

ADMINISTRATIVE CHALLENGES CONFRONTING SCHOOL PRINCIPALS IN NIGERIA: A GENDER-BASED PERSPECTIVE

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Abstract

This discourse attempted to x-ray gender-based issues confronting secondary school principals in Nigeria. It reiterated that women's rights and leadership authority to power are grossly undermined and that these are as a result of influence of some culturally and socially related factors. It blamed that those factors help to perpetuate gender inequality in relationships. It agreed that they are major reasons responsible for men's prejudices against women particularly in leadership positions. The perception that women according to this discourse do not possess leadership traits are institutionally or structurally based, and have become instruments used by men to marginalize women's leaders in hope and aspirations to succeed. Some of these social and cultural prejudices are used to discourage more women from realizing their leadership dreams. Also, these challenges affect female principals in Nigeria, in spite of their tenacity to work and determination to succeed in their administrative functions. The paper expressed dismay over societal apathy in women's leadership struggle. It however, applauded the few women leaders (female school principals) who have proved effective leaders where they were given the opportunity to display their leadership quality in leadership. The paper proffers some solutions, which includes among others addressing adequately sex and gender roles issues as well as tackling the problem of gender stereotyping in labour force and work relations. It advocates that our secondary school policy makers be more gender bias free in selecting administrators. This includes reconstruction of gender through providing environment for gender mainstreaming in principalship in the secondary schools.

Introduction

Education is known through out the world as a big business that requires effective and efficient management for it to succeed. Success in achieving educational objectives and goals irrespective of the country in question does not just happen; it results from a combination of factors among which are the style of administration and the freedom of power at a leader's disposal to exercise such authority of powers. This is very paramount because the success of any business depends largely on the effectiveness and efficiency in leadership. Administrative competence in terms of availability of skills and knowledge are necessary in realizing organizational goals but in addition to those are the rights to exercise leadership powers and authority on school governance. The school administrator therefore, is often charged with the responsibility of being able to harness the available human and material resources within the organization in such a way that desired school organizational goals can be achieved.

Specifically, the basic requirement for effective school administration is inherent in the ability of the principal to positively influence teachers, students and other members in the society in the realization of educational goals. The role of the administrator (who is often referred to as the principal in Nigeria secondary school system) equally includes being able to translate educational policies into programmes and actions in the school. The success or failure of the school depends to a large extent in his ability and capacity to affect desired educational goals. Thus, his role as an executive head of the school is enormous and therefore brings a lot of challenges in terms of being able to manage not only instructional programmes but also teachers and students of the school to bring about positive change. The principal serves a motivator whose effectiveness in school business requires focus and commitment. Getting things done in a manner that would produce desired result is always a challenge to every administrator (Okoafor, 1980). In this vein, being a principal demands that both personnel and students are well guided in such a way that organizational goals of the school are realized. It also

includes creating and maintaining enabling environment, ensuring accountability and transparency as well as influencing decision making that guarantees success in the educational system. Equally also is the ability to translate educational policies into action in which Okofofor (1980) emphasized as a product of competent leadership of the principal. According to Robinson, (2000), knowing a good school depends on leadership and its quality in educational result. Therefore, education even though it is a business requires administrative prudence only obtainable through quality headship. The vitality of the school can be measured by the administrative power and exercise of power that the school's head controls. It is through this that his/her ability to stimulate teachers, students and the general public in and outside the school to co-operate in order to achieve the aims of the school can be established.

The Tasks of the School Principal in the Realization of Educational Aims

On the other hand, lack of commitment from school administrators (principals) can jeopardize school system even when other resources such as materials are surplus. Managerial problems arising from poor management styles can create lasting problems on school programmes. The principal's duty as an administrator lies in his/her ability to accommodate others' ideas, his/her relationship with staff and his/her tactfulness in school administration. This duty is often misconstrued by either the principal or and the other staff particularly where conflict arises, which may impair quality of administration of such schools.

