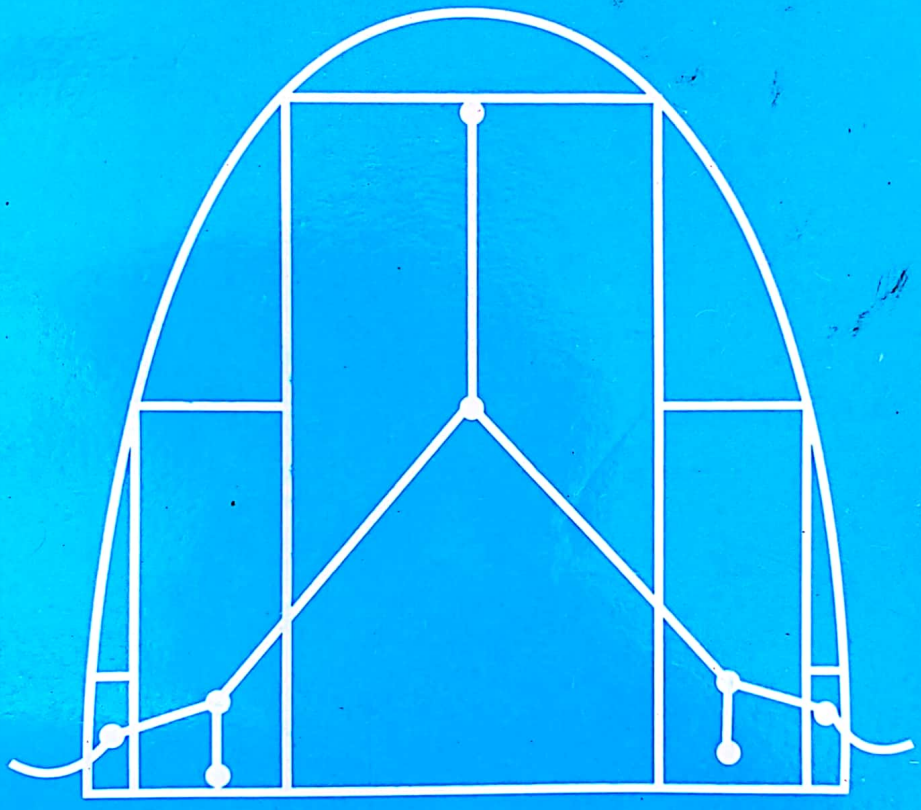
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*In Honour of*

**Prof. Adedayo Yusuf ABDULKAREEM**

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# INTERNATIONAL JOURNAL OF EDUCATIONAL MANAGEMENT (IJEM)

**Department of Educational Management,**
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# FOREWORD

I am highly honoured and delighted to write a foreword to this special edition of the 'International Journal of Educational Management', a publication of the Department of Educational Management, University of Ilorin, Ilorin, Nigeria. This edition is published in honour of Professor Adedayo Yusuf Abdulkareem, a Professor of Educational Management, to mark his 70th birthday and retirement from active service.

Professor Adedayo Yusuf Abdulkareem is the immediate past Deputy Vice-Chancellor Management Services of this University. He has also served meritoriously in different capacities within and outside the University. These include the National President, University of Ilorin Alumni Association, Provost, Kwara State College of Education, Ilorin, Head of Department of Educational Management, University of Ilorin and Director, Institute of Education University of Ilorin. He is a Fellow of National Association for Educational Administration and Planning (NAEAP) and a Fellow of Nigerian Institute of Management (NIM)(Chartered).

The theme of this edition is 'Resource Management for Organisational Effectiveness'. The sub-themes cover diverse areas of human, physical, financial resources management and effectiveness at primary, secondary and tertiary levels of the educational organisations. Thus, the authors examine different aspects of resources in Nigerian educational system and how the resources could be directed towards actualisation of educational and national objectives. As the country is facing developmental challenges in spite of its abundant resources, it is our hope that recommendations from authors in this publication would go a long way in addressing the challenges.

**Professor Yunus Adebunmi Fasasi,**
Head, Department of Educational Management,
University of Ilorin, Ilorin, Nigeria.
29th May, 2021.

