



Contributions of Town and Gown Relations to Tertiary Educational Development in Bayelsa State, Nigeria

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ABSTRACT

This study investigated the contributions of town and gown relations to tertiary educational development in Bayelsa State, Nigeria. Two objectives and two research questions guided the study, while two hypotheses were tested. Population of the study was 549,073 comprising academic and non-academic staff of three tertiary institutions in Bayelsa State, and the members of their respective host-communities while the sample size of 800 academic staff, non-academic staff and host-community members were drawn through random sampling technique. Instrument tagged ‘Town and Gown Relations Questionnaire’, was used for data collection. Mean and standard deviation were used to answer the research questions, while ANOVA was used to test the null hypotheses at 0.05 significance level. The result of the showed that the gowns contributed to the towns in the areas of training students, providing health scheme and establishing businesses among others. The study recommended tertiary institutions should create atmosphere that encourage host communities to take part in making certain decision as part of carrying the community along in the scheme of things that affect them.

Keywords: Contributions, Town and Gown, Tertiary, Educational Development, Bayelsa State

INTRODUCTION

Town and Gown relationship is a type of relationship between tertiary institutions and host communities, which fosters growth and development through knowledge dissemination and capacity building projects. This relationship establishes knowledge and economic impact on the growth of institution and development of the town for global competitiveness. It is no secret that universities and the towns in which they reside need to become better close partners in the production of quality graduates needed for institutional and national development. The benefits of aligning priorities and cultivating a stronger relationship are plentiful for both sides, which include: maximizing capital and financial resources, attracting and retaining world-class talent, driving economic development, and elevating the level of both learning and life (Chenoweth, 2017). As positive town-gown practices rapidly evolve, the notion of universities as isolated ivory towers is fading fast as the need for global competitiveness is rapidly endorsing greater efforts towards productive relationship between town and gown.

As universities realize the benefits of town engagement and cities look to leverage the incredible assets that these institutions can provide, proactive town-gown practices allow mutually advantageous opportunities to prosper for enhanced national development. This is true as the presence of universities in towns has facilitated provision of infrastructure in their immediate towns, including industries and other economic activities (Ojo, 2006). Koko (2012) stated that, University of Port Harcourt has a population of more than 35,000 students and almost 3000 teaching, non-teaching and casual staff who facilitate development both within the school and outside the school. This implies that, as the university grows and expands, the host towns would also expand leading to economic development and transformation of

Aluu, Choba, Rumuosi and Rumuekini towns from rural villages to semi-urban towns. It is obvious that the rural Choba market, which now competes with the big markets in Port Harcourt, is attracting suppliers from as far as Aba and Onitsha, all targeting the huge population of students and staff of the university community. Also, the demands on housing and accommodation facilities are fast growing higher now, particularly as the institution is expanding with higher number of students as well as staff intakes of which the internal facilities can no longer be enough for them. Koko (2012) was of the opinion that, only about five percent of staff and students can be offered residential accommodation on campus, while the rest are scattered in the neighbourhood of the hosting towns; and some staff members have been able to buy land and build their own houses within the host towns, while most of the staff and students live in rented apartments. However, the rural towns have taken advantage of the numerous academic programmes offered by the university to up-date themselves academically. By upgrading themselves academically, their income improves which has implications for the prosperity of these towns (Robert-Okah & Nyenwe, 2013). This has made both the young and old to aspire and build better houses, and automatically become landlords. Most host communities have also taken advantage of the pre-nursery, nursery, primary, post-primary and tertiary education facilities provided by the university and this is true in all university communities in Nigeria.

Literature Review

Concept of Town

Town and gown are relatively two independent institutions or establishments. According to Wikipedia Encyclopaedia (2007), Town refers to the non-academic community while gown literarily refers to the university community. It implies the traditional ancient seats of learning such as University of Oxford and University of Cambridge both of which are regarded as one of the world's leading academic institutions and the oldest surviving in the English-speaking world; included also are University of Nigeria, Nsukka and University of Ibadan both in Nigeria. It is a metaphor, literarily used to depict urban higher education. Town could be seen as an area built-up with name, sub-names, defined boundaries found in a local government that is larger than a village and generally smaller than a city, where people live and surrounded by markets, schools, churches and other things that are very useful and valuable to the people. It could be a place with many streets, markets, banks, industries and buildings as well as people who live and work there to sustain their lives. In towns, there are educational institutions such as Nursery, Primary, Secondary and Tertiary education institution which is the focus of this research surrounded by markets, communities, buildings and churches (Robert-Okah & Nyenwe, 2013).

