ASSESSMENT OF RESPECTFUL CONDUCT IN SCHOOL CULTURE MANAGEMENT PRACTICES FOR IMPROVED ACADEMIC PERFORMANCE IN RURAL PUBLIC SECONDARY SCHOOLS IN RIVERS SOUTH-EAST SENATORIAL DISTRICT

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Abstract: This study assessed the role of respectful conduct in school culture management practices aimed at enhancing academic performance in rural public secondary schools in Rivers South-East Senatorial District. The research focused on the effects of collaborative dialogue, conflict resolution, and student community involvement on academic outcomes. Employing a descriptive survey design, the study sampled 400 participants from a total of 986 staff members using Taro Yamane sample size determination. Data was collected using the validated Respectful Conduct in School Culture Management Practices Questionnaire (RCSCMPQ), achieving a return rate of 70.75%. Analysis of the data was conducted using descriptive statistics of mean and standard deviation. The findings indicated notable deficiencies in teacher engagement and feedback mechanisms related to collaborative dialogue, while participants expressed favourable opinions on conflict resolution strategies. Furthermore, although community service initiatives elicited varied responses among participants, the overall consensus acknowledged their positive impact. It was concluded that implementing targeted respectful conduct strategies aimed at improving collaboration, resolving conflicts, and encouraging community engagement is central to school culture management practices for improved academic performance in the rural public secondary schools. Recommendations include developing structured communication initiatives, providing conflict resolution training, and fostering community partnerships.
Keywords: Respectful conduct; School culture, Management practices; Rural public secondary schools

1 BACKGROUND TO THE STUDY

Enhancing performance in rural public secondary schools is intricately connected to the concept of school culture management, which serves as a critical administrative task. School culture serves as a critical administrative task because it encompasses the beliefs, values, and practices shared within educational institutions that shape student behaviour and learning outcomes [1]. Key indices of effective school culture management include communication dynamics, behavioural norms, and a sense of belonging among students and staff [2].

Public secondary schools operate as the backbone for education in many communities of developing countries, providing essential opportunities for young people to acquire knowledge and middle level manpower skills crucial for personal and societal advancement. These schools reflect the diverse cultural, social, and economic fabric of their communities and play a vital role in preparing students for higher education, vocational training, and informed citizenship. In the context of the Rivers South-East Senatorial District, characterized by diverse rural settlements, effective management of school culture becomes imperative for fostering a conducive learning environment. The rural setting of this district requires a unique approach to managing school culture, emphasizing respectful conduct that impacts the academic environment. Respect fosters positive relationships and is essential for an inclusive educational culture. Promoting respect enhances interactions between students and teachers, contributing to a conducive learning climate [3]. However, rural teachers often struggle with disrespectful behaviours that disrupt learning and hinder effective teaching [4,5]. Such challenges can damage teacher-student relationships, leading to disengagement, poor academic performance, and high staff turnover. Overall, a disrespectful culture undermines educational success.

2 STATEMENT OF THE PROBLEM

The educational system in developing countries, particularly in rural public secondary schools, faces immense challenges that are critical for national growth. Promoting respectful behaviour is vital for enhancing student conduct and learning outcomes. However, many teachers and administrators encounter ongoing issues with disrespectful behaviour that disrupts the school environment. This lack of respect damages relationships among students and further deteriorates the school culture, negatively affecting communication, engagement, and academic performance, while also contributing to high

teacher turnover. Hence, this study underscores the significance of respectful behaviour in improving academic success and student-teacher relationships, addressing the gap in empirical research on respectful conduct in school culture management practices in rural public secondary schools in developing countries like Nigeria.

3 AIM AND OBJECTIVES OF THE STUDY

This study was aimed on assessment of respectful conduct in school culture management practices for improved academic performance in rural public secondary schools in Rivers South-East Senatorial District. Specifically, the study sought to:
1. Ascertain the impact of collaborative dialogue in school culture management practices on academic performance in rural public secondary schools in Rivers South-East Senatorial District.
2. Determine the effect of conflict resolution in school culture management practices on academic performance in rural public secondary schools in Rivers South-East Senatorial District.
3. Analyze the contribution of students' community involvement in school culture management practices to academic performance in rural public secondary schools in Rivers South-East Senatorial District.

