

GENDER DIFFERENCE, ADMINISTRATIVE OPPORTUNITIES AND EFFECTIVENESS OF SCHOOL PRINCIPALS: Implication for Planners

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ABSTRACT

In the School Administration and management, like in any other human and social endeavour, human resources are made up of men and women who play the most important role, either as actors or as recipients. For any society to be harmonious and balanced, the gender representation needs to be taken into consideration. It ensures therefore that none of the two sexes should be left behind in the management of the school system.

Gender as we understand does not refer to the biological differences of sex, which are natural. It rather refers to social constructs, created social meanings, norms and practices that regulate the relationships between men and women in a given society and at a given time. Gender relations refer to such cultural elements that are contextually and historically dependent. In the light of this understanding, it follows that any development process that aims at creating a space for all people, men and women, to realize their potentials and improve the quality of their life in ways that are sustainable and protective of the Earth's life support systems, men and women must be partners in progress in the creation as well as in the enjoyment of rights, duties, services and goods, Men and women should be real partners.

This study looked into gender differences, administrative opportunities and effectiveness of principals in secondary schools in the Ijebu division of Ogun State. The study population consisted of all the principals and teachers of secondary schools, in both urban and rural areas, in the division, from whom a total of 180 respondents were randomly selected as sample.

Four null hypotheses were tested using the Principal Questionnaire (PQ) and Teachers Rating of their Principals (TRP) developed and validated by the researcher. Only one of the null hypotheses was rejected. The remaining three hypotheses were accepted. The results show a significant gender difference in administrative opportunities in secondary schools in both rural and urban areas. However, there was no gender difference in the administrative effectiveness of principals, irrespective of the location of schools whether in rural or urban areas. Appropriate recommendations and conclusions were drawn based on these findings in order to build an educational system that reflects and projects an equitable, harmonious and gender-balanced Nigerian society.

Keywords: Gender Difference, Administrative Opportunities, Effectiveness, Principals, Secondary Schools.