

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

SUNDAY O. ADEGBESAN
Training and Research Fellow,
National Institute for Educational Planning
and Administration (NIEPA)
Ondo, NIGERIA

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.

INTRODUCTION

The school like all other social institutions in made up of both the physical structures and the human resources. Often, the latter determines the existence and health of the

institution since it is the latter that puts the former into effective use. It is therefore only natural that the human resources component be composed of both sexes. This is in no small measure true of the school system, especially in the contemporary era. Even where the school is single-sex, it is not unlikely to see a mixture of the two sexes among the staff members.

It follows from the above therefore that administrative opportunities that are available need to be shared by competent persons drawn from the two sexes. However, this situation is rarely true, both in history and in contemporary times. It seems the age-long stereotype, sex-role identity remains in full force as far as administration of schools is concerned. Oketa and Tobi (1999) noted that the discrimination against women in the distribution of privileged positions is not only common but continue to re-occur in political and social discourses. Educational institutions constitute no exception. Another issue that is also of major concern is the notion that one sex is more effective than the other when it comes to handling administrative positions. Some people have the belief that only men can perform well in administration positions. They believe that administration functions are essentially masculine in nature. But, Wendy (1994) asserts that it is people who define certain characteristics and activities as masculine or feminine. It is also the same people who define and articulate rules and norms to regulate the relationships between men and women in the society.

In other words, some functions might have been wrongly designated as their performance may have nothing to do with the biological and natural sex differences. They were simply socially constructed. Their validity and usefulness should be historically and contextually appreciated. Hence, this study tries to look into the issue of gender difference, administrative opportunities and effectiveness of principals in secondary schools.

Many people have been culturally conditioned to believe that leaders who are male are bound to do better than their female counterparts. Some others have now come to hold the belief that female leaders are more effective and often perform better than their, male counterparts (Okwor, 2000). Leadership involves the ability to influence or motivate others to do certain things or to work towards achieving certain goals. It also involves the ability to organize and tap the resources in the personal relationship that exist between the leader and the followers in the pursuit of some collective, goals (Salawu, 2002).

According to Abdulkadir (2000), the principal is the head of a school, the manager of the school system, the school father/mother, adviser, school administrator, chief executive, public relation officer, policy maker, communicator, school authority, an educator and a school philosopher. In school, a school principal is an all-encompassing personality within the school and the immediate community. Hence, he/she has to initiate, motivate and direct the actions of other members of staff and students positively in order to achieve the goals of education in a given community/society.

Ahmed (2002) says that the leadership role of the principal makes him/her to build a cohesive and effective work force and social environment in which everyone pulls resources together to achieve an optimal teaching and learning experience. If done properly, the total school environment and functions are harmonized with everyone working hard to define, interpret and establish the school goals. A school manager of today must be aware of the complex nature of the school system in the areas such as: numerous teachers with various qualifications, students from various backgrounds, the inadequate facilities which make tasks to become more complex and difficult to manage and the growing turbulent social environment in which schools operates.

Short Berger (1992) observes that secondary school administration involves male and female teachers. It has been observed that the administration of a school is not different from the administration involved in other organizations. Adeniji (2002) also points to the pressure being put upon secondary school organization to respond to social problems and to account more adequately for their resources to plan their own development and in general, to manage their own affairs so that they are like any other type of organization.

STATEMENT OF THE PROBLEM

It is often argued that when we talk of gender, male and female are complimentary. Without one, the other cannot exist. They often serve as helpers for one another. This is no less true when it comes to the efficiency of social institutions, especially educational institutions. This is why members of the two sexes form the teaching and non-teaching force which jointly gives meaning to the life of a school. Even where the school is a mixed one, both boys and girls sit down together in the same classroom for the purpose of learning. Both boys and girls outperform each other in their school performance.

If such is the situation between boys and girls while in school, how then do we explain the disparity found between men and women when it comes to school administration? How do we explain the generally held belief that male school managers perform better than their female counterparts?

