



Perceived Influence of Some Management Factors on Students' Academic Performance in Public Senior Secondary Schools in Rivers State

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ABSTRACT

The study investigated the perceived influence of some management factors on students' academic performance in senior secondary schools in Rivers State. Three research questions and three hypotheses guided the study. Descriptive survey research design was adopted in the study. The population of the study consisted of 7, 619 teachers in public senior secondary schools in Rivers State. The sample size for the study was 2, 286 (1,207 male and 1,079 female) teachers representing 30% of the population which were selected using stratified random sampling technique. However, out of the 2,286 respondents, only 2,172 respondents returned the instruments which were used for data analysis. Data were collected with an instrument titled: Questionnaire on Influence of Management Factors on Students' Academic Performance in Senior Secondary Schools (QIMFSAPSSS). The face and content validity of the instrument were determined by two other experts in educational management in Rivers State University, Port Harcourt, while the Cronbach Alpha method was used to obtain the following reliability coefficients: 0.76 for cluster A; 0.78 for cluster B; and 0.74 for cluster C respectively. Research questions were answered using mean and standard deviation at mean cut-off point of 2.50 and above, while hypotheses were tested with Z-test statistic at 0.05 level of significance. Results showed that all the management factors: payment of staff, provision of physical facilities and staff motivation influence students' academic performance in senior secondary schools in Rivers State to a high extent. Results also showed that there is no significant difference in the perceptions of male and female teachers on the influence of payment of staff, provision of physical facilities and staff motivation on students' academic performance in secondary schools in Rivers State. It was recommended among others that the government should endeavour to regularly pay the secondary school staff in order to encourage them to put in their best towards the enhancement of students' academic performance in secondary schools in Rivers State, and staff of secondary schools should be adequately motivated in terms of regular promotion and provision of opportunities for better teaching-learning and students' academic performance.

Keywords: Management Factors, Payment of Staff, Provision of Physical Facilities, Staff Motivation Students' academic performance.

INTRODUCTION

The issue of management at the secondary school level is very vital for effective teaching-learning and improvement of academic performance among students. Management has been described by Onuka & Durowoju (2012) as the act of getting things done using people and material resources Management can also be seen as the process or structure through which the school managers such as principles, vice principals and classroom teachers can effectively plan, direct, control and manage the available school resources in order to enable the students perform well academically (Kemenanabo, 2019). The debate about the role of school management in contributing to a school's academic performance has been in the

public domain for some time now (Oandah, 2008). According to Babatunde (2015), academic performance is the behaviours exhibited by an individual (student) which is noticeable after undergoing a programme in a secondary school or a school. Students' academic performance is the final grade which students get after a systematic and comprehensive measurement and evaluation of the individual student in a school setting for the purpose of making decision or judgment on his/her cognitive, affective and psychomotor domains (Ahmodu, Adaramaja & Adeyemi, 2018).

However, despite the fact that students' academic performance is very important for decision making, especially on the admission of students into institutions of higher learning, observations and studies in recent times have shown that the academic performance of secondary school students in public examinations like West African Senior School Certificate Examination (WASSCE) and Senior School Certificate Examinations (SSCE) conducted by the National Examinations Council (NECO) in Nigeria generally has not been encouraging. For instance, in 2001, the Federal Ministry of Education (FMOE) conducted a survey on the performance of the educational sector in different geo-political zones and states in Nigeria and the study revealed that there were gaps in the performance of students (FMOE, 2001). Also, the WAEC Chief Examiner's report (2008) shows that there is a decline in academic performance of students.

