**MANAGEMENT FACTORS INFLUENCING ACADEMIC PERFORMANCE OF STUDENTS IN PRIVATE SECONDARY SCHOOLS IN PORT HARCOURT LOCAL GOVERNMENT AREA IN RIVERS STATE NIGERIA**

**CHAPTER ONE**

**INTRODUCTION**

**1.1 BACKGROUND TO THE STUDY**

There is a growing body of literature from researchers and educationists which have made an attempt to examine the relationship between education management and students academic performance (Orodho, 2014; UNESCO, 1999; United Nations, 2013; Waweru&Orodho, 2014). The results reveal rather spurious relationship (Waweru&Orodho, 2014).

However, what is clear is that educational 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). This effectiveness according to UNESO (2009) is judged by the extent to which schools generally meet the expectations of the society within which they are established. Since independence, the Nigerian government has demonstrated commitment to the provision of quality secondary school education through allocation of financial resources, provision of trained teachers and establishment of quality assurance department. The government of Nigeria has also 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. According to Ohba (2009), shortage of teachers, lack of basic facilities, community interferences, poor teaching methodology and administrative related factors such as poor management of school resources have been noted as some of these factors that are militating against the effectiveness of private schools in Nigeria which has continued to have negative effects on the student’s academic performance.

Many private secondary schools in Nigeria lack infrastructural facilities, good teachers and are managed by unqualified proprietors. As a matter of fact, many private secondary schools have turned to “miracle center” where students are helped to write external examinations because the students are not prepared, don’t have the requisite knowledge and confidence to face external examination like the senior secondary examination and the junior secondary examination.

Literature related to school based strategies employed by school managers to improve students’ academic performance has revealed mixed and contrasting range of results (Croninger& Lee, 2001; Zepeda, 2004; Fullan, 1991; Lamb, 2007 ;Waweru&orodho, 2014; World Bank, 2008). Croninger and Lee (2001) reported that the degree of teacher caring and interaction with students reported by both parents and teachers has a significant impact on performance. In a review of effective schools in the US, Croninger and Lee (2001) found evidence that schools with a common sense of purpose and strong communal organization involving collegial relationships among staff and positive adult student relationships are efficient in promoting a range of academic and social outcomes reflecting students' engagement and commitment.

Port Harcourt local government area has 243 secondary schools, there has been high rates of failure I the external examinations especially some private secondary schools located in the areas that can be described has “slums”.

This is a failure because the graduates of this grade do not qualify in most careers for further education and training. It is apparent that various intertwined factors could be responsible for this poor performance in the local government. This background prompted the undertaking of this study on examination of management strategies factor and its influence on students’ academic performance in private secondary schools in Port Harcourt local government area, Port Harcourt, rivers state, Nigeria.

**1.2 STATEMENT OF THE PROBLEM**

Nigeria has put different policies for both private and public secondary schools in place to make education accessible, improve transition, quality, completion and retention rates to all her citizens. Some of these policies included decent infrastructural facilities (good classroom, library, laboratories, toilets etc.), health facilities, sports and recreational facilities. Despite this intervention, the problem of low performance persisted in schools especially in some private secondary schools that are characterized with poor qualities of facilities and teachers leading to high rate of indiscipline and poor academic performance of the students.

**1.3 OBJECTIVES OF THE STUDY**

The following are the objectives of this study:

1. To examine the role of management in the operation of private secondary schools.
2. To identify the influence of management factor on the academic performance of private secondary school students in Port Harcourt local government
3. To determine the other factors that influences the academic performance of private secondary school student

**1.4 RESEARCH QUESTIONS**

1. What is the role of management in the operation of private secondary schools?
2. What is the influence of management factor on the academic performance of private secondary school students in Port Harcourt local government?
3. What are the other factors that influences the academic performance of private secondary school student?

**1.5 HYPOTHESIS**

HO: Management factor do not influence private secondary school student’s academic performance in Port Harcourt local government.

HA: Management factor do influence private secondary school student’s academic performance in Port Harcourt local government.

**1.6 SIGNIFICANCE OF THE STUDY**

The following are the significance of this study:

1. The outcome of this study will educate the general public and the government on the quality of management of private schools in Nigeria with a view of identifying the shortfalls and preferring solutions to them.
2. This research will be a contribution to the body of literature in the area of the effect of personality trait on student’s academic performance, thereby constituting the empirical literature for future research in the subject area.

**1.7 SCOPE/LIMITATIONS OF THE STUDY**

This study will cover the activities of private secondary schools in Port Harcourt local government area with emphasis on the management factor as to how it affects the performance of the students in their examinations.

**LIMITATION OF STUDY**

**Financial constraint**- Insufficient fund tends to impede the efficiency of the researcher in sourcing for the relevant materials, literature or information and in the process of data collection (internet, questionnaire and interview).

**Time constraint**- The researcher will simultaneously engage in this study with other academic work. This consequently will cut down on the time devoted for the research work.

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**CHAPTER TWO**

**LITERATURE REVIEW**

**2.1 INTRODUCTION**

This chapter gives an insight into various studies conducted by outstanding researchers, as well as explained terminologies with regards to management factors influencing academic performance of students in Private Secondary schools. The chapter also gives a resume of the history and present status of the problem delineated by a concise review of previous studies into closely related problems.

