



**SCHOOL COMMUNITY PARTNERSHIP AND CLIMATE AS A CORRELATE OF
STUDENT ACADEMIC BEHAVIOUR IN PUBLIC SECONDARY SCHOOLS IN
AKWA IBOM STATE.**

By

Edidiong Idorenyin UMOH,

Theresa Adaobi CHIMEZIE

**Department of Curriculum Studies, Educational Management and Planning,
Faculty of Education, University of Uyo,
Akwa Ibom State,**

Kuyik Effiong ETUK

And

Emem Solomon PETER

**Department of Educational Management and Planning
Faculty of Education, University of Uyo,
Akwa Ibom State.**

ABSTRACT

The study sought to examine school community partnership and climate as a correlates of student academic behaviour in public secondary schools in Akwa Ibom State. In carrying out this study, a correlational research design was adopted. The study was carried out in Akwa Ibom State, Nigeria. The population of the study comprised 8,313 teachers from 270 public secondary schools in the state (2024/2025 academic session). A multistage sampling technique was used to select a total of 249 teachers as the sample for the study. First, the schools were grouped into the three senatorial districts of Akwa Ibom State, and proportionate sampling technique was used to select 27 schools. Thereafter, teachers were proportionately selected from the sampled schools to ensure fair representation across the districts. The instrument used for data collection was a structured questionnaire titled "Principals' Disciplinary Strategies and Students' Academic Behaviour Questionnaire (PDSSABQ)". The instrument was designed on a four-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1). Face and content validation of the instrument was carried out by experts in Curriculum Studies and Test and Measurement to ensure the accuracy, relevance, and appropriateness of the instrument for the study. The reliability of the instrument was established using Cronbach's Alpha method, which yielded a coefficient of 0.86, indicating that the instrument was reliable for the study. The data collected were analyzed using Pearson Product Moment Correlation (PPMC) to determine the relationship between the variables. Correlation analysis was used to answer the research question and hypotheses were tested at 0.05 level of significance. The study concluded that school community partnership and school climate have significant relationships with students' academic behaviour in public secondary schools in Akwa Ibom State. This implies that when schools maintain a strong and active relationship with parents, community members, and other stakeholders, students are more



likely to exhibit positive academic behaviours such as discipline, attentiveness, punctuality, and active participation in school activities. One of the recommendations made was that School administrators and principals should strengthen school–community partnerships by actively involving parents, community leaders, and stakeholders in school activities such as monitoring students’ behaviour, attending school meetings, and supporting school programmes.

KEYWORDS: School Community Partnership, Climate, Student Academic Behaviour, Public Secondary Schools, Akwa Ibom State

INTRODUCTION

The growing prevalence of social vices in schools may be contributing to poor academic behaviour among students. In some secondary schools in Nigeria, particularly in Akwa Ibom State, acts such as bullying, substance abuse, cultism, and vandalism appear to have weakened students’ interest in learning. These tendencies may lead to irregular attendance, loss of concentration, and poor study habits, which in turn reflect in declining academic performance and classroom indiscipline (Owan, 2021). Hence, effective disciplinary intervention strategies become crucial in restoring positive academic behaviour.

Education is a vital component of human development. It plays a crucial role in shaping individuals, communities, and societies as a whole. According to Nwachukwu & Ohalete (2025) Education is frequently referred to as the foundation of society, influencing the rate of development of communities and nations and shaping future generations. It encompasses not only academic knowledge but also social, emotional, and moral development. Education has the power to transform lives, foster personal growth, and promote social mobility through schools, which serve as instruments of socialization. Schools are primary institutions where learners interact with peers, teachers, and the community. Through this process, learners develop essential life skills, values, and attitudes that shape their behaviour. Schools therefore provide a platform for learners to acquire knowledge, develop critical thinking, emotional intelligence, and cultivate habits that promote effective academic behaviour

School-community partnership involves the collaboration of principals, teachers, parents, and community stakeholders in promoting positive student behaviour. It acknowledges that effective discipline management cannot be achieved by school leaders alone but requires shared responsibility across the entire school community. Robinson *et al.* (2021) emphasize that strong community partnerships build coherence in behavioural expectations, ensuring that rules reinforced at school are supported at home and within the broader community. When school–community collaboration is robust, it creates consistent behavioural standards, fostering a positive school climate and culture. Conversely, weak or non-existent partnerships lead to conflicting expectations, inconsistent discipline, and a disjointed school environment.