Studies have investigated several factors influencing students' academic performance in various areas, but it seems that not much empirical research have been conducted on management factors and students' academic performance, especially in Rivers State in recent times. This makes this study imperative. Management factors are factors that can cause changes in strategic management, which could be internal or external to an organization (Meibrer, 2016). Kalimu (2014) defined management factors as those internal and external issues or factors that can influence the performance and growth of an origination. Academic performance of students can be influenced by a number of management factors (Carnoy, 2006). Students' poor academic performance in community secondary schools was mainly influenced by school management factors, which include unequal distribution of school working staff, both teaching and non teaching, poor planning, organizing, and controlling by school management (Nghonoli, 2017). In this study however, payment of staff, staff motivation and provision of physical facilities are the management factors considered.

Payment of staff, especially the teaching staff is very important for teachers' effectiveness. This is because the rate at which the teaching staff receives their salary can go a long way in affecting their willingness and ability to perform their teaching job effectively. Salary is the amount of money which workers in any organization such as school receive at the end of the month from their employers for services rendered. Akinwumi (2008) noted that salary is instrumental in satisfying every need from hunger to self-actualization. In the school system, regular payment of salary could enable the teachers to effectively draw their budgets and meet some of their basic financial obligations and responsibilities at ease without much borrowing. But where the salary payment is usually delayed or irregular, there is every tendency that the job performance of the teaching staff will be affected with its negative implication of poor students' academic performance. However, over time, teachers who are custodians of qualitative education at the secondary school level are paid out a stipend; thereby forcing some teachers to engage themselves in other activities that generate income at the expense of disseminating quality education to the up-coming generations (Akinwumi, 2008). A teacher who is regularly and adequately paid is bound to be highly dedicated and committed to his/her work, which would bring about the needed learning outcomes in students.

Provision of physical facilities also play important role in the school. School physical facilities covers infrastructure in the school compound, audio-visual equipment, library (Fuller, 2016) and laboratories, play ground and sports equipment, teaching and learning aids, first aid box, etc that helps to make the students to stay in the school environment safe and motivated as well as add value to their learning ability and academic performance. Physical facilities are such important in the education system that the Ministry of Education and Examining bodies like WAEC, NECO and JAMB have made it compulsory that for schools to be approved and accredited as external examinations centre, such schools must have adequate physical facilities on ground. This is to say that the nature and quality of physical facilities

available in a school can speak loud about the quality of the product of the school in terms of learning opportunities and academic performance. Good school facilities support the educational enterprise (Cotton, 2001; Schneider, 2002). Yusuf (2005) emphasized that in order to ensure quality education, government at all levels must ensure that there is adequate provision of quality infrastructure within the school environment.

Staff Motivation is another important school management factors which could affect students' performance academically. Tella (2007) noted that off all the personal and psychological variables that have attracted researchers in the area of educational achievement, motivation seems to have gained more popularity and leading other variables. Motivation explains why one individual dodges work , another height normally satisfactorily enough to reach the height, while yet others resort to illegal and unconventional means such as stealing, cheating and political recognition (Onuka & Durowoju, 2008). Kadzamira (2006) reported that in Malawi, teachers are highly dissatisfied with their remuneration and other conditions of service like poor incentives and conditions of service which have resulted to low morale and thus poor performance. Akinwumi (2011) opined that effective motivation demands that teachers be engineered to devote themselves to achieving objectives of education, and meeting the goals and needs of individual teachers. Gitonga (2012) concluded that working conditions provided conducive learning atmosphere in which teachers perform better hence good students' performance in the examinations. Tella (2003) remarked that off all the personal and psychological variables that have attracted researchers in the area of educational achievement, motivation seems to have gained more popularity and leading other variables.

From the foregoing, there is no doubt that management factors can influence students' academic performance in secondary schools to some extent. However, it seems that adequate attention have not been given to the influence of management factors on students' academic performance in schools in Rivers State, hence the need for this study. This study therefore, investigated the perceived influence of some management factors (payment of staff, physical facilities and staff motivation) on students' academic performance in senior secondary schools in Rivers State.