**2.2 THEORETICAL FRAMEWORK**

The study was based on Capital Theory of School Effectiveness and Improvement. Hargreaves (2001) developed a theory of school effectiveness and improvement based on: outcomes, both cognitive and moral; leverage: the relationship between teacher input and education output; intellectual capital: the sum of the school's knowledge and experience; and social capital: the networks of trust and collaboration. In this theory, Hargreaves (2001) argues that the conventional model of measuring school effectiveness and improvement is an adequate tool for the analysis of school success and failure. The concept of school 'ethos' helped to make sense of the correlation between a number of school processes but it did not allow one to test the model in detail, or to predict the performance of a school from any close analysis of identifiable factors. He proposes a new theoretical model of schools, which provides a working model, both of effectiveness and improvement. The theory has the following concepts:

i. Outcomes: cognitive and moral.

ii. Leverage: the relationship between teacher input and educational output, or changes in students' intellectual and moral state resulting from the teacher's effort. Hargreaves argues that instead of teachers employing too much effort and yielding little fruit, effective schools concentrate on effective strategies allowing a large impact to result from relatively low effort (working smarter, not harder). Outstanding schools use combinations of high leverage strategies.

Understanding school effectiveness involves exploring how high leverage works (Hargreaves, 2001).

ii. Intellectual capital: describes a combination of the creation of a school vision; identification of a school's underpinning values; the conceptualization and articulation of a school-wide pedagogy; insights about school improvement processes; and a student academic achievement across learning areas.

iv. Social capital: describes professional relationships of trust and respect; dynamics within parallel leadership and in student wellbeing. The underpinning concept is that of relationships. High levels of social capital strengthen its intellectual capital through sharing. Unlike financial capital, social and intellectual capital are increased rather than depleted by passing on to others (Hargreaves, 2001).

Hargreaves (2001) uses this model to present definitions of effective and improving schools stating that; an effective school mobilizes its intellectual capital (especially its capacity to create and transfer knowledge) and its social capital (especially its capacity to generate trust and sustained networks) to achieve the desired educational outcomes of intellectual and moral excellences, through the successful use of high leverage strategies grounded in evidence-informed and innovative professional practice. An improving school increases its intellectual capital especially its capacity to transfer knowledge to achieve the educational outcomes of intellectual and moral excellences, by learning to use higher leverage strategies based on evidence of 'what works' and innovative professional practice.

This study employed capital theory of school effectiveness and improvement to analyze the strategies school managers employ to enhance performance of students in schools under free day secondary schools. The theory is applicable in this study because all the theoretical concepts: outcomes; leverage; intellectual capital; and social capital have a bearing on performance and quality of education. The FDSE policy desired outcomes are to improve performance and quality education to every Kenyan child graduating from secondary school regardless of gender, ethnic background, or socio-economic background. Using the theory, this study sought to analyze strategies school managers employ to enhance performance of students in schools under FDSE.

**2.3 THE CONCEPT OF ACADEMIC PERFORMANCE**

Students' learning can be evaluated in many different ways, but in a developing country like Nigeria where about 40 percent of the adult population are illiterate, parents use the performance of their children in public examinations to pass judgement on the schools and teachers. To them, the logic is a simple one. The schools are supposed to be staffed by good teachers and supplied adequate facilities and instrumental materials. It is the responsibility of government to ensure through such provisions and regular inspection or supervision that effective teaching and learning go on in the schools. The task of parents is to send children to school and pay whatever fees and levies are charged by the institutions. Though many parents acknowledge shortages of funds, teachers and infrastructures in the schools and their own inability to buy all

the required books and other learning materials for their wards, yet they strongly believe that if the students perform badly in their examinations, the teachers and administrators have not done their job well and should take most of the blame.

Unfortunately, there are many factors that help to determine the academic performance of students. However, the level of education and awareness of many parents does not enable them to participate in such complex theoretical arguments or discussions. For such parents and the general public, the students' performances in recent times give cause for ala-m and school authorities more than the students themselves are being accused of lack of dedication, declining productivity and even mindlessness. Nevertheless, the students have not been doing well, and the situation is not improving.

**2.3.1 The Concept of Poor Academic Performance**

Poor academic performance accord to Aremu (2000) is a performance that is adjudged by the examinee/testee and some other significant as falling below an expected standard. The interpretation of this expected or desired standard is better appreciated from the perpetual cognitive ability of the evaluator of the performance. The evaluator or assessor can therefore give different interpretations depending on some factors.

Bakare (2004) described poor academic performance as any performance that falls below a desired standard. The criteria of excellence can be from 40 to 100 depending on the subjective yardstick of the evaluator or assessor. For example, a 70% performance of University Students in an exam can judged to be an excellent performance and by all standard a very good performance. However, a cursory look at the performance and the individual examined and the standard of the examination he or she took could reveal that the performance is a very poor one. On the other hand, a Level 200 Accounting student’s performance of 37% in business mathematics can e said to be a poor performance. When in actual fact, the performance is by all standards a very good one. This shows that the concept of poor academic performance is very relative and this depends on so many intervening variables.

