SCHOOL COMMUNITY INDUSTRIAL RELATIONSHIP AMONG PUBLIC SECONDARY SCHOOLS IN IBADAN SOUTH EAST LOCAL GOVERNMENT AREA OF OYO STATE: NEED FOR PEACEFUL CO-EXISTENCE

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Abstract
The poor relationship between Nigeria's public secondary education and their host communities has become a serious concern to all education stakeholders. For these reasons, this study intended to fill the gap by examined the School Community Industrial Relationship among Public secondary schools in Ibadan South East Local Government Area of Oyo State: Need for Peaceful Co-Existence. This study adopted descriptive survey research design and Multi-stage sampling procedure was employed for the study. Simple random sampling techniques was adopted to select 20 public secondary schools. A purposive sampling procedure was adopted to select one principal from each school (since there is only one principal in every public secondary school). A total number forty respondents were randomly selected for the study. A self-designed instruments titled: School Community Industrial Relationship Questionnaire (r =0.84) was administered. The instrument was validated by the experts in educational management and evaluation while test, retest method was adopted for the reliability. The correlation index of 0.84 was obtained. Three research hypotheses were answered. Pearson Product Moment Correlation Coefficient Analysis and Multiple Regression Analysis were employed to test the one hypothesis at 0.05 level of significance respectively. The findings revealed that there was a significant negative relationship between type of facilities available in the school and community relationship in public secondary schools in Ibadan South East Local Government Area of Oyo State. Since (r = 0.015; p<0.05); there was a significant positive relationship between effective communication and the school-community industrial relationship (r = 0.20; p<0.05). Also, there was a significant positive relationship between attitude of the school head and his staff towards the members of the community correlates with the school-community Industrial Relationship. Thus, the outcome (r = 0.15; p<0.05). Based on the findings, the study recommended that state government should provide adequate educational facilities to the schools so as to promote effective teaching.
Keywords: *School, Community, Relationship, Public secondary schools, Peaceful Co-Existence.*

Introduction
School has been defined as any organised educational institution where knowledge is transmitted from the teachers to the learners. School can also be defined as a social institution that transmits the culture of the society from one generation to another. Harris, (2010) defined it as a formal agency of education established by member of the macro- community/society to mould the habits interests, attitudes and feelings of children and transmit the societal norms, culture, value and tradition from one generation to another. Community, however, is a group of people living together in one place having common religion, race and similarity of attitudes or interests. Education is the main change agent in developing and developed societies. As a result, the management of educational organizations is regarded as one of the most important management perspectives.

Basically, Begley (2007) submitted that the process of determining organizational goals is fundamental to educational management, linking between goals and aims of education and actions of educational management may be considered as vital. The unfavorable relationship between public secondary schools and the neighborhoods around them in Nigeria has recently gained significant attention. Several reasons, including student engagement, teacher factors, poor communication between the school and the host community, educational factors, school factors, and government factors, particularly insufficient budget, have been correctly linked to the issue (Crawford, 2009). Yet, the challenges has persisted in Nigeria. Although research abounds on factors affecting schools and their immediate communities, available studies have ignored the issue of using peaceful approach as the option of solution. Similarly, school facilities are another issue of debate; this is due to differences in classroom conditions in public secondary

schools in most local governments Areas. Evidence from student's performances in public secondary schools in Nigeria are not encouraging.

Gordon and Taber (2002) submit that, there is no nationally institutionalized system for the regular measurement of learning outcome; those measures that do exist suggest very low learning level. The drive to improve the quality of the basic education in Nigeria has been a matter of concern to all education stakeholders, particularly government. This is in line with Awolola (2017) who pointed out that in majority of Nigerian public secondary schools, the classrooms space seems to be disgustingly inadequate. As a result of the large enrolments in these schools, the classrooms are usually overcrowded, with up to sixty or more students receiving instructions in a classroom designed for only thirty or forty students. In most cases, the chairs and desks appear not enough; some are seen sharing chairs, standing up, or sitting on windows or broken desks. The students were ordered to bring furniture from their homes. This could affect school good relationship within the community. When this persists, it may mar the learning process, a situation that may militate against effectual teaching, intellectual development and attainment of educational objectives.

It has been equally observed that Nigerian public schools are witnessing rapid educational expansions without adequate provision for essential resources for teaching and learning. Several schools appear not to have science laboratories while a good number of those that have, do not have the essential tools or equipment such as microscopes, dissecting instruments and specimens. In such a situation as this, the teachers cannot put in their best; and the students, too, cannot derive maximum benefit from the instruction being given. Again, the teaching-learning process is affected and the overall development of school system is retarded (Gray, 2019). It has also been observed that well stocked libraries, typical and well- equipped laboratories, good and standard football field e.t.c. are facilities that may be lacking in public secondary schools in both rural and urban areas. Recently, the internet services through the Information Communication and Technology (ICT) is an added advantage in the learning process, this exposure brings great enlightenment and accomplishment among teachers and students especially in the urban areas; but where available in the rural areas, students and teachers do not enjoy such educational facilities.