Statement of the Problem

Over the years, observations and studies like Gbadeyan (2009) have shown that students' academic performance in external examinations such as WASSCE and NECO (SSCE) in Nigeria generally which Rivers State is not an exemption have been persistently poor over the years. However, some studies (Jaja, 2014; Suleman & Hussain, 2014, Babatunde, 2015; Anshu & Bilkees, 2016) have been carried out on various factors influencing students' academic performance in Nigeria. However, it seems that not much empirical studies have investigated the influence of management factors on students' academic performance in Rivers State in recent times, hence the need for this study. The present study, therefore, investigated the perceived influence of management factors on students' academic performance in senior secondary schools in Rivers State.

Purpose of the Study

The purpose of the study was to investigate the perceived influence of management factors on students' academic performance in senior secondary schools in Rivers State. Specifically, the study sought to:

1. Determine the extent of influence of payment of staff on students' academic performance in senior secondary schools in Rivers State.
2. Ascertain the extent of influence of provision of physical facilities on students' academic performance in senior secondary schools students in Rivers State.
3. Determine the extent of influence of staff motivation on students' academic performance in senior secondary schools in Rivers State.

Research Questions

The following research questions were answered:

1. To what extent does payment of staff influence students' academic performance in senior secondary schools in Rivers State?
2. To what extent do provision of physical facilities influence students' academic performance in senior secondary schools in Rivers State?

3. To what extent does staff motivation influence students' academic performance in senior secondary schools in Rivers State?

Hypotheses

The following hypotheses were tested in the study at 0.05 level of significance:

1. There is no significant difference in the perceptions of male and female teachers on the influence of payment of staff on students' academic performance in senior secondary schools in Rivers State.
2. There is no significant difference in the perceptions of male and female teachers on the influence of provision of physical facilities on students' academic performance in senior secondary schools in Rivers State.
3. There is no significant difference in the perceptions of male and female teachers on the influence of staff motivation on students' academic performance in senior secondary schools in Rivers State.

MATERIAL AND METHODS

Design of the Study

The study adopted the descriptive survey research design. According to Dike (2017), a survey research design is an attempt to gather and interpret data about a social institution, an event, a group or an area. The survey research design was considered suitable for this study because the study investigated the extent to which management factors influence academic performance of secondary school students in Rivers State as perceived by the teachers.

Population of the Study

The population of the study consisted of 7,619 (3,926 male and 3,693 female) teachers in all the 261 public senior secondary schools in Rivers State for the 2017/2018 academic session (Source: Planning, Rivers State Senior Secondary Schools Board, Port Harcourt, 2018).

Sample and Sampling Techniques

The sample size for the study was 2,286 (1,207 male and 1,079 female) teachers representing 30% of the population. Stratified random sampling technique was used to stratify the population based on gender strata (male and female teachers) in which 1,207 male and 1,078 female teachers were randomly selected from 79 selected public senior secondary schools in all the 23 Local Government Areas in Rivers State.

Research Instrument

In the study, a self-structured instrument titled: Questionnaire on Influence of Management Factors on Students' Academic Performance in Senior Secondary Schools (QIMFSAPSSS) was used for data collection. The instrument consisted of sections 1 and 2. Section 1 centered on the bio-data of the respondents, while section 2 elicited information on the influence of management factors on students' academic performance in secondary schools in Rivers State as perceived by teachers. Section 2 contained 3 clusters (cluster A – C) with 24 items in all (8 items for each). Section 2 was prepared on a four response scale of Very Low Extent (1 point), Low Extent (2 points), High Extent (3 points) and Very High Extent (4 points).

Validity of the Instrument

The instrument used for data collection- Questionnaire on Influence of Management Factors on Students' Academic Performance in Senior Secondary Schools (QIMFSAPSSS) was subjected to face and content validity. Two experts in the field of Educational Management in the Rivers State University, Port Harcourt securitized the instrument in terms of the clarity, relevance, quality and appropriateness of the items, and made corrections and comments which formed the basis for the amendments and authentication of the final instrument.

