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INFLUENCE OF SCHOOL MANAGEMENT POLICIES AND COMMUNITY RELATIONS ON TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN OGUN STATE, NIGERIA

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Abstract

This study examined the influence of school management policies and community relations on teachers' job performance in public senior secondary schools in Ogun State. Four hypotheses were tested. The study adopted survey research design. The population comprised 134 principals and 3,095 teachers in public senior secondary schools in Ogun-East Senatorial District. The study sampled 175 teachers and 35 principals from 35 senior secondary schools using simple random sampling and purposive sampling techniques. Three validated research instruments titled: School Management Policies Questionnaire (r = .70), School Community Relation Questionnaire (r = .74), and Teachers' Job Performance Rating Scale (r = .71) were adapted from previous studies in literature, and were used for data collection. The null hypotheses formulated for the study were tested using Pearson's Product-Moment Correlation (PPMC) and multiple regression analysis at .05 level of significance. Findings showed that there was a significant moderate positive relationship between school management policies and teachers' job performance ($r = .57$, $p < .05$), there was a significant low positive relationship between school community relation and teachers' job performance ($r = .32$, $p < .05$), there was a significant composite contribution of school management policies and school community relation to teachers' job performance ($F_{2, 147} = 6.7668$; Adj. $R^2 = .225$, $p < .05$), and there was a significant relative influence of school management policies on teachers' job performance in public senior secondary schools ($\beta = 0.401$; $t = 5.475$, $p < 0.05$). However, the relative influence of school community relations on teachers' job performance was not statistically significant ($\beta = -0.0405$; $t = -0.305$, $p > 0.05$). The study concluded that direct interventions through effective policy-making and implementation within a school have a more potent and measurable impact on teachers' job performance compared to external community relations. The study recommended that among others that school principals should prioritise continuous review, development, and transparent implementation of robust management policies to improve overall teachers' job performance.

Key words: School management policies, community relations, teachers, job performance, secondary schools

Introduction

One of the desires of students in secondary schools is to receive a quality education for higher learning. The quality of a nation's educational sector depends considerably on teachers as well as the collective interactions of the internal and external forces that intervene in the fulfillment of the purpose for setting up schools. Teacher performance has been a cause for concern, particularly among stakeholders in the education industry in recent times. Issues affecting teachers' performance seem to be on the high side owing to lots of factors such as lack of supervision, inadequate training, capacity-building programmes, staff involvement, strategic planning, team building, ineffective communication, and motivation. This present study considered two factors - school management policies and school community relations on school teachers' job performance. Performance as a variable is linked to the teachers' experience, resulting from the ideas generated in the course of learning, training, and acquired classroom management skills/expertise (Esie, 2023). This implies that teacher job performance refers to the specific duties that teachers are expected to perform within a school system. These duties can include things like planning and delivering lessons, assessing students' progress, communicating with parents, and working collaboratively with colleagues. The goal of these duties is to help students learn and achieve the goals set by the school system. So, the quality of teacher job performance can have a direct impact on students' academic performance.

Teachers' job performance involves all the activities carried out by the teacher to achieve desired effects on students (Ogwurumba & Ikediugwu, 2024). Uzoho (2021) viewed teachers' job performance as the level at which teachers in secondary schools perform their duties based on the level at which they are satisfied with their teaching job. Teachers' job performance is central to all of the activities that are carried out in the school (Limon & Sezgin-Nartgun, 2020). The duties of the teacher in today's school system extend beyond the four walls of the classroom as they sometimes discharge their responsibilities even to the home front. The teacher is often saddled with both academic and administrative duties which combine to determine how well the school will fare in meeting her goals and objectives (Ayoro et al., 2023). Notably, teacher job performance is not static, which can change over time. For example, a new teacher may have a different level of performance than an experienced teacher. And even experienced teachers can go through periods of high and low performance. This is why schools need to have systems in place to support and evaluate teacher job performance on an ongoing basis. Teacher performance is determined by the teachers' level of participation in the day-to-day running of the school (Edo & Johnson, 2024). According to Onaolapo et al. (2019), the performance of the teacher is often determined by the extent to which the outlined goals and objectives of the school are achieved as expected from the teacher. If the teacher is able to achieve the outlined objectives or exceed them, then the performance is high. Otherwise, the performance of the teacher is termed as being low when very little is done in terms of achieving the job functions assigned to the teacher as it relates to the goals and objectives of the school. However, since teachers behave differently in different situations, it rests on the school management to encourage the effective performance of teachers by identifying their needs and satisfying them. Indices of teacher performance include regular and early reporting at school, adequate teaching preparation, competence in the subject, adequate lesson presentation, effective supervision of students, participation in extracurricular activities, acting as in loco parentis to students, and disciplinary ability, among others.