School climate refers to the overall atmosphere of the school, encompassing relationships among students, teachers, and staff, as well as the values, norms, and attitudes that guide behaviour. Ersan and Yildirim (2021) assert that a positive school climate characterized by trust, respect, and safety is essential for minimizing behavioural

problems and promoting constructive academic behaviours. A supportive climate encourages students to follow rules, participate actively, and remain focused on learning tasks. It also fosters a sense of belonging and safety, reducing the likelihood of students engaging in social vices. In other words, when students feel respected and supported, they are more likely to follow rules and contribute positively to the school environment.

Statement of the Problem

In recent years, public secondary schools in Akwa Ibom State have continued to experience varying levels of students' academic behavioural challenges such as lateness to school, poor attendance, truancy, lack of attentiveness in class, incomplete assignments, and general indiscipline. These behaviours have raised concern among educators, parents, and school administrators, as they negatively affect students' academic performance and overall school effectiveness. Despite efforts by school authorities to enforce discipline through rules and regulations, many of these behavioural problems persist.

Co-operative and collaborative interaction in Problem-Based Learning (PBL) is a key factor that may influence students' academic behavior. According to Sambo, Sunday & Ekpo (2021) Learning within a Problem based learning curriculum hinges around examples of the illstructure problems that typically occur in real life situation When learners actively work together in PBL activities, they are more likely to develop shared responsibility, discipline, and consistency in learning expectations. However, in many public secondary schools in Akwa Ibom State, opportunities for effective collaborative learning appear weak, irregular, or poorly implemented, which may reduce its positive effect on students' behaviour and engagement. Similarly, the quality of interaction within PBL groups, which reflects communication, participation, and peer support during learning activities, may also play a significant role in shaping students' academic behaviour, achievement, and interest in Basic Science.

The problem of this study therefore lies in the fact that despite the existence of disciplinary measures in schools, students' academic behaviour in public secondary schools in Akwa Ibom State remains a challenge. It is not yet clearly established the extent to which school-community partnership and school climate relate to students' academic behaviour. Hence, this study seeks to examine school community partnership and school climate as correlates of students' academic behaviour in public secondary schools in Akwa Ibom State.

Purpose of the study

1. School community partnership and students' academic behaviour in public secondary schools in Akwa Ibom State.



2. School climate and students' academic behaviour. in public secondary schools in Akwa Ibom State

Research question

- i. What relationship exists between school community partnership and students' academic behaviour in public secondary schools in Akwa Ibom State?
- ii. How does school climate relates with students' academic behaviour in public secondary schools in Akwa Ibom State.?

Research hypothesis

1. There is no significant relationship between school community partnership and students' academic behaviour in public secondary schools in Akwa Ibom State.
2. School climate does not significantly relate with students' academic behaviour in public secondary schools in Akwa Ibom State

LITERATURE REVIEW

Conceptual framework

Concept of student academic behaviour

Students' academic behaviour refers to the observable actions, attitudes, and habits that reflect a learner's engagement with academic tasks and adherence to school norms. According to Nwachukwu, Orih & Iheanaetu, (2024) the quality of school facilities and environment shape attitude not only of the students, but that of the teachers and other support staff. However, many school facilities throughout Nigeria face general mismanagement and social turmoil. It encompasses behaviours such as class participation, attentiveness, punctuality, completion of assignments, adherence to rules, collaboration with peers, and engagement in learning activities. In essence, academic behaviour reflects how students conduct themselves in ways that support learning and achievement (Muijs and Reynolds, 2020). Principals' disciplinary intervention strategies play a critical role in shaping students' academic behaviour. Jones and Kaur (2022) note that structured disciplinary interventions foster positive learning habits, reduce distractions and disruptive behaviours, and encourage students to actively engage with academic tasks. When order, respect, punctuality, and adherence to school rules are consistently reinforced through effective interventions, students are more likely to develop productive learning behaviours, maintain focus, and participate constructively in class activities.