Reliability of the Instrument

The Cronbach Alpha method was used to obtain the following internal consistency reliability coefficients for the instrument: 0.76 for cluster A; 0.78 for cluster B; and 0.74 for cluster C respectively, which are high enough for the study.

Data Analysis

The research questions were analyzed using mean and standard deviation, which Z-test statistic was used to test the hypotheses at 0.05 level of significance. The mean cut-off score was 2.50 and above, hence items with mean scores of 2.50 and above are accepted and are regarded as high extent, while items with mean scores below 2.50 are not accepted and are regarded as low extent. The standard deviation was used to determine how the respondents are close or apart in their responses. The researcher used the z-test statistic to test the hypotheses because the sample size of the study is large (i.e. $n > 30$) which is a major criteria for the use of Z-test statistic in data analysis.

RESULTS

Research Question 1: *To what extent does payment of staff influence academic performance of secondary school students in Rivers State?*

Data for answering this research question is presented in Table 1.

Table 1: Mean and Standard Deviation of the Extent to which Payment of Staff Influence Academic Performance of Secondary School Students in Rivers State

S/No.	Items	Male Teachers (n = 1,150)			Female Teachers (n = 1,022)		
		\bar{X}	SD	Remarks	\bar{X}	SD	Remarks
1.	Payment of staff salary has some roles to play on students' academic performance	2.89	0.93	High Extent	2.98	0.86	High Extent
2.	Most times, workers do not receive their salaries at the end of the of the month which affects their classroom effectiveness	2.77	1.03	High Extent	2.74	0.93	High Extent
3.	Payment of teachers' salary can make the make the teachers to attend classes regularly	3.40	0.90	High Extent	3.16	0.84	High Extent
4.	Payment of staff can motivate the staff to work hard towards improving the academic performance	2.73	0.66	High Extent	2.67	0.46	High Extent
5.	Payment of salary can influence teachers' ability to attend school, which would affect the students' academic performance	2.76	0.85	High Extent	2.78	0.91	High Extent
6.	Payment of staff can influence the teachers' moral for teaching, which could result to low academic performance among the students	3.16	0.94	High Extent	2.98	0.97	High Extent
7.	Payment of staff salary can inspire the staff to put in their best and therefore improve students' academic performance	2.64	0.96	High Extent	2.59	0.94	High Extent
8.	Generally, payment of staff salary could positively influence the academic performance of students in school	2.96	0.96	High Extent	2.89	0.92	High Extent
Grand Mean and Standard Deviation		2.91	0.95	High Extent	2.84	0.88	High Extent

Source: Field Data, 2019.

Table 1 above presents the data analysis on the extent to which payment of staff influence academic performance of secondary school students in Rivers State. From the results on Table 1, it can be observed that the mean ratings of both male and female teachers on all the items (items 1 – 8) are all higher than the mean cut-off mark of 2.50. With the grand mean ratings and standard deviations of male teachers as 2.91

(0.95) and female teachers as 2.84 (0.88), it could therefore be concluded that payment of staff influences academic performance of secondary school students in Rivers State to a high extent. The Standard Deviation (SD) of the items ranged from 0.66 – 1.03 for male teachers and 0.46 – 0.84 for female teachers signifying that the respondents are close in their responses.

Research Question 2: *To what extent do provision of physical facilities influence academic performance of secondary school students in Rivers State?*

Data for answering this research question is presented in Table 2.

