



The effect of Gender of the Managers on the educational Performance of the Primary School

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Abstract

The influence of gender of the administrators on academic performance of primary school pupils of Akoko South West Local Government Area of Ondo State is examined in this work. The study used a descriptive survey research design. 20 primary school administrators including 10 male and 10 female administrators were randomly selected in addition to 10 NCE and 10 Degree holder administrators for the test. The Administrators' Gender and Academic Performance Questionnaire (AGAPQ) was employed in this study.

To draw the performance of the pupils, results of all their final year for 2012/2013 session were prepared by pro-forma. Two hypotheses were tested by T-test analysis. According to the findings, no significance difference exists between the gender of administrators and academic performance of the pupils in public primary schools in Akoko South West Local Government Area of Ondo State (More in-service r-cal 1.33, r-tab 2.1 was recommended). Moreover, no significance difference exists in performance of the pupils in the school with a NCE holder administrator and the one with a Degree holder administrator (r-cal 2.7, r-tab 2.1). More in-service training and seminars on motivational strategies should be held for administrators. It was recommended that teachers and administrators of the primary schools should participate in preparing the examination questions and Degree holder administrators' salary should be raised above salary grade level 14.

Keywords: Administrator, Gender, Academic performance, Servant leadership.

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1. Introduction

There are numbers of roles for an administrator of an organization, most especially for a school system to perform. An administrator is the chief planner, coordinator, controller, organizer and the accounting officer of the school and has the role to be the professional leader of the school's planning and assist teachers during the fulfilment of their professional duties. The head teacher in primary school is the administrator of the school. Children from the age of 6 to 11 are given primary education in a primary school.

The followings are the goals of primary education according to the National policy on Education (2004):

- 1) To teach children the ability to build effective communication and achieve literacy and numeracy skills
- 2) To set a solid foundation for scientific and reflective thinking
- 3) To deliver the necessary education to enable children so they can effectively participate in and contribute to the life of society
- 4) To form the character of children and develop morals and sound attitude in them
- 5) To develop the ability of adaptation of children's changing environment in them
- 6) To provide children opportunities to develop manipulative skills which will enable them to perform effectively in the society inside the limits of their capacity

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7) To provide the basic tools for later educational advancement of children, especially for trades and crafts of the locality

There are some machineries for an administrator to put in place to achieve the aforementioned goals. The leadership style which is used in a school should be chosen carefully.

It is affirmed by Ibukun (2004) that the Lewinian classification of leadership that includes Autocratic style, Democratic and Laissez faire is the most relevant leadership style to a school system. In order to achieve the set goals, force is used in the Autocratic style in contrary to the Democratic which makes use of consultation and involvement strategies. The Laissez faire uses non-challant attitude so as to achieve the organization's goals.

The leadership style of the primary school's head teacher is one of these three leadership styles in Nigeria and especially in Ondo state. Yet he said the situation dictates which leadership style should be used and no single best style of leading exists in management. One important factor for all professions as well as education in Nigeria is the issue of gender. When a child is born in Nigeria, particularly in South-West, the first question pops in mind is whether the child is a boy or a girl. Asubuike (2006) believes that gender is the chromosome determining the layout of physical development associated with males and females. According to him, sex is the constellation of character and attitude that associates with the expectation of the society from man and woman differently. Also, according to Asubuike (2006), academic achievement of students in mathematics is strongly affected by a behavioural difference.

Women related issues have been noticed greatly in the United Nations. As an example, the United Nation allocated a decade (1975-1985) for developing women related issues. Empowering women to flourish their potentials on equal bases as men was the ultimate aim (UN General Assembly Resolution xxviii). In order to advance women's situation and abolish gender based discrimination, many conferences had been organized. In the case of education, many believed that the performance of a school with a male administrator is better than the performance of a school with a female administrator. On the contrary, Kayode (2013) confirms that regarding the academic performance of students, leadership principals of females are more effective than the leadership principals of males. According to his findings, in south West primary schools, the majority of administrators are NCE (Nigeria Certificate in Education) holders. But it is confirmed by Kayode (2013) that whether the administrator is male or female achievement is hardly gained without the worthy support of dedicated and well qualified staff.

Anyinka (1990) sees men as aggressive, logical, decisive and ambiguous regarding the issue of gender. On the other hand, he believes that the

female features are generally less appropriate for a top management position like school administrator.

2. Statement of the problem

The performance of primary school pupils in the Placement Examination into secondary school in 2010/2011 which is conducted by ministry of education in Akoko South-West Area of Ondo State is not at its best. This can be routed from many factors including facilities factor, leadership factor or gender of the administrators. Therefore, the goal of this work is to study the influence of gender of administrators on primary school pupils' academic performance in Akoko South West Local Government Area of Ondo State.

2.1 The purpose of the study

1) To study the influence of gender and qualifications of primary schools' administrators on academic performance of the pupils in primary schools in Akoko South-West.

2) To find out whether there is a relationship between gender of administrators and academic performance of the pupils in primary schools in Akoko South-West or not.

