

Managing School-Community Cooperation for Sustainable Secondary Education in A Post Covid-19 Era in Bayelsa State

Udoh, Akam Okon
sirakamudoh2015@gmail.com;

and

Abang, Fredrick Akomaye
abangakomaye@gmail.com

Abstract

This study investigated managing school-community cooperation for sustainable secondary education in a Post Covid-19 Era in Bayelsa State. Two research questions and two hypotheses guided the study. Descriptive survey design was used. The population of the study comprised 207 principals in the 207 public secondary schools in Bayelsa State and 207 PTA chairmen plus 50 community development chairmen, making a total of 464 principals, PTA chairmen and the community development chairmen. A sample size of 464 principals, PTA chairmen and the community development chairmen representing 100% of the population served as respondents. Census sampling technique was used. A 12-item questionnaire titled: Managing School Community Cooperation for Sustainable Secondary Education in a Post Covid-19 Era Questionnaire” (MSCCSSEPCEQ) was used. Cronbach alpha statistics was used to obtain 0.73 reliability. Mean and standard deviation were used to answer the research questions while z-test statistics was used to test the hypotheses at 0.05 level of significance. The result amongst others revealed that, school-community have not cooperated in contributing financially to make provision of ICT facilities to encourage digital secondary education sustainable. Judging holistically from the findings of this study, it is crystal clear that for public schools to be able to meet necessary requirement to sustain secondary education pursuit in a digitally compliant education globally in Bayelsa State most especially in this post Covid-19 era, there is need for school and community to collaborate in a way to make necessary provision of some basic facilities and other things that the government has not been able to provide. It was recommended that, school-community should continuously tighten their cooperation to financially contribute to making sure their schools’ function in the direction of ICT so that the students and teachers will be firm in handling academic issues in a digital manner to sustain secondary education as practice in the globally.

Key Words: School, community, cooperation, sustainable, post Covid-19 Era.

Introduction

The success and sustainability of education after COVID-19 pandemic is practically determined by the readiness and corporation of government, school and community to manage and abide to technological application to teaching in line with the national humanist curriculum designed to accomplish digital education practice across the globe. For education to thrive successfully due to the changes occasioned by the past Covid-19 pandemic in Bayelsa State, stakeholders, including government, schools, teachers, parents, organizations, institutions, individuals and communities need to genuinely cooperate to see how the

educational system can be well funded with needed infrastructural facilities to cope with the current digital education geared towards sustainable education. Corporate social responsibility is clearly a process of integrating businesses in operation with the society or communities in which businesses are established.

Community relations as it implies is a problem-solving process which involves systematic analysis of the problem on ground, planning what to do, taking necessary actions, and evaluating programme effectiveness and possible inadequacies or outright failures. Corporate social responsibility is solely concerned with how an enabling environment can be created in the host community so that the institution, organization or company can carry out their activities without any unproductive interference, rather with the support and assistance of host communities and the contribution of the institution to the development of the community. Obviously, a proper school-community collaboration is also a prerequisite for enhancing a peaceful school atmosphere that would produce effective teaching as well as facilitating the attainment of meaningful educational objectives in communities and the nation at large (Ejehi, Okenjem, Chizi-Woko & Agbo, 2016).

The school, as an organization established in the host community, owes the responsibility of developing the community, which could be through community service, engagement in cultural activities to promote the culture of the community, promotes individual's psychological needs, provides co-curricular activities to develop skills in games and physical development etc. The sole aim is to strengthen the capacity of schools to develop the competences (knowledge, skills and attitudes) of children in the community through schooling to bring about active and responsible citizens, to create a sustainable future for the community (Czippan, 2017). It is observed in most places that the school depends on the community for most of its needs such as water, land, skilled and unskilled labour, staff and accommodation, sponsorship in times of financial needs and for the continued existence of the school. This cooperation, fosters the enhancement of a strong link with community to exchange ideas, knowledge, skills, aptitudes, creating a conducive atmosphere and information needed to promote effective teaching and learning (Ejehi et al., 2016).

