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**ASSESSMENT OF THE INVOLVEMENT OF STUDENTS IN
SCHOOL POLITICS AND THEIR ACADEMIC PERFORMANCE
IN UNIVERSITY OF ILORIN, KWARA STATE**

By

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Abstract

The study determined the impact of students' involvement in school politics on cognitive, affective, and the psychomotor domain of students in University of Ilorin, Kwara State. These were with a view to determining the relationship between students' involvement in school politics and academic performance in the university under study. The descriptive survey research design was adopted for the study. The population comprised all the 1800 students involved in politics in University of Ilorin, Kwara State with a sample of 317 students randomly selected across varying faculties. Three research questions, alongside main and operational hypothesis guided the study. The data collected were analyzed using descriptive statistics of mean and standard deviation. The findings of this study showed that students' involvement in school politics not only has positive impact on their cognitive, affective, and psychomotor domain but also equip students with different useful skills for personal development. Based on this, it is recommended in the study that students need awareness on the positive impact participating in school politics, their life in general and academic performance in particular as it is a modality for them to showcase their intellectual prowess.

Keywords: Assessment, students, involvement, school politics, academic performance, domain

Introduction

Leadership is widely regarded as a key factor that accounts for the difference in the success with which school fosters the learning of their students. Indeed, the contribution of effective leadership is largest when it's needed most; there are virtually no documented instances of troubled schools being turned around in the absence of intervention by talented student leaders. While other factors within the institution also contribute to such turnarounds, leadership is the catalyst. Life on campus can be very stressful, although, it is undoubtedly one of the most memorable experiences in one's life. It represents a critical development period for both late adolescents and young adults.

Student's involvement in extra-curricular activities has been found to have effects on students' academic performance. Student's involvement in campus activities, enhances communication skills, professional development issues, and group dynamics. In contrast, the daily routine of tertiary life when an individual ventures into student's politics, takes a new drive, hence, one even develops new responsibilities which gives rise to missing some lectures in order to attend to impromptu meetings on behalf of mates at the expenses of lectures, tests and exams.

Students' representation is typically seen as one of the key aspects of higher education governance across the globe, and it is essential for a full understanding of the higher education polity, politics and policies. Students' representative bodies, variably called students' associations, councils, guilds, unions or governments have the primary aim at representing and defending the interests of the students' body. All these students' organizations are similar in that, they organize, aggregate, articulate and intermediate students' interests, along with providing various services and organizing students' activities (Klemenčič, 2012).

Students' representation is typically and formally organized in structures of students' government such as students' representative council (SRC), students' guild or students' union government (SUG). Members of these bodies may participate in the formal university governance structures. As students' representatives in the university council or board of trustees, senate/academic council, various committees and other fora. In addition,

they may have a special relationship with the university top management, either directly through consultative meetings or mediated by students' affairs officers such as a Dean of students. Institutional SRCs, students' unions and students' guilds may provide students services beyond representation and arrange students' activities. The extent of students' representation in university governance is often formally stipulated in a higher education act, a university private act or charter, an institutional statute and the rules of the university (which may include a students' government constitution).

In Nigeria, students' leadership may be categorized into two platforms; The non-political-oriented and the political-oriented platforms.

1. The non-political-oriented platform: This platform occurs as students' associations/organizations which are mostly non-governmental and always driven by projects, programmes, business, researches and the sustainable development goals (SDGs). Examples are Junior Chamber International (JCI), Enactus, Rotaract, LEO Club, Union Campus Journalists (UCJ), Religious fellowship (MSSN, AUCSF), etc. The significance of non-political oriented platform is its voluntary course and resources are usually pulled from their members.
2. The political-oriented platform: This platform exists as unions with a regulated membership and a clear obligatory/political course; they are driven by agitation for improving welfare of their members. They claim and reclaim rights of their members from their proprietors with all sorts of measures and strategies. Examples are National Association of Nigerian Students (NANS), Federation of Oyo State Students' Union (FOSSU), Students' Union Governments (SUGs), Faculties, Halls of Residence, Departmental Unions, and many others. The proprietors in this context include but not limited to Nigerian Governments, State Governments and officials, School Managements (VCs, Rectors, Provosts), Deans and Heads of Departments.

