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Olokoba, A.A. & Usman, A. Saliu

Introduction

Education has always been given great priority in the Nigeria developmental plan because of its importance as an instrument for nation building and its influence on technological development (Lawal-Ojibara, 2011). The Federal Republic of Nigeria National Policy on Education (2004) clearly stated that, education will be geared towards the realization of national goals through inculcation of better human relationship, national consciousness among others. Olokoba (2000) opined that to achieve educational objectives in the light of the existing changes, educational institutions must restructure the frame-work of their organization to form learning communities and must be a continuous exercise. For the goals to be achieved, therefore, it becomes necessary to acquire and maintain the human and non-human resources. In any educational institution, the strongest element that initiates, sustains and promotes its existence and productivity is the human resources – staff and students. Based on this assumption, educational institutions must hold firmly with the proper acquisition and management of their personnel. Since learning has been noted to be a continuous process, it can only be meaningful and successful under healthy and determined minds of the learners, lecturers, and the school authority through effective management (Ndiyo, 2005).

Gender is the socio-cultural dimension of the division of humans into male and female persons rather than its biological determinant (Olokoba, 2014). In this definition, the distinction pre-supposes that innate and environmental differences can be distinguished. In this situation, gender refers to environmental concepts ascribe to male or female in relation to roles, duties, behavior and mannerism while sex on its own is innate because it

is biological nature. There are strong correlations between pattern of social stratification and gender. A number of socio-linguistic and educators have found that frequently women tend to use higher status variants than men and even perform more credibly in the planning and management of available resources in any organizations like school system.

Therefore, gender can be described as the state of being masculine, feminine or neuter. It is not used to describe the biological sexual characteristic by which people identify female or male, but to encompass the socially defined sex role, attitude and value which communities and societies ascribe as appropriate for one sex or the other. Ahupa (2014) defined gender as socially ascribed attribute which differentiates what is generally referred to as feminine or masculine. For instance, it is upheld in many quarters that female managers are better off in the management of school resources.

Management as it relates to this study does not take a different stand from the meaning given to it by many authorities. Ahupa (2014), quoted (Dare 2009) viewed management as an important aspect of human Endeavour that helps the organization to achieve its goals. Also, Lawal-Ojibara (2011) defined management as the act of planning, organizing, co-ordinating, leading and evaluating. Management, as quoted by Omosidi (2014), is a special process concurrent with identification, maintaining, controlling, motivating and unifying both human and material resources with an integral system designed specially to achieve predetermined objectives. Management in the broad sense, is not confined to private enterprise alone; it is recognized as very essential for the successful operation of government departments or agencies, public enterprises, trade unions, schools, colleges and universities, management in essence include organizational leadership which has an its central responsibilities the effective coordination and development of human and material resources as means of achieving organizational objectives. Whatever the objectives of an organization, (human and material) have been recognized as the prime factor among others that need to be considered for an effective realization of the

organizations dream, especially in a school setting. It is through the combined efforts of peoples that human and materials resources can be utilized for whatever objectives that may have been set. There are various definitions of the word management; this is because different writers appeared to see it from various points of view. According to Hamza (2014), management is, 'Managing, planning, organizing co-coordinating leading and evaluating'.

From the above definition, it is clear that, management involves the integration and application of knowledge and analytical approach towards the maintenance and utilization of resources. Also, Mina (2006) stated that: management is a way of getting things done through others on equal footing, Ijaiya (2012) defined management as: 'the process of efficiently getting activities completed with and through other people'. One can understand from the submissions of Ahupa (2014) and Maina (2006) that for resources to be useful and set goals to be attained, people have to be involved and coordinated. Therefore since all human organizations are made up of people, it becomes essential that consideration be given to human resources. The definitions given above are in-line with the saying that only those organizations that are able to acquire, develop: stimulate and keep outstanding people will be effective and efficient. Mahadi (2007), defined management as: the essential part of administration which activities, directs and involves control of plans and procedures of organizations on his part, Durosaro (2012), defined management as: an important aspect of human endeavour that helps the organization to achieve its goals.

It is clearly evident from the submissions of Hamza (2014), as guaranteed above that management is a special process concerned with identification, maintaining controlling, motivating and unifying both formal and informal organizations that involve the utilization of human and material resources with no integral system designed to achieve predetermined objectives. The principles of management include the following among others professional knowledge, sense of direction, sense of control and burning desire. An individual with a shallow knowledge of his

duties cannot be said to have a good sense of duty. Hence, such a person will not be adequately equipped to serve or manage resources. Therefore, adequate knowledge of available resources by personnel in any organization leads to effective utilization and management – Oyetunde (2002) explain that never should management display ignorance about matters when it comes to in-depth discussion or matters that demand keeps intellectual solutions. Good management of resources can only be achieved if personnel unit acquires clear sense of purpose and direction. Azare, (2010) noted that sense of purpose demands that all staff have a good knowledge of the goals and objectives of the school.