Nevertheless, this community supports are best achieved through community stakeholders' involvement (like the parents, PTA, community chiefs and leaders, village heads, community unions, financial institutions and cooperative societies, private organizations and individuals, NGOs, women, traders). On the other hand, Asemah, Okpanachi and Olumuji (2013) maintain that, the community helps in providing resources that would bring about security services to safeguard students through building of fences, organizing the community vigilante to support the security personnel of the school, ensuring adequate friendly environment where infrastructural facilities that will aid technological or digital education practice are deliberately pursued.

Extent School and Community Cooperate in the Funding of Sustainable Secondary Education in a post Covid-19 era in Bayelsa State

The effectiveness of secondary education lies in the ability to provide resources needed to enhance teaching and learning in school and utilizing them maximally for the purpose of goal attainment. These resources include human, material, physical and financial resources. When

the resources are adequately provided and harmoniously utilized, they produce expected results in the school. Adequate provision of learning materials, conducive learning environment, proper motivation and training of teachers to ensure content mastery and impart students properly for attainment of school goals and objective require a lot of funds that only the government might not be able to provide (Okon, 2017). In meeting the financial needs of school most especially in the digital education practice, wealthy philanthropic individuals in the communities, states, need provide regular financial and materials assistance to sustain the digital education system that requires a lot of facilities development (Okon, 2017).

Large corporation and organizations ought to find the need for regular contribution to education in their operational state either in cash or by building classrooms, lecture rooms and by supplying equipment. laboratories, library, offices, hostels, research centre so that the school through such provision will be able to achieve other things that the government could not easily provide most especially as Covid-19 has reshaped the school system. Amaechina, Obioha and Obioha (2020) affirms that, community collaborate with schools to fund the schools by erecting structures like administrative blocks, libraries and recreation park, sport levies are used for procuring and distributing schools and sports equipment and agricultural produce is used for funding activities in schools.

Ogbonnaya (2012), also states that, communities do provide funds and necessary materials for effective running of the school due to their level of collaboration. Ige (2013) notes that, communities have contributed through many ways in funding education in Nigeria and that they have erected and equipped schools and requested the government to take them over. For the fact that Covid-19 experience brought about issues relating to building facilities to match with the school system and programmes as reshaped by Covid-19 pandemic, some basic amenities like sinking bore holes for pipe borne water, participating in environmental sanitation, helping in restoring electricity challenges etc. promoting greater environmental responsibility, developing and diffusing environmentally friendly technologies and similar areas need to be handled by school and community in a collaborative manner so that the financial requirements to achieve the goals of secondary education can be achieved.

Extent School and Community Cooperate in the management of school Facilities for Sustainable Secondary Education in a post Covid-19 era in Bayelsa State

Community participation in school development can be achieved through adequate provision of school facilities. School facilities as defined by Asiabaka as cited in Izuehie and Ofojebe (2019) are equipment and supplies which are essential for the attainment of educational goals and objectives. Alimi, Ehinola and Alabi (2012) pointed out that facilities are everything used directly or indirectly for the benefit of education. These are seen as the entire school plant such as blocks of classrooms, staff offices, laboratories, workshops, libraries, laboratory equipment, consumables, audio-visual aids, electricity, water, chairs, tables, stationeries, playground, storage spaces and others which the school has. School facilities comprise the physical expression of the school curriculum in the construction, internal and external arrangements of the buildings, equipment, grounds, surroundings, general appearance which include the flower beds, paths, orchards, shrubs, playgrounds, classrooms, assembly hall, dining hall, desks and school farms (Okon and Archibong 2015).

On one hand, many facilities in most secondary schools are dilapidated, inadequate and in bad condition. Nevertheless, to improve quality education and academic excellence, the community can support the school through active participation in the provision of required facilities to the school (Ademola, 2014). It can also bring about high opportunities that will allow community resources to be optimally utilized for school improvement. Adequate provision of school facilities can enhance quality teaching and learning (Adebayo, Ahmed & Adeniran (2018). Wherever there are changes in any part of the education system, the existing facilities need modification, improvement or change. Improvement of educational facilities helps to meet the needs of specific individuals and groups within the school system.

