

School–Community Relations Agencies and Developmental Programmes in Osun State Secondary Schools (2014–2022)

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Abstract: *This study examined the roles of school-community relations agencies in secondary schools in Osun State, assessed the areas of developmental programmes in the secondary schools and compared the school-community relations under two administrations (2014-2018 and 2018-2022. These were with a view to providing empirical information to improve school-community relations in order to encourage developmental programmes in secondary schools in Osun State. The study adopted the descriptive survey research design. The population consisted of 387 principals, 1,935 Parent Teacher Association (PTA) executive officials, 2,322 old students' association members and 4,644 School Based Management Committee (SBMC) members in 387 public secondary schools in the three Senatorial Districts having 30 Local Government Areas in Osun State. The sample comprised 45 Principals, 45 PTA Executive officials, 135 members for Old Students' Association and 135 SBMC officials. A multi-stage sampling procedure was employed to choose the sample. The instrument used for this study were "School-Community Relations Agencies Questionnaire" (SCRQ) and the Developmental Programmes in Secondary Schools Questionnaire (DPSSQ). Data collected were analysed through both percentage and Pearson Products-Moment Correlation Co-efficient statistical methods. The findings indicated that the roles of school-community relations agencies were crucial for promoting effective school performance and supplying necessary facilities in educational institutions. There were variety of roles (such as support services to students, career counseling and guidance and development of extracurricular activities) through which secondary schools in Osun State engaged their communities to obtain adequate developmental programmes for improved performance. The research concluded that school-community relations agencies plays very important role in ensuring effective school performance and existence of developmental programmes in secondary schools in Osun state.*

Keywords: School-community relations; School-community relations agencies; Developmental Programmes

I. Introduction

Developmental programme is a system of school change that provides, processes, encompassing procedures and core ideas designed to foster holistic development and progress in children. Developmental programmes in schools are crucial for cultivating well-rounded persons who are academically equipped and possess the skills, values, and knowledge necessary for success. It is the amalgamation of two or more projects within the educational setting aimed at fostering a well-rounded student. These programmes often require collaboration among educators, parents, and the broader community to attain maximum efficacy and efficiency. Secondary school developmental programmes acknowledge that education encompasses more than just academic instruction and seek to equip

students with the essential knowledge, abilities and attitudes to succeed in a variety of areas of their lives. While these programmes may differ from one school to another, they always aim to prepare students for a brighter future.

The interactions, partnerships, and cooperation that take place between a school and the neighborhood are referred to as school-community relations. Building and maintaining good community ties is crucial to a school's performance and the academic success of its pupils. Collaborations between schools and the community have shown effective in helping disadvantaged children, their families, and the neighborhood (Stefanski, Valli, & Jacobson, 2016). It is becoming clearer that in order to achieve shared objectives, relatives, communities, and educational institutions must work closely together (Adelman & Taylor, 2008).

School-community connections encompass amicable and mutual exchanges between the educational institution and its surrounding community. This link facilitates the attainment of objectives for both parties within a constructive environment. These relations entail structured activities that allow the school to understand the community's objectives, difficulties, and needs, while also engaging the community involvement, oversight, and governance of its policies and development.

Most events occurring within a school influence the surrounding community, and vice versa. It suggests that the community and the schools mutually reinforce each other (Bakwai, 2013) because it benefits both parties, community and school communication. To achieve their shared objectives for the delivery and administration of education, also the processes of learning, teaching, and enforcement, Bibire (2014) said that communities and schools should work together effectively. Parent Teacher Association (PTA), SBMC, alumni associations, nonprofits, and charitable donors are among the organisations involved in school-community relations agencies.

II. Statement of the Research Problem

The relationship between communities and schools profoundly impacts successful school growth. The government promotes community participation in secondary school development and has solicited interested persons or groups to actively engage in the effective management of schools. The successful implementation of developmental initiatives in secondary schools relies on the strong school-community ties.

The effectiveness of developmental programmes is hindered by various obstacles in secondary schools, such as inconsistent policies and poor policy implementation, which prevent communities and schools in Osun State from building strong relationships and thereby dividing them.

