Gender Variables and Management of Human Resources among Public Secondary School Principals in Delta State, Nigeria

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Abstract

This research principally examined gender variables and human resources management among male and female public secondary school principals in Delta State, Nigeria. The study was based on descriptive survey method which adopted the ex-post facto design. The population comprise 9361 teachers drawn from the 466 public secondary schools in Delta State. 936 teachers, representing 10% of the teachers, was the sample size using stratified random sampling technique with consideration to local government areas and senatorial districts in Delta State. The main instrument used, was a self, constructed questionnaire titled “gender variables and secondary school principals’ human resources management questionnaire (GVSSPHRMQ). The face and content validity was ascertained. The researchers employed the services of four well instructed field assistants to facilitate the process of data distribution and retrieval. Out of the 936 questionnaire administered, 934 were returned correctly filled. The data were analysed using descriptive statistics of mean scores and standard deviation for the research questions, while the t-test statistical tool was used to test the stated hypotheses at 0.05 level of significance. The acceptance and rejection bench mark for the mean was; 0-2.50 and 0-2.49 respectively. The findings which emerged include; the extent of some indices of gender variables on effective human resource management, among male and female public secondary school principals in Delta State and there was no significant difference between male and female secondary school principals’ views on the administrative task areas, and that gender variables influence in the management of human resources among public secondary school principals in Delta State, Nigeria.

Keywords: Human Resources; Gender Variables; Management; Stereotyping; Cultural Differentiation
1. Introduction

The success of a school administrator depends on his ability to discharge, and use judiciously his managerial functions. There are speculations and findings that lack of adequate managerial skills of many secondary school principals due to gender jeopardize their administrative effectiveness with consequences on teachers’ commitment in general.

The indices of effective school management can be said to be; good communication, availability of needed human, physical and financial resources, efficient community relations, sound discipline among staff and students, and transformation of financial and personnel resources. This paper focuses on influence of gender variables on human resources management.

Government appointments of principals of secondary schools are not to be based on gender, but on administrative competence and experiences. Thus, principal can be posted to school based on his position and experiences. However, a look at the schools shows more male principals than females Egbuson (2020) why is this so? Are the female teachers not capable, experience or competent? According to Thomas and Inkson (2004) selection of women as leaders is hindered in favour of men, as leadership behaviour were more positively attributed to male.

The management of public secondary schools in Delta State, Nigeria in recent times, has remained questionable, because of public outcry of poor academic output of students, while several people attributed this to weak school administrators in different task areas, evidence abound of poor management of infrastructure, teacher’s poor attitude arising from poor administration of principals - nagging, and non-involvement of teachers in decision-making. In some quarters, it is blamed on misdemeanour among staff and student’s unrest, continuous rancour and illegal activities like; embezzlement of funds and cheating. How do we account for these malfeasances of secondary school principals? What would be responsible for the happenings? could these be attributed to gender issues of the school principals?

Gender is described as the behavioural disposition between males and female. It is the differentiation in roles between men and women which is different from sex. There are contrasting views over which gender performs better in the management of things in the society. This work seeks to contribute in resolving this controversy as it affects principals’ performance in the management of secondary schools’ human resources.

For qualitative education to be achieved in a nation, in respective of gender of the school administrator, the personnel (human resources) must be cooperatively, efficiently and effectively organized, supervised and coordinated. Onyeonoru (2005). Human resources management in secondary schools refers to the effective and judicious utilization of available personnel, for goal achievement and quality output. This is fundamental because human resources are important and pivotal to staff commitment and productivity in students’ academic performance.

Consequently, HRM refer to efforts put in place by principals to ensure available personnel, finance and materials required, and how they are properly provided, allocated, maintained and sustained to achieve the purpose of establishing schools. Hence, Griffin, (1993),sees human resource as one of the organisation basic resources which the management uses to achieve organisation’s goals. Human resources are people, school principal use for the achievement of goals. Since people are the bases for achievement of objectives, their importance in the school system is of great concern.

