



DETERMINANTS OF PERSISTENT ADMINISTRATIVE CHALLENGES OF FEMALE PRINCIPALS' EFFECTIVENESS IN SECONDARY SCHOOLS IN ENUGU STATE, NIGERIA

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Abstract: *This study investigated the Determinants of Persistent Administrative Challenges of Female Principals Effectiveness in Secondary Schools in Enugu State. Five research questions and five null hypotheses guided the study. Descriptive survey research design was adopted for the study. The population of the study comprised 177 female principals and 6248 female teachers in public secondary schools in the state. Simple random sampling technique was employed to draw 150 female principals and 600 female teachers. A structured questionnaire in five clusters (A-E) containing 48 items titled Persistent Challenges of Female Principals Administrative Effectiveness Questionnaire (PCFPAEQ) with reliability coefficient of 0.95 was used for data collection. Data collected were analyzed using mean (X) and standard deviation (SD) to answer the research questions and t-test statistics to test the hypotheses at 0.05 level of significance. The findings of the study revealed that the mean responses of the principals and teachers on the persistent institutional, personal, social-cultural, school-plant and teacher-related challenges to female principals' administrative effectiveness was not statistically significant. Based on the findings of the study, it was recommended among others, that there is need for government of Enugu state to mount sustained community sensitization programme on supporting the female principals in realising the school goals and objectives and do away with retrogressive cultural perceptions about the females' leadership abilities.*

Key words: secondary schools, female principals and persistent administrative challenges

Background to the Study

At the secondary school level of education in Nigeria, the individual vested with the responsibility of ensuring smooth operations of the school on daily basis is known and referred to as the principal. According to Nkwoh (2011), the title of principal is an appropriate designation for the chief administrator of a school. Ugwuzor (2007) referred to the principal as the executive head of a secondary school. Historically, the early school principalship was given to any teacher found to possess some sign of demonstrable administrative ability regardless of the person's gender (Nkwoh, 2011). A teacher with academic qualification(s) and the right type of personality could be appointed the administrative head in

addition to full-time teaching duty. As a result, many of such principals were pre-occupied with such tasks as scheduling, attendance taking, reporting and instructional supervision.

The principal as the head of the school has different functions to accomplish in ensuring efficient and effective administration of the school. Primarily, secondary school administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment, evaluation and examination resources allocation, costing and forward planning, staff appraisal, relationship with the community, use of the practical skills necessary for surviving the policies of organization such as decision-making, negotiation, bargaining, communicating,

Contemporary Journal of Education and Development

An official Publication of Center for International Research Development

Double Blind Peer and Editorial Review International Referred Journal; Globally index

Available [www. \[www.cirdjournal.com/index.php/cjed/\]\(http://www.cirdjournal.com/index.php/cjed/\)](http://www.cirdjournal.com/index.php/cjed/); E-mail: journals@cird.online



conflict handling, running meetings and among others (Ojo and Olaniyan, 2008; Ekundayo 2010). According to Ojo and Olaniyan (2008) and Ekundayo (2010), all the aforementioned tasks can be reduced to the following, planning, organizing, directing, supervising, and evaluating the school system. These activities are those of the school principals who must ensure that they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality individuals as graduates at the end of schooling. Thus, the principal of a school by implication is a planner, organizer, controller, coordinator, adviser, manager, and problem-solver (Uyanya, 2008). He/she is the person on whose shoulders lies the entire administrative success or failure of the school. The principal identifies and sets goals and objectives of the school, which of course, must be in line with the national objectives, analyzes tasks and share responsibilities to the staff according to specialization and expertise (Uyanya, 2008).

Several authors such as Ekundayo (2010), Nkwoh (2011), Uyanya (2008) stated what the function of a school principal should be and in all, they all noted that the following are the administrative functions the principal is required to possess in ensuring that the multi-faceted problems facing the secondary school system do not hinder the efficient service delivery towards producing quality individuals as graduates in the 21st century: management of school finance, provision and maintenance of physical facilities, being a motivator, curriculum and instructional supervision and a change facilitator.

Currently, secondary education in Nigeria needs a lot of changes and the school principal regardless of gender is likely to be the key agent that such changes are introduced and sustained. The principal is responsible for the smooth running of the school, and therefore faces the challenge of ensuring that academic standards are maintained. Specifically, principals especially the female ones face certain challenges which tend to undermine their administrative effectiveness and efficiency. According to Arar (2013), female principals are faced with a myriad of

challenges ranging from gender discrimination, disciplinary issues amongst the staff and students among others. The author noted that both male and female principals face similar challenges in the management of secondary schools. However, there are some challenges that are unique to female principals which is associated with being a female. Several studies over the world have been conducted to investigate the challenges faced by female principals in ensuring effective and efficient administration of secondary schools.

Elisha and Edwards (2014) in their study on teachers' perception of women principals in the Solomon Islands Turkey revealed that female principals are often faced with societal demands and traditions that males do not face. These challenges include housework, marriage, children and negative attitudes towards females who become principals. The authors further noted that female principals face cultural challenges in management of secondary schools. They emphasized that women principals are expected to complete their family responsibilities as well as their duties of managing the schools. This poses as a major challenge to the female principals. In another study by Hoff and Mitchell (2008) it was revealed that women in leadership are faced with the dilemma of balancing the societal expectations of women regarding their family responsibilities with that of the leadership at the workplace.

