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## Impact of School Community Relation and Development of Secondary Education in Sagbama Local Government Area, Bayelsa State, Nigeria

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### **Abstract:**

*This research work is on the impact of school community relation and development of secondary education in Sagbama Local Government Area Bayelsa State Nigeria. A survey design was adopted for this research work. A twelve item questionnaire was adopted as the main instrument for data collection of the study. This instrument was carefully administered to a sampled population of 1200 students from 20 secondary schools within the Sagbama Local Government Area. Three research questions were raised for the study. The reliability of the instrument was further determined by applying reliability test and cronbach alpha co-efficient value of 0.73 was realized showing the instrument as reliable for the study. Findings from the research show that the role of the community influences development of facilities in secondary schools within the community and also that community involvement opportunities contributes to the development of secondary schools in Sagbama LGA.*

**Keywords:** Community, secondary schools, development

### **1. Introduction**

Education is the fulcrum of sustainable development that holds the key to social inclusion in any society. It is one of the necessary conditions for advancing quality of life, universal access to quality knowledge and skills, and ensuring that everybody has an equal opportunity to play a whole part in work and developing society (Riechi, 2009).

Education is a crucial instrument for the general growth of communities and nations. The duty to provide and manage quality education rests not just with the government but all parties involved. This is because education is a social enterprise that requires the support of all stakeholders in order for its contribution to benefit the whole society (Boahene, 2017). To achieve quality education, the community in which the school is located must work in collaboration and harmony with the school not only in the upbringing and welfare of the students or learners but also in the provision and maintenance of the school's infrastructure and in playing a crucial supporting role in the school's effective management and administration.

The school is comparable to other amenities, such as the community market, community borehole, community healthcare centre, etc., which are located in the community and are owned by all community members. Therefore, the community has a role in creating the policies and finances of the school, just as the school must operate to satisfy the social requirements of the community by producing literate young and transferring the community's culture.

Improving the school-community interaction is essential since both bodies are interconnected, and failure by either body to fulfill its function can result in the collapse of the education system, with repercussions for the entire society.

Even though formal education was introduced to Nigeria by the Europeans, who provided not only the curriculum but also the infrastructure, the original number of schools in Nigeria was insufficient to reach all of the country's communities. Against this backdrop, communities desiring formal education established primary and secondary schools, willingly recruited teachers, and contributed to their support, including remuneration. Eventually, these schools were absorbed into the government-run public school system (Nanakumu, 2019).

#### **1.1. Theoretical Framework**

The school cannot survive apart from the community in which it is located. The social system theory is relevant to the school-community relationship because the school is part of an open social system that requires contact with its

surroundings. In contrast, a closed system does not interact with its environment. The social system theory is often concerned with an open system that necessitates interaction with its surroundings (Cudwig, 2008).

A system comprises numerous pieces that operate independently and interdependently to accomplish a shared objective. Ladwig (2008) distinguishes between two types of social system theory. These are the open systems that engage with their surroundings and the closed systems that do not interact with their surroundings. A system may alternatively be defined as a collection of items that interact within a specific context and generate a bigger pattern that is distinct from the sum of its parts. A closed system does not communicate with its surroundings; it does not receive information and is thus likely to disappear.

In contrast, an open system accepts information and uses it to engage dynamically with its environment. Its potential to endure and thrive is enhanced by its openness. The reciprocal relationship between the school and the community is founded on the assumption that the school and the community have something to give and can benefit from.

### *1.2. Empirical Review of Literature*

Feedback on the effectiveness of the school system and the consequences of its operations on the environment is evaluated based on the attainment of predetermined purposes, goals, or objectives. Gladys Uzeoching's 2013 study, 'Analysis of School Community Relationships in Secondary Schools in the State of Anambra,' found that school community relationships are critical for secondary school administration. However, she added that school-community interactions in Anambra state have not yet received the attention they need from principals, teachers, and community members due to several hurdles that are expected to continue affecting the level of community engagement in secondary schools in the state.

Therefore, educational planners, administrators, and teachers should plan, create, and execute ways to enhance school-community ties.

In addition, she suggested that principals and teachers foster positive relationships with community leaders; make more significant efforts to view community involvement in school affairs not as a threat but as a means of enhancing its quality; and hold regular school community meetings at which issues and strategies for effective community involvement in secondary education are discussed. As a result, community members may feel invested in the school system's success. She also stated that in order to provide community people with the necessary skills and knowledge for contemporary educational issues in school-community connections, she also stated that seminars or some other sort of comprehensive and rigorous training are required.

In 2011, Nath Abraham conducted a study titled 'Effective School-Community Relations as a key performance indicator for the secondary school administrator in Aba South District, Nigeria'. The study revealed that communities play an active role in ensuring that students' academic performance is improved by providing teachers in core subjects, the provision of free housing to teachers within the community, and the provision of scholarships for needy students. In addition, communities played crucial roles in the supply of various facilities, such as piped water, library services, lighting, and the furnishing of the students' rooms. It is envisaged that strong community participation in constructing secondary schools in the Aba South Area would go a long way toward improving the state of secondary schools in the district. Additionally, he argued that communities should be more involved in all aspects of school life, such as the maintenance of discipline, to create a conducive environment for teaching and learning. It should be permitted for enlightened and educated people of the community to observe academic activity at the school. Both teachers and students will develop an academically prepared mindset as a result.