It can be understood from the above, that sense of purpose is at its strongest when it is knitted into the fabric of the organization, through staff experience discussion and based on observation or/and interactions. Therefore, it can be inferred that to utilize and manage resources very well, the authority of a school should understand individual's job relationship and harness efforts towards the realization of the over all goals and objectives. The overall purpose is basically the ultimate sense that warrants the existence of resources, its utilization and management. Control is an important component of management; it enhances a better quality service, that is, utilization. For a meaningful control of resources, school authority, according to Nwanko (2008) should, set the standard quality required, plan to achieve the required quality, correct any quality deficiency and provide long term planning. School resources are the totality of teaching and learning materials employed and managed to promote knowledge in the school. If school resources are well managed the end result would lead to better learning, students with qualities skills will be produced and the credit would be that of the School head, head of library and other Staff.

Ilorin Metropolis

Ilorin plays an important role of being the State headquarters. It is believed that Ilorin was founded around 1600-1700 AD by one Ojo-Isekuse, a hunter who was said to have hailed from Oyo-Ile, in the old Yoruba Empire. Others, however, said that Ojo-Isekuse came from a village called Gambe-Ilottta, near Eji. The

name Ilorin was derived from Ojo-Isekuse's activity on a rock situated at Bamidele's compound in Ilorin. It was on this stone that Ojo-Isekuse used to sharpen his hunting implements hence Ilorin 'the sharpening of Iron'. History has it that before the advent of the Fulanis, there was no single ruler in Ilorin other than the Alafin of Oyo. Infact, Ilorin was said to have been settled by people from different places and each people formed a hamlet headed by independent rulers. There was the Okesuna Hamlet with Solagberu as the head; there was Okelele Hamlet with Ojo-Isekuse as the head; and there was also Idi-ape Hamlet with Afonja as the head. Others were Gaa hamlet headed by Olufadi and Gambari Area with Sarkin Gambari as the head. However, education in Ilorin started with Quranic School. Later the pupils proceeded to either primary school or Islamiyya School. But with the introduction of the Universal Primary Education, more and more children go to school in Ilorin. It is universally accepted that library services are an integral and essential component of the school education system as pinpointed earlier.

School Libraries and Secondary Education

The socio-economic and cultural development of a nation depends to a large extent on the achievements made by it on education and research. Libraries play a vital role in all stages of education especially in secondary education; it is the basic foundation on which the edifice of higher education is built. Libraries in schools are the natural supporting centres for individual's intellectual development and are particularly important today in view of the shift in emphasis towards individualized and heuristic learning (Kumar, 1994). The change in instructional methods had been reflected in the function and role of libraries in learning process. This, renewed role of the library prompts it to provide documents and services for intellectual as well as recreational needs of individuals. School library becomes a source and force for educational excellence only when it functions as an integral component of the total teaching-learning process. The integration of school libraries with the educational system from school level would lead to considerable

quality improvement in teaching-learning process. To achieve these objectives, a sound, well equipped and managed library is required. As an education adage says "catch them young". To catch them young library implement at this level of education is very necessary, as primary and secondary education is the key to the success or failure of any education system, since the rest of education programmes are built upon it. Selbar, et al (2009) and summarized the present state of school library in Nigeria. They emphasized in their findings of school libraries in Nigeria and expressed that "Libraries do exist in secondary schools, but many almost in name because all the elements required for them to operate are not put in place.

The objective was to find out the availability or otherwise of library in randomly selected schools, the nature and the organization of such libraries where they exist and teachers use of the libraries. The paper concludes that lip services are still being paid to the establishment of school libraries as the analysis shows a preponderance of libraries in the Private Fee Paying Schools are starved of good libraries. Apeji (1990) looked into the development of school library services in Nigeria. Obi (1977), the modern library offers a wide variety of materials so that it does not only supply information in printed form, but also in picture, films, tapes and slides to make learning more real and exiting. Olanlokun and Salisu (1993) estimated that the main purpose of a school library is to encourage reading habit and to develop in students in the ability to learn from book without a teacher. Ogbonna, (2009), school libraries are libraries established in the primary and secondary schools mostly by the authorities of the schools to serve the pupils/students, the teachers and other staff members of the schools. In a school library, learning resources such as books and audio-visual materials are systematically collected and organized for the use of the students and teachers. The National Policy on Education (1981) highlighted the provision of Libraries in schools as an integral compliment towards efficient and functional education. It also stated that each school is to be provided with library and a trained staff to run the libraries.

Statement of the problem

Several debates were going on within the stakeholders of secondary schools with reference to schools and library resources management. The issue is really concerned gender responsiveness to the management of the resources. With this in mind an attempt is made to assess and analyze the existing scenario of gender differences among the principals in management and library resources of secondary schools in Ilorin metropolis.