Purpose of the Study

This study examines school-community relations agencies and developmental programmes in Osun State secondary schools. The main aim of the research is to:

- a. examine the roles of school-community relations agencies in Osun State secondary schools.
- b. compare the school-community relations under the two administrations (2014-2018 and 2018-2022).
- c. assess areas of developmental programmes in Osun State secondary schools.

Research Questions

- i. What are the roles of school-community relations agencies in Osun State secondary schools?
- ii. How are school-community relations operated between 2014-2018 and 2018-2022 administration?
- iii. What are the areas of developmental programmes in Osun State secondary schools?

Significance of the Study

This study aims to persuade principals, educators, and educational administrators of the value of building solid bonds between schools and their communities. The study aims to influence policymakers and promote cooperation by improving stakeholder understanding of the teamwork required for children's education. The findings are to improve cordial relationships by enhancing understanding of modern school-community relations among principals. The results of this research would also function as a source of information for additional researchers who are curious in pursuing similar topics.

Literature Review

Developmental Programmes is the combination of two or more project in the school that is geared towards the scholarly success of students. To effectively carry out this process, educators and other adults must grasp developmental concepts and ensure that this knowledge is reflected in the curriculum, teaching methods, and social activities of the school. According to Bibire (2014) close collaboration between communities and schools will enable them to achieve their shared objectives regarding the management and delivery of education, as well as the instruction, learning, and implementation of certain protocols.

A school operates as a network of interrelated subsystems that need to collaborate in a bid to achieve the aim established by the institution. There should be a community wherever there is a school; a school cannot operate in isolation. To reach their common goals, schools, families, and communities must tightly cooperate (Adelman & Taylor, 2008). According to Yusuf (2023) "school-community relations can be seen as a form of interaction between any elements of the school and any elements of the society."

According to Adalakun (2016) the following organisations or groups are involved in school growth and the link between the community and the school: Parents Teachers Association (PTA), Old Students Association (Alumni), Board of Governors, Voluntary Concerned Agencies/Groups.

There are three models identified by Agi and Adiele (2009) the alternative, the model, and the cooperative relationship.

The alternative model of school-community connection places the burden of providing education for the general public on the government. In cooperative relationship, school officials can forge a constructive alliance with the community to pinpoint areas for engagement and reciprocal advantage.

According to research, schools that have successful community engagement programmes typically provide a variety of opportunities for community involvement, and those that encourage secondary levels of participation outperform those with lower levels.

As Yusuf (2023) points out, several factors affect the relationship between communities and educational institutions. Examining and grasping these components can help school officials foster a more harmonic and favorable relationship between the institution and the surrounding community. Among these elements are: Community needs, local politics, school location, behaviour of personnel, leadership style, and communication influence school-community relations.

Nakpodia (2013) observed that the culture within schools can marginalize the involvement of community members and obstruct the relationship between schools and their communities.

Blank, Jacobson, and Melaville (2012) identified six essential tactics for prosperous communities and school initiatives aimed at creating and maintaining vital connections between teachers' unions, local government agencies, and other organisations.

III. Methodology

The study adopted the descriptive survey research design. The population consisted of 387 principals, 1,935 Parent Teacher Association (PTA) executive officials, 2,322 old students' association members and 4,644 School Based Management Committee (SBMC) members in 387 public secondary schools in the three Senatorial Districts having 30 Local Government Areas in Osun State.

The sample comprised 45 Principals, 45 PTA Executive officials, 135 members for Old Students' Association and 135 SBMC officials. A multi-stage sampling procedure was employed to choose the sample.

The instrument used for this study were "School-Community Relations Agencies Questionnaire" (SCRQ) Developmental Programmes in Secondary Schools Questionnaire (DPSSQ). Data collected were analysed through both percentage and Pearson Products-Moment Correlation Co-efficient statistical methods.

Results

Research Question 1: What are the roles of school-community relations agencies in Osun State Secondary Schools?

To answer this question, responses from the PTA executive officials, old students' association and SBMC were analysed using percentages.