4 RESEARCH QUESTIONS

1. What is the impact of collaborative dialogue in school culture management practices on academic performance in rural public secondary schools in Rivers South-East Senatorial District?
2. What is the effect of conflict resolution in school culture management practices on academic performance in rural public secondary schools in the Rivers South-East Senatorial District?
3. What is the contribution of students' community involvement in school culture management practices to academic performance in rural public secondary schools in the Rivers South-East Senatorial District?

4.1 Hypotheses

The following three (3) null hypotheses were tested at 0.05 alpha level.
1. There is no significant difference in mean scores between the teachers and school administrators' opinion regarding the impact of collaborative dialogue in school culture management practices on academic performance in rural public secondary schools in Rivers South-East Senatorial District.
2. There is no significant difference in mean scores between the teachers and school administrators' opinion regarding the effect of conflict resolution in school culture management practices on academic performance in rural public secondary schools in the Rivers South-East Senatorial District.
3. There is no significant difference in mean scores between the teachers and school administrators' opinion regarding the contribution of students' community involvement in school culture management practices to academic performance in rural public secondary schools in the Rivers South-East Senatorial District.

4.2 Conceptual Framework

The study's framework focuses on respectful conduct in school culture management practices for improved academic performance in rural public secondary schools in Rivers South-East Senatorial District as illustrated in Figure 1 below.
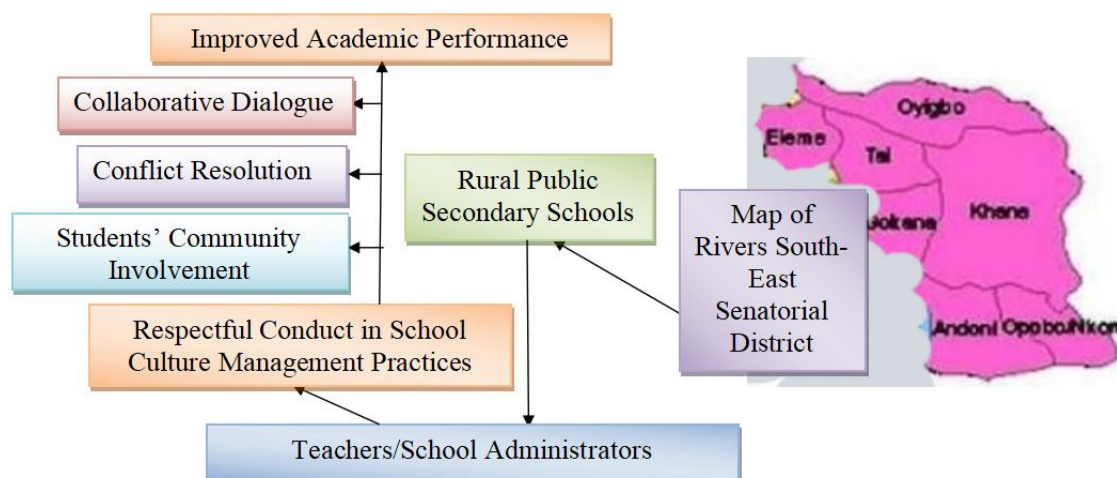

Figure 1 Conceptual Framework Showing the Relationship between Variables
Source: Researchers' conceptualization (2024).

