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We present for your reading and research pleasure, Volume 5, No. 1, 2015. This is a bumper edition containing 10 (8 empirical; 2 theoretical) incisive and variegated articles from erudite scholars across the globe.

Happy reading

Prof. Mudasiru O. Yusuf

(Director, Institute of Education, University of Ilorin, Ilorin.)

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A COMPARATIVE ANALYSIS OF PRINCIPALS' GENDER IN THE MANAGEMENT OF PEACE IN SECONDARY SCHOOLS IN KWARA STATE, NIGERIA

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Abstract

This study was on comparative analysis of principals' gender in the management of peace in secondary schools in Kwara State, Nigeria. The study adopted a descriptive design. The study population consisted of all principals in public Secondary Schools in Kwara State in Nigeria. Random Sampling technique was used to select 120 principals from the 333 principals in the state. Thereafter, purposive sampling technique was used to select 60 male principals and 60 female principals in the state secondary schools to allow for equal representation. Data for this study were gathered through the use of questionnaire tagged Principals' Gender in the Management of Peace Questionnaire "PGMPQ". The t-test was adopted for analysing the hypotheses. Findings from this study revealed that there was a significant difference between male and female principals' leadership style in the management of peace in secondary schools in Kwara state, Nigeria. Findings further revealed that there was a significant difference between male and female principals' communication skills in the management of peace in secondary schools in Kwara state, Nigeria. Based on the findings from this study, recommendations were made that principals should be appointed based on their competences to manage peace in the school system rather than being gender biased. Also, effective communication skills should be made the yardstick for appointing principals in secondary schools because it helps to promote peace in the school system.

Key words: Principal, Gender, Management, Peace, Secondary schools

Introduction

Male and female principals have contributed a lot towards promoting peace in the school system. Their role as leaders cannot be underestimated; as they have become epitome of peace and promoters of peace-culture among staff and students and the world over. Therefore, leadership quality of the principal usually has effect on the general administration and tone of the school. The managerial prowess of the principal to a large extent determines whether he or she is able to mange peace which meets with the expectation held for his/her role by his/her significant reference group. Principals and school heads effectiveness and managerial skills in handling issues within the school and ensuring a conducive environment for learning in schools has become a major concern within the educational system especially, the disruption of learning activities and poor performance of students which such occurrences leads to.

Management of peace in schools has become a source of great concern for administration, because human beings are the most difficult animals to handle; due to the special abilities they possess. However, every principal should be prepared to handle such. This is a clue to understand that, when ensuring togetherness, as a principal, he or she should be prepared to expect the unforeseen circumstances. Therefore, in managing peace in schools, there is the need for the principals to let go of personal ego and pride and allow no selfish interest to come in when leading the staff and students in order for them to achieve the goals and objectives of the school.

Ogunsaju (1997) opined that leadership style of the principal influences the action, behaviour, beliefs and feelings of staff and pupils. More so, for the subordinates, i.e. the staff and students to willingly follow the principals' order or course of action. Then the leadership style must be in tandem with the yearnings of the staff and students. The influence of leadership style and quality in effective school management process cannot be overemphasized.

Communication skills of the principal are very crucial in the management of peace. The way and manner principals relate information to the staff and students, goes a long way of winning their obedience and cooperation. Therefore, school administrators should be able to manage whatever conflicting situation that arises in the school because they are trained managers. They are expected to manage peace effectively rather than suppress or avoid conflict. Meanwhile, in managing peace, it is pertinent that school principals should have the basic knowledge, skills and training it requires. They should be aware of the hindrances to peace in school and how to manage them. However, some of the possible ways of managing peace and preventing conflicts include compressing, dialogue, accommodating, collaborating, avoidance and competing.

Furthermore, many or most educational administrators, i.e. principals believed

that students behaviour affects academic achievement; therefore, negative behaviour has always been a concern to educators, and administrators. Consequently, many measures have been introduced to curb these acts, and one of such measure is the disciplinary practices. Disciplinary practice includes various forms of punishment based on the assumption that, if negative behaviour is eliminated, the school climate will be conducive for learning. Many models of traditional discipline include building positive rapport with students and staff to ameliorate the tendencies for negative behaviour (Canter & Canter, 1992).

