

School-Community Synergy as Predictor of Sustainable Development of Secondary School Education in Bayelsa State, Nigeria

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Abstract

This study investigated school-community synergy as predictor of sustainable development of secondary school education in Bayelsa State, Nigeria. Two research questions and two hypotheses were used. The population of the study comprised 207 principals in the 207 public secondary schools in Bayelsa State and 207 PTA chairmen plus 40 community development chairmen that were reachable, making a total of 454 principals, PTA chairmen and the community development chairmen (CDC). A sample size of 454 principals, PTA chairmen and the community development chairmen (CDC) representing 100% of the population served as respondents. Census sampling technique was used. The questionnaire used for data collection. The Cronbach Alpha reliability estimate was used to obtain a reliability of 0.72 for facilities management and 0.69 school security, while sustainable secondary education development has 0.71. The statistics that were used to answer the research questions was Pearson Product Moment Correlation Statistics, while the null hypotheses were tested using regression analysis at 0.05 alpha level of significance. The result amongst others revealed that a positive moderate and low prediction exist between school-community synergy in the aspect of facilities management and school security on sustainable secondary school education development. Recommendations were that, Bayelsa State should prioritize partnerships with relevant stakeholders to access funding, technical support, and capacity-building initiatives aimed at enhancing school infrastructure and safety measures.

Key Words: *School-Community Synergy, Sustainable Development, Secondary Education, Security and Facilities*

INTRODUCTION

The synergy between schools and the broader community is pivotal in shaping the trajectory of secondary education and ensuring its sustainability. This cooperative bond, referred to as school-community synergy, involves the collective endeavors of educational institutions, local communities, governmental bodies, and other stakeholders to address students' educational needs and foster long-term development aimed at achieving secondary education goals. Grasping the dynamics of school-community synergy is essential for anticipating sustainable development outcomes in secondary education. The concept acknowledges the interconnectedness of educational institutions with their surrounding communities, recognizing that schools operate within the broader social, cultural, and economic fabric of their locales (Amadi & Akusu, 2020).

Effective collaboration between schools and communities is imperative for tackling the myriad challenges encountered by secondary education in Bayelsa State and seizing opportunities for growth and improvement. School-community synergy emerges as a fundamental predictor of sustainable development in secondary education in Bayelsa State. By nurturing collaboration, mobilizing resources, and engaging the community, stakeholders can collectively address educational challenges, bolster student success, and contribute to the overall well-being and prosperity of the region. Yeboah and Adu (2018), state that the community plays a crucial role in providing resources for enhancing security services in schools, such as building fences, organizing community vigilance groups, and offering advice to school management on security measures.

Failure to cultivate collaboration between schools and the community may lead to situations of insecurity, triggering traumatic disorder and toxic stress that negatively affect learning outcomes, exam performance, and students' psychological well-being. Sustainability entails a holistic approach that balances environmental, social, and economic considerations to enhance quality of life. Education involves the acquisition and sharing of knowledge and skills, fostering critical thinking, and preparing individuals for life (Thesaurus, 2021). Sustainable education seeks to address environmental, social, and economic challenges through educational means (Prabakaran, 2020).

The primary aim of school-community synergy is to enhance schools' capacity to develop children's competencies through schooling, fostering active and responsible citizenship and creating a sustainable future for the community (Czippan, 2017). Adalakun (2016) argues that community and private sector participation is crucial for achieving effective education standards and sustainable development in Nigeria. In Bayelsa State, the synergy between schools and the broader community is a critical determinant of the sustainable development of secondary education. This synergy involves concerted efforts between schools, local communities, governmental bodies, and stakeholders to address students' educational needs and promote sustainable development. Understanding the dynamics of school-community synergy and its

impact on secondary education is vital for achieving long-term educational objectives and promoting sustainable development in Bayelsa State (Yeboah & Adu, 2018).

