

ORGANIZATIONAL COMMUNICATION'S LEVELS AND THE IMPACT ON SENIOR SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN OSUN STATE, NIGERIA

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Abstract

The study examined the impact of organizational communication on the academic performance of senior secondary school students in Osun State, Nigeria. The study specifically examines the level of organizational communication in senior secondary schools in Osun State, based on school location (urban and rural) and its impacts on students' academic performance. The descriptive survey research design was used for the study. One hundred and eight (108) teachers and two hundred and sixteen (216) students were randomly selected from 18 secondary schools, and these constituted the study sample. Two instruments were used for the study. These are the Adapted Questionnaire on Organizational Communication (OCQ) and the Academic Performance Test in Civic Education, Mathematics, and English Language (AACME), with reliability indices of 0.85 and 0.79, respectively. The research question was analyzed using percentages, means, and standard deviation, while the research hypotheses were analyzed using the independent sample t-test and Pearson's Product-Moment Correlation. The findings revealed that the level of organizational communication among teachers in the school is moderate, and there is a weak positive relationship between organizational communication and students' academic performance. The findings also revealed an insignificant difference between rural and urban organizational communication. The study recommended, among other things, that the present organizational communication should be sustained among secondary school teachers in Osun State, Nigeria, as it does not negatively affect students' academic performance.

Keywords: Organizational, Communication, Impact, Academic performance.

INTRODUCTION

Academic performance is frequently defined in terms of examination performance. It is commonly measured by examination results, assessment tests, standardized tests, and so on. It constitutes the extent to which a student, teacher, or institution has achieved their educational goals. Academic performance is an achievement that can be achieved by every student (Mohammad and Nurul, 2024). Bossart

et al. (2011) defined academic performance as students' success in meeting short or long-term goals in education. The performance of students in any academic task has always been of special interest to educators, parents, and society at large. It has become necessary to explore better solutions to the escalating and emerging problems faced by the youth at the secondary school level. This is because the quality of higher education depends upon the quality achieved at this level (Ufoma, 2023).

Secondary school performance in the public sector in Osun State over the years has not been encouraging because of inadequate funds and poor implementation of total quality management. And these have resulted in the poor performance of the student in external exams. The statistical analysis of the National Bureau of Statistics on WAEC performance of students of both private and public schools in each of the states indicates that Osun has been witnessing a worrying setback in student performance since 2019 (Uthman, 2022). According to Areghan (2022), WAEC's Head of National Office stated that a total of 1,222,505 candidates, amounting to 76.36 percent of the 1,601,047 candidates that successfully sat for the examination in 2022, obtained credits and above in a minimum of five subjects, including English Language and Mathematics. Areghan (2022) also stated that the statistics represent a decrease of more than five percent in performance when compared with the 81.7 percent pass rate recorded in 2021 (Inwalomhe, 2021). The National Bureau of Statistics (NBS), in collaboration with the West African Examination Council (WAEC), reports released on the WASSCE performance from 2021 to 2024 consistently placed Osun State lower in rank among all states and the Federal Capital Territory (FCT), Abuja, with a performance rate of less than 32.6% in 2021 and subsequent years.

Students' level of engagement with the learning process appears to be significantly influenced by organizational communication. A teacher's enthusiastic and optimistic attitude is positively correlated with more engaged students, according to research by Reeve and Jang (2006) and Nahid et al. (2023). Students who are more involved perform better academically because they are more focused, aware, and open to the information. Organizational communication within schools is a critical component of the teaching and learning environment. It encompasses the flow of information,

messages, and feedback within educational institutions, involving various stakeholders, including teachers, administrators, students, and parents. According to Lewis (2019), a layered communication system (both formal and informal) is critical in providing a solid basis for information exchange and developing interpersonal ties among all stakeholders in the educational setting. Effective organizational communication ensures that all participants are well-informed, motivated, and engaged in the educational process. It also allows teachers to express their concerns and provide feedback, which promotes a sense of belonging and empowerment.