Abu-Khdair (2012) found that there exists a perception that women lack support from the staff, parents and community that does not exist with male principals. Specifically, the author noted that female school administrators are faced with the following challenges which hinder their administrative effectiveness: organizational challenges (factors related to the administrative organization that may hinder the attainment of the school's objectives; under-empowerment challenges (factors that limit the ability of the academic leadership to affect, taking the right decisions, and eliciting the change required to realize success and distinct in performing their leadership role. Other challenges according to Abu-Khdair (2012) include:



cultural challenges (a number of prevailing cultural concepts and beliefs concerning the view as leaders, whether in the eyes of her men colleagues, her subordinates or women colleagues as well); self-challenges (including personal factors and characteristics that have negative effects on practicing her leadership role successfully; and physical and technical challenges (including other obstructions related to the physical work environment and technical supplies that limit the ability of the women leader to achieve the objects assumed to her).

Furthermore, Hacifazlioglu (2010) added that other challenges such as adaptation to work environment, overcoming the internal and external pressures of the institution, achieving balance between her family role and administrative role in the school hinders female principals' effectiveness in school administration. In another vein, Monty (2012) found that women are facing societal and familial challenges, such as distinction between masculine and feminine leaderships, poor support of women's leadership idea, and lack of confidence and leading ambition. Al-Raqad (2009) also indicated that most challenges facing female school administrators are social followed by political and personal. Mahmoud (2014) conducted a study on the challenges faced by women academic leadership in secondary schools in Irbid Education Area of Jordan. The author found that sex-role stereotyping, insecurity in schools, role conflicts between traditional and administrative roles as well as personal barriers are major challenges faced by female principals in the administration of the secondary schools.

Enyi and Odoemenam (2010) identified gender stereotyping as one of the major problems of school programme implementation. In discussing the effect of gender stereotyping, the authors identified its influence on the provision of instructional materials, school plant and also the general behaviour of teachers. The implication is that the administrative challenges principals face in schools, is gender- determined.

The above perceptions and attitudes play a critical role on how principals perceive themselves as being an effective

educational administrator and how the people these principals are leading-primarily perceive their leadership as well. Hoff and Mitchell (2008) found that teachers preferred working for male principals regardless of their gender. However, further research by McGee-Banks (2007) suggests that female principals may face a dilemma that finds an imbalance between leadership roles and expected gender roles. These studies showed that the challenges faced by female school administrators which hinders them from achieving true parity in relation to their male colleagues could be divided into three categories; those challenges within the school, those outside the school and those within the person herself. The challenges within the school include lack of teachers support, poor funding, and inadequate staff, among others. Outside the school factors include the cultural and traditional demands to put women in a position to ensure that their home is taken care of while also attending to their official task of ensuring effective administration of the school. The personal challenges have to do with the female principals self esteem and belief about oneself cum experience and ability to handle pressure.

In addition, findings of the above studies indicate that sex-role stereotyping, cultural traditions, negative perceptions from teachers and stakeholders to female head teachers (principals), dual responsibility of motherhood and school administration are major challenges faced by female principals in the management of secondary schools. Among the aforementioned challenges, teachers work attitude emanating from their negative perception about the potentials of females being successful school administrators', stands as one of the main challenges faced by female principals in ensuring effective and efficient administration of the school.

As this evolution continues, efforts to checkmate this continuing trend seem not to be yielding desired results. For instance, Elisha and Edwards (2014) reported that teachers interviewed noted that most female principals fail to command authority of their presence in the school. The authors reported that the participants observed that most of



the time, the principals especially the female ones stayed in their offices to focus solely on administration of the school without making their presence seen and felt by all and sundry in the school especially meeting with the teachers, seeing what they are doing, visiting classes and building good relationships with them. Another issue which teachers frown bitterly at is on female principals' inability to address their needs and welfare.

According to Didem, Esen and Munevver (2014), principals are expected to provide teachers' needs and welfare, especially when it comes to resources such as textbooks, chalk, dusters, learning materials and stationary. The authors reported that lack of these resources sometimes occurred because most female principals were very strict when it comes to budgeting and would not overspend. They also reported that payment of incentives (extra money paid to teachers to cover basic costs such as transport to work) is always expected by teachers but do not materialize due to insufficient budget. Cranston and Ehrich (2009) stated that most female principals are reluctant in liaising with the educational authorities regarding teachers' registration and promotion thus prompting negative attitude to work by the teachers. The inability to address these issues has led to teachers' refusal to approach their duties diligently and professionally, exercising of carefree attitude making it difficult for the principal to exercise full control of the school's activities. More so, failure on the part of most female principals to carry the teachers along in decision making and plans earmarked for the development of the school, contributes to poor actualization of administrative objectives. It is the belief of the teachers that they should be informed on the happenings in and around the school. Failure of the female principals to address the aforementioned has some obvious effect on the administrative effectiveness of the principal.

According to Ekundayo (2010), the staff will feel frustrated when there is no free communication between them and the principal in addition to being consulted in decision making of the school. This would likely

demoralise most of the staff in effectively and efficiently carrying out their duties. As observed by Nkwo (2011), when the teachers decline in their approach to their teaching responsibilities, the students' academic growth and development suffers and the resultant effect is poor academic achievement at the end of schooling. The author equally noted that with disharmony between the teachers and the principal being a known factor by the host community, the support rendered to the school in terms of finance and provision of other materials incidental for quality teaching and learning process may be withdrawn. This could cause a discord between the principal and the host community thereby hindering the attainment of the school objectives.

