SCHOOL AND COMMUNITY RELATIONS IN NIGERIA: AN EXPLORATORY REVIEW OF LITERATURE APPROACH

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ABSTRACT

The need for school community relations is not in doubt due to attendant benefits derivable from such cooperative interactions. This is because the school is part of community in which it is located. Hence, the full values of education can only be realized by a close cooperation between the school and its host community. This paper therefore surveyed theoretical and conceptual issues about school community relations. In particular, it reviewed previous studies in relevant past literature to underscore the inseparability of the school from its host community due to attendant benefits to be derived. Discoveries from past studies profoundly established that: (1) existence of good community relations by schools aids in securing what the school needs from the community be it financial assistance, technical services, and otherwise. Thus, it is recommended that school administrators can, on the basis of this type of association, evolve a working relationship with the community targeted at discovering and optimizing areas of interactions and benefits geared towards achieving a high quality education performance; (2) that broad areas of cooperation exist between school and community which covered basic and central areas of physical facilities, economic and financial contributions, general service and help, research knowledge and cultural records, teaching, curriculum, management, roles of international, regional and bilateral organizations. School administrators should therefore endeavour to profit from these expanded cooperative and beneficial roles of school environment towards effective and efficient management of their schools in a bid to raise school standards and quality of the Nigerian educational system to desired levels in this 21st century world.
Keywords:. School and Community Relations, Parents and Guardians, School Children and Wards, Alienative Relationship, Model Relationship, Cooperative Relationship \

INTRODUCTION

The school as a social organization is an integral and almost inseparable part of the community in which it is located. The full values of education can only be realized by a close

cooperation between the school and community. Hence the school is created by the society for its continued existence because this is where children are moulded and transformed to become functional and contributory members of the society.

Therefore, parents and/or guardians whose children are taught in the school and who invest in the education of their children and/or wards should know what goes on in the school concerning the education of their children and/or wards. Conversely, the school requires the cooperation, support and assistance of the community where it is situated to function effectively (Ibiam, 2015). It is therefore, crucial that the schools should establish and maintain good relationship with community in which they are situated.

The school is a formal and complex organization established within a community to perform certain social functions. The school exists for the benefit of the community and the community, on the other hand, is a mini society that needs a good relation with the community for it to function effectively. In this regard, Anukam and Anukam (2006), saw this special relationship as a micro - community existing within a macro-community. The purpose of this existence has been classified as follows:

(i) educate and mould the habits, interest, attitudes and feelings of a child;
(ii) transmit the social norms, culture, values and tradition from one generation to another so as to prevent cultural extinction.
(iii) prepare an individual for survival and functionality in the society by providing and equipping an individual with knowledge, skills, competencies and capabilities and;
(iv) champion social and technological change when necessary (Duru-Uremadu, 2016).

1.2 Statement of the Problem

The need for the mutual existence and cooperation of the school and its host community is never in doubt. This mutual understanding and cooperation could, in the main, lead to an integrative funding of schools by all stakeholders that would guarantee an effective and efficient schools management or administrative system that would yield high academic standard, functional and qualitative education resulting into high academic performance which will, in turn, engender economic growth and development of the country generally.

Previous studies (see Bakwai, 2013 and Bibire, 2014) have considered problems arising from an alienative school community relationship and established that absence of a cordial relationship between the school and its host community would hinder smooth academic growth and development in a modern market economy of the 21st century. This consideration being that this development would rob the school availability of adequate funds to finance all its well deserved infrastructures and activities that are basically needed for a well crafted functional education system.

On the other hand, Ibiam (2011), examined a cooperative relationship existing between the school and its host community and based her proposition and or finding on the fact that the school and the country have something to offer and benefit from each other. Finally, Ibiam (2015), equally considered the model type of school community relationship in which either the school or the country benefits at the expense of the other. She also discovered that this relationship is not a healthy type since it is lopesided and often results to fracas between the school and its host country as witnessed in some Nigerian school – host community environments (Duru – Uremadu, 2016).