These questions motivated us to look into the gender gap as far as the management of secondary schools is concerned by looking into the involvement and efficiency of either of the gender in the administration of schools. We investigated the gender difference, administrative opportunities and efficiency of principals in secondary schools in Ogun East Senatorial District of Ogun State.

RESEARCH QUESTIONS

This study sought answers to the following research questions:

- Does gender difference affect the choice of secondary school administrators?
- Is there any difference in the administrative behavior of male and female principals?
- Is there any difference in the administrative effectiveness of male and female principals?
- Is there any difference in the administrative effectiveness of male and female principals in highly populated (big) schools?
- Is there any difference in the administrative effectiveness of male and female principals in low populated (small)-schools?
- Is there any difference in the administrative opportunities of male and female principals in secondary schools?

RESEARCH HYPOTHESES

The following null hypotheses were formulated for testing in the study:

- There is no significant difference in the administrative opportunities available for male and female secondary school principals.
- There is no significant difference in the administrative effectiveness of male and female secondary school principals.

- **There is no significant difference in the administrative effectiveness of male and female principals in urban secondary schools.**
- **There is no significant difference in the administrative effectiveness of male and female principals in rural secondary schools.**

PURPOSE OF THE STUDY

This study tried to investigate gender difference, administrative opportunities and effectiveness of principals in secondary schools. Specially, the study investigated the seemingly gender imbalance in the distribution of administrative opportunities for principal ship in secondary schools.

Another major focus of the study is an assessment of the administrative effectiveness of male and female secondary school principals. This work tried to find out if there is any difference in the administrative effectiveness of male and female principals and whether such difference was as a result of gender difference.

The study also investigated the difference in the administrative effectiveness of male and female principals in highly populated secondary schools in both rural and urban areas. This was done with a view to determining which of the two groups would be best fit to administer highly populated secondary schools.

Finally, the study examined the difference in the administrative effectiveness of male and female principals in low populated secondary schools. Here also, our inquiry was carried out with a view to verifying the usual assumption that low populated secondary schools are best administered by the female principals. Such population throws less administrative challenges compared with the urban school with high population.

SIGNIFICANCE OF THE STUDY

A successful completion of this study is expected to be of immense benefits to broad categories of people including officials of the state ministry of education, the ministry of Women Affairs, Youth and Social Development, the teaching service commission and other agencies that have to do with the provision and administration of secondary education in the state as well as the promotion of gender equity towards the achievement of millennium development goals. These categories of people will find this study a sound basis upon which vital decisions and policy statements could be made. The study will not only be useful in the process of appointing principals, it will also be a useful guide in the posting of principals to large and small schools in both rural and urban areas.

The study will also benefit secondary school principals, teachers and students themselves. These groups of people who are directly concerned about happening in secondary school would come to appreciate the importance of gender-balancing and cooperation with all principals irrespective of their biological sex. After all, they all stand proxy to the effectiveness or otherwise of school administration.

Surely, this study will be of a great benefit to parents, the old students and all other bodies who are concerned with the running of secondary schools. In recent times, these groups of people have been deeply involved in the appointment of secondary school principals. The Parents Teachers' Associations and the old Students often express their concern for the type of principals they prefer for their schools. This often goes a long way to influence such appointments. A study like this will provide them with a sound informational base upon which they can base their recommendations.

METHODOLOGY

This chapter highlights the research methodology employed in this study. The chapter discusses the Research Design, Population, Sample and Sampling Techniques, Instrument, Psychometric properties of the instrument, procedure for the administration of the instrument, scoring and method of data analysis. The study employs the descriptive research design. This design involves an objective, unbiased and thorough description of an event, phenomenon or relationship. This design is appropriate for this study because it empowers the researcher to select a good representative as sample, make use of the questionnaire and have the opportunity to draw inferences from the results of findings which can be generalized on the entire study population.

The population for the study consists of all the Principals and Teachers of public secondary schools in the Ijebu-Division of Ogun State. The statistics of 2002 are the basis of our study consisting of 82 public secondary schools with 81 principals and 1,849 teachers in the division (Ogun State Education Handbook, 2002).