One reason school-community must collaborate to manage and maintain school facilities according to Adebayo, et al (2018) is because, most of the classrooms in majority of the schools in the rural areas in Nigeria are either without windows or ceilings, a few classrooms that have ceilings and roofs are broken without repair. Some of the schools in the area also lack basic amenities, like electricity, constant power generating equipment, good pipe borne water supply, library and laboratory equipment and materials which could be assisted through collaboration between the school and the community. There are also cases of inadequate or lack of library and teaching facilities such as instructional materials like audio-visual materials, projected, printed and non-printed materials in majority of the secondary schools. Ademola (2014) suggests the following materials should be made available for teachers' use to enhance learning which are, textbook, programmed materials and devices, newspaper and magazines, and other library material, pictures, slides, film strips, maps, globes, charts, motion pictures, radio, television, chalkboards and chalks, specimens to concretize the ideas and stimulates imagination.

Statement of the problem

The efforts of maintaining mutual school-community collaboration in Bayelsa State secondary schools is faced with the challenges of low administrative capacity of members of the community to assist the school; poor cooperation from the school managers to assist community with some of their facilities and resources; teachers' misconception of the role of the community as an interference in their profession; Parent Teachers Association roles on conflict and resistance to some school initiatives and school management resistance on some decision from the community that they feel are politically motivated are deliberate, political or willful issues affecting the cooperation between school and community in meeting the needs of school and community with response to what ought to be provided in school and community in the post Covid-19 era.

Public school administrators in many schools seems to have deviated from their active steps in accomplishing their statutory obligations of raising children responsibly for the betterment of the community due to neglect of their advisory duties or playing the role of parent in their absence. On the other hand, communities where these schools are located have not shown to the schools their active social responsibilities to protect the schools from insecurity and other social vices affecting the environment where the schools are located. If school and community relationship is not well synergized most especially at this post Covid-

19 era where so many things are still needed to be provided to guide against a reoccurrence of such pandemic situation.

Aim and Objectives of the Study

The study investigated managing school community cooperation for sustainable secondary education in a Post Covid-19 Era in Bayelsa State. The specific objectives of the study are as follows:

- i. Examine the ways school-community cooperate in terms of funding for sustainable secondary education in a Post Covid-19 Era in Bayelsa State.
- ii. Examine the ways school-community cooperate in terms of school facilities provision for sustainable secondary education in a Post Covid-19 Era in Bayelsa State.

Research Questions

To guide the study, the following research questions were used.

- i. In what ways does school-community cooperate in terms of funding for sustainable secondary education in a Post Covid-19 Era in Bayelsa State?
- ii. In what ways does school-community cooperate in terms of school facilities provision for sustainable secondary education in a Post Covid-19 Era in Bayelsa State?

Hypotheses

The following hypotheses were used to guide the study.

- H₀₁: There is no significant difference between the mean scores of principals and community representatives on the ways school-community cooperate in terms of funding for sustainable secondary education in a Post Covid-19 Era in Bayelsa State.
- H₀₂: There is no significant difference between the mean scores of principals and community representatives on the ways school-community cooperate in terms of school facilities provision for sustainable secondary education in a Post Covid-19 Era in Bayelsa State.

Methodology

The descriptive survey research design was used for this study. The population of the study comprised of all the two hundred and seven (207) principals in the 207 public secondary schools in the eight Local Government Areas of Bayelsa State and two hundred and seven (207) PTA chairmen plus 50 Community Development Chairmen (C.D.C) in the communities these schools are located, making a total of 464 principals, PTA chairmen and the C.D.C. A sample size of 464 principals, PTA chairmen and the C.D.C in both the rural and urban areas representing 100% of the population served as respondents. Census sampling technique was used for the study. In doing this, all the 464 principals, PTA chairmen and the C.D.C were used. Note that both PTA Chairmen and CDC would be represented as community representatives in the study. The instrument that was used for data collection was a 12-item questionnaire titled: Managing School Community Cooperation for Sustainable Secondary Education in a Post Covid-19 Era Questionnaire” (MSCCSSEPCEQ).

