



Influence of Managerial-Related Variables on Privates Secondary School Student' Performance in Certificate Examination in Port Harcourt Metropolis, Rivers State

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ABSTRACT

The study examined the influence of managerial-related variables on private secondary school students' performance in certificate examination in Port Harcourt metropolis. The study was guided by three (3) research objectives and three (3) research questions. The study adopted descriptive survey design. The population for this study consisted of 179 teachers in the senior secondary arm of 21 approved private secondary schools within Port Harcourt Metropolis, Rivers State. The researcher adopted total numeration sampling technique to sample all the population (179) of the study since their numbers is manageable. The instrument that was used for the study was a structured 20-item questionnaire designed for teachers, titled "Influence of Managerial-Related Variables on Private Secondary School Student' Performance in Certificate Examination in Port Harcourt Metropolis. A self-designed inventory titled the Secondary Schools Academic Performance Inventory for collecting the student's raw grades from 2016-2018 WAEC in Core-subject. It was revealed that managerial factors that influenced private school student performance in senior school certificate examination include quality of staff recruitment strategy; motivation of teachers by prompt payment of teacher's salary, and so on. Based on the findings, the researcher recommended among others that training and retraining of teachers should be on a regular basis to enable the teachers to impact positively on the student

Keywords: Management, Managerial-Related Variables, Performance, Student Academic Performance

INTRODUCTION

Education is a critical investment not only to the individual, but also to the society and nation at large. The significance of education in national development as well as individual development is indisputable. According to Njuguna (2011), education is a tool for socio-economic changes which plays a critical role in production of skills and competencies in the individuals. For any country, a highly educated human resource contributes maximally to national development in various spheres. Students' are considered as inputs in the educational sector, and the output expected is students' achievement. Thus, education outcomes are measured through examinations which have been accepted as an important aspect of the educational system. Examinations have always been used as the main basis for judging a student's ability and a means of selection for educational advancement and employment.

Examinations are used among others to measure the level of student's achievement and clarify the student's level of education, training and employment. The outcome of the results is affected by various factors facing such as managerial factors (school management and the administrators). The effectiveness of managerial factors may have a bearing on academic attainments of secondary school students. Student performances in examination are in one way or the other seem to be affected by managerial factors that surround their schools in which they attend, in most private schools, school management is sometimes entrusted in the hands of less experienced school administrators' level. This indirectly seem to affect student productivity which in turn transcend to their performance in external examination such as senior school certificate examination. Management in secondary schools (either private or public) involves the application of management principles in designing, developing and effecting resources towards achievement of educational goals (Okumbe, 2001).

Nigeria government put in place a guideline for the establishment of private secondary schools and has continually monitored the activities of secondary school owner with a view to ensure compliance with the set standard and the guidelines. The success of any educational system may not be unconnected to the effectiveness of classroom management. Since teachers are managers in the classroom which are expected to be in control of their lesson from the beginning of the end of the lesson, must at all-time ensure that the students benefit from the classroom business that transpires. This, to a reasonable extent, would enhance smooth and uninterrupted coordination and responses on the part of both the teacher and the learners. According to Nakpodia (2006), classroom management is an action a teacher takes to create an environment that supports and facilitates instructions, academic, social and emotional learning. Which is a process of creating favourable conditions to facilitate instructions as well as that of regulating social behaviour of students in the classroom. Hence, teachers in the classroom are by the nature of their profession, managers of classroom activities.

Statement of the Problem

In Rivers State, student performances in this external examination can be attributed to many factors such as school environment, managerial factor, and so on, which culminate to act upon student interest, motivation and invariably affect students' performance at the long run. Specifically, in Obio/Akpor and Port Harcourt Metropolis Performance of students' in external examination in private secondary school is worrisome; despite the huge resources parent implore to send their wards to private schools in quest for better academic performance. Few out of many private schools' record excellent in Senior Secondary School Certificate Examination. It is pertinent to note that many factors contribute to the backdrop of student performance in which managerial factor is one of them.

However, this study was been carried out to examine the extent to which managerial factors could influence the performance of private school students' in senior secondary school certificate examination in Obio/Akpor and Port Harcourt Metropolis.

