

# Perspective of Administration on Senior Secondary School Students' Academic Performance in Ogoja Local Government Area of Cross River State, Nigeria

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and Academic  
Performance.

## Abstract

The Study Examined Perspective of Administration on Senior Secondary School Students' Academic performance in Ogoja Local Government Area of Cross River State, Nigeria. The Government of Nigeria has since achieved independence from Britain in 1960. This demonstrated a lot of interest in the development of secondary education by leading the country to two major policies; the Nation Policy on Education (N.P.E) in 1977 (post-independence) and the revised implementation of Universal Basic Education (U.B.E) in 2000 to provide free education for children at primary and junior secondary school levels. Other efforts to improve

academic performance in schools includes: private-public partnership, school based management committee (SBMC), NGOs amongst others. These major efforts are aim at improving students' academic performance in their terminals or final examinations. The research discussed administration, the school as a social system, students' academic performance, school discipline et cetera. Methodological approaches are mixed-method design which allowed the researcher to triangulate data from the literature, and questionnaires are closed ended questions that stems from three objectives and research questions used for the study. The total population of students is one-thousand, nine hundred and fifty (1,950) students. Whereas, thirty-six (36) students in a school were picked for the sample and questionnaire administered. Students that were drawn from the twenty secondary schools are seven hundred and twenty (720) forming the population of the research. Result of the hypotheses tested indicated that there is a negative correlational relationship between principals' administrative skills and students' academic performance. Formula:  $r = -1$ . The study retained null hypotheses at 0.05 level, since the calculated r-value is 0.93 less than the p-value at 0.997 and the alternate hypotheses is rejected. The research recommendations are: selection of school principals by the regulatory bodies should be based on ideals tenets of leadership qualities, and discipline in school should be re-emphasize by both the

parents, teachers and school administrators to improve students' academic performance.

## **Introduction**

### **Background to the Study**

In essence, the school systems can operate smoothly when discipline and cooperation are observed among members of the school community. Hence, without disciplinary measures, an organisation is but a muddle of men and machines. Therefore, school discipline may be defined as the ability to observe school rules and regulations for the smooth and orderly functioning of the school education. This means that to administer, one must be ready to accept responsibilities and used the administrative elements in a suitable manner for effective running of the school. Also, the school principal transcends on monitoring, evaluation, supervision, instructional activities among others in the school system for stability. The degree of devotion and commitment exhibited by members of staff, and consequently level of productivity in the school or any organization depends solely on the ability of the school principal to positively motivate his employees.

### **STATEMENT OF THE PROBLEM**

A well position school administrator at any level of education the roles of the administrator still remains very key for success. Barely four decades now in Nigeria, Students' academic performance is highly dependent on provisions of acceptable standard, quality human resource, adequate materials, frequent monitoring and evaluation, enough budgetary allocation, sufficient educational materials, caring insecurity, acceptable policies, moderate teacher/students ratio, provision of appropriate school location, right methodological approaches, planning and adequate infrastructural facilities for revival from pass glory. These few factors among others are 'term' quality education for both high and low students' performance.

In view of the above attributes that the researcher is investigating on Perspective of Administration on Senior Secondary School Students' Academic Performance in Ogoja Local Government Area of Cross River State, Nigeria.

### **AIM AND OBJECTIVES OF THE STUDY**

The study aim is to promote quality academic performance in secondary school at Ogoja Local Government Area of Cross River State, Nigeria.

- i. to examine principals' administrative skills towards improving academic performance of secondary school students' in Ogoja Local Government Area of Cross River State.
- ii. to identify the essence of administration on academic performance of senior Secondary School students' in. Ogoja Local Government Area of Cross River State.
- iii. to suggest ways for quality performance in two core subjects in Secondary School in Ogoja Local Government Area of Cross River State.