NO OF SCHOOLS AND TEACHERS IN IJEBU DISTRICT OF OGUN STATE AS AT 2002

Table 1

NO OF LOCAL GOVERNMENT	NO OF SCHOOLS/PRINCIPALS	NO OF TEACHERS
1. Odogbolu	17	345
2. Ijebu-Ode	15	578
3. Ijebu-North East Zone	9	150
4. Ogun Water side	12	142
5. Ijebu-North	19	372
6. Ijebu-East zone	10	362
TOTAL:	82	1,849

Adapted from Ogun State Educational Handbook 2003

A total of 36 principals and 189 teachers representing 44.0 and 10.0 percent of the population respectively constitute the sample for this study. This means that 6 schools were selected from each Local Government and interviewing 5 teachers per school.

The proportional random sampling technique was used in selecting the samples. This was to allow for an equal representation of the two sexes in the sample. Hence, schools that are headed by male and female principals were selected in equal proportion to participate in the study. This means that in a local government where 5 principals were interviewed at least two were female principals. The study made use of two sets of questionnaires designed and validated by the researcher. The first questionnaire titled 'Principals Information Questionnaire' (PIQ) consists of two sections. Section I seeks some demographic information while section II contains some items measuring gender influence on administrative opportunities and effectiveness in secondary schools.

The second questionnaire titled "Teachers Rating of their Principals" (TRP) also contains two sections. Section A is to collect demographic information while section B contains items measuring Principals' administrative performance.

VALIDITY, RELIABILITY, AND ADMINISTRATION OF INSTRUMENT

The researcher subjected the two instruments to due processes in order to establish their validity and reliability level.

Validity: This refers to the ability of the instrument to measure accurately what it has to measure. A test blue print showing the various constructs such as administrative opportunities, gender balance and administrative effectiveness in the study was first developed. Thus, ensuring the content validity of the instruments. The instrument was also scrutinized and corrected appropriately by the supervisor and some other experts in test construction. **Reliability:** - This implies the consistency of an instrument to measure repeatedly what it has to measure.

The test-re-test reliability level was employed in order to establish the reliability level. Some draft copies of the instrument were administered twice on a set of respondents who were not members of the original sample within a time interval of two-weeks. The two sets of scores were analysed using Pearson Product Moment correlation co-efficient and a co-efficient of 0.68 was obtained showing a high reliability level. The researcher personally visited all the selected schools, enlisted the support and cooperation of the Principals and the teachers through persuasion and good rapport. They were encouraged to give honest responses as the instruments were meant for research purposes only. They were assured that all their responses enjoyed utmost confidentiality.

They were given enough time to complete the instruments while the researcher cheerfully gave explanations on any question raised. This made it possible for the researcher to get all the instruments back without any one of them getting lost.

RESULT

RESEARCH QUESTION I

Do gender differences affect the choice of secondary school administrators?

Table: 1
Gender Differences and choice of School Administrators

S/N	Items	Agreed	X	%	Disagreed	X	%
1.	Principalship is often Reserved for males	12	3.33	33.3	24	6.66	66.7
2.	Females are more Favoured with Principalship post	14	3.9	38.9	22	6.11	61.1
3.	Male and female teachers are given equal opportunities of becoming a school Principal	25	6.9	69.4	11	3.1	30.6
4.	Male Principals are more than female principals in Ijebu Zone	21	5.8	58.2	15	4.2	41.7
5.	Female principals are more than male	10	2.8	27.8	26	7.2	72.2

Table I above shows that majority of the respondents disagreed that principalship is often reserved for males. 24 respondents, that is 66.7% ($\bar{x} = 6.7$) disagreed with the statement. Only 12 respondents, 33.3% ($\bar{x} = 3.3$) upheld the view that principalship is reserved for males. In the same vein, 22 respondents, 61.1% rejected the idea that female are more favoured with principalship post. Only 4 respondents 38.9% thought otherwise.