From the works of Okobia (2003), Anho and Odia (2009), female education is reported to suffer much neglect, as it is never emphasized as that of male. This backwardness and neglect is attributed to social, religious and geographical factors. A sense of awareness is on-going to awaken women’s desire and needs to be in positions of responsibilities like their male counterparts. Accounting for women’s neglect, Anho and Odia (2009), assertion is gender issues and characteristics are used as excuses to discriminate the girl child from being involved actively in various education programmes meant for every citizen of Nigeria hence various researches such as Okeke (1993), Aziza (1996) Mavanji (2000), Okobia (2003) Ojaiko (2003 ) indicate girls/women are educationally underrepresented and disadvantaged in most states of Nigeria.
2. Statement of the Problem

Education with its lofty importance cannot be used to achieve national development if secondary education is not effectively managed; it is known to serve as a binding wire to primary through higher levels of education. In the administration of secondary schools, the principal is central. The persistent problem of students rioting, non-cooperative attitude from teachers, as well as fraud, or poor utilization of funds have been linked to inability of some school administrators. Some people attribute such inability to gender variables; while some think female administrators perform better, others think male administrators are better off. That is, none actualization of goals and objectives are most times linked to gender differences among school administrators.

This trend has been an issue of great concern, not only to the ministry of education, but also to parents, education stakeholders and the entire society at large. This situation tends to generate doubts whether male and female school administrators actually execute human resources administrative functions on the same standard. To the knowledge of these researchers, studies conducted in this area are based on theoretical speculations without empirical backing, and most are based on tertiary institutions. Consequently, drawing the line between male and female administrators in the management of human resources still constitute a challenge to researchers in Education administration. Therefore, the problem of this study is: “how do gender variables influence human resources management among male and female public secondary school principals in Delta State, Nigeria?”

3. Review of Related Literature

3.1 Theoretical Framework

The situational leadership theory originally developed by Hersey and Blanchard (1969) is the theoretical framework. According to the theory, effective leadership depends on the leader, the led (employees) and the situation as leadership is situational which is relevant to work schedule.

Explaining further, the situational leadership theory by Hersey and Blanchard (1969) stipulated four different leadership aspects of; telling which requires the leader to direct employees, selling which involves the leader to persuade employees while allowing them to work at their space, participating involves interacting with employees on job schedules and delegating involves the leader assigning work and allowing them to work independently.

Thus, irrespective of the leader’s gender Etefia (2018) asserted that leadership is about how flexible a leader can make use of the four leadership aspects to enable subordinates achieve organizational desired goals and objectives in specific work environment and situation.

The Hersey and Blanchard (1969) theory is found suitable for this study because for the principal to be effective in leadership irrespective of gender, he/she has to adapt his/her leadership style to suit the situation at hand considering the human resources available in the system, to organize, coordinate, supervise and achieve the expected goals. Leadership under this theory means being flexible, considerate and adaptive to situation and followers, so as to achieve expected goals in such given situation, and environment, as different gender behaves differently towards different situations, people and environment thus, making the leadership effective or not. Ensuring the followers support the decisions irrespective of the gender of the leader or the led. This theory talk of situational leadership and this research specifically looked at the management of human resources in a given situation of secondary school administration.

Throughout history, it is believed leadership is a traditionally masculine activity. However, with happenings around the world, having women in politics, in administration, business, medicine, military, among other profession, the statement cannot be said to be true, hence this research is looking at gender variables and management of human resources among male and female public secondary school principals in Delta State, Nigeria.
Generally, there are two views about the educational leadership stance of male and female administrators. Some researchers found no gender difference in educational leadership, others say that men and women differ in the ways they manage people. However, to Marshall (2006), there is no evidence which shows female heads of institution to be more demonstrative and cooperative in dealing with staff appraisal, allocate resources adequately and relate harmoniously with the community.

Kolb (1997), argues for women to be perceived as individual, capable, influencing and motivating others, while Aihourani (2013), found gender not to impact managerial effectiveness, Matheri (2015), also indicates no permanent difference in works of male and female principals, because some tend to be autocratic in mode of operation while others are inactive. Hence, to establish gender variability in the administration of human resources in the secondary school system, calls for this investigation.