### **RESEARCH QUESTIONS**

The research topic posed the following research questions:

- i. How does principals' administrative skills improve academic performance of Senior Secondary School Students' in Ogoja Local Government Area of Cross River State?
- ii. In what ways do administrative effectiveness influence academic performance of senior Secondary School students' in Ogoja Local Government Area of Cross River State?
- iii. How do we suggest ways for quality performance in two core subjects (Maths and English Language) in Secondary Schools in Ogoja Local Government Area of Cross River State?

## **HYPOTHESES**

From the research questions above, one hypothesis is stated to guide the study.

There is no significance difference between principals' administrative skills and students' attitude on academic performance in Ogoja Local Government Area of Cross River State?

## **THE CONCEPTUAL FRAME-WORK**

The conceptual frame-work adopted in the research study is discussed below:

Dunshire in Victor (2004) stressed that in order to be an effective school principal, the individual need to be knowledgeable in the areas of theories, techniques, and principles of school administration and be able to use them as a guide for action when necessary. Edem in Amoruwa (2012) postulated two premises about school administration called the value and the factual. The value premise focused on existing policy which stipulates on the organisational objectives, while factual premise search empirically on how to achieve organizational goals. Summarising further that, a hierarchical structure is seen as indispensable tool since it allows decision-making based on professional expertise to take place at various point in the hierarchy.

## **SCOPE AND DELIMITATIONS OF THE STUDY**

This study covered Yola Metropolis in Adamawa State, and addressed Essence of Administration on Senior Secondary School Students' academic performance in Yola Metropolis of Adamawa State. The study limited itself to Yola Metropolis with selected Secondary Schools in Yola North and South Local Government Areas of Adamawa State.

## **THE CONCEPT OF ADMINISTRATION AND EDUCATIONAL ADMINISTRATION.**

The job of administering is a very difficult task, because the school system and human nature are dynamic, complex and difficult. Therefore, the successes of managing a school require skilful applications of leadership

ability, and to maintained good human relations in the school and community for mutual gains. In school education, Principal selection is based on specific qualities that will helps to enhance task accomplishment in the school. The school as an enterprise cannot exist without the community, but community can function smoothly in almost all aspects without the school. This is to say that, the success of every school depends largely on the community efforts. The community then synchronised with the school through provision of funds, materials, personnel recruitment, security of properties and few of others to enhance the school. The school and the community work-hand-in-hand to the extent that associations and unions are formed like PTA, SBMC and a host of others to support school progress.

### **Factors that affect the development of secondary school education in Nigeria.**

Udoh and Akpa (2010) identifies some factors that affect the development of secondary education in Nigeria.

There are discussed below:

- i. **Corruption in the Nigeria Educational sector:** it is often said by the media and political office holders that corruption has eaten so deep to the fabric of an average Nigerian citizen. This is common in the education sector “Ministry of Education” which the secondary education is discharging his duties under her. In ministry of education, even if enough money has been allocated on annual budget to education, there will be no positive difference from the outstanding status because of embezzlement and diverting funds to their private uses.
- ii. **Inadequate attention from the private sector:** Education is not only the government responsibility alone. Both private and wealth to do individuals are to committed their resources into it for the benefit of all Nigeria. But the reverse is the case as most often, only the

government that carry the burden in her shoulder. The government do provide for education through funding of their limited financial resources.

- iii. **Unstable policies framework on Education:** often time in Nigeria, policies that guide Education are not stable. This is often influence by frequent change of political leadership and other routine activities in the ministry of education and her agencies. Strong policies with back-up of rigidity stabilize the education of a nation. Considered the reforms and changes in our educational system over the years. Yet, not much has been achieve because of attitudinal change concept of government and her citizens.