According to Narad and Abdullah (2016), academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. They added that these goals are measured by using

continuous assessment or examinations results. Kleitman, (2002), also indicated that academic performance measures education outcome. They stressed that it shows and measures the extent to which an educational institution, teachers and students have achieved their educational goals. The definitions given by the authors' shows that the definition of academic performance is based on measurable outcomes such as class exercises, tests, and examinations results.

The current study focuses on the relationship between school politics and the academic performance of students in University of Ilorin, Kwara State. Although, several studies have been conducted to assess the academic performance of students worldwide, there is lack of sufficient studies conducted to assess specific factors that can either improve or reduce students' academic performance. Generally, majority of students in tertiary institutions are young men and women, best described as youths, and they constitute the most vibrant and resourceful group in society (Meenudev, 2016). They are valuable assets indispensable and invaluable to the growth and development of the society.

Students need to form associations and come together as a union to discover their personal competences, attributes, worth, resilience, assert their opinions on issues, take independent positions, ask questions about issues and express their passion in a well-organized environment. This view is supported by Alada (2011), who stated that it is the Students' Unions/Politics that assist students to develop their organizational abilities and strength of character that prepare them for higher responsibility in the near future. A good student political environment in higher institutions provides the leverage for the students' community to strive into the socio-economic and political spheres of the institution and the larger society. However, in the course of students' participation in school politics which is deemed to be an extracurricular activity there is the need to ensure that it doesn't have negative impacts on their academic performance which is the primary goal of every student in school.

Statement of the Problem

them engaged under different platforms for various socio-political ends. Students' unions are common parts of such politics. Considering these unions quite salient, the University administrations charge a certain meagre of fees so that this money should be spent usefully on different activities under the University responsibility.

Astin's (1985) theory of students' involvement explains how desirable outcomes for institutions of higher education are viewed in relation to how students change and develop as a result of being involved in co-curricular activities. The core concepts of the theory are composed of three elements. The first, a student's "inputs" such as their demographics, their background, and any previous experiences. The second is the student's "environment", which accounts for all of the experiences a student would have during college days. Lastly, there are "outcomes" which cover a student's characteristics, knowledge, attitudes, beliefs, and values that exist after a student has graduated from the college. Astin (1985) also created five basic assumptions about involvement. He argued that:

1. Involvement requires an investment of psycho-social and physical energy.
2. Involvement is continuous, and that the amount of energy invested varies from student to student.
3. Aspects of involvement may be qualitative and quantitative.
4. What a student gains from being involved (or their development) is directly proportional to the extent to which they were involved (in both aspects of quality and quantity).
5. Academic performance is correlated with the students' involvement.

History of School Politics (Students' Unionism) in Nigeria

Students' union is students' organization present in many colleges, universities and high schools. In most cases, Students' Union is often accorded its own building on the campus. It is committed to effective representation of the students. Thus, the purpose of Students' Union is to represent students on issues concerning them both within and outside the institution, including. It is also dedicated to social and organizational activities in a bid to promote robust and healthy academic environment. It

should be noted that some Students' Union are politicized organizations to the extent that they serve as a training ground for aspiring politicians in the society.

Nigerian students under NUNS suffered all manners of maltreatment yet remained adamant insisting they are fighting the forces of feudalism, parochialism and tyranny in our political system (Okeke, 2010). To corroborate this fact, Umar (2018) noted that Student Unionism in Nigeria was known to be a force to be reckoned with. In the sweet old days, students, through their unions were known to stand firm in criticizing the injustices of our leaders, thereby, effecting major changes. There were instances when the authorities clashed with students when diplomatic precautions failed to work; the 1978 ABU students' riot quickly comes to mind.

During the uprising, many students' lives were lost while agitating for the ouster of their education Minister, Colonel Ahmadu Ali. The "Ali Must Go" riot like many in those days was a landmark achievement by students' unionism in Nigeria; it has opened up the eyes of our leaders to the fact that students know their rights and can fight oppression no matter the intimidation. From the foregoing, it is unequivocal that Students' Union in Nigeria was a bastion against the repressive, oppressive, dictatorial and tyrannical tendencies of not only the colonial masters but also the actors of the post-colonial state in Nigeria. It is therefore appropriate to affirm that Students' Unions in Nigeria have acted the role of watchdog in checking the excesses of the colonial and post-colonial authorities. Students' Union were then more or less a pressure group whose activities were focused on bringing about better education, good leadership, self-rule and positive change for the people among other things (Goodluck, 2013). It follows that whatever these unions considered unfavourable and unconstitutional, they stood firm and unthreatened in opposing such and because their course is just, unbiased and honest, they have almost always succeeded in achieving their target objectives (Goodluck, 2013).