Objective of the Study

The study aims at examining the perceptions of stakeholders on gender differences among the principals in management and library resources of secondary schools in Ilorin metropolis. Objectives of this study are as follows: -

- i. To ascertain the level of differences between female and male principals in the management of staff welfare in secondary schools in Ilorin metropolis.
- ii. To find out if there is differences between female and male principals in the management of school finance in secondary schools in Ilorin metropolis.
- iii. To examine the differences between female and male principals in the management of school records in secondary schools in Ilorin metropolis.
- iv. To find out if there is difference s between female and male principals in the management of school libraries in Ilorin metropolis.

Research Questions

Based on the objectives of the study, the following research questions are raised to assess the perceptions of stakeholders on gender differences among the principals in management and library resources of secondary schools in Ilorin metropolis.

- i. Is there any difference between female and male principals in the management of staff welfare in secondary schools in Ilorin metropolis?

- ii. What is the difference between female and male principals in the management of staff finance in secondary school in Ilorin metropolis?
- iii. Is there any difference between female and male principals in the management of school records in secondary school in Ilorin metropolis?
- iv. Is there any difference between female and male principals in the management of school libraries?

Scope of the Study

Three secondary schools from Ilorin metropolis namely, Ilorin West, Ilorin East and Ilorin South were examined. Reason for this limit was based on economy.

Significance of the Study

The report of this study adds to the already existing subject on the perceptions of stakeholders on gender differences among the principals in management and library resources of secondary schools in Ilorin metropolis. The findings serve as eye-opener to the management so as to improve on the performance of principals of secondary schools in the management of schools and library resources in Ilorin metropolis. .

Research Methodology

This study is a descriptive research which “concerns itself with the description of present event” (Olokoba 2000). This is unlike the historical research which deals with “what”, “was”, descriptive research engages in explaining and interpreting current issues, existing conditions, prevailing practices, beliefs and attitude. The type of descriptive research that was employed in this study was survey method. Survey method examines systematically and scientifically desired characteristic of a given population.

Random sampling techniques were adopted in selecting three secondary schools from Ilorin metropolis that is, from Ilorin West, Ilorin East and Ilorin South respectively.

Instrumentation

A questionnaire entitled "Gender Difference Questionnaire" (GDQ) was constructed using Likert rating scale. The instrument was self-designed and it was subjected to thorough scrutinizing by professional for face and content validity. The questionnaire was designed to collect data and responses from the teaching staff, students and management staff.

Validity of the Instrument

In this study, content validity method was used as the most suitable for verification of the questionnaire items. This method has also been found to be most suitable for this study because it contained statements that addressed the objectives of the study. Abubakar (2009) opined that the validation of the content of the research instrument by experts is an obligation for every researcher to accomplish. Hence, the instrument for this study was validated by 6 experts in the field of educational administration and planning, library, research and statistics.

Reliability of the Instrument

Reliability of the instrument was determined by the outcome of the pilot study. A pilot study was adopted to determine the consistency of the instrument. The result of the study show that $r = 0.88$. The reliability co-efficient is considered high to guarantee the reliability of the instrument based on the 0.05 an acceptable standard.

Method of Data Collection and Analysis

The data through the instrument on perceptions of stakeholders on the gender differences of secondary school principals in the management of resources in Ilorin metropolis of Kwara State were collated, tabulated, coded and analyzed using statistical measurement such as simple percentage and frequency distribution.

Results and Discussions

A detailed analysis of data gathered with the use of the instrument described in the paper. The study presents demographic data, analysis of the generated hypotheses and summary of the findings of the data.

Research Question 1:

Is there any difference between female and male principals in the management of staff welfare in secondary schools in Ilorin metropolis?

Table 1: Analysis on the differences in the opinions of stakeholders on differences between female and male principals in the management of staff welfare in secondary schools in Ilorin metropolis

Staff welfare facilities	Female principals	Male principals
Security Guards	59.4%	40.6%
Health services	53.7%	46.3%
Transportation	51.0%	49.0%
Power supply	50.0%	50.0%
Clubs/societies	51.0%	49.0%

The table 1 above clearly presents different staff welfare facilities available in the school. It can be inferred from the table that in the management of the five items listed under staff welfare. Female principals are rated above their male counterparts. For instance the percentage of respondents on transportation rated female principals 1.0% above the male principals i.e. 51.0% to 49.0%. In the provision and management of health service, the male principals were rated 7.4% below their female counterparts.

Research Question 2

What is difference between female and male principals in the management of staff finance in secondary school in Ilorin metropolis?