### **THE SCHOOL AS A SOCIAL SYSTEM**

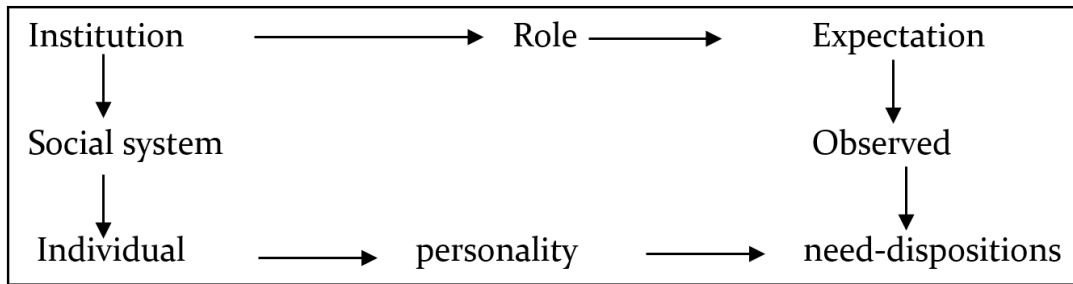
The school as an organisation falls under the body of knowledge that deals with organisational entities. These entities are the human groupings in pursuit of an objectives which include schools, industries, businesses, churches/mosques and government, to mention but a few of them. The formal nature of an organisation presupposes that people, their behaviours and their associations belong to a large system of social relationship of which a single formally organised enterprise (the school) is but a sub-system. However, the operation of this formal system is affected by the informal arrangement that co-exist with it (Udoh and Akpa, 2010). The activities of these system interact, exist and influence life in away in the society, leading to input-output drive.

Thus, the system exists with two dimensions popularly known as nomothetic and idiographic dimensions.

The individual with his personality and need-dispositions must conform with the institution, role and expectations as demanded in every organization.

**Figure: 1, Model of administration as a social system.**

Nomothetic Dimension (administration)



Idiographic dimension (personality)

Sources: Alu et al in Livinus, (2015).

The nomothetic and idiographic dimensions resulted to observed behaviours. This suggests the possibility of role conflicts, when a role incumbent is expected to conform simultaneously to a number of expectations which are inconsistent. Whereas, personality conflicts noticed a discrepancy between the pattern of expectations attached to a roles and needs of the individual. This goes to affirmed the fact that society is not static but dynamic, it is natural that the school should continue to change with the society (Livinus, 2015).

### **THE CONCEPT OF ACADEMIC PERFORMANCE AND ITS CAUSES.**

The persistent poor performance in senior secondary school examinations such as the Senior School Certificate Examinations (SSCE), National Examination Council (NECO), National Board for Technical Education (NBTE), General Certificate in Education (GCE) among others in Nigeria few decades ago, made the development of education very difficult. The involvement of parents, guardians and other stakeholders in educational enterprise has been a very commendable idea. **Adeyemi (2016) describes academic performance as the scholastic standing of a student at a given moment which states individual’s intellectual abilities that can be measure by grades examination or continuous assessments**



(debates, tests or quiz). **Academic performance means a someone achievement in a given academic area (e.g. reading or language arts, Biology, Mathematics, History and so on. Academic performance refers to how well a student is accomplishing his tasks in school.**

### **Causes of poor academic performance related to change factors**

Many causes of poor academic performance exist in secondary school education in Nigeria. Some of which are considered to be poor location, incessant change in government policies, frequent closure of school due to internal crisis or strike, home-to-school distance, students-teacher ratio, inadequate school supervision, poor monitoring and evaluation, inadequate textbooks, poor content, wrong methods, teacher factor among others (Adeboyeri, Olaniyi and Adepoju, 2003). However, to submerge causes that be-devil secondary education in Nigeria, good policies should be enacted by the government, effective monitoring and evaluation should be put on check by the regulatory bodies.

In school, good books and teachers' motivation should be provided by the government and parents at regular basis. Corruption should be reduced to the barest minimum by the government functionaries in ministry of education, and its agencies for quality education to be sustain in the country. Community and SBMC should advocates for a friendly learning environment for all pupils/students in schools. These suggestions among others will help to improve students' academic performance in Nigerian secondary schools.

### **Causes that relates to differences in cognitive abilities and school factors.**

Scholars upheld that differences in academic achievement are largely due to home and personal characteristics (Baker and Bernstein, 2012). Contrasted to the perspective is that socio-economic status and personal factors affect academic achievement. Another groups of scholars believed that factors such as teacher-student engagement as well as principal leadership style and methods of instruction may also influence academic performance.