Education is the cornerstone of development in any society, and effective communication plays a pivotal role in shaping the academic landscape (Zardari and Ali, 2023). Ultimately, strong organizational communication facilitates a collaborative environment where teachers are motivated and encouraged to perform at their best. Challenges arise as many schools seek to establish effective communication strategies that meet the demands of all stakeholders (Beauchamp et al., 2022). Organizational communication is not only about motivating teachers but also has a significant impact on student academic performance. Effective communication between teachers, school personnel, and students aids in the development of clear learning objectives and a better grasp of academic standards. Furthermore, effective organizational communication plays an important role in improving teaching quality. When school staff can openly and jointly share their knowledge and experiences, they are able to adopt best practices and build more successful teaching tactics (Raudhatul and Bungo, 2024). Clear and efficient communication channels between teachers, students, and Widyaningrum (2022). Organizational communication is more than just a procedure; it is an instrument that facilitates the interchange of ideas and critical information for

educational efficacy and leads to greater student accomplishment (Tahalele, 2022).

In the contemporary world, the relationships between communication strategies and academic performance among students have become a topic of significant interest (Maggin et al., 2020). Effective organizational communication in schools plays a crucial role in creating an environment that supports effective learning and optimal student achievement. Limitations in school organizational communication often result in misunderstandings, job dissatisfaction, and, most importantly, hinder optimal educational outcomes. In the digital era, these challenges are exacerbated by the need to integrate rapidly evolving digital communication tools into existing school communication systems (Raudhatul and Bungo, 2024). The system objectives must be clearly communicated to everyone and meet the needs of the system's customers. School is a system that needs to be optimized. It is possible that some of the school activities do not contribute to the objectives of the whole system: optimization of the extra-curricular program and allocation of additional resources to the department can optimize the whole system or undermine the curriculum program (Emenike, 2023).

The school location is an important component in determining the type of organizational communication used in the teaching profession. Rural areas are generally open, with low settled population concentrations and a large part of unsettled land dedicated to primary production activities, including agriculture, cattle, forestry, and fishing. Rural areas lack facilities such as drinkable water, power, good roads, school infrastructure, toilet facilities, and social services such as internet, telecommunications, TV transmissions, and others, depriving people access to essential information (Plessis and Mestry, 2024). Therefore, the location of the school is another major factor that affects teachers' organizational communication. Many

professionals refuse to take remote postings due to a shortage of housing, healthcare, and children's schools, even though rural settings can provide family-friendly environments, lower crime rates, recreational access, fresh air, and a better quality of life (Yeboah and Adom, 2019). As the rural population increases, so will the demand for rural education and teachers. However, some teachers are declining rural assignments due to worries about the quality of housing, classroom facilities, school resources, availability of recreational activities, and health care (Yeboah and Adom, 2019). These results suggest that more research in particular schools can shed more light on the best organizational communication strategies for achieving learning objectives. In order to ensure educational achievement, it is not only urgent but also essential to identify and address communication impediments inside school organizations. Therefore, the purpose of this study is to investigate and evaluate school organizational communication with an emphasis on the academic achievement of students in Osun State's senior secondary schools.

Statement of The Problem

The performance of the senior secondary school students at external examinations serves to measure the efficiency of the school system. According to a statistical analysis carried out by the National Bureau of Statistics, in conjunction with WAEC released a report on the WASSCE from 2019-2022 and this report lists the top ten states with least WASSCE performance in 2022 in which placed Osun State on the second to the last on the list with 32.6%, to come 36th position among states and the Federal Capital Territory, Abuja (Uthman, 2022). Despite the expectation that learners should achieve good grades for higher education and gainful employment, Osun State has faced a worrying setback in student performance since 2019. This poor performance suggests systematic issues. It appears that some of the prevailing problems of Lack of communication between teachers, school administrators, and policymakers could

result in ambiguity and uncertainty regarding the expectations and goals set for teachers. In such a climate, teachers may not fully understand the educational objectives, leading to a misalignment between their efforts and the intended outcome. Furthermore, inadequate organizational communication could lead to disparities in the allocation of resources, instructional materials, and support systems, which could disproportionately affect students' academic performance in schools. Thus, this study investigated the impact of organizational communication on students' academic performance in senior secondary schools in Osun State. The study also examined the level of organizational communication generally and by school location.

