

Evaluation Techniques for Improved Students' Performance in Public Senior Secondary Schools in Rivers State

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Abstract

The study investigated evaluation techniques for improved students' performance in public senior secondary schools in Rivers State. This research comprised of teachers and principals in public senior secondary schools in Rivers State. The population of the study was estimated at 24,793. This study adopted the Taro Yamane technique to arrive at 400 teachers. The researcher used questionnaire titled, "Evaluation Techniques for Improved Student's Performance in public senior secondary schools in Rivers State Questionnaire, (RSAFSPQ). The instrument was coded in the modified 4-point Likert Scale of Strongly Agree (SA) = 4 Point, Agreed (A) = 3 points, Disagreed (D) = 2 points and Strongly Disagree (SD) = 1 point. The instrument was subjected to face and content validity by presenting the instrument to Measurement and Evaluation Expert lecturer in Ignatius Ajuru University of Education. The research questions were answered using Mean and Standard Deviation while Regression model was used to test the null hypotheses at 0.05 levels of significance. The study concluded that when teachers are properly supervised in line with prompt syllabus coverage, motivated to have good interpersonal relationship with the principal, they are likely to offer their best during the teaching process in the classroom. This would translate to improved students' performance in public senior secondary schools. It recommended among others that Ministries of Education supervisors should ensure constant supervision of teachers and principals to enable improved students' performance in public senior secondary schools in Rivers State.

Keywords: Evaluation, Techniques, Senior Secondary Schools, Teachers, Students Performance, River State.

Introduction

It is important to note that the evaluation techniques for improved students' performance in schools worldwide, does not only depend on academic factors but also on other factors related to administrative practices in the school. This has been further confirmed by Andrews (2008) who, while exploring why some students achieve high academic performance than others, revealed four theoretically important determinants. These determinants include; school plant, leadership styles of the principal, teacher characteristics and student behavior. According to Leithwood and Seashore (2004), among other key functions, principals also undertake shaping a vision of academic success for all students, creating a friendly climate to education, cultivating leadership in others, improving instruction, managing people, and data processes to foster school improvement.

Today, improving school leadership ranks high on the list of priorities for school reforms; a detailed 2010 survey by Wallace foundation found principals' leadership as among the most pressing matters on a list of issues in public school education. This is because according to Andrews (2008), the principal remains the central source of leadership influence in a school. Writing on leadership, he noted that effective principals are responsible for establishing a school wide vision of commitment to high standards and success of all students.

Anderson and Seashore (2004) further argued that an effective principal makes sure that the notion of 'academic success for all' gets picked up by the system as to foster wide learning improvement agenda that focuses on goals for students' progress. Most effective principals focus on building a school community with attendant characteristics which include respect for every member of the school community; welcoming, solution-oriented, professional environment and effort to involve staff and students in a variety of activities of the school. Principals who get high marks from teachers for creating a strong climate for instruction in their schools also receive high marks than other principals for spurring leadership in the school. Leithwood and Seashore (2004). Principals have the most influence on decisions in all schools and they do not lose influence by making others gain influence. Effective principals focus on the importance of several specific practices including keeping track of teachers professional development needs and monitoring teachers work in the classroom; observing and communicating on what is working well and what is not. Moreover, they shift the pattern of the annual evaluation cycle to one of ongoing and informal interactions with teachers.

Problem Statement

In Rivers State as in other states of the country Nigeria, performance in examination has been used as the basis for judging a student's ability and also a means of selection for education advancement and employment prospects. Over the years, disparities have been observed in the performance of students in unified national examinations at different levels of the education system, with some students performing well and others performing poorly. In Nigeria, performance in the Senior Secondary Certificate Examinations (public senior secondary schools) is the key to admission into institutions of higher learning and eventually securing employment and thus benefiting from education. Persistent disparities in students' academic performance and especially in students performance in public senior secondary schools in Rivers State over the years have raised great concern to students, parents, teachers and other stake holders in the education sector. Further to that, schools have varying performance levels ranging from top to bottom schools despite the schools having similar academic facilities and infrastructure and that they usually enroll from within the same grade group.

Aim and Objectives of the Study

The purpose of this study is to evaluate the techniques for improved students' performance in senior secondary schools in Rivers State; with the following specific objectives:

- Examine the relationship between constant supervision and students' performance in public senior secondary schools in Rivers State.
- Examine the relationship between motivation and students' performance in public senior secondary schools in Rivers State.
- Examine the relationship between regular administration of standard tests and students' performance in public senior secondary schools in Rivers State.