Table 1: Roles Of School-Community Relations Agencies in Osun State Secondary Schools

Items	D	(%)	A	(%)
School-community agencies partnership contribute to educational enrichment programmes for students	27	8.6%	288	91.4%
Community agencies address issues such as bullying and mental health within the secondary schools	36	11.4%	279	88.6%
School-community agencies contribute to the development of extracurricular activities for students	37	11.8%	278	88.2%
School-community agencies actively engage in promoting health and wellness initiatives within the school environment	41	13%	274	87%
The collaboration between school and community agencies enhances students' overall academic success	42	13.4%	273	86.6%
Community agencies collaborate with the school to offer career counseling and guidance to secondary school students	43	13.7%	272	86.3%

School-community agencies provide valuable resources to enhance students' social and emotional wellbeing				
School-community agencies facilities access to opportunities for students from diverse socioeconomic background	52	16.5%	263	83.5%
	54	17.2%	261	82.8%
	56	18.15	259	81.9%
	65	20.7%	250	79.3%

Source: Field-Work, 2024

Table 1 shows the responses of PTA executive officials, old students' association and SBMC on the roles of school-community relations agencies in Osun state secondary schools. Majority of respondents 91.4% agree that school-community agency partnerships contribute to educational enrichment programmes for students. A large percentage of respondents 88.6% agree that community agencies address issues such as substance abuse, bullying, and mental health within the secondary school and 88.2% agree that school-community agencies contribute to the development of extracurricular activities for students. 87% agree that school-community agencies actively engage in promoting health and wellness initiatives within the school environment and 86.6% agree that the collaboration between schools and community agencies enhances students' overall academic success. Collaboration between schools and community agencies is essential for promoting students' overall academic success.

Majority of the respondents 86.3% agree that community agencies collaborate with schools to offer career counseling and guidance to secondary school students, 83.5% agree that school-community agencies provide support services to students with academic challenges. Most of the respondents 82.8% agree that community agencies support the school in fostering positive parent and caregiver involvement in students' educational. 81.9% of respondents agree that school-community agencies provide valuable resources to enhance students' social and emotional wellbeing, and School-community agencies are essential for enhancing students' academic, social-emotional, and extracurricular development. About 79.3% of respondents agree that school-community agencies facilitate access to opportunities for students from diverse socioeconomic backgrounds. The data suggests a strong partnership between schools and community agencies, which is beneficial for students from diverse socioeconomic backgrounds. It was noted from the study that school-community relations agencies play important role in Osun State secondary school students' performance across various aspects of their education and wellbeing. Community agencies are actively engaged in addressing critical issues such as substance abuse, bullying, and mental health.

Research Question 2: How are school-community relations operated between 2014-2018 and 2018-2022 administration?

Table 2: School Community Relations operated between 2014-2018 and 2018-2022

Items	N	Means	Std. Deviation
The government between 2014-2018 has successfully engaged local communities in the processes involved in making decisions related to schools.	45	1.18	0.387
The government between 2018-2022 has successfully engaged local communities in the processes involved in making decisions related to schools.		3.62	0.490
How will you rate the impact of 2014-2018 administration policies on improving school infrastructure and amenities that benefit the local community		3.18	0.387
How will you rate the impact of 2018-2022 administration policies on improving school infrastructure and amenities that benefit the local community		2.67	0.477
In your own opinion has the 2014-2018 administration effectively promoted parental involvement in education through its policies and initiatives.		1.47	0.726
In your own opinion has the 2018-2022 administration effectively promoted parental involvement in education through its policies and initiatives.		3.60	0.495
How will you rate the relationships between the schools and the local communities under the 2014-2018 administration?		1.29	0.458
How will you rate the relationships between the schools and the local communities under the 2018-2022 administration?		3.53	0.625
The government between 2014-2018 stopped the collection of all levies from students		3.80	0.405
The government between 2014-2018 stopped the collection of all levies from students		1.67	0.477
Valid N (listwise)	45		

The results suggest that between 2014 and 2018, the government was not very effective in engaging local communities in the processes involved in making decisions related to schools. The low mean value of 1.18 reflects a generally low level of engagement and the relatively small standard deviation of 0.387 suggests that most of the replies were centered around the lower end of the scale while 2018 and 2022 the government was much more effective in engaging local communities in the processes involved in making decisions related to schools. The high mean value of 3.62 reflects a generally high level of engagement, and the relatively small standard deviation of 0.490 suggests that most of the replies were centered on the high end of the scale. The results indicated a significant improvement in the government's engagement with local communities in decision-making processes related to schools between the two time periods (2014-2018 and 2018-2022).