Purpose of the Research

This study investigated the impact of organizational communication on the academic performance of senior secondary school students in Osun State.

Specifically, the study determined:

1. The level of organizational communication in senior secondary schools in Osun State.
2. The impact of organizational communication on the academic performance of senior secondary school students in Osun State.
3. Compare the impact of organizational communication between teachers in rural and urban senior secondary schools on students' academic performance in Osun State.

Research Question

What is the level of organizational communication among senior secondary school teachers in Osun State?

Research Hypotheses

The study was guided by the following hypotheses tested at the 0.05 level of significance.

H0₁: There is no significant impact of organizational communication on the academic performance of senior secondary school students in Osun State.

H0₂: There is no significant difference between organizational communication and teachers in rural and urban areas among senior secondary school teachers in Osun State.

LITERATURE REVIEW

Several studies have reported the influence of organizational communication on students' academic performance in different school settings. According to Emenike (2023), the result shows that principals and teachers of public secondary schools in Rivers State are in consensus that communication influences students' academic achievement to a great extent. Willis and Taylor (2009) confirm this finding by stating that schools contact parents frequently to keep them informed of their children's progress. They also inform parents about the goals and expectations they have established for their children, and they encourage parents to take responsibility for ensuring that these expectations are met. According to Simon (1975), without communication, there can be no organization. Thus, in a school organization, communication involves sharing and transmitting ideas and attitudes amongst administrators, teachers, students, parents, and other stakeholders, thereby promoting total quality management in schools. According to a study conducted by Adieze and Uwaoma (2020), effective communication between teachers and students, as well as among school stakeholders, is crucial for enhancing students' academic performance. However, the study also found that poor communication between teachers and students, as well as among school stakeholders, can lead to poor academic performance.

A study by Okwori and Ugborugbo (2020) found that effective communication between schools and parents positively influenced students' academic performance in Nigeria. Dikeh & Jonathan (2023) in their study state that there is no significant relationship between the impact of school communication and students' academic performance in selected secondary schools in Rivers State, Nigeria. The hypothesis was rejected because the impact of school communication has a significant relationship with students' academic performance in selected secondary schools in Rivers State, Nigeria. As evidenced by the result of their analysis, the correlation value $r=0.034$, $p<0.05$. A study by O'Keefe & Lizzio (2012) found that effective communication between teachers and students can positively impact students' academic performance. Similarly, a study by Alshehri and Oyelere (2021) found that effective school communication has a significant impact on students' academic achievement, as measured by their grades.

According to Arikwandu and Samuel's (2021) study, written communication as a tool improves students' academic accomplishment in office technology and management by allowing them to give well-articulated reports, assignments, and so on. Such outstanding written communication abilities are also required for management efficiency and aid in expanding their knowledge for future studies. It might also be stated that oral communication as a tool improves students' academic progress by allowing them to take notes, read back, and transcribe dictations. Finally, the data indicate that using body language as a technique can improve students' academic progress by supporting spoken words. This is typically true in interpersonal relationships. To summarize, it was discovered that communication improves students' academic progress, particularly when the three types of communication are creatively and efficiently blended in the communication

process. Students with good communication skills frequently do well and achieve their goals. It also helps them improve their relationships and learn more. Beauchamp et al. performed research in four countries and discovered that schools frequently struggle with managing these communication tactics, resulting in a variety of operational and academic challenges. The digital era delivers tremendous potential for communication in education, but it also presents obstacles in integrating digital communication tools into existing systems (Beauchamp et al., 2022).