## **Causes that Relate to School Environment and Students' Academic Performance**

Is there a connection between the physical environment in schools and student test scores? Do the condition and characteristics of the school environment influence academic achievement? Are desired social development and learning outcomes influenced by the learning environment? The answers to these questions challenge the historical assumption that as long as the basic physical requirements of school buildings are met, for instance, the right classroom size, adequate lighting, appropriate acoustics and regulated heating, then learning would depend only on variables like teacher-student ratio, quality of teachers and other social variables.

### **Lighting Conditions and Students Academic Performance**

Research have shown that lighting exerts profound psychological effect on humans and learning process. In addition, light provides visual stimulus, light serves as a timer for biological rhythms (Hughes, 2015) found individuals experience less fatigue in naturally lit environments than in a traditionally illuminated university setting. A study was conducted in which students' lighting level preferences were compared to performance. Students were exposed to extremely bright light and then to an extremely dim environment. Scores on both reading speed and accuracy were significantly higher in illuminated instructional environments. A variety of bright and dimly light environments **provides students increase human productivity and performance. Good lighting also prevents the occurrence of myopia and is critical for Vitamin D production.**

### **Thermal Conditions and Students' Academic Performance**

Task performance, attention span and comfort levels are influenced by the thermal conditions of a place. MCGOWEN, (2015) reveals reading and mathematical skills were adversely affected by temperature above 74°F.

Thermal conditions below optimum levels affect dexterity, while higher temperature decrease general alertness and increase psychological stress. Friendly thermal environments have been shown to increase performance in business and industrial premises learning. The assertion is that, students' performance at mental tasks is affected by changes in temperature, and office workers are most comfortable in the lower end of temperature and humidity comfort zones in discharge of their duties.

### **Ventilation and Students' Academic Performance**

Sources of ventilation include small pools of water in the heating, air conditioning systems, fans, natural air and classroom spacing. This means direct influence of class pupils/students will lead to infections, dust, skin rashes, dizziness, headaches, mental fatigue or sleepiness and irritation of the eyes, nose and throat distraction, burning of grass, paper and other forms of waste that can pollute the environment are influential agents of ventilation.

Good ventilation helps dilute air pollutants that can accumulate in buildings. Such pollutants come from breathing, skin particles, cloth fibred, perfumes, shampoos and deodorants; from building materials and cleaning agents, paint fumes and pathogens.

### **THE SCHOOL DISCIPLINE**

The concept of discipline has been given several definitions and interpretations but none is universally accepted by scholars. Let us attempt to define few of these definitions in the field of administration. According to Adesina in Livinus (2015) defined school discipline as readiness or ability to respect constituted authority and observe conventional or established laws of the society and/or any organization. This laws are associated in a school, group, community, individual, family and other organizations. The Federal Ministry of Education and Youth Development (2009), discipline thus:

“Is concern with the establishment and maintenance of order and harmonious functioning of a society. A school is also a society in a small scale and discipline within the school is for the purpose of ensuring that learning can take place. Within this, the right of the individuals and all members of the school society are protected. In most schools, a set of rules, which act as code of conduct are drawn up for learners to conform to, and also a set for staff. Set of rules and regulations are drawn in schools for effective learning to take place and for orderliness to be maintain as well”.

The school is seen as component part of the society or community composed of people from different background. Therefore, the needs for laws to protect students became necessary in the school. Adesina (1990) refers to school discipline as when students are taught to respect the school authorities, to observe the school laws and regulations and to maintain established standard of behaviour. Discipline could be seen as humility, self-respect, self-coordination and recognition for other individual persons in the society. Whereas, indiscipline could be regarded as any act that does not conform with the societal values and norms. Edem (1990) states that school indiscipline means violation of school rules and regulations which is capable of obstructing the smooth and the orderly functioning of the school system and should be consequently avoided through perfect orientation of students and imposition of positive sanction in cases of obvious violation of the order.