The questionnaire was divided into two sections: Section A was used for collection of demographic data. Section B was based on the 4- point modified Likert rating scale of (Strongly Agree (SA) = 4 points; Agree (A) = 3 points; Disagree (D) = 2 points; and Strongly Disagree (SD) = 1 point). Cronbach alpha statistics was used obtain a reliability coefficient of 0.73. Mean scores and standard deviation were used to answer the research questions while the z-test statistics was used to test the hypotheses at 0.05 level of significance.

Results and Discussion

Data Analysis and Empirical Results

Research Question 1: In what ways does school-community cooperate in terms of funding for sustainable secondary education in a Post Covid-19 Era in Bayelsa State?

Table 1: Mean and Standard Deviation Analysis of Principals and Community Representatives on the Ways School-Community Cooperate in terms of Funding for Sustainable Secondary Education in a Post Covid-19 Era in Bayelsa State.

S/N	Items	Principals (196)		Community Representatives (232)		$\bar{X}_1\bar{X}_2$	Remark
		\bar{X}	SD	\bar{X}	SD		
1	School-community have cooperated in contributing financially to make provision of ICT facilities to encourage digital secondary education sustainable	1.88	1.28	2.14	1.19	2.1	Disagreed
2	School-community have cooperated in contributing financially towards the training of teachers on how to engage in effective online teaching and learning to help their children in school.	1.99	1.23	1.94	1.25	1.97	Disagreed
3	Community have cooperated in contributing to involve themselves in recruiting personnel to assist the school in the teaching and learning process where school experienced shortage of teachers within this period	3.49	1.52	3.57	1.60	3.53	Agreed
4	School administrators have been able to generate extra funds from the community through PTA in helping to maintain some standard of operation in running school activities to attain pre-determined goals	3.01	1.23	2.80	1.14	2.91	Agreed
5	Collaboration between community and schools in some communities help in raising fund for schools to purchase some facilities that was used during Covid-19 that are still useful today like water stand.	3.65	1.60	3.60	1.57	3.63	Agreed
6	Donations from philanthropic individuals within the community helped some schools in the provision of relevant instructional materials	3.32	1.38	3.06	1.25	3.19	Agreed
Average mean and standard deviation		2.89	1.37	2.85	1.33		

Data on Table 1 indicated that, item number 5 had the highest mean scores of 3.63 followed by item 3 with 3.53, item 6 with 3.19, item 4 with 2.91, item 1 with 2.1 and item 2 with 1.97 respectively. In the analysis, items 3,4,5 and 6 had various scores above 2.50 which is the criterion mean. It simply implies that, collaboration between community and schools in some communities help in raising fund for schools to purchase some facilities that were used during Covid-19 that are still useful today like water stand, community have cooperated in contributing to involve themselves in recruiting personnel to assist the school in the teaching and learning process where school experienced shortage of teachers within this period, donations from philanthropic individuals within the community helped some schools in the provision of relevant instructional materials and school administrators have been able to generate extra funds from the community through PTA in helping to maintain some standard of operation in running school activities to attain pre-determined goals.

The analysis also revealed that, items 1 and 2 had mean scores below the criterion mean of 2.50, meaning that, school-community have not cooperated in contributing financially to make provision of ICT facilities to encourage digital secondary education sustainable. Moreso, school-community have not also cooperated in contributing financially towards the training of teachers on how to engage in effective online teaching and learning to help their children in school.

Research Question 2: In what ways does school-community cooperate in terms of school facilities provision for sustainable secondary education in a Post Covid-19 Era in Bayelsa State?

Table 2: Mean and Standard Deviation Analysis of Principals and Community Representatives on the ways School-Community Cooperate in terms of School Facilities Provision for Sustainable Secondary Education in a Post Covid-19 Era in Bayelsa State.