These persistent challenges faced by female principals in ensuring effectiveness in school administration if not addressed, would result in poor management of material and human resources available for the day-to-day running of the school. In addition, the students' academic achievement will be immensely affected. This is owing to the fact that student's academic performance is influenced by the performance standard of the principals and teachers. More so, whenever the female principal is found wanting, it would dampen the spirit of the host community who on most occasions had concluded based on cultural and traditional beliefs that women may never be well disposed to carryout effective school administration. This would affect the relationship between the school and the host community and could result in withdrawal of the community' support to the school.

The above challenges if not addressed would result in a fall in standard of practice and the quality of individuals produced by the schools. It therefore became imperative to investigate, empirically, the effects of these challenges on the female principals' administrative effectiveness. This helped to unravel measures that could be employed in making sure that the challenges are well addressed by the female principals to improve their administrative effectiveness.



Problem Statement

Secondary schools in Nigeria have witnessed a lot of changes in terms of programmes, infrastructure, personnel and technology use. In order to effectively and efficiently harmonize and direct the human and material resources in achieving the secondary education goals and objectives, there is the need for competent school administrators (the principals) who knows their duties and can effectively administer them to man the position regardless of gender. However, research reports as espoused in the background of the study above, suggest, that female principals unlike their male counterparts, are faced with peculiar challenges (cultural, institutional, personal, social, physical and home challenges) in ensuring effective administration of the school. The female principals have to balance work and family responsibilities, yet they have the same amount of time as their male counterparts. These cultural and social barriers women face in management of schools as well as the attitude of teachers towards female principals constitute major challenge to female principals' effectiveness.

In Enugu state for instance, stakeholders in the education sector (government, host communities, parents and teachers) perceived male principals more favourably than female principals (Okoroma, 2016). Experiences showed that teachers prefer to work for female principals since they have low perception for female head teachers and are sure that their interest and welfare will be protected. More so, some female principals equally perceived themselves as inferior administrators compared to their male counterparts (Kongnyuy, 2015). Thus, given the persistent nature of the administrative challenges facing female principals, despite the attempt to control them, it becomes expedient to undertake more rigorous investigation into various possible determinants of the persistence. The researcher is of the opinion that these challenges will persist as long as the determining factors are not fully investigated. The problem of this study put in question form was therefore; what are the determinants of persistent administrative

challenges of female principals' effectiveness in secondary schools in Enugu state?

1.6 Research Questions

1. What are the persistent institutional-related challenges to female principals' administrative effectiveness in public secondary schools in Enugu State?
2. What are the persistent personal-related challenges to female principals' administrative effectiveness in public secondary schools in Enugu State?
3. What are the persistent socio-cultural-related challenges to female principals' administrative effectiveness in public secondary schools in Enugu State?
4. What are the persistent school-plant-related challenges to female principals' administrative effectiveness in public secondary schools in Enugu State?
5. What are the persistent teachers-related challenges to female principals' administrative effectiveness in public secondary schools in Enugu State?

1.7 Hypotheses

Ho₁. There is no significant difference between the mean ratings of principals and teachers on the persistent institutional-related challenges to female principals' administrative effectiveness in public secondary schools in Enugu State.

Ho₂. There is no significant difference between the mean ratings of principals and teachers on the persistent personal-related challenges to female principals' administrative effectiveness in public secondary schools in Enugu State.

Ho₃. There is no significant difference between the mean ratings of principals and teachers on the persistent cultural-related challenges to female principals' administrative effectiveness in public secondary schools in Enugu State.

Ho₄. There is no significant difference between the mean ratings of principals and teachers on the persistent school-related challenges to female principals' administrative effectiveness in public secondary schools in Enugu State.

Ho₅. There is no significant difference between the mean ratings of principals and teachers on the persistent teachers-related challenges to female principals'



administrative effectiveness in public secondary schools in Enugu State.

METHODOLOGY

The research design for this study was a descriptive survey. The population comprised 177 female principals and 6248 female teachers' from all the 291 public Secondary Schools in Enugu State. The sample size of this study comprised one hundred and fifty (150) female principals and six (600) hundred female teachers. The researcher developed a structured questionnaire instrument titled "Persistent Challenges of Female Principals Administrative Effectiveness Questionnaire (PCFPAEQ)" with reliability coefficient of 0.95 and was used for data collection. The researcher with the help of three research assistants visited the sampled schools, and administered the instrument to the respondents and collected back the filled instruments the same day from the respondents as much as possible. The researcher mentored the research assistants on the manner of administering and retrieving back the questionnaire. Out of the 750 questionnaires

administered to the respondents, 725 (that is 147 by principals and 578 by teachers) accounting for 97% were duly filled and returned. Descriptive statistics of mean and standard deviation were used to answer the research questions and inferential statistics of t-test to test the hypotheses. The hypotheses were tested at 0.05 alpha levels. A mean score of 2.50 and above was used as bench mark for decision in the research questions. So any item with the mean of 2.50 and above was regarded as a determinant factor of administrative challenges of female principals while any item with a mean score of less than 2.50 was regarded as a factor not a determinant of administrative challenges of female principals. As for the hypotheses, if the t-calculated value was greater than the t-critical value, the null hypotheses were rejected and if the t-calculated value was less than the t-table value, the null hypothesis was accepted.

