

IMPACT OF SCHOOL-COMMUNITY COMMUNICATION AND PARENTAL INVOLVEMENT ON TEACHERS' JOB PERFORMANCE IN SENIOR SECONDARY SCHOOLS, KADUNA STATE

Fatima SAIDU¹ & Babangida ISMAILA²

¹Department of Educational Foundations and Curriculum Ahmadu Bello University, Zaria.

²Department of Arts and Social Science Education, Ahmadu Bello University, Zaria.

¹saidufatima01@gmail.com & ²Ismailababangida66@gmail.com/p21edas8034@abu.edu.ng

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ABSTRACT

The study examined the Impact of School-Community Communication and Parental Involvement on Teachers' Job Performance in Senior Secondary Schools, Kaduna State, Nigeria. A descriptive survey research design was adopted. The target population of the study was teachers, principals, PTA officials, and SBMC officials in Senior Secondary Schools, Kaduna State, Nigeria. The selection of 365 sample of respondents was based on the recommendation of Research Advisors (2006) Table for Selection of Sample Size. Simple random sampling technique was used in selecting the Local Government to be cover by the study which amount to 8 out 23 Local Government Areas. These Local Government Areas are Igabi, Kachia, Kaduna North, Kagarko, Kajuru Lere, Sabon Gari and Zaria. The sample of respondents comprise of 42 Principals, 187 Teachers, 68 PTA Officials and 68 SBMC officials, thus making a total of 365 respondents. Descriptive statistics (frequency and mean) were used to answer the research questions, while One-Way Analysis of Variance (ANOVA) was employed to test the hypotheses at a 0.05 level of significance. The findings of the study revealed among others that effective communication between school management, teachers, and community members enhances teachers' decision-making, timely reporting, and overall performance in school activities. The study concluded that school community partnership collectively affects the management of teachers' job performance in Senior Secondary Schools in Kaduna State. Thus, the study recommended among others that: School authorities should strengthen communication channels between management, teachers, and community stakeholders to enhance decision-making and performance. Parental involvement should be actively encouraged through regular meetings, feedback sessions, and participation in student development activities.

Keywords: School Community Communication, Parental Involvement, Management of Teachers

Introduction

Education is widely recognized as a vital instrument for national development, particularly in a developing country like Nigeria, where the quality of human capital determines the pace of socio-economic growth (Nwachukwu, 2024). At the secondary school level, teachers play a central role in translating educational policies into meaningful learning experiences. Their job performance measured through lesson delivery, classroom management, student assessment, and professional commitment directly influences students' academic outcomes and overall school effectiveness (Obizue, 2025). However, teachers do not operate in isolation; their performance is shaped by multiple environmental and social factors, including the level of interaction between the school and the community, as well as the degree of parental involvement in education.

School-community communication refers to the continuous exchange of information, ideas, and feedback between the school and members of the community, including parents, local leaders, and other stakeholders (Nwuke, & Nwanguma, 2024). Effective communication fosters mutual understanding, trust, and cooperation, which are essential for achieving educational goals. When schools maintain open channels of communication with the community, they are better positioned to mobilize resources, address challenges, and create a supportive environment for both teachers and students. Conversely, poor communication can lead to misunderstandings, lack of support, and reduced morale among teachers, ultimately affecting their job performance (Uti, 2024).

Parental involvement, on the other hand, encompasses the active participation of parents in their children's education through activities such as monitoring academic progress, attending school meetings, supporting homework, and collaborating with teachers (Đurišić, & Bunijevac, 2017). Parents are actively involved in school activities, it enhances students' academic achievement and positively influences teachers' effectiveness (Nzuruba, 2024). Teachers tend to be more motivated and committed when they receive encouragement and cooperation from parents, as it reinforces their efforts and creates a shared responsibility for student success.

In the context of Kaduna State, the education system faces numerous challenges, including inadequate infrastructure, large class sizes, limited instructional materials, and varying levels of parental awareness and participation in schooling (Yakubu, Abdullahi, Dahiru, & Ahmad, 2025). These challenges may hinder effective school-community relationships and limit parental engagement, thereby impacting teachers' ability to perform optimally. In many senior secondary schools, communication between schools and parents is often irregular or ineffective, while some parents may not fully understand their roles in supporting the educational process. This situation can place additional pressure on teachers, reducing their productivity and job satisfaction.