In some schools, teachers' job performance is in decay. Teachers seem not to be effective in performing their duties. They seem not to pay attention to students' activities and actively engage students in the learning process (Friday et al., 2024). At times students are seen loitering like those without proper control; their performances in both internal and external examinations have nothing to write home about; their spoken language is spurious – mixing pidgin and English together, the interference of first language seems as most effective factor that impedes learners' use of English language. Okeleke (2023) stated that teachers are the initiators, facilitators of teaching and learning

activities. They act as agent of change in any school system because of the roles they perform, they can be regarded as the heart of quality improvement strategy. The teachers normally perform better if conducive working environment is provided for them. The working condition may not be with a fat and higher salary structure, but ones that could motivate teachers for high performance. The effectiveness of the teachers' job performance is manifested in their knowledge of the subject matter, skills, and competencies in the teaching and learning processes, which leads to the accomplishment of educational goals. According to Arop et al. (2019), the quality of teachers' job performance in these area have been put in doubts due to the poor attitudes manifested by several secondary school teachers who appear to be non-committed to their jobs. Some public-school teachers do not go to school on time, some rarely teach students, writing notes of the lesson appears a boring task to many teachers who ought to have professionally behaved. The truant nature of secondary school teachers as exhibited in their poor attitude towards instructional duties; lateness to work, inconsistent attendance to school or classes, poor record keeping attitude, and their poor disciplinary attitudes, is a pointer to the fact that many teachers are ineffective in their job performance.

Many teachers have negative perceptions of their school management and are linking their poor performance to bad school management policies. The principal as the administrator of the school has a lot of roles to play in school policies. Policies play a crucial role in shaping the landscape of school environment impacting every facet of the academic realm. From curriculum development to resource allocation, and from student conduct to teacher training, policies serve as the guiding principles that govern and regulate the functioning of educational institutions. Policies serve as the blueprint for educational institutions, providing a framework within which administrators, teachers, students, and parents operate. These policies encompass a wide range of areas, including academic standards, discipline, safety measures, resource allocation, and administrative procedures. By establishing clear guidelines and expectations, policies help in creating a structured and conducive learning environment, ensuring that the educational institution functions effectively and efficiently (Orunbon, 2020). The school management, as a change agent in the school, needs to be foresighted in all efforts to initiate activities in order to ensure performance in schools, especially from the teachers who are the implementers of educational policies. The inability of the school management to be proactive and innovative in its practices may impede the standard of secondary education (Edo & Johnson, 2024). Jones et al. (2020) stated that school management policies govern the behaviour of the school organisation with respect to what is right and what is wrong in the school. It spells out the basic viewpoint and priorities of the school in concrete terms. School policies and procedures are an important part of running a school productively, just as they are for any type of business or organisation. Some might be required by legislative instances or governing bodies, while others might be optional.

The purpose of the school management policy is to bring together all government and school policies that relate to the functions and operations of a school especially in the effective use of resources. This enables a school to carry out its functions and tasks to achieve its vision, mission, goals, and objectives in the continuous improvement of learning achievement and learning outcomes by all students. School management policies provides a framework on which the school could be legally governed. In other words, how well the school adheres to management standards and practices initiated by the principal, obviously, determines the well-being of all the stakeholders, the teacher performance, and the subsequent profitability in the administration of the school, as well as the macroeconomic growth and development of the nation in which the school finds itself. These school management policies initiated by the principal, who is the chief administrator of the school, are therefore designed to increase the output and efficiency of learning and to improve learning outcomes (Amadi & Udisi, 2021). Policies are essential for a school to maintain control. Dunklin and Hopkins (2020) stated that school management defined policies for the purpose of: sharing the school's values and principles with people involved with the school; supporting staff members with their duties; keeping the school's operations running smoothly; making a safe, productive space for both students and staff; creating consistency

regarding the way the school handles concerns; and attracting new students and parents, as well as staff. Sharma (2023) related school management policies to include those on student safety and welfare, staff concerns, and teaching and learning practices.

No school situates in an island. Every school is found in a community. This is because the community makes the catchment area of the school. The community is a social system which has an unrestricted geographical area. With reference to the school the community may be synonymous to the neighbourhood. It may be a state local school district, or area served by an elementary or secondary school. Every school lies on its community entity for almost everything it requires such as teaching and non-teaching personnel, students, equipment, facilities funds and other resources. The school therefore does not exist in isolation of the community. A symbiotic or mutual relationship needs to exist between the school and its community as neither can do without the other (Abraham & Ememe, 2012). School-community relationship is a term that is used to describe the nature of association between the school and the host communities. It can be seen as the presence of interactive relationship among teachers, principals, and the community where the school is located. It is the co-ordination of the efforts of people in the community and those in the school towards the achievement of the broad and specific goals of education. It involves the inter-linkage association and cooperation between a school and the host community (Okam & Bozimo, 2015). It is also concerned with bringing together human resources in the community and school for effective and functional school administration. Therefore, school community-relations refer to the various individuals, groups, businesses and institutions that are interested in the welfare and vitality of a school and form the neighbourhood served by the school. It also encompasses the school administrators, teachers and staff members who work in a school; the students who attend the school and their parents and families; and local residents and organizations that have a stake in the school's success (Idiakhoa, 2020).