Research Questions

The study was guided by the following research questions:

- How does constant supervision relate to students' performance in public senior secondary schools in Rivers State?
- How does motivation relate to students' performance in public senior secondary schools in Rivers State?
- How does regular administration of standard tests relate to students' performance in public senior secondary schools in Rivers State?

Hypotheses

To further guide the study, the following null hypotheses were formulated:

H₀₁: There is no significant relationship between constant supervision and students' performance in public senior secondary schools in Rivers State.

H₀₂: There is no significant relationship between motivation and students' performance in public senior secondary schools in Rivers State.

H₀₄: There is no significant relationship between regular administration of standard tests and students' performance in public senior secondary schools in Rivers State.

Theoretical Review

Ludwig von Bertalanffy (1968) and cited in Nweke (2022), propounded a theory known as the input-output systems theory which recognizes interdependence of personnel, impact of environment on organizational structure and function and effect of outside stakeholders in a system. This theory also tries to explain 'synergy' and 'interdependence'. It broadens the theoretical lens for viewing organizational or a system's behavior by providing an analytical framework for viewing an organization in general. However, the theory doesn't focus on specific task functions and doesn't directly explore the impact of interpersonal relationships and loyalty on productivity. Also, the theory doesn't provide for detailed focus and changes in environment directly affecting the structure and function of the organization.

A system is composed of interacting parts that operate together to achieve some objectives or purpose. It is intended to "absorb" inputs, process them in some way and produce outputs. Outputs are defined by goals, objectives or common purposes. In order to understand the relationship between inputs, outputs and processes, one needs to understand the environment in which all of these occur. The environment represents

everything that is important to understanding the functioning of the system. It includes people, technology, capital, raw materials, data, regulation and opportunities. The underlying assumption in input output systems theory is that all organizations are like living organisms, constantly moving, changing, and interacting and a change in any one element affects the organization as a whole. Some scholars attribute the idea of holism, central to systems thinking to the German philosopher Hegel who stated that the whole was greater than the sum of its part. This idea that systems consist of a number of interrelated and interconnected parts, that once put together, make the behavior of the whole different and distinct than the behavior of its individual parts. Management control systems consist of structures, processes and subsystems in an organization designed to elicit behavior that achieves its strategic objectives at the highest level of performance with minimal unintended consequences and risks to the organization.

Conceptual Clarifications

The Concept of Students' Academic Performance

The concept of organizational performance is generally founded upon the thought that, an organization is a voluntary alliance of productive assets that include human, physical, and capital resources with the aim of realizing a shared purpose. Brumbach in Armstrong (2001) says that performance refers to results as well as behaviors, and fine-tuning organizational behaviors and work activities with the aim of achieving results or outcomes. The behavioral aspect of performance has to do with what an individual does at work place. In a school set up this will include the teaching and learning process. For any behavior to be subsumed under the performance concept, it has to be relevant to the organizational goals. On the other hand, the results aspect refers to the consequence of the individuals' behavior. These results are however dependent on other factors apart from the individuals behavior. In a school setup, the results aspect of performance can be defined but not limited to students test scores, examination results, students' capability to generally apply what is learnt, and the graduation rate to institutions of higher learning.

The education system in Nigeria is characterized by examination orientated teaching where passing examination is the benchmark for performance because there is no functional internal system of monitoring learning education cycle. As observed by Maiyo (2009), examinations are generally accepted as valid measures of achievement. The responsibility of checking professional documents like teachers' schemes of work and lesson plans lies in the hands of the principal. This may be done in person or he may delegate to the vice principal or the head of department. Preparation and use of schemes of work by the teachers, enhances sequential teaching and results to improved academic achievement. This should be done frequently to allow the principals to monitor curriculum implementation. Lack of this close monitoring is a factor which could contribute to poor performance in national examinations. The management practices of the principal ensure the effectiveness of the school.

Constant Supervision/Syllabus Coverage and Improved Students' Performance

Edmonds (2001) noted that frequently monitored students make better progress than those who are not and so advised that students should be constantly supervised and evaluated to achieve satisfactory performance in external examinations. Principals communicate to class teachers that their students' progress is a concern for the whole school. For there to be student learning, the principals must serve as leaders.