Concept of student leadership

A recent study highlights the contrasts between college students in the 1990s and college students today. "Leadership is ultimately about change, and effective leaders are those who are able to effect positive change on behalf of others and society. "Change is the ultimate goal of the creative process of leadership to make a better world and a better society for self and others".

Leithwood and Duke, (1999) defined student development as "a process in which an individual undergoes a number of changes toward more complex behaviour that result from mastering the increasingly demanding challenges of life". Cress (2001) indicated that the time students spend on campus and the characteristics of their involvement in activities have potential impact on the quality of their campus-wide experiences, student development of leadership has been viewed as one of the most important tasks. According to Astin's (1985) involvement theory, there were five basic postulations:

1. Involvement refers to the investment of physical and psychological energy in various objects. The objects may be highly generalized (the student experience) or highly specific.
2. Regardless of its object, involvement occurs along a continuum; that is, different students manifest different degrees of involvement in a given object, and the same student manifests different degrees of involvement in different objects at different times.
3. Involvement has both quantitative and qualitative features. The extent of a student's involvement in academic work, for instance, can be measured quantitatively (how many hours the student spends studying) and qualitatively (whether the student reviews and comprehends reading assignments or simply stares at the text book and daydreams).
4. The amount of student's learning and personal development associated with any educational programme is directly proportional to the quality and quantity of student's involvement in that programme.
5. The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student's involvement. Astin (1985) argues that it is important to develop young

men and women during their college years to become future leaders. Leadership is considered to be a part of lifelong learning and multidimensional constructs involving competency (skills, ability, attitude, knowledge, and behaviour), experiences and processes.

Students are very important when we talk about stakeholders in education. As stakeholders, students need to be involved in the administration and smooth management of education programmes. Cress (2001) stated that the more students are involved in student activities, including leadership activities, the greater their success in learning and personal development will be. On student's leadership position and academic performance, Cress (2001) concluded that all students have leadership potential and that institutions of higher education can uncover and develop this potential with targeted programmes that will also increase the student's educational success.

According to the Enrolment Management & Students' Affairs unit of the University of Portland (2012), students' leaders are looked to as model students at Portland State. As such, it is important that students' leaders exemplify a balance between academics and leadership. As citizens who are or are going to be leaders in the community, it is important to be prepared academically. Being a model students' leader, one requires over 3.5 GPA to be considered for the position. Research has shown that participation in students' organizations and other co-curricular activities on campus can help students stay engaged with school, get good grades, and graduate. However, students often have many competing obligations (family, work, students' leadership, health) which cause academic performance to suffer. Student's leadership is important, but we need to emphasize that you must be a student first. Letting academics suffer at the expense of student's leadership responsibilities is counter-productive.

Politics as an Extra-curricular Activity in School and its Relationship with Academic Performance

The development of extra-curricular activities was slow in the beginning, with many seeing it simply as a fad that would pass and quickly fade out of style. One of the early philosophies behind extracurricular

activities was that they should, wherever at all possible, “grow out of curricular activities and return to curricular activities to enrich them”. Eventually, people, including educators, began to see the benefits of extracurricular activities, but it took a while to accustom themselves to them. In fact, before 1900, educators were skeptical of participation in extracurricular activities, believing that “school should focus solely on narrowly defined academic outcomes. Non-academic activities were viewed as being primarily recreational and therefore were detrimental to academic achievement, and consequently, were discouraged” (Marsh & Kleitman, 2002).

Researchers have particularly studied the relationship between extracurricular activities and academic performance in adolescents. One study found that “adolescents who participated in extracurricular activities reported higher grades, more positive attitudes toward school, and higher academic aspirations” (Darling, Caldwell, & Smith, 2005).

Students’ Academic Performance

Academic performance of students is a key feature in education (Hillygus, 2005). It is considered to be the centre around which the whole education system revolves. Narad and Abdullah (2016) opined that the academic performance of students determines the success or failure of any academic institution. Singh, Malik and Singh (2016) also argued that academic performance of students has a direct impact on the socio-economic development of a country. Similarly, Farooq, Chaudhry, Shafiq and Behanu (2011), asserted that students’ academic performance serves as a bedrock for knowledge acquisition and the development of skills. Additionally, Farooq, Chaudhry, Shafiq & Behanu, (2011) emphasized that the top most priority of all educators is academic performance of students. According to Narad and Abdullah (2016) academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. They added that these goals are measured by using continuous assessment or examinations results.

