

Comparative Analysis of the Performance of Administrative duties of Male and Female Principals in Public Secondary Schools in Ekiti State, Nigeria

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Abstract

The study was a comparative analysis of the performance of administrative duties of male and female principals in public secondary schools in Ekiti State, Nigeria. The population of the study consisted of 203 principals in public secondary schools in Ekiti State, Nigeria. A sample of 110 principals was randomly selected. Eighty-two male and 28 female principals were purposefully selected because of the gender headship. The only null hypothesis formulated to guide the study was tested at 0.05 level of significant. The study revealed that, there was a significant difference between the performance of administrative duties of male and female principals. It was recommended that gender issues should be given wider publicity by the government and other stake holders through seminars. Female teachers who are likely to become principals should be encouraged to partake in administrative courses that would empower them administratively so that they can make-up with the qualities their counterparts possess for administrative positions.

Key Words: Comparative, Analysis, Performance, Administrative Duties, Male Principals, Female Principals, Public Secondary Schools.

Introduction

The society in which the school manager is operating consists of students' population, qualified manpower, funds and facilities. These resources are sent into the educational institutions for processing. After processing, the developed human resources are sent back into the society as educated and productive individuals. This is the expectation of the society. The school manager (principal/school head), to be able to meet this challenge, has to discharge certain responsibilities. He is responsible for staff and students' personnel services, instruction and curriculum development, and school financial management. He is also responsible for school plan administration and maintenance of cordial relationship with the community. In the discharge of these responsibilities, he or she is expected to plan, control, organise, staff, lead, coordinate and direct human and non-human resources in the organisation.

Gullick and Urwick cited in Aguba (2009), after critical analysis of Fayol's work attempted to answer the question, 'what is the work of the Chief Executive'? They responded, POSDCORB, an acronym for seven administrative duties: Planning, Organising, Staffing, Directing, Reporting, and Budgeting. According to Adeyemi (2006),

traditional education management tends to limit these duties to strategic managerial level.

Chliwniak (1997) defined leaders as individuals who provide vision and meaning for an institution and embodied the ideal toward which organisation strives. Traditional scholars like Birnbaum and Mintzberg (1992) viewed leaders as alike and genderless. If Chliwniak's definition is an accurate and true description of leaders, then, why are women having difficult time gaining employment as administrators in the educational arena? Do men make better administrators than women simply because they are male?

Hemphill, Grffiths and Fredrickson cited in Ibukun, Oyewole and Abe (2011) found in their study that male principals did not demonstrate superior performance than their female counterparts. Girincione-Cole cited in Ibukun et al (2011) also found that men are not superior to women in their principal-ship. However, Wile, Hare, Gobman and Hiries cited in Ibukun et al (2011) noted that men ranked significantly ahead of women as democratic leaders. In a survey by Bater (2001), a group of teachers rated male and female principals as equal in ability and personal qualities. Adigwu (2004) carried out a comparative study of performance of male and female principals in selected schools in Benin City, Nigeria observed that both male and female principals had above average performance in their supervisory roles. The mean average performance of male principals was observed to be just a few points above that of female principals. Adigwu therefore concluded that male principals tended to do better in supervisory activities compared to their female counterparts as this may be due to the fact that male principals seem to have more control over students and teachers.

There is no agreement about the contention that male and female sex roles are different in many ways. In support of the above, Akeem cited in Aduloju (2001) opined that people expect males and females to act differently. Since men and women have different leadership styles, the variance do not mean that one has dominance over the other. Meanwhile, Chliwniak (1997) asserted that although, male and female administrators perform many of the same tasks in carrying out their work, different aspects of the job are emphasised.

It has been observed that there were lots of arguments over the best administrator between male and female principals. It appears, there were arguments over few decades which queries that women perform differently from the way men do. Then, has gender really been affecting the way men and women perform or has there really been no gender difference in performance? It is against this backdrop that this study investigated a comparative analysis of the performance of administrative duties by male and female principals.

The outcome of this study could gear-up either the male principal or female principal in the discharge of his or her administrative duties.

Research Hypothesis

The null hypothesis formulated to guide this study is:

H_1 : There is no statistically significant difference between the performance of administrative duties of male and female principals in public secondary schools.

Methodology

The descriptive survey was adopted as the design for this study. The population of the study consisted of 203 principals in public secondary schools in Ekiti State, Nigeria. (Source: Ekiti State Ministry of Education, Ado-Ekiti, Nigeria).

A sample of 110 principals from 203 public secondary schools was selected for this study. The number was made up 82 male and 28 female principals purposefully selected because of the gender headship.

Result

The null hypothesis H_1 : *There is no statistically significant difference between the performance of administrative duties of male and female principals in public secondary schools*, formulated for the study was tested as shown in Table 1.

Table 1: z-test summary of the performance of administrative duties of male and female principals.

Group	N	X	SD	Df	z-cal	z-tab
Male Principals	82	234.16	12.05	208	0.594	0.195
Female Principals	28	232.36	25.60			

* $p < 0.05$ (Significant Result)

Results from Table 1 show the difference between the performance of administrative duties of male and female principals. The result obtained from the analysis shows that the value of z-calculated (0.594) is greater than z-table (0.195). Therefore, the null hypothesis earlier formulated is rejected. This then means that, there is significant difference between the performance of administrative duties of male and female principals.

Discussion

The result showed that there was statistically significant difference between the performance of administrative duties of male and female principals. This implies that male principals are more capable and productive in the performance of administrative duties than female principals. This finding is in support of Akeem cited in Aduloju (2001) who asserted that people expect male and female to act differently. Since men and

women have different leadership styles, the variance do not mean that one has dominance over the other; Wile, Hare, Gobman and Hiries cited in Ibukun et al (2011) who noted that men ranked significantly ahead of women as democratic leaders; Adidwu (2004) who asserted that male principals tend to do better in supervisory activities compared to their female counterparts as this may be due to the fact that the male principals seem to have more control over students and teachers; contradicts Birnbaum and Mintzberg (1992) who viewed leaders as alike and genderless; Hemphill, Griffith and Fredrickson cited in Ibukun, Oyewole and Abe (2011) who found in their study that male principals did not demonstrate superior performance than their female counterparts.

Conclusion

This study has shown that male school principals performed better in their administrative duties than female school principal.

Recommendation

Gender issues should be given wider publicity by the government and other stakeholders through seminars. Female teachers who are likely to become principals should be encouraged to partake in administrative courses that would empower them administratively so that they can meet up with their male counterparts who appear to be the only people occupying administrative positions.

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