### **Types of discipline**

The perspectives of discipline in (Livinus, 2015) upheld in educational administration as:

- i. **Internal discipline:** This has to do with one’s determination to observe the school rules and guide relationships in a person specific society.

In this case, he is not compelled to observe such rules but he has the conviction within himself to do it. For self-discipline to work out well, there must be self-control.

- ii. External discipline: On external discipline, the students are expected to obey certain rules and regulations in the society. In this case, the students must behave in accordance with the norms and values of the society. He does not have the liberty to demand explanations before adherence. External discipline demands strict obedience to the authority. External discipline may not be view as totally ideal in this modern time. Students should be given a free opportunity to know why they must adhere to certain rules and regulations in the school.

### **Types of indiscipline**

Victor (2004) stated types of school indiscipline as:

Indiscipline relates to all forms of misbehaviour associated with both students and staff within the school system. It could be collective misbehaviour when it reaches the stage of demonstration and violence or an individual misbehaviour when concerns an offence by one persons.

Cases of indiscipline relating to students' demonstration (peaceful and violent). This is instance of students' unrest, that is, cases of indiscipline relating to student groups and collective violent protests against school management or teachers, school immediate environment, collective demonstration resulting to deliberate destruction of school properties and loss of lives.

Cases of indiscipline relating to breach of school rules and regulations. This refers to cases like lateness to school, absenteeism, wearing of non-uniform dresses, et cetera.

Cases of indiscipline relating to disrespect of school authorities. This type refers to such incidents as rudeness to teachers, ambushing of school authorities, using abusing languages, refusal to recognize the constituted authorities such as senior students et cetera.

### **Causes of indiscipline in schools**

Some of the causes of school indiscipline are stated below by victor (2004).

- i. Many school pupils become mischievous in the classroom because the class work bores them. Boredom which causes pupils to misbehave may be as a result of the teacher's method of teaching. When teaching of a lesson become monotonous and uninteresting, children tend to become bored and restive and may indulge in mischief as a means of showing their displeasure.
- ii. Harsh school rules and regulations can also bring about frustration and tension to our students. Many things in school environment can lead to frustration and tension in students. For instance, the school rules and regulations may be a source of frustration for some students since they look at the rules and regulations as obstacles.
- iii. Linder (2010), sees home training as another cause of indiscipline in our students. Many students who misbehave at school seem to come from indiscipline or suffering from deficiency of poor homes training. Their behaviour at home shows a reflection of their behaviour at school and more so, many parents failed to show good parenting and live exemplary life to their children.
- iv. Fafunwa in ANCOPS (2012) stated the cause of school indiscipline to include: inadequate facilities and equipment, authoritarian methods of administration, insufficient moral and religion institutions, poor communication among principal, staff and students, lack of sincerity devotion to duty and poor attitude to learning.

### **Disciplinary problems in our schools**

Odey (2016) identifies disciplinary problems in education that slowed effective running of the system as:

- i. The misconducts of students within the classroom with or without the teacher. These misconducts ranging from noise-making in the classroom, bullying of the younger or weak students, to fighting. All these misconducts constituted disciplinary problems in the school, because they interrupt teaching and learning processes in the classroom for the teachers and students.

- ii. Another disciplinary problem in schools is when visitors are moving to the hostel at odd hours. Instances of boys entering the girls hostel when they are not permitted to do so or verse-visa. Intimate relationship with opposite sex within the school and out-side the school, to even extent of the home genders. Such relationships deserve questioning and /or investigations to ascertain the true position of the relations.
- iii. Another disciplinary problem is boarding which is now in vogue in many African countries. Obviously, boarding schools are more expensive to maintain than the day schools. Also the introduction of structural changes such as the PTA can be hindered in schools where the parents of the pupils lives far away. With regard to the maintenance of discipline, it may help to reduce discipline problems if schools maintain adequate guidance and counselling services, and make ample provision for good teaching, accommodation and feeding as well as encouraging team work among the school staff.
- iv. Behaviour of indulging in examination malpractice in school and having the habit of cheating from other students. So many students prepare for exams with the intension to copy from notebooks, textbooks, pieces of papers, friends and so on. Recently, students believe that the way out to make good result is to cheat for good grade without thinking of the adverse effects. In all, the resultant effects when caught in such a habit could result to expulsion, expel, suspension, et cetera.

