

PERCEIVED INFLUENCE OF MANAGEMENT FACTORS ON STUDENTS'
ACADEMIC PERFORMANCE IN PRIVATE SECONDARY SCHOOLS IN
BENUE SOUTH SENATORIAL DISTRICT NIGERIA

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Abstract

*This study investigated the perceived influence of management factors on students' academic performance in private secondary schools in Benue South Senatorial District. Descriptive survey design was adopted for the study. The population of the study was 2,616 teachers from 147 private secondary schools in Benue South Senatorial District. A sample of 392 respondents from 22 private secondary schools was used. The instrument used for data collection was a questionnaire titled "Management Factors and Students' Academic Performance Questionnaire (MFSAPQ)". Three experts from Benue State University validated the instrument. The reliability of the instrument yielded a coefficient of 0.89. The data collected were analyzed using Mean Scores and Standard Deviation to answer research questions and chi-square (χ^2) test of goodness of fit to test the hypotheses at 0.05 level of significance. The findings of the study revealed that infrastructural facilities and instructional materials have significant positive influence on students' academic performance. It was concluded that management factors have significant positive influence on students' academic performance in private secondary schools in Benue South Senatorial District. From the findings, it was recommended among others that **school owners should** prioritize provision of infrastructural facilities. This could be achieved by optimizing investment in modern classroom structures.*

Keywords: Management factors, infrastructural facilities, instructional materials, academic performance

Introduction

Students' academic performance has become a major concern of all educational scholars in the state. This is essential because only a qualitative education and academic excellent of the students will guarantee an effective national development and socialization of an individual to become an integral part of the society towards the achievement of personal aspirations and national development. Students' academic performance serves as a straightforward indicator of students' proficiency in coping with the educational curriculum. However, challenges have emerged regarding students' inability to retain and recall information taught in class. The researcher noted deficiencies in reading comprehension, low assessment scores, limited attention spans, and reluctance to participate in academic discussions among students attending private secondary schools in Benue South Senatorial District. These difficulties in communication, writing and performance in assessments may affect students' academic performance.

Students' academic performance typically reflects students learning abilities and experiences within the educational environment. Tadese, Yeshaneh and Mulu (2022) view students' academic performance as an outcome of experiences which students gain through exposure to education or other learning experiences. They noted that academic performance is the result of instruction or the degree to which a student, instructor or establishment has accomplished in their instructional objective. Academic performance refers to students

learning progress in tasks that require them to be actively engaged in activities which include manipulation of materials, demonstration of practical skills, problem solving or participation in any practical or theoretical work. Students' academic performance could be said to be influenced by management factors.

The word management according to Oluwole (2017) means to control, to organize, to handle, to make or keep submissive, to carry out for a good reason, to change by manipulation. Management factors, as outlined by Yawe and Ivagher (2019) are the components that impact the prudent utilization of available resources to accomplish educational objectives. These factors have contributed to notable transformations in the educational landscape of Nigeria within a specific period as observed by Warturst (2017). Damilo (2019) posit that management factors drive alterations in teaching and learning approaches, with many of these changes leading to improved academic performance among students. When considering school management factors, various elements come into play that influence the overall administration, organization, and operation of secondary schools. Bua (2020) points out that school management factors encompass a wide range of elements that contribute to the effective administration and operation of educational institutions such as leadership, planning strategies, resource management, recruitment, training and development, support services, school safety and security, parents and community engagement, school culture, policy compliance, financial management and budgeting among others. These factors are pivotal in determining the quality of education provided and the overall students' academic performance. Management factors in private secondary schools could include among others infrastructural facilities and instructional materials.

Infrastructural facilities are the items for the success of educational goals and objectives. Infrastructure according to Yeargain (2018), is defined as the Basic physical and institutional structures needed for the operation of the school or an enterprise. This means that infrastructure is an essential ingredient for the smooth function of any private secondary schools and development students' academic performance. Damilo (2019) refers to infrastructural facilities as the increase of technical structures that enhance teaching and learning condition in any institution which included among others good road network, water supply, health care facilities, electricity, housing scheme development, recreational and transport facilities, tele-communications as well as energy. Other infrastructural facilities include drainage, buildings for offices, residential laboratories, workshops and studio, as well sporting and games facilities. The students' academic performance in private secondary schools could depend largely on the functional infrastructures of school. What this means is that infrastructural facilities in the private schools may largely determine the effectiveness or otherwise of students' academic performance. This may affect the operations of schools, availability and application of instructional materials.

