

## School Management and Academic Performance of Senior Secondary School Students in Port Harcourt Metropolis, Rivers State

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### **ABSTRACT**

*The study investigated school management as it relates to students' academic performance in Senior Secondary Schools in Port Harcourt metropolis of Rivers State. It specifically examined how classroom management in terms of students' motivation, guidance/counselling and assessment/evaluation relate to students academic performance. The study adopted correlational research design while the population of the study was 27,031 made of 16,596 students and 1, 268 teachers in 20 senior secondary schools in Obio/Akpor Local Government Area and 8,481 students and 636 teachers in 15 secondary schools in Port Harcourt City Local Government. Four research questions were raised and four null hypotheses were tested at 0.05 significant level. A sample size of 400 respondents comprising 34 teachers and 686 students was used for the study. The sample size was determined using Taro Yamen's method, while simple random sampling technique was used to select the participants. A self-structured instrument which was validated by one expert in Measurement and Evaluation and one expert from Educational Management, with a reliability coefficient of 0.82 obtained by Cronbach's alpha method, was used for data collection. Data collected were analysed using descriptive statistic of means and standard deviation to answer research questions and Pearson's Product Moment Correlation method to determine relationship. Findings revealed a high positive relationship between classroom management, students' motivation, guidance/counselling, assessment/evaluation and student academic performance. Based on the findings it was recommended that teachers who are the closest personnel to the students especially in the classroom, should as much as possible adopt different classroom management strategies. Students and staff alike should be properly motivated by giving rewards to students for excellent performances and capacity building programme for staff. Every school should establish a counselling unit or department with professional counsellors engaged to help students resolve their challenges, and proper feedback emanating from assessment of students should be given to both students and parents.*

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**Keywords:** School Management, Classroom Management, Academic Performance, Guidance/Counselling, Assessment, Evaluation and Motivation

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### **INTRODUCTION**

School managements are those educational techniques, activities or programmes that enhance the actualization of educational aims and objectives. They concomitantly predict the success or failure of educational activity. Also, since the endpoint of any educational programme is geared toward the success of student's academic performance, it becomes imperative that these techniques be well organized and put in place. Failure to do so, may lead to unprecedented and unanticipated-results which may lead to poor academic performance of students. According to Amesi, Akpomi and Amadi (2014), Effective classroom management can be a challenge, but not knowing how to destroy destructive behaviour and student motivation can easily lead the classroom into chaos. They also argued that classroom management is a term used to describe a process that ensures the smooth running of school activities, despite the disturbing behaviour of some students. Classroom management refers to the teacher's ability or effectiveness in coordinating his/her class in a way that will not negatively affect teaching learning. It can be seen as that supports which facilitates both academic and social emotional learning (Adeleke, 2015). Effective school management is based on assessment and evaluation (Rhodes, 1999). Assessment is the process of observing recording, and documenting what learners do and how they do it as basis for variety of educational decision that affect the learner and management. Assessment of teaching means taking a measure of its effectiveness. However, this orientation refers to all educational activities and services designed to help students understand themselves and adapt to school life.

According to Salem (2015) these school management techniques include school goals, curriculum, classroom management, leadership, "community involvement, professionalism, student motivation, home environment, high expectations, professional development, social skills, quality assurance and coordination between the head teacher and staff." As pointed out above, one of the limitations of the previous researches is the inability of these researchers to clearly distinguish between school management activities from environmental, home and students-personal factors in their analyses. It is on the above claim that the study is undertaken to investigate senior secondary school students' academic performance using classroom management, student motivation, assessment/evaluation of educational programme and guidance/counseling programme as predictive parameters.

School Management cannot work effectively without the use of theories. This study is hinged on Theory of Expectancy Victor Vroom, 1964 and Goal Setting theory Edwin Locke, 1964.

### **Theory of Expectancy Victor Vroom, 1964**

Victor Vroom's expectancy theory has to do with how students' academic performance is related to effective school management. It focuses on the ability and level of academic performance of Senior Secondary students, which is the outcome of the level of school management in their various schools. It is assumed that the ineffective and poor school management will definitely lead to poor academic performance of the students.

The expectancy theory of motivation was propounded by Victor, Vroom in (1964). Victor described the theory framework as valance, instrumentality and expectancy (Koko, 2002). The theory is based on the premise that human behaviour is as a result of expectations that positive effects would lead to performance which will enhance positive results. Victor emphasized that

the notion that people or individuals first calculate if there is a connection and a reward and then a probability (valence) is obtained by high performance (instrumental). Then the motivating power of teaching and learning can be calculated when the values of expectations, instrumentality and valence are known. Combined abilities, traits, perception of role and opportunities reduce motivational power.

