambaga. Although they operate under the Ministry of Education, the Ghana Tertiary Education Commission regulates the activities of the Colleges of Education.

Quality educational system is conceptualized by the United Nations Educational Scientific and Cultural Organization.³⁴ UNESCO calls for attention to gender and sex equality throughout the education system in relation to access, content, teaching-learning context, practices, learning outcomes, and life and work opportunities.³⁵ All 46 teacher training colleges were given accreditation to tertiary status per the Colleges of Education Act (2012), Act 847 (2012). The College Principal provides directions as a means of disseminating information. This is mostly carried out by the College's scheduled officers. The suggested managerial roles in the Colleges of Education are depicted in detail in the Table 1 below.

³³ Benería, Berik, and Floro, *Gender, Development and Globalization: Economics as If All People Mattered*.

³⁴ UNESCO GEM Report, *Concept Note for Global Education Monitoring Report on Leadership and Education*, 2023.

³⁵ UNESCO GEM Report, *Concept Note for Global Education Monitoring Report on Leadership and Education*.

Table 1: Harmonized Senior Staff 'A' (SSA) Ranks in Colleges of Education in Ghana

TEACHING	ADMINISTRATION	LIBRARY	FINANCE	AUDIT
Chief Tutor	Deputy Secretary	Deputy librarian	Deputy Finance Officer	Deputy Internal Auditor
Principal Tutor	Assistant Deputy Secretary	Assistant Deputy Librarian	Accountant	Assistant Deputy Internal Auditor
Senior Tutor	Senior Assistant Secretary	Senior Assistant Librarian	Senior Assistant Accountant	Senior Assistant Internal Auditor
Tutor	Assistant Secretary	Assistant Librarian	Assistant Accountant	Assistant Internal Auditor

Source: Harmonized scheme of service 2015 CoE

METHODOLOGY

Research Design

Creswell's quantitative descriptive research design was adapted and modified for this paper.³⁶ To describe a population, circumstance, or phenomenon, it seeks to gather data methodically. It also assists in addressing the research problem's what, when, where, and how questions rather than its why. The use of numerical data in quantitative research can yield objective findings that are less impacted by the researcher's bias. This objectivity increases the findings' dependability.

Study Setting

The study was conducted in Northern Ghana, which is divided into five administrative regions: Northern, Savannah, Upper East, Upper West, and North East regions. The composition of the Colleges of Education in Northern Ghana varies. Northern Ghana was specifically chosen as the study site because it had a great deal of diversity in terms of traditional groups, culture, and educational concerns. Africanus states that the term "Northern Ghana" refers to the five regions of Ghana that fall under political and administrative authority, which are Northern, Upper West, Savannah, North East, and Upper East. Regarding the use of the word "Northern Ghana" in the framework of Ghana as an 'independent nation-state', it is feasible to refer to specific regions of the nation as "Southern Ghana" in the context of social and spatial relativity.³⁷ Although there are many different cultures and ethnic groups in Northern Ghana, Africanus points out that the region's identity is sometimes portrayed in an overly broad way.³⁸ Northern Ghana has ten (10) Colleges of Education. The composition in the regions is as follows: Savannah (0), Northern region (4), Upper East region (2), Upper West region (3) and North East region (1).

The paper's main goal is to assess and analyze female tutors' representation in Northern Ghana Colleges of Education, with an emphasis on the position and roles of women in relation to men. The target population for the study is all the ten (10) Colleges of Education in Northern Ghana. A prior visit to the principals of the ten (10) colleges of education in Northern Ghana was done to pave the way for ethical clearance for the data collection. This gave way to the data collection process. Tutors' consent was also sought during the data collection process and assured of anonymity of the information. They were also made to understand that the information was just for academic purposes.

The data was collected through focus group interviews and questionnaires. Each focus group comprised ten (10) Tutors and for each college two (2) focus groups were interviews were conducted

³⁶ J.W. Creswell, *Research Design Qualitative, Quantitative & Mixed Methods Approach*, 4th ed. (Thousand Oaks, CA: Sage Publications Ltd, 2014).

³⁷ L. D. Africanus, "About Northern Ghana April 9th to 15th," in *Conference Paper - The Harmattan Series*, 2010.

³⁸ Africanus, "About Northern Ghana April 9th to 15th."

and then two hundred (200) Tutors were also made to answer the questionnaires. The study adopted a mixed method approach, using both qualitative and quantitative analysis with the findings analyzed thematically.

PRESENTATION OF FINDINGS AND DISCUSSION

Sex representation in Colleges of Education in Northern Ghana

Table 2, shows the various numbers and positions of both females and males in the various Colleges of Education in Northern Ghana, it is skewed in favour of men in all sectors of the decision-making. The ratio of males to females in the Colleges of Education in Northern Ghana is approximately 5:1. Male tutors are three hundred and fifty-one (351) whilst Females are Sixty-six (66) in the Colleges of Education in Northern Ghana. The result from the data confirms the ILO report which indicates that “there is a sex gap in employment, what's holding women back.”³⁹ The report also indicates that “females want to be in paid employment, but a persistent set of socio-economic barriers keep them out of the workforce.” The findings also corroborate the UNFPA's admission that the majority of women globally live in extreme poverty relative to men and that many are excluded from positions of leadership and control over resources (money, land, time, knowledge, technology, health, and materials).⁴⁰

Table 2: Sex Representation of Teaching Staff of Colleges of Education in Northern Ghana