### **Ways of handling disciplinary problems in schools**

Victor in Agabi (2018) states ways of handling disciplinary problems in school.

- i. The school administrator must however formulate a set of school rules to guide the pupils in what they are expected to do or not to do. One way to make the enforcement of school rules easy is to explain the reasons for making a rule, particularly if it is one that students do not like. If they are made to understand the reasons behind the rule, they are more likely to cooperate in obeying it. New rules could be added

and those that have not really worked be deleted. Each student should be mandated to have a copy of the school rules as well as copies been display on the notice boards around the compound.

- ii. School administrators and staff should make a conscious effort to inculcate in the students some good manners to support and reinforce whatever good habits they have learnt at home. This is one of the important formative stage in the development of a pupil's character.
- iii. The school administrator and his staff should try always to set a good example for the pupils to copy. Learning good manners will also come directly or indirectly through the pupils. Active participation in social events, extra-curricular activities, formal learning, religious instruction and organized public lectures can reduce students mis-behaviours in school.

## **RESEARCH DESIGN**

The design chosen for this research work is correlation study. The tool allowed collection of data from the same group of units on two or more variables using correlation coefficients to determine the degree of the relationship of the variables.

## **POPULATION AND SAMPLE**

Government schools were sampled for the study in Cross River State. The population of students in Senior Secondary one (SS, I) is one-thousand, nine hundred and fifty (1,950) students.

For sample, thirty-six (36) Senior Secondary-one students in each school were picked for the sample and questionnaire administered. Students drawn from the twenty secondary schools are seven hundred and twenty (720) only.

## **SAMPLING TECHNIQUE.**

The sampling technique considered for the study is simple random sampling method. To select the participants, pieces of papers were folded tight and mix with others plain sheets for hands picking by the participants in each



school mapped for the study. The same method of selection was used to draw numbers of participants in all the selected schools for the study in Cross River State, Nigeria.

### INSTRUMENT FOR DATA COLLECTION

The instrument for data collection is questionnaire. The researcher used Likert-like scale for the study.

### VALIDITY AND RELIABILITY OF INSTRUMENTS

To test the validity of the instrument, the researcher gave the questionnaire to an expert in Test and Measurement in the department of test and measurement, University of Jos to check and approval for administration to the participants. For the reliability, the researcher used test-re-test method (measure of stability) for the study.

### METHOD OF DATA ANALYSIS

Mean score and Pearson product-moment correlation co-efficient was adopted for the work.

**Table 1:** The perspective of school principals' administrative skills has influence on academic performance of students.

S/NO	Items	S.A	A	D	SD	N	$\Sigma fx$	$\bar{X}$
1.	The principal is friendly with staff and encourage students on academics	4(58) 232	3(47) 141	2(36) 72	1(39) 39	180	484	2.7
2.	Principal administrative skills increase achievement rate in school.	4(68) 272	3(44) 132	2(46) 92	1(22) 22	180	518	2.9
3.	Principal interact with both staff and students in schools.	4(61) 244	3(38) 114	2(50) 100	1(31) 31	180	489	2.7
4.	There is high cooperation among principal, staff and students in school activities.	4(59) 236	3(45) 135	2(46) 92	1(30) 30	180	497	2.8
	Grand Mean ( $N \div \Sigma fx$ )					720	1928	2.7

Source: Field Work, 2023.

**The Results of Table 1:**

The table result shows that, the principal is friendly with staff and encourage students on their academics with the mean scored of 2.7, is accepted. The table also reveals that, Principal administrative skills increase achievement rate in school with the mean of 2.9, is accepted. The result also shows that, Principal interact with both staff and students in schools with the mean of 2.7, is accepted. The proceeding result also shown that, there is high cooperation among principal, staff and students in school activities with mean scored of .2.8, is accepted. While the grand total of the table shows that, school principals' administrative skills influence academic performance moderately in Ogoja Local Government Area of Cross River State.