The present paper will therefore purse a review of related past literature on the topic in hand with a view to establish the best approach for school – community relationship in our clime that would yield maximum integrative fund mobilization adequate for effective functioning of Nigerian schools for the growth and development of the Nigerian economy in the 21st century world perspective. By the time the study is completed we shall be in a position to determine which approach is the best for the school and community relations in the Nigerian state.

1.3 Objective of the Study

From the foregoing therefore, the central objective of this study would be to examine, from past studies, the various approaches to school – community relations and suggest the model that would best fit in the Nigerian schools environment for the better functioning of our academic system and growth of the national economy.

1.4 Proposition

Based on the above established functional objective of the present study, the paper will propose that a mutual cooperative and benefitial school – community relationship embedded in its well articulated integrative funding of school's activities by the host community to the accommodative benefits of its host community as seen in the improved educational values of children and wards of the host community would invariably lead to achievement of high academic performance as epitomized in the schools results over the years, and by extension, lead to economic growth and development of the economy in the final analysis.

1.5 Research Methodology

In this paper, the researcher adopted both descriptive analysis and inferential statistics to execute conceptual and inferential discussions on school – community relations in Nigeria with a view to determine the various approaches to school – community relationships and suggest the model that would best fit in the Nigerian schools environment for a better functional educational system and the growth of the national economy, in particular. Hence discussions will centre on key concepts and types of school – community relationships like the alienative relationship, the

cooperative relationship and model relationship. Study will equally cover areas of school community cooperation, in the main, and examine specific areas of cooperation such as the use of physical facilities, economic contribution, general service and help, research knowledge and cultural records, teaching, curriculum and management. It will also cover roles of international, regional and bilateral organisations towards improving school – community relations.

The study used, in the main, secondary data from journals of education, textbooks and academic magazines to carry out its studies. The researcher equally consulted Michael Okpara University Library, educational management department and library, to optimize its data gathering efforts. The researcher also had face – to – face discussions with academics, educationists, school administrators and researchers in a bid to enrich the study.

Conclusions reached through this systematic study are expected to underscore the theoretical cum conceptual framework and or underpinning of the basic approaches to school – community relations and achievement of qualitative education output in Nigeria to lead to improvement of the national economy and development.

2. Literature Review

This section of the paper will carry out review of related literature and theoretical discussions on the topic under examination which would form the framework for the study. The review is structurally arranged under seven main sub headings, namely:

(1) Conceptual framework
(2) The concept of school – community relationship
(3) Theoretical framework: Types of school community relationship
(4) Discussions on areas of school community cooperation
(5) Other areas of school community relations
(6) Promoting school community relations in Nigerian secondary schools: Duties expected of the school administrator
(7) Problems of school community relations in Nigeria

2.1 Concept Framework

Conceptually speaking the school is part of the community in which it is located. Hence, the full values of education can only be realized by a close cooperation between the school and its community. The school is created by the society for its continued existence because this is where children are moulded and transformed to become functional and contributory members of the society.

Therefore, both parents and guardians whose children are taught in the school and who invest in the education of their children and wards should know what goes on in the school concerning the education of their children and wards.

Conversely, the school requires the cooperation, support and assistance of the community where it is situated to function most effectively and meet interests of all stakeholders in the society.

Being so, it is therefore crucial that schools should establish and maintain good relationships with communities in which they are located in a bid to achieve a rounded performance for the improvement, growth and development of the society.

2.2 The Concept of School Community Relationship

According to Ibiam (2015), a school is a social system with semi permeable boundary that allows interactions and exchange of resources with its external environment. Hence the concept of school community relationship can be described as cooperative and beneficial relationship and interactions between the school and community which aim at promoting mutual co-existence. Therefore, schools are expected to complement whatever the child has picked up from home in the process of developing him/her into a complete and functional person since the task of child upbringing is a collective responsibility or efforts of all stakeholders in the training of a child (Duru-Uremadu, 2016).

2.2.1 Community

Mussazi, in Anukam (2010), defined community as a group of people living in the same place, with common values, history, bound together by multiple economic, social, religious and kingship ties. There is a consciousness of oneness, communal life, continuity overtime and strong tie between the group and the land they occupy.