The nature of relationship between schools via community could be determined significantly by the level of participation of community members in school related matters (Amopho, 2020). School community relation has great potentials for removing mistrust and distance between people and schools by nurturing transparency of information and a culture of mutual respect. Oftentimes, community do not ordinarily come to the aid of assisting schools in one form or the other if school administrators do not maintain a friendly and respectful relationship with their host communities. What the school gets from their host community as inputs are processed through teaching, assignments, exercises, researches, discussions, excursions, guidance, counselling and later sent back to the community as refined products made of disciplined, functional and employable individuals who are properly equipped to be useful to themselves, others and to serve the community in different capacities. In effect, both the school and the community are social entities which are interdependent, interrelated and with a mutual relationship (Alabi et al. 2022). It has been observed in most places that the school depends on the community for most of its needs; water, land, skilled and unskilled labour, staff, accommodation, sponsorship in times of financial needs and for the continued existence of the school. Nnabuo and Emenalo cited in Abraham and Ememe (2012) disclosed that the term school-community relation is a genuine co-operation in planning and working for the benefit of the school with the public giving as much as receiving ideas and resources. It involves a two-way process and flow of ideas between the school and the community to ensure mutual cordial understanding and effect teamwork for the realization of educational and institutional goals of both the community and the school. School community relations involves series of activities and media through which the school seeks to learn more (when necessary) the purposes, programmes, problems and the needs of the schools (Okosun et al., 2023).

Adam and Christenson (2016) added that school-community relations can be measured in three interconnected levels namely: principal-community relations, teacher-community relations and parents – community relations among others. Principal-community relations, teacher-community relations and parents –community relations all border on the activities of principal(s), teachers and parents in relation to significant others such as the host community, the ministry of education, community elders and

neighbouring schools that are geared towards promoting educational growth respectively. Discussing the benefits of school-community relations to learners' achievement, Okam and Bozimo (2015) noted that appropriate school-community relations in the form of principal-community relations, teacher-community relations and parents–community relations are important to make the school get the needed moral, material, physical and financial support to promote teaching and learning in language related subjects. Hence, one may rightly say that school-community relations may have some influence on teachers' job performance. In the same vein, Owan (2018) who examined school community relationship from the perspective of parent-teachers relationship, school-community use of resources, school-community communication and school-community collaboration, declared that schools benefited in terms of teaching effectiveness of their teachers. It is on this note that this study was conducted to examine the influence of school management policies and community relation on teachers' job performance in secondary schools.

The findings of this study would benefit the stakeholders such as government, school administrators, teachers, students, and researchers on how to encourage other stakeholders to assist in funding secondary schools for maximum achievement of the objectives of secondary education. The researchers in this study conceptualised school management policies as rules, procedures and regulations that school leadership (principal, vice-principals, heads of department) of public senior secondary schools create to define expectations for students, teachers, parents, as well as staff members. These policies encompassed a wider range of areas, including academic standards, discipline, safety measures, resource allocation, administrative procedures, student safety and welfare, staff concerns, and teaching and learning practices. On the other hand, school-community relations was defined as the level of participation of community members in school-related matters from the perspective of parent-teachers relationship, school-community use of resources, school-community communication and school-community collaboration. Meanwhile, job performance referred to teachers' professional roles in discharging their responsibilities which was measured in terms of lesson preparation, lesson delivery, and classroom management. The conceptual model for this study is represented in Figure 1 below.

