

INFLUENCE OF ADMINISTRATORS GENDER AND ACADEMIC PERFORMANCE OF PRIMARY SCHOOL PUPILS IN AKOKO SOUTH WEST LOCAL GOVERNMENT AREA OF ONDO STATE, NIGERIA.

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ABSTRACT

This study examined the influence of administrators' gender and academic performance of primary school pupils in Akoko South West Local Government Area of Ondo State. Descriptive survey research design was used, 20 primary school administrators were randomly sampled for the investigation in which 10 females and 10 males administrators were selected. Also 10 NCE holder administrators and 10 Degree holder administrators were also sampled for the study. An instrument titled Administrators' Gender and Academic performance Questionnaire (AGAPQ) was used. The results of all final years' pupils for 2012/2013 session were collected through pro-forma in order to elicit pupils performance. T-test analysis were used to test the two hypotheses. The findings revealed that there is no significant difference between administrator Gender and academic performance of pupils in public primary schools in Akoko South West local Government Area of Ondo state (It was recommended that more in-service r.cal 1.33, r.tab 2.1) also it revealed that there is no significant difference in the performance of pupils in the school headed by NCE graduates and School header by university graduate(r.cal 2.7, r.tab 2.1) it was recommended that more in-service training and seminars should be organized for administrators on motivational strategies. Primary school administrators and teachers should be fully involved in the setting of examination questions and university graduate administrators in primary schools should be promoted above salary grade level 14.

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

INTRODUCTION

An administrator has a number of roles to perform in an organization most especially the school system. An administrator is the chief planner, organizer, coordinator, controller and the accounting officer of the school. Administrator is expected to give professional leadership role in the planning of school programmes and assisting teachers in course of discharging their professional duties. In primary school, the head teacher is the school administrator. Primary education is education given in school for children of aged 6 to 11 plus.

In National policy on Education (2004) the goals of primary education are to

- (a) include permanent literacy and numeracy and ability to communicate effectively
- (b) lay a sound basis for scientific and reflective thinking
- (c) give citizenship education as a basis for effective participation in and contribution to the life of the society
- (d) Mould the character and develop sound attitude and morals in the child
- (e) develop in the child the ability to adapt to the child's changing environment
- (f) give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity.
- (g) Provide the child with basic tools for further educational advancement including preparation for trades and crafts of the locality.

In order for an administrator to achieve these stated goals, there are some machineries to put in place. He should carefully select leadership style to be used in school.

Ibukun (2004) affirms that the only leadership style that is most relevant in the school system is the Lewinian classification of leadership. Which includes; Autocratic style, Democratic, and Laissez faire. The autocratic involves the use of force in achieving sets goals. While democratic involves consultation and involvement strategies in administering followers and lastly laissez faire style, here leadership is loaded with non-challant attitude towards the organization goals.

In primary school in Nigeria and particularly in Ondo state, leadership style of head teacher fall within these three styles of leading. However, he said that there is no single best leadership style in management but it is the situation that dictates leadership style to be used. The issue of gender in Nigeria is an important factor in all professions including education. Gender awareness started from birth of a child in Nigeria, especially in South-West, the first question to be asked by parent "is it a girl or a boy? According to Bur (1998) sex is the chromosome which determines the pattern of physical development associated with men and women. He sees gender as the constellation of character and attitude which come to be differently associated with the expected of man and woman in a particular society. Asubuike (2006) says that a behavioural difference has born a huge amount of effect on students academic achievement in mathematics

Issue relating to the women had been taken seriously in United Nations, for example, United Nation devoted a decade (1975-1985) to issues concerning women development. The ultimate main goal was to empower women to develop their potentials, on development equal bases as men (UN General Assembly Resolution xxviii) Many conferences had been held with the intention to advance the status of women and eliminate gender based discrimination. Also in education, many were of the opinion that schools headed by male administrator performed better than schools headed by male administrators performed better than schools headed by female administrators. Kayode (2013) affirms that female servant leadership principals

are more effective in students academic performance than male ones. He found that the majority of administrators in south West primary schools are holders of Nigeria certificate in Education (NCE). However, Ayodele (2000) affirmed that administrators either male or female hardly achieve success without the adequate support of well qualified and dedicated staff.

On issue of gender stereo type, Anyinka (1989) defines men as decisive, aggressive, logical and ambiguous, on the other hand the female personalizes trait is generally perceived as less suited for top management position such as school head.

Statement of the problem

Performance is not at its best in primary schools in Akoko South-West Area of Ondo State in the 2010/2011 Placement Examination into secondary school conducted by ministry of education. Many factors might be responsible for the poor performance. It could be leadership factor, facilities factor or variation in administrators gender. Hence this study wants to find out the influence of Genders' Administrators on Academic Performance of Primary School Pupils in Akoko South West local government Area of Ondo State.