According to Orlosky (2004), supervision is a major function that the principal must engage in. It includes supervision of activities supportive of improving instruction, curriculum and material development, evaluation of programmes and instructional planning. Among the things listed as requirements to achieving this include: working with teachers to strengthen skills, knowledge of academic content and pedagogy, collect, analyze and use data, possess the leadership skills to fulfill the role and ability to rally all stakeholders to increase students performance. Teachers ought to be closely supervised for effective teaching in order for students to consistently do well in national examinations. For a school to perform well in national examinations there must be a teaching scheme for each subject on the curriculum. This is because the teaching schemes provide the school with organizational systems of content coverage for the full period of the course in each subject.

Furthermore, Mbiti (2007) says that supervision concerns the tactics of efficient and proper management of personnel. The principals should frequently monitor the teaching and learning process in the school. The failure of any organization depends mainly on its personnel. There must be a proper system of supervision to ensure that the organizations goals are met. In schools which perform well, the principals give proper directions about what to do and as well spots the problem areas and rectifies them before things get worse. Another factor that determines student's performance in external examination is Syllabus coverage because students are tested generally from any topic in the syllabus and if any school doesn't cover all the topics in the syllabus, its students will be disadvantaged. Proper syllabus coverage will depend on time management in the school by the principal, teachers and students because the more hours allowed for instruction in subjects the higher the achievement in such subjects. Similarly at the end of secondary school the more the home work given and corrected the better the student's performance in examinations. This implies that good time management by the teachers would ensure effective syllabus coverage.

When classroom time is used effectively, learning time can be maximized because when teachers waste less time by starting and ending instructional activities as planned, select curriculum materials which are appropriate to the students and spend more time preparing for lessons, the quality of instructions and coverage of syllabus within specified time will be achieved thereby improving students performance. Effective and efficient management of curriculum and instruction in educational institution is valuable for stability and improvement of academic performance. Syllabus coverage can be enhanced when there is low teacher absenteeism and high level of group involvement in planning for curriculum and instruction.

Motivation and Improved Students' Performance

Hoy (2009) refers to motivation as the complex forces, incentives, needs, desires, tensions and other mechanisms which for purpose of attaining personal aims, organizational goals, targets, professional roles and status, start and maintain the voluntary activities of members in an organization such as a school. He observed that a school should have an outreach package for all community members. These could include clubs, retirement packages, competition prizes and rewards, certificates of services and recognition awards. Schools should develop an overall school based incentive system. According to McEwan (2003), students will achieve better performance in a situation in which teachers look at principals as facilitators, supporters and reinforces in accomplishing, the school's mission rather than as guides, and leaders of their own private plan. He further asserts that schools should provide fringe benefits and exclusive privileges such as school based Health Services for students, teachers and non teaching staff and the surrounding local community. Hence, everything done; each member of the school community should try to improve to make a better product and give a better service with minimum of resource outlay.

Educational administrators have recommended rewards, which are individualized to reflect the differences, in what employees consider important. It was recommended that rewards should be given on the basis of effort and performance of personnel. The way staff members and students are compensated determines their motivational levels. The staff members that are better remunerated are likely to be more motivated than poorly remunerated staff. He further noted that principals must realize that their major tasks include among other things seeing to

Regular Administration of Standardized Tests and Students' Improved Performance

The use of standardized benchmarks to differentiate instruction for students is receiving renewed attention. Effective differentiation based on various factors such as readiness, interests, and learning profiles requires a valid descriptive data set at the classroom level. While teachers may use their own student-level assessments such as tests, quizzes, homework and other related measures to monitor learning, it is challenging to use performance on classroom measures to assess likely performance on external measures such as statewide tests or nationally formed standardized tests. Educators view benchmark measures reflective of such external tests as potentially more valid in making differentiated instruction decisions that can lead to student learning gains, higher scores on state standardized tests, and improvements in school wide achievement Baker and Linn (2000).

Methodology

This research comprised of teachers and principals in public senior secondary schools in Rivers State. The population is estimated at 24,793. Source: (Planning, Research and Statistics Department, Rivers State Schools Board, Port Harcourt, July, 2023).

This study adopted the Taro Yamane technique to arrive at 400 teachers (respondents).