School-Community Collaboration in the aspect of Facilities Management Predict Sustainable Secondary Education Development

In Bayelsa State, Nigeria, the synergy between schools and the broader community is instrumental in managing facilities and promoting sustainable development in secondary education. Effective collaboration between schools and the community in facility management ensures the provision of conducive learning environments, facilitates resource mobilization, and elevates the overall quality of education. School-community synergy encourages joint efforts in constructing, renovating, and maintaining school infrastructure (Izuehie & Ofojebe, 2019). Community contributions, including financial support, labor, and material donations, complement government initiatives, leading to the establishment of new classrooms, provision of sanitation facilities, and upkeep of school buildings in Bayelsa State.

Community engagement plays a pivotal role in mobilizing resources for acquiring educational materials, equipment, and technology. Through fundraising activities, collaborations with local businesses, and donations from community members, schools in Bayelsa State access additional resources to enrich teaching and learning experiences, thereby fostering sustainable development (UNESCO, 2016). This synergy effort promotes environmental sustainability through initiatives like waste management, tree planting, and conservation endeavors. Community involvement in environmental projects raises awareness, fosters eco-friendly behaviors, and contributes to the creation of greener and healthier school environments in Bayelsa State.

Joint initiatives between schools and the community enhance safety and security measures within educational facilities. Community patrols, neighborhood watch groups, and partnerships with law enforcement agencies help address security concerns, deter vandalism, and ensure the safety of students, teachers, and school staff in Bayelsa State. According to Umar and Samuel (2019), school-community synergy in facilities management promotes accessibility and inclusivity in education by tackling barriers to enrollment and participation. Collaborative endeavors to enhance infrastructure, provide transportation services, and accommodate students with disabilities improve access to education for all learners, aligning with sustainable development goals in Bayelsa State.

Research by Obi (2019) suggests measures to enhance the maintenance of school facilities, including collaborative efforts between principals and the community on erosion control, regular supervision, inventory management of material resources, and proper waste management. Umar and Samuel (2019) emphasize that school facilities encompass the physical expression of the school curriculum, comprising the construction, internal and external arrangements of buildings, equipment, grounds, surroundings, and overall appearance, reflecting a comprehensive educational environment (Uko, 2015).

School-Community Synergy in the aspect of School Security as Predict Sustainable Secondary Education Development

Ensuring a safe and conducive learning environment is paramount for sustainable development in secondary education in Bayelsa State, Nigeria. School security stands as a critical component in achieving this goal, and school-community synergy plays a pivotal role in enhancing security measures through collaborative efforts between educational institutions and local communities. This collaborative approach involves active engagement of community members in surveillance and monitoring activities around schools. Local residents, neighborhood watch groups, and community leaders work hand in hand with school authorities to identify and address security threats, such as vandalism, theft, and trespassing, thereby fostering a safer learning environment (Anamuah-Mensah & Adu-Gyamfi, 2013; UNESCO, 2016).

The partnership between schools and law enforcement agencies contributes significantly to improving school security. Collaborative initiatives such as police patrols, security checkpoints, and regular visits by law enforcement personnel, facilitated by the existing synergy between schools and the community, serve as deterrents to criminal activities and ensure swift responses to security incidents, thereby enhancing the safety of students, teachers, and school staff in Bayelsa State. Furthermore, school-community partnerships facilitate the implementation of crime prevention programs and initiatives within educational institutions. Community-based interventions, including anti-bullying campaigns, drug awareness programs, and conflict resolution workshops, promote positive behaviors, mitigate risk factors, and cultivate a culture of safety and respect among students (Amadi & Akusu, 2020).

The joint endeavors between schools and the community result in infrastructure enhancements and facility upgrades that bolster school security. Community contributions, ranging from financial support to labor and material donations, enable schools to install security systems, upgrade fencing, and enhance lighting, thus fortifying educational environments against security breaches and ensuring the physical safety of students and staff (Federal Republic of Nigeria, 2013). Overall, school-community synergy strengthens emergency preparedness and response mechanisms within educational institutions. Community-led disaster preparedness drills, first aid training programs, and collaboration with local emergency services empower schools to effectively respond to crises, including natural disasters, accidents, or security incidents, thereby minimizing the impact on students' safety and well-being in Bayelsa State.