### **School Management**

According to Adu (2005) school management encompasses personal qualities that make the teacher energetic, enthusiastic, open imaginative, approachable, and having a sense of humour. It also includes subject teaching skills – matter, ability to organize and emphasize important concepts, to motivate students, to pose and elicit useful questions both creative and imaginative. According to Adu; it also involves possession of skills that make them able to clarify ideas and point out relationships. Onyeachu (1996) sees school management as "a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation." Effective teaching cannot take place in a disorganized environment. Classroom management is the first step to implementing and achieving the aims and objectives of every classroom teaching. However it is necessary for us to explore the actual meaning of classroom management as given by different experts, before delving into the importance of classroom management in student's academic performance. Etymologically, education is said to be derived from the Latin words "educare" or "educere". "Educare" means "to mould" or "to make", it means the process of transforming the individual from nothing to something. On the other hand, "educere" means to "lead out" "to uphold", "to build" (Amaele, 2005).

### **Concept of Academic Performance**

Academic performance is the extent to which a student/teacher or institution has achieved its educational goals in the short or long term. The academic result is the cumulative completion of Grade Point Average (GPA) and educational qualifications, such as high school and bachelor's degree.

Therefore, academic performance is usually measured through continuous examinations or assessments, but there is no general agreement on how to best assess it or what aspects are the most important procedural knowledge such as skills or fact knowledge. In addition, there are ambiguous results, on the basis of which individual factors predict successful academic performance, such as elements such as anxiety test, environment, motivation and emotions when developing a model of school work. Schools are now receiving money from their students' academic achievement. A school with more academic achievements would receive more money than a less-performing school. In California, school performance is measured by the index of academic performance.

punishments and behavioural strategies appropriate to the regulation of children and the maintenance of order in schools; its aim is to create a safe and conducive learning environment in the classroom." School discipline has two main goals:

1. To ensure the safety of staff and students; and
2. Create an environment conducive to learning.

Many reports that are given by professional examination bodies about poor academic performance of many Nigerians in the high institutions had generated a lot of questions and concerns among psychologists, educationist, researchers, and teachers etc. the essence of this concern is to actually the cause of this problem, poor academic failure among students. While dealing with “what” and “how” of the failure, many of the experts framed the blame to be lack of motivation in the classroom. The subject, lack of motivation is all encompassing as students, parents and teachers are not laid out of the blame. On the part of the teacher, many experts opined that a whole lot of the teachers do not set out a motivating, reinforcing etc. atmosphere for the students to learn as well as not given incentives to the students while teaching. Some of them do not go class and even if they do, they are always in a hurry to cover up the syllabus. Others engage in part time business in other to make ends meet, leaving their primary job or profession, and teaching; without any consideration of detrimental exposure of the students to lack of motivation or zeal to study.

### **Assessment/Evaluation and Effective School Management**

Evaluation is the process of objective understanding of the state or condition of a thing through observation and measurement. Assessment of teaching means measuring its effectiveness. "Formative" evaluation is a measurement to correct it. The "summative" assessment is what we usually call "evaluation". Therefore, evaluation is a process of tracking and measuring a thing to evaluate it and determine its "value" compared to similar things or standards.

### **Statement of the Problem**

Certain school management techniques propel improvement in the school, manifested in students academic performance. It is discovered that when instructional materials, teacher's mastery of the subject matter, student/learner readiness and interest, classroom management and motivation, professional/development, leadership, quality assurance and social skills are not well positioned, it may lead to poor academic performance. Similarly, it is clear that some schools perform better than others under the same curriculum contents, system of education as well as same service conditions. Of course the reason is not far-fetched as coordination and organization of school programmes or activities become predominantly important.

Studies have been carried out on effective school management in several places with particular reference to management styles, teachers attitude, supervision and influence on academic performances of students. A question arises here: "is there any relationship between effective school management and senior secondary school students' academic performance in Port Harcourt Metropolis, Rivers State with reference to classroom management, students motivation, general classroom programmes and assessment/evaluation"

### **Purpose of the Study**

The purpose of the study is to examine relationship between the effective school management and senior secondary students' Academic performance in Port Harcourt Metropolis, Rivers State, specifically, the study will seek to:

1. Determine the extent to which classroom management influence students' performance in Port Harcourt metropolis, Rivers State.

