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## HINDRANCES TO EFFECTIVE PARTICIPATION OF WOMEN IN SECONDARY SCHOOL ADMINISTRATION IN AFIKPO SOUTH LOCAL GOVERNMENT AREA OF EBONYI STATE

### ABSTRACT

*This study examined some of the encumbrances to women participation in secondary schools administration in Afikpo South Local Government Area of Ebonyi State. Five research questions and five null hypotheses guided the study. The population of this study comprised of all the two hundred and thirty five (235) teachers and fifteen (15) principals in fifteen senior public secondary schools in Afikpo South Local Government Area of Ebonyi State. The entire population was used as the sample of the study because it is manageable. The researchers developed questionnaire entitled, "Hindrances for Effective Participation of Women in Secondary School Administration Questionnaire (HEPWSSAQ) which was used for data collection. The data collected were analyzed using mean and standard deviation while the null hypotheses developed for the study were analyzed using t-test of independent sample at 0.05 level of significance. The study revealed that gender role orientation and identity, socio-cultural factor, gender stereotype in allocation of job and poor educational policy implementation process, as well as education gap hinder effective participation of women in Secondary School Administration in Afikpo South Local Government Area of Ebonyi State. The study also revealed that there is no significant difference in the mean rating of male and female teachers on how gender role orientation and identity, socio-cultural factors, gender stereotypes in job allocation as well as educational gap between male and female hinder effective participation of women in Secondary School Administration in the area of the study. The study further revealed that there are gender differences in responses on how policy implementation process affects active participation of women in secondary school administration in Afikpo South Local Government Area. Based on these findings, the study recommended among other things that families and schools should de-emphasize issues surrounding gender identity and orientation in raising, molding and assigning roles to their children and learners, respectively in order to encourage every child to develop fully his/her leadership potentials.*

**KEYWORDS:** Administration, Women Participation, Gender Reorientation/Identify, Socio-Cultural Factors, Gender Stereotype, Educational Gap and Policy Implementation.

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## INTRODUCTION

The place of school administration in the sustainability of educational development in Nigeria cannot be overemphasized. Educational administration occupies a central position in the process of actualizing the objectives and goals of education. In the same vein, Cowly, (2001) stressed that school administration has to do with the process of enlisting and guiding the talents and energies of teachers, pupils and parents towards achieving common educational aims. Corroborating Omoregie (2005) highlighted several facets of school administration to encompass managing and administering the curriculum as well as teaching. It also includes giving pastoral care, discipline, conducting assessment, evaluation and examinations, resource allocation, costing and future planning, staff appraisal, maintaining relationship with the community, use of the necessary practical skills to avoid entropy, interpreting the policies of organization such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on. Conclusively school administration embodies maintaining efficiency and effectiveness in the management of educational policies and resources to ensure quality education service and control in the school system.

Luka (2011) viewed leaders as alike without gender biases. His assertion portends gender neutrality in assessing leadership quality. But the question which readily occupies the minds of many people is why women continue to face opposition in leadership participation. More so, when women nature and tendencies are more akin to attributes such as nurturing, being sensitive, empathetic, caring, cooperative and accommodative and these are increasingly associated with effective leadership. Porrat (2001) observed that while these characteristics are innate and valuable to leadership, women have continued to face stiff opposition in different managerial cadres. It has been observed that they still face higher attrition and slower career mobility particularly in education. Perhaps, some of the challenges that hinder women are; educational gap between male and female, gender role of women, socio-culture, socio-economic and gender stereotyping.

Education is viewed by virtually every nation as a paradigm for positive change in ensuring human capital development. Educational ventures and policies emphasize the need for practicing all inclusiveness where both men and women are given equal opportunities to participate. Despite such policies women still continue to face some challenges that do not give them equal access to meaningful

education. Aina (2012) observed that these restrictions, also limit their capacity to compete favourably with their male counterparts in labour market for lucrative and more fulfilling jobs. Educational facilities are generally believed to be inadequate, and not evenly accessible; limited for many, especially girls and women (Onah, 2011). According to the British Council Nigeria (2012), Nigeria was classified as a low development country in respect to equality in educational accessibility. This report showed that Female Adult Literacy Rate (ages 15 and above) for the country was 59.4% as against male, 74.4%; the Combined Gross Enrolment for Primary, Secondary and Tertiary schools for female was 57% and male, 71%. Although these statistical reports were of about three years back, there may have not been any significant improvements or positive differences even presently because it appears no concretized intervening programmes are yet being put in place.

At the same time, Ojo (2012) affirmed that women are fewer than men in certain socio-economic activities. According to him, the percentages of female workers in some selected professions were as follow: architects, 2.4%, quantity surveyors, 3.5%, lawyers/jurists, 25.4%, lecturers, 11.8%, obstetricians and gynecologists, 8.4%, pediatricians, 33.3%, media practitioners, 18.3%. Aja-Okorie (2013) opined that this inequality may have stemmed from the influence of colonial system of education which was primarily geared at meeting the manpower need of the colonial government that obviously alienated women from educational and economic opportunities. Women in Nigeria are harder-hit than men by poverty due to the non-challant emphasis placed on female education, and the prevalence of early marriage which tend to further impoverish the womenfolk, and subject them to statutory discrimination (Ojo 2012 and Aja-Okorie, 2013).