A look at the responses to item 3 of the PIQ also shows that 25 respondents that is 69.4% agreed with the notion that male and female teachers are given equal opportunities of

becoming school principals. Only 11 respondents 30.6% thought otherwise. However, the item based on the enumeration of principals in the zone shows that male principals are more than female principals. This, of course might have been as a result of the variation in teachers years of teaching experience and grade levels which are some of the yardsticks used in appointing school principals.

RESEARCH QUESTION II

Is there any difference in the administrative behavior of male and female principals

Table: 2
GENDER DIFFERENCES IN ADMINISTRATIVE BEHAVIOUR

S/ N	Item %	Agreed	X	%	Disagreed	X
6	The position of principalship is better occupied by males	16	4.4	44.4	20	55.6
10	Schools that are headed by female principals are more disciplined and progressive than those headed by male principals	20	5.6	55.6	16	44.4

Table II: shows that only 16 respondents representing 44.4% agreed that the position of principalship is better occupied by males. 20 respondent 55.6% disagreed with this view. However, analysis of item 10 of the PIQ shows that 20 respondents, 55.6% believed that schools headed by the female principals are more disciplined and progressive than those headed by male principals. 16 respondents, 44.4% however disagreed with this view.

Research Question III: Is there any difference in the administrative effectiveness of male and female principals?

Table: 3
Gender Differences in Administrative Effectiveness.

S/N	ITEM	Agreed	X	%	Disagreed	X	%
7	Female Principals are more effective than male principals	9	2.5	25	27	7.5	75
8	Administrative effectiveness is not a function of gender.	24	6.7	66.7	12	3.3	33.3
9.	The tasks of principalship are masculine in nature	8	8	2.2	22.2	28	7.8
10.	Both male and female principals in this zone are up to the task	21	5.8	58.3	15	4.2	41.7

Table III: shows that 9 respondents representing 25% agreed that female principals are more effective than male principals. 27 respondents representing 75% disagreed with this view. Infact, a whole 24 respondent representing 66.7% agreed that administrative effectiveness is not a function of gender. Similarly, 28 respondents representing 77.8% disagreed with the notion that the tasks of principalship are masculine in nature. Only 8 respondents (22.2%) agreed with this view. In fact, 21 respondents representing 58.3% believed that both male and female principals are effective while only 15 respondents (41.7 % disagreed.)

A further look at the tables shows that 12 representing 33.3% agreed with the view that principal ship is often reserved for males while 24 (66.7%) of the respondents disagreed with this view. The impulse of this is that in principle and as a policy matter, males are not given preference in the choice of principals. However, responses to item 4 of the PIQ show that male principals are more than female principals in this zone. Responses to the item shows that 69.4% i.e. 25 principals are male while only 11 i.e. 30.6% are female principals. This disparity shows that in practice male principals are more than female. Given the age long assumption that teaching is often preferred by women than men, one would have expected that female principals would out number male principals.

Several factors may be responsible for the situation whereby male principals are the majority. Perhaps, many of the male teachers commenced their teaching career with a higher qualification i.e. first degree, which makes them to start their career on grade level 08 as against mist of their female counterparts who started with NCE on grade level 07. This disparity at the beginning of career places those who started with degrees to remain ahead of their colleagues. It is also possible that in this era of keen competition as a result of the fact that senior teachers who qualified for the position of principals are far more than the available vacancies, women find it difficult to offer all it takes to become a principal. The fact is that the era of receiving duty post via posted letters from the teaching service commission has become a thing of the past. The process now involves a lot of lobbying and sacrifices.

It is therefore hoped that necessary policies would be enacted to ensure equal administrative opportunities for both males and females in secondary schools. Responses to items 10 and 11 also show that both male and female principals are effective in the running of secondary schools under their care. 20 respondents representing 55.6% and 21 respondents representing 58.3% agreed that both male and female principals in the zone are exhibiting the same level of administrative effectiveness. Only 16 respondents i.e. 44.4% and 15 respondents i.e. 41.7% disagreed with the fact that both male and female principals as contained in term 10 and 11 respectively are effective. This shows that given equal opportunities and the same working facilities and conditions both male and female principals can perform effectively in the running of secondary schools.