Instructional materials refer to the human and non-human materials and facilities that can be used to ease, encourage, improved and promote teaching and learning activities (Asfaqur, Hasibul, Rakibul & Nayan, 2020). They are whatever materials used in the process of instruction to enhance students' academic performance. Instructional materials are defined as resources that organize and support instruction, such as textbooks, tasks, and supplementary resources (Remillard & Heck, 2014). Application of instructional materials is the use of a broad range of resource to facilitate effective instruction. They indicate a systematic way of designing, carrying out and employing the total process of learning and communication and employing human and non-human resources to bring out a more meaningful and effective instruction. The teaching/learning process was characterized by abstract learning. The learners

were exposed to abstraction. The concept in the class was taught without anything to boost understanding. This teaching/learning process without instructional materials makes the process boring and the learner's ill-equipped, thus resulting in poor students' academic performance (Xhavit, Enis & Naim, 2018). Application of students' academic performance could facilitate the understanding of what is taught in private secondary school classes. This innovation made teaching- learning pleasurable as what was taught was also seen and felt to increase time management.

It is evident that management factors in private secondary schools in Benue South Senatorial District such as infrastructural facilities, instructional materials, application of time management, application of rewards and application of discipline could lead to students' academic performance. Based on the above premises, the researcher is interested to investigate perceived influence of management factors on students' academic performance in private secondary schools in Benue South Senatorial District.

Statement of the Problem

Students' academic performance often serves as a crucial determinant for students' future opportunities globally. Students' academic performance opens doors to a wider range of opportunities and pathways. However, the prevalence of difficulties in both oral and written communication among secondary school students appears to be indicative of poor academic performance in Nigeria. The researcher has observed that students attending private secondary schools in Benue South Senatorial District seems to struggle with expressing themselves fluently, exhibit deficiencies in writing, such as frequent spelling errors, and often resort to copying extensive notes instead of engaging in independent reading at home. Additionally, there is a noticeable lack of confidence in academic tasks, along with poor reading skills, low assessment scores, limited attention span, and reluctance to participate in academic discussions which is likely to result to poor academic performance. These shortcomings in academic performance raise concerns regarding the management factors within private secondary schools in Benue South Senatorial District.

The observed shortcomings in students' academic performance may largely be attributed to various school management factors, including the unavailability of infrastructural facilities and inadequacy of instructional materials. It is against this backdrop that this study intends to investigate perceived influence of management factors on students' academic performance in private secondary schools in Benue South Senatorial District.

Purpose of Study

The purpose of the study is to investigate perceived influence of management factors on students' academic performance in private secondary schools in Benue South Senatorial District, Nigeria. Specifically, the study sought to;

1. Ascertain influence of infrastructural facilities on students' academic performance in private secondary schools in Benue South Senatorial District, Nigeria.
2. Investigate influence of instructional materials on students' academic performance in private secondary schools in Benue South Senatorial District, Nigeria.

Research Questions

The following research questions guided the study.

1. What is the influence of infrastructural facilities on students’ academic performance in private secondary schools in Benue South Senatorial District, Nigeria?
2. What is the influence of instructional materials on students’ academic performance in private secondary schools in Benue South Senatorial District, Nigeria?

Hypotheses

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

1. Infrastructural facilities have no significant influence on students’ academic performance in private secondary schools in Benue South Senatorial District, Nigeria.
2. Instructional facilities have no significant influence on students’ academic performance in private secondary schools in Benue South Senatorial District, Nigeria.

Methodology

Descriptive survey design was adopted for the study. The population of the study was 2,616 teachers from 147 private secondary schools in Benue South Senatorial District, Nigeria. A sample of 392 respondents from 22 private secondary schools was drawn using proportionate stratified and simple random sampling techniques. The instrument used for data collection was a questionnaire structured by the researcher titled "Management Factors and Students’ Academic Performance Questionnaire (MFSAPQ)". Three experts from Benue State University ensured the validity of the instrument. The reliability of the instrument was ascertained through a trial-test which yielded a Cronbach Alpha reliability coefficient of 0.89. The data collected were analyzed using Mean Scores and Standard Deviation to answer research questions whereby a cut-off point of 2.50 and above was taken as positive response and agreed; while any Mean Score less than 2.50 was taken as negative response and disagreed. Chi-square (χ^2) test of goodness of fit to test the null hypotheses at 0.05 level of significance. Chi-square (χ^2) was appropriate for this study because it is a non-parametric statistics for treating data as it permits the researcher to determine whether or not a significant influence exists between the observed number of cases falling into each category and the expected number of cases based on the null hypotheses (Akhtar, 2016). The decision rule for rejection or otherwise of the hypotheses was based on *p* value and alpha value. Hypotheses of no significant influence was not rejected for any hypothesis whose *p* value was equal to or greater than alpha value of 0.05 ($p \geq 0.05$). While any hypothesis whose *p* value was less than alpha value of 0.05 ($p < 0.05$) was rejected.