There also exists gender stereotyping in the school curriculum and the academic streaming process, where certain subjects and courses such as the sciences, mathematics and other technical disciplines are tagged masculine, while secretarial studies and home economics are tagged feminine, thereby denying both sexes the opportunities to benefit from exposure to all subject areas or a wider choice of subjects (Aja-Okorie, 2013). In the aspect of socio-culture, a woman has low status particularly the power and authority to make decisions on matters affecting her life and those of her family (Onabu, 2011). This cultural dominance that perverse around the girl child contributes to less allocation of resources to the girls within the family set up. It breeds boy child preferences because a boy will

always be considered first before a girl. This gender biased cultural assumption and the subsequent differential treatment of boys and girls in a homestead not only mitigate against girls access and performance in the education but also tend to push girls to doing the so called 'feminine careers' e.g. home economics, nursing, teaching and secretarial (Oniye, 2010). The female inferiority complex institutionalized from childhood through social interactions in the home, including the differences in the support systems de-motivates girls drive for higher educational achievement.

Okafor and Abdulazeez (2007) affirmed that women are discriminated against from birth. This is a typical example of how women are unappreciated socially, culturally and even religiously. Oloni (2009) further argued that though there is no evidence in the bible indicating that a woman is inferior to a man the doctrines preached in most churches expect the woman to remain silent and submissive to the man in all areas of life. She attributed this to most churches being headed by men hence the perpetration of the wrong teachings. This explains why in most churches just like in any other secular organization men occupy the top positions while women occupy the lower positions. King (2013) suggested that the masculine values underpinning organizational culture have a systemic influence, which creates an environment in which men are more 'at home' than women in every aspect of life. This has led to systemic gender discrimination. The organizational and managerial values in these organizations tend to be characterized by stereotypical views of women's roles, attributes, preferences and commitments.

As stated by Witzier, Boske and Kruger in Onele and Aja-Okorie (2015), in Nigeria gender of the school heads differently influences their profession and this they described as gender norms. Onele and Aja-Okorie (2015) also went further to state that it is also important to note that institutional heads got their positions either "by chance" or by clear career planning and aspiration into school headship. Major factor that affects the difference between male and female working as administrators may hinge on their family responsibilities and marital status (Lassa, 2004). Onele and Aja-Okorie (2015) opined that there are two views about the educational leadership stance of male and female administrator; appointment to political cronies' wives and through career planning. Some of these researchers found no gender difference in educational leadership competence by gender. The difference may just hinge on style of administration. Marshall (2006) observed that it is not clear to establish that female institutional heads tend to adopt a more functional leadership

style, in staff appraisal, resources allocation or even in relating harmoniously with the community. Notwithstanding, in terms of numerical strength women appear not to have been giving fair chance in school administration. Onah (2011) affirmed that Nigeria like every other country of the world is responding to the calls made by the United Nations to rid societies of all forms of gender based discriminations.

Most research works conducted in the area of school administration in Nigeria concentrated on the roles of women in schools administration as well as women emancipation and empowerment with little or no attention being given to the cause of hindrances towards women participation in secondary schools' administration particularly in Afikpo South Local Government Area of Ebonyi State. This identified gap of literature is what the present research study intended to fill.

## STATEMENT OF THE PROBLEM

Despite growing women participation in work places gender gap still exists in the administrative positions especially in secondary school administration and Secondary Schools in Nigeria. Ebonyi State is not different from this. This was supported by records at the Secondary Education Board (SEB) Office (2014) that showed greater numerical strength for female teachers but more males in managerial cadres (school administrators). For instance, out of fifteen (15) principals only four are females while the rest are males in the area of the study. If this situation continues, it may continue to affect female teachers who are aspiring to administrative positions in the secondary schools. However, certain factors are perhaps responsible for this gender leadership differences in secondary school administration. Women naturally possess inestimable qualities and if are not given equal opportunities with men in school administration, it may hinder their talents, skills and knowledge in work place. This natural quality must be supported and programs organized to exploit their natural talents. There seems to be gap in literature on the hindrances to effective women participation in secondary school administration in Nigeria. The problem of this study posed in question form is: what are the factors that hinder women effective participation in secondary school administration in Afikpo South Local Government Area of Ebonyi State?

## PURPOSE OF THE STUDY

The main purpose of this study is to determine the hindrances to the effective participation of women in secondary school administration in Afikpo South Local Government



Area of Ebonyi State. Specifically the study sought to:

1. Ascertain how gender role orientation and identify hinder effective participation of women in Secondary School Administration in Afikpo South Local Government Area.
2. Ascertain how socio-cultural factors affect active participation of women in secondary schools administration in Afikpo South Local Government Area.
3. Ascertain how gender stereotyping in allocation of job influences active participation of women in secondary schools administration in Afikpo South Local Government Area.
4. Ascertain how policy implementation process affects active participation of women in secondary school administration in Afikpo South Local Government Area.
5. Ascertain how educational gap between male and female affect women participation in secondary school administration in Afikpo South Local Government Area.

### RESEARCH QUESTIONS

1. How could gender role orientation and identify hinder effective participation of women in Secondary School Administration in Afikpo South Local Government Area?
  1. What are the socio-cultural factors that affect active participation of women in secondary schools administration in Afikpo South Local Government Area?
  2. How could gender stereotype in allocation of job influences active participation of women in secondary schools administration in Afikpo South Local Government Area?
  3. How could policy implementation process affects active participation of women in secondary school administration in Afikpo South Local Government Area?

4. Which ways could educational gap between male and female affect women participation in secondary school administration in Afikpo South Local Government Area?