In similar research to 'The Relevance of School Community Relationship on the Development of Primary Education in the Azare Metropolis of Bauchi State, Nigeria' by Abdullabi Sadiq, it was determined that school-community ties are crucial to the growth of elementary education in the Bauchi State metropolitan area of Azare. This, he said, is clearly evident because the community provides many things to the school, such as land for building schools, funds, facilities, supervision, discipline, and classroom instruction, which significantly aids in sustaining and strengthening school-community relationships, which ultimately contributes to the growth of primary education in the Azare metropolitan area. The elementary schools in the city of Azare are well-equipped with resources that foster school-community partnerships and advance education. The resources of the primary school, such as classrooms, playgrounds, halls, and the school premises, as well as consultations and explanations, as well as information dissemination to the community, are always accessible to those in our vicinity. This considerably contributes to maintaining and improving school-community connections in Azare's elementary schools.

He proposed that excellent school-community interactions should be maintained and improved to improve students' academic success and the overall development of primary education in the metropolitan area of Azare and the state of Bauchi. The local Education Authority (AEA) and state Universal Basic Education Board (SUBEB) should encourage the primary schools to develop good school-community relationships for the betterment of primary education, and headmasters should educate the community on the significance of their participation in the affluent development programme. Both SUBEB and LEAs should organize workshops on the significance of school-community ties for community members and teachers.

### *1.3. Statement of the Problem*

According to Baiz (2013), community participation in schools has a tremendous impact on children's school performance, a crucial factor in children's school success. This relationship, he added, contributes to excellent administration in schools and, as a result, fosters the intellectual growth of children.

A study on school-community relationships over the past 15 years (Moles, 2013) found that strategies for parent and community involvement in the educational process significantly improved the quality of students' educational experiences and their academic achievement in elementary and secondary schools.

Despite the tremendous benefits that solid school-community relationships have on the growth of secondary schools, many obstacles continue to be identified in schools where they are absent. For example, in the Sagbama Local Government Area of Bayelsa State, it is observed that schools are not functioning up to set standards, have poor academic performance, a high student dropout rate, poor management, dilapidated or poor infrastructure, and a lack of interest in good management and the development of secondary schools in the local community. The lack of good understanding and cooperation between schools and communities result in inadequate funding of schools by stakeholders; poor performance of students due to inadequate teaching and learning materials; no assurance of effective and efficient school management or administrative system that would result in high academic standards; and an inadequate functional and qualitative educational system that will lead to high academic performance.

The purpose of this study, which focuses on the impact of school-community relations on the development of secondary education in Sagbama Local Government Area, Bayelsa State, Nigeria, is to identify the factors that influence school-community relations and to suggest solutions for achieving good relations for the development of secondary schools in the local area.

#### *1.4. Purpose of the Study*

This study aims to determine the impact of school-community relations and the development of secondary education in Sagbama Local Government Area, Bayelsa State. Specifically, the study sought to:

- Determine the role of the community in the provision of facilities in secondary school;
- Identify community involvement opportunities in the development of secondary schools; and
- Identify possible solutions in enhancing the community involvement in the development of secondary schools.

#### *1.5. Research Questions*

In determining the purpose of the study, the following research questions are postulated:

- What is the role of the community in the development of facilities in secondary schools?
- What are the community involvement opportunities in the development of secondary school?
- What are the possible solutions for enhancing community involvement in the development of secondary schools?

#### *1.6. Significance of the Study*

Involving the community in school growth, specifically in administration, budgeting, and the allocation of finances to address various issues enables the community to comprehend how the money they provide through fees and other community contributions is employed. This would allow communities to give more infrastructure and resources in accordance with their capabilities and goals. The participation of communities in school decision-making would allow them to own the decision and, as a result, support the implementation of the agreed-upon courses of action. They would also be obligated to take responsibility for their children's discipline, and they would also be obligated to assist the students with their schoolwork.

This work is useful to the community, the school administration, the parents, the government, and other essential stakeholders in developing the education system. It provides insight into the necessity and importance of mutually beneficial and suitable community-school interaction.

## **2. Methodology**

A descriptive survey design was adopted for this study. A stratified sample population of one thousand two hundred (1200) students was randomly selected from 20 secondary schools in communities within Sagbama Local Government Area of Bayelsa State. A twelve (12) itemed structure questionnaire titled 'Impact of School Community and Development of Secondary School' (ISCDSQ) was distributed to the sampled population to solicit their responses to the questions on the instrument.

#### *2.1. Population of the Study*

The population of the study is 1200 students from 20 secondary schools in communities within Sagbama LGA. The population, further stratified into the student per school, is divided into 30 male and 30 female students.

