

Gender, Principals' Management Behaviour and Administrative Competences in Public Secondary Schools in Rivers State.

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ABSTRACT

This study investigated the difference in administrative competences of male and female principals based on their management behaviour in public secondary schools in Rivers State. The study was guided by two objectives, two research questions and two hypotheses. This study adopted ex-post facto research design. The target population of the study consisted of all the 520 principals (450 male and 70 female) in all the secondary schools Rivers State. Sample size of 220 teachers was selected for the study through simple random sampling technique. The instruments titled "Principal Management Behaviour Questionnaire and Principal Administrative Competences Questionnaire" were used to gather data for this study. The reliability coefficient of the instrument was calculated using cronbach alpha reliability coefficient statistics and the overall reliability coefficient of $r = .80$ and $r = .82$ was obtained respectively. Data collected were analysed using Mean, Standard deviation and Analysis of Variance. The result obtained from the data analysis shows that there is significant differences in administrative competences of male and female principal based on their management behaviour in public secondary schools in Rivers State. The researcher recommends that Ministry of Education should organize seminars to train principals' on management behaviour to ensure effective administration and utilization of school resources in order to enhance teachers' job performance.

Keywords: Gender, Principal, Managements Behaviour and Administrative Competences

Introduction

School administration is a process in the field of education, which involves planning, organizing, directing, coordinating and controlling both human and material resources of the educational institutions for the achievement of desired objectives. The major responsibility of the school administrator is to adequately improve the standard of the teaching and learning in classroom. Sears (2016) note that the administrator must be capable of supporting teachers' classroom instruction through instructional supervision, professional development and classroom resources, and the extent to which these variables were affecting teachers' performance, depends to a large extent on gender differences. Issues that surround administration and its application in school system are too central to organizational management especially in human resource management. Prime importance is given to the secondary education administration as it serves as a binding wire to primary through higher

levels of education. The understanding of secondary school administration or management entails describing the effective characteristics of those currently occupying administrative positions of the secondary schools. Administrators are supposed to play very important and pivotal role in the administration of educational institutions. All sorts of commendation or censure ultimately result in the way administration is piloted (Komolafe, 2012). Principals are supposed to carry out some duties which include administration of instructional programme and curriculum, personnel management/staff appraisal, school plant management, resource allocation, costing and effective planning, relationship with community and use of practical skills necessary for surviving the policies of organization.

It is a known fact that aims and objectives of education can never be achieved until and unless educational policies are properly implemented. This is the basic responsibility of principals which are the institutional heads (Komolafe, 2012). This implies supervision of instructional processes, adoption of effective administrative strategies, executing administrative competences and adoption of effective administrative behaviour. Both male and female principals are supposed to play very active part and as well show uniformity in their administrative processes as it relates to formation and execution of organizational policies as well as instructional programmes. The school principals is expected to extend school work outside the classrooms environment, actively interacting with community, and demonstrate the purpose and strategies of institutional plan, mission and vision. In this respect, involvement of principals plays an important role and help institutions for development and enhancement. For this purpose, the school principals must be active in adopting the new development plan and must possess the abilities of adapting to the new changes (Federal Government of Nigeria, 2014). School administrator is a person who identifies and shoulders the set goals and objectives of institution which are according to national needs. It is also a known fact that countries that have an effective system of educational administration also happen to be the leaders of the world, both socially and economically.

Udinka (2017) opined that principal management behaviour can provide managers of educational organizations with a better understanding of why they do what they do in managing their courses, departments and institutions. Moreover, recognizing principal management behaviour contextualizes decision making which helps to rationalise and explain actions that are taken (Zeni, 2018). Effective management behaviour help to improves principals' administrative competences and achievement of educational goals and objectives. Principals' management behaviours are very effective in improving principals' administrative competences and attainment of educational goals and objectives. It helps to predict future educational goals to be achieve. Principal management behaviours also help to provide principals with a broad background for better handling of a situation. (Wilson, 2019). There are several management behaviour that can improve administrative competences of principals in secondary schools. These include formal management behaviour and cultural management behaviour.