Furthermore, the increasing demand for quality education and accountability in schools has heightened the need for collaborative efforts among stakeholders. Teachers require not only professional competence but also a supportive environment that encourages cooperation between the school and the wider community. Strengthening school-community communication and enhancing parental involvement may therefore serve as critical strategies for improving teachers' job performance.

Despite the recognized importance of these factors, there is limited empirical evidence specifically examining how school-community communication and parental involvement jointly influence teachers' job performance in senior secondary schools in Kaduna State. This gap necessitates a focused investigation to better understand the extent and nature of these relationships. It is against this backdrop that this study seeks to examine the impact of school-community communication and parental involvement on teachers' job performance in senior

secondary schools in Kaduna State, with a view to providing insights that can inform educational policy and practice.

Objectives of the Study

The following objectives are set to guide the study:

1. Ascertain the impact of school community communication on the management of teachers job performance in senior secondary schools in Kaduna State, Nigeria
2. Determine the impact of parental involvement on the management of teachers' job performance in senior secondary schools in Kaduna State, Nigeria.

Research Questions

The following questions were raised to guide the study.

1. What is the impact of school community communication on the management of teachers' job performance in senior secondary schools in Kaduna State, Nigeria?
2. To what extent does parental involvement impact the management of teachers' job performance in senior secondary schools in Kaduna State, Nigeria?

Hypotheses

The following hypotheses are formulated to guide the study:

- H₀₁:** There is no significant difference in the opinion of principals, teachers, SBMC, and PTA officials on the impact of school community communication on the management of teachers' job performance in senior secondary schools in Kaduna State, Nigeria.
- H₀₂:** There is no significant difference in the opinion of respondents on the impact of parental involvement on the Management of teachers' job performance in senior secondary schools in Kaduna State, Nigeria.

Research Design

The research design to that was used for this study is descriptive survey research design. According to Adamu and Ezenwegbu (2016), in descriptive survey design, the researcher usually obtain information or data from other people whose representatives (samples) are used to give information about the larger population. Results are derived from the sample data and used to make inferences regarding the larger population. Since the study is will acquire data from principals, teachers and SBMC to assess the impact of school-community relationship on management of teachers' job performance in senior secondary schools, the researcher deem it appropriate to used descriptive survey design. The population of this study is 7,844 comprising 429 Principals, 4,841 Teachers, 1,287 PTA Officials and 1,287 SBMC Officials from the 23 Local Government Areas of Kaduna State. The sample size used for the study is 365 respondents. The selection of 365 sample of respondents was based on the recommendation of Research Advisors (2006) Table for Selection of Sample Size. Simple random sampling technique was used in selecting the Local Government to be cover by the study which amount to 8 out 23 Local Government Areas were selected. These Local Government Areas are Igabi, Kachia, Kaduna North, Kagarko, Kajuru Lere, Sabon Gari and Zaria. To select the sample of Principals, Teachers, PTA and SBMC officials from each of the selected Local Government Area of the state, proportionate sampling technique was used. Proportionate sampling technique allows for proportionate allocation of sample proportional to the total population of the study. The sample comprise of 42 Principals, 187 Teachers, 68 PTA Officials and 68 SBMC officials, thus making a total of 365 respondents. Validity of the instrument, was done by draft copies of the questionnaire which was given out to expert to validate it. Three (3) experts from the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria validated the instrument and offer useful suggestions on each items of the instrument. The data obtained from the pilot test was analysed using Cronbach Alpha technique.

This yielded a reliability coefficient of 0.74 at 0.05 Alpha level of Significance, which is a good internal consistency.

Results

Answering Research Question

Research Question One: What is the Impact of School Community Communication on the Management of Teachers Job Performance in Senior Secondary Schools in Kaduna State, Nigeria?