2. Determine the extent to which motivation influences students' performance in Port Harcourt metropolis, Rivers State.
3. Determine the extent to which guidance/counselling programme influence students performance in Port Harcourt.

### **Research Questions**

The following research questions will guide the study:

1. To what extent does classroom management influence students' performance in Port Harcourt metropolis, Rivers State?
2. To what extent does motivation influence students' performance in Port Harcourt metropolis, Rivers State?
3. To what extent do guidance/counselling influence students' performance in Port Harcourt metropolis, Rivers State?

### **Hypotheses**

The following hypotheses were tested for this study.

1. There is no significant relationship in the mean ratings of teachers and students on the extent to which classroom management influences school management.
2. There is no significant relationship in the mean ratings of teachers and student on the extent to which motivation influence school management.
3. There is no significant relationship in the mean rating of teachers and student on the extent to which guidance and counselling influence school management

### **Significance of the Study**

The findings of this study would be significant to students, teachers, school administrators, academic planners, parents as well as the general public. The findings of the study will help students in senior secondary schools in Port Harcourt Metropolis, Rivers State and Nigeria at large, to improve their academic performance. The findings of the study will propel effective school management which will enable proper teaching and learning for enhancement of students' academic performance.

The findings of the study will be of significance to teachers in senior secondary schools and other classroom teachers at primary and tertiary levels, since it would expose them to the need and importance of school management. It will also propel them (teachers) to focus on effective school management as to enhance academic performance of senior secondary school students.

School administrators would utilize the findings of the study to appreciate the need for proper and effective school management by applying the techniques and procedures of the findings of this research study so as to enhance the academic performance of senior secondary school students which is the objective of every academic gathering. The school administrators would achieve this by putting in place all necessary techniques that would promote students academic performance.

### **Scope of the Study**

This explains the boundary or coverage of the study.

The study focused on relationship between school management and academic performance of senior secondary schools students in Port Harcourt Metropolis, Rivers State in Rivers State. The study does not extend to other States. It is limited to all the SS 2 students in all the Senior Secondary School in Port Harcourt Metropolis, Rivers State. The critical details of the study covered school management strategies such as classroom management, student motivation, guidance/counselling and assessment/ evaluation and so the scope does not cover other school management strategies.

### **METHODOLOGY**

This chapter treats the research design, Area of the study, Population of the study, Sample and sampling technique, Instrumentation, Validation of the instrument, Reliability of the instrument, and method of data analysis.

#### **Design of the Study**

This study adopts correlational research design. This design focuses on people, their opinions, attitudes, motivation and behaviours. Osuala, further stated that descriptive survey identifies the present conditions, preventing needs as well as provides information on which to base sound discussion. This design is considered appropriate because it will help the researcher to gather information on the effective school management and academic performance of senior secondary school. Students in Port Harcourt Metropolis, Rivers State.

#### **Area of the Study**

The study was carried out in Port Harcourt Metropolis, Rivers State. Port Harcourt city is one of the fastest growing cities in Nigeria located in South-South geographical zone of the country, Port Harcourt city metropolis at the moment covers the Local Government Areas of Obio/Akpor and Port Harcourt city itself in Rivers State.

#### **Population of the Study**

The population of the study comprise of 27,031 persons made up 16,596 students and 1268 teachers in 20senior secondary schools in Local Government Areas of Obio/Akpor, Rivers State and 8,481 students and 68`6 teachers in 15 secondary schools in Port Harcourt City Local Government.

#### **Sample and Sampling Techniques**

A sample size of 400 participants consisting of teachers and students were used for the study. Sample size was determined using Taro Yamen's formula. Simple random sampling technique was used to select two schools from each of the (strata) schools grouping to have twelve (12) schools for the study. Proportionate sampling technique was used to determine the size of sample from each of the secondary school, while the participating subjects were selected randomly. The distribution of samples is as presented in the table below:

**Table 3.2: Distribution of Sample for the Study**

Group	School	STUDENTS		TEACHERS	
		Populatio n	Sample	Population	Sample
1	GGSS Rumuokwuta	819	35	142	6
	MSS GRA Port Harcourt	556	24	58	3
2	ADSS Bori Camp	857	36	85	4
	GCSS Borokiri	475	20	77	3
3	CS Mgbuosimini	702	30	75	3
	SSHC Port Harcourt	28	1	17	1
4	CSS Oginigba	1006	43	97	4
	CSS Amadi-ama	933	40	58	3
5	CSS Rumuekini	1055	45	76	3
	CSS Nkpogwu	355	15	36	2
6	CSS Olanada	309	13	5	1
	GSS Harold Wilson Port Harcourt	1509	64	9	1
<b>Total</b>		<b>8602</b>	<b>366</b>	<b>735</b>	<b>34</b>