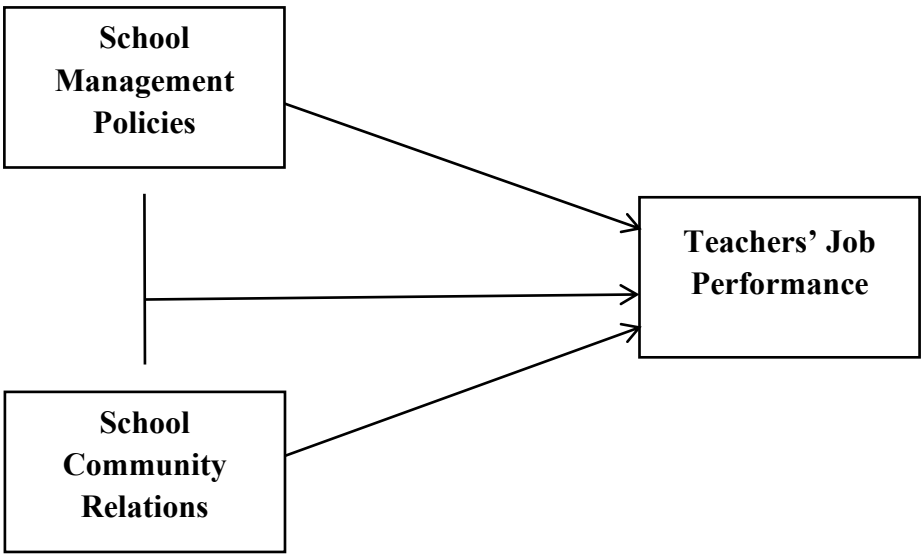


Figure 1: Conceptual model showing the inter-relationship among the study's variables
Source: Oshinyadi and Sadiq (2025)

Statement of the Problem

The problem of this study is traceable to the fact that some secondary school teachers tend to be ineffective in their job performance as displayed in their poor attitude to work, poor record keeping habit, poor punctuality habits, irregular attendance in classes, unethical marking of the attendance register and several other unacceptable behaviours which undermine the quality of the teaching profession, and which deter the schools from achieving set goals and objectives. Government in an effort to address this situation, has intensified supervision of secondary schools, increased teachers' salary and improved teachers' retraining opportunities in recent times. Despite all these measures, secondary school teachers, especially those within the scope of Ogun State, are still performing below expectations in their instructional roles. The researchers of this study believe that teachers may perform their jobs effectively in the school system if appropriate measures such as school management policies and community relations are well put in place to improve their performance and direct their actions. Therefore, the problem of this study was to determine the influence of school management policies and community relation on teachers' job performance in secondary schools in Ogun State.

Objectives of the Study

The main objective of this study was to examine the influence of school management policies and community relations on teachers' job performance in public senior secondary schools in Ogun-East Senaotrial District, Ogun State, Nigeria. Specifically, this study will:

1. examine the relationship between school management policies and teachers' job performance in public senior secondary schools in Ogun-East Senaotrial District;
2. examine the relationship between school community relation and teachers' job performance in public senior secondary schools in Ogun-East Senaotrial District;
3. investigate the composite contribution of school management policies and school community relation to teachers' job performance in public senior secondary schools in Ogun-East Senaotrial District; and
4. find the relative influence of school management policies and school community relation on teachers' job performance in public senior secondary schools in Ogun-East Senaotrial District.

Hypotheses

The following null hypotheses were tested in the study:

H_{01}: There is no significant relationship between school management policies and teachers' job performance in public senior secondary schools in Ogun-East Senaotrial District.

H_{02}: There is no significant relationship between school community relation and teachers' job performance in public senior secondary schools in Ogun-East Senaotrial District.

H_{03}: There is no significant composite contribution of school management policies and school community relation to teachers' job performance in public senior secondary schools in Ogun-East Senaotrial District.

H_{04}: There is no significant relative influence of school management policies and school community relation on teachers' job performance in public senior secondary schools in Ogun-East Senaotrial District.

Methodology

This study adopted survey research design. This design was appropriate because it helped the researchers in providing an objective description of the existing phenomena with respect to the variables without manipulating the variables. The target population comprised 134 senior school principals and 3,095 senior school teachers in 134 public senior secondary schools in Ogun-East Senatorial District,

Ogun State, Nigeria that included nine local government education zones: Ijebu-East, Ijebu-North, Ijebu North-East, Ijebu-Ode, Ikenne, Odogbolu, Ogun Waterside, Remo North, and Sagamu (Source: Department of Planning, Research and Statistics, Ogun State Ministry of Education, Science and Technology, 2025). The sample for this study consisted of 210 respondents (35 principals and 175 teachers) which was selected from 26% of the entire population of schools in this study. This was to allow fair representation of the population. A multi-stage sampling procedure was used to select the sample for the study. At first stage, 44% of local governments was randomly selected from Ogun-East Senatorial District. This amounted to four (4) local government areas (Ijebu-North, Ijebu-Ode, Ogun Waterside, and Sagamu) selected using a random number generator. At second stage, 50% of schools were selected from the local governments using simple random sampling technique. The third stage involved the selection of senior school principal from each of the selected school using purposive sampling technique. Also, simple random sampling technique was used to randomly select five teachers from each of the selected schools to represent 26% of the entire population of schools in the study.