Academic behaviour includes behaviours such as attentiveness in lessons, timely submission of assignments, active involvement in classroom discussions, effective time management, and responsible participation in projects and presentations. These behaviours serve as indicators of a student's readiness to learn and ability to apply knowledge and skills in real or simulated contexts (Smith and Lee, 2021). According to Jones and Kaur (2022), academic behaviours reflect how students manage their learning responsibilities, interact with peers and teachers, and respond to structured learning



environments. To contextualize, student academic behaviour refers to the observable actions, attitudes, and practices that student's exhibit in relation to their learning processes and school activities. It reflects how students engage with educational content, adhere to school norms, and apply cognitive, social, and emotional skills to learning tasks. Academic behaviour is thus a multidimensional construct that encompasses intellectual engagement, skill application, attitudes, self-regulation, and interpersonal interactions within the school environment.

Concept of School-Community Partnership

School-community partnership can be defined as the systematic collaboration between schools and external stakeholders. This includes; parents, community leaders, organizations, and agencies to support students' academic behaviour and overall development. Sanders and Sheldon (2016) described it as a structured collaboration in which schools engage families and community resources to reinforce students' learning opportunities and behavioural adjustment. Similarly, Epstein (2019) defined it as a mutually beneficial relationship that connects schools and their surrounding communities to strengthen both academic and behavioural outcomes. More recently, Goodall and Montgomery (2021) conceptualized school-community partnership as an interactive and sustained relationship where schools and community actors share responsibilities, knowledge, and resources to enhance students' academic behaviour and holistic well-being.

As such, School-community partnership, as a construct of principals' management of school discipline and students' academic behaviour, refers to the deliberate and structured collaboration between schools and key external stakeholders. These stakeholders include parents, community leaders, religious bodies, local organizations, and government agencies whose joint contributions help to maintain discipline and positively shape students' academic behaviour. Principals serve as the central coordinators of this partnership by creating platforms for dialogue, mobilizing resources, and fostering a supportive environment that links the school to its wider community. Through such partnerships, principals reinforce discipline standards while ensuring that community values, expectations, and resources are integrated into the school system to promote desirable student academic behaviour.

Concept of School Climate

School climate can be defined as the overall character and atmosphere of a school, encompassing the type of relationships, shared values, norms, and ethics within the institution. It includes the physical, social, psychological, and emotional environment that can influence teaching, learning, and student behaviour. School climate also refers to the quality of interactions among students, teachers, and other stakeholders, the effectiveness of school leadership, the enforcement of rules, and the general feeling of safety and support within the learning environment (Cohen *et al.*, 2021). A positive school climate encourages adherence to rules, promotes student engagement, and enhances academic behaviour, while a negative climate can contribute to indiscipline, low motivation, and poor academic performance.



Several scholars have examined school climate and its implications for student outcomes. Hoy, Tarter, and Kottkamp (2020) describe it as the "personality" of a school, shaping students' engagement with learning and teachers' commitment to instruction. Recent studies have expanded the traditional four-factor model of school climate proposed by Thapa *et al.* (2013) to include additional dimensions such as the physical, social, academic, and organizational environments (Zynuddin, Kenayathulla and Sumintono, 2023). The physical environment relates to the school's infrastructure, safety, available resources, and overall comfort that support learning. The social environment involves the level of discipline, communication, and the quality of relationships among principals, teachers, and students.