### Instrument for Data Collection

A self-structured instrument respectively titled ‘School Management and Academic Performance Questionnaire (SMAP) were developed for teachers, and students’ Assessment Form (SAF) were developed for students by the researcher. The SMAP and SAF consist of section A and B. Section A consisted three items designed to elicit demographic information. Section B. Consists of 24 items. Section B. Is made up of four sub-sections which consist of 6 items each. Each sub-section sample questionnaire items designed to elicit information on various areas of the study. Response to items on section B are coded along a 5 point rating scale of:

Very High Extent	HE	5 point
High Extent	HE	4 point
Moderate Extent	ME	3 point
Low Extent	LE	2 point
Very Low Extent	VLE	1 point

### Validation of the Instrument

In order to validate the instrument, it was given to the project supervisor to ascertain the face and content validity and two experts, one in educational management and the other one in measurement and evaluation, who are from the Rivers State University, Nkpolu-Oroworukwo Port Harcourt. The experts from educational management analytically considered the appropriateness and relevance of the items on the content value. The expert from management and evaluation critically analyzed the clarity of each item on the construct value. All their suggestions, observations, corrections and comments were carefully utilized to draft the final copy of the instrument. The supervisor and the two experts approved a total of 37 items.

### Reliability of the Instrument

To determine the reliability of the instrument, test retest method was used to ascertain the reliability coefficient of the (SMAPQ). The instrument was administered to 20 Senior Secondary School Students and teachers in Degema Local Government Area of Rivers State that were not part of the main study, two consecutive times in two weeks interval. Pearson Moment Correlation was used to obtain the reliability coefficient of 0.82, which is high enough for the study.

### Administration of the Instrument

The copies of the questionnaire were administered to the respondents by the researcher with the help of two (2) research assistants. The research assistants were briefed on the procedure for administration and collection of the instrument from the respondents. The respondents were given two days to complete the questionnaire. The whole process of distribution and retrieval of copies of instrument for data collection lasted for a period of two weeks.

### Method of Data Analysis

The mean and standard deviation were used to answer the research questions, while Pearson product moment correlation co-efficient was used to test the hypotheses at 0.05 level of significance.

### Results and Discussion

#### Research Question 1

To what extent do teachers manage their classroom in senior secondary school in Obio/Akpor local government area in Rivers State?

The above research question was answered using mean and standard deviation of participant as presented in the table below.

**Table 4.1: Mean Rating of Respondents on the Extent to which Teachers Manage their Classroom in Senior Secondary Schools in Port Harcourt Metropolis, Rivers State.**

S/N	Item Description	Total Score	$\bar{X} \geq 3.0$ (High Extent) (N= 400)		
			$\bar{X}$	SD	Remarks
1	Classroom are properly organize for teaching and learning by teachers	1520	3.8	0.18	HE
2	Classroom are effectively managed for teaching and learning process	1442	3.6	0.17	HE
3	Teachers coordinate and guide us for effective teaching	1520	3.8	0.18	HE
4	Teachers speak with loud and clear voice during teaching and learning	1360	3.4	0.17	HE
5	We have a cordial interaction between us and our teachers	1680	4.2	0.21	HE



<b>Grand Mean and Standard Deviation</b>	<b>3.8</b>	<b>0.18</b>	<b>HE</b>
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Table 4.1 shows that each item score has a mean of above the benchmark mean of 3.0 indicating that respondents agree that teachers of senior secondary schools in Port Harcourt Metropolis, Rivers State manage their classroom to a high extent.

### Research Question 2

To what extent are students motivated in senior secondary school in Port Harcourt Metropolis, Rivers State?