RESULTS

Research question 1

Table 1: Mean and standard deviation on the persistent institutional-related challenges to female principals' administrative effectiveness

S/N	Items	N	X	SD	Decision
1	Parents teachers association not willing to cooperate with female principals	725	3.13	0.99	Agreed
2	Negative attitude of parents towards female principals	725	2.79	0.86	Agreed
3	Limited human and material resources available to schools	725	2.94	0.97	Agreed
4	Issues of accountability on part of staff delegated to carry certain duties	725	2.85	1.09	Agreed
5	Inadequate time management	725	2.88	0.96	Agreed
6	Difficulty handling unofficial groups in the school	725	2.71	0.96	Agreed
7	Lack of professional support among colleagues	725	2.73	1.06	Agreed
8	Doubt of female principals intellectual credibility by other members of staff	725	2.81	1.09	Agreed
9	Female principals being considered short tempered	725	2.73	1.10	Agreed
10	Female principals less tolerant to stressful situations in the school	725	2.75	1.06	Agreed
	Grand Mean	725	2.83		Agreed



Result in Table1 show that the respondents agreed on all the items as the persistent institutional-related challenges to female principals’ administrative effectiveness in public secondary schools in Enugu State with a grand mean score of 2.83 ranging between 0.60 to 1.10. The standard

deviation scores indicate the level of scatter of the respondents rating score on each of the mean value of the items.

Research question 2

Table 2: Mean and standard deviation on the persistent personal-related challenges to female principals’ administrative effectiveness

S/N	Items	N	X	SD	Decision
11	Lack of self-confidence of the female principals	725	2.96	1.11	Agreed
12	Lack of competitive spirit of the female principals	725	2.75	0.91	Agreed
13	Fear of failure by female principals	725	2.58	1.07	Agreed
14	Family issues confronting the female principals	725	2.69	1.11	Agreed
15	Inability to control or manage temper	725	2.74	1.07	Agreed
16	Doubt of female principals intellectual credibility by other members of staff	725	2.72	1.00	Agreed
17	Lack of forgiving spirit to airing staff	725	2.63	1.11	Agreed
18	Giving credence to rumours without due investigation (rumour mongering)	725	2.52	1.05	Agreed
Grand Mean		725	2.70		Agreed

Result in Table2 show that the respondents agreed on all the items as the persistent personal-related challenges to female principals’ administrative effectiveness in public secondary schools in Enugu State with a grand mean score of 2.70 and standard deviation of 1.05. This is because all the items have mean values above the limiting value of

2.50. The mean ratings ranged from 2.96 in item 11, to 2.52 in item 18. In particular, the standard deviation scores indicate the level of scatter of the respondents rating score on each of the mean value of the items.

Research question 3

Table 3: Mean and standard deviation on the persistent socio-cultural-related challenges to female principals’ administrative effectiveness

S/N	Items	N	X	SD	Decision
19	Women being considered as helpers and not heads	725	3.22	0.97	Agreed
20	Seeing women as second class citizen by members of the public	725	2.88	0.97	Agreed
21	Belief that leaders should be men not women	725	2.54	1.07	Agreed
22	Women being perceived as weaker sex because of tradition	725	2.55	1.13	Agreed
23	Lack of workers support and cooperation to female principals	725	2.81	1.02	Agreed
24	Unwillingness of some staff to work closely with female principals due to religious affiliation	725	2.80	1.01	Agreed
25	Belief that women should not be socializing	725	2.64	1.11	Agreed
Grand Mean		725	2.78		Agreed



Data in Table3 reveal that the respondents agreed on all the items as the persistent socio-cultural-related challenges to female principals’ administrative effectiveness in public secondary schools in Enugu State with a grand mean score of 2.78 and standard deviation of 1.04. This is because all the items received mean ratings above the mean score of

2.50. Indeed, item 19 (women being considered as helpers and not heads) received the highest mean rating of 3.22 with standard deviation of 0.97. The standard deviation scores indicate the level of scatter of the respondents rating score on each of the mean value of the items.

Research question 4

Table 4: Mean and standard deviation on the persistent school-plant related challenges to female principals’ administrative effectiveness

S/N	Items	N	X	SD	Decision
26	Lack of fund to purchase requisite instructional materials	725	3.05	1.07	Agreed
27	Poor fund for stocking of the library with needed books	725	2.76	0.98	Agreed
28	Poor school classroom structures for teaching and learning activities	725	2.67	1.04	Agreed
29	Lack of ICT-driven facilities to encourage learning in modern perspective	725	2.80	1.09	Agreed
30	Poorly equipped laboratory for effective practical learning	725	2.87	1.02	Agreed
31	Lack of recreational facilities to ease off stress	725	2.71	1.01	Agreed
32	Inadequate extra-curricular facilities that can help students develop other potentials outside learning	725	2.77	1.02	Agreed
33	Lack of staff offices	725	2.63	1.06	Agreed
	Grand Mean	725	2.78		Agreed

As could be seen in Table 4, the respondents agreed on all the items as the persistent school-plant-related challenges to female principals’ administrative effectiveness in public secondary schools in Enugu State with a grand mean score of 2.80 and standard deviation of 1.04. All the items were rated above the 2.50 criterion. Result further show that item 26 (lack of fund to purchase requisite instructional materials) was accepted as the most challenging school-

plant related constraint to female principals’ administrative effectiveness, because it received the highest mean rating of 3.05 with standard deviation of 1.07. The standard deviation scores indicate the level of scatter of the respondents rating score on each of the mean value of the items.