In a study of human resources management of secondary school principals on teachers' productivity in River State, Nigeria, Atiole (2019) used the co-relational, descriptive survey method on a population of 248 principals and 6850 teachers in River State, Nigeria, the stratified random sampling technique was used to select 10% of the principals i.e. 25 principals and 20% of teachers i.e. 137 teachers making a total of 162 sample size. The study utilized a self-constructed questionnaire tagged Questionnaire on Human Resource Management of Secondary School Principals and Teachers Productivity (QHRMSSSPPTP). The instrument was validated by experts in Educational Management and Administration. The reliability of the instrument was established at 0.82 using the Pearson Product Moment Correlation Statistics ‘r’. The research question was answered using the mean scores and standard deviation while the hypothesis was tested using the Pearson Product Moment Correlation ‘r’ at 0.05 level of significance.

The findings showed that the ability of secondary school principal management and administration of human resources efficiently enhanced teachers’ productivity without regard to gender. That good human relations, effective communication, motivating school climate, collective decision making, delegation of duties to teachers’ and encouragement of staff development irrespective of gender are factors that contribute to good resources management which equally leads to teachers’ productivity.

The above research was carried out in River State Nigeria on Human Resource Management of Principals’ and Teachers Productivity which is related to this present study though it is on gender variables on principals’ human resource management in secondary schools in Delta State Nigeria. The factors of principals’ human resources management which influence secondary school teachers’ productivity are still much related to this present study. Leithwood (2010), opined that successful principals are those, who set high expectation for staff in the school for improving students’ academic performance. The ability of the principal to administer and manage human resources, enhance productivity. Leithwood (2010), further advocate principal to be a public relations officer by having good knowledge of human relations principles, apart from possessing necessary knowledge and experience of day-to-day problems of the school, he/she has to be sufficiently sympathetic with staff.

Writing on the importance of communication in human resources management Yukl (2006), noted that the use of information leads to effective leadership. Consequently, principals should be sensitive to school environment and its effects on effective communication, use various types of communication techniques depending on situations, to avoid complete communication gap. They should make use of written and verbal communications appropriately. Kendra (2015), and Okoye (2016), agreed that communication, leadership and decision-making skills are essential to personnel management.

To create a climate motivating, involving and developmental, Ikediugwu (2016), advocates for result oriented management motivation for teachers, democratic leadership skills, total involvement of staff in programme development, provision of adequate resources as well as conducive climate and encourage staff development. Commenting on cooperation, loyalty and effectiveness, Egwu (2016), asserted that workers will be more productive. In similar vein, Olaleye (2013) advised school
administrators to always involve staff in decision-making as well as delegate duties to capable staff.

In management of staff personnel, effective and adequate supervision is required, in respective of gender, because human beings are generally perceived to be lazy and would not want to work as expected unless supervised. Therefore, it is germane for principal to ensure they do jobs as required, because when and where teachers are not properly supervised, it has adverse effects. No wonder Oyedeji (2002), posited that the major function of the school principal is supervision. Regular supervision by principals will help in rating teachers to use various measures of self-evaluation and largely helps the principal to provide suitable and enabling environment for teaching-learning activities. However, some principals are perceived to be poor supervisors because of their gender.

Empirically, Onele and Aja-Okorie (2015), cited Matheri (2015) investigation on gender differences in the administration of secondary schools in Ebonyi State with population of 232 public secondary school principals in Ebonyi State. A 28 item self-structured questionnaire was used as an instrument for data collection. The findings revealed that male and female principals differ to a low extent in their administration and recommended organizing in-service training for both male and female principals in the area of administration curriculum and instructional programme and also expose them to the same styles of personnel human resources management.

Similarly, according to Akpan and Eno (2016), research work on a comparative analysis of administrative competencies of male and female secondary school principals in supervision in Akwa Ibom State, Nigeria used 120 randomly selected samples made up of 60 male and 60 female principals from the 10 existing educational zones in Akwa Ibom State, Nigeria. Two hypotheses were formed and tested at 0.05 level of significance using t-test and analysis of covariance and multiple regressions. The result among others showed that male principals were not significantly better in supervision than their female counterparts.

