Impact of Management on Students' Academic Performance in Public Secondary Schools in Rivers State

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ABSTRACT

The impact of management on students' academic performance in public secondary schools in Rivers State was explored in this study. The study was directed by two research topics and two null hypotheses. The study used a descriptive survey research approach, using 7,425 public secondary school teachers as the study's population. 380 teachers were chosen as the study's sample size using stratified random sampling techniques. The data for the study was gathered by administering a validated questionnaire to the respondents. The instrument's dependability was determined using the split half approach. The instrument's reliability co-efficient for the study was found to be 0.92. This indicates that the equipment is trustworthy and capable of measuring what it claims to measure. The study questions were answered using mean and standard deviation, whereas the null hypotheses were tested using z-test statistics. The study's findings found that both male and female teachers agreed that discipline has a significant impact on pupils' academic achievement. The study's findings also revealed that poor curriculum management and compliance had an impact on students' academic performance in Rivers State's public secondary schools. The researchers recommended that the State Ministry of Education train and retrain school principals and teachers in order to improve their effectiveness in managing and instilling discipline in public secondary schools. Principals should also ensure that they comply with and manage the school curriculum in order to improve students' academic performance.

Keywords: Management, Secondary School, Academic Performance.

Introduction

Pre-nursery, Nursery, Primary, Post-primary (secondary), and Tertiary education are all available in Nigeria's educational system today. However, for the sake of this study, post-primary schooling is given a lot of weight (otherwise known as the secondary education which is divided into the junior and senior secondary schools respectively). Without a question, school administration is an important component of every educational system. Various authorities at all levels are primarily engaged in a wide range of operations aimed at maintaining appropriate school management at all levels of our educational system. The impact of good school management on the quality of education, student discipline, teaching methods, student performance, and the frequency of awards and school ratings is undeniable (locally, nationally and internationally). The results of appropriate and effective school management, in an ideal situation, assure a high level of discipline among instructors and pupils. Pupils' academic success is arguably influenced by the level of discipline in both teachers and students, as well as instructional methods and other factors. As a result, the need of good and efficient school management at all stages of education, particularly at the secondary and tertiary levels, cannot be overstated.

Secondary (post-primary) education plays an important role in the national educational system. In Nigeria, secondary education is seen as the connecting link between primary and secondary education. Secondary education was established, according to Banjoko (2006), to achieve a variety of goals, such as producing a generation of young people who can think for themselves, respect the feelings of others, respect the dignity of labor, and appreciate those values that are specified under the broad national goals. Secondary education's primary goal is without a doubt a strong evidence of its critical role in our country's development and long-term viability. This emphasizes its significance and critical role in national development, and thus reaffirms that the long-term viability of a nation's human resources is entirely dependent on the quality of education and the academic performance of its students, both of which are products of effective management of such institutions. Secondary education is a human industry or institution dedicated

to refining young people in terms of skills, productivity, behavior, and overall perfection in order for them to integrate into the society in which they live.

In Nigeria, the Federal Government is generally empowered to prescribe minimum standards of education at all levels, and is vested with the responsibility to establish and regulate school management boards/ authorities in that regard. It is in line with such powers vested in the federal government that the National Assembly is empowered by law to make laws with respect to University education, technological education or such professional education.This power also includes power to establish an institution for the purpose of University, post-primary (Secondary), technological or professional education. Although, it is worthy to mention that each State Houses of Assembly is also entitled to make laws for their respective States with respect to technical, vocational, post-primary (secondary), primary or other forms of education including the establishment of institutions for the pursuit of such education. This means that both the Federal and State governments in Nigeria are empowered to establish, run, regulate and manage various educational and professional institutions, including post-primary institutions (secondary schools). The power to prescribe the minimum standard of education, make laws regarding education and to establish and regulate school management boards/ authorities are vested in both the Federal and StateGovernments and by implication requires the governments' involvement in the funding and management of the various schools at all levels of education inNigeria.