It would therefore be out of place to favour either of the sexes when it comes to the appointment of principals. Instead, both male and female should be given equal opportunities, and appointment of principals should be based on merit and not certain gender preference.

The data generated one each of the four null hypotheses were scored, collated and analysed using the t-test. The results are presented in table below;

HO¹: There is no significant difference in the administrative opportunities available for male and female secondary school Principals:

Table: 4
Gender Difference in secondary School Administrative Opportunities

Group	N	X	SD	t-cal	t-cri	df	Remark
Male Principals	24	41.3	3.3	2.86	2.02	38	Significance
Female Principals		16	40.2	5.1			

$P < 0.05$

Table: 4 above shows t-calculated = 2.86 which is greater than the t-critical value at 0.05 level of significance. Therefore, the null hypotheses which states that there is no significant difference in the administrative opportunities given to male and female secondary school principals is rejected in favour of the alternative hypotheses. This means that administrative opportunities available to male and female principals differ significantly.

H_{02} : There is no significant difference in the administrative effectiveness of male and female secondary school principals.

Table: 5
Gender Difference in Principals' Administrative Effectiveness

Group	N	X	SD	t-cal	t-cri	df	Remark
Male Principals	80	43.1	5.6		1.96	158	Not
Female Principals		80	4.3.2	5.7	1.84		Significance

$P < 0.05$

It is clear from table V above that the t-calculated = 1.84 which is less than the t-critical = 1.96 at 0.05 level. Therefore, the null hypothesis, which states that 'there is no significant difference in the administrative effectiveness of male and female principals', is accepted. This implies that administrative effectiveness of secondary schools principals is not dependent on their gender. Any of the two genders can be effective administratively since gender difference does not affect administrative effectiveness'.

H_{03} : There is no significant difference in the administrative effectiveness of male and female principals in urban secondary schools.

Table: 6
Gender Difference in Principals Administrative Effectiveness in Urban Schools

Group	N	X	SD	t-cal	t-cri	df	Remark
Male Principals	75	41.4	4.8				Not
Female Principals		85	42.1	4.6	1.72	1.96 158	Significance

$P < 0.05$

Table 6: shows that the t-calculated = 1.72 which is less than the t-critical = 1.96 at 0.05 level. Therefore, the null hypothesis, which states that there is no significant difference in the administrative effectiveness of male and female principals in urban secondary schools, is accepted. This implies that both male and female principals can be effective administratively in urban secondary schools.

H_{04} : There is no significant difference in the administrative effectiveness of male and female principals in rural secondary schools.

Table: 7G
Gender Difference in Principal Administrative Effectiveness in Rural Secondary Schools.

Group	N	X	SD	t-cal	t-cri	df	Remark
Female Principals	81	44.1	4.8	1.83	1.93	258	Not Significant
Male Principals	79	43.6	4.4				

P<0.05

Table VII depicts t-calculated value= 1.83 which is less than the t-critical value= 1.96 at 0.05 level. Therefore, the null hypothesis, which states that there is no significant difference in the administrative effectiveness of male and female principals in rural secondary schools, is accepted. This means that principals of both sexes can be effective administratively in rural secondary schools.

DISCUSSION

The first hypothesis which states that "there is no significant difference in the administrative opportunities available for male and female secondary schools principals" was rejected. This implies that the administrative opportunities given to male and female gender in secondary schools differ significantly.

This result brings into fore the age long disparity in the opportunities between the two sexes in the society. It confirms the observation of Oketa and Tobi (1999) who noted that the discrimination against the female sex in the distribution of privileged positions is not only uncommon but continue to re-occur in political and social discourses.