Gender factors make it difficult for women to compete favourable with their male counterparts; be it in public offices, schools, hospitals or business management. This assertion is given credence to in Onokurefe (2019) study on gender authority structure as hindrance to productivity of secondary school principals’ management in Delta State. A descriptive survey method and the expo-facto research design was used with a population of 450 principles in public secondary schools drawn from the three senatorial districts in the 25 local government areas of Delta State. The research adopted the stratified random sampling technique, to have 48 sample size i.e. 10% of the population drawn from the 16 secondary school principals. The instrument was adequately validated for suitability of language, adequacy and relevance of the items addressing the research questions and the purpose of the study. To ensure the reliability of the instrument, the test re test method was used on 30 respondents in Edo State using the Pearson Product Moment Correlation ‘r’ which yielded a coefficient of 0.78. The mean and standard deviation statistics were used to analyse the research questions, because of its descriptive nature and correlation analysis was used to test the hypotheses.

The results/findings indicated that gender authority structure interferes with female secondary school principals’ management which also hinders the female principles’ productivity. Other findings by Onokurefe (2019) include; gendered authority structure makes it difficult for women to motivate their respective workers and compete effectively with their male counterpart. The additional responsibility at home such as the major custodian of the family, engaging in household-cores, child rearing, pose problems for female secondary school principals to be completely devoted to school administration. The finding also indicated that there was male cultural authority entrenched in the predominately commitment and control of public life.

The above study is on gender authority structure as hindrance to productivity of secondary school principals’ management in Delta State, but this study is on gender variables and management of human resources among public secondary school principals in Delta State Nigeria. However, this study is related to this present study in the design of study, and the methodology used. Some of the findings are also related on the causes of gender variable influence on the management of human resources among public school principals’ in Delta State.
4. Methodology

The study was based on descriptive survey method which adopted the ex-post facto design. The population comprises 9361 teachers drawn from the 466 public secondary schools in Delta State. The stratified random sampling technique was used to sample 936 teachers which represent 10% of the population in the local government areas and senatorial districts.

The main instrument was self-constructed questionnaire titled “Gender variables and secondary school principals’ human resources management questionnaire (GVPHRMQ) adopted from the principal instructional management. Rating scale (PIMRS) developed by Dr. Philip Hallinger in 1984 at Stanford University, United States of America. The various related literature reviewed also served as basis for the constructive of the question. The instrument consists of 2 sections. Section A consist biographical data of respondents on gender, senatorial districts, local government and location (urban and rural). Section B (i) consist 1-18 items on indices of effective human resources management among secondary school principals in Delta State, Nigeria. Section B (II) contains 19–38 items on gender variables and the management of human resources among secondary school principals in Delta State, Nigeria.

Respondents were required to indicate their responses on an adapted four point likert scale (1932) rating of: strongly Agreed (SA) = 4 points, Agreed (A) = 3 points, Disagreed (DA) = 2 points, and strongly disagreed (SD) = 1 point. To ascertain the face and content validity of the instrument, it was given to the two experts in Educational Management and Foundations who did a thorough review and corrections.

The reliability of the instrument was determined by use of split-half method on 30 respondents who were not part of the samples. The Pearson Product Moment Correlation (r) statistical tool was used and 0.86 positive coefficient ‘r’ was obtained. The researcher employed services of four well instructed field assistants to facilitate the process of data administration and collection. The researcher administered 936 questionnaires on the respondents, but 934 were retrieved correctly filled.

The data were carefully analysed using descriptive statistics of means and standard deviation which provided information used for answering research questions, while the t-test statistical tool was used to test the formulated hypotheses at; 0.05 level of significance. The acceptance or rejection bench mark for the mean was 0-2.50 and 0-2.49 respectively.

5. Presentation and Discussion of Results

5.1 Presentation and Analysis of Research Questions

Research Question 1: What are the indices of effective human resource management among male and female public secondary school principals in Delta State?