# Editorial Policy

The International Journal of Educational Management (IJEM) publishes original research reports and theoretical papers that add to knowledge and understanding of educational management issues in Nigeria and the world at large. Scholarly papers are therefore welcome on the following Educational Management areas, among others:

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- Economics of Education
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- Policy Analysis and Evaluation
- Information and Communication Technology
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- and other Educational Management areas

All papers, written in English, must show originality and should make contributions to knowledge in specific areas of Educational Management. Paper should be prepared following the publication manual of the American Psychological Association APA (Latest Edition). All manuscripts must be typed on separate sheets of paper. Manuscript, including tables, figures and references should not be more than 15 pages of quarto-sized paper in length. All manuscripts should be typed in Times New Roman font 12.

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# Principals' Gender and Teachers' Job Performance in Senior Secondary Schools in Kwara State

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**Abstract**
*The leadership pattern of the school administrator shapes the tone of administration in the school system. Gender has been known to be a variable which may or may not influence the way schools are governed. This paper investigates administrators' gender leadership practices and teachers' job performance in secondary schools in Kwara State. Two research questions and five research hypotheses were used to guide the study. The research design adopted was the ex-post facto. A total of 118 principals and 324 teachers were selected as sample for the study from a total population of 118 principals and 1178 teachers in Ilorin South Senatorial District secondary schools.Two validated instruments namely: 'Administrators' GenderLeadership Practices Questionnaire' (AGLPQ) and 'Teachers' Job Performance Questionnaire (TJPQ) were used to gather data for the study. Reliability co-efficients obtained for the instruments were 0.83 for AGLPG and 0.77 for TJPQ respectively. Mean and frequency counts were used to answer the research questions while Pearson Product Moment Correlation statistics was used to analyze the hypotheses at 0.05 level of significance. The results showed that instructional supervision was the predominant administrators' leadership practice (3.42) while the level of teachers' job performance was high (3.35). The results further revealed that there was significant relationship between administrators' gender leadership practices and teachers' job performance. Among other things, the study recommended that school administrators in Ilorin South Senatorial District secondary schools should continue to make adequate use of administrators' leadership practices (such as instructional supervision, teamwork and strategic planning) in order to achieve the goals of the school system.*

**Keywords:** Administrators' Gender Leadership Practices, Teachers' Job Performance, Ilorin South Senatorial District, Teachers. Principals

## Introduction

Leadership is a crucial factor in the administration of organizations. When things are accomplished or achieved through people, leadership comes into play.

Leadership is also the ability to influence other people in order to achieve predetermined objectives in an organization. Men and women are usually appointed into leadership positions to govern the affairs of institutions. In the school system, principals are responsible for the day-to-day activities. Thus, the aims and objectives of secondary schools may not be achieved without effective leadership on the part of the principal (Adegbesan, 2013).

This implies that an administrator must be a motivator and an inspirer and have the ability to listen to colleagues and subordinates in order to accomplish objectives. In this wise, both male and female administrators are bound to function equally in such capacities and they should be viewed as people who have the potentials to assume leadership possibilities. In order to ensure the sustenance and survival of organizations, human resources are the most important factor to consider. An administrator performs a vital function in the administration of a school and this position can be occupied by either a male or a female.

Administrators play significant leadership roles in the school system. As leaders, school administrators plan, they undertake the supervision of instruction, and they work collaboratively and closely with both teaching and non-teaching members of staff. Among other things, these activities may be referred to as practices which principals of the school carry out from time to time. Some of these practices are strategic planning, managing the curriculum, working with teams, supervising instruction and developing staff professionally. In this study, the researchers have focused on strategic planning, teamwork practice and instructional supervision practices.

## Literature Review

### Concept of Administrators' Gender Leadership Practices

In any organization, the attainment of predetermined goals is a priority and so far an organization to achieve these goals, it must have leaders who can motivate and influence members in the right direction. Landis et al. (2014) saw leadership as a creative or directive force and a process through which subordinates are induced to behave in a particular manner. In other words, leaders seek to influence members of the organization in such a way that their efforts are optimized towards the realization of goals.

As leaders, school administrators are not only expected to manage the schools they head, but also to inspire their teachers, motivate and influence them to work effectively and efficiently. In support of this, Srisaen et al. (2014) affirmed that for organizations to be successful, managers must become leaders who can inspire, motivate, innovate in advance, and collaborate together in order to get extraordinary things done.