This result also corroborates the findings of some feminist researchers who found that male dominance and power differentials have shaped the role and interests of women. The present study is consistent with feminist theory that postulates that males enjoy more privileged positions than women in the society. It is also plausible to note that the difference in the administrative opportunities given to male and female genders in secondary schools is not unconnected with the age long, sex-roll stereo-typed which sees leadership as essentially masculine.

But, Wendy (1994) asserts that it is people who define certain characteristics as masculine or feminine activities and norms to regulate relationships between men and women. The present study shows that this wrong definition has some influence especially where it comes to distribution of administrative opportunities secondary schools. Hence, the male gender enjoys more favours over the female gender.

The second hypothesis which states that there is no significant difference in the administrative effectiveness of male and female secondary school principals was accepted. This implies that gender differences do not influence administrative effectiveness of secondary schools principals. This finding is at variance with the opinion of Moir and Jesse (1991) who found out that men were superior to women in terms of spatial ability and administrative roles. The present study shows that administrative effectiveness is not dependent on gender difference of administrators. The findings however lend credence to that of Adeniji (2002) who found that male and female principals did not differ in terms of administrative performance. The plausibility of this result is found in the fact that both male and female principals attend similar institutions

for training; they hold the same qualifications, have their teaching experience in similar schools and operate as principals under the same working conditions. It therefore stands to reasons that, given the same conditions of work, male female principals would exhibit the same level of administrative effectiveness in schools.

The third hypothesis which states that 'there is no significant differences in the administrative effectiveness of male and female principals in urban secondary schools' was also accepted. This implies that both male female principals are effective in administering secondary schools in the urban area. Again this result is understandable based on the fact that most of our male and female principals started their teaching career in the schools they now head. They therefore understand the tradition and discipline tones of these schools and are aware of the challenges facing schools in the urban area. This finding negates that Angulo (1995) significant difference between male and female principals in terms of their administrative performance in schools located in high-populated areas. The present study shows that gender difference of principals does not affect their effectiveness in such schools.

The fourth hypothesis which states that 'there is no significant difference in the administrative effectiveness of male and female principals in rural secondary schools' was also accepted. This implies that both male and female principals are effective in the management of secondary schools in the rural areas. Schools in the rural areas often lowly populated, lacking in basic materials and pose some administrative challenges. Yet, this finding shows that both male and female principals are effective in managing these schools. This finding supports that of Ahmed (2002) who found that male female principals are the same in terms of administrative performance in secondary schools irrespective of the location and size of the school. The result of this finding is that the appointment of principals of either sex to schools will not be determined by the location of the schools in rural or urban center. Giving the same working condition. This finding shows that both male and female principals can effectively administer schools in the rural areas.

CONCLUSION

This study has helped to discover that there is a significant gender difference in the administrative opportunities in secondary schools. The administrative opportunities are there is gender imbalance in the distribution of such opportunities.

The study also has helped us to draw other conclusions including the discovery that gender difference does not affect principals' administrative effectiveness in secondary schools, irrespective of location of the schools in rural or urban areas. It is based on these startling discoveries that appropriate recommendations were drawn.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proffered: Gender discrimination is a social construct and the educational system helps to reproduce such a system that ultimately hurts all members of the society. We therefore recommend that gender education should be made part of the education curriculum at the primary, secondary and tertiary levels to allow the youth grow in gender conscious and balanced society.

Teachers of either sexes who are qualified for principal ship should not allow any form of prejudice on the basis of their gender whenever they have such opportunities. The female gender specially needs to be more assertive.

The principals and teachers of secondary schools should endeavor to work together irrespective of the gender of the school head in order to move the secondary schools system forward. After all, the effectiveness of the principals depends largely on all the stakeholders.

The old students, the parent teachers associations and all other bodies who exert some influence on the appointment of secondary school principals should endeavor and to encourage gender imbalance through unnecessary influences. Instead, they should make effort to make the influences positive and not negative.

The government at all levels should also formulate policies that would encourage gender balancing. The two genders should be given equal administrative opportunities.

Government should consider the number of women trained at all levels and the number of women in the field when promoting to the principalship positions. Government should consider some of the International conventions like the Beijing documents which specify the number of male and women when appointing school principals.