Formal management behaviours is a principals' management behaviour that is characterized by a high degree of job specialization and is highly centralized (Zeni, 2018). It has a fixed command structure, rigid hierarchy, top-down communication, firm control, strict

procedures and a dogmatic approach (Edward, 2017). People with the organisation have clearly defined positions, which influence professional relationships and perpetuate the status quo. Those at the top of the hierarchy have primacy in setting goals, making decisions and formulating policy (Bush, 2015). Objectives are set at the institutional level, with staff support taken as axiomatic. The formal management behaviour has been very influential since the development of theories in educational management (Bush, 2015). With its clearly defined structure and top-down leadership, it is considered to be central to the notion of effective management and many schools and language teaching organizations have adopted, adapted and built on this behaviour to improve efficiency of the management process. While alternative management behaviour have been in vogue at various times, the Formal management behaviour remains widespread throughout a range of educational management systems.

Cultural management behaviour advocate and suggest that the informal and norms and rituals which characterize organizations may be equally important as the formal structures when attempting to understand process within them (Mildrid, 2018). Culture is typically expressed through rituals and ceremonies, which are used to support and celebrate beliefs and norms. Schools are rich in such symbols as assemblies, prize-giving and corporate worship. "Symbols are central to the process of constructing meaning. Cultural management behaviour assumes the existence of heroes and heroines who embody the values and beliefs of the organization. These honoured members typify the behaviours associated with the culture of the institution. Cultural management behaviour helps principals to work based on the already existing norms and principles of an organization (Richards, 2017).

Cultural management behaviour has a significantly powerful influence on principals' school management. It is designed to solve real management issues that deals with the belief and norms of educational system. It acknowledges human potential and human relationships to achieve organizational objectives. Cultural management behaviour involves the ability to encourage group of people towards common organizational goal and objectives. Cultural management behaviour allows schools principals to use the existing culture or develop new attitudes to give staff a sense of partnership in change. This sense of partnership relates to series of decisions and activities taken by the administrator to accomplish the goals and objectives of education. According to Mohammed (2014) cultural management behaviour is essentially a service, activity or tool through which the fundamental objectives of the educational process may be more fully and efficiently realized involves prudent. Cultural management behaviour is important for new principals who may not be in tune with the culture specifics of the school. The concept props understanding and influences values, so that they become closer to it. Cultural management behaviour involve the ability and capability to encourage group of people toward common organizational goals and objectives cultural management bahaviour helps school principals to see that students receive adequate teaching and learning through the efforts of teachers and nonacademic staff, it creates a conducive environment to encourage activities, encourage cordial relationship between all categories of staff, and five valuable suggestions to their needs, (Olusanya, 2017).

In addition, cultural management behaviour entails several dimensions which include experience, sensitivity, knowledge, ideas, values, attitude are understanding that governs the behaviour of members in the school organization, it enables the principal to continuously encourage teaching and learning processes.

Gender is the behavioural characteristics distinguishing between male and female in any society or an organization. Gender according to Taitebaum (2017), is an analytic concept that describes sociological roles, cultural responsibilities and expectations of men and women in a given cultural setting. Gender describes the personality traits, attitude, behaviours, values, relative powers, influence, roles and expectation that society ascribes to two sexes. Ezeh (2013) asserted that gender has to do with the personality traits and central components of self-concept. Gender deals with the role of male and female at work situation.

Gender is a specially constructed phenomenon that is brought about as society ascribes different roles, duties, behaviours and mannerism to the two sexes (Mangvwat, 2016). It is a social connotation that has sound psychological background, and it is used to refer to specific cultural patterns of behaviour that attributed to human sexes. Gender relates to cultural attribute of both males and females. Gender according to Lahey (2015) is a psychological experience of being a male or female. Gender has to do with potentially and central components of self-concept. Singh (2017), described gender as a socio-cultural construct that connotes the differentiated roles and responsibilities of men and women in a particular society and issues feature prominently in the area of teaching where people believe that male teachers perform better than their female counterparts. Gender is a socio-culturally constructed concept of ascribing some characteristics and role to sex such as male and female within the society. In Nigeria, the issue of gender and gender stereotyping permeate every aspect of human endeavor.