Data for this study were collected using questionnaire and rating scale. The three instruments for this study were tagged as: School Management Policies Questionnaire (SMPQ), School Community Relation Questionnaire (SCRQ), and Teachers' Job Performance Rating Scale (T-JPRS). The SMPQ was adapted from previous research instruments on school management and teacher work conditions. Studies such as Oduro and MacBeath (2003) on school leadership and teacher participation in decision-making, and Akyeampong et al. (2007) on teacher motivation in Sub-Saharan Africa, provided foundational insights into the development of items assessing school policy effectiveness. Additionally, the structure of the questionnaire aligned with validated instruments used in educational policy research, such as the Teacher Job Satisfaction and School Management Survey (TJSMS) (Ingersoll, 2001) and the School Management Effectiveness Framework (SMEF) (Bush, 2007). These sources ensured that the SMPQ maintained reliability and validity in assessing the influence of management policies on teachers' experiences and performance. The adaptation process involved contextualizing the questionnaire items to fit the educational landscape of Southwest Nigeria, making the instrument relevant for local policy analysis and school administration research. The School Management Policies Questionnaire (SMPQ) was a structured research instrument designed to assess teachers' perceptions of various school management policies and their impact on teaching and learning. The questionnaire consisted of ten items, measured using a four-point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree). These items examined key aspects of school policies, including recruitment and retention, salary administration, professional development, disciplinary measures, decision-making processes, resource allocation, workload management, workplace safety, performance evaluation, and communication. The instrument was intended to provide insights into how school policies influenced teachers' efficiency and overall school performance. By capturing teachers' responses, the SMPQ facilitated an understanding of the strengths and weaknesses in school management practices, ultimately guiding policy improvements in educational institutions.

The second questionnaire (School Community Relation Questionnaire) was adapted from existing frameworks on school-community partnerships, particularly Epstein's (1995) Overlapping Spheres of Influence Theory, which emphasized the shared responsibilities of schools, families, and communities in students' education. Studies such as those by Sanders (2001) and Sheldon (2003) have demonstrated the importance of measuring school-community relations to improve school effectiveness. The SCRQ was customized to assess the perspectives of teachers in a specific educational context, ensuring relevance to the study's objectives. By adapting validated constructs, the instrument ensured reliability and validity in capturing the dynamics of school-community engagement (Bryk & Schneider, 2002). The School Community Relations Questionnaire (SCRQ) was a structured survey instrument designed to assess the relationship between schools and their surrounding communities. It measured the extent to which teachers perceived and experienced engagement, collaboration, and communication between the school and the community. The questionnaire consisted of ten items, each rated on a four-

point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree). The items covered key aspects of school-community interactions, including parental involvement, administrative support, community participation in decision-making, and the utilisation of local resources in education. This instrument is particularly useful for evaluating how well a school fosters partnerships that enhance the learning environment and contribute to students' academic success (Epstein, 2011).

Teachers' Job Performance Rating Scale (T-JPRS) instrument was adapted from existing teacher performance evaluation models, including the Teacher Performance Appraisal System (TPAS) developed by the Ministry of Education, Ontario (2010) and the Teacher Performance Evaluation System (TPES) used in various educational research studies (Stronge, 2018). Additionally, elements from the Classroom Assessment Scoring System (CLASS) by Pianta et al. (2008) contributed to its focus on teacher-student interaction and instructional support. By incorporating established evaluation frameworks, the T-JPRS ensured validity and reliability in assessing teachers' job performance, making it a suitable tool for use in school effectiveness research. The Teacher Job Performance Rating Scale (T-JPRS) was a structured instrument designed to evaluate the effectiveness and efficiency of teachers in performing their instructional and professional responsibilities. This rating scale was completed by the school principal, who assessed various aspects of a teacher's performance, including subject mastery, lesson preparation, classroom management, student engagement, assessment practices, collaboration, punctuality, communication, and commitment to holistic student development. The scale utilised a five-point Likert rating (1 = Poor to 5 = Excellent), allowing for a nuanced evaluation of each performance criterion. The T-JPRS served as a valuable tool for school administrators to monitor teacher effectiveness, identify areas for professional development, and enhance overall teaching quality.

Content validity was carried out on the three instruments (School Management Policies Questionnaire, SMPQ, School Community Relation Questionnaire, SCRQ, and Teachers' Job Performance Rating Scale, T-JPRS). The instruments were validated by two experts on Educational Management and Measurement and Evaluation, all selected from Tai Solarin Federal University of Education, Ijagun, Ogun State. The validated instruments were pilot tested on twenty (20) public senior secondary school teachers under four (4) senior school principals in Odogbolu Local Government Area of Ogun State whose schools were not part of the selected samples. The Pearson Product Moment Correlations Coefficient Formulae was used to obtain the reliability coefficient. The questionnaires were subjected to two-time test administrations for test-retest reliability within an interval of two weeks. The following coefficients of stability were obtained. For School Management Policies Questionnaire (SMPQ), the reliability coefficient was .70. For School Community Relation Questionnaire (SCRQ), the reliability coefficient was .74. For Teachers' Job Performance Rating Scale (T-JPRS), the reliability coefficient was .71. Since these coefficients are more than the required threshold of .70. The rating scales were considered reliable for use in data collection.