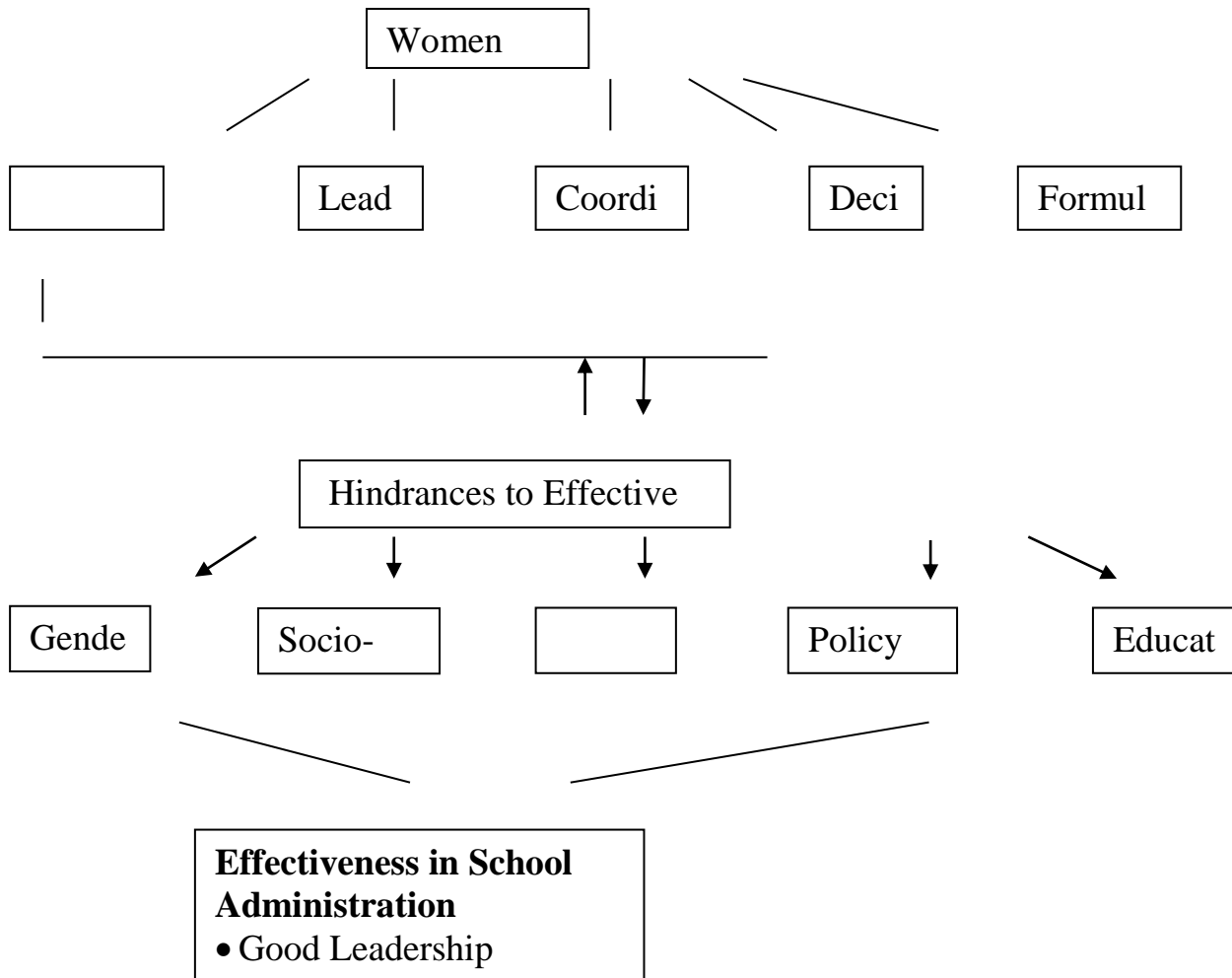
### HYPOTHESES

The following five (5) null hypotheses will be tested at 0.05 level of significance to guide the study.

- HO<sub>1</sub>:** There is no significant difference in the mean rating of male and female teachers on how gender role-orientation and identity hinder effective participation of women in Secondary School Administration in Afikpo South Local Government Area.
- HO<sub>2</sub>:** There is no significant difference in the mean rating of male and female teachers on how socio-cultural factors affect active participation of women in secondary schools administration in Afikpo South Local Government Area?
- HO<sub>3</sub>:** There is no significant difference in the mean rating of male and female teachers on how gender stereotype in allocation of job influences active participation of women in secondary schools administration in Afikpo South Local Government Area
- HO<sub>4</sub>:** There is no significant difference in the mean rating of male and female teachers on how policy implementation process affects active participation of women in secondary school administration in Afikpo South Local Government Area?
- HO<sub>5</sub>:** There is no significant difference in the mean rating of male and female teachers on how educational gap between male and female affect women participation in secondary school administration in Afikpo South Local Government Area.

## REVIEW OF RELATED LITERATURE

The review of related literature was established in schematized diagram.



**Figure 1:** Schematized Diagram showing all the Relationship between all the Variables in the Conceptual Framework (Source: Researcher, 2016)

The schematized diagram in figure 1 shows that women participation in secondary school administration has to do with their involvement in school management, leadership positions, coordinating school affairs, decision making process as well as policy implementation in school among other things. It is also indicated from the literature that the extent women participate in school administration could be influenced by the gender role, gender stereotyping, socio-economic factors, policy implementation and educational gap between men and women in Ebonyi State. Finally, the schema showed that women involvement in school

administration could lead to good leadership, cordial relationship between staff in schools, effective teaching and learning as well as discipline on the part of teachers and students. It was observed that administration of schools is the organizational function that deals with the arrangement to human and material resources, and programmes available for education, and carefully using them systematically for the achievement of articulated objectives of education. It also portrayed from the literature that administration of secondary is carried out by principals, head teachers, School Board, and Ministry of Education. However, the study concentrated on the

leadership and management roles played by male and female principals and head teachers in schools. Based on this, the study portrayed that social role, career experiences and expectation of women and marginalization of women as a result of their biological make up could hinder women effective participation in school administration.