Statement of the Problem

Many secondary schools in Bayelsa State encounter difficulties in ensuring adequate security measures due to various factors such as limited resources, infrastructure deficiencies, and insufficient training of security personnel. Consequently, these schools become susceptible to security threats like vandalism, theft, and violence, compromising the safety and well-being of students, teachers, and staff. Despite the potential benefits of community involvement in school security and facility management, there is often limited participation and support from local communities in Bayelsa State. Community members may lack awareness of their roles and

responsibilities in enhancing school security and may not actively contribute to facilities management initiatives, leading to gaps in resource mobilization and utilization.

Secondary schools in Bayelsa State frequently grapple with infrastructure deficits and maintenance challenges, including dilapidated buildings, inadequate sanitation facilities, and insufficient learning materials. The absence of adequate facilities hampers effective teaching and learning processes, impedes student performance, and undermines the quality of education provided in these schools.

Socioeconomic disparities within communities in Bayelsa State may worsen inequalities in school security and facility provision and management. Marginalized communities, particularly those in rural or underserved areas, may lack access to basic amenities and encounter greater difficulties in mobilizing resources and engaging in school improvement initiatives, thereby widening the gap in educational opportunities and outcomes. Weak policy frameworks, inadequate regulatory mechanisms, and ineffective governance structures also contribute to the challenges faced in school-community synergy for sustainable secondary education development in Bayelsa State. The absence of clear guidelines, incentives, and accountability mechanisms impedes efforts to promote community engagement, resource mobilization, and infrastructure development in schools.

By overcoming these barriers, Bayelsa State can enhance school security, improve facility provision and management, and promote sustainable development in secondary education.

Aim and Objectives of the Study

The study investigated managing entrepreneurial issues at secondary education level for economic recovery in Bayelsa State, Nigeria. The objectives of the study are to:

1. Examine the extent school-community synergy in the aspect of facilities management predict sustainable secondary education development in Bayelsa State.
2. Ascertain the extent school-community synergy in the aspect of school security predict sustainable secondary education development in Bayelsa State.

Research Questions

1. To what extent does school-community synergy in the aspect of facilities management predict sustainable secondary education development in Bayelsa State?
2. To what extent does extent school-community synergy in the aspect of school security predict sustainable secondary education development in Bayelsa State?

Hypotheses

The following hypotheses were used to guide the study.

1. There is no significant prediction of school-community synergy in the aspect of facilities management on sustainable secondary education development in Bayelsa State.
2. There is no significant prediction of school-community synergy in the aspect of school security on sustainable secondary education development in Bayelsa State.

Methodology

The study utilized a correlational design, with a population consisting of 207 principals from public secondary schools in Bayelsa State, along with 207 PTA chairmen and 40 reachable community development chairmen (CDC), totaling 454 individuals. A sample size of 454, representing 100% of the population, was selected using census sampling technique. However, only 442 questionnaires were retrieved out of the 454 administered due to insecurity concerns, primarily in the riverine areas.

Two questionnaires were employed in the study: the School-Community Synergy Questionnaire (SCSQ) comprising 12 items, and the Sustainable Secondary Education Development Questionnaire (SSEDQ) with 10 items. Response options were provided on a 4-point modified Likert rating scale, ranging from Very High Extent (HE) = 4 points to Very Low Extent (VLE) = 1 point.

The Cronbach Alpha reliability estimate was used to assess the internal consistency of the questionnaires, with a sample of 30 principals, PTA chairmen, and CDC chairmen who were not part of the main sample but were considered as members of the population. Reliability coefficients for the sub-sections were as follows: 0.72 for school-community synergy in facilities management, 0.69 for school-community synergy in school security, and 0.71 for sustainable secondary education development. To analyze the data, Pearson Product Moment Correlation Statistics were employed to address the research questions, while regression analysis was used to test the null hypotheses at a significance level of 0.05 alpha.