The results showed that the 2014-2018 administration policies had a more positive impact on improving school infrastructure and amenities that benefit the local community, with a high mean rating of 3.18 compared to 2.67 for the 2018-2022 administration policies. The standard deviation values indicate that there was less variability in the ratings for the 2014-2018 administration policies (0.387) compared to the 2018-2022 administration policies (0.477), suggesting a more consistent perception of the impact. The results indicate that the 2014-2018 administration policies were perceived to have a more positive impact on improving school infrastructure and amenities that benefit the local community than 2018-2022 administration policies.

The results indicated that the 2018-2022 administration was perceived to have more effectively promoted parental involvement in education through its policies and initiatives, with a much higher mean rating of 3.60 compared to 1.47 for the 2014-2018 administration. The results indicate that the 2018-2022 administration was perceived as much more effective in promoting parental involvement in education through its policies and initiatives compared to the 2014-2018 administration.

The findings showed that the relationship between schools and local communities were perceived to be much stronger under the 2018-2022 administration, with a mean rating of 3.53, compared to the 2014-2018 administration, which had a mean rating of only 1.29. The higher standard deviation of 0.625 for the 2018-2022 administration, compared to 0.458 for the 2014-2018 administration, indicates a greater variability in the ratings, suggesting that the perceptions of the relationships were more diverse during the later administration. The findings indicated a notable improvement in the perceived relationships between schools and local communities under the 2018-2022 administration compared to the 2014-2018 administration.

The results suggest that the 2014-2018 administration was perceived to have effectively stopped the collection of all levies from students, with a secondary mean rating of 3.80. In contrast, the 2018-2022 administration was perceived to have not stopped the collection of all levies from students, with a much lower mean rating of 1.67. The lower standard deviation for the 2014-2018 administration (0.405) compared to the 2018-2022 administration (0.477) indicates less variability in the ratings, suggesting a more consistent perception of the earlier administration's policies on this issue. The results indicate that the 2014-2018 administration was perceived to have more effectively stopped the collection of all levies from students compared to the 2018-2022 administration.

Research Question Three: What are the areas of developmental programmes in Osun State Secondary Schools?

Table 4.3: Developmental Programmes in Osun State Secondary Schools

Items		Frequency	Percentage
There is fundraising efforts in support of school project development	Minimal	6	13.3%
	Substantial	39	86.7%
There is fundraising to support the wellbeing of students	Minimal	6	13.3%
	Substantial	39	86.7%
There is construction of classrooms which enhances learning process	Minimal	17	37.8%
	Substantial	28	62.2%
There is school furniture which create a conducive learning environment	Minimal	0	0.0%
	Substantial	45	100.0%
There is regular maintenance of school facilities that encourages their continuous usage	Minimal	10	22.2%
	Substantial	35	77.8%
Security measures are put in place to protect school facilities and users	Minimal	20	44.4%
	Substantial	25	55.6%
There is recruitment of teachers to enhance effective teaching learning process	Minimal	6	13.3%
	Substantial	39	86.7%
There is staff training for effective productivity	Minimal	10	22.2%
	Substantial	35	77.8%
There is reliable power supply which supports teaching and learning activities (Binned)	Minimal	30	66.7%
	Substantial	15	33.3%
There is well stocked libraries with relevant resources, books and digital materials (Binned)	Minimal	10	22.2%
	Substantial	35	77.8%

Source: Field-Work, 2024

The findings showed in Table 4.3 indicated that majority (86.7%) of respondents reported that there are substantial fundraising efforts in support of school project development and to support the wellbeing of students which indicated a relatively secondary level of fundraising activities from the school-community relations agencies. All respondents (100%) indicated that there is substantial provision of school furniture to create a conducive learning environment which reflects a strong emphasis on ensuring a well-equipped and comfortable learning space. Majority (77.8%) of respondents reported substantial regular maintenance of school facilities, encouraging their continuous usage which suggests a relatively secondary level of attention to facility maintenance. There is a mix response were reported as part of the respondents indicated minimal (44.4%) and substantial (55.6%) security measures in place to protect school facilities and users. The majority (86.7% and 77.8%) of respondents indicated substantial recruitment of teachers and staff training for effective productivity, to enhance the effective teaching-learning process reflecting a strong emphasis on ensuring adequate teaching resources. The majority (66.7%) of respondents reported minimal reliable power supply to support teaching and learning activities which indicates a relatively low level of access to reliable power supply.