Review of Related Literature

In a study carried out by Korabic (2000) on gender leadership and managerial effectiveness, it was found that gender does not have any significant impact on the administrative effectiveness of the administrator. He explained further that the potentialities of individual administrator as regards his/her inborn leadership traits, administrative skills and knowledge acquired through adequate training and his/her abilities to put all these into practice go a long way in determining how effective he/she will be as an administrator. A study conducted by Olajide (2002) in secondary schools in Lagos State revealed that there was a significant difference between male and female principals' administrative effectiveness in the areas of general school administration, school finance, school discipline and academic excellence. The study equally showed that there was no significant difference between male and female principals' administrative effectiveness in the areas of school supervision and human management in secondary schools in Lagos State.

A study carried out by Adigun (2003) in secondary schools in Kwara State revealed that there was a significant difference between male and female principals' administrative effectiveness in the areas of school administration, school finance and discipline. Findings from his study further revealed that there was no significant difference between male and female principals' administrative effectiveness in the areas of academic excellence and supervision. He explained further that male principals were effective in school discipline among the staff and the students than their female counterparts. A study on staff perception of gender influence on principals' administrative effectiveness in federal government colleges in South-West, Nigeria was conducted by Akinfolarin and Balogun (2014). The study adopted a descriptive design. The result of their study showed that there is a significant difference between male and female principals' administrative effectiveness in the area of general administration and school finance. Furthermore, the result of their study showed that there is no significant difference between male and female principals' administrative effectiveness in the areas of school discipline and academic excellence.

Statement of the Problem

Principals are seen as administrators who oversee the activities of secondary schools for the purpose of promoting peaceful co-existence within and outside where the schools are situated or sited. The actualization of this depends on the extent to which the principal is able to manage a peaceful and conducive atmosphere among staff and students. However, it has been observed that the rate at which conflict is growing in most secondary schools in Nigeria is not encouraging. The presence of conflict in most schools, and its influence against the school organisation and management had been a major concern to researchers.

The absence of co-operation among teaching and non-teaching staff, poor leadership style, lack of good communication skills, improper disciplinary actions against teaching and non-teaching staff constitute threat to the atmosphere of peace in secondary schools. This study therefore investigated principals' gender in the management of peace in secondary schools in Kwara State, Nigeria.

Purpose of the Study

The major purpose of this study is on comparative analysis of principals' gender in the management of peace in secondary schools in Kwara State, Nigeria. Others includes:

(i) to examine if there is significant difference between male and female principals' leadership style in the management of peace in secondary schools in Kwara State, Nigeria.

(ii) to examine if there is significant difference between male and female principals' communication skills in the management of peace in secondary schools in Kwara State, Nigeria.

(iii) to examine if there is significant difference between male and female principals' disciplinary practices in the management of peace in secondary schools in Kwara State, Nigeria.

Methodology

Research Design

The descriptive survey method was considered as the appropriate design because the study is directed towards people, their opinions, attitude and behaviors. The area covered by the study is Ilorin West Local Government Area of Kwara State.

Research Hypotheses

The following hypotheses were formulated to guide this study.

Ho1: There is no significant difference between male and female principals' leadership style in the management of peace in secondary schools in Kwara State, Nigeria.

Ho2: There is no significant difference between male and female principals' communication Skills in the management of peace in secondary schools in Kwara State, Nigeria.

Ho3: There is no significant difference between male and female principals' disciplinary practices in the management of peace in secondary schools in Kwara State, Nigeria.

Population, Sample and Sampling Techniques

The study involved all principals in public Secondary Schools in Kwara State in Nigeria. Random Sampling technique was used to select 120 principals from the 333 principals in the three senatorial districts of the state. Thereafter, purposive sampling technique was used to select 60 male principals and 60 female principals in the state secondary schools. Therefore 60 male and 60 female principals making a total of 120 formed the sample for the study.

Instrumentation

The data for this study was gathered through the use of questionnaire. Researchers-designed questionnaire tagged "principals' gender in the management of peace" was developed and used to collect data from the respondents. The structured questionnaire consisted of two sections. Section A was on demographic data of the respondents. Section B consisted of items on the sub-variables used in this study. The sub-variables used in these study include: Leadership style, communication skills and disciplinary practices. The instruments were based on the 4 points Likert type rating scale of:

Strongly Agree	(SA)	-	4 points
Agree	(A)	-	3 points
Strongly Disagree	(SA)	-	2 points
Disagree	(D)	-	1 point

The research instrument was subjected to validity by Lecturers in Educational Management and experts in the area of Peace management. Their comments guided the researchers in arriving at the final draft of the questionnaire.