The theoretical framework examined the feminist theory under the exposition of feminist theories on women participation in secondary school administration to the following namely: liberal feminism, Marxist feminism, radical feminism, socialist feminism. The theorists of feminism believed that education as it stands promotes male domination; that there is gendered language within education; that education produces stereotypes, that education misses women from the curriculum; that girls' and boys' subjects have been allowed to develop e.g. (girls do home economics while boys do woodwork or engineering courses). The feminism also believed that education system is patriarchal and that the 'Hidden Curriculum' reinforces gender differences.

The review of empirical studies was carried out. The works of Onele and Aja- Okorie (2015), Ibukun, Babatope and Thomas (2011), Hirut (2014), Khalil, Yahya, Awang and Abd (2015), Endale (2014) and Olayemi and Olaleye (2011) were examined. Their relationship and their differences were established. However, the studies reviewed were not directed on hindrances to women participation in secondary school administration particularly in Afikpo South Local Government Area of Ebonyi State. The empirical studies reviewed also created a gap of information on how educational gap between male and female affect women participation in secondary school administration. These identified gaps of information in literature were what this study filled

## METHODS

The descriptive Survey design was employed for this study. The population of this study will comprise all the two hundred and thirty five (235) male and female teachers and fifteen (15) male and female principals in fifteen senior public secondary schools in Afikpo South Local Government Area of Ebonyi State. There was no sampling, the entire population of 235 teachers (male 146, female 89) and 15 principals (11 male, 4 female) were studied because the population is of a manageable size. This is because, according to Nwana (2008), when the entire population size is small, the entire population should be used for the study and no need for drawing a sample. Data was collected using structured questionnaire. The

researcher developed a questionnaire entitled, "Hindrances for Effective Participation of Women in Secondary School Administration Questionnaire (HEPWSSAQ). The instrument is divided into two sections: I and II. Section I contains the respondents' socio-demographic information while section II contains the respondents opinion in clusters-A, B, C, D and E. Cluster A elicited information on how gender role orientation and identify hinder effective participation of women in Secondary School Administration in Afikpo South Local Government Area; Cluster B elicited information on how socio-cultural factors affect active participation of women in secondary schools administration in Afikpo South Local Government Area; Cluster C elicited information on how gender stereotyping in allocation of job influences active participation of women in secondary schools administration in Afikpo South Local Government Area; Cluster D elicited information on how policy implementation process affects active participation of women in secondary school administration in Afikpo South Local Government Area while Cluster E elicited information on how educational gap between male and female affect women participation in secondary school administration in Afikpo South Local Government Area. The instrument had four points rating of Very High Level (VHL), High Level (HL), Low Level (LL), and Very Low Level (VLL) with their nominal values as 4, 3, 2 and 1.

The instrument was face validated by three (3) experts from Faculty of Education, Ebonyi State University-One from the Department of Science Education (Measurement and Evaluation), two from the department of Educational foundations (Administration and Planning). The specialists screened the instrument in terms of the item structures, the appropriateness of the instrument, content coverage, language clarity and ambiguity. The views, comments and suggestions of these specialists were incorporated in the final draft of the instrument. The reliability of the instrument was determined by using Cronbach Alpha approach. To carry out the reliability of the instrument for this study, a pilot testing was conducted using thirty (30) teachers from public secondary schools in Afikpo North Local Government Area of Ebonyi State which were not part of the actual study. The twenty five (25) item questionnaire was administered to the teachers and the scores generated were computed using Cronbach Alpha to establish the internal consistency reliability index based on the five clusters with the aid of Statistical Package for Social Science (SPSS Version 20.0). The reliability indexes were 0.718, 0.673, 0.772, 0.742 and 0.752 while the

general reliability index for all the clusters is 0.648. These indexes are very high indicating that the instrument is reliable.

The researcher employed the services of three research assistants for the administration of the instrument to the 250 respondents. The research assistants were trained on the method of questionnaire administration. The training exercise lasted for two days. The first day was on introduction while the second day was disseminating of information on the purpose of the study and skills of administration and eliciting of valid information, as well as dispatching of the questionnaire to the trained research assistants. Thereafter, the researcher and the research assistants administered the 250 copies of the questionnaire on the respondents through their various principals. To ensure maximum return (100%), the respondents were requested to complete

the questionnaire and return them to the research assistants immediately. Follow-up visit was also used to retrieve the instrument that was not completed at spot. Mean and standard deviation were used to answer the research questions while t-test of independent sample was used to test the null hypotheses formulated for the study at the alpha level of 0.05. The cut-off points for acceptance for each item is 3.00-3.50 for Very High Extent (VHE), 2.49-2.50 for High Extent (HE), 1.49-1.50 for Low Extent (LE) and 0.49-0.50 for Very Low Extent (VLE). If the calculated t-value is greater than the critical value (2-tailed), the hypotheses would not be accepted but if the calculated t-value is lower than the critical value (2-tailed), the null hypotheses would be upheld. The choice of using t-test is because the items were scored dichotomously and the hypotheses involved the comparison of two means (i.e. male and female).

**RESULTS**

**Research Question 1:** How could gender role orientation and identify hinder effective participation of women in Secondary School Administration in Afikpo South Local Government Area?

**Table 1:** Mean rating of questionnaire on how gender role orientation and identify hinder effective participation of women in Secondary School Administration in Afikpo South Local Government Area.