Table 1: Mean score analysis of indices of effective human resource management among male and female public secondary school principals in Delta State

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>Male N=402</th>
<th>Male Mean</th>
<th>Male SD</th>
<th>Male Decision</th>
<th>Female N=532</th>
<th>Female Mean</th>
<th>Female SD</th>
<th>Female Decision</th>
<th>N=934</th>
<th>Male and Female Mean</th>
<th>Male and Female SD</th>
<th>Male and Female Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Leadership behaviour</td>
<td>2.70</td>
<td>0.56</td>
<td>+</td>
<td>3.58</td>
<td>0.58</td>
<td>+</td>
<td>934</td>
<td>3.14</td>
<td>.77</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Shared leadership experience</td>
<td>2.58</td>
<td>0.50</td>
<td>+</td>
<td>3.42</td>
<td>0.57</td>
<td>+</td>
<td>934</td>
<td>3.00</td>
<td>.76</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Shared responsibilities</td>
<td>2.20</td>
<td>0.60</td>
<td>-</td>
<td>2.92</td>
<td>0.69</td>
<td>+</td>
<td>934</td>
<td>2.56</td>
<td>.92</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Ability to analyse and schedule routine</td>
<td>2.30</td>
<td>0.68</td>
<td>-</td>
<td>3.04</td>
<td>0.78</td>
<td>+</td>
<td>934</td>
<td>2.67</td>
<td>1.03</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Work evaluation</td>
<td>2.38</td>
<td>0.50</td>
<td>+</td>
<td>3.42</td>
<td>0.58</td>
<td>+</td>
<td>934</td>
<td>3.00</td>
<td>.77</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Work accomplishment</td>
<td>2.19</td>
<td>0.70</td>
<td>-</td>
<td>2.91</td>
<td>0.80</td>
<td>+</td>
<td>934</td>
<td>2.85</td>
<td>1.06</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Execution of cooperative virtues</td>
<td>2.25</td>
<td>0.68</td>
<td>-</td>
<td>2.99</td>
<td>0.78</td>
<td>+</td>
<td>934</td>
<td>2.62</td>
<td>1.03</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Implementation of school curriculum &amp; instruction</td>
<td>2.70</td>
<td>0.50</td>
<td>+</td>
<td>3.58</td>
<td>0.58</td>
<td>+</td>
<td>934</td>
<td>3.14</td>
<td>.77</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Good supervision and co-ordination</td>
<td>2.20</td>
<td>0.60</td>
<td>-</td>
<td>2.92</td>
<td>0.69</td>
<td>+</td>
<td>934</td>
<td>2.56</td>
<td>.92</td>
<td>+</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 1 shows the analysis of the mean scores and standard deviation of responses to the indices of effective human resources management among male and female secondary school principals in Delta State. The items/statements’ mean scores above and below the acceptance and rejection bench mark of 2.50 can be seen from the table. Those above were considered accepted as indices of effective human resource management among male and female secondary school principals in Delta State respectively while those below were considered not accepted as indices of effective human resource management among male and female secondary school principals in Delta State respectively.

Similarly, the table also reveals the combined mean scores analysis of responses from male and female principals all above the 2.50 acceptance bench mark, thus, all the items and statements were considered indices of effective human resources management when the responses of male and female public secondary school principals in Delta State were combined.

**Research Question 2:** What are the administrative task areas gender variables influence in the management of human resource among male and female secondary school principals in Delta State?

Table 2: Mean score analysis of the administrative task areas gender variables influence in the management of human resource among male and female secondary school principals in Delta State

<table>
<thead>
<tr>
<th>S/N</th>
<th>Male</th>
<th>Female</th>
<th>Male and female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N1</td>
<td>N2</td>
<td>N1</td>
</tr>
<tr>
<td>10</td>
<td>402</td>
<td>532</td>
<td>934</td>
</tr>
<tr>
<td>11</td>
<td>0.49</td>
<td>0.62</td>
<td>0.82</td>
</tr>
<tr>
<td>12</td>
<td>402</td>
<td>532</td>
<td>934</td>
</tr>
<tr>
<td>13</td>
<td>0.49</td>
<td>0.62</td>
<td>0.82</td>
</tr>
<tr>
<td>14</td>
<td>402</td>
<td>532</td>
<td>934</td>
</tr>
<tr>
<td>15</td>
<td>0.49</td>
<td>0.62</td>
<td>0.82</td>
</tr>
<tr>
<td>16</td>
<td>402</td>
<td>532</td>
<td>934</td>
</tr>
<tr>
<td>17</td>
<td>0.49</td>
<td>0.62</td>
<td>0.82</td>
</tr>
</tbody>
</table>