In his view, Ezekwu, in Anukam (2010), defined community as a natural congregation of human beings who live in a specific location and share common sentiments. On the other hand, Afolabi in an Anukam (2010), defined community as the immediate learning environment of the child outside his house and school.

For the purpose of this paper, the term community will not necessarily refer to a geographical area. Hence, it is synonymous with neighbourhood which could be the state, the local government area, district, the area served by a school and/or the immediate environment of the school system or structure.

2.3 Theoretical Framework: Types of School Community Relationship

Cordial relationship between the school and the community is a pre-requisite for achieving a meaningful educational objective in our community and the nation at large (Gital, 2009). Generally, community has a vital interest in what schools do and how they do it. Sadker (2008), was of the view that community transmits its culture and view to the world. Mitr cvfcofanova (2014), and Bibre (2014), were of the opinion that schools and communities should work closely with each other to their mutual goals of provision and management of education as

well as teaching, learning and enforcement of processes. Pawlas (2005), Mitrofanova (2011), and Bakwai, (2013) were of the view that the sharing of information creates better school community relationship which ultimately improves teaching and learning and general development of education.

According to, Agi and Adiele (2009), there are basically three types or models of relationships that characterize the school and community. They include the alienative relationship, the model relationship, and the cooperative relationship. These will thus be discussed here under.

2.3.1   The Alienative Relationship

Alienative Relationship is when there is virtually no exchange of resources or ideas between the school and the community. The school restricts its activities to its traditional role of teaching and learning and the improvement of the instructional process. The alienative form of school - community relationship is anchored on the premise that the community has little or nothing to offer, and that it is the responsibility of government to provide education for the people. As a result of this wrong assumption, the school and the community over look whatever assistance or help that can be rendered to each another. In this case there is no mutual relationship between the school and the community. Therefore, this denial of symbiotic relationship between the school and its host community hinders academic growth and development especially in a fast changing society like Nigeria (Duru-Uremadu, 2016).

2.3.2   The Cooperative Relationship

According to, Ibiam (2011), this type of school community relationship is based on the premise that the school and the community have something to offer and benefit from each other. The school administrator can on the basis of this type of relationship evolve a working relationship with the community with a view to discovering areas of interaction and benefit. The cooperative school community relationship recognizes the inherent capacity of the school and community depending on each other. This results to achievement of quality education.

2.3.3   The Model Relationship

The model type of school community relationship describes the relationship in which either the school or the community benefits. That is, either the school or community makes contribution at the expense of the other. Here you have donor - recipient relationship in which one party donates and the other receives, without giving anything in return (Ibiam, 2015). This is not a healthy type of relationship and because it is lopsided, it can atimes result to fracas between the school and its host community as it is common in some Nigerian in communities.

2.4   Discussions on Areas of School Community Cooperation

The school and community are inseparable and their good relationship improves the quality of education given to the pupils or students. Mahuta (2007), was of the view that school

as a social institution is regarded as centre of knowledge and it possesses the power to mould and shape the character of individuals in the community. For the school to perform its role effectively, there is the need for good school community relationship. There are many areas in which school community relationship exists which aid in the development of education.

Kenkwo in Nnabuo and Okorie (2008), identified the following areas of cooperation.

1. The Use of School Physical Facilities. These include;

i. Classrooms and halls can be used for adult classes and community occasions or festivals.

ii. Comminute school farms/gardens can be used for demonstration and practical work to community people.

iii. The community can use school sports fields to hold football matches and cultural festivals.

iv. The community can also use sports field for grazing ground.

v.   The community can give land for school building.

vi. The community and the school can share use of church, mosque's halls, hospital and library.

2. Economic Contribution

i.   The school can contribute labour or expertise towards the execution of local projects such as local bridges, schools, hospitals and roads.

ii. School can provide employment opportunities to the community in such areas as teaching and other low cadre jobs.

iii. The community can provide financial assistance for new school projects or programmes.

iv. School personnel can purchase local products from the community.