To determine what makes a school administrator effective requires a number of factors, which may include his type of leadership style, human relations approach, commitment to the welfare of staff and students. All these factors if well harnessed work towards producing desired educational goals of the school. His expertise in managing other resources such finances and other material resources has an added advantage to quality administration. However, these factors are not exclusive because there is need for the leader to understand the peculiarity of the school environment, thus such as possessing the ability to study and interpret his/her environment and possess the ability to study and interpret his/her environment. In terms of specific duty of the principal, (Ocho, 2010: 8) stressed that the principal's scope of work is "vast and intricate, and demands a lot of time, energy, dedication and sacrifice". He further outlined some of the principal's pre-occupations to include the following; managing instructional programmes, staff personnel administration, student personnel administration, financial and physical resources management and school-community relationship management. In summary, the principal is seen as a setter of the tone of the school; an exemplar and above all a leader whose actions to a large degree determine the success of the school.

Concept of Leadership and Gender Ideology

Leadership is a management function that is determined by mainly the principles of coordination, controlling and communication (Farrant, 1964; Nwagwu, 1978 and Oraemesi, 1997). Leadership is regarded as a vital function in educational administration because it steers the ship to either success or failure of an organization. There is no doubt that the success of an organization requires human and material resources but much more is the caliber of administrative leadership that is piloting the affairs of the organization. The capacity base of leadership is therefore paramount to realizing organizational goals.

The term gender on the other hand, denotes ascribed roles that are assigned to a male and a female based on their biological differences (West and Zemmerman, 1987 and Ferree, 1990). These roles such as what males are allowed to perform and what females are forbidden from have cultural implications in the way they define the limitations in leadership functions for women. Because culture has been agreed to be dynamic, the degree of gender stereotyping within and across societies is on a continuum. Thus, gender relations can be referred to as being location based; meaning that what is acceptable in one society may not necessarily be acceptable in the same manner and degree in another society. For instance, in a typical African traditional (patriarchal system) women generally are socially excluded from most outdoor activities. Their roles are mainly domesticated, which are supposed to be within the spheres of household activities; mostly bearing children and preparing meals. However, the conservative stance about gender prejudices against the women in our society is gradually changing due to the influence of western education as well as modernization which has

afforded women the opportunity to change their lots. The number of our women who are being engaged in labour work in paid work force is gradually increasing.

Literature on gender and leadership styles has focused on disparity between men and women in leadership styles and has considered issues such as inequalities in leadership assignment and opportunities as being fair and unfair; equitable or inequitable. Gendered relations for instance, to a large extent, have been used to undermine female leaders in their bid to perform leadership roles in the society (Wallace and March, 1991; and Triandis, 1993). This may suggest the reason why female leaders have continued to face resistance from the male counterparts in leadership positions. For instance, female principals are often accused by their male counterparts of their inability to manage large schools alleging that they do not possess the alliance power within them to handle large-sized schools (Ayorinde, 1988 and Unger and Crawford, 1992). Kanter, (1968) had stressed that rather than ability to lead being based on gender prescriptions, leadership effectiveness largely depends on understanding the structure of power in the organizational system. He further emphasized that the effectiveness of women leaders, like that of men is a response to both opportunities for power to favourable position in the power structure. It follows that power is not gendered where authority exists but that power when gendered bring about ineffectiveness in administration. Therefore, his assertion suggests that irrespective of the person in power whether male or female, ability to deliver largely depends on the power inherent in the authority he/she assumes.

Gender Dynamics and Leadership

It is no longer strange to find women in leadership positions in our contemporary society. Thanks to the influence of western education! At the same time more women are becoming school principals in our secondary schools. However, female leaders are faced with uncommon challenges from the men (Triandis, 1993). Some male chauvinists find it difficult being loyal to their female bosses possibly as a result of patriarchal influence that permit male-dominance in gender relations. Some men accuse women of having low intelligence and of poor management skills. On the contrary, Thompson, (1996) asserted that women are “good savers and responsible borrowers”. This assertion tends to demystify the claim that women are poor financial managers. Some of these gender issues have continued to mar the position of women in leadership. Possibly too, the need to discuss gendered leadership styles which may have formed the basis for gender imbalance in leadership positions is timely.

(1) Deference in women leadership style: Women possess salient leadership qualities according to Biblical injunctions; possess God given leadership qualities of tolerance and determination. According to Munroe, (2001), using biblical injunction as found in Micah 6:4 where God himself told the people of Israel, “I brought you up from the land of Egypt, I redeemed you from the house of bondage; and I sent before you Moses, Aaron and Miriam”, he clearly pointed out God’s motive behind leadership with reference to the call of the leadership of people of Israel that included a woman. His analysis revealed that God was saying the He sent them three leaders.