S/N	Items Description	Mean	Standard Deviation	Decision
1	Negative orientation of parent to female child not to involve in difficult task at home affects women participation in school administration.	3.16	0.83	HE
2	Poor self-image, self-esteem from family orientation that women are weaker sex affects women participation in school administration.	3.14	0.80	LE
3	Women child bearing process affects their administrative duties in secondary schools.	3.08	0.77	LE
4	Low encouragement from spouse due to gender role of women affects their participation in school administration.	3.00	0.82	LE
5	Social and psychological attachment on women as subordinate to their male counterpart affects women participation in school administration.	3.06	0.86	LE

**Grand Mean Score= 3.088**

The result of data in table 1 revealed that the respondents in item 1-6 had the mean scores ranging from 3.16, 3.14, 3.08, 3.00, and 3.06 with the standard deviation ranging from 0.83, 0.80, 0.77, 0.82 and 0.86. This indicates that the teachers strongly agreed that the items of the questionnaire are how gender role orientation and identify hinder effective participation of women in Secondary School Administration in Afikpo South Local

Government Area. The grand mean score is 3.088 which indicate strongly agree. Therefore, gender role orientation and identify hinder effective participation of women in Secondary School Administration in Afikpo South Local Government Area.



**Research Question 2:** What are the socio-cultural factors that affect active participation of women in secondary schools administration in Afikpo South Local Government Area?

**Table 2:** Mean rating of questionnaire on how socio-cultural factors that affect active participation of women in secondary schools administration in Afikpo South Local Government Area.

S/N	Items Description	Mean	Standard Deviation	Decision
6	Female principals get limited support from their colleges and this affect their active participation in school administration.	3.08	0.80	SA
7	Role conflict between professional duties and family issues hinder women participation in school administration.	3.17	0.82	SA
8	Segregation in women career development brings fear to women’s aspiration to secondary school administration.	3.16	0.80	SA
9	Lack of self-confidence due to social prejudice of women affects their active participation in secondary schools administration.	3.17	0.82	SA
10	Poor and unfavourable attitude to women in school e.g. discrimination, cheating etc. affect women active participation in school administration.	3.09	0.80	SA
<b>Grand Mean Score= 3.134</b>				

The result of data in table 2 revealed that the respondents in item 6-10 had the mean scores ranging from 3.08, 3.17, 3.16, 3.17, and 3.09 with the standard deviation ranging from 0.80, 0.82, 0.80, 0.82 and 0.80. This indicates that the teachers strongly agreed that the items of the questionnaire are how socio-cultural factors that affect active participation of women in secondary schools administration in Afikpo South Local Government

Area. The grand mean score is 3.134 which indicates strongly agree. Therefore, socio-cultural factors affect active participation of women in secondary schools administration in Afikpo South Local Government Area.

**Research Question 3:** How could gender stereotype in allocation of job influences active participation of women in secondary schools administration in Afikpo South Local Government Area?

**Table 3:** Mean rating of questionnaire on how gender stereotype in allocation of job influences active participation of women in secondary schools administration in Afikpo South Local Government Area.

S/N	Items Description	Mean	Standard Deviation	Decision
11	Discouragement from male colleagues makes women not to take part in administrative positions in secondary schools.	3.16	0.82	SA
12	Discrimination of women for placement on higher positions affects women active participation in leadership positions in school.	3.12	0.77	SA
13	Discouragement from spouses limits women’s managerial growth in school administration.	3.16	0.82	SA
14	Stereotyping women as a weaker sex affect their active participation in school administration.	2.99	0.78	SA
15	Men hardly accept women as their equal counterpart and this limit active participation of women in school administration.	3.03	0.79	SA
<b>Grand Mean Score= 3.09</b>				

The result of data in table 3 revealed that the respondents in item 11-15 had the mean scores ranging from 3.16, 3.12, 3.16, 2.99, and 3.03 with the standard deviation ranging from 0.82, 0.77, 0.82, 0.78 and 0.79. This indicates that the teachers strongly agreed that the items of the questionnaire are how gender stereotype in allocation of job influences

active participation of women in secondary schools administration in Afikpo South Local Government Area. The grand mean score is 3.09 which indicates strongly agree. Therefore, gender stereotype in allocation of job influences active participation of women in secondary schools administration negatively in Afikpo South Local Government Area.

**Research Question 4:** How could policy implementation process affects active participation of women in secondary school administration in Afikpo South Local Government Area?

**Table 4:** Mean rating of questionnaire on how policy implementation process affects active participation of women in secondary school administration in Afikpo South Local Government Area.

S/N	Items Description	Mean	Standard Deviation	Decision
16	Policies that will help women resolve family issues to help them in school administration are not dully considered.	2.94	0.73	SA
17	Women restrictions on maternity roles affect their active participation in school administration.	2.73	0.88	SA
18	Nurturing roles placed on women negatively affect their active participation in secondary school administration.	3.06	0.84	SA
19	Marital policy which does not give women total freedom of movement in Igbo society affects their active participation in school administration.	2.66	0.91	SA
20	Affirmative measure (gender personnel consideration) is not taken into account to encourage women participation in school administration	2.74	0.86	SA
<b>Grand Mean Score= 2.826</b>				

The result of data in table 4 revealed that the respondents in item 16-20 had the mean scores ranging from 2.94, 2.73, 3.06, 2.66, and 2.74 with the standard deviation ranging from 0.73, 0.88, 0.84, 0.91 and 0.86. This indicates that the teachers strongly agreed that the items of the questionnaire are how policy implementation process affects active participation of women in secondary school

administration in Afikpo South Local Government Area. The grand mean score is 2.826 which indicates strongly agree. Therefore, poor policy implementation process affects active participation of women in secondary school administration in Afikpo South Local Government Area.

**Research Question 5:** Which ways could educational gap between male and female affect women participation in secondary school administration in Afikpo South Local Government Area?

**Table 5:** Mean rating of questionnaire on how educational gap between male and female affect women participation in secondary school administration in Afikpo South Local Government Area.