**2.2.2 Factors That Affect Academic Performance of Students**

A number of studies have been carried out to identify and analyse the numerous factors that affect academic performance in various centres of learning. Their findings identify students’ effort, previous schooling (Siegfried &Fels, 1979; Anderson & Benjamin, 1994), parents’ education, family income (Devadoss& Foltz, 1996), self motivation, age of student, learning preferences (Aripin, Mahmood, Rohaizad, Yeop, &Anuar, 2008), class attendance (Romer, 1993), and entry qualifications as factors that have a significant effect on the students’ academic performance in various settings. The utility of these studies lies in the need to undertake corrective measures that improve the academic performance of students, especially in public funded institutions. The throughput of public-funded institutions is under scrutiny especially because of the current global economic downturn which demands that governments improve efficiency in financial resource allocation and utilization.

***2.3.3 Students’ learning preferences***

A good match between students’ learning preferences and instructor’s teaching style has been demonstrated to have positive effect on student's performance (Harb& El-Shaarawi, 2006). According to Reid (1995), learning preference refers to a person’s “natural, habitual and preferred way” of assimilating new information.

This implies that individuals differ in regard to what mode of instruction or study is most effective for them. Scholars, who promote the learning preferences approach to learning, agree that effective instruction can only be undertaken if the learner’s learning preferences are diagnosed and the instruction is tailored accordingly (Pashler, McDaniel, Rohrer, & Bjork, 2008). “I hear and I forget. I see and I remember. I do and I understand.” (Confucius 551-479 BC) – a quote that provides evidence that, even in early times, there was a recognition of the existence of different learning preferences among people. Indeed, Omrod (2008) reports that some students seem to learn better when information is presented through words (verbal learners), whereas others seem to learn better when it is presented in the form of pictures (visual learners). Clearly in a class where only one instructional method is employed, there is a strong possibility that a number of students will find the learning environment less optimal and this could affect their academic performance. Felder (1993) established that alignment between students’ learning preferences and an instructor’s teaching style leads to better recall and understanding. The learning preferences approach has gained significant mileage despite the lack of experimental evidence to support the utility of this approach.

There are a number of methods used to assess the learning preferences/styles of students but they all typically ask students to evaluate the kind of information presentation they are most at ease with.

***2.3.4 Industrial Actions, Class attendance and academic performance***

In his widely cited paper, Romer (1993) is one of the first few authors to explore the relationship between student attendance and exam performance. A number of factors have contributed to declining class attendances around the world in the last 15 years. The major reasons given by students for non-attendance include industrial actions by teachers, assessment pressures, poor delivery of lectures, timing of lectures, and work commitments (Newman-Ford, Lloyd & Thomas, 2009). In recent times, students have found a need to seek employment while studying on a part-time basis due to financial constraints. The numbers of part-time and mature students has also risen sharply. The use of information technology also means that information that used to be obtained from sitting through lectures can be obtained at the click of a mouse.

Indeed, web-based learning approaches have become the order of the day. Given all these developments that either make it impossible or unnecessary for students to attend classes, the question that needs to be asked is whether absenteeism affects students’ academic performance. Research on this subject seems to provide a consensus that students who miss classes perform poorly compared to those who attend classes (Devadoss& Foltz, 1996; Durden& Ellis, 1995; Romer, 1993; Park & Kerr, 1990; Schmidt, 1983). Based on these findings a number of stakeholders have called for mandatory class attendance. Although the existing evidence points to a strong correlation between attendance and academic performance, none of the studies cited above demonstrate a causal effect. The inability of these cross-sectional studies to isolate attendance from a myriad of confounding student characteristics (e.g. levels of motivation, intelligence, prior learning, and time-management skills) is a major limiting factor to the utility of these findings (Rodgers & Rodgers, 2003).

***2.3.5 Other determinants of academic performance***

The influence of age and gender on academic performance has been investigated in a number of studies with widely differing conclusions. Most of the differences in reported findings are due to varying contexts such as subject of study, age and gender interactions. Research has shown that men perform better than women in certain settings while women outperform men in other settings (Haist, Wilson, Elam, Blue, &Fosson, 2000). Borde (1998), on the other hand, found no evidence performance being influenced by gender. Based on an analysis of close to two million graduating students, Woodfield and Earl-Novell (2006) found that female students outperformed male students and attributed this partly to female students being more conscientious and thus less likely to miss lectures. With regard to the issue of student age, recent changes in educational policies around the world have led to an increase in the number of mature-age admissions in educational institutions. While a large proportion of undergraduate students are still 19-year olds, the ages of students in classes are now more variable than 10 to 15 years ago.

**2.4 THE CONCEPT OF SCHOOL MANAGEMENT**

School management, and especially head-teachers’ school management, has been object of study since the late‘60s, but the concept of school management is neither unanimously defined, nor a consensus has been yetreached on its actual role and actual relevance within the school environment (Fullan, 2001;Sergiovanni, 2001; Harris, 2005). Good school management can certainly contribute to schoolimprovement by abetting the motivation, participation, and coordination of the teachers; recentstudies have widened the range of action of school school management research to the variousorganizational levels: school managers, department heads, coordinators, teachers (Goldhaber,2002; Harris, 2004), and distributed school management that could yield a higher impact on studentachievement than what yet shown (Spillane et al., 2001, 2004). This article takes its moveswithin the strand of research that identifies a significant role of school management for studentachievement (e.g. Edmonds, 1979; Cheng, 2002; Marzano, 2003) and presents the results of thePilot Project “The role of school school management on student achievement” that was developed within theframework of CRELL, the Centre for Research on Lifelong Learning of the European Commission.1 Theproject tried to understand whether there are patterns of behavior of head-teachers that yieldbetter results than others with respect to facilitating the student learning process and whethersuch patterns are consistent or replicable across countries.