#### *2.2. Analysis of Data*

##### 2.2.1. Research Question 1

What is the role of the community in the development of facilities in secondary schools?

S/N	Questions on Questionnaire	SA	A	UD	DA	SDA	TOTAL SCORE	TOTAL	MEAN SCORE	REMARKS
1.	Community plays a significant role in the provision of infrastructure in secondary schools.	400	200	230	220	150	4080	1200	3.40	Agree
2.	Improved relationship between the school and community results in better support of the community for the school.	350	400	120	150	180	4190	1200	3.49	Agree
3.	Development of school community is a function of the school community relationship	320	360	200	150	170	4110	1200	3.43	Agree
4.	Poor relation between school and community hinders the role and participation of communities in school development	280	280	180	260	200	3780	1200	3.15	Agree

Table 1: Responses to Items 1 – 4 on the Instrument

Table 1 shows the population's responses to questions 1 to 4 of the instrument. The table also shows the mean score of the responses to each variable on the instrument. It is observed that the calculated mean of items 1 – 4 are all greater than the criterion mean of 3.0. Hence, research question 1 was accepted on the basis that the calculated mean of each item on the instrument is greater than the criterion mean of the table, which is 3.0. Therefore, we infer that the community's role influences the development of secondary school facilities.

### 2.2.2. Research Question 2

What are the community involvement opportunities in the development of secondary school?

S/N	Questions on Questionnaire	SA	A	UD	DA	SDA	TOTAL SCORE	TOTAL	MEAN SCORE	REMARKS
1.	Community involvement opportunities are a result of mutual school-community relation	340	290	180	200	190	3990	1200	3.33	Agree
2.	Adequate planning and management of school resources are possible due to effective school-community relations.	290	250	200	240	220	3750	1200	3.13	Agree
3.	Introduction and implementation of good development plans are achievable if there is a mutual relationship between the school and the community.	380	250	180	200	190	4030	1200	3.36	Agree
4.	Religion and societal norms influence the development and school community relation.	310	260	230	210	190	3890	1200	3.24	Agree

Table 2: Responses to Items 5 – 8 on the Instrument

Table 2 shows the responses of the 1200 respondents to questions 5 to 8 of the questionnaire. The table also shows the mean score of the responses to each variable on the instrument. It is observed that the calculated mean of items 5 – 8 is all greater than the calculated mean. The calculated mean of each item on the instrument is greater than the table's

criterion mean, which is 3.0. We, therefore, infer that community involvement opportunities influence the development of the secondary school.

### 2.2.3. Research Question 3

What are the possible solutions for enhancing community involvement in the development of secondary school?

S/N	Questions on Questionnaire	SA	A	UD	DA	SDA	TOTAL SCORE	TOTAL	MEAN SCORE	REMARKS
1.	Regular interaction between school and community relations and developments in the school	390	240	190	180	200	4040	1200	3.37	Agree
2.	Poor community support hinders adequate performance in school	260	290	290	190	170	3880	1220	3.23	Agree
3.	A mutually understanding school-community relationship is required for the development of schools within the community	400	290	150	160	200	4130	1200	3.44	Agree
4.	Parents and other members of the community be more involved and encourage the growth and development of schools in the community	350	245	220	200	185	3975	1200	3.31	Agree

Table 3: Responses to Items 9 – 12 of the Instrument

Table 3 shows the responses of the 1200 respondents to questions 9 to 12 of the questionnaire. The table also shows the mean score of the responses to each variable on the instrument. It is observed that the calculated mean of items 9 – 12 are all greater than the criterion mean of 3.0. Hence, research question 3 was accepted on the basis that the calculated mean of each item on the instrument is greater than the criterion mean of the table, which is 3.0. Therefore, we infer that solutions in enhancing community involvement influence the development of the secondary school in communities.

### 3. Conclusion

The findings and results of this study on the impact of school-community relations and the development of secondary education in Sagbama Local Government Area Bayelsa State, Nigeria, will be useful to the community and schools, NGOs, Local Educational Authorities, the State Government, and other stake holders in education.

### 4. Recommendations

From the findings and results of this study on the impact of school-community relations and the development of secondary education in Sagbama Local Government Area Bayelsa State, Nigeria, the following recommendations are made:

- Communities and schools should encourage and promote better community-school relationships for the growth of education.
- Government NGOs and other stakeholders in education should support the development of schools within the community.
- Families should participate in the managing and development of schools.
- School administrators should see the need to develop their schools by encouraging a healthy and long-lasting relationship with parents and communities.
- Communities should encourage and support schools within their domain by sponsoring infrastructural and educational projects that would improve the standard of education.
- Removal of religious and cultural beliefs militating against better school-community relations should be encouraged.
- Heads and leaders of communities should imbibe a positive attitude towards developing and sponsoring projects that improve school development.
- Government and other educational authorities should introduce educational literacy programs that would enlighten communities on the need to have cordial relations with schools within the community.
- Human and community relationship programs should be added to the school curriculum and taught to encourage good community-school relationships within the society.

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