4.4 Research Question Five

Table 5: Mean and standard deviation on the persistent teacher-related challenges female principals' administrative effectiveness

S/N	Items	N	X	SD	Decision
34	Teachers view of female principals as clerical administrators as against school heads	725	3.08	1.05	Agreed
35	Teachers use of different assessment mechanisms on female principals	725	2.77	0.93	Agreed
36	Demand of extra work from female principals to prove their credibility	725	2.84	1.01	Agreed
37	Teachers see female principals as being strict	725	2.60	1.10	Agreed
38	Teachers criticism of female principals as being poor in judgement in times of conflict between staff	725	2.79	1.03	Agreed
39	Teachers view of female principals as lacking in capacity building	725	2.63	1.01	Agreed
40	Teachers view of female principals as poor in policy implementation	725	2.57	1.07	Agreed
41	Teachers continual criticism of female principals as being complacent when it comes to their welfare	725	2.76	1.06	Agreed
42	Teachers view of female principals as being sentimental in handling conflicts in school	725	2.87	1.03	Agreed
43	Teachers see female principals as been authoritarian	725	2.91	0.93	Agreed
44	Truancy from teachers	725	2.75	0.97	Agreed
45	Non-punctuality of teachers to school	725	2.62	1.02	Agreed
46	Perpetual late coming by teachers	725	2.82	1.11	Agreed
47	Teachers disobedience to female principals directives	725	2.71	1.06	Agreed
48	Laziness from some teachers	725	2.63	1.15	Agreed
Grand Mean		725	2.76		Agreed

Result in Table5 show that the respondents agreed on all the 15items as the persistent teacher-related challenges to female principals' administrative effectiveness in public secondary schools in Enugu State with a grand mean score of 2.76 and standard deviation of 1.04. All the items

received mean ratings above the 2.50 acceptable limit, because the ratings ranged from 3.08 in item34 to 2.57 in item 40.

Hypotheses

H0₁



Table 6: t-test summary of the mean ratings of principals and teachers on the persistent institutional-related challenges to female principals’ administrative effectiveness

Items	Status	N	Mean	SD	t.cal.	df	t.crit.	Decision																																																																																																																
1	Principals	147	3.22	1.02	1.35	723	1.96	Not Significant																																																																																																																
	Teachers	578	3.10	0.99					2	Principals	147	2.83	0.79	0.58	723	1.96	Not Significant	Teachers	578	2.78	0.88	3	Principals	147	3.01	0.97	1.10	723	1.96	Not Significant	Teachers	578	2.92	0.97	4	Principals	147	2.90	1.06	0.69	723	1.96	Not Significant	Teachers	578	2.84	1.09	5	Principals	157	2.93	1.02	0.71	723	1.96	Not Significant	Teachers	578	2.87	0.95	6	Principals	147	2.70	0.96	0.18	723	1.96	Not Significant	Teachers	578	2.71	0.97	7	Principals	147	2.69	1.09	0.60	723	1.96	Not Significant	Teachers	578	2.75	1.05	8	Principals	147	2.90	1.05	1.13	723	1.96	Not Significant	Teachers	578	2.78	1.10	9	Principals	147	2.64	1.10	1.19	723	1.96	Not Significant	Teachers	578	2.75	1.09	10	Principals	147	2.79	1.06	0.53	723	1.96
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	Teachers	578	2.84	1.09					5	Principals	157	2.93	1.02	0.71	723	1.96	Not Significant	Teachers	578	2.87	0.95	6	Principals	147	2.70	0.96	0.18	723	1.96	Not Significant	Teachers	578	2.71	0.97	7	Principals	147	2.69	1.09	0.60	723	1.96	Not Significant	Teachers	578	2.75	1.05	8	Principals	147	2.90	1.05	1.13	723	1.96	Not Significant	Teachers	578	2.78	1.10	9	Principals	147	2.64	1.10	1.19	723	1.96	Not Significant	Teachers	578	2.75	1.09	10	Principals	147	2.79	1.06	0.53	723	1.96	Not Significant	Teachers	578	2.74	1.06																																		
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	Teachers	578	2.87	0.95					6	Principals	147	2.70	0.96	0.18	723	1.96	Not Significant	Teachers	578	2.71	0.97	7	Principals	147	2.69	1.09	0.60	723	1.96	Not Significant	Teachers	578	2.75	1.05	8	Principals	147	2.90	1.05	1.13	723	1.96	Not Significant	Teachers	578	2.78	1.10	9	Principals	147	2.64	1.10	1.19	723	1.96	Not Significant	Teachers	578	2.75	1.09	10	Principals	147	2.79	1.06	0.53	723	1.96	Not Significant	Teachers	578	2.74	1.06																																															
6	Principals	147	2.70	0.96	0.18	723	1.96	Not Significant																																																																																																																
	Teachers	578	2.71	0.97					7	Principals	147	2.69	1.09	0.60	723	1.96	Not Significant	Teachers	578	2.75	1.05	8	Principals	147	2.90	1.05	1.13	723	1.96	Not Significant	Teachers	578	2.78	1.10	9	Principals	147	2.64	1.10	1.19	723	1.96	Not Significant	Teachers	578	2.75	1.09	10	Principals	147	2.79	1.06	0.53	723	1.96	Not Significant	Teachers	578	2.74	1.06																																																												
7	Principals	147	2.69	1.09	0.60	723	1.96	Not Significant																																																																																																																
	Teachers	578	2.75	1.05					8	Principals	147	2.90	1.05	1.13	723	1.96	Not Significant	Teachers	578	2.78	1.10	9	Principals	147	2.64	1.10	1.19	723	1.96	Not Significant	Teachers	578	2.75	1.09	10	Principals	147	2.79	1.06	0.53	723	1.96	Not Significant	Teachers	578	2.74	1.06																																																																									
8	Principals	147	2.90	1.05	1.13	723	1.96	Not Significant																																																																																																																
	Teachers	578	2.78	1.10					9	Principals	147	2.64	1.10	1.19	723	1.96	Not Significant	Teachers	578	2.75	1.09	10	Principals	147	2.79	1.06	0.53	723	1.96	Not Significant	Teachers	578	2.74	1.06																																																																																						
9	Principals	147	2.64	1.10	1.19	723	1.96	Not Significant																																																																																																																
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10	Principals	147	2.79	1.06	0.53	723	1.96	Not Significant																																																																																																																
	Teachers	578	2.74	1.06																																																																																																																				