S/N	Items Description	Mean	Standard Deviation	Decision
21	Most women denied access to quality education by their parents negatively affects their active participation in school administration.	2.96	0.90	SA
22	Women inability to go to school because of parental believe that women are another man assets affects their participation in administration.	2.96	0.91	SA
23	Men are given opportunity than women when it comes to professional development and this affect women participation in school administration.	3.01	0.88	SA
24	Bias in educational qualifications tends to affect women participation in school administration.	2.80	0.88	SA
25	Women problem of deciding on time with their spouse on how to further or improve their education affect their participation in school administration.	2.78	0.83	SA

**Grand Mean Score= 2.908**

The result of data in table 5 revealed that the respondents in item 20-25 had the mean scores ranging from 2.96, 2.96, 3.01, 2.80, and 2.78 with the standard deviation ranging from 0.90, 0.91, 0.88, 0.88 and 0.83. This indicates that the teachers strongly agreed that the items of the questionnaire are how educational gap between male and female affect women participation in secondary school administration in Afikpo South Local Government Area. The grand mean score is 2.908 which indicates strongly agree. Therefore, the educational gap

between male and female affect women participation in secondary school administration in Afikpo South Local Government Area.

**Test of Hypotheses**

**HO<sub>1</sub>:** There will be no significant difference in the mean rating of male and female teachers on how gender role orientation and identity hinder effective participation of women in Secondary School Administration in Afikpo South Local Government Area.

**Table 6:** t-test of independent sample on the significant difference in the mean rating of male and female teachers on how gender role orientation and identity hinder effective participation of women in Secondary School Administration in Afikpo South Local Government Area

Variables	N	Mean	SD	T	Df	Sig.(2-tailed)	Level of Sig.	Decision
Male	146	3.1123	0.55880	0.100	233	0.920	0.05	NS
female	89	3.1056	0.38030	0.109				

Data in table 6 showed that the mean scores of male and female teachers on the significant difference in the mean rating of male and female teachers on how gender role orientation and identity hinder effective participation of women in Secondary School Administration in Afikpo South Local Government Area were 3.1123 and 3.1056 with the standard deviation of 0.55880 and 0.38030 respectively. Male and female teachers indicated the same on the significant difference in the mean rating of male and female teachers on how gender role

orientation and identity hinder effective participation of women in Secondary School Administration in Afikpo South Local Government Area. It also showed that the calculated t-value of 0.100 was not significant at 0.920 Significant (2-tailed) which is greater than the chosen level of 0.05. Therefore, there is no significant difference in the mean rating of male and female teachers on how gender role orientation and identity hinder effective participation of women in Secondary School Administration in Afikpo South Local Government Area.

**HO<sub>2</sub>:** There will be no significant difference in the mean rating of male and female teachers on how socio-cultural factors affect active participation of

women in secondary schools administration in Afikpo South Local Government Area.

**Table 7:** t-test of independent sample on the significant difference in the mean rating of male and female teachers on how socio-cultural factors affect active participation of women in secondary schools administration in Afikpo South Local Government Area

Variables	N	Mean	SD	T	Df	Sig.(2-tailed)	Level of Decision Sig.
Male	146	3.1384	0.46420	-469	233	0.645	0.05 NS
female	89	3.1663	0.42772	-470			

Data in table 7 showed that the mean scores of male and female teachers on the significant difference in the mean rating of male and female teachers on how socio-cultural factors that affect active participation of women in secondary schools administration in Afikpo South Local Government Area were 3.1384 and 3.1663 with the standard deviation of 0.46420 and 0.42772 respectively. Male and female teachers indicated the same on the significant difference in the mean rating of male and female teachers on how socio-cultural factors that affect active participation of women in secondary schools administration in Afikpo South Local Government Area. It also showed that the calculated t-value of -469 was not significant at 0.645

Significant (2-tailed) which is greater than the chosen level of 0.05. Therefore, there is no significant difference in the mean rating of male and female teachers on socio-cultural factors that affect active participation of women in secondary schools administration in Afikpo South Local Government Area.

**HO<sub>3</sub>:** There is no significant difference in the mean rating of male and female teachers on how gender stereotype in allocation of job influences active participation of women in secondary schools administration in Afikpo South Local Government Area.

**Table 8:** t-test of independent sample on the significant difference in the mean rating of male and female teachers on how gender stereotype in allocation of job influences active participation of women in secondary schools administration in Afikpo South Local Government Area

Variables	N	Mean	SD	T	Df	Sig.(2-tailed)	Level of Decision Sig.
Male	146	3.1192	0.53644	0.613	233	0.541	0.05 NS
female	89	3.0787	0.40745	0.654			

Data in table 8 showed that the mean scores of male and female teachers on the significant difference in the mean rating of male and female teachers on how gender stereotype in allocation of job influences active participation of women in secondary schools administration in Afikpo South Local Government Area were 3.1192 and 3.0787 with the standard deviation of 0.53644 and 0.40745 respectively. Male teachers indicated higher than female response on the significant difference in the mean rating of male and female teachers on how gender stereotype in allocation of job influences active participation of women in secondary schools administration in Afikpo South Local Government Area. It also showed that the calculated t-value of

0.613 was not significant at 0.541 Significant (2-tailed) which is greater than the chosen level of 0.05. Therefore, there is no significant difference in the mean rating of male and female teachers on how gender stereotype in allocation of job influences active participation of women in secondary schools administration in Afikpo South Local Government Area.

**HO<sub>4</sub>:** There is no significant difference in the mean rating of male and female teachers on how policy implementation process affects active participation of women in secondary school administration in Afikpo South Local Government Area.