Key: N1 – Number of male, N2 – Number of female, N – Total number, \( \bar{X}_1 \) = male, \( \bar{X}_2 \) = female, \( \bar{X} \) = Combined Mean 1 & 2, SD1 = Male standard deviation, SD2 = Female standard deviation, SD = Combined standard deviation 1 & 2, SD = Standard Deviation + = Agreed, - = Disagreed.

**Source:** Field Survey 2020.

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**Table 2:** Mean score analysis of the administrative task areas gender variables influence in the management of human resource among male and female secondary school principals in Delta State
Table 2 shows the analysis of the mean scores and standard deviation of responses on administrative task areas gender variables influence in the management of human resource among male and female public secondary school principals in Delta State. For male principals, the items/statements’ mean scores above the acceptance bench mark of 2.50, are considered administrative task areas of gender variables influence in the management of human resource among male public secondary school principals in Delta State.

In contracts, items and statements with mean scores below the acceptance bench mark of 2.50 do not constitute administrative task areas gender variables influence in the management of human resource among male public secondary school principals in Delta State.

Table 2 also reveals the mean scores and standard deviation of responses on the administrative task areas gender variables influence in the management of human resource among female secondary school principals in Delta State. The items/statements’ mean scores above the acceptance bench mark of 2.50, were considered administrative task areas gender variable influences among female secondary school principals in Delta State.

However, when the responses from the male and female respondents were combined table 2 reveals all the items and statements to be above the acceptance bench mark of 2.50 therefore were considered administrative task areas gender variables influence in the management of human resources among male and female public secondary school principals in Delta State.

5.2 Test of Hypotheses

H0: There is no significant difference between male and female principals’ views on the indices of effective human resource management when gendered is considered among public secondary school principals in Delta State, Nigeria.

Table 3: t-test analysis of male and female principals’ views on the indices of effective human resource management

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>( \bar{X} )</th>
<th>SD</th>
<th>df</th>
<th>t-cal</th>
<th>t-critical</th>
<th>Level of significance</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male principals</td>
<td>402</td>
<td>26.65</td>
<td>3.39</td>
<td>98.2</td>
<td>1.58</td>
<td>1.96</td>
<td>0.05</td>
<td>Not significant</td>
</tr>
<tr>
<td>Female principals</td>
<td>532</td>
<td>17.42</td>
<td>3.81</td>
<td>8.9</td>
<td>1.96</td>
<td>1.96</td>
<td>0.05</td>
<td>Accept H0</td>
</tr>
</tbody>
</table>

Source: Field Survey, 2020
calculated t-value of 1.58, and t-critical value 1.96, since the t-critical value of 1.96 is higher than the t-calculated value of 1.58, the null hypothesis of no significant difference between male and female principals’ view on the indices of effective human resources management when gender is considered among public secondary school principals in Delta State Nigeria is accepted/retained.

**HO₂**: There is no significance difference between male and female principals’ views on the administrative task areas gender variables influence in the management of human resource among public secondary school principals in Delta State Nigeria

**Table 4**: t-test analysis of the difference between male and female principals’ view on the administrative task areas gender variable influences in the management of human resource in public secondary schools in Delta State, Nigeria

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>( \bar{X} )</th>
<th>SD</th>
<th>df</th>
<th>t-cal</th>
<th>t-critical</th>
<th>Level of significance</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male principals</td>
<td>402</td>
<td>13.42</td>
<td>2.29</td>
<td>932</td>
<td>2.35</td>
<td>1.96</td>
<td>0.05</td>
<td>Significant</td>
</tr>
<tr>
<td>Female principals</td>
<td>532</td>
<td>13.01</td>
<td>2.93</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Reject HO₂</td>
</tr>
</tbody>
</table>