3) To determine whether there is a relationship between qualifications of administrators and academic performance of the pupils in primary schools in Akoko South-West or not.

According to the study's background and goals and the statement of the problem, the following two hypotheses were generated.

2.2 Research Hypotheses

Ho1. No significant difference exists between the gender of administrators and academic performance of the pupils.

Ho2. No significant difference exists between the qualification of administrators and academic performance of the pupils.

3. Methodology

The study used a descriptive survey research design and the data of qualifications and gender of administrators and academic performance of the pupils was gathered. The data of 20 administrators and pupils was randomly selected out of all 53 public primary schools in the Local Government for the study.

The researcher designed the "Administrators' Gender and Pupils' Academic Performance Questionnaires (AGPAPQ)" to be employed in this study. The questionnaire has two sections: section A which extracts information on the qualifications and gender of Administrators and section B which extracts information on academic performance of the pupils in the placement examination. The Questionnaires' co-efficient of reliability was 0.84 which means the findings of this study are reliable.

4. Results

Hypothesis 1. No significant difference exists between the gender of administrators and academic performance of the pupils.

According to the results presented in Table 1, since the value of r-cal, 1.33, is less than the value of r-tab, 2.1, no significant difference exists between the academic performance of the pupils and the gender of administrator in primary schools. So, the hypothesis is accepted.

Hypothesis 2. No significant difference exists between the qualification of administrators and academic performance of the pupils.

Table 1. Summary of difference between academic performance of the pupils by the gender of administrator in Primary school

Variables	N	Mean	S.D	r-cal	r-tab
Male administrators School	10	1.58	0.52	1.33	2.1
Female administrators School	10	1.44	0.46		

According to the results presented in Table 2, the value of r-cal, 2.7, is higher than the value of r-tab, 2.1, at $P > 0.05$ level of significance. So, the hypothesis is rejected. This indicates that a significant difference exists between academic performance of the pupils in schools with a NCE holder administrator and the ones with a university degree holder administrator.

Table 2. Summary of difference between academic performance of the pupils by the qualification of administrators

Variables	N	Mean	S.D	r-cal	r-tab
NCE graduate administrators	10	1.51	0.47	2.7	2.1
University graduate administrators	10	1.13	0.15		

5. Discussion

Regarding the hypothesis 1, results show that (r-cal 1.33, r-tab 2.1) at 0.05 level of significance, so the hypothesis is accepted. This implies that no significant difference exists between academic performance of the pupils and the gender of administrator in primary schools and administrators of primary schools are less committed to their official duties with respect to their gender. The poor commitment of the administrators might be routed from many factors

including lack of required facilities in the school, age factor and nature of their certificates. It could be even delay in promotion or impossibility of raising their salary above grade level 14. Also, it could be the fact that they are not employing the suitable leadership style which might lead to the best results. As it was stated before, Ibukun (2004) believes that the situation dictates which leadership style should be used and no single best style of leading exists in management.

Moreover, the results confirmed Asubuiké's (2006) viewpoint that academic achievement of students in mathematics is strongly affected by a behavioural difference. However, the findings disprove Kayode's (2013) viewpoint that the leadership principals of females are more effective than the leadership principals of males. This study implies that the performance is not at its best in primary schools.

Regarding the hypothesis 2, results (r-cal 2.7, r-tab 2.1) show that a significant difference exists between academic performance of the pupils in primary schools with a NCE holder administrator and the ones with a university degree holder administrator. This shows that academic performance of the school with a NCE holder administrator is better than the one with a university degree holder administrator. So, higher qualification is not a key factor in performance of the students. Since the government didn't promote administrators above grade level 14, maybe many of university degree holder administrators have not done their best. Teacher is an important factor affecting academic performance of the pupils as well as the leadership qualification. It confirms Kayode (2013) viewpoint that whether the administrator is very effective and efficient or not achievement is hardly gained without the valuable and worthy support of dedicated staff. Besides the aforementioned factors, some other factors including absence of appropriate supervision of teachers by the Officials of the Ministry of Education, inadequacy of some teachers' qualifications particularly in teaching core subjects and lack of involvement of primary school administrators in preparing the examination questions could be the reason of the poor performance.

6. Conclusion

The results indicate that regarding to the qualification and gender of the administrators, performance of the pupils is not at its best in primary schools of the Local Government. So, the conceivable conclusion is that administrators of primary schools whether they hold a NCE or a university degree should be more devoted to their professional duties in order to improve the performance of the pupils.

Recommendations

The following recommendations are derived according to the findings of this study:

- 1) In order to instruct administrators how to motivate their teachers towards improving performance of the pupils more in-service training and seminars should be held for them.
- 2) Salary of degree holder administrators should be raised above Grade level 14 as their peers' salary in secondary schools.
- 3) Performance of the pupils should be choosing as the criterion of school administrators' promotion.
- 4) Before the commencement of examination, proper introduction on how to shade OMR sheet should be given to the pupils.
- 5) Teachers and administrators of primary schools should participate in preparing the examination questions and this shouldn't be exclusively

responsibility of the Officials of the Ministry of Education.

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