S/N	Items	Principals (196)		Community Representatives (232)		$\bar{X}_1\bar{X}_2$	Remark
		\bar{X}	SD	\bar{X}	SD		
1	School and community cooperation has made them built digital library to promote digital education	1.80	1.32	1.60	1.37	1.7	Disagreed
2	School-community in their cooperation has provided digital laboratory equipment and materials for e-learning.	1.89	1.27	1.94	1.25	1.92	Disagreed
3	School-community have collaborated to help in the maintenance/ renovation of some facilities in school that aid education sustenance	3.57	1.55	3.49	1.52	3.53	Agreed
4	School-community have cooperated in auditing school ICT facilities even if necessary repairs have not yet been done	3.42	1.45	3.38	1.43	3.4	Agreed
5	School-community cooperate several times to fix educational facilities that are dilapidated like windows and roofs	3.32	1.38	3.39	1.43	3.36	Agreed
6	School cooperates with community by supporting in building convenient for community consumption during visit to improve the state of the school	2.91	1.14	2.13	1.19	2.52	Agreed
Average mean and standard deviation		2.82	1.35	2.66	1.11		

Data on Table 2 indicated that, item number 3 had the highest mean scores of 3.53 followed by item 4 with 3.4, item 5 with 3.36, item 6 with 2.52, item 2 with 1.92 and item 1 with 1.7 respectively. The scores of items 3,4,5 and 6 were above 2.50 which is the criterion mean except items 1 and 2 which is below the criterion mean of 2.50. This simply implies that, the ways school-community cooperate in terms of school facilities provision for sustainable

secondary education in a Post Covid-19 Era in Bayelsa State is that, school-community have collaborated to help in the maintenance/ renovation of some facilities in school that aid education sustenance and in auditing school ICT facilities even if necessary repairs have not yet been done, school-community have cooperated several times to fix educational facilities that are dilapidated like windows and roofs and supported in building convenient for community consumption during visit to improve the state of the school. Meanwhile, school-community in their cooperation have not provided digital library and laboratory equipment and materials for e-learning.

Test of Hypotheses

H₀₁: There is no significant difference between the mean scores of principals and community representatives on the ways school-community cooperate in terms of funding for sustainable secondary education in a Post Covid-19 Era in Bayelsa State.

Table 3: z-test Analysis of the Difference between the Opinions of Principals and Community Representatives on the ways school-community cooperate in terms of funding for sustainable secondary education in a Post Covid-19 Era in Bayelsa State.

Subject	n	\bar{x}	SD	Df	z-cal.	z-crit.	Level of Sig	Remark
Principals	196	2.89	1.37	426	0.31	± 1.96	0.05	Accepted
Community Representatives	232	2.85	1.33					

The result of table 3 showed that the z-calculated value of 0.31 is less than the z-critical value of ± 1.96 at degree of freedom of 426 at 0.05 level of significance. Therefore, the null hypothesis is accepted and upholds that there is no significant difference between the mean scores of principals and community representatives on the ways school-community cooperate in terms of funding for sustainable secondary education in a Post Covid-19 Era in Bayelsa State.

H₀₂: There is no significant difference between the mean scores of principals and community representatives on the ways school-community cooperate in terms of school facilities provision for sustainable secondary education in a Post Covid-19 Era in Bayelsa State.

Table 4: z-test Analysis of the Difference between the Opinions of principals and community representatives on the ways school-community cooperate in terms of school facilities provision for sustainable secondary education in a Post Covid-19 Era in Bayelsa State.

Subject	n	\bar{x}	SD	Df	z-cal.	z-crit.	Level of Sig	Remark
Principals	196	2.82	1.35					
				462	1.32	± 1.96	0.05	Accepted
Community Representatives	232	2.66	1.11					

The result of table 4 shows that the z-calculated value of 1.32 is less than the z-critical value of 1.96 at degree of freedom of 462 at 0.05 level of significance. We therefore fail to accept the null hypothesis and uphold that there is no significant difference between the mean scores of principals and community representatives on the ways school-community cooperate in terms of school facilities provision for sustainable secondary education in a Post Covid-19 Era in Bayelsa State.

Discussion of Findings

The result of this research work has connection with the findings of Okon (2017) who found that, in meeting the financial needs of school most especially in the digital education practice, wealthy philanthropic individuals in the communities, states, need provide regular financial and materials assistance to sustain the digital education system that requires a lot of facilities development. The work of Amaechina, Obioha and Obioha (2020) also found that, community collaborate with schools to fund the schools by erecting structures like administrative blocks, libraries and recreation park, sport levies are used for procuring and distributing schools and sports equipment and agricultural produce is used for funding activities in schools.