It seems that schools in urban areas (locality) have many benefits over those in the rural areas. This may be due to the fact that the publicity of the area will make the current and adequate facilities available for students. Basically, observations in recent time, have shown that some of the problems affecting public secondary schools in Nigeria are insufficient basic infrastructure, over-crowded classes, unsatisfactory of teaching and learning facilities, teachers' ineffectiveness, poor understanding of subject matter and modern teaching skills, lack of knowledge to apply modern technologies. Administration is the ability to mobilize human and material resources towards achievement of organizational goals. Ogunsaju (2014) opines that administration is concerned with a variety of tasks. However, the main purpose of administration in any organization is that of coordinating the efforts of people towards the achievement of its goals. Without any doubt, administration is a core of performance of executive duties. This is because they carry out policies or decisions to fulfil a purpose, and the controlling the day-to-day running of an organisation.

National Policy on Education (2014) emphasizes the success of the entire educational system on proper planning, efficient administration and adequate funding. School administration is the process by which principles, methods and practices of administration are applied in educational institutions to establish, maintain and develop such institutions in line with the goals of the institutions. It is pertinent to note that the school administration, is an the scientific organisation of human and material resources and programmes available for education and using them systematically and meticulously to achieve educational goals. The concept of community has been fashioned in many ways by scholars. A lay man on the street sees the community as a place where everything that he may need in life will be available to him. The lay man definition is not a total way of discussing development. The reason behind this is that there are some criteria which must be used or be available to say that this is a community. For instance a community without a population is not a community. Maidus and Page (2009) defined community as 'wherever the members of any group either's small or large live together in such a way that shares the basic conditions of a common life'. The existence of a community becomes real when a group of people without any imposition from any averters perceived a

problem are in agreement to find solution to the problem collectively. It must therefore bear in mind that both geographical and common interest identified are considered.

The condition of learning facilities in the public schools is a matter of concern to the general public/community because location (either those in the rural or urban) of a school to a large extent determines the academic standard of a school. These shortcomings constitute a major gap in the attainment of set goals in schools. It is noted that most of these public secondary schools that do not have standard laboratories and libraries are located in peri-urban or rural areas; and where they are available, they are under-equipped. This has negatively affected the quality of education offer to the community. This study responds to the gap in the literature and investigates the school-community relationship as cordial and mutual interactions that exist between the school and the community where the school is situated. This relationship assists both the school and the community to achieve their set goals in a healthy atmosphere. School-community relationship as planned activities and a way through which the school seek to learn about the community and interpret, when need be, the purpose, programme, problems and needs of the school; and involve the community in the planning, evaluating and management of school policies and progress (Maidus and Page, 2009).

In actual fact, school-community relationship is a two way interaction that exists between the school and the community. The school cannot exist in isolation or independent of the community because the community provides and prepares the input into the school system. The inputs from the community, include; educational objectives and curriculum, students, school personnel, funds and facilities; some of the inputs are residents of the community. The inputs are processed to output in the school through teaching assignments, exercises, research studies, guidance and counseling etc. (Majolagbe, 2019). The roles of the school to the host community or the society at large include; provision of education. The school assisted the community to train the children and young pupils on how to write basic literacy/numeracy. The curriculum used for the children by the school lay emphasis on the need and problems of the community and on how to assist the children to contributes their quota to the development of the community. Also, preservation of community culture in the school taught the children the community norms, values culture, tradition, beliefs. Apart from teaching the children all these, schools also ensure its transmission from one generation to another. School also carries out research to improve on good culture of the community and to discourage the children from the bad or anti-social character. The school provides and makes available some school facilities for community use when needed by the community. Some of the facilities made available for the community are the school playing ground for community rallies, socials, religious and other activities, school halls and classrooms for receptions and entertainments as well as for adult and continuing education classes, school vans/buses for social outings.

However, Delade (2005) pointed out that there must be some rules governing the use of the school facilities by the community to ensure proper use. The school provides a means of livelihood to members of the community by employing them as teachers, administrative officers, day/night guards, drivers, cleaners, gardeners or any other available position qualified for by the member of the community. The payment received for the service (s) rendered to the school are used as a means of livelihood and to cater for their own immediate and extended family. Without these manpower supplies in quality and quantity, there cannot be any meaningful growth and development in a country. Members of the school play active role in some project embarked on by the community. The school students are engaged in various projects embarked by the community. Examples of community development projects are road construction, road maintenance, they also render community service to the community where the schools are situated, and they serve as members of Road Safety Corps, Civil Defense Corps, Man-O-War, Red Cross Society etc.