Method of Data Analysis

The t-test was adopted for analysing the hypotheses of this study, because the t-test is normally used to test a difference between the means of two independent groups.

Results

Hypothesis 1: There is no significant difference between male and female principals' leadership style in the management of peace in secondary schools in Kwara State.

Table 1: Male and Female Principals' Leadership Style in the Management of Peace in Secondary Schools in Kwara State, Nigeria.

Management of peace	Comparison	N	$\bar{X}$	S.D	df	t-cal	t-table
Principals Leadership Style	Male	60	65.28	3.66	118	87.82	1.96
	Female	60	46.04	2.30			

0.05 level of significance.

The mean rating for male and female principals' leadership style in the management of peace as shown in Table 1 is 65.28 and 46.04 respectively. This indicates that male principals are more effective than their female counterparts in their leadership style with respect to management of peace. The table also shows that t - cal 87.82 > t - tab 1.96 at 0.05 level of significance thus, the null hypothesis is rejected. Hence there is a significant difference between male and female principals' leadership style in the management of peace in secondary schools in Kwara State, Nigeria.

Hypothesis 2: There is no significant difference between male and female principals' communication skills in the management of peace in secondary schools in Kwara State.

Table 2: Male and Female Principals' Communication Skills in the Management of Peace in Secondary Schools in Kwara State, Nigeria.

Management of peace	Comparison	N	$\bar{X}$	S.D	df	t-cal	t-table
Principals Communication Skills	Male	60	46.04	2.19	118	77.92	1.96
	Female	60	59.31	2.96			

0.05 level of significance.

The mean of male and female principals' communication skills in the management of peace as shown in table 2 are 46.04 and 59.31 respectively. The table shows that t - cal 77.92 > t - tab 1.96 at 0.05 level of significance. This means that the null hypothesis is rejected. Hence, there is a significant difference between male and female principals' communication skills in the management of peace in secondary schools in kwara state, Nigeria.

Hypothesis 3: There is no significant difference between male and female principals' disciplinary practices in the management of peace in secondary schools in Kwara State.

Table 3: Male and Female Principals' Disciplinary Practices in the Management of Peace in Secondary Schools in Kwara State, Nigeria.

Management of peace	Comparison	N	$\bar{X}$	S.D	df	t-cal	t-table
Principals Disciplinary Practices	Male	60	48.11	2.49	118	73.82	1.96
	Female	60	57.96	2.79			

0.05 level of significance.

As evidence in Table 3 above, the difference between the mean of Male and female principals' disciplinary practices in the management of peace are 48.11 and 57.96 respectively. This shows that female principals are more effective than their male counterparts in disciplinary practices. The table also shows that t -cal 73.82 > t - tab 1.96 at 0.05 level of significance leading to the rejection of the null hypothesis is rejected. Hence there is a significant difference between male and female principals' disciplinary practices in the management of peace in secondary schools in Kwara State, Nigeria.

Discussion

The foregoing analysis shows that there was a significant difference between male and female principals' leadership style in the management of peace in secondary schools in Kwara State, Nigeria. This finding was in agreement with that of Adigun (2003) who found that there was a significant difference between male and female principals' administrative effectiveness in the areas of school administration, school finance and discipline in secondary schools in Kwara State. Although finding was in disagreement with that of Korabic (2000) that gender does not have any significant impact on the administrative effectiveness of the administrator. The findings of this study agrees with that of Olajide (2002) and Adigun (2003) whose findings revealed that there was significant difference between male and female principals' administrative effectiveness in the area of school discipline as perceived by teachers in secondary schools in Edo, Lagos and Kwara State respectively. The findings of this study however disagree with that of Korabic (2000) which revealed that gender does not have any significant impact on the administrative effectiveness of the administrator.

Conclusion and Recommendations

Male and female principals have contributed a lot towards promoting peace in the school system. This study has revealed that the female principals are more effective than their male counterparts in terms of communication and disciplinary actions when compared to their male counterparts in the area of management of peace in secondary schools. This is likely to be true because women when put in positions of

authority are stricter than their men folks.

It was therefore recommended based on the findings from this study that principals should be appointed based on their competences to manage peace in the school system and not on gender bias. The ministry of education should make Communication skills as one of the yardsticks for appointing principals in secondary schools because it helps to promote peace in the school system. Furthermore, principals that are disciplinarian should be encouraged by the ministry of education because in a disciplined environment there is the presence of peace.

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