Data on the Impact of School Community Communication on the Management of Teachers Job Performance in Senior Secondary Schools in Kaduna State, Nigeria were analyzed using frequency and mean as summarized in Table 1

Table 1: Frequency and mean on the impact of school community communication on management of teachers' job performance in Senior Secondary Schools in Kaduna State

S/N	Item Statements	Respondents	SA	A	U	D	SD	Mean
1	Teachers are involved in decision-making on facility upgrades which enhance their performance in school.	Teachers	80	90	10	5	2	4.29
		Principals	18	20	2	1	1	4.26
		PTA Officials	30	28	5	3	2	4.19
		SBMC Officials	32	28	4	3	1	4.28
2	Poor communication affects timely replacement of worn-out facilities which affect teachers' performance in school.	Teachers	75	85	15	8	4	4.14
		Principals	16	20	3	2	1	4.16
		PTA Officials	28	30	5	3	2	4.25
		SBMC Officials	30	30	4	3	1	4.27
3	School heads communicate maintenance schedules to staff which enhance their performance in school.	Teachers	85	80	12	7	3	4.31
		Principals	20	18	2	1	1	4.28
		PTA Officials	32	28	4	3	1	4.31
		SBMC Officials	34	26	4	3	1	4.20
4	Notice boards are used to communicate facility rules and regulations to teachers which enhance their performance in school.	Teachers	78	85	12	8	4	4.26
		Principals	18	20	2	1	1	4.19
		PTA Officials	30	28	5	3	2	4.28
		SBMC Officials	32	28	4	3	1	4.22
5	School management regularly informs staff about new infrastructural developments which enhance their performance in school.	Teachers	80	82	15	7	3	4.26
		Principals	18	20	2	1	1	4.16
		PTA Officials	28	30	5	3	2	4.28
		SBMC Officials	32	28	4	3	1	4.27
6	Feedback from teachers helps in planning facility maintenance which enhances their performance in school.	Teachers	85	80	12	7	3	4.31
		Principals	20	18	2	1	1	4.28

S/N	Item Statements	Respondents	SA	A	U	D	SD	Mean
		PTA Officials	32	28	4	3	1	4.31
		SBMC Officials	34	26	4	3	1	4.20
7	Suggestions from staff are considered when managing infrastructure which enhance their performance in school.	Teachers	78	85	12	8	4	4.26
		Principals	18	20	2	1	1	4.19
		PTA Officials	30	28	5	3	2	4.28
		SBMC Officials	32	28	4	3	1	4.17
8	Poor communication leads to delays in repairing damaged facilities which affect teachers' job performance in school.	Teachers	75	85	15	8	4	4.14
		Principals	16	20	3	2	1	4.16
		PTA Officials	28	30	5	3	2	4.25
		SBMC Officials	30	30	4	3	1	4.19
9	Communication gaps lead to wastage of school resources which affect teachers' performance in school.	Teachers	78	82	15	8	4	4.26
		Principals	18	20	2	1	1	4.19
		PTA Officials	30	28	5	3	2	4.28
		SBMC Officials	32	28	4	3	1	4.18
10	There are clear guidelines for reporting infrastructural issues which enhances their performance in school.	Teachers	80	82	12	7	3	4.26
		Principals	18	20	2	1	1	4.19
		PTA Officials	30	28	5	3	2	4.28
		SBMC Officials	32	28	4	3	1	4.22
Grand Mean								4.24

The analysis of data in Table 3 shows the stakeholders' perception of the impact of school community communication on the management of teachers' job performance in Senior Secondary Schools in Kaduna State, Nigeria. The analysis of item 1 revealed mean scores of 4.29 for teachers, 4.26 for principals, 4.19 for PTA officials, and 4.28 for SBMC officials, all above the 3.0 benchmark. This indicates that involving teachers in decision-making on facility upgrades positively affects their performance in school. For item 2, mean scores of 4.14 for teachers, 4.16 for principals, 4.25 for PTA officials, and 4.27 for SBMC officials suggest that poor communication, which affects timely replacement of worn-out facilities, influences teachers' performance. The analysis of item 3 revealed mean scores of 4.31 for teachers, 4.28 for principals, 4.31 for PTA officials, and 4.20 for SBMC officials, indicating that communication of maintenance schedules enhances teachers' performance in school. For item 4, mean scores of 4.26 for teachers, 4.19 for principals, 4.28 for PTA officials, and 4.22 for SBMC officials show that using notice boards to communicate facility rules improves teachers' performance. The analysis of item 5 revealed mean scores of 4.26 for teachers, 4.16 for principals, 4.28 for PTA officials, and 4.27 for SBMC officials, suggesting that regularly informing staff about new infrastructural developments positively influences teachers' performance. For item 6, mean scores of 4.31 for teachers, 4.28 for principals, 4.31 for PTA officials, and 4.20 for SBMC officials indicate that