The hypothesis test as presented in Table6 show that there was no significant difference between the mean ratings of

principals and teachers on the persistent institutional-related challenges to female principals’ administrative



effectiveness in public secondary schools in Enugu State. This is because, the t-calculated values on all the items

were less than the t-critical values, and based on the decision rule, the null hypothesis was accepted.

Ho₂:
Table 7: t-test summary of the mean ratings of principals and teachers on the persistent personal-related challenges to female principals' administrative effectiveness

Items	Status	N	Mean	SD	t.cal.	Df	t.crit.	Decision
11	Principals	147	2.88	1.16	1.02	723	1.96	Not Significant
	Teachers	578	2.98	1.10				
12	Principals	147	2.88	0.94	1.89	723	1.96	Not Significant
	Teachers	578	2.72	0.90				
13	Principals	147	2.60	1.08	0.21	723	1.96	Not Significant
	Teachers	578	2.58	1.07				
14	Principals	147	2.78	1.10	1.09	723	1.96	Not Significant
	Teachers	578	2.67	1.11				
15	Principals	147	2.75	1.02	0.06	723	1.96	Not Significant
	Teachers	578	2.74	1.08				
16	Principals	147	2.80	1.03	0.98	723	1.96	Not Significant
	Teachers	578	2.71	0.99				
17	Principals	147	2.63	1.13	0.04	723	1.96	Not Significant
	Teachers	578	2.63	1.10				
18	Principals	147	2.62	1.08	1.35	723	1.96	Not Significant
	Teachers	578	2.55	1.05				



Finding as presented in Table 7 showed that there was no significant difference between the mean ratings of principals and teachers on the persistent personal-related challenges to female principals' administrative effectiveness in public secondary schools in Enugu State. The decision was arrived in line with the decision rule that

H₀₃:

Table 8: t-test summary of the mean ratings of principals and teachers on the persistent social-cultural-related challenges to female principals' administrative effectiveness

Items	Status	N	Mean	SD	t.cal.	df	t.crit.	Decision
19	Principals	147	3.11	1.03	1.57	723	1.96	Not Significant
	Teachers	578	3.25	0.95				
20	Principals	147	2.95	0.99	0.97	723	1.96	Not Significant
	Teachers	578	2.87	0.97				
21	Principals	147	2.58	1.13	0.76	723	1.96	Not Significant
	Teachers	578	2.56	1.06				
22	Principals	147	2.59	1.10	1.60	723	1.96	Not Significant
	Teachers	578	2.52	1.13				
23	Principals	147	2.80	1.09	0.22	723	1.96	Not Significant
	Teachers	578	2.82	0.99				
24	Principals	147	2.78	1.00	0.27	723	1.96	Not Significant
	Teachers	578	2.81	1.02				
25	Principals	147	2.58	1.12	0.48	723	1.96	Not Significant
	Teachers	578	2.53	1.10				

the null hypothesis should be accepted if the t-calculated value is less than the t-critical value. As can be seen in the, the calculated values of items 11 to 18 were less than the t-critical values.



Findings as presented in Table 8 reveal that there was no significant difference between the mean ratings of principals and teachers on the persistent social-cultural-related challenges to female principals' administrative effectiveness in public secondary schools in Enugu State.

The decision read not significant because all the t-calculated values from item 19 to item 25 were less than the t-critical values. And in line with the decision rule, the null hypothesis was accepted.