In the school system, the position of the administrator is usually occupied by capable, knowledgeable and competent men and women who have acquired a lot of experience and have risen through the rank and file of the teaching profession. Women need to achieve a workable balance between the demands of their family role and

their role as leaders and administrators in the educational institution (Arar & Oplatka in Asmahan & Khalid.2019). Also, men tend to undertake roles in the public sphere while women undertake roles in the private sphere, and, since school principalship is a public role, women who undertake this role can expect to meet both overt and covert resistance (A'li & Da'as, 2016).Corner in Growe and Montgomery (2000) asserted that female educational managers concentrate more on instructional leadership whereas their male counterparts emphasise organizational matters. This implies that both men and women play significant roles in the administration of schools.

**Strategic Planning Practice**

A strategic plan is a brief information about what the school intends to achieve in future and the methods to use in achieving the goals. It outlines the purpose for the existence of the school, the expected behavior of staff and students and the way to achieve its objectives. The plans must put into consideration ways of improving the school experiences of students and their outcomes. Also, every school must have at least one goal that has to do with each student learning; student engagement and well-being; and student pathways and transition (Office of Government School Education{OGSE}, 2010).According to Maleka (2014), strategic planning is an organisational management activity that is used to set priorities, focus on energy and resources, strengthen operations, ensure that employees and other stakeholders are working towards common goals, establish agreements around intended outcomes/results, and assess and adjust the organisation's direction in response to a changing environment. Sokpuwu (2020) defined strategic planning as the process of reflecting on past performance, establishing future directions and deciding what will constitute success. For instance, in Kenya all schools are required to formulate strategic plans within a time frame of three to five years and this must be accompanied by an action plan for each year.

In the same vein, Steiner in Nzuki (2017) saw strategic planning as a concept that involves goal-setting and the development of policies and strategiess aimed at goal achievement. This process also includes making plans for the implementation of such policies. Furthermore, it is expected that strategic planning should impact positively on performance because it helps to select the strategies that will allow organizations to make the best use of their resources and capacities in relation to the opportunities which abound in their external environment (Akinyi in Okwakwo. 2013).

**Teamwork Practice**

When a group of people come together to work toward the attainment of the same goals it can be referred to as a team. Thus, Amadi (2019) saw teamwork as a practice that enables school members to view work as a cooperate enterprise that requires collaboration and cooperation. This implies getting together with others which also allows individuals to better understand the importance of teamwork and how the organization operates as well as promote the culture of teamwork

success(Boakye, 2015). In other words, administrators must endeavour to bring teachers together in teams in order to view challenges holistically and provide solutions after a lot of brainstorming. Vangrieken et al. (2015) affirmed that teamwork has the potential to motivate teachers, reduce workload and increase self-efficacy.

Apart from the fact that teamwork in schools is often seen as a way of aiding organisational leadership processes, collaboration in teams could be viewed as a crucial resource for the professional upliftment of employees, thereby enhancing performance (Makewa et al., 2016). Employees who work in terms are able to share their knowledge and skills as they learn from one another (Boakye, 2015). This results in their effectiveness and efficiency when compared with their counterparts who work individually in their establishments.

**Instructional Supervision Practice**

Instructional supervision is one of the methods which school administrators use in achieving educational goals and objectives. It involves activities which are carried out with the aim of making teaching and learning process better for both the learners and the teachers (Asuru, in Dikeogu & Amadi, 2019). In other words, instructional supervision encompasses a scenario whereby the principal helps and encourages the teachers to perform their duties effectively and efficiently. The absence of thorough instructional supervision will have a negative impact on the teaching-learning process, thereby rendering the goals and objectives unachievable. Charles et al. (2012) suggested that head-teachers need to effectively supervise teachers by ensuring that: (a) they are observed regularly; (b) lessons are planned early; (c) lessons are structured with an interesting beginning; (d) there is revision of previous knowledge, teachers use voice variation and summary of major points at the end; teachers use backups/teaching aids properly; (e) teachers have a good relationship with their students; and (f) teachers follow up the curriculum strictly. All these imply that teachers' job performance will greatly improve if they are adequately and thoroughly supervised.

Iroegbu and Etudor-Eyo (2016) observed that many principals pay little attention to the supervision of instructional activities in secondary schools in Nigeria. They consider supervision of instruction as one of the major strategies which can be used to improve the quality of the teaching-learning process.