3. General Service and Help

i.   School can serve as postal centre and polling stations.

ii. The community can make use of school equipment and furniture.

iii. School can serve as base for local groups, choirs, scouts, plays and concerts.

iv. The community can also undertake the maintenance of school facilities.

v.   The community can also provide security to the school. In most Nigerian universities, people from most of the host communities form the bulk of security personnel recruited to man the school eg. MOUAU where most its personnel have been recruited from Umuariga, the host country in Ikwuano Local Government Area of Abia State.

vi. The community can provide resource persons in specialized areas, such as workshops or seminars on community development.

4. Research Knowledge and Cultural Records

i. The school can assist the community in recording and preservation of local tradition and events.

ii. The school can conduct research in local history and songs.

iii. The community can contribute arti-facts to the school museum.

iv. local school provides opportunities for community members to study more about local activities and customs.

5. Teaching

i. School provides adult education for the elderly and out of school youths.

ii. Schools can make use of local people as instructors.

iii. Parents may help as teacher assistants

6. Curriculum

i. School provides sources of information and new ideas for use in community, for example, craft, linguistic influence and hygiene

ii. School runs courses and programmes geared towards addressing the problems of the community

iii. The community provides avenue to areas of interest, such as amusement parks and zoo.

7. Management

i. Staff and students involvement in local affairs and committees.

ii. Community members can participate in school committees.

iii. Students' involvement in youth organization and clubs.

2.5 Other Areas of School Community Relations

The paper shall now discuss other areas of school community relations are as follows:

2.5.1 Parents — Teachers Association (PTA)

The Parent/Teachers Association (PTA) is a non-political and non-parochial voluntary welfare association of parents and guardians whose children and wards are in a particular school, and the tutorial and non-tutorial staff of that school. It is mandatory that every school should have a PTA and the principal who is PTA secretary should ensure active and functional PTA in school with the Ministry of Education overseeing its activities.

The PTA has vital roles to play in the naming of schools and as a result, government has recognized and established State Parent – Teachers Associations (SPTA) and National Parent – Teachers Association (NPTA) with constitution and standing orders. PTA dates back to when American organizations, the Congress of Mothers held its first meeting in 1877 and in 1924, the National Congress for parents and teachers held its own meeting and specified how parents would help schools (Emenike, 2003).

The members of school PTA consists of:

i. Any parent or guardian of a student attending the school. Such a person has to register with the school PTA as specified by the NPTA,

ii. Every member of staff of the school,

iii. Any civil-minded person who genuinely desires to contribute towards the welfare and development of the school provided his or her honorary membership is approved by the school PTA sitting at a general meeting.

2.5.1.1 Functions of a School PTA

The secondary education management hand book on school administration (1996) stipulated PTA functions as follows:

i. To provide a bridge between the home and the school.

ii. To give meaningful moral, financial and material support to the school to solve problem and to encourage the moral, physical and intellectual development of their children or wards.

iii. To provide a forum for parents and guardians and school staff to meet regularly, exchange views and take decisions on how to pursue the implementation for the overall benefit of the school.

iv. To assist the principal and board of governor in ensuring a high standard of discipline amongst students at school and at home.

v. To assist school authorities provide adequate security for life and property in the school.

2.5.2 Roles of Non-governmental Organizations (NGOs) in Education Delivery

NGOs vary in scope from local to national and multinational, that is, in terms of membership, client spread or area of operation (Ibara, 2010).

In terms of their nature and composition they vary from gender, religion, occupation, age, general interest, cultural, social, to community - based agencies. NGOs value highly their autonomy and independence and possess the advantages of greater capacity to reach grassroots. NGOs have contributed to Nigerian Education in the area of:

i. Provision of equipment

ii. Provision of teaching and learning materials

iii. Establishment of schools

iv. Encouragement of technical education

v. Administrative support

vi. Promotion of mass literacy and group education projects

vii. Giving education grants

viii. Promotion of exchange programmes and educational research

The international NGOs include, among others:

i. Ford Foundation

ii. Rock feller Foundation

iii. Techno serve

iv. Rotary Club

v.   African Education Development (AED)

In general, some of these NGOs like Ford found, Technoserve, African Education Development full might foundation offer scholarship to students and fund researches in most schools, college and universities worldwide.