H0₄:
Table 9: t-test summary of the mean ratings of principals and teachers on the persistent school-plant-related challenges to female principals' administrative effectiveness

Items	Status	N	Mean	SD	t.cal.	df	t.crit.	Decision
26	Principals	147	2.95	1.13	1.36	723	1.96	Not Significant
	Teachers	578	3.08	1.05				
27	Principals	147	2.77	1.01	0.10	723	1.96	Not Significant
	Teachers	578	2.76	0.97				
28	Principals	147	2.73	1.05	0.79	723	1.96	Not Significant
	Teachers	578	2.65	1.04				
29	Principals	147	2.76	1.10	0.56	723	1.96	Not Significant
	Teachers	578	2.81	1.09				
30	Principals	147	2.85	1.05	0.27	723	1.96	Not Significant
	Teachers	578	2.88	1.01				
31	Principals	147	2.67	1.03	0.53	723	1.96	Not Significant
	Teachers	578	2.72	1.01				
32	Principals	147	2.80	1.05	0.44	723	1.96	Not Significant
	Teachers	578	2.76	1.01				
33	Principals	147	2.55	1.05	0.19	723	1.96	Not Significant
	Teachers	578	2.53	1.06				

Findings as presented in Table 9 show that there was no significant difference between the mean ratings of

principals and teachers on the persistent school-plant-related challenges to female principals' administrative



effectiveness in public secondary schools in Enugu State. This is because all the t-calculated values were less than

the t-critical value. Based on the decision rule, the null hypothesis was accepted.

H0₅:
Table 10: t-test summary of the mean ratings of principals and teachers on the persistent teacher-related challenges to female principals' administrative effectiveness

Items	Status	N	Mean	SD	t.cal.	df	t.crit.	Decision
34	Principals	147	3.10	1.08	0.18	723	1.96	Not Significant
	Teachers	578	3.08	1.05				
35	Principals	147	2.71	0.94	0.75	723	1.96	Not Significant
	Teachers	578	2.78	0.93				
36	Principals	147	2.70	1.06	0.04	723	1.96	Not Significant
	Teachers	578	2.88	0.99				
37	Principals	147	2.61	1.11	0.97	723	1.96	Not Significant
	Teachers	578	2.60	1.10				
38	Principals	147	2.82	1.03	0.32	723	1.96	Not Significant
	Teachers	578	2.79	1.03				
39	Principals	147	2.63	0.99	0.02	723	1.96	Not Significant
	Teachers	578	2.63	1.02				
40	Principals	147	2.51	1.06	0.74	723	1.96	Not Significant
	Teachers	578	2.58	1.08				
41	Principals	147	2.71	1.05	0.64	723	1.96	Not Significant
	Teachers	578	2.78	1.06				



42	Principals	147	2.81	1.07	0.77	723	1.96	Not Significant
	Teachers	578	2.88	1.02				
43	Principals	147	2.90	0.99	0.02	723	1.96	Not Significant
	Teachers	578	2.91	0.91				
44	Principals	147	2.67	1.02	1.09	723	1.96	Not Significant
	Teachers	578	2.77	0.96				
45	Principals	147	2.75	1.02	1.71	723	1.96	Not Significant
	Teachers	578	2.59	1.01				
46	Principals	147	2.95	1.06	1.55	723	1.96	Not Significant
	Teachers	578	2.79	1.12				
47	Principals	147	2.69	1.05	0.56	723	1.96	Not Significant
	Teachers	578	2.71	1.06				
48	Principals	147	2.70	1.13	0.85	723	1.96	Not Significant
	Teachers	578	2.61	1.15				

The analysis of the hypothesis as presented in Table10 reveal that there was no significant difference between the mean ratings of principals and teachers on the persistent teacher-related challenges to female principals' administrative effectiveness in public secondary schools in Enugu State. The decision was reached based on the fact that all the t-calculated values from item34 to item48 were less than the t-critical value. In line with the decision rule, the null hypothesis was therefore accepted.

DISCUSSIONS

Result of analysis in Table1 showed that the respondents agreed that the following are the institutional-related-

factors that persistently challenge female principals administrative effectiveness in Enugu state: parents teachers association unwillingness to cooperate with female principals, negative attitude of parents towards female principals, limited human and material resources available to schools, issues of accountability on part of staff delegated to carry out certain duties and inadequate time management. Others include: difficulty handling unofficial groups in the school, lack of professional support from lack of professional support among colleagues, doubt of female principals intellectual credibility by other members of staff, female principals



being considered short tempered, and female principals less tolerant to stressful situations in the school. In addition, there was no significant difference between the mean ratings of principals and teachers on the institutional-related factors that persistently challenge female principals' administrative effectiveness in Enugu state.

The findings are in tandem with that of Shimalungwe (2016) who reported that negative attitude of stakeholders to female head teachers affects their administrative effectiveness. The findings are also in line with that of Abolade (2014) who reported that institutional factors such as poor funding and lack of stakeholders' support play great role in the quality of the leadership effectiveness of principals. The findings are equally in agreement with that of Kitele (2013) who reported that issues in the school interfere with the management of school affairs by female head teachers.

Analysis report presented in Table2 revealed that the respondents agreed that the following are personal-related factors that persistently challenge female principals' administrative effectiveness in Enugu state: lack of self confidence of the female principals, lack of competitive spirit of the female principals, fear of failure by the female principals, family issues confronting the female principals, and inability to control and manage temper. Other personal-related factors include: doubt of female principals intellectual credibility by other members of staff, lack of forgiving spirit to ailing staff, and giving credence to rumours without due investigation. In addition, the mean ratings of principals and teachers on the personal-related factors that persistently challenge female principals administrative effectiveness in Enugu state.

The result is in line with that of Shimalungwe (2016) who reported that challenges inherent in head teachers affects their administrative effectiveness. The findings are also in agreement with that of Kitele (2013) who reported that teachers attitude towards female head teachers constitute challenges to their administrative effectiveness in secondary schools.