IMPLICATION FOR POLICY

The impart of the findings of this study for policy and practice include the need to formulate policy statements discrediting any form of gender bias in the appointment of principals of secondary schools in the state. It is important that the state government comes up with policies encouraging gender equality, especially in the appointment of school administrators. In Practice, it would not be out of place to consider equal representation of the two sexes in the top management of the school system as much as possible. Such a policy consideration will go a long way in mainstreaming gender equity in public policy and public administration. Examples abound in Africa where gender equality has entered public policy. Nigeria cannot afford to lag behind in view of the prominent role the country is playing on the African continent.

SUNDAY O. ADEGBESAN
gbesco2001@yahoo.com[08036783695](tel:08036783695)
Training and Research Fellow,
National Institute for Educational Planning
and Administration (NIEPA)
Ondo, NIGERIA

REFERENCES

- Adeniji, A.M (2002). An Analysis of Principals Administrative Performance in Ikenne Local Government Secondary Schools of Ogun State, a dissertation in the department of Education Foundations and management, Olabisi Onabanjo University, Ago-Iwoye.
- American Association of University Women (1991). Shortchanging Girls Shortchanging America. Washington, D.C: American Association of University Women.
- Bachrach, C.A., K.A. London, & K.S. Stolley. (1992). Relinquishment of Pre-marital Births: Evidence from National Survey Data Family Planning Perspectives.

Becker, B. 1990. "Item Characteristics and Gender Differences on the SAT-M for Mathematically Able Youths." *American Educational Research Journal* 27 (1): 65-71 see also Linn, E., et al. 1987. "Gender Differences in National Assessment of Educational Progress Science Items: What Does I Don't know' Really Mean?" *Journal of Research in Science Teaching* 24 (3): 267-78.

Belenky, M.F., B.M. Clinchy, N.R Goldberger, and J.M. Tarule. (1986). *Women's Ways of knowing: The Development of Self. Voice and Mind* New York: Basic Books

Pearson, C. (1992). "Women As Learners: Diversity and Educational Quality." *Journal of Development Education* 16, 2 (Winter): 2-8, 10.

Child Trends, Inc. (1993). "Facts at a Glance." Washington, D.C.: Child Trends. Child Trends, "Facts at a Glance", 1992.

Campbell, P.B., & C. Shackford. (1990). *EUREKA! Programme Evaluation*. Groton, Mass.:

Campbell-Kibbler Associates. *Three Years of Encouraging Young Women in Math, Science, and Engineering* Groton, Mass.: Campbell-Kibler Associates. Report.

Defries, J.c.C. (1989). *Gender Ratios in Children with Reading Disability and Their Affected Relatives: A commentary.* *Journal of Learning Disabilities*

Dossey, J.A, I.V.S. Mullis, M.M. Lindquist, and D.L. Chambers (1988): *The Mathematics Report Card. Are we Measuring Up?* Princeton: Education Testing Service.

Earle, J., & V. Roach. (1989). *Female Dropouts: A New Perspective*. Alexandria, Va: National Association of State Boards of Education, 4.

Educational Testing Service. (1990). *Profile of SAT and Achievement Test Takers* New York: The College Board.

Fine, M. (1986) *Why Urban Adolescents Drop Into and Out of Public High School Teachers College Record*.

"Fair Test Examiner" 3, 3 (Summer 1989). Quarterly newsletter of the National Center for Fair and Open Testing Cambridge, Mass.

Girls, Inc. 1991. *The Explorer's Pass: A Report on Case Studies of Girls in math, Science, and Technology*. Study conducted by Julie D. Frederick and Heather Johnston Nicholson. Indianapolis, Ind.: Girls, Inc., National Resource Center.

Grayson, D.A., and M.D. Martin. 1984). *Gender Expectations and Student Achievement: A Teacher Training Program Addressing Gender Disparity in the Classroom*. "Paper presented at the 68th Annual Meeting of the American Educational Research Association, New Orleans, La, April 23-27.