**Source**: Field Survey, 2020

Table 4 reveals 402 male principals have a mean of 13.43 with standard deviation of 2.29, while 532 female principals are with a mean of 13.01 and standard deviation of 2.93, the degree of freedom is 932, t-calculated value of 2.35, and t-critical value of 1.96 at 0.05 level of significance. Since the t-calculated value of 2.35 is greater than the critical t-value of 1.96, the null hypothesis is therefore retained. Therefore, there is a significant difference between male and female principals’ views on the administrative task areas gender variables influence in the management of human resources among public secondary school principals in Delta State, Nigeria.

6. Discussion of Findings

The first finding arise from the analysis of data on table 1, which indicates some indices of effective human resource management among male and female public secondary school principals in Delta State. These are: Leadership behaviour/planning, Shared male and female leadership experiences, Shared responsibilities, Ability to analyse and schedule routine, work evaluation, Work evaluation/accomplishment, Execution of cooperative virtues, Implementation of school curriculum and instruction, Good supervision and coordination, Adjustment to organizational/institutional needs, Good communication and decision, Good judgement and decision making, discipline, Human resources, Financial resource, Physical resources, overcoming social cultural factors, and good public relationship.

The finding supports Thomas and Irikson (2004), who identified leadership behaviour as indicator of effective educational management. Similarly, this finding agrees with Mullins (2007), who enumerated justice, fair terms of condition of employment as indices of good management and recruitments. This finding also supports Asabor (2011), and Akomalafe (2012), indication of management of discipline as variable of good human resources management.

Related to this finding, are works of Peretomode (2012), and Heller (2012), identification of good planning, supervision, and coordination as functions of management. Others include human, physical and financial management. The findings support Adeyemi (2014), and Marshall J, (2006), outlines of shared leadership, shared power, shared responsibilities, task and accomplishment as indices of effective human resources management.

The analysis of data from the test of hypothesis one, indicates “there was no significant difference between male and female principals view on the influences of gender variables on the indices of effective human resource management when gender is considered among public secondary school principals in Delta State, Nigeria”.
This finding is against Martheri, Chelots and Muiwa (2015), who conducted a study on the effects of principals' gender on management effectiveness in secondary schools in Mtito-Andei Division, Kenya using 28 principals and 140 teachers. The questionnaire and interview were the main instruments, the descriptive and inferential statistics were used and discovered that there was a significant relationship between the principals’ gender and effectiveness in management of discipline. However, this finding supports other works of Martheri et al., (2015), finding of no significant relationship between principals’ gender and effectiveness in personnel and financial management.

The finding correspond Onele and Aja-Okorie (2015) who investigated gender differences in the administration of secondary schools in Ebonyi State. They use 232 public secondary school principals as samples and 28 item questionnaire for data collection. The finding indicates male and female principals differ to a low extent in the administration of personnel management.

This finding also supports the research of Akpan and Eno (2016), on comparative analysis of administrative competencies of male and female secondary school principals in supervision in Akwa-Ibom State, Nigeria. They used 120 equal samples of 60 male and female principals from 10 existing education zones in Akwa-Ibom State. The result showed that male principals were not significantly better in supervision than their female counterparts.

Ogunleye and Osekita (2016), in Akpobia (2018) advanced reasons for the no significant difference between male and female principals’ management effectiveness that technology has improve women’s participants in science, technology and mathematics and related studies and change in society perception are responsible for the equal performances.

The second finding obtained from the analysis of data from table 2 shows some administration task areas gender variables influence in the management of human resource among male and female public secondary school principals in Delta State. These are; Recruitment, Selection, Appointment, Placement/posting, Induction/orientation, Grading/evaluation/appraisal, Staff discipline – reward, demotion, transfer, dismissal, termination, Staff training/development, Record keeping/retrieval, Conflict management, Formulation of policies, Implementation of policies which include; Staff welfare – housing, safety, health, salary, emoluments, remuneration, bonuses, and compensation, Interpersonal relationship, others include; Communication, Guidance and counselling, Mentoring, Decision making, Justice and equity, and Esprit de corps which include; (team work, harmony, belongingness, and unity of efforts).