- a) The Physical Environment: the physical dimension of school climate includes the school buildings, facilities, equipment, and overall physical safety. It provides the tangible context in which learning takes place. A well-maintained, resource-rich, and safe school environment encourages concentration, reduces anxiety, and fosters positive academic behaviour. Conversely, inadequate facilities, overcrowded classrooms, and unsafe spaces can lead to frustration, absenteeism, and indiscipline (Sulaiman, Okereke and Lawal, 2025). In the Nigerian context, where many public schools face infrastructural deficits, the physical environment plays a decisive role in shaping students' discipline and motivation (Ogunlade and Adeosun, 2024). A clean and secure school environment signals orderliness and care, encouraging students to mirror those qualities in their behaviour.
- b) The Social Environment: the social environment is characterized by discipline, open communication, and mutual respect that foster trust and emotional connection among school members. It includes the quality of relationships between students, teachers, principals, and the wider school community. When communication is open and relationships are respectful, students feel valued and develop a stronger sense of belonging, which promotes positive conduct and compliance with school rules (Bear *et al.*, 2023). Schools that neglect social connectedness often experience conflicts, bullying, and deviant behaviours. In contrast, a socially cohesive school climate supports emotional safety, teamwork, and collective responsibility for discipline (Mitchell and Bradshaw, 2021).

EMPIRICAL FRAMEWORK

School Climate and Student Academic Behaviour

In a study conducted at the international level titled "The Relationship between School Climate and Academic Motivation of High School Students in Ontario, Canada", Miller and Thompson (2020) examined how positive and negative school climate variables influenced students' academic behaviour. The study adopted a descriptive correlational design. The population comprised 2,800 high school students in Toronto District School Board. Using multi-stage sampling, 560 students were selected. Data were gathered with the School Climate Perception Questionnaire (SCPQ) and the Academic Motivation Inventory (AMI). The instruments were validated by Canadian educational psychologists, with Cronbach Alpha reliability coefficients of 0.85 for SCPQ and 0.87 for



AMI. Data were analyzed using multiple regressions. Results revealed that supportive teacher-student relationships, fairness of rules, and classroom engagement significantly predicted higher academic motivation and reduced disruptive behaviour.

Miller and Thompson's study adopted a descriptive correlational design similar to the present study's correlational approach, as both sought to determine the relationship between school environment factors and students' academic behaviour. However, while Miller and Thompson focused solely on students in Ontario, Canada, using a sample of 560 students drawn through multi-stage sampling, the present study involved teachers (249 respondents) from Akwa Ibom State, Nigeria, offering a broader administrative and cultural perspective. Additionally, whereas Miller and Thompson used standardized instruments (SCPQ and AMI) with strong reliabilities (0.85 and 0.87), the present study employed a researcher-developed tool (PDSSABQ) validated within the Nigerian context and covering multiple constructs such as leadership style, school policies, counselling, and awareness programmes. The present study therefore extends existing international findings by contextualizing how diverse disciplinary intervention strategies, beyond school climate alone, jointly influence students' academic behaviour in public secondary schools in Akwa Ibom State.

School-Community Partnership and Student Academic Behaviour

In a study titled "Effect of School-Community Partnerships on Student Academic Behaviour in Public Secondary Schools in Lagos State, Nigeria", Okoro and Eze (2021) investigated the relationship between school-community collaboration and students' academic behaviour. The study adopted a descriptive survey design. The population comprised 320 school principals, 4,850 teachers, and 12,300 students. Using multi-stage sampling, a sample of 300 teachers, 50 principals, and 600 students was selected. Two instruments were used for data collection: the School-Community Partnership Engagement Questionnaire (SCPEQ) and the Student Academic Behaviour Rating Scale (SABRS). Both instruments were validated by educational management experts from the University of Lagos and the Lagos State Ministry of Education. The Cronbach Alpha reliability coefficients were 0.83 for SCPEQ and 0.85 for SABRS. Data were analyzed using multiple regression analysis. Findings indicated that active school-community partnerships positively influenced students' academic behaviour, promoting higher engagement, adherence to school rules, and participation in academic activities.