2.5.3   Roles of Business Organizations in Educational Delivery

Business organizations are non-government managed organizations doing business and primarily motivated by the desire to make profit. These include public limited liability companies in which government has shares, though not controlling shares and companies in the sector command tremendous resources and benefit from education by receiving supply of required manpower from the school system. Private sector involvement in education is in the areas of provision of funds to schools, provision of equipment and award of scholarship. The Chevron / NNPC, Shell Petroleum Company of Nigeria and Nigeria Agip Oil company annual scholarship schemes are typical examples of business organizations involvement as an intervention agency in education delivery. The enabling Decree No 7 of 1993, has attracted additional source of support to education delivery in Nigeria (Duru Uremadu, 2016).

The decree provides that companies are required by law to remit 2 percent of their profit to Education Tax fund (ETF). The funds so collected would be used for the rehabilitation, restoration and consolidation of education n Nigeria. All federal, state and local government institutions of learning are expected to benefit from the proceeds of the tax. The enabling decree provides the following disbursement percentages:

Table 2.1 Percentage Disbursement of Found to Schools

(1) University   –   25%
(2) Polytechnic   –   12.5%
(3) Colleges of Education   –   12.5%
(4) Secondary Education   –   10%
(5) Primary education   –   40%
Total   =   ~~100%~~

2.5.4   Roles of International, Regional and Bilateral Organizations in Educational Delivery

Nigeria has been enjoying external assistance for education development from the international funding agencies such as the United Nations Development Programme (UNDP), World Bank, United Nations Children's Fund (UNICEF), and United Nations specialized agencies such as United Nations Educational, Scientific and Cultural Organization (UNESCO), Regional Organizations such as the Commonwealth, European Economic Community have also

rendered assistance to education development in our country. These agencies will now be discussed in greater details, thus below.

2.5.4.1   United Nations Development Programme (UNDP)

The United Nations Development Programme (UNDP), is a funding agency of the United Nations, established in 1965, with its headquarters in New York. The agency was established primarily to render technical and financial assistance to low income developing countries in tapping and developing their natural resources so as to make them more productive and viable. In order to fulfil this mandate, UNDP usually packages a 5 -year country programme aid which comprises projects that are designed to attract capital development as well as training of skilled manpower. For example, Nigerian benefited from the 5-year development programme (1975-80) drawn up by the UNDP to the tune of about N44m, part of which went into financing a postgraduate programme in education planning during the programme plan period (Duru-Uremadu, 2016). Furthermore, the agency provides experts in various fields to carry out studies of the growth potentials of the third world countries well as rendering assistance in the provision of facilities for scientific research.

2.5.4.2   The World Bank

The World Bank is funding agency of United Nations, it began its services in 1946 and its headquarters is located in Washington D.C. United States of America. The Bank was established in order to finance productive projects in support of the economic development of member states of the United Nations. The agency provides loans to either directly to member nations or private entrepreneurs which are guaranteed by their respective governments. Apart from financial assistance, the agency also provides technical assistance to developing countries. The Bank provided a loan to the tune of ₦120 million US dollars to Nigeria in 1990. The loan facility was used to fund federal universities in the provision of books, journals and equipments. The Bank was involved in the provision of assistance to the Technical Education Project. The assistance was expected to help in reinforcing the professional and academic training in four selected Federal Polytechnics and Technical Colleges in the country. It was also expected to boost institutional capacity of the National Board for Technical Education (NBTE) and the Federal Ministry of Education (FME) in the planning and coordination of technical education in Nigeria see (Ibiam, 2011).

Furthermore, the Bank provided assistance to the primary education projects. These projects spread over a period of six years from 1992 and ended in 1997. The loan facility was equivalent to ₦120 million U.S dollars. The project was designed to upgrade the quality of primary education, increase primary school enrolment and boost institutional capacities. Specifically, the World Bank has provided some textbooks in about five subjects for primary schools in Nigeria (Ibiam, 2011).

2.5.4.3   United Nations Children's Emergency Fund (UNICEF)

The United Nations Children's Emergency Fund (UNICEF) is also a funding agency of the United Nations. It was established in 1946 by the United Nations. It was established to take care of the special needs of children soon after the end of the 2nd World War II. In 1953, the agency became a permanent funding organ of the United Nations, with a specific mandate to cater for the needs of children in developing countries. UNICEF works with other UN organizations, government and non-governmental agencies in primary health, nutrition, basic education, safe water and sanitation in developing countries of the world.