Table 2: Mean and Standard Deviation of the Extent to which Provision of Physical Facilities Influence Academic Performance of Secondary School Students in Rivers State

S/No.	Items	Male Teachers (n =1,150)			Female Teachers (n = 1,022)		
		\bar{X}	SD	Remarks	\bar{X}	SD	Remarks
9.	Provision of standard classroom blocks, desks, library can have direct influence on the academic performance of students	2.92	0.92	High Extent	2.53	0.71	High Extent
10.	Students in schools that have well equipped laboratory facilities perform better academically than their counterparts in schools that does not have well equipped laboratory facilities	3.10	0.97	High Extent	2.81	0.83	High Extent
11.	Provision of physical facilities cannot significantly influence academic performance of students	2.42	0.67	Low Extent	2.35	0.63	Low Extent
12.	Students are likely to do well academically when the physical facilities are adequately available in the school	3.02	1.02	High Extent	2.88	0.99	High Extent
13.	Availability of physical facilities are vital for effective teaching and learning process	2.95	0.96	High Extent	2.73	0.90	High Extent
14.	Schools with well equipped laboratory and library facilities stand a better chance of recording good academic performance among the students	3.00	0.99	High Extent	2.72	0.95	High Extent
15.	Unavailability of quality physical facilities In the school can decrease students moral for learning, hence lead to poor academic performance among the students	2.83	0.95	High Extent	2.76	0.91	High Extent
16.	Generally, provision of adequate physical facilities such as laboratories, libraries leads to improvement in students' academic performance	2.77	0.84	High Extent	2.87	0.96	High Extent
Grand Mean and Standard Deviation		2.84	0.90	High Extent	2.79	0.84	High Extent

Source: Field Data, 2019.

From the data analysis for research question 2 as shown in Table 2 above, it can be observed that the mean ratings of the respondents (male and female teachers) on seven items (items 9, 10, 12, 13, 14, 15 and 16) are higher than the mean cut-off mark of 2.50, with the mean ranging from $\bar{X} = 2.77 - 3.10$ and $\bar{X} = 2.53 - 2.88$ for male and female teachers respectively. However, results in Table 2 above also revealed

that the mean ratings of the respondents on item 11 are $\bar{X} = 2.42$ and $\bar{X} = 2.35$ for male teachers and female teachers respectively, which are lower than the mean cut-off mark of 2.50 and this shows that only item 27 out of the eight items on Table 2 above has low influence on students' academic performance. With the grand mean of 2.84 and 2.79 for male and female teachers respectively, which are higher than the mean cut-off mark, it can be deduced that to a high extent, provision of physical facilities influences academic performance of secondary school students in Rivers State. The Standard Deviation (SD) of the items ranged from 0.67 – 1.02 for male teachers and 0.63 – 0.99 for female teachers signifying that the respondents are close in their responses.

Research Question 3: *To what extent does staff motivation influence academic performance of secondary school students in Rivers State?*

Data for answering this research question is presented in Table 3.

Table 3: Mean and Standard Deviation of the Extent to which Staff Motivation Influence Academic Performance of Secondary School Students in Rivers State

S/No.	Items	Male Teachers (n = 1,150)			Female Teachers (n = 1,022)		
		\bar{X}	SD	Remarks	\bar{X}	SD	Remarks
17.	Teachers are likely to be more committed to improving students' academic performance when they are financially motivated	2.68	0.97	High Extent	2.56	0.86	High Extent
18.	Good conditions of service can make a staff to go the extra mile in helping the students to do well academically	2.75	1.02	High Extent	2.72	0.95	High Extent
19.	Additional allowance can make teachers to ensure that basic instructional materials that are not available in the school are improvised for enhanced academic performance among the students	2.89	0.99	High Extent	2.99	0.86	High Extent
20.	Financial motivation of teachers can have positive influence on students' academic performance	2.82	0.96	High Extent	2.56	0.89	High Extent
21.	Increment of staff salary can motivate the staff to put in their best in order to ensure that students' academic performance improves	2.77	0.91	High Extent	2.62	0.79	High Extent
22.	Motivation of staff leads to improvement of students' academic performance generally	2.94	0.95	High Extent	2.71	0.82	High Extent
23.	Praising and appreciating teachers for their contributions in the school can increase the teachers' commitment to improving the students' academic performance	2.82	0.88	High Extent	2.96	0.97	High Extent
24.	Providing teachers with opportunities for professional growth can result to improvement in students' academic performance	2.58	0.86	High Extent	2.65	0.95	High Extent
Grand Mean and Standard Deviation		2.76	0.92	High Extent	2.71	0.81	High Extent

Source: Field Data, 2019.