METHODOLOGY

In carrying out this study, a correlational research design was adopted. The study was carried out in Akwa Ibom State, Nigeria. The population of the study comprised 8,313 teachers from 270 public secondary schools in the state (2024/2025 academic session). A multistage sampling technique was used to select a total of 249 teachers as the sample for the study. First, the schools were grouped into the three senatorial districts of Akwa Ibom State, and proportionate sampling technique was used to select 27 schools. Thereafter, teachers were proportionately selected from the sampled schools to ensure fair representation across the districts. The instrument used for data collection was a



structured questionnaire titled “Principals’ Disciplinary Strategies and Students’ Academic Behaviour Questionnaire (PDSSABQ)”. The instrument was designed on a four-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1). Face and content validation of the instrument was carried out by experts in Curriculum Studies and Test and Measurement to ensure the accuracy, relevance, and appropriateness of the instrument for the study. The reliability of the instrument was established using Cronbach’s Alpha method, which yielded a coefficient of 0.86, indicating that the instrument was reliable for the study. The data collected were analyzed using Pearson Product Moment Correlation (PPMC) to determine the relationship between the variables. Correlation analysis was used to answer the research question and hypotheses were tested at 0.05 level of significance.

RESULTS AND DISCUSSIONS

Results

Research Question 1

What is the relationship between school community partnership and students’ academic behaviour in public secondary schools in Akwa Ibom State, Nigeria?

Table 1: Pearson Product Moment Correlation of the Relationship between School Community Partnership and Students’ Academic Behaviour

Variables	n	r	Remark
School Community Partnership	244	.63	High positive relationship
Students’ Academic Behaviour			

Source; Field data (2025)

The result in Table 1 indicates the correlation between school community-partnership and students’ academic behaviour in Akwa Ibom State, Nigeria. As shown in the table, the r-value of .63 indicates a high positive relationship between school community-partnership and students’ academic behaviour in public secondary schools in Akwa Ibom State, Nigeria. This implies that when schools maintain strong and supportive partnerships with their host communities, students are more likely to demonstrate positive academic behaviour.

Research Question 2

How does school climate relates with students’ academic behaviour in public secondary schools in Akwa Ibom State?



Table 2: Pearson Product Moment Correlation of the Relationship between Schools

Variables	n	r	Remark
School Climate	244	.76	High-positive Relationship
Students' Academic Behaviour			

Source; Field data (2025)

The result in Table 2 indicates the correlation between school climate and students' academic behaviour in Akwa Ibom State, Nigeria. As shown in the table, the r-value of .76 indicates a high positive relationship between school climate and students' academic behaviour in public secondary schools in Akwa Ibom State, Nigeria. This implies that a more positive and supportive school climate is associated with improved academic behaviour among students

Hypothesis 1

There is no significant relationship between school community partnership and students' academic behaviour in public secondary schools in Akwa Ibom State.

Table 3: Correlation between School Community Partnership and Students' Academic Behaviour

Variables	n	r	p-value	Decision
School Community Partnership	244	.63	.000	Significant
Students' Academic Behaviour				

Significant at 0.05 level

The result in Table 3 shows that the calculated r-value of .63 for the relationship between school community partnership and students' academic behaviour in public secondary schools in Akwa Ibom State is significant. This is because the p-value of .000 is less than .05. Therefore, the null hypothesis which stated that there is no significant relationship between school community partnership and students' academic behaviour in public secondary schools in Akwa Ibom State is rejected. This implies that school community partnership significantly relate with students' academic behaviour in public secondary schools in Akwa Ibom State.

Hypothesis 2

School climate does not significantly relate with students' academic behaviour in public secondary schools in Akwa Ibom State.



Table 4: Correlation Between School Climate and Students' Academic Behaviour

Variables	n	r	p-value	Decision
School Climate	244	.76	.000	Significant
Students' Academic Behaviour				

Significant at 0.05 level

The result in Table 4 shows that the calculated r-value of .76 for the relationship between school climate and students' academic behavior in public secondary schools in Akwa Ibom State is significant. This is because the p-value of .000 is less than .05. Therefore, the null hypothesis which stated that school climate does not significantly relate with students' academic behavior in public secondary schools in Akwa Ibom State is rejected. This implies that school climate significantly relate with students' academic behavior in public secondary schools in Akwa Ibom State.