More so, there is also no incidence of subjection, submission, or oppression of women in the first and second chapters of the book of Genesis. Following this, God’s original purpose for man (man and woman) was to dominate and subdue the earth irrespective of whether you are a man or a woman. It was only after the fall of man as a result of sin that things began to change. It is also important to note that the purpose of something determines its design, its nature, potential and abilities. The leadership spirit therefore is in every one but the way in which we execute dominion is different based on distinct designs of a man and a woman. Both men and women inherently have the power of leadership according to this Holy injunction even though styles of application could differ.

(2) Basic difference in styles of leadership: Subsequently, there are then different leadership designs for males and females which only differ in terms of position-power and influence-power. While men possess position-power women are said to possess influence-power. Position-power describes the type of powers that are assigned to men either by constitution of just because of their position as male children in the family where they belong. For example, the men are made the head of the family from the societal perspective. They are socialized into accepting leadership positions just because of their biological make up as males. Similarly, influence-power refers to the type of power

which is not pronounced but can be used to manipulate situations and decision of the men. These are natural traits distinctively divine because as a man receives his leadership by his position being created first, the woman is an influencer who brings about change (Munroe, 2001). Position- power and influence-power are not mutually exclusive; they are to be harnessed in effective leadership and are often brought to leadership spheres by school administrators.

The above analysis therefore suggests that the manner of execution of leadership tasks and style of leadership are different and if well articulated can become vital for school effective leadership. They can serve a complementary role in administration rather than one being exclusive.

(3) Nurturing role and leadership power: Women more than the men seem to possess more power to nurture and give care to other people. This inherent power according to psychologists makes women better listeners because they seem to be more in touch with their emotions. Cochran, (1980) affirmed that women principals were more effective at resolving conflicts, at motivating teachers and at acting as representatives rather than directors of a group. Adkison, (1981) was of the view that female compared to male principals were more likely to involve themselves in instructional supervision, to exhibit a democratic leadership style and to concern themselves with students. Such differences were confirmed by Shakeshaft's analysis (1987) of women principals as educational leaders and master teachers compared with the male principals who are found to act as managers and administrators. Shakeshaft argued that there is difference between the leadership styles of male and female principals and warned that women could only be selected for managerial positions only if they can complete the tasks and comprehend the mastery of managerial culture. Implicitly, judging effective leadership on the basis of manning positions only could pose deficiency in management.

(4) Feminists position on gender difference in leadership quality: However, the assumption that women are "bad leaders" has largely been challenged by feminists arguing for "no difference syndrome" emphasizing that women were not less effective than men as managers. Their own dimension of the argument underpins the fact that social exclusion has been the yardstick for the marginalization of women in position of leadership. Similarly, Gray (1987) claimed that if schools as organization are perceived as needing to be seen as a caring, nurturing, maintaining, supporting, understanding, they will be seen to require a form of management that for many is a stereotype of femininity. While warning on the danger of stereotyping gender, Gray argued that management needs to draw on intuition, calculated risk taking, aesthetic considerations, dependence on colleagues and incompetence. These were for Gray the feminine aspects of all personalities. What is notable here is emphasis on style rather than on gender. Throwing more light on this assumption, Acker, (1983) positioned that stereotypes of masculinity and femininity are not helpful in analyzing leadership effectiveness but rather, when they are utilized in the assessment of best qualities and styles, should be adopted and adapted to, in leadership effectiveness.

The most effective criteria for good administration need not be based on sex orientation. Considering the organizational needs of any institution, two basic factors, which include ability to attain to the structural and institutional needs and this, should determine the quality of leadership. Structural needs involve the power of continuity and replacement of staff and other personnel as the need arises while cultural needs imply ensuring good working relations and practices. Further more, the success of a leader depends to a large extent on the power of understanding his environment. The effectiveness and efficiency in leadership also largely depends on ability to vary styles in view of the polity within the area without actually compromising government school policies.

Problems Affecting Female School Principals in Administration

There are various problems challenging female principals in school administration. Some of these factors are inherent in the misconception of gender and its dynamics, which perpetuate widely accepted perception that the males have inherent rights to absolute power and authority to leadership. Some of these specific gender related issues as discussed below have continued to pose serious leadership challenge to female leaders in and outside school management.