The data analysis for research question 3 as presented on Table 3 above revealed the extent to which staff motivation influence academic performance of secondary school students in Rivers State. From the results on Table 3, it can be observed that the mean ratings of both male and female teachers on all the items

(items 17 – 24) are all higher than the mean cut-off mark of 2.50, with the mean scores ranging from \bar{X} = 2.58 – 2.94 for male teachers and \bar{X} = 2.56 – 2.99 for female teachers. This shows that staff motivation influence academic performance of secondary school students in Rivers State to a high extent. The Standard Deviation (SD) of the items ranged from 0.86 – 1.02 for male teachers and 0.82 – 0.95 for female teachers signifying that the respondents are close in their responses.

Hypotheses Testing

Hypothesis 1: There is no significant difference in the perceptions of male and female teachers on the influence of payment of staff on academic performance of secondary school students in Rivers State.

Table 4: Z-test Analysis on the Perceived Influence of Payment of Staff on Academic Performance of Secondary School Students in Rivers State

Respondents	N	\bar{X}	SD	df	Z-Cal	Z-Crit	α	Remark
Male Teachers	1150	2.91	0.95	2170	1.250	1.96	0.05	NS
Female Teachers	1022	2.84	0.88					

NS = Not Significant at 0.05 Significance Level

Table 4 above shows the Z-test analysis of the differences in the perceptions of male and female teachers on the influence of payment of staff on academic performance of secondary school students in Rivers State. From the data in table 4 above, it can be observed that at 0.05 level of significance and 2170 degree of freedom, Z-calculated value = 1.250 and Z-critical value = 1.96. Since the z-calculated value of 1.250 < Z-critical value of 1.96, the null hypothesis is therefore accepted. This implies that there is no significant difference in the perceptions of male and female teachers on the influence of payment of staff on academic performance of secondary school students in Rivers State.

Hypothesis 2: There is no significant difference in the perceptions of male and female teachers on the influence of provision of physical facilities on academic performance of secondary school students in Rivers State.

Table 5: Z-test Analysis on the Perceived Influence of Provision of Physical Facilities on Academic Performance of Secondary School Students in Rivers State

Respondents	N	\bar{X}	SD	df	Z-Cal	Z-Crit	α	Remark
Male Teachers	1150	2.84	0.90	2170	1.337	1.96	0.05	NS
Female Teachers	1022	2.79	0.84					

NS = Not Significant at 0.05 Significance Level

The results in Table 5 above shows that at 0.05 level of significance and 2170 degree of freedom, the Z-calculated value = 1.337 and Z-critical value = 1.96. Since the Z-calculated value of 1.337 < Z-critical value of 1.96, the null hypothesis is therefore accepted. This implies that there is no significant difference in the perceptions of male and female teachers on the influence of provision of physical facilities on academic performance of secondary school students in Rivers State.

Hypothesis 3: There is no significant difference in the perceptions of male and female teachers on the influence of staff motivation on academic performance of secondary school students in Rivers State.

Table 6: Z-test Analysis on the Perceived Influence of Staff Motivation on Academic Performance of Secondary School Students in Rivers State

Respondents	N	\bar{X}	SD	df	Z-Cal	Z-Crit	α	Remark
Male Teachers	1150	2.76	0.92	2170	1.385	1.96	0.05	NS
Female Teachers	1022	2.71	0.81					

NS = Not Significant at 0.05 Significance Level

From the results in Table 6 above, it can be observed that at 0.05 level of significance and 2170 degree of freedom, Z-calculated value = 1.385 and Z-critical value = 1.96. Since the Z-calculated value of 1.385 < Z-critical value of 1.96, the null hypothesis is therefore accepted. This implies that there is no significant difference in the perceptions of male and female teachers on the influence of staff motivation on academic performance of secondary school students in Rivers State.