Factors contributing to students' academic performance have received much attention from educators and researchers (Indoshi and Othron, 2011; Kirlin, 2005; Farooq, Chaudhry, Shafiq & Behanu, 2011). These researchers found that several factors contribute to improvement in the academic performance of students. Meenudev (2016) found daily study hours, social economic status of parents/guardians and age as factors that significantly affects academic performance. Similarly, Narad and Addullah (2016) and Farooq, et al (2011) also found economic status of parents, their academic background and encouragement as factors that influence academic performance. Proper guidance from parents and teachers, communication skills, and learning facilities have also been found as a significant determinant to academic performance (Hem, Weinstein & Wring, 2000).

Studies on students' involvement in politics and academic performance

Researches have shown that students' involvement in politics enhances the overall school experience and the development of transferable skills for undergraduate students. Participation in students' organizations can lead to the development of social and leadership skills, higher retention rates, heightened self-confidence, improved satisfaction with college, the ability to see course curriculum as more relevant, and further success after school. Despite the long list of benefits, there is an assumption that students' organizations distract students from educational activities, thus; resulting in lower academic performance.

Baker (2008) conducted a study to examine the impact of various types of organizations on the academic performance of under-represented students. It was concluded that college students can benefit from organizational involvement, but the type of organization must be taken into consideration. Results of the study showed that political and art-based organizations are the most beneficial, while athletic and religious involvement have no significant effect on the grade point average of under-represented students.

A study conducted by Huang and Chang (2004) examined these claims and found that co-curricular involvement does not decrease

academic involvement. They also sought to discover the optimal amount of involvement and found that more campus involvement is better (Huang & Chang, 2004).

Objectives of the Study

The main objective of the study was to investigate the relationship between students' involvement in school politics and academic performance in University of Ilorin, Kwara State. The specific objectives of the study are to;

- i. determine the impact of students' involvement in school politics on cognitive domain of students in University of Ilorin, Kwara State;
- ii. ascertain the impact of students' involvement in school politics on affective domain of students in University of Ilorin, Kwara State; and
- iii. investigated the impact of students' involvement in school politics on psychomotor domain of students in University of Ilorin, Kwara State.

Research Questions

The following research questions were raised to guide the study

1. Does students' involvement in school politics have any impact on cognitive domain of students in University of Ilorin, Kwara State?
2. Does students' involvement in school politics have any impact on affective domain of students in University of Ilorin, Kwara State?
3. Does students' involvement in school politics have any impact on psychomotor domain of students in University of Ilorin, Kwara State?

Research Hypotheses

The following null hypotheses were formulated and tested in the study

- Ho₁: There is no significant relationship between Students involvement in school politics and academic performance in university of Ilorin, Kwara State.
- Ho₂, Ho₃, and Ho₄: Students' involvement in school politics will not

significantly have any impact on cognitive, affective and psychomotor domains in University of Ilorin, Kwara State.

Methodology

The study is descriptive survey research and the survey research design was adopted in the study. The population of this study comprised all students in University of Ilorin, Kwara State. The target population of the study comprised all the 1800 students who were holding political office in all the departments in the University. The sample of the study comprised 317 undergraduate students who held political office on campus. The sample of this study was selected based on Krejcie and Morgan (1970) sample table. Two instruments were designed and used to collect relevant data in the study. The instruments are titled "Students Involvement in School Politics and Academic Performance Questionnaire" (SISPAPQ) and a checklist titled "Students' Academic Performance Checklist" (SAPC) which was used to obtain information on students in the University under study. Research questions were analysed using descriptive statistics such as mean and standard deviation while the hypotheses were analysed using inferential statistics such as Pearson Product-Moment Correlation. All the hypotheses formulated were tested at 0.05 level of significance.

Results and Discussion

Research Question 1: Does students' involvement in school politics have any impact on cognitive domain of students in University of Ilorin, Kwara State?