The community in appreciation of the roles of the school to the community and for mutual co-existence performs the following functions to the school. The community generates funds for the development of the school through special levies. Parent-Teacher Association (PTA) levies, donation by old students association, religious groups, non-governmental organization, philanthropist etc. It was observed by Gordon and Taber, (2002) that a community should provides physical facilities which members of the school make use of. Examples of the physical facilities; provided

by the community are public library, which assist the student to pursue academic excellence, community halls which are used by the school for teaching and learning and social activities, hospitals and clinics which are used as first aid in case of the need to refer to a specialist or other hospitals.

In addition, Majolagbe (2019) submitted that the communities make provision for scholarship to brilliant or indigent brilliant students or both of them depending on the fund available. Some well-meaning individuals (who appreciate education and educated citizens) within the community like Philanthropists, Religious groups, etc. also awards various scholarship schemes to assist students within the community in primary, secondary or institution of higher learning. The scholarship may cover school fees, books and others.

Statement of the Problem
Over the decades, it appears that, the relationship between school and their host communities has not been accorded the necessary priority as expected and this has resulted in a decline performance of students relative to what obtained in the past. Some of the reasons adduced for this situation include; the apparent declining in poor administration by the school management, factors influencing school community relationship include; location of a school within the community, type of facilities available in the school, effective communication between the school and the community, type of leadership style adopted by the school head, attitude/behaviour of the school head and his staff toward the members of the community, either enhance their relationship or otherwise. This has therefore, become a concern to the general public. For these reasons, this study intended to fill the gap by examined the school community industrial relationship in among public secondary schools in Ibadan South East Local Government Area of Oyo State: Need for peaceful co-existence.

Purpose of the Study
The general objective of this study is to investigate the school community industrial relationship. For these reasons, this study intended to fill the gap by examined the school- community industrial relationship in apprehension among public secondary schools in Ibadan South East Local Government Area of Oyo State: Need for peaceful co-existence. Specifically, the study aims to seek the:
1. Type of facilities available in the school and school- community relationship
2. Effective communication and school- community relationship
3. attitude of the school head and his staff toward the members of the community and school- community industrial relationship

Hypotheses
The following hypotheses were tested at 0.05 level of significance:
• Type of facilities available in the school has no significant contribution on the school- community relationship
• do effective communication has not significant contributed to the school- community industrial relationship
• attitude of the school head and his staff toward the members of the community has not significantly related with the school- community industrial relationship

Methodology
This study adopted descriptive survey research design and Multi-stage sampling procedure was employed for the study. A simple random sampling technique was adopted to select 20 public secondary schools. A purposive sampling procedure was adopted to select one principal and one vice principal (administration) from each school. (since there is only one principal and one vice principal (administration)in every public secondary school). A total of forty (40) respondents were randomly selected for the study. A self-designed instrument titled "School Community Industrial Relationship Questionnaire". The instrument was validated by the experts in educational management and evaluation while test, retest method was adopted for the reliability. The correlation index of 0.84 was obtained. The instrument consists of two sections. Section A consists the respondents' bio- data such as age, gender, school location, educational qualifications e.t.c while section B was divided into 3 parts. (Part 1 has 10 items on type of facilities available in the school and school- community relationship, 10 items on effective communication and school- community industrial relationship and 10 items on attitude of the school head and his staff

toward the members of the community and the school- Community). Pearson Product Moment Correlation Coefficient Analysis was employed to test the three hypotheses at 0.05 level of significance respectively.

Results

Hypothesis 1: Type of facilities available in the school does not correlate positively with school-community relationship in public secondary schools in Ibadan South East Local Government Area of Oyo State?

Table 1: Pearson Product-moment Correlation showing relationship between type of facilities available in the school and school- community relationship

Variables	N	Mean	Std. D	r	Sig.	Remark
Type of Facilities Available in the School	40	1.32	.467			
				.0147	.05	Sig.
School- Community Relationship		51.31	1.02			

Table 1 reveals there was a significant negative relationship between type of facilities available in the school correlate with school- community relationship in public secondary schools in Ibadan South East Local Government Area of Oyo State. Since ($r = 0.015$; $p<0.05$). This finding pointed poor relationship and implies that the poor level of availability of the type of facilities in the school is not helping school-community profound relationship. Therefore, the null hypothesis that says, type of facilities available in the school does not correlate positively and the school-community relationship is acceptable.

Hypothesis 2: Effective communication does not significant contribute to the school- community industrial relationship in public secondary schools in Ibadan South East Local Government Area of Oyo State?