Haleem et al. (2022) found that using digital platforms can allow faster and broader communication, resulting in more responsive and dynamic learning experiences. Meanwhile, Tan et al. (2019) found that two-way communication between professors and students is critical to improving knowledge and student participation in the learning process. Sedova et al. (2022) discovered that active student participation in classroom communication is directly associated with improved learning outcomes. Amin's (2022) study discovered that organizational communication has a crucial effect in enhancing teacher motivation. A study conducted by Chen et al. (2025) discovered that high levels of organizational communication lead to organizational commitment and job performance. Yıldız (2013) and Canak and Awei (2016) found that teachers have higher levels of organizational communication than the average. Erogluer's (2011) study found that employees communicate well with their colleagues and administrators, leading to higher job satisfaction. According to Nobile and McCormick (2008), organizational communication predicts work satisfaction. Uslu and Balei's (2012) study found a positive and weak relationship between organizational communication and organizational citizenship. A study by Huang et al. (2021) reported that providing timely feedback to students had a

positive impact on their academic performance. Schools can cultivate a positive school culture that values effective communication and encourages collaboration among all stakeholders. This can help create a supportive environment where everyone is invested in the success of the students. A study by Zhou and Zhang (2021) reported that creating a positive school culture that values communication improved teacher-student communication and led to improved academic performance.

RESEARCH METHODOLOGY

A descriptive survey research design was adopted for the study. The targeted population of the study comprised all senior secondary school teachers and students in Osun State. This study adopted a multi-stage sampling procedure. The first stage involves the use of a purposive sampling technique for the selection of one senatorial district out of the three senatorial districts in Osun State, due to proximity, and the random sampling technique for the selection of three Local Governments out of the ten Local Governments in the selected senatorial district. The second stage involves the selection of six senior secondary schools from each of the three selected Local Government Areas in the Osun East Senatorial District using the stratified random sampling technique. The third stage involves the selection of six teachers purposively from each school based on their subject specialization. Twelve students taught by these teachers were selected so that their results could be correlated with the scores of the teacher's organizational communication.

In all, a total of one hundred and eight teachers (108) and two hundred and sixteen students (216) were used for the study, thus bringing the total respondents to three hundred and twenty-four (324).

Two instruments were used for the study. These are a questionnaire on the Impact of Organizational Communication on Senior Secondary Schools Students' Academic Performance, adapted from Chime et al. (2023), and an academic performance test in Civic Education, Mathematics, and English language (AACME) developed by a specialist in test construction. The instruments were face and content validated by three lecturers in the field of educational management and test and measurement to assess the suitability of the instruments in relation to the research topic. The instrument on "Organizational Communication Questionnaire (OCQ)" was pilot tested using thirty (30) teachers who were not part of the main study. The students' test was also administered to 30 students to determine its reliability. For the study, scores of students in the test were recorded in percentages. The Cronbach's alpha reliability coefficients for the two instruments are 0.85 and 0.79, respectively. The researcher, with the help of four trained research assistants, administered the instruments.

The data collected were analyzed using both descriptive and inferential statistics. Descriptive statistics such as frequency count, percentages, means, and standard deviation were used to answer the research question, while inferential statistics of Pearson's Product-Moment Correlation were used to test hypothesis one, and an independent sample t-test was used to test hypothesis two.

RESULTS

Research Question 1: What is the level of organizational communication among secondary school teachers in Osun State?

Table 1: Statistical analysis of organizational communication in secondary schools in Osun State

S/No	Items (Organizational Communication)	Mean	SD
1.	Most of the daily communication I receive comes in the form of "directives" from the principal.	2.62	0.86
2.	In most situations, I receive the information I need to effectively perform my job.	2.91	0.81
3.	The directives that come from the principal are clear and consistent, which will lead to performing my task efficiently and effectively.	3.03	0.77
4.	I receive the information I need to perform my job on time.	2.90	0.84
5.	My co-teachers and I readily share important information that is critical to effective teaching and learning.	3.04	0.84
6.	The principal value of my ideas is to achieve the organizational goals.	3.15	0.65
7.	Most of the information passed down from management is detailed and accurate.	2.94	0.78
8.	I regularly get most of my information about school news and events via memos/emails/chats	2.77	0.78
9.	My Principal provides a sufficient amount of useful information that is necessary for my productivity.	2.89	0.91
10.	I have a problem decoding the information from my principal.	2.84	0.95
11.	I feel comfortable sharing ideas directly with members of top management.	2.81	0.82
12.	I receive most of the information I need through formal channels.	2.79	0.77
13.	I receive most of the information I need through informal channels.	2.62	0.86
14.	Most of the interdepartmental meetings I attend are useful for obtaining the information I need to do my job.	2.78	0.84
15.	Most of the information I receive from my co-workers is detailed and accurate.	2.92	0.73
16.	I am often delayed in my job because I do not have the information I need.	2.40	1.06
17.	My co-workers and I rarely receive unreliable information from the principal.	2.92	0.96
18.	Most of the information I receive daily is detailed and accurate.	2.32	0.96
19.	I am often delayed in my job because I don't have the information I need.	2.92	0.88
20.	Most of the daily communication I receive comes in the form of "directives" from the principal.	2.29	1.05
	Overall Mean	2.82	