**2.5 EMPIRICAL REVIEW**

Literature related to school based strategies employed by school managers to improve students’ academic performance has revealed mixed and contrasting range of results (Croninger& Lee, 2001; Zepeda, 2004; Fullan, 1991; Lamb, 2007 ;Waweru&orodho, 2014; World Bank, 2008). Croninger and Lee (2001) reported that the degree of teacher caring and interaction with students reported by both parents and teachers has a significant impact on performance. In a review of effective schools in the US, Croninger and Lee (2001) found evidence that schools with a common sense of purpose and strong communal organization involving collegial relationships among staff and positive adult student relationships are efficient in promoting a range of academic and social outcomes reflecting students' engagement and commitment.

There are factors that researchers and school systems point when describing quality schools and features of schools that have improved in effectiveness. According to Zepeda (2004) and Fullan (1991), such features include: Commitment to success for all; flexibility and responsiveness; Shared vision; climate of challenging and stimulating teaching; strong and fair disciplinary climate. According to Lamb (2007), the most effective programmes were: foster connectedness; increasing the trust placed in students; Provide tasks with immediate tangible benefits; Make spaces within schools and curricula for diverse student needs. Principals in schools achieving high retention rates and good performance, Socias, Dunn, Parrish, Muraki and Woods (2007) were clear that these implementations should not be ad hoc.

World Bank (2008) posits that much research has demonstrated that retention and the quality of education depends primarily on the way schools are managed, more than the abundance of available resources, the capacity of schools to improve teaching and learning is strongly influenced by the quality of the leadership provided by the headteacher. Concerted effort to improve school leadership is one of the most promising points of intervention to raise retention, the quality and efficiency of secondary education across Sub-Saharan Africa. In South Africa, leadership training for secondary school heads was to improve quality of Education. Senegal's Improvement Plans (SIP) created in 1996, encourage enterprenoual skills of headteachers to find funding for school projects that enhance educational quality. In Kenya, all headteachers are currently undergoing a management course at the Kenya Management Institute (KEMI) to improve on their management skills (Republic of Kenya, 2012a).

UNICEF (2000) in Latin America, a study that included 50,000 students in grades three and four found that children whose schools lacked classroom materials and had an inadequate library were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well-equipped (Willms, 2000). Well managed schools contribute to educational quality and enhance retention (Graig&duParisis, 1998). According to the Education Bill 2012, the government of Kenya is committed to ensuring that children belonging to disadvantaged groups are not discriminated and prevented from pursuing and completing basic education (Republic of Kenya, 2012a.2012b). The school service environment can also contribute to learning in important ways.

Provision of health services and education can contribute to learning first by reducing absenteeism and inattention. Sick children cannot attend school, and evidence from China, Guinea, India and Mexico shows that children's illness is a primary cause for absenteeism and poor performance (Carron &Chau, 1996).

The highest quality teachers, those most capable of helping their students learn, have deep mastery of their subject matter and pedagogy (Darling-Hammond, 1997). A number of teachers in China, Guinea, India and Mexico observed to master neither the subject matter they taught nor the pedagogical skills required for good presentation of the material (Carron &Chau, 1996). This affects retention and educational quality since student achievement, especially beyond the basic skills, depends largely on teacher's command of subject matter and their ability to use that knowledge to help students learn (Mullens, Murnane& Willet, 1996).

Whether a teacher uses traditional or more current methods of instruction, efficient use of school time has significant impact on student learning. Teachers' presence in the classroom represents the starting point. Many teachers face transportation and housing obstacles that hinder them from getting to school on time and staying until school hours are over (Ohba, 2009). When teachers are present, learning occurs when teachers engage students in instructional activities, rather than attending to administrative or other non-instructional processes (Waweru&Orodho, 2014). Many international studies have shown the opportunity to learn and the time on task to be critical for educational quality. The quality of a school and the quality of teaching of the individual teacher is higher in schools that are able and willing to make efficient use of the available time of its teachers and pupils (Verwimp, 1999). According to Ngando (2011) in his study on time management behavior among secondary school personnel in Kinango District, Coast Province, majority of teachers and students do not report to school on the first day of opening, most teachers write their schemes of work when schools opened, went to class without lesson plans, assemblies took longer and consumed classroom time.

Professional development can help overcome shortcomings that may have been part of teachers' pre-service education and keep teachers abreast of new knowledge and practices in the field (UNICEF, 2000). This ongoing training for teachers can have a direct impact on student achievement. Dialogue and reflections with colleagues, peer and supervisor observations and keeping journals are all effective ways for teachers to advance their knowledge (UNICEF, 2000). A programme in Kenya, the Mombasa School Improvement Project, built on this approach to professional development showed that teachers supported with in-service as well as external workshop training improved significantly in their abilities to use child-centered teaching and learning behaviours (Andersen, 2000).