Results

Question One: What is the influence of infrastructural facilities on students’ academic performance in private secondary schools in Benue South Senatorial District, Nigeria?

Table 1: Mean and Standard Deviation for Influence of Infrastructural Facilities on Students’ Academic Performance in Private Secondary Schools in Benue South Senatorial District, Nigeria.

S/No	Items Description	N	SA	A	D	SD	\bar{x}	SD	Decision
1	Spatial classrooms support students’ concentration during instructions.	392	84	197	70	41	2.83	0.89	Agree
2	Chalk/White boards facilitate copying of note by students.	392	91	270	20	11	3.13	0.61	Agree

3	Sick bay support students' engagement in instructional discussions.	392	132	131	80	49	2.88	1.02	Agree
4	School furniture enhance students' comfort for active participation.	392	97	199	63	33	2.92	0.86	Agree
5	Laboratory equipment does not enhance students' practical skills.	392	17	38	196	141	1.82	0.78	Disagree
Cluster Mean and Standard Deviation							2.71	0.96	Agree

Source: *Researcher's Field Survey Results (2024)*

Table 1 shows that the Mean ratings of item 1-5 are 2.83, 3.13, 2.88, 2.92 and 1.82 with the corresponding Standard Deviations of 0.89, 0.61, 1.02, 0.86 and 0.78 respectively. Based on the decision rule, item 1, 2, 3 and 4 were above the cut-off mark of 2.50, while item 5 was below the cut-off mark. This indicates that, infrastructural facilities enhance students' academic performance. The respondents agreed the spatial classrooms support students' concentration during instructions and that chalk/white boards facilitate copying of note by students. The respondents also agreed that sick bay support students' engagement in instructional discussions. Also, the respondent agreed that school furniture enhance students' comfort for active participation and the respondents agreed that laboratory equipment enhance students' practical skills. The cluster mean of 2.71 was above the cut-off point of 2.50 and the cluster standard deviation of 0.96 which indicated that most responses are close to the mean. This means that infrastructural facilities have positive influence on students' academic performance in private secondary schools in Benue South Senatorial District of Nigeria.

Question Two: What is the influence of instructional materials on students' academic performance in private secondary schools in Benue South Senatorial District, Nigeria?

Table 2:

Mean and Standard Deviation for Influence of Instructional Materials on Students' Academic Performance in Private Secondary Schools in Benue South Senatorial District, Nigeria.

S/No	Items Description	N	SA	A	D	SD	\bar{x}	SD	Decision
6	The use of overhead projectors reduces the time for notes copying by students.	392	101	124	95	72	2.65	1.06	Agree
7	Charts enhance students' class discussion.	392	114	183	56	39	2.95	0.91	Agree
8	Audio aids enable students' class participation.	392	88	166	72	66	2.70	1.00	Agree
9	Mega phones do not enhance students' comprehension.	392	71	89	128	104	2.32	1.06	Disagree
10	The use of television in the classroom during lessons reduces abstract discussions.	392	27	280	61	24	2.79	0.65	Agree
Cluster Mean and Standard Deviation							2.69	0.97	Agree

Source: *Researcher's Field Survey Results (2024)*

Table 2 shows that the Mean ratings of items 6-10 are 2.65, 2.95, 2.70, 2.32 and 2.79 with the corresponding Standard Deviations of 1.06, 0.91, 1.00, 1.06 and 0.65 respectively. Based on the decision rule, item 6, 7, 8 and 10 were above the cut-off mark of 2.50, while item 9 was below the cut-off mark. This implies that overhead projectors shorten note-taking time while charts enhance class discussions and audio aids boost participation but megaphones do not aid comprehension and televisions reduce abstract discussions during lessons. Item by item analysis showed that respondents were of the opinion that the use of overhead projectors reduces the time for notes coping by students and also, the use of charts enhance students' class discussion. Respondents agreed unanimously that audio aids enable students' class participation. The respondents disagreed with the item that mega phones do not enhance students' comprehension. On the other hand, the respondents agreed with the item which states that the use of television in the classroom during lessons reduces abstract discussions. The cluster mean of 2.69 is above the cut-off point of 2.50 and the cluster standard deviation of 0.97 which indicated that most responses are close to the mean. This means that instructional materials have positive influence on students' academic performance in private secondary schools.

Hypothesis 1: Infrastructural facilities have no significant influence on students' academic performance in private secondary schools in Benue South Senatorial District, Nigeria.