**Table 4.2: Mean Rating of Respondents on the Extent to which Students are Motivated in Senior Secondary School in Port Harcourt Metropolis, Rivers State**

$\bar{X} \geq 3.0$ (High Extent)		(N= 400)			
S/N	Item Description	Total Score	$\bar{X}$	SD	Remarks
6	Teachers motivate the students to have a good knowledge of their subjects	1480	3.7	0.18	HE
7	Students are encourage to study hard as to get good grade	1760	4.4	0.23	HE
8	Teachers persuade students to study commerce to apply it in their business life	1600	4.0	0.20	HE
9	Students are encourage to study hard due to reward given to them	1520	3.8	0.18	HE
10	The best student in the class is given an award	1560	3.9	0.19	HE
<b>Grand Mean and Standard Deviation</b>			<b>4.0</b>	<b>0.20</b>	<b>HE</b>

Table 4.2 reveals the summary of mean responses of respondents on students' motivation in senior secondary schools in Port Harcourt Metropolis, Rivers State. From the table the mean scores of respondents in the study are greater than the benchmark mean of 3.0. This indicated that students in senior secondary schools in Port Harcourt Metropolis, Rivers State are motivated to a high extent.

### Research Question 3

What is the extent of guidance/ counselling programme in senior secondary schools in Port Harcourt Metropolis, Rivers State?

**Table 4.3: Mean Rating of Respondent on the Extent of Guidance/Counselling Programme in Senior Secondary School in Port Harcourt Metropolis, Rivers State.**

S/N	Item Description	Total Score	(N= 400)		Remarks
			$\bar{X} \geq 3.0$ (High Extent)	SD	
11	Teachers counsel students to develop self-realization and discover their potentials	1400	3.5	0.17	HE
12	Teachers counselling help solved on difficult experiences	1520	3.8	0.18	HE
13	Teachers counselling help students growth and development academically, socially, morally and otherwise	1280	3.2	0.16	HE
14	Teachers counselling exposes students to available job opening	1160	2.9	0.16	LE
15	Students cooperate with the school management for proper counselling exercise	1240	3.1	0.16	HE
<b>Grand Mean and Standard Deviation</b>			<b>3.3</b>	<b>0.17</b>	<b>HE</b>

The above table presents the mean rating of respondents in the extent of guidance/ counselling programme in senior secondary schools in Port Harcourt Metropolis, Rivers State. From the table, it is obvious that the mean rating of respondents are higher than the average mean score of 3.0, except the item boarding on the teachers guidance exposure of students to available opening which has a rating of 2.9. This indicates that respondents agree with all other items to a high extent except item 14. The overall grand mean is also higher than 3.0 (i.e. 3.3) indicating that guidance/counselling is carry out in the schools to a high extent.

### Test of Hypotheses

#### Hypotheses 1

There is no significant relationship between teachers' classroom management and senior secondary students' academic performance in Port Harcourt Metropolis, Rivers State.

**Table 4.5: Correlation Analysis of the Relationship between Teachers' Classroom Management and Student Performance**

Variable	N	$\sum X$	$\sum X^2$	$\sum X \sum Y$	$r_{calc}$	$r_{crit}$	$t_{calc}$	$t_{crit}$	A	Remarks
Classroom Management	400	1408.7	5015.33							
Academic Performance	400	1604.4	6463.3	5674.03	0.61	0.09	15.36	1.96	0.05	Rejected

Table 4.5 shows the computed correlation coefficient and the calculated t value for significance of the correlation and their critical values. From the table, it is clear that the calculated values of r and t are respectively higher than their critical values. The high value of r (0.61) compared to the low critical value (0.09) led to the rejection of the null hypothesis of no significant relationship between classroom management and students academic performance, meaning there is high positive relationship between them. The implication is that classroom management has significant relationship with students' academic performance. To further confirm the significance of the relationship (ie. the significance of the correlation coefficient) a t-test (post hoc) of significance was conducted based on the value of  $r=0.061$  and was found to be significant [ie.  $t_{cal} (15.36) > t_{crit} (1.96)$ ], thus, the relationship between classroom management and students academic performance is high and positive.

### Hypotheses 2

There is no significant relationship between student's motivation and senior secondary students' academic performance in Port Harcourt Metropolis, Rivers State.

**Table 4.6: Correlation Analysis of the Relationship between Students' Motivation and Students' Academic Performance**

Variable	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum X \sum Y$	$r_{cal}$	$r_{crit}$	$t_{cal}$	$t_{crit}$	A	Remarks
Students' Motivation	400	1466.4	5393.48	5896.25	0.75	0.09	22.62	1.96	0.05	Rejected Ho
Academic Performance	400	1604.4	6463.3							

Table 4.6 shows computation of correlation coefficient and t-test value for relationship between students motivation and students academic performance. From the above table, r-calculated of 0.75 is greater than critical value of  $r= 0.09$  and hence significant and therefore the null hypothesis is not accepted. The table also shows the value of computed  $t =22.62$  and higher compared to the table  $t = 1.96$  at 0.05 level of significance and degree of freedom 398. This confirms that computed value of r is too significant to be attributed to sampling error and hence the rejection of the null hypothesis is upheld, meaning there is significant high and positive relationship between students motivation and their academic performance.