4.3 Literature Review

Respectful conduct within the school culture is essential for boosting academic performance in the rural public secondary schools of Rivers South-East Senatorial District, which includes Tai, Oyigbo, Gokana, Eleme, Khana, Andoni, and Opobo-Nkoro. Saryanto et al. and Cardona et al. affirm that respectful behaviour is a cornerstone of positive school culture and is closely linked to academic success[6,7]. Ukoima et al. and Edet et al. emphasize that a positive school climate is crucial for academic achievement[8,9], echoing Griffiths et al.[10]. Hennessy et al. note the importance of effective teacher-student dialogue in nurturing this climate[11], a perspective that resonates with Idenyenmhin and Chandrasekaram [3,12]. Idenyenmhin highlights that managing school culture in rural areas is pivotal for educational outcomes through respectful interactions[12]. Mette and Chandrasekaram [3,13] align respect promotion with academic success. Cleveland et al. argue that fostering a positive school culture is vital for student performance[2], especially in resource-constrained environments, focusing on equity and respect to tackle academic disparities. Enwereuzor et al. advocate that respectful engagement boosts tacit knowledge sharing, essential for conflict resolution[14]. Agi outlines that teachers and principals play a crucial role in establishing a respectful culture that enhances student involvement[15]. Olatunji stresses that respectful conduct among educators and students are foundational for a collaborative learning environment[1]. Effiom et al. address the importance of managing aggressive behaviours[16], with Sewell and Brown and Danaher promoting respectful classroom dialogue[17,18]. Calling upon Adeyeye's recommendations for addressing indiscipline[4], Asanebi and Okafor highlight that peace education is vital for respectful communication[19]. This goes in line with Cress et al. who illustrate how community service relates to respect for diverse cultures[20], while Dewantara et al. connect community engagement to academic improvement[21]. The wisdom of this proverb resonates here: "If you want to go fast, go alone. If you want to go far, go together." Amesi and Egop demonstrate that community service enhances social awareness[22], positively impacting academic performance, corroborated by Ntaah and Adolphus [23] and Villa and Knutas [24], who advocate for valuing local culture. Effective communication underpins managing school culture [25], contributing to conflict resolution [26,27]. Nouah et al. highlight community service's role in nurturing empathy[5], while Amie-Ogan and Epelle connect human resource management to educational success[28]. Hendry advocates restorative practices for fostering respectful relationships[29], a notion echoed by Nwisane [30], who warns of the negative effects of political interference on educational leadership. Iksal et al. stress the importance of character education in promoting respectful behaviour[31], with Eden et al. arguing that cultural competence enhances respect for diverse viewpoints[32].

4.4 Theoretical Framework

Durlak's Social-Emotional Learning (SEL) Theory, developed by Joseph Durlak in the 2010s, posits that enhancing students' social and emotional skills significantly improves their academic performance and overall well-being. This theory emphasizes the importance of collaborative dialogue, conflict resolution, and community involvement in fostering a positive school culture. By integrating these elements into school management practices, rural public secondary schools in Rivers South-East can create an environment that promotes respectful conduct.

5 METHODOLOGY

This research adopted a descriptive survey design, focusing on a population of 68 school administrators and 918 teachers, which totals 986 staff members. The sample size was determined using the Taro Yamane formula, resulting in a total of 400 participants. A two-stage sampling technique was employed, incorporating both stratified and disproportionate sampling methods. Thus, the sample consisted of 68 secondary school administrators and 332 teachers from rural areas across the six Local Government Areas (LGAs) of the Rivers South-East Senatorial District. Data collection was conducted using a self-structured instrument known as the Respectful Conduct in School Culture Management Practices Questionnaire (RCSCMPQ). This questionnaire underwent rigorous face and content validation by three experts. It comprised fifteen items divided into three sections, with responses measured on a four-point Likert scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), assigned weighted values of 4, 3, 2, and 1, respectively. The reliability of the RCSCMPQ was confirmed with a Cronbach Alpha coefficient of 0.78. Out of the distributed copies of questionnaire, 283 copies were completed and returned—61 from school administrators (61/68 x 100 = 89.71% return rate) and 122 from teachers (122/332 x 100 = 36.75% return rate), resulting in an overall return rate of 70.75% (283/400 x 100). The study addressed the research questions using mean and standard deviation, while hypotheses were tested through z-tests.

6 RESULTS

6.1 Answer to Research Questions

Research Question 1: What is the impact of collaborative dialogue in school culture management practices on academic performance in rural public secondary schools in Rivers South-East Senatorial District?