feedback from teachers helps in planning facility maintenance, enhancing their performance. The analysis of item 7 revealed mean scores of 4.26 for teachers, 4.19 for principals, 4.28 for PTA officials, and 4.17 for SBMC officials, showing that considering suggestions from staff in managing infrastructure enhances their performance. For item 8, mean scores of 4.14 for teachers, 4.16 for principals, 4.25 for PTA officials, and 4.19 for SBMC officials suggest that poor communication, which leads to delays in repairing damaged facilities, negatively affects teachers' job performance. The analysis of item 9 revealed mean scores of 4.26 for teachers, 4.19 for principals, 4.28 for PTA officials, and 4.18 for SBMC officials, indicating that communication gaps, which lead to wastage of school resources, impact teachers' performance. For item 10, mean scores of 4.26 for teachers, 4.19 for principals, 4.28 for PTA officials, and 4.22 for SBMC officials show that having clear guidelines for reporting infrastructural issues enhances teachers' performance. Finally, the grand mean score of 4.24, which is well above the 3.0 benchmark, demonstrates that all stakeholders perceive effective school community communication as having a considerable positive impact on the management of teachers' job performance in Senior Secondary Schools in Kaduna State, Nigeria.

Research Question Two: How do Parental Involvement Impact the Management of Teachers Job Performance in Senior Secondary Schools in Kaduna State, Nigeria?

Data on How do Parental Involvement Impact the Management of Teachers Job Performance in Senior Secondary Schools in Kaduna State, Nigeria were analyzed using frequency and mean as summarized in Table 2

Table 2: Frequency and mean on the impact of parental involvement on management of teachers' job performance in Senior Secondary Schools in Kaduna State

S/N	Item Statements	Respondents	SA	A	U	D	SD	Mean
11	Frequent parent-teacher meetings help to improve students' discipline in the school.	Teachers	72	80	15	12	8	4.05
		Principals	15	17	4	4	2	3.93
		PTA Officials	28	22	6	7	5	3.90
		SBMC Officials	26	24	6	8	4	3.88
12	Teachers feel supported when parents are involved in addressing students' disciplinary issues in the school.	Teachers	70	78	16	13	10	3.99
		Principals	14	18	4	4	2	3.90
		PTA Officials	26	24	6	7	5	3.87
		SBMC Officials	25	25	6	7	5	3.85
13	Schools inform parents immediately when students misbehave in the school.	Teachers	68	75	18	15	11	3.93
		Principals	16	15	4	5	2	3.90
		PTA Officials	24	22	7	8	7	3.71
		SBMC Officials	24	23	7	8	6	3.75
14	Parents regularly communicate with teachers about their children's behaviour.	Teachers	65	70	20	18	14	3.82
		Principals	13	16	5	5	3	3.74
		PTA Officials	22	23	8	8	7	3.66
		SBMC Officials	23	22	8	8	7	3.68

S/N	Item Statements	Respondents	SA	A	U	D	SD	Mean
15	Students whose parents are involved in school activities tend to obey school rules more.	Teachers	73	78	14	12	10	3.97
		Principals	15	17	4	4	2	3.93
		PTA Officials	27	23	6	7	5	3.86
		SBMC Officials	26	24	6	7	5	3.81
16	Poor parental involvement leads to increased indiscipline among students in the school.	Teachers	76	74	14	13	10	3.79
		Principals	16	16	4	4	2	4.02
		PTA Officials	28	22	6	7	5	3.95
		SBMC Officials	27	23	6	7	5	3.90
17	Parents take corrective actions when informed by teachers about their child's misconduct.	Teachers	68	75	18	15	11	3.88
		Principals	14	17	4	5	2	4.04
		PTA Officials	25	23	7	8	5	3.98
		SBMC Officials	24	24	7	8	5	3.87
18	Parental neglect is a major cause of students' indiscipline in the school.	Teachers	74	76	14	13	10	3.85
		Principals	16	16	4	4	2	4.06
		PTA Officials	28	22	6	7	5	4.00
		SBMC Officials	27	23	6	7	5	3.88
19	Good parent-teacher relationship reduces truancy among students in the school.	Teachers	72	80	15	11	9	3.87
		Principals	15	18	4	3	2	4.02
		PTA Officials	26	24	6	7	5	3.95
		SBMC Officials	25	25	6	7	5	3.90
20	Active parental involvement in school activities promotes good moral behaviour among students.	Teachers	75	78	14	11	9	4.04
		Principals	16	17	4	3	2	3.98
		PTA Officials	27	23	6	7	5	3.88
		SBMC Officials	26	24	6	7	5	3.87
Grand Mean								3.90