(1) Management related factor: The role of leaders such as school principals in today's school industry has transcended the traditional management functions of power, behaviour, style and

instructional leadership into a more complex indices due to overwhelming students' population explosion. There is pressure on management skills to be able to handle students' needs and aspirations in such diverse form. At a time when schools are posed with the challenge of accommodating students from diverse socio-political background whose attitudes, motivations and needs differ significantly; a time of new dispensation when parents are aware of the importance of education to the beneficiaries, parents now exert too much pressure on their wards to pursue education. As a result, school principals are unduly challenged in their functions. This rat race has contributed to the administrative challenges facing female school principals.

- (2) **Cultural related factor:** The culture of the society affects the position of women in that society. The history of women in work relation is tied to the assessment of their contributions to the development of the society. The place of any individual depends to a large extent to his/her roles as ascribed. However, it appears that women are not justly assessed because of the society's insensitivity to their peculiarities. Nigerian women in the past due to its patriarchal nature, were confined to domestic roles which centered mainly on nurturing and rearing children. Leadership positions were exclusively males preserves except in rare cases where a few women (queens and princesses) were ceremonial leaders whose roles influenced some decisions. Their roles were monitored closely by men as they worked under subtle but strict supervision by the men. Those women who were considered privileged who worked as catalysts of change in our political history were at best acknowledged.

There are some traditional practices which do not approve of women engaging in outdoor activities. Women' roles are domesticated and as such as do not permit outdoor functions such as in leadership positions. The parameter for typical African woman's social success lies in her ability to excel in her household role rather than on her personal achievement. This nature of women assessment of success created by society prejudices have persisted to the present day. This stereotype in role expectation affects job opportunities and remunerations given to women in labour markets. Oram (1983) expanded on this by stating that there are three major roles a woman has to contend with, which are role of a full-time working woman, wife and mother. Invariably the task of fulfilling these roles is arduous thus most Nigerian female administrators such as principals often feel pressured and inadequate. Consequently, this presents the most challenging task of female principals in handling the conflict between household responsibilities and their corporate duties.

- (3) **Social related factor:** Socialization process of men and women greatly influenced women's lack of confidence in leadership position. The society frowns at women who are in leadership position; some have continued to receive name calling and so labeled as "loose women", "bad ladies" and "bad house wives"(Ayorinde, 1988). For the fear of being stigmatized our younger women are not being encouraged to aspire to leadership positions. Even in the area of school administration, one still continue to find gender disparity in position of school leadership.

Men and women have equally been socialized to accept that masculinity depicts aggression, power, and strength while femininity denotes weakness, fragility and even naivety. In view of this, the society generally accepts that masculine traits are more socially acceptable and desirable in leadership function. Therefore a few women who dare this leadership positions are not judged fairly.

Similarly, a few women who are in leadership positions seem to face greater challenges in service delivery and achieving results because of conflict of roles as wives and official commitments. Nigerian educated and professional women find themselves juggling between these two roles. No wonder, Ayorinde, (1988) clearly stated that leadership positions for women continues to receive great challenge because leadership positions are always considered as men's preserve. This serves to justify why only a few women dare managerial positions.

- (4) **Challenges arising from women's reproductive rights and health implications:** There are peculiar health challenges that tend to affect females, which are exclusive to women only.

Pregnancy often incapacitates women for paid employments because of fear of loss of time and money. Some organizations are skeptical placing women who are within child bearing age in leadership positions because of fear of loss of profits during the pregnancy period. Some women actually are not physically and psychologically able to weather the pressure of leadership at this period. The demands on the females time during pregnancy for ante-natal care followed by post-natal care makes it easy to point accusing finger on women administrators.

As a result of the problem arising from this natural assignment, employers are very skeptical in placing qualified women on managerial positions when many men are available to occupy such posts. Scott, (1978) observed that as long as a woman is regarded as having two roles while a man has only one, women and men will never find themselves on equal footing. He argued that expanding educational opportunities may not necessarily address the problem of gender disparity in work force. Therefore, as long as women seem to be caught between these roles, full support from the society will always be at best minimal.

- (5) **Challenges arising from males' numerical strength:** It is no longer an assumption that more men than women continue to occupy managerial positions such as principals of schools in our society. In education industry, women lack enough role models to emulate as they aspire for leadership positions. Majority are still held down by their traditional norms that do not approve of women's leadership. This factor seems to be affecting those who should have been aspiring to climb managerial cadre. Human relation still recognizes men to be vital than work itself and this has adversely affected women who would have been seeking leadership positions.