Table 3:

Chi-square Analysis of the Significant Influence of Infrastructural Facilities on Students' Academic Performance in Private Secondary Schools in Benue South Senatorial District, Nigeria

Responses	SA	A	D	SD	Df	P	Decision
Observed Frequency	84	167	86	55			
Expected Frequency	98	98	98	98	3	0.003	Reject the Null H ₀

$P=.003 < 0.05; df=3$

Table 3 shows that $P < .05$ with 3 degree of freedom. This shows that the null hypothesis which states that infrastructural facilities have no significant influence on students' academic performance in private secondary schools in Benue South Senatorial District, Nigeria was therefore, rejected. This result clearly shows that infrastructural facilities have significant positive influence on students' academic performance in private secondary schools in Benue South Senatorial District, Nigeria.

Hypothesis 2: Instructional facilities have no significant influence on students' academic performance in private secondary schools in Benue South Senatorial District, Nigeria.

Table 4:

Chi-square Analysis of the Significant Influence of Instructional Materials on Students' Academic Performance in Private Secondary Schools in Benue South Senatorial District, Nigeria.

Responses	SA	A	D	SD	Df	P	Decision
Observed Frequency	81	168	82	61			
Expected Frequency	98	98	98	98	3	0.000	Reject the Null H ₀

$P=.000 < 0.05; df=3$

Table 4 shows that $P < .05$ with 3 degree of freedom. Thus, the null hypothesis which states that instructional facilities have no significant influence on students' academic performance in private secondary schools in Benue South Senatorial District, Nigeria was rejected. This implies that instructional facilities have significant positive influence on students' academic performance in private secondary schools in Benue South Senatorial District, Nigeria.

Discussion of Findings

The first finding revealed that infrastructural facilities have significant positive influence on students' academic performance in private secondary schools in Benue South Senatorial District, Nigeria. This highlights the critical role that a well-equipped learning environment plays in education. Adequate infrastructure, such as well-maintained classrooms, libraries, laboratories, and recreational facilities, creates a conducive learning atmosphere, enhances student engagement, and supports the effective delivery of lessons. In private schools, where there may be a focus on maintaining higher standards, these resources likely contribute to better academic outcomes by improving both the learning process and students' overall school experience. This underscores the importance of investing in infrastructure to boost academic performance. This finding agrees with the finding of Yeargain (2018) who found that there is a significant relationship between infrastructural facilities and students' academic performance and that favourable infrastructure provide good environment for learning. This study also revealed that spatial classrooms support students' concentration during instructions and that chalk/white boards facilitate copying of note by students. The findings relate with the findings of Damilo (2019) which reviewed that school infrastructure influence students' academic performance; a school principal who provide good school infrastructure usually attain effective students' academic performance. This study also revealed that sick bay support students' engagement in instructional discussions. Invariably, school furniture enhance students' comfort for active participation. More so, laboratory equipment does enhance students' practical skills. Therefore, infrastructural facilities have significant positive influence on students' academic performance in private secondary schools in Benue South Senatorial District, Nigeria.

The second finding revealed that instructional facilities have significant positive influence on students' academic performance in private secondary schools in Benue South Senatorial District, Nigeria. This finding underscores the importance of providing adequate learning resources. Well-equipped classrooms, access to technology, teaching aids, and proper infrastructure create an environment that supports effective teaching and learning. These facilities can enhance students' engagement, understanding of concepts, and overall motivation to learn, leading to better academic outcomes. In private schools, the availability of such

resources often gives students an advantage, contributing to their improved performance compared to schools with fewer resources. This finding is consistent with Asfaqur, Hasibul, Rakibul and Nayan (2020) who found that instructional materials have significant effect on students' academic performance. It was also found out that most of the commercial schools use instructional materials as an effective tool for achieving desired students' academic performance. It was also found out that the use of overhead projectors reduces the time for notes coping by students and also, the use of charts enhance students' class discussion. Similarly, Xhavit, Enis and Naim (2018) showed there is a significant difference in the use of instructional materials and students' academic performance in school. The finding further reviewed that audio aids enables students' class participation. It has been found again that mega phones enhance students' comprehension. The respondents posit that the use of television in the classroom during lessons reduces abstract discussions. The researcher observed that instructional facilities have significant positive influence on students' academic performance in private secondary schools in Benue South Senatorial District, Nigeria.

Conclusion

This study established that management factors have significant positive influence on students' academic performance in private secondary schools in Benue South Senatorial District, Nigeria. Therefore, management factors; infrastructural facilities and instructional facilities have significant positive influence on students' academic performance in private secondary schools in Benue South Senatorial District, Nigeria.

Recommendations

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

1. **School owners should** prioritize provision of infrastructural facilities. This could be achieved by optimizing investment in modern classroom structures, libraries, laboratories, and ICT facilities to enhance learning conditions and student engagement.
2. The Ministry of Education should guarantee that private schools are well-equipped with essential instructional materials, such as textbooks, teaching aids, and digital learning tools, by establishing robust monitoring and support mechanisms.

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