Table 3:

Impact of students involvement in school politics on students cognitive domain of learning

S/N	ITEM	SA (%)	A (%)	D (%)	SD (%)	MEAN $\bar{X}$	SD σ
1	involvement in school politics contribute to the development of communication skills of students	38.5	58.1	2.8	0.6	1.66	.567
2	School politics makes students to develop an active thinking skill	43.5	50.2	5.0	1.3	1.64	.639
3	Students involvement in school politics enhances problem solving skills	31.2	35.6	24.7	8.5	2.10	.944
4	School politics promotes collaboration among students during classroom discussions	27.8	31.8	21.8	18.6	2.31	1.070

Minimum = 1.0

Maximum = 4.0

Table 3 shows respondents' perspective on impact of students' involvement in school politics on students' cognitive domain of learning. The mean scores generated from the responses include: 1.66 for item 1, 1.64 for item 2, 2.10 for item 3, and 2.31 for item 4 respectively. The standard deviations stand at .567, .639, .944, and 1.070 respectively

Research Question 2: Does students' involvement in school politics have any impact on affective domain of students in University of Ilorin, Kwara State?

Table 4:
Impact of students' involvement in school politics on affective domain of learning

S/N	ITEM	SA (%)	A (%)	D (%)	SD (%)	MEAN $\bar{X}$	SD σ
1	Students involvement in school politics facilitates decision making skills of undergraduate students	12.6	36.3	28.7	22.4	2.61	.970
2	Students involvement in school politics helps to develop good human relation with others	12.3	38.2	35.0	14.5	2.52	.888
3	School politics inculcates in students obedience to rules and regulations	25.2	29.0	24.3	21.5	2.42	1.087
4	School politics helps students to develop a good sense of judgement	18.6	42.3	26.5	12.6	2.33	.921

Minimum = 1.0

Maximum = 4.0

Table 4 shows the responses of respondents on impact of students' involvement in school politics on affective domain of learning where a mean scores of 2.61, 2.52, 2.42, and 2.33 were gotten from each item respectively with the standard deviations of .970, .888, 1.087, and .921 were also gotten from the responses

Research Question 3: Does students' involvement in school politics have any impact on psychomotor domain of students in University of Ilorin, Kwara State?

Table 5: Impact of students involvement in school politics on psychomotor domain.

S/N	Item	SA (%)	A (%)	D (%)	SD (%)	$\bar{X}$	SD σ
1	Student involvement in school politics helps to develop manipulative skills	20.2	31.2	27.1	21.5	2.50	1.042
2	School politics encourages precision in performing specific responsibilities	25.2	39.7	19.6	15.5	2.25	1.003
3	School politics helps students to better articulate themselves	24.9	28.7	27.5	18.9	2.40	1.059
4	Student involvement in school politics leads to naturalization	20.2	30.9	28.1	20.8	2.50	1.036

Minimum = 1.0

Maximum = 4.0

Table 5 explores items on research question three of the study which is impact of students' involvement in school politics on psychomotor domain. The mean scores for the 4 items therein are: 2.50, 2.25, 2.40, and 2.50 respectively. The standard deviations of the responses also include: 1.042, 1.003, 1.059, and 1.036 respectively

Research Hypotheses

Ho₁: There is no significant relationship between Students involvement in school politics and academic performance in university of Ilorin, Kwara State.

Table 6:
Relationship between Students involvement in school politics and academic Performance.

		School politics makes students to develop an active thinking skill	Students involvement in school politics helps to develop good human relation with others	Student involvement in school politics helps to develop manipulative skills
Impact of students involvement in school politics on cognitive domain	Pearson Correlation	1	.814**	.802**
	Sig. (2-tailed)		0.001	0.001
	N	317	317	317
Impact of students involvement in school politics on affective domain	Pearson Correlation	.814**	1	.928**
	Sig. (2-tailed)	0.001		0.001
	N	317	317	317
Impact of students involvement in school politics on psychomotor domain	Pearson Correlation	.802**	.928**	1
	Sig. (2-tailed)	0.001	0.001	
	N	317	317	317

** . Correlation is significant at the 0.01 level (2-tailed).

Ho₂: Students' involvement in school politics will not significantly have any impact on cognitive domain of students in University of Ilorin, Kwara State.