Discussion of the finding

School-Community Partnership and Students' Academic Behaviour

The finding of this study revealed a significant relationship between school-community partnership and students' academic behaviour in public secondary schools in Akwa Ibom State. This suggests that students' behaviour and engagement in learning are strongly influenced by the level of interaction and collaboration between schools and their surrounding communities. This result may be attributed to the shared responsibility promoted by school-community partnerships. When parents, community leaders, and local organizations are actively involved in school affairs, students receive consistent messages regarding acceptable behaviour and the importance of education. This alignment between home, school, and community expectations reduces behavioural conflicts and reinforces discipline, as students are aware that their actions are monitored and valued by multiple stakeholders.

Hence, the significant relationship observed in this study indicates that school-community partnerships influence students' academic behaviour through multiple interconnected pathways, including shared responsibility, parental support, moral reinforcement, expanded support services, and a strengthened sense of belonging. Principals who actively promote meaningful collaboration with parents, community leaders, and local organizations create supportive environments that foster discipline, accountability, and sustained academic engagement among students.

School Climate and Students' Academic Behaviour

The finding of this study revealed a significant relationship between school climate and students' academic behaviour in public secondary schools in Akwa Ibom State. This suggests that the overall atmosphere, psychosocial conditions, and interpersonal relationships within a school play a crucial role in shaping students' discipline, engagement, and participation in learning activities. This result may be attributed to the psychological safety and sense of belonging fostered by a positive school climate. When students perceive the environment as supportive, inclusive, and fair, they

are more likely to trust teachers and administrators, follow rules, attend classes regularly, complete assignments, and actively engage in learning. The perception of acceptance and emotional support reduces anxiety, fear, and hostility, enabling students to focus on academic goals (Mitchell and Bradshaw, 2021; Bear *et al.*, 2023).

Overall, the result of this study indicates that a positive and well-managed school climate significantly influences students' academic behaviour. Principals who cultivate caring, orderly, and emotionally supportive environments create conditions that encourage self-discipline, respect for authority, positive peer interactions, resilience, and intrinsic motivation. According to Sambo & Sunday (2024) Conducive school environmental factors are expected to be a panacea for good academic achievement of students generally and science in particular. When the school atmosphere is safe, inclusive, and conducive to learning, students are more likely to engage meaningfully in academic activities, develop strong study habits, and achieve academic success.

CONCLUSION

In conclusion, school community partnership and school climate have significant relationships with students' academic behaviour in public secondary schools in Akwa Ibom State. This implies that when schools maintain a strong and active relationship with parents, community members, and other stakeholders, students are more likely to exhibit positive academic behaviours such as discipline, attentiveness, punctuality, and active participation in school activities. Similarly, a supportive and conducive school climate characterized by positive teacher–student relationships, safety, effective communication, and well-structured school environment contributes significantly to the improvement of students' academic behaviour. Therefore, school community partnership and school climate are important factors that influence how students behave academically in public secondary schools in Akwa Ibom State.

Recommendations

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

1. School administrators and principals should strengthen school–community partnerships by actively involving parents, community leaders, and stakeholders in school activities such as monitoring students' behaviour, attending school meetings, and supporting school programmes.
2. Government and educational authorities should ensure that schools provide a conducive and supportive school climate by improving infrastructure, ensuring safety, and promoting a positive teaching and learning environment.
3. Teachers should foster positive relationships with students through effective communication, classroom management, and fair disciplinary strategies that encourage good academic behaviour.
4. Parents and guardians should collaborate with schools by monitoring students' academic activities at home and supporting school rules and expectations