Research reveals that the government in Nigeria (whether federal or state) was not always involved in the funding and management of schools in Nigeria. This is because historically, the origin of education in Nigeria is traceable to the foreign missionaries who came into Nigeria in the 19th Century and established schools with the Methodist Missionary Society (Ozigi&Ocho, 1981). The researchers stressed further that after the first school was founded in 1843, the Anglican Communion followed suit and established chains of schools in 1847. As a result of the foregoing, majority of schools before 1960 (when Nigeria got her independence) and even shortly after, were privately owned by churches/missionaries (Fafumva, 1974). Although, the establishment of schools especially in the southern part of Nigeria propelled the establishment of the Southern Nigeria Educational Department in 1887. However, the Nigerian government in 1970 (after the civil war) intensified the takeover of such privately owned/missionary schools and also established new ones thereafter as a means of controlling the educational standard in the country (Taiwo, 1980). For instance, in Rivers State of Nigeria, Edict No. 3 of 1987 was enacted to legalize Rivers State government takeover of privately owned schools from their original owners. The involvement of government in the funding and management of such schools changed its status to public schools. In Nigeria today and in Rivers State in particular we have both private secondary schools and public secondary schools. Public secondary schools are such schools that wereeither taken over or established by the government. A public school is basically owned, financed and managed by the government. It is the government (be it Federal or State governments) involvement in a secondary school that makes such secondary school a public secondary school. Because public secondary schools are established by the government, thegovernment directly or indirectly influences its control, management, and in some cases the day to day decisions and administration of such public secondary schools. Given the involvement of government in public secondary schools, statistics in some quarters has revealed that it is much easier to establish, run and manage a private secondary school, than it is for public secondary schools. As at today, the private sector involvement in education especially in the primary and post-primary secondary school sector is more pronounced and it has reduced the monopoly of government in the education sector. Government at all times exercises its control, rule-making powers in the management of education as well as regulates and manages public secondary schools via delegation of its powers. The finance, staffing, school calendar, curriculum, operational decisions, hours of school operation, prescription of textbooks, the appointment, promotion, discipline and termination of career of both teaching and non-teaching staff of the school, management policies and administrative procedures including practically every details of public school administration, are delegated to various government agencies including the Minister or Commissioner for education. Civil service commission, and local schools boards/authorities.

Furthermore, some of such powers are delegated to the school head (the Principal) including the power to control the internal organization, management and discipline within the school. In public secondary schools, the Principal is the manager, chief administrator, and the chief executive of the particular institution where he/she serves as aprincipal. Such a person is expected to be of a proven integrity, quality and competency to coordinate the activities of both human and material resources. The Principal undertakes all routine activities to accomplish numerous administrative tasks, towards achieving educational goals and objectives. Principals are the uncompromising leaders of secondary schools as well as administrators in whose hands lies the future of the students. According to Ezenne (2008),principals are the central figure in the school and pivot in which all the administrative taskin the school revolves especially in the area of secondary school management. Public secondary school management however, involves the application of management principlesby the school head in planning, designing, developing and effective resources towardsachievement of educational goals. From the forgoing, it is proper to state that there is a growing body of literature from researchers and educationist who have made attempt to examine the relationship between management of public secondary schools and student academic performance. Educational management in public secondary school involves the application of management principles in planning, designing, developing and effecting resources towards achievement of educational goals (Burke, 2008).

The effective management of public secondary schools, according to Mbipiom(2008), is judged by the extent to which public secondary schools generally meet the expectation of the society within which they are established. This is so because excellent educational performance of the students forms part of the expectations of the society within which such secondary school is established. Since independence, the Nigerian government either directly or through its agents including the ministry of education, schools board/authorities and school heads (principal) have demonstrated commitment to the provision of quality secondary school through provisions of infrastructural facilities, instructional facilities, maintenance of schools, disciplinary measures, allocation of financial resources, provision of trained teachers, training and retraining of teachers on adequate method and establishment of quality assurance department. The Nigeria government have also put in place guidelines for supervising and monitoring the activities of secondary schools with views to ensure that the objective of establishing secondary schools are satisfactorily achieved, yet the academic achievement of students in their internal and external examination (NECO, S.S.C.E and WAEC) is terribly low in times past (Eden, 2009).

According to Igbal and Khan (2012), academic performance refers to the quality of performance in terms of tasks and class exercises with academic content. It is a level of attainment of a given standard of excellence or in other words, a qualified academic achievement. According to Varga (2009), achievement is the degree of ability already attained. For Egbule (2014), it is the aspect of measuring the standardized sets of experiences. This means that to determine achievement requires assessment of past performance. But for students, it can be measured and or determined based on the test scores of the subject concerned. For instance, achievement level of the public secondaryschool students in mathematics can be measured based on the test scores/academicperformance of such a student in both internal and external examinations in mathematics.Mweti (2013), later revealed that the combination of various findings of many investigators such as: Acholar (2012) and Yusu (2012) have shown that the concept can be interpreted in terms of equations: achievement equal to aptitude multiplied by experienced. Achievement = Aptitude x Experience.