Similarly, because more men are at the apex of career cadre, few women who are there continue to face challenges of acceptability as being good enough to handle managerial conflicts and crises. The society which is male-dominant becomes too sentimental and judgmental against women. They are faced with the task of acceptability and approval. As a result, some women leaders become disposed to emotional and psychological breakdown which further strengthens societal assumption that women are bad leaders. In addition, because the role of a principal is peculiar based on the fact that unlike other industries, it is aimed at transforming human beings to become self-fulfilled, women who find themselves in this rare positions face daunting challenges. Others are discouraged to aspire for leadership posts in school management either because of short of female role models or female constraints in breaking "glass ceiling ladder" in an attempt to rise to the top of their professional career. As result of some of these challenges very few female school administrators still occupy leadership positions in our secondary schools. The effect of glass ceiling syndrome does not encourage the upcoming female potential administrators to aspire higher. Ball, (1987) described the situation of women who are in highly visible positions of authority as being gender unfriendly. As a result of this stereotype, schools that are under the headship of women tending to receive more scrutiny and are under closer observation by the society. The under representation of women school in administration can be attributed to inflexibility in the present structure.

Factors Hindering Administrative Tasks of School Principals

The concern and need for improved schools has become more intensive and there has been a national outcry that the schools are no longer meeting these aspirations as stated in the national policy on education. However, both men and women leaders can exercise their authority more productively when they have power behind them. Having stated this though, the success of a school principal particularly under the present dispensation when there is huge demand and quest for education, besides following the proposed profile of leadership resource, there is need to prepare the principals to conform to new knowledge, skill, functions and current expectations. Efforts that would involve peer, sharing, reflective activities and self-assessment of progress are vital processes that are necessary in the shaping of effective aspiring and practicing administrators to build stronger schools.

Besides specific bottle necks that hinder female school principals, there are general indices that determine the success and failure of school administrations. These are discussed under the following sub-headings:

- The demand on present dispensation principals,
- Personality trait factor
- Knowledge and skills
- Administrative leadership and supervisory roles.

- (1) **The demand on present dispensation principals:** Being a school principal today is much more difficult than it was two decades ago. The demands of today's administrative duties and responsibilities have become more complex due to population of students and staff as well as inconsistency in policy changes. For instance, there have been numerous changes in the curriculum which require more extensive teacher involvement; many principals continue to experience dissatisfaction with the failure of training programmes to keep to current curriculum changes. There is the problem of students' unrest and teacher militancy, influence of wide spread drug abuse and sexual abuse against women continue to exert social pressure on school governance. All these social problems have exacerbated problems, which make it difficult for a female school principal to maintain successful human relations.
- (2) **Personality trait factor:** There are acceptable personality traits that are required in leadership. This was why Akabuogu, (1965) outlined the personality qualities of a principal as possessing extensively ability to supervise by borrowing from large expanse of experience, having general training ability to get with and organize people with confidence to get on and being aware of current educational problems and development, ability to inspire the people with confidence as well as possessing effective discipline that would make you accessible to people. These traits can only be effective if they are properly developed and managed. Because of widely accepted claim that men and women are socialized differently, and that men are confident while women lack confidence, the female leaders need to prove themselves as being capable of leading well by equipping themselves with modern knowledge-based materials. This assumption challenges female leaders to work extra hard to earn men's confidence, trust and support in such a way that they are entrusted with leadership positions. In effect it implies that the female principal must be conversant with not only the objectives of schools but also have the ability to effect positive change. It is even more demanding on the female principal who need to inculcate positive attitudes towards innovations in order to keep abreast with and compete favourably with their male counterparts in accessing information and technologically based information in order not to lag behind in discharging administrative duties the phase of the emerging social order.
- (3) **Knowledge and skills of an administrator:** In response to the need for the current image of the administrator, there is dire need that aspiring school principals should possess basic professional knowledge and skills required for effective functioning in school leadership. In view of the need to conform to new knowledge, skill and function as well as current expectations, it seems appropriate that these dimensions become an integral part of the recruitment and selection process of school administrators. But where proper and well articulated educational and professional guidelines are not adhered to in the selection of principals, such leadership is more likely to face professional crises in management. It follows that staff management ability, which is largely dependant on knowledge acquisition and skill development becomes paramount as Obi, (2004) rightly observed that teachers are the most potent weapons in hand of managers in achieving educational objectives. Without proper training, the management of staff becomes difficult.