REFERENCES

- Adamu, B., and Musa, L. (2022). Factors influencing students' behaviour: Life skills education and contextual variables. *International Journal of Education Studies*, 14(3), 120-134.
- Bear, G., Yang, C., and Manning, M. (2023). School climate, discipline, and student engagement. *Educational Psychology Review*, 35(1), 45-68.
- Chukwu, P., and Nwankwo, L. (2020). Effect of positive school climate on student academic engagement in Enugu State secondary schools. *Educational Management Review*, 11(4), 37-52.
- Cohen, J., McCabe, L., Michelli, N., and Pickeral, T. (2021). School climate: Research, policy, and practice. *Review of Educational Research*, 91(1), 180-213.
- Epstein, Joyce L. (2019). *School, family, and community partnerships* (3rd ed.). Routledge.
- Ersan, C., and Yildirim, A. (2021). School climate, leadership practices and student behavior outcomes. *Educational Management Administration and Leadership*, 49(6), 987-1005.
- Goodall, J., and Montgomery, C. (2021). Parental involvement and school improvement. *Educational Review*, 73(1), 1-20.
- Hoy, W. K., Tarter, C. J., and Kottkamp, R. B. (2020). *Open schools/healthy schools: Measuring organizational climate*. SAGE.
- Jones, M., and Kaur, S. (2022). Disciplinary structures and student learning behaviour in secondary schools. *Journal of Educational Management*, 18(2), 144-159.
- Konold, T., Cornell, D., Shukla, K., and Huang, F. (2022). Authoritative school climate and student outcomes. *Journal of School Psychology*, 91, 1-16.
- Miller, J., and Thompson, R. (2020). *The relationship between school climate and academic motivation of high school students in Ontario, Canada*. *Canadian Journal of Educational Research*, 12(4), 23-40.
- Mitchell, M. M., and Bradshaw, C. P. (2021). Examining school climate effects. *Journal of School Health*, 91(5), 353-362.
- Muijs, Daniel, and Reynolds, David (2020). *Effective teaching: Evidence and practice* (4th ed.). SAGE Publications.



- Nwachukwu, C. M., & Ohalete, I. V., (2025). Valuing Teachers' Voices: Towards A New Social Contract For Education In Nigeria. *Naveen International Journal of Multidisciplinary Sciences (NIJMS)*, 1(4), 81-81.
- Nwachukwu, C. M., Orih, F. A., & Iheanaetu, H. B., (2024). Resources Management Effectiveness: A Panacea to Student Poor Academic Performance in Imo State. *Shared Seasoned International Journal of Educational Management & Planning*, 4(1), 49-56.
- Okoro, A., and Eze, C. (2021). *Effect of school-community partnerships on student academic behaviour in Lagos State. Journal of Community-School Relations*, 8(3), 78-96.
- Owan, V. J. (2021). School discipline and students' academic engagement in Nigerian secondary schools. *International Journal of Educational Research Review*, 6(3), 245-256.
- Robinson, V. M. J., Lloyd, C. A., and Rowe, K. J. (2021). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 57(1), 5-36.
- Sambo, D. D., Sunday, E. B., & Ekpo, M. O., (2021). Meta-Analysis of Studies on effect of Instructional Methods/Strategies on Students' Achievement Scores in Science Subjects. *International Journal of Educational and Scientific Research Findings*, 4(1), 47-49.
- Sambo, D. D., Sunday, E. B., (2024). Influence of School Environmental Factors on Students' Academic Achievement and Interest in Core Science Subjects in Uyo Senatorial Districts of Akwa Ibom State, Nigeria. *International Journal of Advancement in Education, Management, Science and Technology*, 7(1), 1-2.
- Sanders, Mavis G., and Sheldon, Steven B. (2016). *Principals matter: A guide to school, family, and community partnerships*. Corwin Press.
- Smith, J., and Lee, K. (2021). Classroom participation and academic performance in secondary education. *International Journal of Educational Studies*, 14(3), 201-215.
- Thapa, A. Cohen, J. Guffey, S. Alessandro, A. (2013). A Review of School Climate Research. *Review of Educational Research* 83(3):357-385
- Zynuddin, H., Kenayathulla, H. B., and Sumintono, B. (2023). *The relationship between school climate and students' non-cognitive skills: A systematic literature review*. Science Direct