Table 2: Analysis on the differences in the opinions of stakeholders on differences between female and male principals in the management of staff finance in secondary schools in Ilorin metropolis

School Finances	Female Principals	Male Principals
Government Grants	65.0%	35.0%
Fees & Dues	66.5%	33.5%
External financial aids	60.0%	40.0%

As the table 2 above illustrates the finances of the schools are better managed by female leaders of the schools. Going by the percentage of respondents, the female principals were rated within the brackets of (60-66.50%) in the items listed under finance.

Research Question 3:

Is there any difference between female and male principals in the management of school records in secondary schools in Ilorin metropolis?

Table 3: Analysis on the differences in the opinions of stakeholders on differences between female and male principals in the management of school records in secondary schools in Ilorin metropolis

School Records	Female Principals	Male Principals
Records of staff performance	45.5%	44.5%
Records of Daily school activities	50.1%	49.9%
Records of Academic	50.0%	50.0%
Records on plants and equipment	50.6%	49.4%

The above table 3 shows that school records are well kept, maintained and managed by both sexes. Through the answer of the respondents to the questions, it is very evident that by 4.5%,

0.1% & 0.4%, female principals managed records of staff school activities and equipment better than their male counterparts.

Research Question 4:

Is there any difference between female and male principals in the management of school libraries in secondary schools in Ilorin metropolis?

Table 4: Analysis on the differences in the opinions of stakeholders on differences between female and male principals in the management of school libraries in secondary schools in Ilorin Metropolis

School Libraries		Female Principals	Male Principals
Library staff performance		55.0%	45.0%
Daily library activities		50.0%	50.0%
Students Academic performance		62.0%	48.0%

The above table 4 shows that school libraries are well stoked, maintained by both sexes. Though the answer of the respondent to the questions. It is very evident that by 5.0%, 0.0 % and 0.2%, female principals managed school libraries better than their male counterparts

Discussion

From the analysis of data and the findings, the first finding on table 1 revealed that there was a significant difference in the opinions of stakeholders on the differences between female and male principals performance in the management of staff welfare in secondary schools in Ilorin metropolis. The female principals were rated higher above their male counterparts in the effective administration of staff welfare particularly on all the available welfare services in these colleges. The emphasis was on security, which protects the life and properties which was 59.4% in favors of female principals as against the 40.6% of male principals. This

finding is in line with Olokoba (2014) who observed that management of school activities involved process of planning, organizing and co-ordination. The effective performance of female principals over their male counterparts was as a result of their effective planning of their programmes which resulted into good performance.

On research question 2, it was also revealed that there was a significant difference in the opinions of stakeholders on the differences between female and male principals performance in the management of staff finance in secondary school in Ilorin metropolis. Also the table 2, shows that all the allocations from the government, from the school fees as well as donations and grants from individuals were properly managed and accounted for by the female principals than their male principals. The findings also show that female principals were prudent and transparent in their financial dealings in their schools. This finding is supported by Ahupa (2014) who stated that women are rated among school administrators as best particularly on finance. Aliyu (2014) collaborated further that female principals are good in the management of staff welfare.

In research question 3, the opinions of stakeholders were sought on the differences between female and male principals in the management of school records. The findings revealed that school records are well-kept, maintained and managed by both female and male principals respectively but the result favored the female principals having the highest percentage of 50.1% as against 49.9% interim of keeping adequate records of daily activities of the school system. Also on keeping of staff records, a female principal was favoured with 45.5% as against 44.5% of their men. This finding was supported by Lawal - Ojibara (2011) who suggested that women should be given the opportunity to lead because of their gender qualities over men. Mahadi (2007) emphasized on the appointment of female principals in secondary school because of their social cultural qualities.

On research question 4, it was revealed that there was a significant difference in the opinion of stakeholders on the differences between the female and male principals performance

in the management of schools libraries. The findings revealed that school libraries are well equip with materials and maintained by both female and male principals respectively, but female principals had upper hand.

Conclusion

The study examined the perceptions of stakeholders on the gender differences in the management of resources in secondary schools in Ilorin metropolis with particularly reference to three local governments in Ilorin metropolis, that is, Ilorin West, Ilorin East and Ilorin South of Kwara State. Four major areas of administration were focused for this study, namely: management of staff welfare, management of school finance, management of school records and school libraries. The study revealed that female principals are better in the management of the above resources of the school than their male counterparts. For instance, female principals performed well on the five items available on staff welfare with highest percentage than male principals, and this would promote peace and harmony because of their acceptability by other staff based on their leadership qualities in the administration of the schools.

Recommendations

From the findings and conclusions of this study, it becomes imperative to advance the following recommendations for future improvement.

- i. The findings of the study pose some challenges to principals.
- ii. In order to make the secondary schools more effective, the appointment of principals should be on merit not on gender differences where men are recognized above female.
- iii. The parents also need to encourage their female children to go to school for sound education in order to be able to compete with their male folks.

- iv. Female staff should be given priority by the government to head secondary schools both at federal and state level as principal for better results.

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