Grayson, D.A., and M.D. Martin (1988). *Gender/Ethnic Expectations and Student Achievement* Des Moines, Iowa: GrayMill Foundation.

Hallinan, M.T., & A.B. Sorenson. (1987). "Ability Grouping and Sex Differences in Mathematics Achievement." *Sociology of Education*"

Hale, G.A., et al. (1992): **A comparison of the Predictive Validity of the Current SAT and an Experimental Prototype.** Princeton: Educational Testing Service.

Heckman, J., & S. Cameron. (1993). "The Non-Equivalence of High School Equivalence." *Journal of Labor Economics* 11, 1 (January 1993): 1-5.

Hernandez, B. (1992): **Ideas for Action: Helping Girls and Young Women in your Community.** Portland, Oreg: Northwest Regional Educational Laboratory.

Hillman, S.B., and G.G. Davenport. (1978). **Teacher- Student Interactions in Desegregated Schools.** "Journal of Educational Psychology

John W. Gardener (1993). **On leadership** The free press New-York

Kahle, J. (1990): "Why Girls Don't know". In **what Research says to the Science Teacher – the process of knowing** Washington D.C.: National Science Testing Association.

Kolawole E.M (1998). **Gender Perception and Development in Africa.** Pat-Mag Press Ltd Ibadan.

Lee, V. (1991) "Sexism in Single-Sex and Co-educational Secondary School Classrooms." Paper presented at the Annual Meeting of the American Sociological Association, Cincinnati, Ohio, August 8.

Kolstad, A.J& J.A. Ownings. (1987): **High School Dropouts who change Their Minds About School.** Washington, D.C.: U.S. Department of Education, of Education Research and Improvement. Mimeograph, Center for Educational Statistics, Longitudinal Branch, April 16, 1987.

Myers, I.B. & M.H. McCaulley. (1985). **Manual: A Guide to the Development and Use of the**

Myers-Briggs Type Indicator. Palo Alto, Calif.: Consulting Psychologists Press.

Meisgeier, C. & E. Murphy. (1987): **Murphy-Meisgeier Type Indicator for Children Manual.** Palo Alto, Calif: Consulting Psychologists Press.

Mullis, I.V.S., & L.B. Jenkins. (1986). **The Science Report Card: Elements of Risk and Recovery.** Princeton: Educational Testing Service. Howard, Bessie C.(1987): **Learning to Persist, Persisting to Learn.** Washington, D. C.: The

Mid-Atlantic Equity Center, The American University, 11.

Oakes, J. (1991): **Lost Talent: The Under participation of Women, Minorities, and Disabled**

Persons in Science. Santa Monica, Calif.: RAND Corporation.

Rosser, P. (1989): **The SAT Gender Gap: Identifying the Causes.** Washington, D.C.: Center for Women Policy Studies.

Sadker, M.,& D. Sadker. (1986): "Sexism in the Classroom: From Grade School to Graduate School." *Phi Delta Kappan*.

U. S. Department of Education, Office for Civil Rights. (1993). **Letter of Finding, Eden Prairie, Minn., Elementary School Sexual Harassment Incident.** Chicago, III.: U.S. Department of Education Office of Civil Rights-Region V.

U. S. Department of Education, Office of Educational Research and Improvement. 1992. Digest of Education Statistics: (1992): Washington, D.C.: U.S. Department of Education National Center for Education Statistics.

U. S. Department of Labor, Women's Bureau. "20 Leading Occupations of Employed

U.S. Department of Education, Office for Civil Rights. Elementary and Secondary School Civil Rights Surveys. Washington, D.C.: U.S. Department of Education.

Women, (1984). Annual Averages." Washington, D. C.: U.S. Department of Labor.

Women's Bureau, "20 Leading Occupations of Employed Women, (1992). Annual U.S. Department of Education, Digest of Education Statistics: 1992.

Waszak, C., & S. Neidell. (1992). School-based and School-linked Clinics: Update 1991. Washington, D.C.: Center for Population Options.