The researcher used questionnaire titled, "Relationship Between School-Based Administrative Factors and Student's Performance in public senior secondary schools in Rivers State, (RSAFSP). The instrument will be coded with modified 4 point Likert Scale of Strongly Agree (SA)= 4 Point, Agreed (A) = 3 points, Disagreed (D) = 2 points and Strongly Disagree (SD) = 1 point.

The instrument was subjected to face and content validities by presenting the instrument to two lecturers in the department of Educational Management for vetting. All their suggestions, corrections, and recommendations were put into consideration in the final draft of the instrument.

A test-retest method was used to obtain the reliability of the instrument. Applying the method, the researcher administered 20 copies to teachers who are outside the study sample. Two weeks later the same instrument was re-administered to the same respondents. The scores obtained from the exercises were correlated using Crumbach Alpha (α) using SPSS version 23. Thus: The tables below showed that the instrument was highly reliable with, .944>.71

Case Processing Summary

		N	%
Cases	Valid	350	100.0
	Excluded ^a	0	.0
	Total	350	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.944	20

The copies of the questionnaires were distributed by the researcher with the aid of two research assistants who will be adequately trained so that they can answer any question that the respondents may come up with. This helped in the quick administration of the questionnaire. At the end of the period, all the valid copies were used for data analysis.

Data were analyzed using SPSS version 23. For the purpose of answering all the objectives set, the research questions was tested using Mean and Standard Deviation while Regression model was used to test the null hypotheses at 0.05 levels of significance.

Results

Out of the four hundred copies of the questionnaire distributed, 350 representing 86% of the total questionnaire distributed were duly returned and completed. The study based its analysis on the returned copies of questionnaire.

Research Question 1: How does constant supervision relate to students' performance in public senior secondary schools in Rivers State?

Table 2: Relationship between constant supervision and students' performance in public senior secondary schools in Rivers State?

S/N Items	N = 350	Mean	Std. Deviation	Remark
1. Principals constant supervision helps teachers in preparing quality lessons		1.3675	.48273	Disagreed
2. Principals constant supervision helps teachers to teach at the right time and learners to learn at the right time		2.3800	1.32287	Disagreed
3. Principals constant supervision helps teachers to complete the syllabus in time		1.8900	1.13628	Disagreed
4. Principals constant supervision helps teachers to teach according to syllabus and curriculum		2.1500	1.15361	Disagreed
5. Principals constant supervision gives teachers a sense of direction and confidence in lesson delivery		1.283	1.23922	Disagreed
Grand Mean		1.94		

Table 2 above shows in item 1 mean score of 1.3675 and SD .48273 which proves that the respondents disagreed they Principals constant supervision helps teachers in preparing quality lessons. In item 2 mean score of 2.3800 and SD 1.32287 equally show that the respondents disagreed that Principals constant supervision helps teachers to teach at the right time and learners to learn at the right time. In item 3 mean score of 1.8900 and SD 1.13628 implies that the respondents disagreed that they Principals constant supervision helps teachers to complete the syllabus in time. In item 4 mean score of 2.1500 and SD 1.15361 show that the respondents disagreed that Principals constant supervision helps teachers to teach according to syllabus and curriculum. In item 5 mean score of 1.283 and SD 1.23922.

Thus, the aggregate mean of $1.94 < 2.5$ shows that the respondents in majority disagreed on constant supervision and students' performance in public senior secondary schools in Rivers State.

Research Question 2: How does motivation relate to students' performance in public senior secondary schools in Rivers State?

Table 3: Relationship between motivation and students' performance in public senior secondary schools in Rivers State

S/N items	N=350	Mean	Std. Deviation	Remark
6. Motivational strategies employed by principals drive teachers and students to better performance		1.3771	.48537	Disagreed
7. Motivational strategies employed by principals boost teachers morale for productivity		1.1743	.37990	Disagreed
8. Motivational strategies employed by principals encourage cooperation of staff and students		2.4629	1.24046	Disagreed
9. Motivational strategies employed by principals enhances discipline among staff and students		1.9314	1.14351	Disagreed
10. Motivational strategies employed by principals contributes to students academic success		1.8721	1.23382	Disagreed
Grand Mean		1.73		