The role of UNICEF in education provision in Nigeria, among others include the followings:
- The funding of schools and policy analysis (SAPA) for the 1991 -1995 programme of cooperation.
- Provision of 292 early childhood education centres in ten focus States. It was noted that 22, 000 pre-school children were beneficiaries of this project otherwise called early Child Care Development (ECCDE) Programme.
- Development and production of ECCDE curriculum in collaboration with NERDC. This curriculum package received National Council on Education (NCE) approval in 1994.
- Training teachers of trainers in collaboration with the Federal Ministry of Education (FME).
- Production of an anthology of poems, rhymes, folktales and riddles and its transcription into musical forms for Nigerian children development of suitable readers for children aged 0-6.
- Training women in communities in basic literacy skills and empowering women, through training in the care and nutrition of children in collaboration with the women education branch of FME.
- Funding of an integrated adult literacy programme in the country, aimed at providing basic education to 380, 000 beneficiaries at a cost of N16.6 million.
- Assistance to the Federal Inspectorate in the development and standardization of instruments and guideline for use in quality control of non formal pre-primary and primary education.
- Financial assistance to the National Institute for education planning and administration in the development of training modules in 1995 and 1996.
- Establishment of schools gardens in the country with a view to improving nutrition.

2.5.4.4   United Nations Educational, Scientific and Cultural Organization (UNESCO)

UNESCO was established in 1946 as a specialized agency of the United Nations. It is charged with the mandate of furthering the cause of peace of encouraging understanding among nations through education and research. The agency has been involved in funding of a number of educational projects, among which are the following:

- In 1962, the federal and regional governments established five advanced Teachers' Colleges now Colleges of Education in different parts of the country with financial assistance from UNESCO.
- Ahumadu Bello University/UNESCO project in science teaching in selected primary schools in the Northern State.
- UNESCO/UNICEF assistance to the "Science is discovery Pilot project in teaching science in selected primary schools in the defunct Bendel State.

2.6 Promoting School Community Relations in Nigerian Secondary Schools: Duties expected of the school administrator

The school administrator may find the following strategies helpful in maintaining good working relationship with the host community.

2.6.1   Good Leadership

Leadership is often defined as the process of influencing people to direct their efforts towards the achievement of set goals (Ibiam, 2015). The school administrator should possess and provide good leadership especially in the areas of problem solving and consistency in his interactions with teachers and members of the community. The school administrator should be courteous to teachers, parents, and community leaders and also treat them with fairness and respect.

2.6.2   Interest in the Affairs of the Community.

The school administrator should demonstrate active interest in the activities of the community through the involvement of the school in social activities and programmes. The participation of the school should not be in local politics or religious matters that are sensitive in nature.

2.6.3   Ability to Share School Facilities.

The school administrator should be ready to share the use of school facilities and other resources with the community. Facilities such as halls, classrooms, football fields could be made available on request by the community for education and social purpose.

2.6.4   Ability to Get Along with People

This entails good human relationship. The school administrator as a leader is a partner to progress, and does not need to create a situation that his presence scares the people around him. Thus the school administrator should be accessible to parents and members of the public in order to have their support when the need arises.

2.6.5   Knowledge of the Community

It is important that the school administrator should have a thorough knowledge of the community life. He should understand the people's customs, norms and value system. In this

way, he will be able to demonstrate in practical terms the school's interest and desire in sharing the cultural life of the community. The school administrator's understanding of the people would enable him, identity resource persons in the community who could be invited to give lectures on certain aspects of communal life.

2.6.6 Extending Invitation to Members of the Community

Members of the community can be invited to participate in school activities such as sporting activities, seminars and workshops. During such gatherings, the school administrator could highlight the problems of the school and make appeal for support.

2.6.7 Encourage the Formation of Alumni Association

The school administrator can enhance good school community relationship through encouraging the formation of Alumni body. This could be done by keeping records of students from the community who graduate or completed their studies from the school. The Alumni Association provides avenue for interactions and problem solving. Many schools are known to have benefited from the support of this association for the erection of classroom blocks, hostels, library, staff quarters and fencing, among others.