DISCUSSION

From the results of research question 1 as presented in Table 1, it was observed that payment of staff influences academic performance of secondary school students in Rivers State to a high extent. Also, from the results of hypothesis 1 as shown in table 4, it was found that there is no significant difference in the perceptions of male and female teachers on the influence of payment of staff on academic performance of secondary school students in Rivers State. This finding could imply that the more the staffs are well paid, the better the academic performance of students and vice versa because good salary is an important factor that can motivate an employee to put in his/her best in an organization. In the school system, both the young and older teachers were motivated by salary (Akinwumi, 2008). Akinwumi also found that there was a significant relationship between the new salary and retention of teachers. The way and manner in which the teaching staff are being paid could affect the ability of the staff perform their teaching job effectively, which would in turn affect students' academic performance. Teachers are highly dissatisfied with their remuneration and other conditions of service like poor incentives and conditions of service which have resulted to low morale and thus poor performance (Kadzamira, 2006).

Table 2 which presents the results for research question 2 showed that provision of physical facilities influence academic performance of secondary school students in Rivers State to a high extent. It was also found from results for hypothesis 2 in Table 5 that there is no significant difference in the perceptions of male and female teachers on the influence of physical facilities on academic performance of secondary school students in Rivers State. This finding have been supported by Jaja (2014) who observed that children learn differently and audio-video equipment gives the teachers the chance to stimulate the child's learning process with a combination of pictures, sounds and attention grabbing media. She further stated that when children are surrounded by audio-visual equipment, children are keen to understand technology and this opportunity in the classroom helps to facilitate learning. Fuller (2016) identified a library as an instructional resource which may significantly influence the teaching-learning process and eventually the performance of students. Schools with equipped laboratory have their students performing better than their counterparts in schools without laboratories or those with ill equipped laboratories. Yusuf (2005) emphasized that in order to ensure quality education, government at all levels must ensure that there is adequate provision of quality infrastructure within the school environment.

From the results of research question 3 as shown in Table 3, it was observed that staff motivation influences academic performance of secondary school students in Rivers State to a high extent. The results of hypothesis 3 further found that there is no significant difference in the perceptions of male and female teachers on the influence of staff motivation on academic performance of secondary school students in Rivers State. This finding clearly indicates that motivation is very necessary in the life of every human

being, especially when good results are been expected from an individual. This finding tend to corroborate Okoye in Onuka and Durowoju (2008) who observed that motivation explains why one individual dodges work, another height normally satisfactorily enough to reach the height, while yet others resort to illegal and unconventional means such as stealing, cheating and political recognition. Effective motivation demands that teachers be to engineered to devote themselves to achieving objectives of education, and meeting the goals and needs of individual teachers (Akinwumi, 2011). Gitonga (2012) argued that with conducive working condition in schools, teachers would be motivated to perform better hence good students' performance in the examinations.

CONCLUSION

From the findings of the study, it was observed that all the management factors considered in this study such as payment of staff, provision of physical facilities and staff motivation influence students' academic performance in senior secondary schools in Rivers State to a high extent. It was therefore, concluded that an improvement in the payment of staff, provision of physical facilities and staff motivation would invariably result to a better students' academic performance in senior secondary schools in Rivers State.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

1. The government should endeavour to pay the secondary school staff, especially the teaching staff well and regularly in order to enable them improvises instructional materials where necessary for enhancement of students' academic performance in secondary schools in Rivers State.
2. The government and school managers should endeavour to provide the needed physical facilities that can help to facilitate teaching-learning in school environment. The old school facilities like buildings should be renovated and painted for teachers and students use.
3. Staff of secondary schools should be adequately motivated in terms of regular promotion and provision of opportunities for better teaching-learning and students' academic performance.

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