Interpretation of Mean Scores: 3.25 - 4.00 = High, 2.50 - 3.24 = Moderate, 1.75 – 2.49 = Low, 1.00 - 1.74 = Very Low

Table 1 shows the analysis of the level of organizational communication in secondary schools in Osun State according to the teachers. The mean scores for all 20 items on organizational communication range from 2.32 to 3.15, indicating that the teachers agreed with all the items and, as a result, organizational communication, according to the teachers, is moderate. The teachers were homogeneous in

their responses to all the items except two. They were heterogeneous in their responses to the items. I am often delayed in my job because I do not have the information I need, and Most of the daily communication I receive comes in the form of "directives" from the principal. The overall mean of 2.82 showed that the teachers agreed that organizational communication in secondary schools in Osun State is moderate.

Research Hypothesis 1: There is no significant impact of organizational communication on the academic performance of senior secondary school students in Osun State.

Table 2: Test on the Impact of Organizational communication on students’ academic performance in Secondary Schools in Osun State

Variable	N	Mean	Std. Deviation	R	P	Remark
Organizational communication	108	20.3981	5.10438	0.027	0.784	Positive but weak relationship
Students’ Performance	216	59.0370s	8.34079			

The result of the data analysis displayed in Table 2 shows a weak positive relationship ($p=0.784$) between organizational communication and students’ academic performance ($r=0.027$, $p>0.05$). Hence, the null hypothesis, which states that there is no significant relationship between Organizational communication and students’ academic performance in Secondary Schools in Osun State, is accepted. Therefore, the impact of organizational communication on

the academic performance of senior secondary school students in Osun State is weak.

Research Hypothesis 2: There is no significant difference between organizational communication and teachers in rural and urban areas in senior secondary school teachers in Osun State.

Table 3: Independent sample t-test on the difference between teachers in rural and urban areas and organizational communication in senior secondary school teachers in Osun State.

	Variable	N	Mean	Std. Deviation	Df	T	P
Organizational communication	Rural	51	55.1296	7.85973	106	-1.184	0.239
	Urban	57	56.8148	6.89838			

The result of the data analysis displayed in Table 3 shows an insignificant difference between the two groups ($t(106) = -1.184$, p greater than 0.05). The mean score of the teachers in rural areas is 55.1296 ($SD=7.85973$), while the mean score for teachers in urban areas is 56.8148($SD=6.89838$). The results show that teachers in urban areas have a higher level of organizational communication than teachers in rural areas. This implies that the hypothesis, which states that there is no significant difference between rural and urban teachers’

organizational communication, is accepted. That is, there is no significant difference between rural and urban teachers on the levels of organizational communication in Senior Secondary School in Osun State, Nigeria.

DISCUSSION

The study found an insignificant impact of organizational communication on senior secondary school students’ academic performance, which is consistent with a study conducted by Adieze and Uwaoma (2020),

which found that effective communication between teachers and students, as well as among school stakeholders, is crucial for enhancing students' academic performance. However, the study also found that poor communication between teachers and students, as well as among school stakeholders, can lead to poor academic performance. A study by Okwori and Ugborugbo (2020) found that effective communication between schools and parents positively influenced students' academic performance in Nigeria. The first research question was addressed with descriptive statistics such as frequency count, percentages, and means. The prevalent rate of organizational communication among teachers in the school is high, with most teachers receiving the information they need to perform their jobs effectively. Daily communication from the principal is common, with the majority of teachers receiving directives from the principal. The directives are mostly clear and consistent, and teachers receive information on time. Teachers also share important information with their co-teachers and feel comfortable sharing ideas with top management. Principals value teachers' ideas, and most information from management is detailed and accurate. Interdepartmental meetings are useful for obtaining necessary information, and most daily information received is detailed and accurate. However, some teachers experience delays in their jobs due to a lack of information, and some receive unreliable information from the principal.