**Statement of the Problem**

Organisations are set up to achieve goals which have been previously set out. It is the ultimate duty and responsibility of leaders in these organizations to harness the activities of their employees in such a way as to achieve these goals. Thus, as leaders, administrators have important roles to play in ensuring the commitment of employees to their jobs.

In the school system, the school principal is saddled with the responsibilities of overseeing the activities of the school system, with a view to achieving the set

objectives. One of the vital human resources in the school setting is the teacher who handles the instructional delivery in the classroom. Although, the teachers are in direct contact with the students on a daily basis, it is the responsibility of the school administrator/principal to ensure that teaching and learning are carried out with utmost commitment. While teachers' job performance involves the extent to which the teacher participates in the overall running of the school in order to achieve the expected goals, the principal exercises his leadership and administrative authority to formulate plans, provide guidance and resources, supervise instruction, give feedback and direction in order to improve the performance of both the teachers and students (Ekpoh & Eze, 2015).

Various research studies such as Atolagbe et al. (2019). Dikeogu, & Amadi, (2019), Iroegbu and Etudor-Eyo (2016) have however shown that teachers' job performance has been on the decline and this has also affected the performance of students. Teachers' attitudes towards their job seem to be on a downward trend while teachers' behaviours such as absenteeism, inadequate preparation for lessons, not being punctual to school/classes and lack of commitment have been the order of the day. School administrator leadership practices have been known to impact teachers' performance (Rouse, 2005). Rouse added that such leadership practices and the behaviour of principals may play importance roles in how well they handle responsibilities and challenges in the school system. Thus, administrators' leadership practices could be used to affect teachers' job performance. This study therefore investigated the relationship between administrators' gender leadership practices and teachers' job performance in Ilorin South Senatorial District secondary schools.

**Purpose of the Study**

The main purpose of this study was to investigate administrators' gender leadership practices and teachers' job performance in secondary schools in Ilorin South Senatorial District of Kwara State. Other purposes were to:

1. Establish the relationship between strategic planning practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State;
2. Find out the relationship between teamwork practiceand teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State
3. Ascertain the relationship between instructional supervision practice and teachers' job performance in Ilorin South Senatorial district, Kwara State

**Research Questions**

The following questions were raised to guide the conduct of the study:

1. What is administrators' predominant gender leadership practice in secondary schools in Ilorin South Senatorial district, Kwara State?
2. What is the level of teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State?

## Research Hypotheses

$Ho_1$: There is no significant relationship between administrators' gender leadership practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State.

$Ho_2$ There is no significant relationship between strategic planning practice and teachers' job performance in secondary schools inIlorin South Senatorial district, Kwara State.

$Ho_3$: There is no significant relationship between teamwork practice and teachers' job performance in secondary schools inIlorin South Senatorial district, Kwara State.

$Ho_4$: There is no significant relationship between instructional supervision practice and teachers' job performance in secondary schools inIlorin South Senatorial district, Kwara State.

## Methodology

The descriptive survey of correlational type was used for the study. The population for the study comprised all the 1,178 teachers and 118 principals in senior public secondary schools in Ilorin South Senatorial District, Kwara State. Multi-stage sampling technique was used for the study. The respondents were stratified based on gender using stratified random sampling technique. Three hundred and twenty-four teachers who were selected using simple random sampling technique and 118 principals were also used for the study. Two researcher-designed structured instruments were used for the study. The instruments were constructed on a four-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instruments were validated by two experts: one in Educational Management and the other in Measurement and Evaluation. The instruments, namely 'Administrators' Gender Leadership Practices Questionnaire' (AGLPQ) and 'Teachers' Job Performance Questionnaire' (TJPQ) had reliability coefficients of 0.83 and 0.77 respectively. The questionnaires were used to collect data for the study. The data was analyzed using mean for the research questions and Pearson Product Moment Correlation statistics for the research hypotheses.

## Results

***Research Question 1:*** What is the predominant administrators' gender leadership practice in secondary schools in Ilorin South Senatorial district, Kwara State?