Results and Discussion

Research Question 1: To what extent does school-community synergy in the aspect of facilities management predict sustainable secondary education development in Bayelsa State?

Table 1: Pearson’s Product Moment Correlation Analysis of the Extent School-Community Synergy in the Aspect of Facilities Management Predict Sustainable Secondary Education Development in Bayelsa State.

Variables	Correlations		Goal	Task	Remark
School-Community Synergy in Facilities Management	Pearson		1	.521**	Positive Moderate Relationship
	Correlation				

	Sig. (2-tailed)		.005
		.521	
	N		442
		442	
Sustainable Secondary Education Development	Pearson Correlation	.521**	1
	Sig. (2-tailed)	.005	
	N	442	442

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

Legends:

n : Number of respondents
r-squared: Coefficient of determination
Sig. : Significance

The result in Table 1 show that the correlation coefficient obtained was 521. This means that there is a positive moderate prediction between school-community synergy in the aspect of facilities management and sustainable secondary education development in Bayelsa State.

Research Question 2: To what extent does school-community synergy in the aspect of school security predict sustainable secondary education development in Bayelsa State?

Table 2: Pearson’s Product Moment Correlation Analysis of the Extent School-Community Synergy in the aspect of School Security Predict Sustainable Secondary Education Development in Bayelsa State.

		Correlations			
Variables		Task Management	Task performance		Remark
School-Community Synergy in School Security	Pearson Correlation		1	.436**	Positive low Relationship
	Sig. (2-tailed)			.279	
	N	442		442	
Sustainable Secondary Education Development	Pearson Correlation	.436**		1	
	Sig. (2-tailed)	.279			
	N	442		442	

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

Legends in table 1 applied

The result in Table 2 shows that the correlation coefficient obtained was .436. This means that there is positive low prediction between school-community collaboration in the aspect of school security and sustainable secondary education development in Bayelsa State.

Testing of Hypotheses

Hypothesis One: There is no significant prediction of school-community synergy in the aspect of facilities management on sustainable secondary education development in Bayelsa State.

Table 3: Summary of Regression Analysis on the extent to which School-Community Synergy in the aspect of Facilities Management Predicts Sustainable Secondary Education Development in Bayelsa State.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.436 ^a	.190	.187	1.07828

a. Predictors: (Constant), VAR00005

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	75.616	1	75.616	65.036	.000 ^b
	Residual	322.062	441	1.163		
	Total	397.677	442			

a. Dependent Variable: VAR00001
 a. Predictors: (Constant), VAR00005

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.371	.156		8.786	.000
	VAR00000	.439	.054	.436	8.064	.000
2						

a. Dependent Variable: VAR00001

From the table 3 the calculated $R = .436$, $R^2 = .190$, adjusted $R^2 = -.187$, while standard error = 1.07828. From the table the R^2 value indicates that, school-community synergy in the aspect of

facilities management only account for 19% sustainable secondary education development in Bayelsa State. The regression analysis of the significant relationship between school-community synergy in the aspect of facilities management on sustainable secondary education development in Bayelsa State could be described as strong and positive (Beta= .436), while the regression equation $y= 1.371+.431x$ indicates that an increase in school-community synergy in the aspect of facilities management might lead to an increase in sustainable secondary education development in Bayelsa State. The calculated F also shows 65.035 while the sig valve is .000. Hence since, sig (P= .000< 0.05) is less than 0.05 alpha, the null hypothesis was rejected. This means that, school-community synergy in the aspect of facilities management predicts sustainable secondary education development in Bayelsa State.

Hypothesis Two: There is no significant prediction of school-community synergy in the aspect of school security on sustainable secondary education development in Bayelsa State.