Table 1 Mean and Standard Deviation Scores on the Impact of Collaborative Dialogue in School Culture Management Practices on Academic Performance in Rural Public Secondary Schools in Rivers South-East Senatorial District

S/N	Test Items- Collaborative Dialogue.	Principals (N = 61)		Teachers (N = 122)		Mean Set (xx)	Remarks
		$\bar{x}$	sd	$\bar{x}$	sd		
1.	Opportunities for joint teacher-student discussions on academic improvement are adequate in my school.	2.43	0.56	2.48	0.58	2.46	Disagreed
2.	The school culture promotes open dialogue, but not everyone feels comfortable participating.	2.61	0.62	2.57	0.60	2.59	Agreed
3.	My school administration actively seeks feedback from students during school meetings.	2.55	0.60	2.38	0.54	2.47	Disagreed
4.	There is a noticeable lack of engagement among teachers when it comes to sharing ideas with students.	2.54	0.59	2.69	0.64	2.62	Agreed
5	In my experience, concerns raised during discussions are regularly considered and acted upon by the school administration.	2.80	0.67	2.52	0.59	2.66	Agreed
	Cluster Mean/SD	**2.59**	**0.62**	**2.53**	**0.59**	**2.56**	**Agreed**

Criterion mean score = 2.5

Results in Table 1 present the mean and standard deviation scores on the impact of collaborative dialogue in school culture management practices on academic performance in rural public secondary schools in Rivers South-East Senatorial District. The cluster mean score for principals is 2.59 with a standard deviation of 0.62, while the cluster mean score for teachers is 2.53 with a standard deviation of 0.59, indicating a general agreement regarding the perceived impact of collaborative dialogue on school culture. The overall cluster mean score of 2.56 exceeds the criterion mean score of 2.5, suggesting a significant extent of agreement between the groups regarding the impact of collaborative dialogue in enhancing school culture and academic performance. While the majority of specific items evaluated fall under the "agreed" category, they also highlight areas of concern. Specific items such as the adequacy of opportunities for joint teacher-student discussions and the active engagement of school administration in seeking student feedback received disagreement, indicating a perceived insufficiency in these aspects of collaborative dialogue practices. However, there is a general acknowledgment that concerns raised during discussions are regularly considered by the school administration, suggesting a level of responsiveness to student input.

Research Question 2: What is the effect of conflict resolution in school culture management practices on academic performance in rural public secondary schools in Rivers South-East Senatorial District?

Table 2 Mean and Standard Deviation Scores on the Effect of Conflict Resolution in School Culture Management Practices on Academic Performance in Rural Public Secondary Schools in Rivers South-East Senatorial District

S/N	Test Items- Conflict Resolution.	Principals (N = 61)		Teachers (N = 122)		Mean Set (xx)	Remarks
		$\bar{x}$	sd	$\bar{x}$	sd		
6.	The conflict resolution strategies used by teachers in my school help in maintaining a positive school culture.	2.65	0.63	2.70	0.64	2.68	Agreed
7.	Conflicts among staff members often disrupt the learning environment in my school.	2.46	0.57	2.51	0.58	2.49	Disagreed
8.	When conflicts are resolved effectively, I notice an improvement in overall student engagement and academic motivation.	3.03	0.74	2.88	0.70	3.00	Agreed
9.	The current conflict resolution practices in my school promote a culture of respect and understanding.	2.71	0.65	2.70	0.64	2.71	Agreed
10	Students feel comfortable bringing their concerns and conflicts to the attention of school authorities.	2.48	0.58	2.45	0.57	2.47	Disagreed
	Cluster Mean/SD	**2.67**	**0.63**	**2.65**	**0.63**	**2.67**	**Agreed**

Criterion mean score = 2.5

Results in Table 2 present the mean and standard deviation scores on the effect of conflict resolution in school culture management practices on academic performance in rural public secondary schools in Rivers South-East Senatorial District. The cluster mean score for principals is 2.67 with a standard deviation of 0.63, while the cluster mean score for teachers is 2.65 with a standard deviation of 0.63, indicating a general agreement regarding the perceived impact of conflict resolution practices on school culture. The overall cluster mean score of 2.67 exceeds the criterion mean score of 2.5, suggesting a significant extent of agreement between the groups concerning the effectiveness of conflict resolution strategies in enhancing school culture and, consequently, academic performance. Specific items such as the effectiveness of conflict resolution strategies in maintaining a positive school culture, the improvement in student engagement and academic motivation when conflicts are resolved effectively, and the promotion of respect and understanding through current practices all received "agreed" ratings. However, areas of concern were identified, such as the perception that conflicts among staff disrupt the learning environment and that students do not feel comfortable bringing their concerns to school authorities, both of which received "disagreed" ratings.