**Table 2:** Assessment on ways to ascertain quality performance in some core subjects.

S/No Items	SA	A	D	SD	N	$\sum fx$	$\bar{X}$
5. Results scores in school in external exams showed quality performance.	4(43) 172	3(46) 138	2(57) 114	1(34) 34	180	458	2.5
6. Quality display in quiz and debates in competitions are indication of good performance.	4(48) 192	3(50) 150	2(52) 104	1(30) 30	180	476	2.6
7. High averages scored in some core subjects showed quality performance.	4(54) 216	3(49) 147	2(53) 106	1(24) 24	180	493	2.7
8. Written exams and tests are used to obtain best performed students in a class.	4(50) 200	3(45) 135	2(45) 90	1(40) 40	180	465	2.6
Grand Mean ( $N \div \sum fx$ )					720	1892	2.6

Source: Field Work, 2023.

**The Result of Table 2:**

The table result shows that, results scores in school in external exams showed quality performance with the mean scored of 2.5, is rejected. The table also reveals that, quality display in quiz and debates in competitions are indication of good performance with the mean of 2.6, is accepted. The result also shows that, high averages scored in some core subjects showed

quality performance with the mean of 2.7, is accepted. The last number of result in the questionnaire also shows that, written examination and tests are used to obtain best performed students in a class with mean scored of .2.8, is accepted.

While the grand mean on the table shows that, assessment on ways to ascertain quality performance in some core subjects in secondary school shows moderate academic performance in Ogoja Local Government Area of Cross River State.

**Table 3:** HO:1, Presentation of hypotheses Principal administrative skills and students' achievement in schools.

	N	Mean	STDDEV.	R-value	P-value
Principals' administrative skills (x)	299	14.95	2.00		
Academic Performance of Students (y)	422	21.1	2.23	0.93	0.997

Degree of freedom (df) =  $r-1 = 2-1 = 1$ , level of significance is 0.05.

Source: Field Work,2023.

HO:1. Hypotheses.

This result indicated that there is a negative correlational relationship between principals' administrative skills and students' academic performance. Formula:  $r-1$

The null hypotheses is retained at 0.05 level, since the calculated r-value is 0.93 less than the p-value at 0.997 and the alternate hypotheses is rejected. This shows that there is no significance difference between Principal administrative skills and students on academic performance in Ogoja Local Government Area of Cross River State.

## CONCLUSION

Based on the findings of the study, it could be concluded that strong relationships exist between school principals' administrative skills and students' academic performance in secondary school. The findings also exist

with very low factors that influence the perspective of administrative skills of principals' in Senior secondary schools in Ogoja Local Government. It was also notice that political interference and corruption are responsible for low academic performance in secondary schools.

### **SUGGESTIONS FOR FURTHER STUDY**

Suggestions for further research are seen below:

- i. The study of this kind may be carried-out at camps of internal displace persons (IDPS) in the North-Eastern Nigeria.
- ii. Colleges of education in the North-Eastern Nigerian could carried-out a studies of this kind in their respective institutions.

### **CONTRIBUTIONS TO KNOWLEDGE**

The contributions to knowledge are outlines as follows:

- i. This research work will assist on-coming researchers who may wish to write on a similar topic in future.
- ii. It will serve as a useful material to the school library for further researches and reference point to the users.
- iii. It is going to guide other researchers on new methods of handling school-community relations in Ogoja Local Government Area of Cross River State.

### **RECOMMENDATIONS**

The research study outlined the following recommendations:

- i. Selection of school principals by the regulatory bodies should be based on ideals tenets of leadership qualities.
- ii. Discipline in school should be re-emphasize by both the parents, teachers and school administrators to improve students' academic performance.
- iii. Instructional aids and methodological approaches should be used appropriately by the class teachers to improve students' academic performance.

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