Statement of the problem

There are several factors that are responsible for principals' administrative competences in a school system such as principals' management behaviour, professional development, leadership style and years of experience among others. It has been observed by the researcher that principals in secondary school in Rivers State lack administrative competences such as decision making ability, coordination, planning, effective evaluation, management of finance, staff management and curriculum which are the central administrative functions. Some principals lack effective administrative competencies which make it difficult for them to attain the set goals and objectives of the schools.

The researcher wonders what could be the reasons behind this lack of Administrative competences among principals in public secondary schools in Rivers State. Could it be due to lack of knowledge about administration and poor administrative behaviour? Could it be as a result of gender factor? Could lack of professional development contribute to this poor administrative competences? Again the researcher has noted that not much effort seems to have been made towards finding out whether formal management behaviour, and cultural management behaviour, could be responsible for the shortfall and if these variable are properly investigated can enhance principals' administrative competences. The problem of this study posed as a question of which types of management behaviour when used by the

principals could enhance their administrative competences in schools. Therefore, the present study intends to investigate the influence of gender and principal management behaviour and administrative competence in public secondary schools in Rivers State.

Aims and Objectives of the Study

The aim of the study is to examine the difference in administrative competence of male and female principals based on their management behaviour in Rivers State secondary schools. The specific objectives are

1. To determine the difference in administrative competence of male and female principals based on their formal management behaviour.
2. To determine the difference in administrative competence of male and female principals based on their cultural management behaviour.

Research Questions

The following research questions were raised to guide the study.

1. What is the difference in administrative competence of male and female principals based on their formal management behaviour?
2. What is the difference in administrative competence of male and female principals based on their cultural management behaviour?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 significance level :

1. There is no significant difference in administrative competence of male and female principals based on their formal management behaviour.
2. There is no significant difference in administrative competence of male and female principals based on their cultural management behaviour.

Research method

This study adopted Ex-post facto research design to determine the difference in administrative competence of male and female principals based on their preferred management behaviour in Rivers State secondary schools. The target population of the study consisted of all the 520 principals (450 male and 70 female) in all the secondary schools, Rivers State. The sample size for the study comprised 220 (160 males and 60 females) secondary school principals in Rivers State were selected for the study. A purposive sampling technique was used in selecting the sample size of the study. The instruments; Principal Management Behaviour Questionnaire (PMBQ) and Principals Administrative Competences Questionnaire (PACQ) were used to gather data for this study. Face validity was adopted in this study. The reliability of the instrument was established using inter item reliability method. The scores obtained from the instrument were calculated using Cronbach's alpha reliability analysis and the overall reliability coefficient of Principal Management Behaviour Questionnaire (PMBQ) stood at .80 while the overall reliability coefficient of Principal Administrative Competences Questionnaire (PACQ) also stood at .82 which indicate high inter item reliability. Research questions were answered using mean and

standard deviation while Analysis of Variance (ANOVA) were employed to test the null hypotheses at 0.05 level of significance.

Results

The results of the study were presented question by question and hypothesis by hypothesis in tables. The interpretations are given underneath the tables to reveal the findings of the study.

Research question 1: What is the difference in administrative competence of male and female principals based on their formal management behaviour?