Good teachers are skilled not only in instructional methods, but also in evaluation and assessment practices that allow them to gauge individual student needs. Observations in Guinea and India found that teachers trained poorly in evaluation techniques and the reality is far from the continuous procedures recommended by official programmes (Carron &Chau, 1996). Many teachers and education systems continue to rely on almost exclusively on traditional paper-and-pencil tests of factual knowledge that tend to promote rote memorization rather than higher order thinking skills (Condy, 1998). Monitoring and evaluation of learning should be a continuous process to ensure schools meet their targets. Each district should have mechanisms for monitoring on a continuous basis the performance of both teachers and students for remedial action early when needed (Kimbui, 2012).

Research around the world has shown that low expectations for student achievement permeate educational systems. Rather than setting high standards and believing students can meet them, teachers and administrators in many developing countries expect up to half the students will drop or fail. Schools committed to student learning communicate expectations clearly, give frequent and challenging assignments, monitor performance regularly, and give students the chance to participate in and take responsibility for diverse school activities (Graig&duPlessis, 1998).

According to Mobegi, Ondigi and Oburu (2010), headteachers should take up their roles as quality assurance officers in their schools and ensure that there is adequate departmental supervision. They should introduce staff appraisal through locally designed forms to enhance standards and engage in evaluative class observation to ensure that a variety of teaching methods apart from class discussion is utilized. Headteachers should devise school income generating activities to alleviate current financial problems that result in student absenteeism, transfers, indiscipline and inadequate facilities. They should frequently invite quality assurance officers to advice on school affairs and community relations.

Head teachers should be in constant communication with the Teachers Service Commission (TSC) to ensure that the schools receive adequate staffing for the delivery of quality education. Headteachers should devise strategies such as the old students' associations and organize communal fundraisers to help equip schools for retention and delivery of quality education.

A study done by Achoka (2007) on the role of the principal, for change to take place in school, the present school principal should be an advisor to students, teachers and the community. He /she should be in a position to identify possible threats against retention rates and reverse the situation. He / she needs to act as a counselor to not only the students but also parents and teachers because this could assist all parties interested in the education life of the learner to appreciate the need to be educated. Achoka (2007) concurs with Waweru and Orodho (2014) that a secondary school principal should endeavor to provide the best school climate to entice students to complete schooling by making school free from violence, threats, intimidations, hatred, and witch-hunting and develop rich co-curriculum, remedial interventions for slow learners to avoid repetition, frustration and dropout. He / he should be a developer by putting more effort in developing academic and co-curriculum programmes that are attractive and competitive to occupy all students while at school.

With the introduction of the free secondary education, schools get some funding from the government while parents are required to meet various other costs such as school development projects and boarding fees (Republic of Kenya, 2005a,2005b). The issue of finance is crucial to retention and the provision of quality education since it determines the quality of physical facilities, teaching and learning materials, quality of teacher motivation and teachers employed in the time of shortage (Mobegi et al., 2010). School discipline is a system of arranging conditions for healthy learning (Okumbe, 2001). Headteachers should maintain discipline in their schools by helping their staff and students develop unique and individual personalities with a cultural background and group consciousness. The school administration therefore involves students to make choices in life reasonably and independently through guidance and counselling. Kiruma (2004) in her study of secondary school strikes explains that discipline in schools is a function of the school administration. It depends on the headteachers administrative, supervisory, and organizational, leadership abilities and styles since he bears the general responsibility of clarifying the school purpose and philosophy. The effects of schools in poor areas can often outweigh the impact of family background and practices (Orodho, 2014). Further, although many constraints exist, schools can play a role in helping parents to enhance the home curriculum and improve the quality of parental involvement in their children's education. Strategies include; for example, partnering with organizations such as public health providers and non-governmental organizations (NGOs), asking parents to participate in assessment of their child's progress, offering clear, regular non-threatening communication, and including parents in decision making groups at the school (Redding, 2000; Waweru&Orodho, 2014).

According to a background paper prepared for EFA Global Monitoring Report (2011), there is some evidence that when teachers take a more proactive approach to a problem of poor performance and dropout, this is able to improve the situation (Ananga, 2010). CREATE work in Southern Ghana has revealed that a few teachers in some schools sensitive to the problem of dropout are able to encourage 'drop in'. They have achieved this by identifying children at risk of dropping out and attended to the factors that contribute to their chances of dropping out such as, providing writing material and food on condition that children attend school regularly.

Ipata (2011), in her study on cost saving measures on access, retention and performance in public secondary schools in KCSE examination in Teso District found that most schools were under staffed. This contributed to high expenditure due to employment of BoM teachers affecting the quality of teaching process, schools lacked quality buildings, science equipment, shortage of teachers, and IGAs which would help needy students by giving them bursaries to enhance retention and performance. Andaje (2012) in a pilot project of donating sanitary pads to schools in Narok, it was hoped the girls' truancy would be curbed, performance would improve, they would attend school uninterrupted and their hygiene would be guaranteed. Besides receiving the pads, they also received panties as a way of retaining them in school. Machocho (2011), in his study on home-grown school feeding programme (HGSFP) and its implications on access and performance in primary schools in Kathozweni District established that, HGSFP had a positive impact on the retention and performance of pupils in schools since the schools with HGSFP registered little or no dropout rates over the years. The pupils were able to perform well and complete the primary school cycle.

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**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**3.0 INTRODUCTION**

This chapter covers the description and discussion on the various techniques and procedures used in the study to collect and analyze the data as it is deemed appropriate.