Table 1
**Mean Ranking Order of Administrators' Gender Leadership Practices**

| S/N | Administrators' Gender Leadership Practices | N | Mean | SD | Rank Order |
|---|---|---|---|---|---|
| 1 | Strategic Planning Practice | 324 | 3.10 | .38 | 3rd |
| 2 | Teamwork Practice | 324 | 3.20 | .41 | 2tnd |
| 3 | Instructional Supervision Practice | 324 | 3.42 | .36 | 1st |

**Source: Fieldwork, 2021**

Key
$\bar{X}$

1.00 -1.59 Low
1.60 -2.59 Average
2.60 - 5.00

Table 1 shows the administrators' gender leadership practices in Ilorin South Senatorial district, Kwara State in terms of the predominant administrators' gender leadership practice and the least dominant administrators' gender leadership practice. The table revealed that instructional supervision practice has the highest mean score of 3.42. This implies that instructional supervision practice is the predominant administrators' gender leadership practice in secondary schools in Ilorin South Senatorial district, Kwara State. This is followed by teamwork practice (3.20) and strategic planning practice, with a mean score of 3.10. This means that strategic planning practice is the least dominant administrators' gender leadership practice in Ilorin South Senatorial district, Kwara State.

***Research Question 2:*** What is the level of teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State?

Table 2
**Mean and Standard Deviation of the Level of Teachers' Job Performance**

| S/N | Teachers' Job Performance | N | Mean | SD | Decision |
|---|---|---|---|---|---|
| 1 | Lesson Delivery | 118 | 3.47 | .37 | High |
| 2 | Classroom Management | 118 | 3.31 | .35 | High |
| 3 | Teaching Methodology | 118 | 3.26 | .43 | High |
| | **Grand Mean** | | **3.35** | **.42** | |

**Source: Fieldwork, 2021**

Key
$\bar{X}$

1.00 -1.59 Low
1.60 -2.59 Average
2.60 - 5.00 High

Table 2 shows the mean and standard deviation of the level of teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State where the mean scores of lesson delivery, classroom management and teaching methodology were found to be 3.47, 3.31 and 3.26respectively, with a grand mean of 3.35 and as such considered high. Therefore, the level of teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State was high.

**$Ho_1$:** There is no significant relationship between administrators' gender leadership practices and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State.

**Table 3**
**Administrators' Gender Leadership Practices and Teachers' Job Performance**

| Variable | N | $\bar{X}$ | SD | df | Cal r - value | P-value | Decision |
|---|---|---|---|---|---|---|---|
| Administrators' Gender Leadership Practices | 442 | 3.24 | .38 | | | | |
| | | | | 440 | .519 | .000 | Ho Rejected |
| Teachers' Job Performance | 442 | 3.35 | .42 | | | | |

***Significant P< .05**

Table 3 shows the calculated r-value of .519 while p-value (0.000) is less than the significance level (0.05) for 440 degree of freedom. Therefore, the hypothesis, which states that there is no significant relationship between administrators' gender leadership practices and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara Stateis rejected. It means that significant relationship exists between administrators' gender leadership practices and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State.

**$Ho_2$:** There is no significant relationship between strategic planning practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State.

**Table 4**
**Strategic Planning Practice and Teachers' Job Performance**

| Variable | N | $\bar{X}$ | SD | Df | Cal r - value | P-value | Decision |
|---|---|---|---|---|---|---|---|
| Strategic Planning | 442 | 3.10 | .38 | | | | |
| | | | | 440 | .519 | .000 | $Ho_1$ Rejected |
| Teachers' Job Performance | 442 | 3.35 | .42 | | | | |

***Significant P< .05**

Table 4 shows the calculated r-value of .519 while p-value (0.000) is less than the significance level (0.05) for 440 degree of freedom. Therefore, the hypothesis, which states that there is no significant relationship between strategic planning practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State is rejected. It means that significant relationship exists between strategic planning practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State.

**$Ho_3$:** There is no significant relationship between teamwork practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State.