From the results the developmental programmes in Osun State Secondary Schools, such as fundraising efforts, provision of school furniture, teacher recruitment, and library resources are put in place in secondary schools by schools community relations agencies. However, there are also areas that require attention, such as reliable power supply and security measures.

IV. Discussion

The findings indicated that the roles of school-community relations agencies were crucial for promoting effective school performance and supplying necessary facilities in educational institutions. Kenkwo (1992) recommended that communities should strive collectively to create educational initiatives like counselling and scholarships for young people. The study emphasizes that community agencies make significant contributions to secondary school programmes, supplementing the government's initiatives in satisfying the various needs of schools. Okorie, Ememe, and Egu (2009) discovered that communities hire teachers for essential subject areas; offer scholarships to students; provide guidance to students; provide enhanced laboratories for students; supply housing for teachers; and allocate land for school constructions. As noted by Jumpa (2003) typically, the Old Students Association of educational institutions aims to contribute to the academic advancement of their former schools by providing infrastructure, resources, and teaching materials while collaborating with the administration to address the overall requirements of the schools. A large percentage of respondents agree and strongly agree that school-community agencies assist in the advancement of extracurricular activities for students and school-community agency partnerships contribute to educational enrichment programmes for students. The findings revealed that the functions of the school-community agencies are crucial for the developmental programmes in Osun state secondary the government alone unable to meet the several needs of the school. Secondary school students in Osun State depend much on school-community relations agencies in many spheres of their learning and welfare.

These findings underscore the vital role of school-community relations agencies in supporting secondary school students in Osun State across various aspects of their education and wellbeing. Effective partnerships between schools and community agencies are essential for promoting students' overall academic success and addressing critical issues through collaboration, educational institutions and community organisations can deliver comprehensive support services, enhance educational enrichment programmes, and foster positive relationships between parents, caregivers, and students.

According to the research results most of the respondents agreed there are significant fundraising initiatives in favor of school project development and the welfare of children by school-community relations agencies. Adelakun (2016) supports this claim by stating that community agencies ask outside sources for money for the school to help in its expansion and development. Most of the respondents pointed out significant classroom

construction to improve the learning environment. The amenities created by the school-community agencies improve the teaching-learning activities in the institution. Most respondent supported there is availability of school furniture to establish a suitable learning environment with well-equipped and pleasant classroom.

From the above findings the administration from 2014-2018 has negative impact on school-community relations that has hindered the developmental programmes in Osun State secondary schools compared to the 2018-2022 administration that has many programmes in place. Omisore (2014) claims that the general reform had bad impact on the state education sector and has more disturbed the current operating education system in the state.

V. Conclusion

School-community agencies in Osun State have substantial influence in schools except areas like security measures and provision of reliable power supply for teaching and learning activities in schools. Agencies in Osun State which can be involved to support the development of schools and their programmes are PTA, SBMC and Old students association. The following are areas (such as fund raising, construction of school facilities, maintenance of school facilities, recruitment of teachers) through which Secondary Schools in Osun State can actively involve their communities in order to acquire sufficient developmental programmes for better performance. The study revealed that the relationship that existed between the school and the community in the 2014-2018 administration adversely affected the developmental programmes in school compared to the 2018-2022 administration due to policy somersault.

Recommendations

Based on the findings of the studies, these recommendations were made:

1. The government should encourage local school-community agencies to actively participate in governance and monitoring of their respective schools.
2. Developmental programmes in Osun State secondary schools are joint effort of both the government and schools-community relations agencies.
3. The government should support initiatives for development including security awareness campaigns, fundraising, PTA teacher recruiting, maintenance activities run by school-community groups.
4. Long-term educational policies should help to lower policy somersault in educational systems. School principals should be familiar with many organisations, including the PTA, SBMC, and alumni associations, as well as important community leaders. They can accomplish this by planning trips to several companies to go over the primary problems influencing their respective schools. This strategy can help educational institutions win the support of many organisations and community leaders for the progress of their initiatives and general enhancement.

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