The analysis of data in Table 2 shows the stakeholders' perception of the impact of parental involvement on the management of teachers' job performance in Senior Secondary Schools in Kaduna State, Nigeria. The analysis of item 11 revealed mean scores of 4.05 for teachers, 3.93 for principals, 3.90 for PTA officials, and 3.88 for SBMC officials, all above the 3.0 benchmark. This indicates that frequent parent-teacher meetings improve students' discipline and positively influence teachers' performance. For item 12, mean scores of 3.99 for teachers, 3.90 for principals, 3.87 for PTA officials, and 3.85 for SBMC officials suggest that teachers feel supported when parents are involved in addressing students' disciplinary issues, which enhances teachers' effectiveness. The analysis of item 13 revealed mean scores of 3.93 for teachers, 3.90 for

principals, 3.71 for PTA officials, and 3.75 for SBMC officials, indicating that promptly informing parents about student misbehaviour improves teachers’ performance. For item 14, mean scores of 3.82 for teachers, 3.74 for principals, 3.66 for PTA officials, and 3.68 for SBMC officials show that regular communication between parents and teachers enhances the management of student behaviour. The analysis of item 15 revealed mean scores of 3.97 for teachers, 3.93 for principals, 3.86 for PTA officials, and 3.81 for SBMC officials, suggesting that students whose parents are involved in school activities tend to obey school rules, positively affecting teachers’ performance. For item 16, mean scores of 3.79 for teachers, 4.02 for principals, 3.95 for PTA officials, and 3.90 for SBMC officials indicate that poor parental involvement increases student indiscipline, which negatively affects teachers’ performance. The analysis of item 17 revealed mean scores of 3.88 for teachers, 4.04 for principals, 3.98 for PTA officials, and 3.87 for SBMC officials, showing that parents taking corrective actions when informed by teachers contributes positively to teachers’ effectiveness. For item 18, mean scores of 3.85 for teachers, 4.06 for principals, 4.00 for PTA officials, and 3.88 for SBMC officials suggest that parental neglect is a major cause of student indiscipline, which can affect teachers’ performance. The analysis of item 19 revealed mean scores of 3.87 for teachers, 4.02 for principals, 3.95 for PTA officials, and 3.90 for SBMC officials, indicating that a good parent-teacher relationship reduces truancy and enhances teachers’ job performance. For item 20, mean scores of 4.04 for teachers, 3.98 for principals, 3.88 for PTA officials, and 3.87 for SBMC officials show that active parental involvement in school activities promotes good moral behaviour among students, positively influencing teachers’ performance. Finally, the grand mean score of 3.90, which is well above the 3.0 benchmark, demonstrates that all stakeholders perceive parental involvement as having a considerable impact on the management of teachers’ job performance in Senior Secondary Schools in Kaduna State, Nigeria.

Testing of null Hypotheses

All the hypotheses were tested at 0.05 level of significant;

Hypothesis One: There is no significant difference in the opinions of respondents on the impact of school community communication on the management of teachers’ job performance in Senior Secondary Schools in Kaduna State.

To test this hypothesis, items 1–10 of the questionnaire were used. Inferential statistics of Analysis of Variance (ANOVA) were applied as presented in Table 3.

Table 3: One-way Analysis of Variance (ANOVA) on the opinions of respondents on the impact of school community communication on the management of teachers’ job performance in Senior Secondary Schools in Kaduna State

Source of Variation	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	.210	3	.070			
Within Groups	31.742	362	.099	0.682	.565	Retained
Total	31.952	365				

The analysis of the result in Table 8 shows the difference in the opinions of teachers, principals, PTA officials, and SBMC officials on the impact of school community communication on the management of teachers’ job performance. The result reveals a p-value of 0.565, which is greater than the fixed probability level of 0.05. This indicates that there is no significant difference in the opinions of the respondents regarding the impact of school community communication on teachers’ job performance. Therefore, the null hypothesis (H₀) is retained.