Table 3 above shows in item 6 mean score of 1.3771 and SD .48537 implying that majority of the respondents disagreed that Motivational strategies employed by principals drive teachers and students to better performance. In item 7 mean score of 1.1743 and SD .37990 shows that the respondents disagreed that they Motivational strategies employed by principals boost teachers morale for productivity. In item 8 mean score of 2.4629 and SD 1.24046 shows that the respondents disagreed that they Motivational strategies employed by principals encourage cooperation of staff and students item 9 mean score of 1.9314 and SD 1.14351 showed that the respondents disagreed that Motivational strategies employed by principals enhances discipline among staff and students. Item 10 with mean score 1.9314 and SD 1.14351 shows that the respondents disagreed that Motivational strategies employed by principals enhances discipline among staff and students. In item 10 mean score 1.8721 and SD 1.23382 which proved that the respondents disagreed Motivational strategies employed by principals contributes to students academic success.

Thus, aggregate mean score of $1.73 < 2.5$ showed that the majority of the respondents disagreed on how motivation relate to students' performance in public senior secondary schools in Rivers State.

Research Question 3: How does regular administration of standard tests relate to students' performance in public senior secondary schools in Rivers State?

Table 5: Relationship between regular administration of standard tests relate to students' performance in public senior secondary schools in Rivers State

S/N Items	N=350	Mean	Std. Deviation	Remark
11. Regular administration of standardized tests provides for readiness for external examinations		2.7629	1.24046	Agreed
12. Regular administration of standardized tests provides for interest in writing external examinations		1.897	1.1853	Disagreed
13. Regular administration of standardized tests provides for improved learning outcomes		2.0257	1.19786	Disagreed
14. Regular administration of standardized tests provides for confidence to present students for external examinations		1.4457	.67384	Disagreed
15. Regular administration of standardized tests provides for achievement of satisfactory performance in external examinations		1.3491	.72690	Disagreed
Grand Total		2.03		

Table 5 above shows in item 16 mean score of 2.7629 and SD 1.24046 which shows that the respondents disagreed that regular administration of standardized tests provides for readiness for external examinations. In item 17 mean score of 1.897 and SD 1.1853 shows that the respondents disagreed that regular administration of standardized tests provides for interest in writing external examinations. In item 18 mean score of 2.0257 and SD 1.19786 which shows that the respondents disagreed that regular administration of standardized tests provides for improved learning outcomes. In item 19 mean score of 1.4457 and SD .67384 equally proved that the respondents disagreed that regular administration of standardized tests provides for confidence to present students for external examinations. In item 20 mean score of 1.4457 and .72690 showed that the respondents disagreed that regular administration of standardized tests provides for achievement of satisfactory performance in external examinations.

Thus, grand mean score of $2.03 < 2.5$ which proves that the respondents disagreed on how regular administration of standard tests relate to students' performance in public senior secondary schools in Rivers State.

Test of Hypotheses

H₀₁: There is no significant relationship between constant supervision and students' performance in public senior secondary schools in Rivers State.

Table 6: Regression analysis of the relationship between constant supervision and students' performance in public senior secondary schools in Rivers State.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.583 ^a	.339	.334	.39236

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	27.375	3	9.125	59.274	.000 ^b
	Residual	53.265	346	.154		
	Total	80.640	349			

Coefficients^a

Items	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1. Principals constant supervision helps teachers in preparing quality lessons	.997	.057		17.520	.000
2. Principals constant supervision helps teachers to teach at the right time and learners to learn at the right time	-.065	.024	-.178	2.728	.002
3. Principals constant supervision helps teachers to complete the syllabus in time	-.024	.025	-.056	.950	.000
4. Principals constant supervision helps teachers to teach according to syllabus and curriculum	.262	.022	.622	11.886	.000
5. Principals constant supervision gives teachers a sense of direction and confidence in lesson delivery	.021	.011	.621	12.922	.000

Table 6 above shows in R-value of .583^a, r-square value of .339, sum of square value of .334, t-value of 6.432, p-value of .002<.05 which implies that there is a significant constant supervision and students' performance in public senior secondary schools in Rivers State. The null hypothesis is therefore rejected.