2.7 Problems of School Community Relations in Nigeria

As it is common in every human or social relationship, it is likely that the school may face many difficulties in its effort to establish good school community relationship. Such problems include:

i. Local politics, hostile attitudes, indifference or lack of cooperation on the part of the teachers.

ii. Role conflict in demand by the school board or ministry of education may conflict with the administrator's responsiveness to the community.

iii. There may be varied unclear and conflicting demands and expectation of the community from the school which might also contradict the professional vision of the school administrator.

3. Summary of Findings, Recommendations and Conclusion

3.1 Summary of Findings and Recommendations

We shall summarise the findings from the paper and subsequently recommend what we consider to be an appropriate policy action to be taken in order to remedy the problems.

1. Paper established that school and community achieve a symbiotic existence for the purpose of
   (i) Educating and moulding of habits, interest, attitudes and feelings of a   chid,
   (ii) Transmit the social norms, culture, values and tradition from one generation to another so as to prevent cultural extinction,
   (iii) Prepare by individual for survival and functionally in the society by providing and equipping an individual with knowledge, skills, competences and capabilities and

  (iv)   Champion social and technological change when .

2. Schools are expected to complement whatever the child has picked up from home in the process of developing him or her into a complete and functional person since the task of child upbringing is a collective responsibility of all stakeholders in the training of a child

3. Study discovered that basically, three types of relationships characterize the school and community: the alienative relationship, the model relationship and the cooperative relationship, which describe different relationships should be applied by school administrators with an eye on the peculiarity of the environment in which the school exists to achieve better results.

4. Study found that alienative relationship exists when there is virtually no exchange of resources or ideas between the school and its host community. In this circumstance, the school restricts itself to the traditional role of teaching and learning and improvement of the instructional process, no more no less. This scenario is endorsed on the premise that the community has little or nothing to offer, and that it is the responsibility of government to provide education for the people. Thus this denial of a symbiotic relationship between the school and the host community hinders academic growth and development more especially in a dynamic society like Nigeria. Therefore, considering the negative effects of alienative school – community relationship in the Nigerian environment, it is thus recommended that it should be jettisoned or not be practiced and in its instead adopt an alternative model like the cooperative model, which best favours the Nigerian education climate.

5. Paper also discovered existence of the cooperative relationship or model between the school and its host community based on the premise that the school and the community have something to offer and benefit from each other. The school administrator can, on the basis of this type of association, evolves a working relationship with the community targeted at discovering and maximising areas of interactions and benefits geared towards achieving a high qualitative educational performance.

6. Study, besides, found existence of the model type of school – community relationship which epitomizes a relationship in which either the school or the community alone benefits. It means that either the school or the community makes contribution at the expense of the other. In this aspect, a donor- recipient association exists in which one party donates and the other receives without giving anything in return. This is not a healthy type of relationship and because it is lopsided in nature, which can atimes result to fracas between the school and its host community as it is common in most Nigerian communities. We therefore state, here and now, that since this model leads to a frosty relationship between the school and its host community that often times result in fighting and destruction of lives and properties, it should not be adopted by school administrators in the Nigerian educational terrain or system.

7. Study vividly established that the school and community are inseparable and that their good relationship improves the quality of education given to the child or students. In this respect, Mahuta (2007), was clearly of the view that school as a social institution should be regarded as the centre of knowledge and which possesses the power to mould and shape the character of individuals in the community. Based on these stated findings of the paper, we are of the view that for the school to perform its assigned role effectively there is the need for a harmonious school – community relationship.

8. Study also identified broad areas of cooperation existing between the school and community that covered basic and cultural areas of physical facilities, economic and financial contributions, general service and help, research knowledge and cultural records, teaching, curriculum and management, roles of international, regional and bilateral organizations. We, here and now, recommend that the school administrators should therefore endeavour to profit or draw from these expanded cooperative and beneficial roles of the community towards effective and efficient administration of their schools so as to raise academic standard and the overall quality of the Nigerian secondary education system to desired levels in this 21st century world.