Table 1: Mean and standard deviation of the difference in administrative competence of male and female principals based on formal managerial behaviour (N=220)

Gender	Formal Mgt Behaviour	Mean of Admin. Competence	S.D	N
Male	Highly utilized	114.72	16.09	107
	Lowly utilized	113.88	3.80	44
Female	Highly utilized	116.40	4.02	40
	Lowly utilized	114.37	3.82	16

The entries in Table 1 reveal the result of mean and standard deviation for the difference in administrative competence of male and female principals based on formal managerial behavior. The result reveals that male female principals who exhibited more positive administrative management behaviour are more competence in administration (Mean 114.72, 116.40 respectively) than those who exhibited more formal management behaviour is negative (Mean 113.88: 114.37 respectively). The result means that female principals with positive formal management behaviour are more competent in administration than their male counterparts, the female folks who exhibited less management behaviour are more competent in administration than their male counterpart. Meanwhile, the variability of data from each mean for male and female administrative competences varies. Since standard deviation is closed to zero, it shows that the data values are dissimilar or inconsistent in each case.

Research question 2: What is the difference in administrative competence of male and female principals based on their cultural management behaviour?

Table 2: Mean and standard deviation for the difference in administrative competence of male and female principals based on cultural managerial behaviour (N=220)

Gender	Cultural Management Behaviour	Mean	Std. Deviation	N
Male	Highly utilized	114.82	3.46	84
	Lowly utilized	114.05	20.25	67
Female	Highly utilized	113.43	2.78	16
	Lowly utilized	116.77	4.09	40

The entries in Table 2 revealed the result of mean and standard deviation for the difference in administrative competence of male and female principals based on formal managerial behavior. The result reveals that male female principals who exhibited more positive administrative management behaviour are more competence in administration (Mean 114.82, 113.43 respectively) than those whose formal management behaviour is negative (Mean 114.05: 116.77 respectively). The result means that female principals who exhibited more positive formal management behaviour are more competent in administration than their male counterparts, the female folks with negative management behaviour are more competent in administration than their male counterpart. Meanwhile, the variability of data from each mean for male and female administrative competences varies. Since no of standard deviation is closed to zero, it shows that the data value are dissimilar of inconsistent in each case.

Hypothesis 1

There is no significant difference in administrative competence of male and female principals based on their formal management behaviour.

Table 3: Analysis of Variance (ANOVA) of the difference in administrative competence of male and female principals based on their formal management behavior

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	142.131	3	47.377	.332	.802
Intercept	1764941.600	1	1764941.600	12384.946	.000
Gender	39.007	1	39.007	.274	.601
FormalMgt. Behaviour	68.771	1	68.771	.483	.488
Gender * FormalMgt. Behaviour	11.692	1	11.692	.082	.775
Error	28928.922	203	142.507		
Total	2759291.000	213			
Corrected Total	29071.053	220			

The result presented in Table 3 shows that the F-value of .082 obtained at 1 and 213 degrees of freedom had an associated p-value of .775, which is greater than 0.05 alpha level. Therefore, the null hypothesis which stated that there is no significant difference in administrative competence of male and female principals based on their formal management behaviour accepted. Hence, there is no significant difference in administrative competence of male and female principals based on their formal management behaviour in Rivers.

Research Hypothesis 2

There is no significant difference in administrative competence of male and female principals based on their cultural management behaviour.

Table 4: Analysis of Variance (ANOVA) of the difference in administrative competence of male and female principals based on their cultural management behaviour

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	222.058	3	74.019	.521	.668
Intercept	1843494.378	1	1843494.378	12972.007	.000
Gender	15.504	1	15.504	.109	.742
Cultural Management Behaviour	58.030	1	58.030	.408	.524
Gender * Cultural Management Behaviour	146.975	1	146.975	1.034	.310
Error	28848.995	203	142.113		
Total	2759291.000	213			
Corrected Total	29071.053	220			

The result in Table 4 indicates that the F-value of .034 obtained at 1 and 213 degrees of freedom had an associated p-value of .310, which is greater than 0.05 alpha levels. Therefore, the null hypothesis which stated that there is no significant difference in administrative competence of male and female principals based on their cultural management behaviour is retained. Hence, there is no significant difference in administrative competence of male and female principals based on their cultural management behaviour in Rivers State.