- (4) **Administrative leadership and supervisory roles:** Principals as administrative heads of schools occupy positions and perform supervisory roles. The ability to perform these roles generally shapes the achievement of the school goals. The term leadership implies relations between persons whose desires and aspirations must be harnessed for the continuity of the organization. Ozigi, (1978) grouped the principal's leadership role and duties into two broad categories; professional and administrative roles. According to him, principals must be knowledgeable and concerned with the quality of instruction as well as pupils' welfare. Obiukwu, (1996) emphasized that the success of any leadership depends largely upon principles of planning, organizing, communication, motivation and abilities in resolving conflicts. The success of an administrator of the school can be measured by his ability as a leader to incorporate these democratic principles in leadership functions.

Further more, management of school funding should not be neglected as an area of importance in the role of a school principal. There are ways in which funds are made available to schools. Financing education is a joint responsibility of various agencies such government and individuals as well as organizations. Government allocation constitutes a good proportion of school fund. Ozigi, (1977) commented on school financing stating that grants from state, local and federal government and their agents are sources of revenue to schools. He stated that the amount of funds to schools vary based on size among others. As the duty of the principal includes financial management, it often poses great challenge to them. According to Agom (1995) the problem arises from the fact that most of the school principals are not appointed on the basis of ability and expertise. In most cases, political consideration plays a major role in their appointment. There are often an array of problems emanating from government insufficient fund allocation, insufficient revenue generation based on principals' lack of expertise in fund raising capabilities, embezzlement of fund, fraudulent practices of school bursars with or without the collaboration of school principals, misappropriations of funds, among others which continue to affect school administration.

The Way Forward

The government should provide adequate funds to schools to help female school principals meet up with the current and capital expenditure. Also, since it is imperative that given other projects that require government financing, it is difficult to provide enough financial support to all schools, individual schools should be well equipped to explore other external financial sources in line with the stipulated policies. More so, the educational sector and other related agencies should be more involved in mapping periodical and refresher financial training programmes for female principals to keep abreast with the complex functions of school principals.

In the bid to perform adequately in school administration, the female principals should improve on their communication styles, taking into cognizance the importance of communication in effective leadership. Intensifying efforts towards creating effective channels of communication such as through regular staff meetings, seminars, workshops, conferences, retreats and "boursbarages" (holding some meetings outside the school environment, in a more relaxing environment) are recommended as ways of ensuring quality in school administration. Improved communication among staff is a panacea to effective school management. This will provide ample opportunity in utilizing the opinions and contributions of their staff for efficiency and better productivity.

Selection and placing of principals should be on merits, competence and ability rather than favoritism popularly known as "ima nmadu factor", 'who you know'. At the same time, regular in-service training should be organized for principals to enable them keep abreast of new ideas in the fast changing society such as in technological development and new managerial principles.

Given the peculiar nature of women and challenges in scheme of things, there should be concerted efforts addressing gender stereotype and discriminations particularly in area of school leadership. In this regard, government and other organizations should remove gender discriminatory norms and practices that make it difficult for many women to aspire and climb managerial ladder.

The government should as a matter of urgency; fairness and justice consider affirmative action policies in the appointment of school principals as this will increase the number of women school principals in our society. In addition to this, there is need for government to map out for working mothers, some welfare packages in the form of inducements such as providing "household

monetary subsidies” to enable women financially and emotionally cope with their dual roles of household management and in their professional growth. Similarly, more incentives and recognition should be accorded to the female principals by government through creating enabling environment for professional growth.

More powers should be given to female principals to enable them use their God’s given initiatives freely in the pursuance of effective administration. At the same time, women principals should always strive to maintain credibility and respectability expected of them in their discharge of their duties in order to earn trust, which will encourage aspiring female principals in the modern dispensation to become school principals.

The Education Board and Ministry of Education as bodies responsible for posting of teachers should be more gender sensitive when doing their principal posting. Posting female principals to exclusively female schools should be de-emphasized as a way of curtailing gender stereotype in school administration.

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