Purpose of the Study

The purpose of this study was to investigate the perceived influence of managerial-related variables on private secondary school students' performance in certificate examination in Port Harcourt Metropolis. Specifically, the objectives of the study are to:

1. Examine the extent to which quality of staff employed in private schools influence secondary school students' performance in School Certificate Examinations in Port Harcourt Metropolis
2. Examine the extent to which provision of teachers' welfare package in private schools influence secondary school students' performance in School Certificate Examinations in Port Harcourt Metropolis
3. Examine the extent to which teachers' in-service training in private schools influence secondary school students' performance in School Certificate Examinations in Port Harcourt Metropolis

Research Questions

The following research questions guided the study.

1. To what extent does quality of staff employed in private schools influence secondary school students' performance in School Certificate Examination in Port Harcourt Metropolis?

2. To what extent does provision of teachers' welfare package in private schools influence secondary school students' performance in School Certificate Examination in Port Harcourt Metropolis?
3. To what extent does teachers' in-service training in private schools influence secondary school students' performance in School Certificate Examination in Port Harcourt Metropolis?

Concept of School Management

The excellence of a school should be measured against the quality of the teaching and learning done in a school. The effect a teacher has on the learning experiences of pupils is now and always will be the most important dimension of a school's existence. Clearly, then, a school's organization should be geared mainly to making effective teaching and learning possible. The duties of a principal are wide-ranging. He or she is responsible for the administration, organization and work processes at school. The principal is expected to play an important role in integrating and coordinating the efforts of teachers, students, personnel and parents to achieve the desired objectives of education and facilitate the overall aspects of the teaching-learning process. In UNESCO (2015), it was observed that successful principals provide instructional leadership. They spend more of their time working with teachers and students and less of their time in the office. They observe what is going on in the classrooms, hold high expectations for teacher performance and student achievement, and provide necessary resources, including own skills and knowledge. They are active and involved. As a result, they create schools that make a positive difference in the lives of students. The principal stands in the position of having to know more about teaching and learning than anyone else at the school. The principal has to know what should be taught, how to make the teaching most effective, when to evaluate the results, and the best way to interpret them to students and parents. The principal must continue as a master teacher and stay one step ahead of the instructional staff. This means that the principal is expected to be a 'teacher of teachers.

Concept of Academic Performance

Performance is defined as the observable or measurable behaviour of a person or animal in a particular situation usually experimental situation (Simpson and Weiner in Yusu, (2016). Accordingly, performance measures the aspect of behaviour that can be observed at a specific period and to determine performance, a performance test is conducted. In view of this, Singer (2015) defined performance test as the type of mental test in which the subject is asked to do something rather than to say something, while Drever (2011) asserted that performance test is the type of test which throws light on the ability to deal with things rather than symbols, thus academic performance of a student can be regarded as the observable and measurable behaviour of a student in a particular situation. For example, the academic performance of a student in social studies includes observable and measurable behaviour of a student at any point in time during a course. In social studies students' academic performance consists of his scores at any particular time obtained from a teacher-made test. Therefore, we can equate academic performance with the observed behaviour or expectation of achieving a specific statement of or statement of educational intention in a research. Academic performance of students consists of scores obtained from teacher-made test, first term examination, mid-semester test.

Academic performance is different from academic achievement because academic according to Simpson and Weiner (2012) is the measurable behaviour in a standardised series of tests, that is usually constructed and standardised to measure proficiency in school subjects. Simpson and Weiner (2012) further explained that in most cases, "accomplishment" is sometimes used in place of "achievement". However, academic performance is measured by the examination results and is one of the major goals of a school. In support of this Hoyle in Yousef (2011) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. The academic deans and the quality assurance committee are concerned about those who do not perform well because if this poor performance goes unchecked, the university may lose its reputation, which may result in loss of confidence graduates (Kyoshiba in Mlambo, 2011).