Discussion of the Findings

The findings of this study were discussed as follows:

Administrative Competence of Male and Female Principals Based on their Formal Management Behaviour

Findings from the research question one as presented in Table 1 revealed that no different exists between male and female principals in administrative competence based on formal management behaviour. The findings could be due to the fact that they preferred formal management behavior equally for their administrative competency. This is because it is very good for school administration; it has a fixed structure, promotes high degree of jobs

speculation, enhances staff support, promotes educational goals/objectives, help to command organization to function effectively and enhances effective organizational goal.

This finding is in line with the earlier finding of Edward (2017) who reported that school administration has nothing to do with whether the principals is male or female. The finding is also in line with the finding of Sigh (2018) who found that formal management behaviour help to facilitate the skills used by the principals in running of educational institution which involves guidance, planning, directing, budgeting, evaluating and controlling the efforts of individual teachers in the attainment of educational goal and objectives. According to Bush (2013), formal management behaviour is a strong determinant of administrative competences. The researcher also wishes to say formal management behaviour is effective in administration because, it relates to series of decisions and activities taken by the school administrator to accomplish the goals and objectives of education.

The corresponding hypothesis in Table 9 shows that there is no significant difference in administrative competences of male and female principals based on their formal management behaviour. This finding corroborate the earlier finding of Udinka (2017) who found that formal management behaviour give equal opportunities to individual and group to act in a particular way. The formal management behaviour combines mostly regulatory and directive values which seek to control the behaviour of individuals and groups. This finding is also in agreement with the earlier finding of Brown (2017) who found that management behaviour significantly influence administrative effectiveness of male and female principals. Damilo (2018) found that principals' management behaviour had significant influence on administrative management of male and female principals. Therefore, the researcher stated that principal management behaviour is a determinant factor of administrative effectiveness of male and female principals in secondary school.

Administrative Competence of Male and Female Principals Based on their Cultural Management Behaviour

Findings from the research question two as presented in table 2 revealed that no different exist between male and female principals based on their cultural management behaviour. The reason behind this finding may be due to the fact that cultural management behaviour help to promotes organizational culture. Help to understand school management, influence organizational value to achieve organizational and objective. This finding corroborate with the earlier findings of Olusanya (2017) who reported that cultural management behaviour help to promote the belief and value system of the school. Cultural management behaviour according to (Mildrid, 2018) helps to provide reasonable background for principals' administrative competences in the school system. Cultural management behaviour assume that beliefs, values, and ideology are at the heat of organizations. Individuals hold certain ideas and value- preferences which influence how they behave and how they view the behaviour of other members. These norms become shared traditions which are communicated within the group and are reinforced by symbols and rituals. (Bush, 2015).

The corresponding hypothesis in Table 10 shows that there is no significant difference in administrative competence of male and female principals based on their cultural management behaviour. This finding is in line with the finding of Richard (2014) who found

significance difference in the administration of male and female principal based on adoption of cultural management behaviour. This finding also coincide with the finding of Olusanya (2017) who reported that male principals are more competent than their female counterparts in terms of administration due to their cultural belief. Cultural management behaviour enables principals to plan and make the best use of existing norms and value to enhance organizational goals and objectives. The finding was in agreement with the views of Richards (2017) who observed that gender is a specific cultural patterns of behaviour that are attributed to the sexes. In addition, Oku (2017) found that formal management behaviour has significant influence on principal administrative effectiveness in Secondary schools. Mohammed (2017), also reported that formal management behaviour has significant influence on principal administrative effectiveness irrespective of gender. Moreover, Komolafe (2017) reported that there is a significant relationship between formal management behaviour and secondary school principals' job effectiveness.

Conclusion

Based on the findings of the study, it was concluded that there were differences in administrative competences of male and female principals based on their management behaviour in public secondary schools in Rivers State. This is so because it was discovered that difference exist in male and female principal's utilization of management behaviour (formal management behaviour and cultural management behaviour, they used in public secondary schools in Rivers State.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Principal should use formal management behaviour and cultural management behaviour to enhance their administrative effectiveness.
2. Ministry of Education should organize seminars to train principals' on administrative roles to ensure effective management behaviour and utilization of school resources in order to enhance teachers' job performance.

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