S/N	College Of Education	Male	Female	Total Teaching Staff	Females Holding Positions	Males Holding Positions
1	Bagabaga College, Tamale	53	12	65	7	53
2	E.P College, Bimbilla	37	5	42	2	37
3	Gambaga College, Gambaga	24	5	29	2	24
4	Gbewah College, Pusiga	33	7	40	5	32
5	M'CoY College Nadoli	29	1	30	1	28
6	NJA College, Wa	37	8	45	7	37
7	ST' John Boscos College, Navrongo	51	10	61	1	48
8	ST' Vincent College, Yendi	31	5	36	5	28
9	Tamale College, Tamale	31	7	38	6	28
10	Tumu College, Tumu	25	6	31	6	25
	Totals	351	66	417	42	340

Source: Field data (2021-2023)

Regarding the status of males and females in the Proposed Senior Management Positions in the Colleges of Education in Northern Ghana, in a focus group discussion, one of the principals indicated that “*Northern Colleges of Education has no Female Principal and no Female Vice-Principal, all the Principals are males and Vice Principals are also males*”. This means that in the topmost managerial positions, females are left out. The administrative roles are the highest in the setup and are directly supervised by the various Councils. These results disagree with UNESCO's accession of calls for attention to gender and sex equality throughout the education system concerning access, content, teaching-learning context, practices, learning outcomes, leadership and life and work opportunities for all genders.⁴¹ The findings can also be a result of Duran, et'al's opinion that there are three primary reasons why women find it difficult to achieve leadership positions: structural issues, such as a shortage

³⁹ ILO, “Gender and Development,” 2017, <http://www.ilo.org/global/topics/economic-and-social-development/gender-and-development/lang-en/index.htm>.

⁴⁰ UNFPA, *Ending Violence Against Women: A Human Rights and Health Priority*.

⁴¹ UNESCO GEM Report, *Concept Note for Global Education Monitoring Report on Leadership and Education*.

of childcare choices, psychological issues like bias and stereotyping, and, lastly, the persistence of the status quo.⁴²

Assessing Male and Female Tutors on their ranks in Colleges of Education in Northern Ghana

Higher educational institutions' credibility is established by the standards outlined in ranking, rating, and accreditation as well as the teachers' ranks. These standards also show where an institution stands in the national or international league of higher education status. The methods used to collect the data for the ranks were questionnaires and focus group discussions. The data revealed that, for Teaching Staff, no female has the rank of Principal Tutor and Chief Tutor as compared to one percent (1%) of males occupying these positions in Northern Colleges of Education. Seventy-six percent (76%) of the total population of Females are Tutors and Senior Tutors as compared to eighty-nine percent (89%) of the total men in the same rank. But in total for both females and males, the females have 5% and males have 95% respectively for Tutors and Senior Tutors. The total number of females occupying administrative positions varies from hall tutors, academic counsellors, patrons of clubs and dining hall tutors. In a focus group discussion, one of them indicated that "*only a few of the females hold positions like Head of Department and Dean of Students Affairs as compared to men who occupy these positions*". This result affirms an opinion that around the world, finding a job is much tougher for females than it is for men. When females are employed, they tend to work in low-quality jobs in vulnerable conditions, and there is little improvement forecast soon.⁴³

Males who occupy various positions in the Colleges of Education in Northern Ghana far outweigh the females. This result is skewed in favour of men. The total number of Tutors in the Colleges of Education in Northern Ghana is four hundred and seventeen (417). Out of these sixteen percent 16% (66) are females and eighty-four percent 84% (351) are males. This result supports the **Ghana Statistical Service, projection that** the employed male population in Ghana would be estimated at 7.4 million, female employees were also projected to be slightly lower, at around 6.8 million in the next few years. However, in some specific colleges, one key finding was that all the females hold management positions in the college. The connection between social norm theory and feminist theory is that the latter frequently sees "gender norms" as an essential part of social norms that are employed to uphold power disparities and gender inequality in society, emphasizing how these norms actively sustain systemic disadvantages for women.

Discussion Summary

In Ghana's development discourse and endeavours, gender and sex mainstreaming has gained prominence. Development strategies and challenges that fail to recognize and include the valuable contributions of females constitute a recipe for disaster in a nation where females make up over fifty percent (50.7%) of the population. It is clear from the data that the gender landscape of the public Colleges of Education in Northern Ghana is more male-dominated. This paper adds to the existing knowledge on equity, equality and gender differentials in our public Colleges of education in Ghana.

RECOMMENDATIONS

Parity between males and females is not the only aspect of gender and sex equality. Both genders must embody the variety of the public they serve. Public institutions need to include representation from females who experience various forms of marginalization and exclusion if they are to become more representative of the public they serve. It is time to re-evaluate hiring practices in public Colleges of Education so that qualified females are given preference over their male counterparts. Positive discriminatory measures in favour of females are required to close the yawning sex gap in management positions in Ghanaian Colleges of Education. The Ministry of Education and GTEC must make it mandatory for females to head some of the colleges of education in northern Ghana. The Ministry of

⁴² Antonio Duran, Adrian L Bitton, and Amy C Barnes, "Mobilizing Critical Perspectives on Leadership: Narratives of Early-Career Professionals' Self-Efficacy in Translating Leadership Theory to Practice," *College Student Affairs Journal* 40, no. 2 (2022): 33–46.

⁴³ ILO, "Gender and Development ."

Gender, Children and Social Protection should be made part of the search teams for the colleges of education.

CONCLUSION

In our nation's efforts to build a discourse, gender mainstreaming has increased in prominence. It provides substance to many people's desires to advance gender equality. It is clear from the data that the gender landscape of the public Colleges of Education in Northern Ghana is characteristically masculine. Subtle informal and formal discriminatory practices are among the factors that have greatly contributed to the current situation at Northern Ghana's public colleges of education. However, diligent attempts should be undertaken to address the concerns noted as gender issues gradually become key themes in local development and public policy.

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