Findings as presented in Table3 showed that the respondents agreed that the following are the social-cultural factors that persistently challenge female principals administrative effectiveness in public secondary schools in Enugu state: women being considered as helpers and not heads, consideration of women as second class citizens by members of the public, belief that leaders should be men and women, and women being perceived as weaker sex as a result of tradition. Furthermore, the social-cultural factors include; lack of workers support and cooperation to female principals, unwillingness of some staff to work closely with female principals due to religious affiliation and belief that women should not be socializing. In addition, there was no statistically significant difference between the mean ratings of principals and teachers regarding the social-cultural factors that persistently challenge female principals' administrative effectiveness in Enugu state.

The result is in consonance with that of Shimalungwe (2016) who reported that societal perception of women head teachers as weaker sex affects their administrative effectiveness. The finding is also in line with that of Abolade (2014) who reported that socio-cultural factors such as traditional practices and religious beliefs affects effectiveness of principals' school administration. The finding is equally in agreement with that of Kitele (2013) who reported that social cultural issues interfere with the management of school affairs by female head teachers.

Analysis report presented in Table4 revealed that the respondents agreed that the following are the school-plant related factors that challenge female principals' administrative effectiveness in secondary schools in Enugu state: lack of fund to purchase requisite instructional materials, poor fund for stocking of the library, poor school classroom structures for teaching and learning activities, and lack of ICT-driven facilities to encourage learning in modern perspective. Equally, the school-plant related factors include: poorly equipped laboratory for effective practical learning, lack of recreational facilities to ease of stress, inadequate extra-curricular facilities that can help



students develop other potentials outside learning and lack of staff offices. In addition, the mean ratings of principals and teachers on the school-plant related factors that persistently challenge female principals administrative effectiveness in secondary schools in Enugu state was not statistically significant.

The result agrees with that of Iroegbu and Etim (2017) who reported that lack of ICT facilities in school affects productivity and administrative effectiveness of the principals. The finding also agrees with that of Shimalungwe (2016) who reported that poor funding of the school leading to lack of instructional materials, poor stocking of the library and laboratories affects the administrative effectiveness of head teachers.

Outcome of analysis as presented in Table 5 revealed that the following are the teacher-related factors that persistently challenge female principals' administrative effectiveness in public secondary schools in Enugu state: teachers view of female principals as clerical administrators as against school heads, teachers use of different assessment mechanism on female principals, demand of extra work from female principals to prove their credibility, teachers see female principals as being strict and teachers criticisms of female principals as being poor in judgement in times of conflict between staff. Furthermore, the teacher-related factors include: teachers view female principals as lacking in capacity building, teachers view of female principals as poor in policy implementation, teachers continual criticism of female principals as being complacent when it comes to their welfare, and teachers view of female principals as being sentimental in handling conflicts in the school. Others include: teachers' perception of female principals as being authoritarian, truancy from teachers, non-punctuality of teachers to school, perpetual late coming by teachers, teachers disobedience to female principals directives and laziness from some teachers. In addition, there was no statistically significant difference between the mean ratings of principals and teachers on the teacher-related

factors that challenge female principals' administrative effectiveness in public secondary schools in Enugu state.

The result conforms with that of Shimalungwe (2016), Abolade (2014) and Kitele (2013) who reported that teachers' lack of support, doubt of female principals credibility, constitute, challenges to their administrative effectiveness.

Conclusion

In line with the findings of this study, the researcher concluded that: institutional, personal, social-cultural, school-plant and teacher related factors challenge female principals administrative effectiveness in public secondary schools in Enugu state. There was no statistically significant difference between the mean ratings of principals and teachers on the institutional, personal, social-cultural, school-plant and teacher related factors that challenge female principals' administrative effectiveness in public secondary schools in Enugu state.

Recommendations

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

1. As regards institutional-related factors persistently challenging female principals' administrative effectiveness, Enugu State government and school administrators should ensure that: Parents Teachers Association always cooperate with female principals, Adequate human and material resources are made available in schools, There is proper time management in schools, and Staffs are held accountable for delegated duties.
2. In the case of personal-related factors that persistently challenge female principals administrative effectiveness, female principals should on their own: develop self confidence in themselves, develop competitive spirit, avoid fear of failure, minimize family issues interfering with administration, and avoid giving credence to rumours without due investigation.
3. Given the influence of socio-cultural related factors on principals' administrative effectiveness, the general public through various government orientation



programmes should be made aware that: women should also be considered as heads and not mere helpers, women should not be seen as second class citizens, or perceived as weaker sex, and staff should willingly work closely with female principals irrespective religious affiliation.

4. In view of the school-plant related factors contributing to the persistent challenges of female principals administrative effectiveness, the Enugu State Government and various education stakeholders should as a matter of urgency: provide adequate fund for purchasing of requisite instructional materials, as well as stocking school libraries with needed books, and ensure that provision for ICT-driven learning facilities are made available to encourage teaching and learning in modern perspective as well as ensure that laboratories are well equipped to facilitate practical learning.

5. Since teacher-related factors were identified as contributing to the persistent challenges of female principals' administrative effectiveness, the school management board should through proper staff orientation ensure that: teachers view female principals' as school heads and not as mere clerical administrators, teachers avoid using different assessment mechanisms for male and female principals, teachers avoid seeing female principals' as strict and authoritarian, teachers avoid criticizing female principals' as being complacent when it comes to their welfare, and teacher should avoid perceiving female principals as being poor in policy implementation.

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