Table 2: Pearson Product-moment Correlation showing relationship between effective communication and school- community industrial relationship

Variables	N	Mean	Std. D	R	Sig.	Remark
Effective Communication	40	1.24	1.12			
School- Community Industrial Relationship		51.16	2.025	.165	.000	Sig.

Table 2 shows there is a significant positive relationship between effective communication and the school-community industrial relationship in public secondary schools in Ibadan South East Local Government Area of Oyo State? Since ($r = 0.20$; $p<0.05$). The positive relationship implies that there was interaction between Parents Teachers Association (PTA) and the community. The better the effective communication, the more collaboration of the school-community industrial relationship. Therefore, the hypothesis that says that effective communication does not significant contributes to the school-community industrial relationship in public secondary schools in Ibadan South East Local Government Area of Oyo State is not accepted.

Hypothesis 3: Does the attitude of the school head and his staff toward the members of the community correlate significantly to the school-community industrial relationship in Ibadan South East Local Government Area of Oyo State?

Table 3: Pearson Product-moment Correlation showing relationship between attitude of the school head and his staff toward the members of the community and school- community industrial relationship

Variables	N	Mean	Std.D	R	Sig.	Remark
Attitude of School head and his staff toward the members of the community	40	1.250	.240			
				.149	.000	Sig.
School- Community Industrial Relationship		41.212	1.371			

Table 3 shows there is a significant positive relationship between attitude of the school head and his staff toward the members of the community correlate with the school- Community Industrial Relationship. Thus, the outcome ($r = 0.15$; $p<0.05$). The positive relationship implies that the behavior of the principals and teachers has a lot to the peace and progress of the school. The better the attitude, the better the relationship between the school and the community. Therefore, the hypothesis that says, the attitude of the school head and his staff toward the members of the community is not correlate significantly to the school-community industrial relationship is not acceptable.

Discussion of Findings

The finding reveals that, there was a significant positive relationship between type of facilities available in the school and school-community relationship in public secondary schools in Ibadan South East Local Government of Oyo State. It was found out that there were facilities such as school hall which could be used for social activities by the community. Also, the school football field, this is usually available for the dwellers/residents of the community. The availability of these facilities in the school enhances the school – community deep relationship.

The findings also pointed that there was a significant positive relationship between effective communication and the school- community industrial relationship in public secondary schools in Ibadan South East Local Government Area of Oyo State. The positive or effective communication between the school and community has been more significant to the unity in the community. It was equally discovered that communication has contributed to the school- community industrial relationship in a developmental form. This study corroborate the study of Crawford, (2009) that recognized that in recent time, the undesirable relation between public secondary schools and their immediate communities in Nigeria's has increasingly become a serious concern. The problem has been rightly associated with many factors such as students' interest factor, teachers' factors, poor communication between the school and the host community, educational factors, school factors and government factors especially inadequate funding.

In addition, the finding pointed out significant positive relationship between attitude of the school head and his staff toward the members of the community. It was found that the behavior of the principals and staff (teachers) has a lot of implication, for the betterment or deterioration of the school system. Attitude of the school head and his staff toward the members of the community was correlated with the school- community industrial relationship. This corroborate the position of Begley (2007) that the school and the community are interdependent and interrelated. The community prepares the input (i.e. students) needed by the school for survival, the output from the school (i.e. graduates) also comes back to the immediate community and assists in various capacities. For the school – community relationship to be peaceful, healthy, mutual, cordial, worthwhile and productive; the school management/head and its staff and the community relate accommodatingly, must be willing to assist each other to achieve their respective set goals in conducive and loving atmosphere, where there is mutual trust and support.

Conclusion

The relevancy of output from the school which consists of cultured, disciplined, and productive individuals cannot be consumed/retained by the school, but are sent back to the community to contribute their own contribution in various capacities. Thus, based on the acquired knowledge from the school, students become agents of development of the community. Both the school and the community are interdependent and interrelated. The community prepares the input (i.e. students) needed by the school for survival, the output from the school (i.e. graduates) also comes back to the immediate community and assists in various capacities. For the school – community relationship to be peaceful, healthy, mutual, cordial, worthwhile and productive; the school management/head and its staff and the community relate accommodatingly, must be willing to assist each other to achieve their respective set goals in conducive and loving atmosphere, where there is mutual trust and support.

Recommendations

Based on the findings, the following recommendations were made:
- There is need for the school and the community to embrace peace. This would allow cordial rapid development.
- State government should provide more and adequate educational facilities to public secondary schools to promote effective teaching-learning process.
- There is need for embrace effective communication between the school and community. There is need for good relationship among school heads, teachers and the community.

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