9. With special reference to economic contribution aspect of school – community relations, study discovered in particular, that the community can provide financial assistance for new school projects or programmes while the school personnel can purchase local products from the community. As well, the school can contribute labour or expertise towards the execution of local projects such as local bridges, schools, hospitals and roads. In the early 1960s, villagers participate in manual labour to build community schools. While the school can provide employment opportunities to the community in such areas as teaching and other low cadre jobs. Considering this mutual give – and – take relationship existing between the schools and their host communities, it is therefore recommended that a cooperative school community model should be adopted so as to utilize the full benefits of school community cooperation in all areas of this specialized cooperation that has been existing since time immemorial.

10. We established from the study that among the strategic functions of a school Parents – Teachers Association (PTA) as an aspect of a school – community relations, are:

 (i) To give meaningful moral, financial and material support to the school, to solve problem and to encourage the moral, physical and intellectual development of their children and wards, and

 (ii)To provide a forum for parents and guardians and school staff to meet regularly, exchange views and take decisions on how to pursue the implementation of programs and projects for the overall benefits of the school. Being so, it is recommended that the school administrator should wisely prod the PTA to secure from it meaningful moral, financial

and material support to the school to enable the school solve most of its problems in a bid to encourage the moral physical and intellectual development of their children and wards. While the PTA should provide a forum for parents and guardians and school staff to meet regularly, exchange views and take decisions on how to pursue implementation for the overall benefits of the school.

11. Paper also discovered that UNDP as an agency of the United Nations (UN) was established primarily to render technical and financial assistance to low income developing countries in tapping and developing their natural resources so as to make them more productive and viable. Furthermore, it was discovered from the study or the exploratory review that the agency provides experts in various fields to carry out studies of the growth potentials of the third world countries as well as rendering assistance in the provision of facilities for scientific research. We, here and now, recommended that schools should kew into the funding activities of the agency as well as utilize its assistance in the provision of facilities for scientific research.

12. The study also established that the World Bank as an agency of the United Nations has been providing both financial and technical assistance to the primary education projects in Nigeria. The study also discovered that the Bank had provided a loan of $120 US Dollars to Nigeria in the 1990 which was used to fund federal universities in the provision of textbooks, journals and equipments throughout the country. We therefore strongly recommend that such positive funding gestures and technical assistance should be encouraged by the governments and school administrators also made to kew into such technical services and funding assistance provided by the World bank.

13. The study discovered that United Nations Children's Emergency Fund (UNICEF) as a funding agency of the United Nations has become a permanent funding agency of the UN, with a specific mandate to cater for the needs of children in developing countries. Being such a funding agency the schools administrators should be advised to always kew into such funding and services of UNICEF to enable their schools benefit from them.

14. Finally, study found that United Nations Educational Scientific and Cultural Organization (UNESCO) was established as a specialized agency of the UN charged with the mandate of furthering the course of peace and encouraging understanding among nations through education and research. The agency has funded a number of educational projects in Nigeria and has been rendering financial assistance ever-since its establishment in 1962. Therefore school administrators should endeavour to make their schools draw from or kew into such an agency to take advantage of its funding and technical assistance as part of benefits derivable from school – community relations.

3.2 Conclusion

The school and the community are two inseparable entities with a symbiotic relationship. Schools are open systems and depend largely on interactions with community or external environmental elements to survive. Good community relations by schools aids in securing what the school needs from the community and in providing what the community expects. Moreover, it helps to protect the school by creating a conducive operating climate (Uremadu and Sunday, 2016). Such areas of community relations by schools include the use of physical facilities, economic contributions, providing employment for the local people, provision of admission for the local people, general services, curriculum development, research and teaching resources, roles of international, regional and bilateral organizations. School administrators should therefore tactfully and creatively utilize these community agencies and carefully explore the various areas of interactions in school community relations. However, a school administrator needs to appreciate also the fact that in school community relations certain leadership qualities are on trial, such as the technical skills, trail of personality, ability to work with people, cooperation with people and make them feel important. By the time all these malfunctioning areas are strengthened up in our educational system, schools, performance in terms of high academic standard and quality of our graduates will tremendously improve leading growth and development of the national economy.

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