The study is anchored on Martin Ford's Motivational Systems Theory (MST). This theory was propounded by Martin Ford in 1992. The motivational systems theory attempts to provide a

comprehensive theory of motivation and proposed that actual achievement and competence are the results of a motivated, skillful, and biologically capable person interacting within a responsive environment. Thus, in the academic environment, students who are motivated to learn should persist at tasks when they encounter obstacles. Persistence is important as learning does not always result in instant gratification. Persistence relates to the sustained component of motivation and the greater the persistence, the greater the accomplishments and rewards.

This theory is relevant to this study because the theory framework assesses human functioning from a person-in-environment perspective, supports the values and ideals of the student performance in school and provides a theoretical and conceptual model consistent with the student performance and the managerial factors that influences their performances in external examination. Also, by focusing on the process of change, and differentiating between characteristics of the person and context characteristics, the theory promotes an ability to understand how various factors student academic performances generally

METHODOLOGY

The study adopted descriptive survey. The population for this study consists of 179 teachers handling WAEC classes in the 21 approved private secondary schools within Port Harcourt Metropolis, Rivers State. The sample of this study comprised of 179 teachers who were purposively sampled. 79 teachers were sampled in Port Harcourt City Local Government Area, while 100 teachers were sampled in Obio/Akpor Local Government Area. The research instruments that was used for the study a validated structured 20-item titled “Influence of Managerial Factors on Performance of Private School Students’ in Senior Secondary School Certificate Examination (IMFPPSSSSCE)”, which has reliability index of 0.78. The researcher personally administered the questionnaire to the subject teachers, and also collected the relevant school records and obtains information on recruitment procedure, staff bio-data file, and so on in the sampled schools. Out of 179 copies of questionnaire distributed, 160 copies representing 89.39% were retrieved as dully filled copies and were used for analysis. 19 copies representing 10.61% were not retrieved and not used for the study. Mean and Standard deviation were used for data analysis.

RESULTS

Research Question 1: *To what extent does quality of staff employed in private schools influence secondary school students’ performance in School Certificate Examination in Port Harcourt Metropolis?*

Table 1: Quality of Staff Employed and Student’s Performance in School Certificate Examination in Port Harcourt Metropolis.

S/ N	Statements	PHALGA N=60		OBALGA N=100		Remarks
		X	SD	X	SD	
1	My school management do conduct rigorous interview to select the most qualified teachers	2.86	0.99	3.25	0.67	High Extent
2	All the teachers handling WAEC class in my school are experienced teachers	3.02	0.95	2.82	0.88	High Extent
3	Teachers handling WAEC class in my school are subject area specialist	2.94	0.73	3.46	0.84	High Extent
4	Most of the teacher handling WAEC class in my school are WAEC examiners	2.46	0.90	3.22	0.78	High Extent
5	Teacher handling WAEC class are qualified teacher with many years of teaching experiences	2.50	0.67	2.85	0.75	High Extent
6	My school regularly expose teachers handling WAEC class quality assurance in external examination programmes to enable them acquired modern skills of dealing with exam malpractice	3.00	0.91	2.98	0.72	High Extent
	Grand Mean	2.79	0.87	3.09	0.77	High Extent

Table 1 shows that in PHALGA respondent responses on items 1-3, 5 and 6 gave mean scores of 2.86, 3.02, 2.94, 2.50 and 3.00 with corresponding standard deviations of 0.9978, 0.9518, 0.7283, 0.6734 and 0.9128. The means are greater than the criterion mean of 2.5 and implies that respondents in PHALGA to a high extent of the view that management do conduct rigorous interview to select the most qualified teachers, teachers handling WAEC class in their schools are experienced teachers and are subject area specialist. But their response on item 4 with mean score of 2.46, which is lower than the criterion means of 2.5 imply that not all the teachers in the private schools in PHALGA used for the study are WAEC examiners.