The researchers of this study functioned as research assistants and were thoroughly involved in data collection exercise. To maintain 'teachers respondents' as the unit of analysis, each teacher questionnaire was attached to their corresponding rating scale that was completed by their school principals. The teachers then retrieved the rating scale instrument from the principals and were collected by the researchers from the subject teacher. The data administration of this nature took seven weeks to complete. Descriptive statistics and inferential statistics were used to analyse the collected field data. The null hypotheses one and two were analysed using Pearson Product Moment Correlation (PPMC) analysis while the null hypotheses three and four were analysed using Multiple Regression Analysis (MRA) at .05 level of significance.

Results

The presentation of results are organised as follows: testing of hypotheses, and discussion of the findings.

Hypothesis One (H_{01}): There is no significant relationship between school management policies and teachers' job performance in public senior secondary schools in Ogun-East Senatorial District.

Table 1: Descriptive Statistics of Variables and Correlation between School Management Policies and Senior Secondary School Teachers' Job Performance

Variables	*N*	Mean	*S.D*	d*f*	*r*	Sig.	Remark
School management policies	175	28.72	5.195	173	.57**	.000	H_{01} Rejected
Job performance	175	30.06	9.405				

Note. *S.D* = Standard deviation, *n* = Number of school teachers surveyed; degree of freedom (d*f*)= 173. Decision rule: *.= $p < .05$, **.= $p < .01$.

Results in Table 1 showed the descriptive mean and standard deviation of the variables, and Pearson's correlation coefficient between school management policies and teachers' job performance in public senior secondary schools in Ogun-East Senatorial District. The results showed that at 173 degrees of freedom, school management policies (N = 175, Mean = 28.72, $S.D$ = 5.195) and teachers' job performance (N = 175, Mean = 30.06, $S.D$ = 9.405) were significantly and moderately correlated (r = .57, $p < .05$). This implied that there was a significant positive relationship between school management policies and teachers' job performance in public senior secondary schools in Ogun-East Senatorial District. Thus, the null hypothesis one was rejected. This means that the more the school management policies, the better the job performance of teachers.

Hypothesis Two (H_{02}): There is no significant relationship between school community relation and teachers' job performance in public senior secondary schools in Ogun-East Senatorial District.

Table 2: Descriptive Statistics and Correlation between School Management Policies and Senior Secondary School Teachers' Job Performance

Variables	*N*	Mean	*S.D*	d*f*	*r*	Sig.	Remark
School community relation	175	25.13	7.608	173	.32**	.000	H_{02} Rejected
Job performance	175	30.06	9.405				

Note. *S.D* = Standard deviation, *n* = Number of school teachers surveyed; degree of freedom (d*f*)= 173. Decision rule: *.= $p < .05$, **.= $p < .01$.

Results in Table 2 showed the Pearson's correlation coefficient between school community relation and teachers' job performance in public senior secondary schools in Ogun-East Senatorial District. The results showed that at 173 degrees of freedom, school community relations (N = 175, Mean = 25.13, $S.D$ = 7.608) and teachers' job performance (N = 175, Mean = 30.06, $S.D$ = 9.405) were significantly and weakly correlated (r = .32, $p < .05$). This implied that there was a significant positive relationship between school community relations and teachers' job performance in public senior secondary schools in Ogun-East Senatorial District. Thus, the null hypothesis two was rejected. This means that the better the relation between school management and the entire community, the higher the job performance of school teachers.

Hypothesis Three (H_{03}): There is no significant composite contribution of school management policies and school community relation to teachers' job performance in public senior secondary schools in Ogun-East Senatorial District.

Table 3: Regression Model Summary Indicating the Composite Contribution of School Management Policies and School Community Relation to Senior Secondary School Teachers' Job Performance

	R	R Square	Adjusted R Square		Std. Error of the Estimate	
	.487	.237	.225		4.11054	
			ANOVA			
Model	Sum of Squares	df	Mean Square	F	Sig.	Remark
Regression	17003.608	2	8501.804	7.917	.010	Sig.
Residual	184690.163	172	1073.78			
Total	201693.771	174				

Dependent Variable: secondary school teachers' job performance
Predictors: (Constant), school community relation, school management policies

Table 3 showed the composite contribution of school management policies and school community relation to teachers' job performance in public senior secondary schools in Ogun-East Senatorial District. The multiple regression model summary in Table 3 indicated that the independent variables (school management policies and school community relation) combined contributed significantly to senior secondary school teachers' job performance, $F_{2, 172} = 7.917$; $p < .05$. The R^2 adjusted indicated that 22.5% of the variance in senior secondary school teachers' job performance was explained by the combined variation in school management policies and school community relation variables. Therefore, the statement of the null hypothesis three was rejected. The result implied that effective school management policies and school community relation contributed jointly to teachers' job performance in secondary schools.