It is organized under the following sub-headings:

* Research Design
* Area of the Study
* Population of the study
* Sample and sampling procedure
* Instrument of Data Collection
* Validation of the Instrument
* Reliability of the Instrument
* Method of Data Collection
* Method of Data Analysis

**3.1 RESEARCH DESIGN**

According to Asika (2009), research designs are often referred to as the structuring of investigation aimed at identifying variables and their relationships to one another. In this study, questionnaire serves as useful guide to the effort of generating data for this study. The survey research design through the administration of questionnaires was used for the study.

**3.2 AREA OF THE STUDY**

The study will be conducted in Rivers State, Nigeria. Rivers is the most populous city in south southern [Nigeria](https://en.wikipedia.org/wiki/Nigeria" \o "Nigeria). The population of Port harcourt[urban area](https://en.wikipedia.org/wiki/Urban_area" \o "Urban area), according to the Rivers State Government is 11.5 million, a number disputed by the [Nigerian Government](https://en.wikipedia.org/wiki/Politics_of_Nigeria" \o "Politics of Nigeria) and judged unreliable by the National Population Commission of Nigeria.

**3.3 POPULATION OF THE STUDY**

The population of study consists of parents and teachers of Christ the King Secondary School Port Harcourt, Rivers state.

**3.4 SAMPLE OF THE STUDY**

The Convenient sampling technique was used in selecting 200 Parents and Teachers from the entire population. This was chosen due to the financial strength of the researcher coupled with time constraints.

**3.5 INSTRUMENT FOR DATA COLLECTION**

These are the tools or methods used in getting data from respondents. In this study, questionnaires and interview are research instruments used. Questionnaire is the main research instrument used for the study to gather necessary data from the sample respondents. The questionnaire is structured type and provides answers to the research questions and hypotheses therein.

This instrument is divided and limited into two sections; Section A and B. Section A deals with the personal data of the respondents while Section B contains research statement postulated in line with the research question and hypothesis in chapter one. Options or alternatives are provided for each respondent to pick or tick one of the options.

**3.6 RELIABILITY AND VALIDITY OF INSTRUMENT**

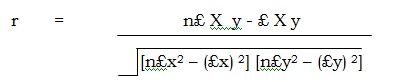
Reliability means the accuracy of precision of a measuring instrument while validity means the extent to which the research instrument measures what it is supposed to measure. In order to determine the reliability and validity of the study, the test-retest method was used. To have a valid instrument, the questions in the questionnaire will be free from ambiguity (i.e the questions will not be too complex). To have reliable instrument, the questionnaire will be followed with interview of sample of respondents to know whether their view on the subject.

**3.7 TECHNIQUES OF DATA ANALYSIS**

Having gathered the data through the administration of questionnaire, the collected data will be coded, tabulated, and analyzed according to the research question and hypothesis.

In order to analyze the data collected effectively and efficiently for easy management and accuracy, the simple percentage method was the analytical tools used for this research project and a sample size of two hundred (200) will be represented by 100% for easy analysis of the responses.

Also, Correlation statistical analytical method will be used in the research work. Correlation as a statistical technique is used in testing of hypothesis so as to predict what the relationship between two variables should be. It is used in drawing and reaching conclusion by collecting the observed values from the questionnaire administered to respondents, testing the degree of freedom and carrying out a decision in determining the critical value of the hypothesis.



Where x = independent factor

y = dependent factor

**3.8 SCORING OF THE RESEARCH INSTRUMENT**

Since the research instrument used was the questionnaire, it was designed using the likertscale method. The questionnaire was designed in the following ways:

1. Strongly Agreed (SA) - 5
2. Agreed (A) - 4
3. Undecided (U) - 3
4. Disagreed (D) - 2
5. Strongly Disagreed (SD) - 1

**3.9 DECISION RULE**

In taking decision for “r”, the following riles shall be observed;

1. If the value of “r” tabulated is greater than “r” calculated, accept the alternative hypothesis (H1) and .reject the null hypothesis (H0).
2. If the “r” calculated is greater than the “r” tabulated, accept the null hypothesis (H0) while the alternative hypothesis is rejected

**CHAPTER FOUR**

**DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

**4.1 INTRODUCTION**

This chapter deals with the presentation and analysis of the result obtained through questionnaires. The data gathered were presented according to the order in which they were arranged in the research questions, simple percentage and pie graphs were used to analyze the demographic information of the respondents while Pearson correlation was adopted to test the research hypotheses.

**BIO DATA OF RESPONDENTS**

| **Table 1 gender of respondents** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | male | 100 | 50.0 | 50.0 | 50.0 |
| female | 100 | 50.0 | 50.0 | 100.0 |
| Total | 200 | 100.0 | 100.0 |  |

Source: field survey, January, 2016.

Table1 above shows the gender distribution of the students used for this study.

120 respondents which represent 48.0percent of the population are male.

130 respondents which represent 52.0 percent of the population are female.

| **Table 2 age range of respondents** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | below 20years | 30 | 15.0 | 15.0 | 15.0 |
| 21-30years | 70 | 35.0 | 35.0 | 50.0 |
| 31-40years | 60 | 30.0 | 30.0 | 80.0 |
| 41-50years | 20 | 10.0 | 10.0 | 90.0 |
| 51-60years | 20 | 10.0 | 10.0 | 100.0 |
| Total | 200 | 100.0 | 100.0 |  |

Source: field survey, January, 2016.