Research Question 3: What is the contribution of students' community involvement in school culture management practices to academic performance in rural public secondary schools in Rivers South-East Senatorial District?

Table 3 Mean and Standard Deviation Scores on the Contribution of Students' Community Involvement in School Culture Management Practices to Academic Performance in Rural Public Secondary Schools in Rivers South-East Senatorial District

S/N	Test Items- Students' Community Involvement.	Principals (N = 61)		Teachers (N = 122)		Mean Set (xx)	Remarks
		$\bar{x}$	sd	$\bar{x}$	sd		
11.	Community service projects are often organized by the school in line with the school's academic programme	2.55	0.60	2.36	0.54	2.46	Disagreed
12.	Community service projects are not a thing we find interesting as such it is rarely organized in our school.	2.33	0.53	2.46	0.57	2.40	Disagreed
13.	Students are often cajoled to actively participate in community service projects organized by the school.	2.55	0.60	2.51	0.58	2.53	Agreed
14.	Students see it as the school culture to actively participate in community service projects organized by the school.	2.57	0.60	2.50	0.58	2.54	Agreed
15	Parents are more engaged in the school's academic programmes when students are involved in community activities, positively influencing student performance.	2.82	0.68	2.64	0.63	2.73	Agreed
	Cluster Mean/SD	**2.56**	**0.60**	**2.49**	**0.58**	**2.53**	**Agreed**

Criterion mean score = 2.5

Results in Table 3 present the mean and standard deviation scores on the contribution of students' community involvement in school culture management practices to academic performance in rural public secondary schools in Rivers South-East Senatorial District. The cluster mean score for principals is 2.56 with a standard deviation of 0.60, while the cluster mean score for teachers is 2.49 with a standard deviation of 0.58, indicating a general agreement regarding the perceived contribution of community involvement to school culture. The overall cluster mean score of 2.53 exceeds the criterion mean score of 2.5, suggesting a significant extent of agreement between the groups on the positive contribution of community involvement to school culture management practices and academic performance. However, specific test items reveal mixed feelings about community involvement initiatives. Both principals and teachers expressed disagreement regarding the adequacy and interest in community service projects organized by the school, as reflected in the low ratings for items on the organization and appeal of such projects. Conversely, there is agreement on the perception that students are often encouraged to participate in these projects and that participation is viewed as part of the school culture. Additionally, respondents agreed that when students engage in community activities, parents become more involved in academic programmes, which positively influences student performance.

6.2 Test of Hypotheses

Hypothesis 1: There is no significant difference in mean scores between the teachers and school administrators' opinion regarding the impact of collaborative dialogue in school culture management practices on academic performance in rural public secondary schools in Rivers South-East Senatorial District.

Table 4 Z-test Analysis on the Mean Differences in Teachers and School Administrators' Opinion Regarding the Impact of Collaborative Dialogue in School Culture Management Practices on Academic Performance in Rural Public Secondary Schools in Rivers South-East Senatorial District

Status	n	$\bar{x}$	Sd	df	z-cal	z-crit value	Sig.	Level of significance	Decision
Principals	61	2.59	0.62						
				181	4.07	1. 96	0.00	0.05	Significant
Teachers	122	2.53	0.59						

Results in Table 4 indicate that a z-test analysis was conducted to assess the mean differences in teachers and school administrators' opinions regarding the impact of collaborative dialogue in school culture management practices on academic performance in rural public secondary schools in Rivers South-East Senatorial District. The mean score for principals is 2.59 with a standard deviation of 0.62, while the mean score for teachers is 2.53 with a standard deviation of 0.59. The calculated z-value is 4.07, which significantly exceeds the critical z-value of 1.96 at a significance level of 0.05. With a significance value of 0.00, this indicates a statistically significant difference in the opinions of teachers and school administrators regarding the impact of collaborative dialogue on school culture and academic performance. Therefore, the decision is to reject the null hypothesis, suggesting that there is a significant difference in perceptions between teachers and school administrators on the effectiveness of collaborative dialogue in enhancing academic performance.