H02: There is no significant relationship between motivation and students' performance in public senior secondary schools in Rivers State

Table 8: Regression analysis of the relationship between motivation and students' performance in public senior secondary schools in Rivers State

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.872 ^a	.760	.758	.23873

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	62.499	3	20.833	365.552	.000 ^b
	Residual	19.719	346	.057		
	Total	82.217	349			

Coefficients^a

Items	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
6. Motivational strategies employed by principals drive teachers and students to better performance	.930	.046		20.296	.000
7. Motivational strategies employed by principals boost teachers morale for productivity	-.440	.043	-.345	-10.328	.000
8. Motivational strategies employed by principals encourage cooperation of staff and students	.210	.015	.536	13.786	.000
9. Motivational strategies employed by principals enhances discipline among staff and students	.110	.072	.222	18.689	.000

10. Motivational strategies employed by principals contributes to students academic success	.232	.014	.546	17.031	.000
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Table 7 above shows r-value of .872^a, adjusted r-square value of .760, t-value of 10.1963, sum of square value of .758, estimated error of .23873, p-value of .000<.05 shows that there is a significant relationship between motivation and students' performance in public senior secondary schools in Rivers State. The null hypothesis is therefore rejected.

H₀₃: There is no significant relationship between regular administration of standard tests and students' performance in public senior secondary schools in Rivers State.

Table 9: Regression analysis of relationship between regular administration of standard tests and students' performance in public senior secondary schools in Rivers State.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.782 ^a	.612	.608	.77639

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	328.452	3	109.484	181.629	.000 ^b
	Residual	208.565	346	.603		
	Total	537.017	349			

Coefficients^a

Items	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
16. Regular administration of standardized tests provides for readiness for external examinations	-.189	.124		-1.525	.128
17. Regular administration of standardized tests provides for interest in writing external examinations	.275	.049	.263	5.567	.000
18. Regular administration of standardized tests provides for improved learning outcomes	.502	.035	.485	14.432	.000

19. Regular administration of standardized tests provides for confidence to present students for external examinations	.879	.028	.803	23.627	.000
20. Regular administration of standardized tests provides for achievement of satisfactory performance in external examinations	.769	.087	.418	8.836	.000

Table 9 above shows r-value of .782^a, r-square value of .612, sum of square value of .608, std error estimate of .77639, and p-value of .003<.05 indicating that there is a significant relationship between regular administration of standard tests and students' performance in public senior secondary schools in Rivers State. The null hypothesis is therefore rejected.

Summary of Findings

The summary of the findings of the study are hereunder itemized:

1. Findings of hypothesis one showed that there is a significant relationship between constant supervision and students' performance in public senior secondary schools in Rivers State. While majority of the respondents disagreed in research question one on how constant supervision relate to students' performance in public senior secondary schools in Rivers State.
2. The result of hypothesis two showed that there is a significant relationship between motivation and students' performance in public senior secondary schools in Rivers State. Answers to research question two showed that respondents disagreed on how administrators motivate students' performance in public senior secondary schools in Rivers State.
3. Hypothesis four equally showed a significant relationship between regular administration of standard tests and students' performance in public senior secondary schools in Rivers State. Answers to research question four showed that majority of the respondents disagreed on how regular administration of standard tests relate to students' performance in public senior secondary schools in Rivers State.

Conclusion

The conceptual framework in this study shows the relationship between the input and output of education. The input comprises of principals administrative practices in the nature of constant supervision, motivation, human resources management and regular administration of standardized tests. The output is indicated by students' performance in public senior secondary schools. Principals' administrative practices have a direct influence on the performance of students in public senior secondary schools. For instance, when teachers are properly supervised in line with early syllabus completion and always

motivated having a good interpersonal relationship with the principal, they are likely to offer their best during the teaching process in the classroom, hence, translating to good performance in public senior secondary schools. Consequently, regular administration of standardized tests to students sharpens the ability of students to answer questions. These students are able to handle the questions in public senior secondary schools without much difficulty because they have been well prepared. All these ultimately translate to enhanced performance in external examinations.

Recommendations

Based on the findings above, the following recommendations have been reached:

1. Ministries and education supervisors should ensure constant supervision of teachers and principals to enable effective students' performance in public senior secondary schools in Rivers State.
2. Government of Rivers State, should ensure adequate motivation of teachers and principals in public public senior secondary schools in Rivers State to enable them (teachers) equally motivate students perform better in public senior secondary schools in Rivers State.
3. Human resources managers and school administrators should ensure modern approaches to human resources management are adopted in order to enable students' performance in public senior secondary schools in Rivers State.
4. Teachers should ensure regular specimen tests of public senior secondary schools exams to students before the main public senior secondary schools comes to allow the students get used to the scheme and nature of the public senior secondary schools.

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