The result also coincides with the findings of Adebayo, et al (2018) whose work found that, to improve quality education and academic excellence, the community can support the school through active participation in the provision of required facilities to the school. This also corroborates the findings of Ademola (2014) whose work found that, most of the classrooms in majority of the schools in the rural areas in Nigeria are either without windows or ceilings, a few classrooms that have ceilings and roofs are broken without repair, schools also lack basic amenities, like electricity, constant power generating equipment, good pipe borne water supply, library and laboratory equipment and materials which could be assisted through collaboration between the school and the community.

Conclusion

From the ongoing, it is crystal clear that for public schools to be able to meet necessary requirement to sustain secondary education pursuit in a digitally compliant education globally in Bayelsa State most especially in this post Covid-19 era, there is need for school and community to collaborate in a way to make necessary provision of some basic facilities and other things that the government has not been able to provide.

Recommendations

1. School-community should continuously tighten their cooperation to financially contribute to making sure their school function in the direction of ICT so that the student and teachers will be firm in handling academic issues in a digital manner to sustain secondary education as practice in the globally.
2. There is need for School-community to cooperate in contributing financially towards the training of teachers on how to engage in effective online teaching and learning to help their children in school.

References

- Adebayo, O.A., Ahmed, Y.O. & Adeniran, R.T. (2018). *The role of ICT in provision of library services: a panacea for sustainable development in Nigeria*”, *Library Philosophy and Practice* (E-journal). <http://digitalcommons.unl.edu/libphilprac/1951>.
- Ademola, K. M. (2016). Influence of community participation in decision making in public secondary schools in south west Nigeria. *Journal of School Sciences and Management*. 12 (4), 61-72.
- Alimi, O.S., Ehinola, G. B. & Alabi, F.O. (2012). School types and academic performance of students in Ondo State, Nigeria. *School Administration and Management Journal*, 1(1), 19-41
- Amaechina, U.O., Obioha, J.O. & Obioha, K.C. (2020). Alternative Sources of Funding Secondary Education in Enugu Education Zone. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 1(1), 89-98.
- Asemah, E.S., Okpanachi, R.A & Olumuji, E. O. (2013). Communicating corporate social responsibility performance of organizations: A key to winning stake holders' goodwill. *International Journal of Arts and Humanities*, 2 (3), 22-28.
- Czippan, K. (2017). *Schools as learning centers for sustainability case studies, support: partnership and participation for a sustainable future*. http://mkne.hu/fajlok/hirek/SUPPORT_case-studies.pdf.
- Ejehi, E. I. Okenjem, G.P. Chizi-Woko, C.N. & Agbo, P. N. (2016). Extent of community participation in funding of secondary schools in Abakaliki Education Zone of Ebonyi State Nigeria. *International Journal of Academic Research in Progressive Education and Development*. 5(3), 32-40.
- Ige, A.M. (2013). *Provision of secondary education in Nigeria: Challenges and way forward*. www.academicjournal.org/JASD.

- Izuehie, I. O. & Ofojebe, W. N. (2019). Extent of community participation in the provision of facilities in public secondary schools in Enugu State, Nigeria. *UNIZIK Journal of Educational Management and Policy*, 3(1), 118-130.
- Ogbonnaya, N. O (2012). *Foundations of educational finance. (2nd Ed)*. Hallman Publishers.
- Ogunbiyi, O. D. (2018). Influence of community participation in decision making on the administration of public secondary schools in Benue state, Nigeria. *Global Journal of Human Social Science Linguistic and Education*. 18(10), 16-28.
- Okon, C. E. and Archibong, U. I. (2015). School type and students' academic performance in social studies in Junior Secondary Certificate Examination (JSCE). *Academic Journal of Interdisciplinary Studies*, 4(2), 421-426
- Okon, T. A. (2017). *Role performance and administrator's effectiveness in secondary schools in Calabar South Local Government Area, Cross River State, Nigeria*. Unpublished thesis work in the Department of Educational Administration and Planning, University of Calabar.
- Uko, E.S. (2015). Principalship and effective management of facilities in secondary schools in Cross River State, Nigeria. *International Journal of Academic Research and Reflection*, 3 (1), 64-76.