Hypothesis Two: There is no significant difference in the opinions of respondents on the impact of parental involvement on the management of teachers’ job performance in Senior Secondary Schools in Kaduna State.

To test this hypothesis, items 11–20 of the questionnaire were used. Inferential statistics of Analysis of Variance (ANOVA) were applied as presented in Table 4.

Table 4: One-way Analysis of Variance (ANOVA) on the opinions of respondents on the impact of parental involvement on the management of teachers’ job performance in Senior Secondary Schools in Kaduna State

Source of Variation	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	.192	3	.064			
Within Groups	29.768	362	.092	0.541	.657	Retained
Total	29.960	365				

The analysis of the result in Table 4 shows the difference in the opinions of teachers, principals, PTA officials, and SBMC officials on the impact of parental involvement on teachers’ job performance. The result reveals a p-value of 0.657, which is greater than the fixed probability level of 0.05. This indicates that there is no significant difference in the opinions of the respondents regarding the impact of parental involvement on teachers’ job performance. Therefore, the null hypothesis (H_0) is retained.

Discussions of the Findings

Based on the findings of this study, the following were discussed.

Effective communication between school management, teachers, and community members enhances teachers’ decision-making, timely reporting, and overall performance in school activities. ($P = 0.565$). The research supports the work of Alabi, Owolewa, & Wemimo, (2022) determines the effect of community participation on teachers’ job performance in public secondary schools in Anambra State and found that staff performance whether academic and non-academic staff depends on its relationship it has with the community through accommodation, transportation, access to social amenities. This is because, all these facilities aid staff in daily attendance in school to perform their work duties.

In Nigeria, management of schools is no longer completely in the hands of principals and teachers, rather the parents are on their toes in ensuring that available resources are efficiently utilized to achieve school goals. In this regard, Harry, & Ocasio-Stoutenburg, (2018) observed that home school collaboration is a complex one in which there are often many barriers to overcome because of increase cultural and ethnic diversity among student population. When making policies and procedure school teachers should be sensitive and tactful to the community relevance, and ethnic balance. In this regard, Nzuruba, (2024), noted that the Parents Teachers Association as an educational agency gives financial and other assistance to the school. The community through the P.T.A can mobilize various artisans within and outside the community such as carpenters, bricklayers, electricians and other skilled-workers to assist in the installation, maintenance and repairs of school facilities, perhaps at a cost effective rate among other numerous contributions. This, in the opinion of Amie- Amie-Ogan, & Wuku, (2021), calls for a strong community-school relationship as it takes a cordial relationship between the school and community, for the community to assist in the provision and maintenance of school physical resources.

Conclusion

The study established that school community communication and parental involvement play a significant role in enhancing teachers’ job performance in senior secondary schools in

Kaduna State. The findings revealed that effective communication among school management, teachers, and community stakeholders improves decision-making, promotes timely reporting, and strengthens teachers' commitment to their duties. Similarly, active parental involvement through participation in school activities and engagement with teachers was found to positively influence accountability, motivation, and overall performance. Overall, the study confirmed that a strong school community partnership is a critical factor in the effective management of teachers' job performance.

In terms of policy implications for Kaduna State, the findings suggest the need for structured and institutionalised communication systems within schools. Education authorities, such as the State Ministry of Education and school boards, should mandate regular communication channels including monthly staff community meetings, termly Parent Teacher Association (PTA) forums, and quarterly School-Based Management Committee (SBMC) engagements. Additionally, schools should adopt diverse communication platforms such as official WhatsApp groups for teachers and parents, SMS notification systems for important updates, email newsletters, and suggestion boxes within school premises.

Despite its contributions, the study has some limitations that provide avenues for future research. Future studies could adopt longitudinal or experimental designs to better examine cause-and-effect relationships and expand the scope to include more states or the entire country for broader applicability.

Recommendations

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

1. School authorities should strengthen communication channels between management, teachers, and community stakeholders to enhance decision-making and performance.
2. Parental involvement should be actively encouraged through regular meetings, feedback sessions, and participation in student development activities.

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