The purpose of the study

1. to find out the qualifications and gender of administrators in primary schools in Akoko South-West
2. to find out the difference between administrators' genders and pupils academic performance in primary schools.
3. to determine the difference between administrators' qualifications on academic performance in primary schools in Akoko South-West.

Based on the background of the study, statement of the problem and purposes of the study ,two hypotheses were formulated.

Research Hypotheses

Ho1. There is no significant difference in administrators' gender and pupils academic performance

Ho2. There is no significant difference in administrators qualification and pupils academic performance.

Methodology

Descriptive research design was used, information that describes the administrators gender, qualifications and academic performance of pupils were collected. The population consisted o f all administrators and pupils in the 53 public primary schools in the local Government, out of which 20 primary schools were randomly selected for the study.

An instrument titled Administrators' Gender and Pupils' Academic Performance Questionnaires (AGPAPQ) designed by the researcher was used. The questionnaire is divided into two sections. Section A elicited information on Administrators' Gender and qualifications while section B elicited information on pupils academic performance in the placement examination. The reliability co-efficient of the instrument was found to be 0.84 which was considered reliable for the study.

Results

Hypothesis 1. There is no significant difference in administrators gender and pupils academics performance.

Table1: Summary of difference between pupils academic performance by Administrator’s Gender 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 administrator School	10	1.44	0.46		

Table 1 result reveals that there is no significant difference in the genders’ administrators and academic performance of pupils in primary schools since r.cal 1.33 is less than r-tab 2.1. Hence, the hypotheses is accepted

Hypothesis 2. There is no significant difference in administrators’ qualification and pupils academic performance.

Table 2. summary of difference between pupils academic performance by administrators’ qualification

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		

The result in table 2 shows that r-cal (2.7) is higher than r-tab (2.1) at $P>0.05$ level of significance. Hence, the hypothesis is rejected. It implies that there is significant difference in the academic performance of pupils in schools headed by NCE graduate and university degree graduate .

Discussion

The finding in hypothesis one reveals that (r.cal 1.33, r.tab 2.1) at 0.05 level of significance. Therefore the hypothesis is accepted. This indicate that there is no significant difference between administrators’ gender and academic performance of pupils in primary schools. It implies that primary school administrators in respect of their gender are less committed to their official responsibilities. Many factors could have responsible for the low commitment of the administrators, it could be age factor , lack of needed facilities in the school and delay in promotion or not allowing school administrators to rise above grade level 14 in respect and nature of their certificates. It might be that many of the administrators are not using the appropriate leadership style which could have yielded best result, this is in consonance with Ibukun (2004) that there is no single best leadership style but it is the situation that dictates leadership style to be used.

Also, the finding agreed with Azubuiké (2006) that a behavior differences of administrators had effect on students academic achievement in Mathematics. It also negates Kayode (2013) that female principals performed better than male principals. The implication of this findings is that performance is not at its best in primary schools.

Hypothesis two, shows that there is significant difference in academic performance of pupils in school headed by NCE graduate and school Degree graduate with (r.cal 2.7,r.tab 2.1) the results shows that is variation in performance of pupils in primary schools. It indicates that performance is better in the school headed by NCE graduate than school headed by university graduate. Hence, higher qualification is not a major factor that contribute to better performance. It might be that many of the university graduate administrators did not want to put in their best because government did not promote them above grade level 14. It means that apart from leadership qualification, teacher factor could be one of the factors responsible for poor academic performance of pupils. This support Ayodele (2002) that no matter how efficient and effective an administrator is, he may not be able to achieve success without the appropriate and adequate support of his staff. Apart from these, other factors such as non-involvement of primary school administrators in sitting of examination questions, lack of adequate supervision of teachers by ministry officials and incompetency of some teachers especially in teaching of core-subjects might be responsible for the poor performance

Conclusion

From the findings, it is clear that performance is not at its best in all the primary schools in the local government in respect of administrator gender and qualification. The possible conclusion, therefore is that both the NCE graduates and university degree administrators should be more committed to their duties so as to improve pupils performance

Recommendations

Based on the finding of this study the following recommendations are made:

1. More in-service- training and seminars should be organized for administrators on how to motivate their teachers so as to improve pupils performance
2. All degree holder administrators should be promoted above Grade level 14 like what their counters are enjoying in secondary schools
3. Promotion of school administrators should henceforth be based on pupils academic performance
4. Pupils should be given adequate orientation on how to shade OMR sheet before the commencement of examination
5. Primary schools administrators and teachers should be fully involved in the setting of examination questions and the assignment should not be left for Ministry of Education Officials alone.

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