Academic achievement, according to Nwaeke (2010) is the level of performance that is exhibited by an individual. In other words, it can be seen as the degree or level of success attained at the end of an academic endeavour (Musarat&Jacci, 2013). It is the extent to which one is able to accomplish a task, trade, profession, training or learning. Thus, academic achievement could be seen as the level of proficiency and knowledge demonstrated by an individual after learning has occurred. It has to do with the use of menial effort and skill acquisition. It is usually affected by several variables and therefore could be low (Ige, 2016). These variables include self concept, attitude, anxiety, gender, family background and learning environment of students etc.

Katelyn (2013), emphasized that the yardstick for measuring ones level of academic Achievement is by assessing the academic performance of the individual "through test and systematic observation", with this in mind, academic achievement level is said to be high when a child is able to excel in his academic activities and perform extra-ordinarily well by scoring high marks. It is consistently low when a child performs poorly in academic activities, and consistently scores very low marks in examinations.

Academic performance has been described as the scholastic standing of a student at a givenmoment (Ige, 2016). This scholastic standing could be explained in terms of the grades obtained in a course or group of courses standing (Ijaiya, 2009). Oke (2008) commented on this scholastic standing and argued that performance is a measure of output, and that the main output in education are expressed in-terms of learning, which are; changes in knowledge, skills, and attitudes of individuals as a result of their experience within the school's system.

Reasons behind the increase in failure rate which has continue toimpact negative effects on the student's academic performance, Egerton (2013) listed amongst others, school discipline, provision and use of instructional facilities etc, as impediments to high performance of students in public secondary schools. To address these problems, there is need to empirical study the impact of management on students' academic performance in public secondary schools in Rivers State.

Statement of the Problem

Research in recent times indicates that the academic performance of public secondary school students, especially in the internal and external senior school certificate (S.S.C.E) has been on the decline Nikki, (2013). In the same vain, Uzoegwu (2011) carried out a field work on West African Examination Council result of 2010 and discovered that out of 9,565 candidates that registered for selected courses, 8,106 students representing 84.75% sat for the examination. 4,218 (52.04%) got credit and the resteither got ordinary pass, failed or were absent. The situation did not only worry government, but also parents. Observations by parents, teachers, and government shows that there seems to be a fast rising decline, especially in the area of school discipline and curriculum management and compliance for the implementation of secondary school education. In view of the backdrop, the elements of the problem identified, suggests the impact of management and the managerial strategies employed by government and its agents (the school principal). However, it is rather inappropriate and hasty to conclude at this stage what could be responsible to the drastic decline in students' academic performance in public secondary schools in Rivers State. The gap in knowledge is therefore what this study seeks to fill empirically.

Purpose of the Study

The main purpose of the study was to investigate the impact of management on students' academic performance in public secondary schools in Rivers State. Specifically, the study sought to:
- Determine the extent to which school discipline impact on students' academic performance in public secondary schools in Rivers State.
- Ascertain the impact of curriculum management and compliance on students' academic performance in public secondary schools in Rivers State.

Research Questions

The following research questions guided the study

- To what extent does school discipline impact on students' academic performance in public secondary schools in Rivers State?
- To what extent does curriculum management and compliance impact on students' academic in public secondary schools in Rivers State?

Hypotheses

The following null hypotheses formulated were tested at 0.05 level of significance.

- There is no significant difference in the mean response of male and female teachers on the impact of discipline on students' academic performance in public secondary schools in Rivers State.
- There is nosignificant difference in the mean response of male and female teachers on the impact of curriculum management and compliance on student's academic performance in public secondary schools in Rivers State.