**Table 9:** t-test of independent sample on the significant difference in the mean rating of male and female teachers on how policy implementation process affects active participation of women in secondary school administration in Afikpo South Local Government Area

Variables	N	Mean	SD	T	Df	Sig.(2-tailed)	Level of Sig.	Decision
Male	146	2.9288	0.39216	4.973	233	0.000	0.05	S
female	89	2.6652	0.39746	4.957				

Data in table 9 showed that the mean scores of male and female teachers on significant difference in the mean rating of male and female teachers on how policy implementation process affects active participation of women in secondary school administration in Afikpo South Local Government Area were 2.9288 and 2.6652 with the standard deviation of 4.973 and 4.957 respectively. Male teachers indicated higher than female response on the significant difference in the mean rating of male and female teachers on how policy implementation process affects active participation of women in secondary school administration in Afikpo South Local Government Area. It also showed that the calculated t-value of 4.973 was significant at 0.00

Significant (2-tailed) which is lesser than the chosen level of 0.05. Therefore, there is significant difference in the mean rating of male and female teachers on how policy implementation process affects active participation of women in secondary school administration in Afikpo South Local Government Area.

**HO<sub>5</sub>:** There will be no significant difference in the mean rating of male and female teachers on how educational gap between male and female affect women participation in secondary school administration in Afikpo South Local Government Area

**Table 10:** t-test of independent sample on the significant difference in the mean rating of male and female teachers on how educational gap between male and female affect women participation in secondary school administration in Afikpo South Local Government Area

Variables	N	Mean	SD	T	Df	Sig.(2-tailed)	Level of Sig.	Decision
Male	146	2.9836	0.41390	3.024	233	0.005	0.05	NS
female	89	2.8000	0.50722	2.879				

Data in table 10 showed that the mean scores of male and female teachers no significant difference in the mean rating of male and female teachers on how educational gap between male and female affect women participation in secondary school administration in Afikpo South Local Government Area were 2.9836 and 2.8000 with the standard deviation of 0.41390 and 0.50722 respectively. Male teachers indicated higher than female response on the no significant difference in the mean rating of male and female teachers on how educational gap between male and female affect women participation in secondary school administration in Afikpo South Local Government Area. It also showed that the calculated t-value of 3.024 was not significant at 0.005 Significant (2-tailed) which is greater than the chosen level of 0.05. Therefore, there is no significant difference in the mean rating of male and female teachers on how educational gap between male and female affect

women participation in secondary school administration in Afikpo South Local Government Area.

**SUMMARY OF THE FINDINGS**

The following findings were obtained from the data analyzed on the tables based on the five research questions and five null hypotheses:

1. That gender role orientation and identify hinder effective participation of women in Secondary School Administration in Afikpo South Local Government Area.
2. That socio-cultural factor affects active participation of women in secondary schools administration negatively in Afikpo South Local Government Area.
3. That gender stereotype in allocation of job has negative influence on active participation of women in secondary schools administration negatively in Afikpo South Local Government Area.



4. That poor policy implementation process negatively affects active participation of women in secondary school administration in Afikpo South Local Government Area.
5. That the educational gap between male and female affect women participation in secondary school administration in Afikpo South Local Government Area.
6. That there is no significant difference in the mean rating of male and female teachers on how gender role orientation and identity hinder effective participation of women in Secondary School Administration in Afikpo South Local Government Area.
7. That there is no significant difference in the mean rating of male and female teachers on how socio-cultural factors affect active participation of women in secondary schools administration in Afikpo South Local Government Area.
8. That there is no significant difference in the mean rating of male and female teachers on how gender stereotype in allocation of job influences active participation of women in secondary schools administration in Afikpo South Local Government Area.
9. That there is significant difference in the mean rating of male and female teachers on how policy implementation process affects active participation of women in secondary school administration in Afikpo South Local Government Area.
10. That there is no significant difference in the mean rating of male and female teachers on how educational gap between male and female affect women participation in secondary school administration in Afikpo South Local Government Area.

## DISCUSSION OF FINDINGS

This study explored information on the hindrances to the effective participation of women in secondary school administration in Afikpo South Local Government Area of Ebonyi State. The discussions of the findings were made based on the five research questions and five null hypotheses. The result of this study revealed that gender role orientation and identify hinder effective participation of women in Secondary School Administration in Afikpo South Local Government Area in terms of negative orientation of parent to female child not to involve in difficult task at home, poor self-image, self-esteem from family orientation that women are weaker sex, women child bearing process which affects their administrative duties, Low

encouragement from spouse due to gender role of women as well as social and psychological attachment on women as subordinate to their male counterpart. This finding is in tandem with the finding of Hirut (2014) who found that the home and family responsibility exert great impact on women's participation of school leadership. The agreement in findings shows that the leadership practice of parents at home could invariably determine the position of people in future. The result of null hypothesis 1 also shows no differences in responses of the respondents. The agreement of findings of research questions and hypothesis showed that gender role-orientation of parents in terms of given unequal treatment of children on the basis that one is male and has particular role to play and the other is a female and so have their defined role to play grows in children as they grow to adulthood and go a long way to influence how they perceive the world particularly on secondary school administration. The women are oriented at home to be under man and as such see men as superior in all administrative cadres.