Hypothesis 2: There is no significant difference in mean scores between the teachers and school administrators' opinion regarding the effect of conflict resolution in school culture management practices on academic performance in rural public secondary schools in the Rivers South-East Senatorial District.

Table 5 Z-test Analysis on the Mean Differences in Teachers and School Administrators' Opinion Regarding the Effect of Conflict Resolution in School Culture Management Practices on Academic Performance in Rural Public Secondary Schools in the Rivers South-East Senatorial District

Status	n	$\bar{x}$	Sd	df	z-cal	z-crit value	Sig.	Level of significance	Decision
Principals	61	2.67	0.63						
				181	1.90	1. 96	0.10	0.05	Not Significant
Teachers	122	2.65	0.63						

Results in Table 5 indicate that a z-test analysis was conducted to assess the mean differences in teachers and school administrators' opinions regarding the effect of conflict resolution in school culture management practices on academic performance in rural public secondary schools in the Rivers South-East Senatorial District. The mean score for principals is 2.67 with a standard deviation of 0.63, while the mean score for teachers is 2.65 with a standard deviation of 0.63. The calculated z-value is 1.90, which does not exceed the critical z-value of 1.96 at a significance level of 0.05. The significance value of 0.10 indicates that there is no statistically significant difference in the opinions of teachers and school administrators regarding the effect of conflict resolution on school culture and academic performance. Therefore, the decision is to retain the null hypothesis, suggesting that there is no significant difference in perceptions between teachers and school administrators concerning the effectiveness of conflict resolution in enhancing academic performance.

Hypothesis 3: There is no significant difference in mean scores between the teachers and school administrators' opinion regarding the contribution of students' community involvement in school culture management practices to academic performance in rural public secondary schools in the Rivers South-East Senatorial District.

Table 6 Z-test Analysis on the Mean Differences in Teachers and School Administrators' Opinion Regarding the Contribution of Students' Community Involvement in School Culture Management Practices to Academic Performance in Rural Public Secondary Schools in the Rivers South-East Senatorial District

Status	n	$\bar{x}$	Sd	df	z-cal	z-crit value	Sig.	Level of significance	Decision
Principals	61	2.56	0.60						
				181	2.03	1. 96	0.01	0.05	Significant

Teachers	122	2.49	0.58

Results in Table 6 indicate that a z-test analysis was conducted to assess the mean differences in teachers and school administrators' opinions regarding the contribution of students' community involvement in school culture management practices to academic performance in rural public secondary schools in the Rivers South-East Senatorial District. The mean score for principals is 2.56 with a standard deviation of 0.60, while the mean score for teachers is 2.49 with a standard deviation of 0.58. The calculated z-value is 2.03, which exceeds the critical z-value of 1.96 at a significance level of 0.05. The significance value of 0.01 indicates that there is a statistically significant difference in the opinions of teachers and school administrators regarding the contribution of students' community involvement to school culture and academic performance. Therefore, the decision is to reject the null hypothesis, suggesting that there is a significant difference in perceptions between teachers and school administrators on the effectiveness of students' community involvement in enhancing academic performance.

7 DISCUSSION OF FINDINGS

Skepticism surrounds the adequacy of opportunities for joint teacher-student discussions on academic improvement in rural public secondary schools in the Rivers South-East Senatorial District. This skepticism arises from the divergent opinions between principals and teachers regarding the impact of collaborative dialogue on school culture management practices aligning with Loh et al. [33], who highlight its potential to enhance educational environments. This goes in line with the findings of Nouah et al. that rural educational settings face significant challenges[5], particularly with communication, which hinders academic performance and undermines a supportive atmosphere. Despite an encouraging culture of dialogue, discomfort among participants indicates an urgent need for strategies to enhance inclusive participation [14]. Moreover, claims that the administration actively seeks student feedback contradict teachers' viewpoints, which undermine the efficacy of feedback in management practices [34]. The dissent among teachers concerning feedback processes emphasizes their vital role in management and student success [28]. A notable lack of teacher engagement in sharing ideas complicates the creation of a collaborative environment necessary for academic achievement and a thriving school culture [23]. While administration acknowledges concerns, mere recognition does not suffice in cultivating a positive school culture [35]. Additionally, political interference in school leadership complicates these dynamics [30].