Table 2 above shows the age grade of the respondents used for this study.

30 respondents which represent 15.0percent of the population are below 20 years.

70 respondents which represent 35.0percent of the population are between 21-30years.

60respondents which represent 30.0percent of the population are between 31-40years

20respondents which represent 10.0percent of the population are between 41-50years.

20respondents which represent 10.0percent of the population are between 51-60years.

| **Table 3 educational qualification of respondents** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | FSLC | 30 | 15.0 | 15.0 | 15.0 |
| WASSCE/SSCE | 60 | 30.0 | 30.0 | 45.0 |
| OND/NCE/HND/BSC | 100 | 50.0 | 50.0 | 95.0 |
| PGD/MSC/PHD | 10 | 5.0 | 5.0 | 100.0 |
| Total | 200 | 100.0 | 100.0 |  |

Source: field survey, January, 2016.

Table 3 above shows the educational qualification of respondents used for the study.

30 respondents representing 15.0 percent are first WASSCE/SSCE holders.

60 respondents representing 30.0 percent are first OND/NCE/HND/BSC holders.

100 respondents representing 50.0 percent are PGD/MSC/PHD holders.

| **Table 4 marital status of respondents** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | single | 70 | 35.0 | 35.0 | 35.0 |
| married | 100 | 50.0 | 50.0 | 85.0 |
| divorced | 15 | 7.5 | 7.5 | 92.5 |
| widowed | 15 | 7.5 | 7.5 | 100.0 |
| Total | 200 | 100.0 | 100.0 |  |

Source: field survey, January, 2016.

Table 4 above shows the marital status of respondents used for the study

70 respondents representing 35.0percent are single.

100 respondents representing 50.0percent are married.

15 respondents representing 7.5percent are divorced.

15 respondents representing 7.5percent are widowed.

| **Table 5 years of experience** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 0-2years | 60 | 30.0 | 30.0 | 30.0 |
| 3-5years | 100 | 50.0 | 50.0 | 80.0 |
| 6-11years | 35 | 17.5 | 17.5 | 97.5 |
| above 12years | 5 | 2.5 | 2.5 | 100.0 |
| Total | 200 | 100.0 | 100.0 |  |

Source: field survey, January, 2016.

Table 5 above shows the years of experience used for this study.

60 which represent 30.0 percent of the population have 0-2years experience.

100 which represent 50.0 percent of the population have 3-5years experience.

35 which represent 17.5 percent of the population have 6-11years experience.

5 which represent 2.5 percent of the population have over 12years of experience.

**TABLES BASED ON RESEARCH QUESTIONS**

| **Table 6 IS YOUR SCHOOL EFFECTIVELY MANAGED?** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | yes | 150 | 75.0 | 75.0 | 75.0 |
| no | 50 | 25.0 | 25.0 | 100.0 |
| Total | 200 | 100.0 | 100.0 |  |

Source: field survey, August, 2015.

Table 7 shows the responses of respondents if there school was effectively managed.

150 respondents representing 75.0 percent agreed that their school is adequately managed.

50 respondents representing 25.0 percent disagreed that their school is effectively managed.

| **Table 7 EFFECTIVE MANAGEMENT IN SCHOOLS PRODUCES QUALIFIED TEACHERS** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | strongly agree | 90 | 45.0 | 45.0 | 45.0 |
| agree | 60 | 30.0 | 30.0 | 75.0 |
| undecided | 15 | 7.5 | 7.5 | 82.5 |
| disagree | 15 | 7.5 | 7.5 | 90.0 |
| strongly disagree | 20 | 10.0 | 10.0 | 100.0 |
| Total | 200 | 100.0 | 100.0 |  |

Source: field survey, January, 2016.

Table 7 shows the responses of respondents that effective management in schools produces qualified teachers.

90 respondents representing 45.0 percent strongly agree that effective management in schools produces qualified teachers. 60 respondents representing 30.0 percent agree that effective management in schools produces qualified teachers. 15 respondents representing 7.5 percent were undecided. 15 respondents representing 7.5 percent disagree that effective management in schools produces qualified teachers while the remaining 20 of the respondents representing 10.0 percent strongly disagree that effective management in schools produces qualified teachers.

| **Table 8 LACK OF EFFIECIENT MANAGEMENT ENCOURAGES POOR QUALITY OF EDUCATION RECEIVED BY STUDENTS.** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | strongly agree | 100 | 50.0 | 50.0 | 50.0 |
| agree | 75 | 37.5 | 37.5 | 87.5 |
| disagree | 10 | 5.0 | 5.0 | 92.5 |
| strongly disagree | 15 | 7.5 | 7.5 | 100.0 |
| Total | 200 | 100.0 | 100.0 |  |

Source: field survey, January, 2016.

Table 8 shows the responses of respondents that lack of efficient management encourages poor quality of education received by students.

100 respondents representing 50.0 percent strongly agree that lack of efficient management encourages poor quality of education received by students. 75 respondents representing 37.5 percent agree that lack of efficient management encourages poor quality of education received by students. 10 respondents representing 5.0 percent disagree that lack of efficient management encourages poor quality of education received by students while the remaining 15 of the respondents representing 7.5 percent strongly disagree that lack of efficient management encourages poor quality of education received by students.

| **Table 9 MANAGEMENT FACTOR INFLUENCES PRIVATE SECONDARY SCHOOL STUDENTS ACADEMIC PERFORMANCE** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | strongly agree | 90 | 45.0 | 45.0 | 45.0 |
| agree | 90 | 45.0 | 45.0 | 90.0 |
| strongly disagree | 20 | 10.0 | 10.0 | 100.0 |
| Total | 200 | 100.0 | 100.0 |  |

Source: field survey, January, 2016.