Hypothesis Four (H_{04}): There is no significant relative influence of school management policies and school community relations on teachers' job performance in public senior secondary schools in Ogun-East Senatorial District.

Table 4: Relative Influence of School Management Policies and School Community Relations on Senior Secondary School Teachers' Job Performance

Model	Unstandardized Coefficients		Standardized Coefficients (β)	t	Sig.
	B	Std. Error			
(Constant)	-36.111	20.857		8.731	.000
School management policies	2.025	.370	.401	5.475	.000
School community relations	-.083	.272	-.045	-.305	.764

Results in Table 4 showed the relative influence of school management policies and school community relation on teachers' job performance in public senior secondary schools in Ogun-East Senatorial District. The relative influence of school management policies on teachers' job performance was positive and significant ($\beta = 0.401$; $t = 5.475$, $p < 0.05$). The relative influence of school community relations on teachers' job performance was negative and insignificant at 0.05 alpha level ($\beta = -0.0405$; $t = -0.305$, $p > 0.05$). In terms of potency, the relative influence of school management policies was the most potent among the two independent variables. School community relations was not a determinant and had no significant relative contribution to senior secondary school teachers' job performance in Ogun-East Senatorial District. Therefore, the null hypothesis four was rejected. This means that there was significant relative influence of school management policies on teachers' job performance in secondary schools.

Discussion of Findings

The study was conducted with the main objective of finding the influence of school management policies and community relations on teachers' job performance in public senior secondary schools in Ogun-East Senatorial District. Hypothesis one tested the relationship between school management policies and teachers' job performance in public senior secondary schools in Ogun-East Senatorial District. This finding revealed a significant positive relationship between school management policies and teachers' job performance in public senior secondary schools in Ogun-East Senatorial District. Consequently, the null hypothesis one, stating no significant relationship, was rejected. This finding suggested that an increase in the effectiveness of school management policies leads to improved job performance among teachers. Also, the relationship existing between the two variables were found to be moderate. This finding supported existing literature emphasising the crucial role of effective school management in fostering teacher effectiveness. For instance, recent studies by Owence et al. (2018) and Ray-offor (2021) suggested that school management practices significantly influence teachers' commitment and performance, highlighting that positive perceptions of management lead to higher performance expectations. Similarly, Twomey and Jennings (2021) found out that teachers' job performance was directly influenced by practices and activities introduced by school principal, who served as the chief administrator. Research by Seif and Isa (2025) further supported this by revealing a strong and significant relationship between strategic planning and communication practices by school management and teachers' job performance. These studies collectively cemented the idea that well-structured and supportive management policies are integral to enhancing teachers' job performance (Seif & Isa, 2025; Owence et al., 2018; Ray-offor, 2021; Twomey & Jennings, 2021).

Hypothesis two tested the relationship between school community relations and teachers' job performance in public senior secondary schools in Ogun-East Senatorial District. This finding revealed a significant positive relationship between school community relations and teachers' job performance in public senior secondary schools in Ogun-East Senatorial District. Consequently, the null hypothesis two, stating no significant relationship, was rejected. This finding suggested that improved relations between the school management and the wider community are associated with higher job performance among teachers. This outcome aligned with broader educational literature that emphasises the importance of community involvement and strong school-community partnerships for various educational outcomes. For instance, studies by Epstein and Sanders (2002) found how effective school-community partnerships can create a supportive environment that benefits both students and staff. Similarly, Stefanski et al. (2016) discovered that such partnerships are crucial for overall educational reform and school effectiveness. While the correlation found in this study was weak, it still suggested a statistically significant link. This can be interpreted as school community relations playing a contributing, albeit not the primary, role in teachers' job performance. Research from sources like IIPRDS (n.d.) and ResearchGate (2025) also explored the effect of school-community relationships on various aspects of school functioning, which can indirectly influence teacher morale and effectiveness. For example, a supportive community might offer resources or collaborative opportunities that ease teachers' workloads or provide professional development, thereby positively impacting their performance. Thus, the rejection of the null hypothesis in this context supports the notion that even a weak positive relationship warrants attention for school improvement efforts.