Hypothesis	Pearson Correlation	Sig. (2-tailed)	No.	Remark
Impact of students' involvement in school politics on students cognitive domain of learning		0.001	317	S

**Correlation is significant at the 0.01 level (2-tailed).

Ho₃: Students involvement in school politics will not significantly have impact on affective domain of students in University of Ilorin, Kwara State

Hypothesis	Pearson Correlation	Sig. (2-tailed)	No.	Remark
Impact of students' involvement in school politics on students affective domain of learning		0.001	317	S

**Correlation is significant at the 0.01 level (2-tailed).

Ho₄: Students' involvement in school politics will not significantly have any impact on psychomotor domain of students in University of Ilorin, Kwara State.

Hypothesis	Pearson Correlation	Sig. (2-tailed)	No.	Remark
Impact of students' involvement in school politics on students psychomotor domain of learning		0.001	317	S

**Correlation is significant at the 0.01 level (2-tailed).

Discussion of Findings

Research question 1 explores the impact of students' involvement in school politics on their cognitive domain of learning. The responses of the respondents were analyzed using percentages as shown in Table 3. The overall response is calculated in mean and an average of 1.50 was set to indicate acceptance and rejection. It was indicated in Item 1 that most of the students (38.5%; 58.1%) admit to the fact that involvement in school

politics contribute to the development of students' communication skills, thinking skill, problem solving skills, among others. The mean scores obtained in most of the Items in Table 4 are above average.

This finding is supported by Alada (2011), who stated that it is the Students' Unions/Politics that assist students to develop their organizational abilities and strength of character that prepare them for higher responsibility in the near future. A good student's political environment in higher institutions provides the leverage for the students' community to strive into the socio-economic and political spheres of the institution and the larger society. However, in the course of students' participation in schools' politics which is deemed to be an extracurricular activity there's need to ensure that it doesn't have a negative impact on their academic performance which is the primary goal of every student in school. Therefore, the finding is an indication that students' involvement in school politics really contributive positively to the development of their cognitive domain of learning.

The findings in Table 4 on research question two, stresses the generally acceptability that students' involvement in school politics has a positive impact on their affective domain of learning. From the responses gathered from the respondents, it is deduced that school politics facilitates decision making skills of undergraduate students, it helps them to develop good human relation. An average mean of 2.40 was set as an indication of acceptance or rejection. Kleitman, (2002) postulated that extracurricular activities may have positive effects on life skills and may also benefit academic accomplishments".

Guest and Schneider (2003), in looking at the previous research on this subject said, "Researchers have found that "participation in some activities improves achievement, while participation in others diminishes achievement", among some that affect academic performance positively is school politics (Broh, 2002). Most of the items scored above the average means. As inferred from the percentage of the respondents, 25.2%; 29.0% submitted that school politics inculcates obedience to rules and regulations into students. From the above findings, it is proven true that involvement in school politics develop students' affective domain of learning.

Table 5 maintains that when undergraduate students involved in politics, their precision in performing specific responsibilities is encouraged. When comparing students who were involved in campus activities and those who were not, Farooq, et al (2011) found that the most active students received the highest grades. The results of this study also indicate that students who do not participate in extracurricular activities tend to receive the lowest grades. However, Farooq, et al (2011) notes that these results could be due to the fact that students' organizations tend to attract high achieving individuals.

This is evidenced from the responses gotten from the respondents. The respondents (28.7%) agreed that school politics help students to better articulate themselves, in essence, school politics increases the charisma of students who participate in it. The average mean score (2.2) obtained was set for acceptance or rejection. Thus, with the obvious fact that school politics leads to naturalization and helps sharpen individual students who participate in, it is of no doubt that students' involvement in school politics develops their psychomotor domain of learning as well.

Darling, Caldwell, and Smith (2005) submitted that the students who participated in school-based extracurricular activities had higher grades, higher academic aspirations, and better academic attitudes than those who were not involved in extracurricular activities at all. In essence, the above submission commiserates with the research findings

Conclusion and Recommendations

From the findings of this study, it was concluded that there is a significant relationship between students' involvement in school politics and their academic performance. School politics inculcates into students the relevant skills for personal development such as good human relation skills, problem solving and manipulation skill, among others.

In the light of the foregoing, the following recommendations are hereby posited in the study.

1. There is a need for general orientation on the positive impact, school politics play on the development of cognitive, affective, and psychomotor domain of learning of students.

2. Creation of awareness on the unquantifiable benefits that are attached with involvement in school politics will motivate students' involvement in school politics'
3. School politics is an avenue for students to showcase their intellectual prowess as far as general populace is concerned. In essence, students should be encouraged to participate in school politics

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