Method

The study adopted descriptive survey research design. The population of the study consisted 7,425 public secondary school teachers. A stratified random sampling techniques was used to select 380 respondents as the sample size of the study. Two research questions and two null hypotheses guided the study. The instrument for data collection was a self-structured instrument titled "Impact of Management on Students' Academic Performance in Public Secondary Schools Questionnaire" (IMOSTAPQ). The instrument has two parts, Part 'A' focused on the respondents personal data, while part 'B' contains two clusters, B1 and B2 with 18-items covering the research questions. Part B was designed on a 4-point rating scale of High Extent (HE – 4 points), Moderate Extent (ME – 3 points), Low Extent (LE – 2 points), and Very Low Extent (VLE – 1 point) respectively. The validity of the instrument was established by three experts in faculty of Education, Rivers State University, Port Harcourt. Cronbach alpha method was used to measure the internal consistency which yielded co-efficient value of 0.92. This value was considered high enough for the instrument to be considered as reliable. Out of the total number of 380 questionnaires administered, 379 were retrieved. This accounted for 99.7% returned. The administration and retrieval were done through personal contact of the researchers and two assistants. Data collected through the instrument were analysed using mean and standard deviations to answer the research questions, and z-test was used to test the null hypotheses at 0.05 level of significance. A mean rating that was equal to or greater than 3.50 was regarded as high extent, while any item with a mean rating that was less than 3.50 was regarded as low extent. A null hypothesis was accepted if the calculated z-value is less than the significance level of 0.05 and rejected if the calculated z-value is equal to or greater than the significant level of 0.05.

Results

Research Question 1

To what extent does school discipline impact on students' academic performance in public secondary schools in Rivers State?

Table 1: Mean and Standard deviation ratings of male and female teachers on the extent to which school discipline impact students' academic performance in public secondary school in RiversState.

(n = 379)

S/N	Item-Statements	$\overline{X}$	SD	Remarks
1.	Management of school discipline has impact on students' academic performance.	3.56	0.50	HE
2.	The administrationof punishmentinschool enhances student's performance.	3.47	0.52	ME
3.	School discipline brings about respect to school property.	3.54	0.52	HE
4.	School discipline brings about regular class attendance of students.	3.54	0.50	HE
5.	School discipline instills respect to teacher and other students.	3.53	0.41	HE
6.	School discipline makes students come to school on time.	3.61	0.49	HE
7.	School discipline makes students avoid fighting, smoking and drunkenness.	3.58	0.49	HE
8.	School discipline makes students avoid lateness and laziness.	3.53	0.52	HE
9.	School discipline makes students to avoid the use of abusive language and truancy	3.53	0.50	HE
	Aggregate $\overline{X}$ and SD	3.56	0.49	HE

Source: Field Survey (2021)

Data in Table 1 shows that item 2 on school discipline as an aspect of management of public secondary schools achieved a mean score of 3.47 which means that the respondents affirmed that the administration of punishment in school enhances students' performance to a moderate extent. The rest items with mean scores between 3.53 – 3.61 indicates that the respondents affirmed that school discipline affect students' academic performance in public secondary schools in Rivers State to a high extent. The aggregate mean of 3.56 indicates that generally, school discipline affect students' academic performance to a high extent. The standard deviation scores indicate that respondents were homogenous on their assessment.

Research Question 2

To what extent does curriculum management and compliance impact on students' academic performance in public secondary schools in Rivers State?

Table 2: Mean and Standard deviation ratings of male and female teachers on the extent to which curriculum management and compliance affect students' academic performance in Rivers State.(n = 379)

S/N	Item-Statements	$\overline{X}$	SD	Remarks
10.	Improper curriculum management and compliance affects students' academic performance.	3.44	0.57	ME
11.	Inadequate communication of scheme of work to the students affects students' preparation for class.	3.50	1.15	HE
12.	The abuse of a well structured class timetable affects student leaning habit.	3.58	0.49	HE
13.	Improper implementation of class timetable affect students' attendance to class and academic performance.	3.57	0.50	HE
14.	Teachersinadequate time to rehearse their lessons affect students academic performance.	3.53	0.50	HE
15.	Inadequate supervision of teachers by school heads affects students' academic performance.	3.53	0.68	HE
16.	Lack of supervision of teachers by school heads to ensuring strict compliance with the scheme of work affect students' academic performance.	3.45	0.89	ME
17.	The culture of given students class work without marking them affect students' study habit and performance.	2.95	0.90	ME
18.	The habit of neglecting to review and correct class work in the open class affects students' learning habit.	2.98	0.77	ME
	Aggregate $\overline{X}$ and SD	**3.57**	**0.49**	**HE**

Source: Field Survey (2021)

Data in Table 2 shows that item 10, 16, 17 and 18 on curriculum management and compliance has a mean scores of 3.44, 3.45, 2.95 and 2.98 which means that curriculum management and compliance affect students' academic performance in public secondary schools in Rivers State to a moderate extent. The rest items with mean scores between 3.50 and 3.58 indicate that curriculum management and compliance affect students' academic performance to a high extent. The aggregate mean score of 3.57 indicates that generally, curriculum management and compliance affect students' academic performance to a high extent. The standard deviation scores indicates that respondents were homogenous in their assessment.