Respondents responses on items 1-6 in gave mean scores of 3.25, 2.82, 3.46, 3.22, 2.50 and 3.00 respectively which all greater than the criterion mean of 2.5. The responses also have corresponding positive standard deviation of 0.6744, 0.8803, 0.8355, 0.781, 0.7493 and 0.7193. The analysis implies that to a high extent of the view that management do conduct rigorous interview to select the most qualified teachers, teachers handling WAEC class in their schools are experienced teachers, who are subject area specialist, and most of the teacher handling WAEC class in the schools are WAEC examiners

Analysis on the table 1 also show that respondent responses on research question one gave a grand mean score of 2.82 for PHALGA and 3.18 for respondents in OBALGA, which are all greater than the criterion mean of 2.5 and implies that respondent were of the opinion that to a high extent quality of staff employed influences students' performance in Senior School Certificate Examination in private schools in Port Harcourt Metropolis.

Research Question 2: *To what extent does provision of teachers' welfare package in private schools influence secondary school students' performance in School Certificate Examination in Port Harcourt Metropolis?*

Table 2: Provision of Teachers' Welfare Package and Secondary School Students' Performance in School Certificate Examination in Port Harcourt Metropolis?

S/ N	Statements	PHALGA N=60		OBALGA N=100		Remarks
		X	SD	X	SD	
7	Teachers in my school are well paid as of when due not been owed salaries	2.86	0.87	3.29	0.56	High Extent
8	Management often give bonus packages teacher who are handling WAEC class in my school for their overtime	2.84	0.82	2.77	0.66	High Extent
9	Management often improved the remuneration of teacher in my school to retain them	3.15	0.54	3.36	0.72	High Extent
10	Management provides welfare assistance to teacher to retain them	2.61	1.06	3.18	0.72	High Extent
11	My school management have cooperative for teacher's welfare	2.81	0.91	3.02	1.01	High Extent
12	Teachers in my school are allowed to run private lesson within the school premises to enhance their pay pack	3.01	0.77	3.33	0.82	High Extent
	Grand Mean	2.88	0.83	3.15	0.63	High Extent

Table 2 shows that respondent responses in PHALGA and OBALGA gave mean scores that ranges from 2.61-3.01 with corresponding positive standard deviations 0.5424-1.0113 respectively. The mean scores are all greater than the criterion mean of 2.5 and implies that respondent were of the opinion that provision of teachers' welfare packages such prompt payment of teachers salary, giving bonuses to

teachers handling WAEC classes as overtime package, frequent improvement of remuneration of teacher to retain them, and provision of welfare assistance to teacher, to a high extent influenced student performance in WAEC in 2016-2019.

Research Question 3: *To what extent does teachers' in-service training in private schools influence secondary school students' performance in School Certificate Examination in Port Harcourt Metropolis?*

Table 3: In-Service training and Secondary School Student's Performance in School Certificate Examination in Port Harcourt Metropolis

S/ N	Statements	PHALGA N=60		OBALGA N=100		Remarks
		X	SD	X	SD	
13	Teachers in my school are exposed to retraining programmes always to update their teaching skills	2.65	0.93	2.71	0.86	High Extent
14	Management usually assist teachers in enrolling for professional training programmes as a strategy for retaining them	2.64	0.87	2.36	0.76	High Extent
15	Management encourages teachers to go for further studies	2.96	0.72	2.52	0.83	High Extent
16	Management pays part of teacher school fees whenever they want to go for further studies	2.32	0.93	2.61	0.96	High Extent
17	Teacher were sponsored by my school management on professional development programme	2.43	0.73	2.58	0.73	High Extent
18	Management of my school train and retrain teachers on oxford and Cambridge teaching styles	2.76	0.65	2.90	0.81	High Extent
	Grand Mean	2.62	0.82	2.61	0.82	High Extent

Table 3 shows that respondent responses in PHALGA and OBALGA gave mean scores that ranges from 2.61-3.36 with corresponding positive standard deviations 0.5424-1.057 respectively. The mean scores are all greater than the criterion mean of 2.5 and implies that respondent were of the opinion that in-service training regular exposure of their teachers to retraining programmes to update their teaching skills, enrollment of teachers to professional training programmes, encouragement of teachers to go for further studies and paying part of teacher school whenever they want to go for further studies to a high extent influenced student performance in WAEC in 2016-2019.