Hypothesis three tested the composite contribution of school management policies and school community relation to teachers' job performance in public senior secondary schools in Ogun-East Senatorial District. This finding revealed that both factors, when considered together, play a crucial role in determining the job performance of senior secondary school teachers. The adjusted R-squared value further elucidated this, which showed that 22.5% of the variance in teachers' job performance can be attributed to the combined variation in school management policies and school community relations. This collective contribution led to the rejection of the null hypothesis three. This finding is consistent with a substantial body of literature that recognised the multifaceted nature of influences on teachers' job

performance. Effective school management, encompassing clear policies and supportive leadership, is widely acknowledged as a primary driver of teachers' effectiveness (Ogunniran & Isuku, 2019; Osiesi et al., 2023). Simultaneously, positive school community relations can foster a conducive environment for teaching and learning, providing resources and support that can indirectly enhance teacher performance (Ampiah & Adu-Yeboah, 2009; Epstein & Sanders, 2002). The combined significance observed in this study pointed to the idea that while individual factors are important, their synergistic interaction creates a more robust impact on teacher job performance (Nick-Akan et al., 2024).

Hypothesis four tested the relative influence of school management policies and school community relation on teachers' job performance in public senior secondary schools in Ogun-East Senatorial District. This finding revealed that school management policies have a positive and significant relative influence on teachers' job performance. This finding strongly suggested that effective school management is a key determinant in enhancing teachers' job performance, supporting existing literature that emphasises the critical role of leadership in fostering a productive work environment for educators. For instance, studies by Owence et al. (2018) and Ray-offor (2021) have consistently shown that strong school management practices directly contribute to improved teachers' job performance and commitment. Similarly, Seif and Isa (2025) reported the significant relationship between strategic planning and communication by school management and teachers' effectiveness. The potency of school management policies, as observed in this study, corroborated with research by Ogunniran and Isuku (2019) and Osiesi et al. (2023), which supported the principal's role in inspiring greater success among teachers. Conversely, the relative influence of school community relations on teachers' job performance was found to be negative and insignificant. This suggested that, in the context of this study, school community relations did not significantly contribute to teachers' job performance. While school-community partnerships are generally viewed as beneficial for overall school effectiveness and student outcomes (Epstein & Sanders, 2002; Stefanski et al., 2016), their direct and isolated impact on teachers' job performance may not always be pronounced. This particular finding suggested that, unlike school management policies, community relations did not emerge as a direct determinant of teachers' job performance. The rejection of the null hypothesis four further confirms that the significant relative influence on teachers' job performance primarily stems from school management policies.

Conclusion

This study was set out to investigate the influence of school management policies and community relations on teachers' job performance in public senior secondary schools in Ogun-East Senatorial District, Ogun State, Nigeria. This study concluded that direct interventions through effective policy-making and implementation within a school have a more potent and measurable impact on teachers' job performance compared to external community relations. The study revealed a significant moderate positive relationship between school management policies and teachers' job performance. This portrayed that effective and supportive management policies within schools played a crucial role in enhancing teachers' output and overall effectiveness in educational environment. Furthermore, the study identified a significant low positive relationship between school-community relations and teachers' job performance, which indicated that while community engagement does contribute to teachers' job performance, its impact was less pronounced compared to internal management policies. The study also concluded that both school management policies and school-community relations collectively contributed significantly to teachers' job performance in secondary school. School management policies emerged as a more influential factor, which demonstrated a significant relative influence on job performance. Conversely, the relative influence of school-community relations on teachers' job performance was found insignificant, which implied that while important, its direct impact on individual teachers' job performance may be less direct or substantial than that of internal administrative frameworks. These conclusions pointed to the importance of robust school leadership and well-defined policies in fostering a conducive environment for teachers to excel.

Recommendations

Recommendations based on the findings of this study are as follows:

1. School principals should prioritise continuous review, development, and transparent implementation of robust management policies to improve overall teachers' job performance. This includes policies related to professional development, performance appraisal, welfare, and disciplinary actions, ensuring they are clear, fair, and supportive of teachers' growth and well-being.
2. Principals should actively cultivate strong and positive relationships with the local community by establishing regular communication channels, involving parents and community leaders in school activities, and creating platforms for feedback and collaboration.
3. Principals should adopt a holistic approach to school leadership which should involve strategically integrating well-defined internal policies with proactive community engagement initiatives. Principals should view these two aspects not in isolation, but as complementary pillars that collectively create an optimal environment for teachers to thrive, thereby impacting their performance positively and leading to better educational outcomes for students.
4. School administrators should strategically focus their efforts and resources on refining and strengthening internal administrative structures and policies. Therefore, while community engagement is valuable, the primary emphasis for immediate and significant improvements in teachers' job performance should be placed on optimizing internal school management practices.

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