The study's findings are inconsistent with the findings from Akhdemir (2019), who found a favorable, high-level, and substantial association between instructors' organizational and job motivation. Overall, the results of the present study indicate a moderate prevalence rate of organizational communication among teachers in the school, with most teachers receiving the information they need to perform their jobs effectively. However, some areas for

improvement include ensuring timely and accurate information receipt, addressing delays experienced by some teachers, and improving the reliability of information from the principals.

Research hypothesis one was addressed using Pearson's Product-Moment Correlation Method; the results of the data analysis indicate a weak positive relationship ($r = 0.027$, $p > 0.05$) between organizational communication and students' academic performance. This means that there is a very slight tendency for students' academic performance to increase as organizational communication increases, but the relationship is not strong enough to be considered statistically significant. Since the p -value ($p = 0.784$) is greater than 0.05, the null hypothesis that organizational communication will not significantly determine students' academic performance is accepted. This indicates that there is a statistically significant relationship between organizational communication and students' academic performance, which is in contrast with the findings of Dikeh & Jonathan (2023), in their study states that there is no significant relationship between the impact of school communication and students' academic performance in selected secondary schools in Rivers State, Nigeria. The hypothesis was rejected because the impact of school communication has a significant relationship with students' academic performance in selected secondary schools in Rivers State, Nigeria. As evidenced by the result of their analysis, the correlation value $r=.034$, $p<0.05$

This is also in contrast to Kapur (2020), who argued that written communication allows the recipient to fully understand and provide appropriate feedback. The current study contradicts the findings of Reeve and Jang (2006), and Nahid et al. (2023) discovered a favorable relationship between more engaged pupils and an enthusiastic and happy teacher.

Students' academic performance improves as they become more focused, attentive, and responsive to the content. Emenike (2023) found that principals and instructors in public secondary schools in Rivers State agree that communication has a significant impact on students' academic progress. Willis and Taylor (2009) reinforce this conclusion, stating that "schools communicate regularly with parents, informing them of their children's progress." They also inform parents about the goals and expectations they have established for their children, and they encourage parents to take responsibility for ensuring that these expectations are met.

In other words, the present results suggest that organizational communication does not have a significant impact on students' academic performance. This implies that other factors, such as teacher motivation, student ability, curriculum, and school resources, may play a more important role in determining students' academic performance. The findings indicate that organizational communication is not a significant predictor of students' academic performance. In essence, the results suggest that improving organizational communication may not necessarily lead to improved students' academic performance. Other factors may need to be considered to enhance students' academic performance.

Furthermore, research hypothesis two was addressed using an independent samples t-test. The results suggest that school location differences do not have an effect on the organizational communication of teachers. Specifically, the results suggest that, irrespective of the location difference, organizational communication as expressed by the teachers is not different. This may be because many of the communication methods used in rural areas are also employed in urban areas.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The findings from the study indicate that organizational communication is moderate in secondary schools in Osun State, Nigeria. The study also shows that organizational communication is not responsible for academic performance in Osun State Secondary Schools. However, it is hereby suggested that organizational communication should be improved from its current moderate status.

Recommendations

The school administrators should also ensure that teachers receive timely and accurate information needed to perform their jobs effectively and efficiently, address delays experienced by some teachers, and improve the reliability of information from the principals to the teachers. Furthermore, it is expedient that focus should be on other factors such as student ability, curriculum, student-centered approach to education, and school resources to improve students' academic performance. The school administrators should also ensure that teachers receive timely and accurate information needed to perform their jobs effectively and efficiently, address delays experienced by some teachers, and improve the reliability of information from the principals to the teachers. Most importantly, the Government should also increase the annual education budget to provide extra funds to enhance organizational communication, and schools should be provided with improved resources, such as infrastructure, technology, and learning materials, to support teaching and learning.

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