Table 4: Summary of Regression Analysis on the extent to which School-Community Synergy in the aspect of School Security on Sustainable Secondary Education Development in Bayelsa State.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.167 ^a	.028	.024	1.18132

b.Predictors: (Constant), VAR00007

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.120	1	11.120	7.968	.001 ^b
	Residual	386.558	441	1.396		
	Total	397.677	442			

a. Dependent Variable: VAR00001

a. Predictors: (Constant), VAR00007

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.160	.239		13.230	.000

VAR0000	201	.071	.167	-2.823	.001
4					

a. Dependent Variable: VAR00001

Table 4 shows the regression analysis of the significant relationship between school-community synergy in the aspect of school security on sustainable secondary education development in Bayelsa State. The relationship could be described as weak and positive (Beta= .167). From analysis in table 4.7, $R = 1.67^a$, $R^2 = 0.28$, adjusted $R^2 = 0.24$ while standard error = 1.18132. The regression equation $y = 3.160 + .201x$ show that an increase in school-community synergy in the aspect of school security might lead to an increase in sustainable secondary education development in Bayelsa State.

From the R-square value (0.28) it is seen that increase in school-community synergy in the aspect of school security account for about 28% sustainable secondary education development in Bayelsa State. ANOVA reveals calculated F of 7.968 and a Sig.value of 0.61 (F, 442=7.68, 5). The p value is less than 0.05 (P, 001<0.05) level of significance, hence the null hypotheses was rejected which holds that, school-community synergy in the aspect of school security significantly predicts sustainable secondary education development in Bayelsa State.

Summary of Findings

1. There was a positive moderate prediction between school-community synergy in the aspect of facilities management and sustainable secondary education development in Bayelsa State which led to the rejection of the null hypothesis.
2. There was a positive low prediction between school-community collaboration in the aspect of school security and sustainable secondary education development in Bayelsa State which led to the rejection of the null hypothesis.

Discussion of Findings

The initial findings of this study align with the research conducted by Umar and Samuel (2019), which focused on the synergy between schools and communities, emphasizing both internal and external aspects of school facilities. These include the arrangement and appearance of buildings, equipment, grounds, and surrounding areas, encompassing features such as flower beds, paths, orchards, shrubs, playgrounds, classrooms, assembly halls, dining halls, desks, and school farms. This discovery intersects with the findings of Obi (2019), who proposed measures for enhancing the maintenance of school facilities through collaborative efforts between principals and the community. These measures include erosion control, regular supervision, inventory management of material resources, and proper waste management.

The subsequent findings corroborate the research conducted by Anamuah-Mensah and Adu-Gyamfi (2013) and UNESCO (2016), which highlighted the active involvement of community

members in surveillance and monitoring activities around educational institutions as part of the synergy between schools and communities. Local residents, neighborhood watch groups, and community leaders collaborate with school authorities to identify and address security threats such as vandalism, theft, and trespassing, thereby contributing to a safer learning environment. This observation is supported by the Federal Republic of Nigeria (2013), which emphasized the significant role of community contributions in supporting the development of secondary education. These contributions, including financial support, labor, and material donations, enable schools to enhance security measures such as installing security systems, upgrading fencing, and improving lighting, thus fortifying educational environments against security breaches and ensuring the physical safety of students and staff.

Conclusion

From the evidence gathered regarding school-community synergy in managing school facilities and security issues, it is evident that the collaboration between schools and communities strengthens security measures, thereby facilitating the smooth operation of schools within the community. Additionally, communities can utilize school facilities for occasional needs. This synergy plays a significant role in advancing secondary education development.

Recommendations

1. It is imperative for Bayelsa State to prioritize collaboration between schools, communities, government agencies, and non-profit organizations to enhance school facilities management and security. By forging partnerships with relevant stakeholders, the state can access funding, technical support, and capacity-building initiatives aimed at improving school infrastructure and safety measures.
2. Organizing regular community meetings through Parent-Teacher Associations (PTAs), workshops, and awareness campaigns is crucial. These initiatives can facilitate dialogue and increase community involvement in efforts to improve infrastructure and address security concerns in schools.

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