### Hypotheses 3

There is no significant relationship between guidance/counselling programme and senior secondary students academic performance in Port Harcourt Metropolis, Rivers State. The hypothesis was tested using the correlation coefficient and t-test of significance of correlation and the result is as presented on the table 4.7.

**Table 4.7: Correlation Analysis of the Relationship between Guidance/Counselling Programme and Students' Academic Performance**

Variable	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum X \sum Y$	$r_{cal}$	$r_{crit}$	$t_{cal}$	$t_{crit}$	A	Remarks
Guidance/ Counselling	400	1467.5	5414.29	5904.93	0.64	0.90	16.62	1.96	0.05	Rejected Ho
Academic performance	400	1604.4	6463.3							

The table reveal a high positive relationship between guidance/counselling and students academic performance with the value of r-calculated higher than the critical value  $\{r_{cal} (0.64) > r_{crit} (0.09)\}$  and consequently, the null hypothesis of no significant relationship, rejected. A post hoc test of the significance of r, was done using t-test and found to be significant as  $t_{cal}$  of 16.62 was higher than t-critical of 1.96. The implication is that the relationship is high, positive and significant and cannot be due to sampling error.

### Discussion of Findings

The result of the finding is in agreement with George, (2017), in his study on classroom management and student academic performance in Uyo Local Government Area of Akwa Ibom State; the findings revealed that effective classroom management significantly influences senior secondary one students' academic performance. The study also uphold the finding of Ndiyo (2011), who "asserted that among the factors that influence students' academic performance, teachers' efficiency in classroom management stands out as the most important." It implies that there is a positive correlation between classroom management and students academic performance. Baker (2010) in his finding states that effective classroom management techniques supports and facilitates effective teaching and learning, in so doing enhancing students' academic performance enhance. The study is in terms with Wang (2009), who revealed that "mastering effective classroom management techniques and applying them appropriately is a base competence for teachers who wish to significantly influence their student's academic performance."

Another major finding in this study is that motivation has a key role to play in students' academic performance. The finding reveals that motivation has a significant positive relationship with student academic performance. The findings is in consonance with Ajayi, Ajayi & Onabanjo (2011) where in a study in Ogun State of Nigeria, they found that academic motivation had a strong total effect of 0.321 of which 0.270 was the direct effect of the variation on students' attitude towards mathematics. This finding also corroborates the findings of Blank, as cited in Muola (2010), that students who are high in academic motivation are more likely to have increased levels of academic achievement, and lower dropout rates. This study however varied with Tella (2007), who opined that students differed significantly in their academic

achievement based on the extent to which they were academically motivated; highly motivated students performed better academically than lowly-motivated students.

### **Summary**

The study examined the relationship between effective school management and senior secondary schools students' academic performance in Port Harcourt Metropolis, Rivers State. It critically investigated how certain school management strategies such as classroom management, students' motivation, guidance/counselling and assessment/evaluation relates to students academic performances. Relevant literatures were reviewed including scholastic works and other researchers' works. A few questions pounding on the problem were raised while tentative solutions by way of hypotheses were put forward, which were later tested for verification or otherwise, through statistical means. The study revealed a significant relationship that exists between classroom management, students' motivation, guidance/counselling, assessment/evaluation as effective school management strategies and students academic performances

### **Conclusion**

The high positive relationship between effective school management and students academic performance suggests that school administrators and curriculum interpreters be abreast of the school management strategies that will enhance student performances. The findings of the study suggests the conclusion that the poor performance of students in some schools is a reflection of poor classroom management, lack of guidance/counselling programme, poor motivation and possibly lack of feedback. As strategies that enhance students' performance, if these are lacking in a school system, there is bound to be poor performance.

### **Recommendations**

Based on the findings of the study, the following recommendations were made.

- Teachers who are the closest personnel to the students especially in the classroom, should as much as possible adopt different classroom management strategies such as play way, discussion, question and answer, concept mapping etc.
- Students and staff alike should be properly motivated by giving rewards to students for excellent performances and capacity building programme for staff.
- Every school should establish a counselling units or department with professional counsellors engaged to help students resolve their challenges.
- Proper feedback emanating from assessment of students should be given to both students and parents, to enable them know the academic status of the child and give proper guidance.

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