**Table 5**
**Teamwork Practice and Teachers' Job Performance**

| Variable | N | $\bar{X}$ | SD | df | Cal r - value | P-value | Decision |
|---|---|---|---|---|---|---|---|
| Teamwork Practice | 442 | 3.20 | .41 | | | | |
| | | | | 440 | .535 | .000 | $Ho_3$ Rejected |
| Teachers' Job Performance | 442 | 3.35 | .42 | | | | |

***Significant P< .05**

Key
$\bar{X}$
1.00 -1.59 Low
1.60 -2.59 Average
2.60 - 5.00 High

Table 5 shows the calculated r-value of .535 while p-value (0.000) is less than the significance level (0.05) for 440 degree of freedom. Therefore, the hypothesis. which states that there is no significant relationship between teamwork practiceand teachers' job performance in secondary schools in Ilorin South Senatorial district. Kwara State is rejected. It means there was significant relationship between teamwork practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State.

**$Ho_4$:** There is no significant relationship between instructional supervision practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State

**Table 6**
**Instructional Supervision Practice and Teachers' Job Performance**

| Variable | N | $\bar{X}$ | SD | df | Cal r - value | P-value | Decision |
|---|---|---|---|---|---|---|---|
| Instructional Supervision Practice | 442 | 3.42 | .36 | | | | |
| | | | | 440 | .582 | .000 | $Ho_4$ Rejected |
| Teachers' Job Performance | 442 | 3.35 | .42 | | | | |

***Significant P< .05**

Table 6 shows the calculated r-value of .582 while p-value (0.000) is less than the significance level (0.05) for 440 degree of freedom. Therefore, the hypothesis. which states that there is no significant relationship between instructional supervision practiceand teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State is rejected. It means there was significant relationship between instructional supervision practiceand teachers' job performance in secondary schools in Ilorin South Senatorial district. Kwara State.

**Discussion of the Findings**

The findings revealed that instructional supervision practice has the highest mean score. This implies that instructional supervision practice is the predominant administrators' gender leadership practice in Ilorin South Senatorial district, Kwara State. The finding supports the opinions of Charles et al. (2012) who suggested that head teachers need to effectively supervise teachers by ensuring that:they are observed regularly; lessons are planned early;lessons are structured with an interesting beginning;revision of previous knowledge and teachers' use of voice

variation and summary of major points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly.

The results also revealed that lesson delivery, classroom management and teaching methodology were found to be high. Therefore, the level of teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State was high. The finding of the study revealed that significant relationship exists between administrators' gender leadership practices and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State. The finding is in agreement with that of Growe and Montgomery (2000), who noted that female educational managers concentrate more on instructional leadership whereas their male counterparts emphasise organizational matters.

The findings in hypothesis 2 revealed that significant relationship exists between strategic planning practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State. The findings support the views of Maleka (2014) who said that strategic planning is anorganisational management activity that is used to set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working toward common goals, establish agreement around intended outcomes/results, and assess and adjust the organisation's direction in response to a changing environment.

The findings further indicated that there was significant relationship between teamwork practice and teachers' job performance in Ilorin South Senatorial secondary schools in Kwara State. The findings support the views of Vangrieken et al. (2015) who affirmed that teamwork has the potential to motivate teachers. reduce workload and increase self-efficacy.

Lastly, the findings revealed that significant relationship exists between instructional supervision practice and teachers' job performance in secondary schools in Ilorin South Senatorial district, Kwara State. Asuru, in Dikeogu, and Amadi (2019) corroborated this view when he said that instructional supervision involves activities which are carried out with the aim of making teaching and learning process better for both the learners and the teachers.

**Conclusion**

The study concluded that administrators' gender leadership practices do affect teachers' job performance positively. This implies that administrators' gender leadership practices such as strategic planning practice, teamwork practice and instructional supervision practice of school principals could enhance the level of teachers' job performance in senior secondary schools in Ilorin South Senatorial District in Kwara State, if adequately used.

**Recommendations**

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

1. School administrators in seniorsecondary schools in Ilorin South Senatorial district, Kwara Stateshould continue to make adequate use of administrators' leadership practices in order to achieve the goals of the school system.
2. Senior secondary school teachers in Ilorin South Senatorial district, Kwara State should be encouraged to work harder in order to sustain the high level of job performance.
3. Specifically, school administrators/leaders in Ilorin South Senatorial district, Kwara State senior secondary schools should pay more attention to instructional supervision in order to enhance and sustain the quality of teaching and learning in the school system.
4. Administrators should also ensure that strategic planning and teamwork practices are integrated into the day-to-day activities of the schools. This will go a long way to improve upon the efficiency and effectiveness of the school system.

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