Hypothesis 1

There is no significant difference in the mean response of male and female teachers on the impact of discipline on students' academic performance in public secondary schools in Rivers State.

Table 3: Z-test Analysis on the Mean Responses of Male and Female Teachers on the Impact of School discipline on students' academic performance in public secondary schools in Rivers State.

Variable	N	$\overline{X}$	SD	DF	∝	Z-cal	Zcrit	Decision
Male Teachers	182	3.51	0.47					
				377	0.05	-1.98	1.960	Accepted
Female Teachers	197	3.61	0.51					

Table 3 show the z-test analysis on the mean responses of male and female teachers on the impact of school discipline on students' academic performance in public secondary schools in Rivers State. The hypothesis was tested at 0.05 level of significance with z-critical value of 1.96, which resulted to z-calculated value of -1.98. Since the z-calculated of -1.98 is less than the z-critical. value of 1.960, the null hypothesis which states that there is no significant difference in the mean response of male and female teachers on the impact of school discipline on students' academic performance in public secondary schools in Rivers State was accepted.

Hypothesis 2

There is no significant difference on the impact of curriculum management and compliance on students' academic performance in public secondary schools in Rivers State.

Table 3:   **Z-test Analysis on the Mean Responses of Male and Female Teachers on the Impact of Curriculum Management / Compliance on students' academic performance in public secondary schools in Rivers State.**

Variable	N	$\overline{X}$	SD	DF	$\propto$	Z-cal	Zcrit	Decision
Male Teachers	182	3.53	0.39					
				377	0.05	-0.10	1.960	Accepted
Female Teachers	197	3.61	0.59					

Table 4 show the z-test analysis on the mean responses of male and female teachers on the impact of curriculum management and compliance on students' academic performance in public secondary schools in Rivers State. The hypothesis was tested at 0.05 level of significance with z-critical of -0.10. Since the z-calculated of -0.10 is less than the z-critical value of 1.960, the null hypothesis which states that there is no significant difference in the mean response of male and female teachers on the impact of curriculum management and compliance on students' academic performance in public secondary schools in Rivers State was accepted.

Discussion of Findings

This study determines the impact of management of public secondary schools on Students Academic performance in Rivers State. Two indices used in rating academic performance of public secondary school students were school discipline and curriculum management / compliance. The result of the study in Table 1 shows that school discipline affect students' academic performance to a high extent. This was supported by Adeninyi (2011), who affirmed that effective discipline helps in the achievement of goals, expectation and responsibility in students. Furthermore, the finding of the study was supported by the submission of Abdulahi (2010), who stated that good discipline creates a good image of school and prepares learners for the future.

Again, the tested hypothesis on table 3 indicate that male and female teachers do not differ significantly in their mean ratings on the impact of school discipline on students' academic performance in public secondary schools in Rivers State. This led to the acceptance of the null hypothesis. The result of the study in table 2 shows that curriculum management and compliance affect students' academic performance to a high extent. This result was supported by the submission of Onyeike (2014), who affirmed that curriculum management allows real time communication and collaboration between teachers and students for taking informed decisions. Also, the tested hypothesis on table 4 revealed male and female teachers do not differ significantly in the mean rating on the impact of curriculum management and compliance on students' academic performance in public secondary schools in Rivers State. This, equally led to the acceptance of the null hypothesis.

Conclusion

Based on the findings of the study, the researchers concluded that many factors constitute an impediment to academic performance of students in public secondary schools in Rivers State. The deficiencies are common in the areas of school discipline and improper curriculum management and compliance. These deficiencies were discovered in course of investigating the management of public secondary schools on students' academic performance in Rivers State.

Recommendations

Based on the findings of this study, the following recommendations were made:
1. State ministry of education should train and retrain school heads (principals), teachers as to make them more effective in managing and instilling appropriate discipline in public secondary schools in Rivers State.
2. Heads of schools (principals) should ensure that they comply and manage the school curriculum contents through their teachers, to enhance effective students' performance.
3. Government at all levels and business organizations should support public secondary schools by providing modern, relevant and adequate facilities for the training of students.

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