Summary of Findings

The findings of this study are summarized as follows:

1. Quality of staff employed influences students' performance in Senior School Certificate Examination in private schools in Port Harcourt Metropolis
2. Teachers' welfare packages such prompt payment of teacher's salary, giving bonuses to teachers handling WAEC classes as overtime package, frequent improvement of remuneration of teacher to retain them, and provision of welfare assistance to teacher, to a high extent influences student performance in WAEC in 2016-2019.
3. In-service training regular exposure of their teachers to retraining programmes to update their teaching skills, enrollment of teachers to professional training programmes, encouragement of teachers to go for further studies and paying part of teacher school whenever they want to go for further studies to a high extent influenced student performance in WAEC in 2016-2019.

DISCUSSION OF FINDINGS

The findings on this study revealed that quality of staff employed influenced private school student upward performance in senior school certificate examination. That management in other to maintain standard and good academic record do conduct rigorous interview to select the most qualified teachers,

teachers handling SSCE/WAEC class in their schools are experienced teachers and are subject area specialist and some of the teachers in the private schools used for the study are WAEC examiners. The finding is in support of Babalola (2009) observation that in Nigeria, experienced revealed that students' academic achievement in secondary schools largely depend on the competence and dedication of the teacher who has a significant role to play in the reshaping of the creative potentials and ability of students. From these facts, it becomes clear that students' academic performance is to a great extent dependent on the effectiveness of the teacher.

In view of this, Afe (2001) pointed out that teachers have important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with students. Therefore, effective teachers should produce students of higher academic performance. Also, Adu and Olatundun (2007) and Adeliwura and Tayo (2007) established that effective teaching is a significant predictor of students' academic achievement.

Findings also revealed that managerial strategies of provision of teachers' welfare package influenced student upward performance in senior school certificate examination include prompt payment of teachers salary, exposure of teachers that handle WAEC classes to WAEC marking training, frequent improvement of remuneration of teacher to retain them, and provision of welfare assistance to teacher. According to Odumbe, Enose and Avodo (2015), the attitudes and motivations of employees play a crucial role in influencing motivation, productivity, and overall success of an organization. Properly motivated employees do their job better and achieve a higher level of performance. The right employee strategies can encourage loyalty, dedication and self-awareness in the pursuit of excellence.

The findings revealed that management providing in-service training for teachers' development through regular exposure of their teachers to retraining programmes to update their teaching skills, enrollment of teachers to professional training programmes, encouragement of teachers to go for further studies and paying part of teacher school whenever they want to go for further studies influenced student performance in WAEC. This is in line with Cowell Holsinger (2000) observation that the qualification of teachers has a positive influence on the performance of students, thus affecting the school mean scores. In support of this, Odumbe, Enose and Avodo (2015), rightly pointed out that teacher qualification and training, contributes positively to the kind of output that is obtained in the learning process. Therefore, teacher qualification, experience and amount of education and knowledge, are positively related to performance in national examinations. The respondents noted that, teacher motivation has a positive influence on the performance of day secondary schools, in national examinations. They further observed that, when teachers are motivated, they are able to perform better, than when they are frustrated or ill motivated. A highly motivated teacher will be able to go the extra mile in ensuring effective syllabus coverage. He will also give extra work to the weaker students, and this will certainly ensure improved school performance, thus high school mean scores.

CONCLUSION

The Study concluded that managerial-related factors that influenced private school student performance in senior school certificate examination include quality of staff employed, that is selection of subject teacher based on qualification, competence and experienced teachers; motivation of teachers by prompt payment of teachers salary, exposure of to WAEC marking training, improvement of remuneration of teacher and provision of welfare assistance to teacher. While managerial-related factors that influenced private school student performance in senior school certificate examination that borders on student conduct include conducting internal school assessment and equipping student library with latest textbook and provision of ICTs gadgets to enhance student learning and adoption of good disciplinary measure.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations were made:

1. In other to upgrade the teachers' output yearly, management should always expose the teachers to West Africa Examination Certificate (WAEC) marking to enable them acquaint themselves with WAEC requirements form candidates.

2. School management should maintain their prompt payment strategy and also occasionally do upward review of salary as a way of incentive to dedicated teacher and motivation.
3. Training and retraining of teachers should be on a regular basis to enable the teachers to impact positively on the student.

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