The analysis of data from the test of hypothesis 2, table 4 also shows a significant difference between male and female principals view on the administrative task area gender variables, influence in the management of human resources among male and female public secondary school principals in Delta State, Nigeria. This finding is against the writings of Lassan (2004), that family responsibilities and marital status influence female human resources management in schools. Similarly, Marshall (2006), averred that female institution heads adopt a democratic and cooperative style in the administration of some indices of human resources such as material appropriation, allocation of resources, and harmonious relationship.

In contrast to the above, this finding supports Aihourani (2013), who asserted that gender does not impact on managerial effectiveness. Matheri (2015), indicated that; there were no permanent differences in the work of male and female principals. This second finding is also against the researches of Saleems and Imran (2014), on gender performance and job performance of universities of Peshawar District, Pakistan. Data were gather through structural questionnaire from 218 randomly sampled academics strata, regression analysis were used for the data which reveals the existence of collectively and individually positive highly correlation and significant impact of male gender on their job performance. Also, Carter Anderson and Show (2012), suggested that glaring in persistent difference between men and women's administration may be associated with gender characterization.

The above finding also support a study of human resources management of secondary school principals on teachers’ productivity in River State, Nigeria by Atiole (2019) who used the co-relational, descriptive survey method on a population of 248 principals and 6850 teachers in River State, Nigeria,
the stratified random sampling technique was used to select 10% of the principals i.e. 25 principals and 20% of teachers i.e. 137 teachers making a total of 162 sample size. The study utilized a self-constructed questionnaire tagged Questionnaire on Human Resource Management of Secondary School Principals and Teachers Productivity (QHRMSSPTP). The instrument was validated by experts in Educational Management and Administration. The reliability of the instrument was established at 0.82 using the Pearson Product Moment Correlation Statistics ‘r’. The research question was answered using the mean scores and standard deviation while the hypothesis was tested using the Pearson Product Moment Correlation ‘r’ at 0.05 level of significance.

The findings showed that the ability of secondary school principal management and administration of human resources efficiently enhanced teachers’ productivity without regard to gender that good human relations, effective communication, motivating school climate, collective decision making, delegation of duties to teachers’ and encouragement of staff development irrespective of gender are factors that contribute to good resource management which equally leads to teachers’ productivity.

7. Summary

The following findings emerged from the presentation, interpretation and analysis of data.

i) There were some indices of effective human resource management among male and female public secondary school principals’ in Delta State Nigeria.

ii) There were some administrative task areas gender variables influence in the management of human resource among male and female public secondary school principals’ in Delta State Nigeria.

iii) There was no significant difference between male and female principals’ views on the indices of effective human resources management when gender was considered among public secondary school principals in Delta State, Nigeria.

iv) There was a significant difference between male and female principals’ views on the administrative task areas gender variables influences in the management of human resources among public secondary school principals in Delta State, Nigeria.

8. Recommendations

In consideration of the findings, the following recommendations were offered.

i) Principals should be aware of the identified indices of effective human resource management and make use of them in the management and administration of their secondary schools.

ii) School management/administrations should be conscious of the task areas gender variables influence as identified in the findings so as to endeavour to remove the gender bias or influences.

iii) This study advocate for equal opportunity to be given to male and female public secondary school principals in leadership positions, to enable them put in all necessary, needed efforts to ensure all required available resources, are provided, maintained and properly utilized for the attainment of expected and stated goals and objectives of education.

iv) The socio-cultural and traditional gender variables which negatively influence the effective management of human resources should be discouraged through enlightenment lectures, campaigns, workshops and seminars by women, non-governmental organizations, religious bodies, ministries of women, and social affairs.

v) Predominance of male values, gender stereotypical characteristics attributed to men and women in society should be discouraged and eliminated.

vi) Ministry officials should consider gender balance and equity in promoting and appointing teachers to principal cadre.
References