Consequently, despite the commendable aspects of dialogue and responsiveness, major challenges related to teacher engagement, discomfort, and feedback discrepancies necessitate strategic interventions to foster a genuinely well-managed collaborative environment that enhances academic outcomes and strengthens school culture management practices [22,31,32]. Additionally, effective conflict resolution strategies foster a positive school culture, as noted by Edet et al. [9], which improves teachers' job effectiveness in Nigerian public schools. However, divergent perspectives among principals about disruptions caused by staff conflicts illustrates a disconnect with teachers' experiences, a notion acknowledged by Griffiths et al. [10]. While there is consensus on the benefits of effective conflict resolution for student engagement [25]and its role in promoting a respectful culture [3,18], this study in line with other authors' findings show that disagreement about student comfort in voicing concerns reveals communication barriers [11].

The significance of conflict resolution in maintaining a positive culture resonates with Ukoima et al. [8], further emphasizing its importance in shaping student behavior. Moreover, this study unveils a significant divide between principals and teachers regarding the impact of community involvement on school culture and academic performance. Cleveland et al. assert that a robust school culture enhances academic outcomes[2], echoing this study's findings on community engagement. However, Agi points to administrative challenges hindering such initiatives[15]. Furthermore, Olatunji reinforces that school culture shapes student behaviour, aligning with the finding that students perceive community service as cultural norm[1]. Yet, skepticism among teachers regarding their interest in community service projects reflects a disconnect identified by Amtu et al. as detrimental[36]. In contrast, Onaolapo and Makhasane emphasize cultural factors shaping discipline[37], suggesting community involvement as a vital engagement tool, which resonates with the study's recommendations for enhanced community activities. Villa and Knutas assert that valuing local culture can significantly benefit rural schools[24], aligning with the findings on community service. Idenyenmhin insists on effective school culture management to enhance educational outcomes[12], while Dewantara et al. underscore character education through community participation as crucial[21]. More so, in line with this study's findings, Radio Desk highlights the challenges rural schools face, reinforcing the urgent need for robust community involvement to improve conditions and outcomes[38], echoing the study's call for action.

8 CONCLUSION

This assessment on respectful conduct in school culture management offers valuable insights into factors influencing academic performance in rural public secondary schools in the Rivers South-East Senatorial District. Collaborative dialogue shows that it can significantly boost academic outcomes; however, notable gaps persist in teacher engagement and feedback

mechanisms. Moreover, the effectiveness of conflict resolution strategies in fostering a respectful school environment is apparent, indicating a need for enhanced practices that adequately address the concerns of both teachers and students. Additionally, the role of community involvement in managing school culture is crucial for academic achievement. Thus, implementing targeted interventions that promote collaboration, conflict resolution, and greater community participation is vital for improving academic performance within the context of school culture management practices in these institutions.

9 RECOMMENDATIONS

Based on the findings, the following recommendations were made:

1. To leverage the positive impact of collaborative dialogue on academic performance, school administrators should implement structured programs that facilitate regular communication between teachers, students, and parents. This could include workshops, forums, and feedback sessions aimed at fostering a culture of openness and mutual respect. By actively engaging all stakeholders in discussions about academic expectations and school culture, schools can create a more supportive environment that enhances student learning outcomes.

2. Given the effectiveness of conflict resolution strategies in promoting a respectful school environment, it is crucial for schools to provide comprehensive training for both teachers and students. This training should focus on effective communication, negotiation skills, and mediation techniques. By equipping educators and students with the tools to resolve conflicts amicably, schools can reduce disruptions and create a more conducive atmosphere for learning.

3. To capitalize on the role of community involvement in enhancing academic achievement, schools should develop partnerships with local organizations and community leaders. Initiatives could include mentorship programs, community service projects, and collaborative events that encourage parental and community participation in school activities. By integrating community resources and support into the educational framework, schools can create a more enriching environment that positively influences student engagement and academic success.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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