The result of research question 2 revealed that socio-cultural factors affect active participation of women in secondary schools administration negatively in Afikpo South Local Government Area. This positive nature of this finding is because, some people think in our society that women lacks the ability and skill, the patriarchal ideology are not fully changed which are external barriers beyond the competency of them. This finding is finding is in tandem with Hirut (2004) who found that there is a belief that women are docile, submissive, patient, and tolerant of monotonous work and violence, for which culture is used as a justification. Like many African Countries, the majority of Nigerian women hold low status in the society. Oniye (2010) also found that have been denied equal access to education, training, and gainful employment opportunities, and their involvement in policy formulation and decision making processes have been minimal. Obviously, women play a vital role in the community by taking care of all societal activities. However, they do not enjoy the fruits of their labor and suffer from political, economical, societal, and cultural marginalization. According to Agu, (2007), although there are many women who have played important political and leadership roles in the society but only few are visible in the existent educational literatures. This finding is also supported by the result of the null hypothesis 2 which revealed that there is no significant difference in the mean rating of male and female teachers on how socio-cultural factors affect active participation of women in secondary schools administration in Afikpo South Local Government

Area. Cultural roles changes as the society is changing in its structure and therefore appointment of women in school leadership should not be based on socio-cultural roles. The influence of culture on women participation if not properly harnessed might hinder leadership position in the society. This because, in recent times, women done well in different vocation and thus should not be regarded as weaker vessel as ascribed by the society.

The analysis of research question 3 revealed that gender stereotype in allocation of job has negative influence on active participation of women in secondary schools administration negatively in Afikpo South Local Government Area. This finding is in agreement with the early finding of Eagly & Mitchell (2004) who affirmed that sex-role stereotyping depicts men as superior in leadership pursuits because they are considered to possess the masculine, agnatic qualities (e.g., men are more assertive, competitive, daring, and courageous) that are needed to gain the necessary level of respect for the successful supervision of followers. According to Agu (2007), this process plays a subconscious role in reinforcing masculine leadership. As long as such myths prevail, male leadership images are dominant even while efforts are made to incorporate female leadership images. Women have been stereotyped as dependent, submissive and conforming, and as a result have been viewed as lacking in leadership qualities and characteristics. This however, would hinder administrative performance as women possess intrinsic and extrinsic qualities necessary for effective administration. This finding is also supported by the null hypothesis 3 which indicated that there is no significant difference in the mean rating of male and female teachers on how gender stereotype in allocation of job influences active participation of women in secondary schools administration in Afikpo South Local Government Area. This positive response showed that the role of women in secondary school administration cannot be overemphasized and there should not be restricted because of gender variable but consideration of skills, knowledge and ability.

The analysis of research question 4 revealed that poor policy implementation process negatively affects active participation of women in secondary school administration in Afikpo South Local Government Area. This finding is in tandem with Patricia (2010) who affirmed that there is still poor policy implementation on gender issues and leadership positions in various social institutions in African Countries. She maintained that gender issues have not been well integrated and addressed in strategies, rules and regulations, programs, plans and

activities to the expected level. Gender mainstreaming is weak owing to capacity gaps of staff involved in planning, monitoring and evaluation. This is partly reflected in weak gender mainstreaming practices, inadequate expertise on gender, and lack of adequate, functional and efficient gender office structures. Although affirmative action is implemented for entry to higher education, it is not backed by systematic and flexible retention mechanisms to ensure comparable number of graduates as well as equity administrative positions. This finding however was not supported by the result of null hypothesis 4 which revealed that there is significant difference in the mean rating of male and female teachers on how policy implementation process affects active participation of women in secondary school administration in Afikpo South Local Government Area. This means that policy implementation of gender differs according to different culture and societal values. This finding indicate that the state and federal government shall provide women with special support, particularly in education, training and employment, so that they may participate in political, economic, social and cultural affairs on equal basis with men.

The analysis of research question 5 revealed that the educational gap between male and female affect women participation in secondary school administration in Afikpo South Local Government Area. This finding is agreement with popular saying that for any meaningful development to take place in any country, education must be accorded its place of priority in all facets of life. This view is in line with the axiom which says that if you educate a man, you educate a person, but if you educate a woman, you educate a nation. Eyinade (2010) stated keenly that it is only when you educate women that their hidden talents will be manifested. They are first teachers of their children, and so the nation gain economically and socially in educating her female population. The youths are leaders of tomorrow and their first contact in life comes through women (mothers). Eyinade (2010) claimed that women adopt management styles, with much greater emphasis on collaboration, cooperation and other 'feminine' behaviours. These styles are compatible with 'masculine' aspects of management. Coleman (2004) presents evidence that woman managers in education tend to be more democratic than men, demonstrating qualities of warmth empathy and cooperation. The dynamic, transforming women have much to offer in educational management for sustainable development of the nation. To ensure women education and empowerment, Non-Governmental Organization (NGOs), and women professional groups have also

initiated programmes for women empowerment”, and “gender equality”. This finding of research question 5 is also supported by the null hypothesis 5 which revealed that no significant difference in the mean rating of male and female teachers on how educational gap between male and female affect women participation in secondary school administration in Afikpo South Local Government Area. This indicates that respondents are aware of the importance of women education in socio-economic and cultural development of any nation particularly Nigeria.

## CONCLUSION

It is evident from this study that efforts have been made by World Bodies and the Nigerian government to bridge educational gaps between males and females yet the imbalance persists. It has also been observed from the managerial view point that the females are not carried along by the males. This leaves a challenge to the government to do more to ensure balance in this sensitive area of co-existence.

## RECOMMENDATIONS

The following recommendations were made based on the findings of the study:

1. Parents should not be biased while giving orientation to their children as pertaining to roles and functions they should perform at home and the society irrespective of their biological differences.
2. More women should be encouraged by society and government to hold high public offices in education, economy and politics in all the states of the federation to ensure equity in administration.
3. There should be fairness in allocation of jobs for both gender based on experiences and qualification in terms of leadership positions in schools.
4. Policy that affect women participation on leadership position in school should be reviewed to accommodate women as their skills could improve the performance in secondary schools in Nigeria.
5. Parents should be educated by the government on the benefit of female education and the emotional attachment of female to her natal home, as girls are naturally inclined to taking care their parents in old age.

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