Table 9 shows the responses of respondents that management factor influences private secondary school students’ academic performance.

100 respondents representing 50.0 percent strongly agree that management factor influences private secondary school students’ academic performance.

75 respondents representing 37.5 percent agree that management factor influences private secondary school students’ academic performance.

10 respondents representing 5.0 percent disagree that management factor influences private secondary school students’ academic performance.

15 of the respondents representing 7.5 percent strongly disagree that management factor influences private secondary school students’ academic performance.

| **Table 11 MOST PRIVATE SCHOOLS ARE NOT EFFECTIVELY MANAGED** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | agree | 40 | 20.0 | 20.0 | 20.0 |
| disagree | 80 | 40.0 | 40.0 | 60.0 |
| strongly disagree | 80 | 40.0 | 40.0 | 100.0 |
| Total | 200 | 100.0 | 100.0 |  |

Source: field survey, January, 2016.

Table 11 shows the responses of respondents that most private schools are not effectively managed.

40 respondents representing 20.0 percent agree that most private schools are not effectively managed.80 respondents representing 40.0 percent disagree that most private schools are not effectively managed while the remaining 80 respondents representing 40.0 percent strongly disagree that most private schools are not effectively managed.

**RESEARCH HYPOTHESIS**

H0: management factor do not influence private secondary school students’ academic performance in PH.

H1: management factor influence private secondary school students’ academic performance in PH.

**Level of significance**: 0.05

**DECISION RULE:** In taking decision for “r”, the following riles shall be observed;

1. If the value of “r” tabulated is greater than “r” calculated, accept the alternative hypothesis (H1) and .reject the null hypothesis (H0).
2. If the “r” calculated is greater than the “r” tabulated, accept the null hypothesis (H0) while the alternative hypothesis is rejected

| **Table 12 Correlations** | | | |
| --- | --- | --- | --- |
|  |  | Management factors influences private secondary school students’ academic performance | Lack of adequate mgt encourages poor quality of education |
| Management factors influences private secondary school students’ academic performance | Pearson Correlation | 1 | .917\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 200 | 200 |
| Lack of adequate mgt encourages poor quality of education | Pearson Correlation | .917\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 200 | 200 |
| \*\*. Correlation is significant at the 0.05 level (2-tailed). | | |  |

**CONCLUSION BASED ON THE DECISION RULE**

Since the r calculated (p-value= 0.000) is less than the r tabulated 0.05, we reject the null hypothesis and accept the alternative thereby concluding that management factor influence private secondary school students’ academic performance in PH.

**CHAPTER FIVE**

**FINDINGS, CONCLUSION AND RECOMMENDATION**

**Findings**

The objectives of the study were to examine the following:

* To examine the role of management in the operation of private secondary schools.
* To identify the influence of management factor on the academic performance of private secondary school students in Port Harcourt local government
* To determine the other factors that influences the academic performance of private secondary school student

Findings from the study revealed the following

* Effective management in schools produces qualified teachers.
* Lack of efficient management encourages poor quality of education received by students.
* Management factor influences private secondary school students’ academic performance.
* Most private schools are effectively managed.

**4.2 PRESENTATION OF DATA**

**QUESTIONNAIRE ADMINISTRATION**

**INSTRUCTION:** Please endeavor to complete the questionnaire by ticking the correct answer(s) from the options provided or supply the information required where necessary. {N=200}

**SECTION A: personal information/Data**

1. Gender
2. Male
3. Female
4. Age Grade
5. Below 20yrs
6. 21-30yrs
7. 31-40yrs
8. 41-50yrs
9. 51-60yrs
10. Above 60yrs
11. Educational background
12. FSLC
13. WAEC/SSCE/NECO
14. OND/HND/BSC
15. MSC/PGD/PHD
16. Marital status
17. Single
18. Married
19. Divorced
20. Widowed
21. Years of experience
22. 0-2yrs
23. 3-5yrs
24. 6-11yrs
25. Above 12yrs

**SECTION B**

**Questions on the influence of management factors on the influence on the academic performance of students in private secondary schools**

1. Is your school effectively managed?
2. yes
3. No
4. Effective management in schools produces qualified teachers.
5. Strongly agreed
6. Agreed
7. Undecided
8. Disagreed
9. Strongly disagreed
10. lack of effective management encourages poor quality of education received by students.
11. Strongly agreed
12. Agreed
13. Undecided
14. Disagreed
15. Strongly disagreed
16. There is a relationship between management factor and academic performance of students in private secondary school.
17. Strongly agreed
18. Agreed
19. Undecided
20. Disagreed
21. Strongly disagreed
22. management factor influences private secondary schools academic performance.
23. Strongly agreed
24. Agreed
25. Undecided
26. Disagreed
27. Strongly disagreed
28. Most private secondary schools are effectively managed.
29. Strongly agreed
30. Agreed
31. Undecided
32. Disagreed
33. Strongly disagreed
34. What other factors influence private secondary school students’ academic performance.

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