Concept of Gown

Gown represents the school and everything in the school such as the lecturers, non-academic staff, administrators, students and the various facilities located in a town. The schools under study are tertiary institutions, which exist around communities and towns in Bayelsa State to grow and develop beside them for sustainable national development. Tertiary education includes the universities, colleges of education, polytechnics, monotechnics, and others, where the younger generations are given the right education, they need to be useful in the society. Tertiary institutions are academic grounds built in towns and communities to equip individuals with relevant skills and knowledge to solve their personal and societal problems. These knowledge and skills acquired at this level of education assist individuals to contribute their quota towards nation building and development of the society (Aderogba, 2018). In an education town, the relationships between "town and gown" are those between the residents of the town and the students/ faculty associated with the school, who in the past wore academic gowns. Such relations often help in capacity building projects in the school environment as well as the development of towns for sustainability (Nwabueze, 2019). The inhabitants of a college or tertiary education town and the students/ personnel of the college share common interest leading to individual growth and town development. **Contributions of Host Communities to the Development of Tertiary Institutions**

Tertiary education is a social institution of which every agent of socialization needs to have a good relationship with immediate and far communities and towns for improved productivity. This relationship when established between the institution and the towns surrounding the institutions leads to success among them. Bakwai, (2013) defined town and gown relationship as a two-way symbiotic arrangement

between the institution and the town through which they cooperate for realization of goals of the school and that of the community. Therefore, a school is a mini society that needs a good relation with the towns surrounding it for it to function effectively, and the communities also needs school for its survival and progress (Tata & Abdullahi, 2014).

Cordial relationship between the town and tertiary institution is a pre-requisite for achieving a meaningful educational objective in the town and nation at large (Gital, 2009). However, the town has a vital interest in what schools do and how they do it. The schools always reflect and promote community's values and interest. This implies that community's values, ideas, norms and beliefs are to be perpetuated by the institution being a social institution and at the same time, the students in the school come from the community (Aminu, 2006).

The function of community towards maintaining and supporting its relationship with school and which ultimately lead to the development of education cannot be overemphasized (Tata & Abdullahi, 2014). It is a known fact that, there can never be an educational institution on air but in towns and communities. The towns normally provide lands in which the schools are built as well as providing children for enrolment in an educational institution. Nasiru (2008); Gital, (2009) were of the view that, towns provide educational institution with the land and ground to be established, fund it, provide facilities to it and help greatly in the improvement of the performance of students and general development of education. Educational institutions utilize the community resources in teaching and learning and at the same time, derive its curriculum from the community (Mahuta, 2007).

Ogundele, Oparinde and Oyewale (2012) stated that, town and gown relationship have significant impact on the provision and maintenance of school facilities, discipline, teachers' job performance, academic achievement of students and overall success of the schools. However, town and gown relationship exist and helps greatly in the development of education. Also, the town maintains its relationship with the institution by providing resource mobilization. When there is any urgent need by the institution, the town mobilizes resources from its members. It is through this kind of relationship that members of the town donate a lot of materials to their immediate school, like furniture, teaching materials including textbooks and writing materials. Sa'ad and Nasiru (2009) were of the view that Towns donate many resources to their immediate schools, particularly primary ones. Ogundele, Oparinde and Oyewale (2012) was categorically of the view that, town members have significant impact on the provision and maintenance of school facilities and other community-based organizations. Tertiary institutions gain a lot by establishing good relationships with the town they operate from. The town provide the tertiary institutions with land, security and even funds to work with.

Contributions of Tertiary Institutions to the Development of Host Communities

The increased integration of economic development into the mission of tertiary institutions, including through the commercialization of knowledge represents a "second academic revolution" (Etzkowitz, 2007; Rodrigues, 2011). In many towns of the world, tertiary institutions are now portrayed as vital actors within the global knowledge economy, central players within emergent innovation systems, and active agents that can play a driving role in the innovation process and commercialization of knowledge that would development with the towns (Huggins, 2008; Deiacco, Hughes & Mckelvey, 2012). Both community agents and institutional administrators have embraced the potential of universities to stimulate and sustain economic growth across a number of scales (Etzkowitz & Zhou, 2006; Drucker & Goldstein, 2007). Positioning tertiary institutions as regional drivers inherently acknowledges a broadening of their mandates for diverse development, innovation and regional leadership functions in addition to their established teaching and research missions (Isaksen & Karlsen, 2010; Lendel, 2010).

Tertiary institutions organize programmes for market women and artisans as well as training programmes on governance for village heads and traditional rulers, community development committee members (CDC); and training programmes for drivers, auto-mechanics and electricians among others. The university has the requisite reservoir of resource persons in its engineering and physics departments who can be mobilized to tackle the perennial energy crises which confronts it and its host towns for a free (Robert-Okah & Nyenwe, 2013). Something can equally be done about sewage and sanitation as well as fixing of roads and bridges. These are all avenues for collaborations between town and gown.

Tertiary institutions play significant role in the social and economic life of their communities. Concessionary admission and recruitment policies are provided as social service to these towns. Other areas where the community could enjoy social services include: the use of library and classroom for reading, access to sporting facilities, stage film shows organized by student union, volunteer work by student's union, use of halls, mosques and churches for social functions (Robert-Okah & Nyenwe, 2013). They have become more and more active in taking on new roles beyond those regarded as traditional: that is, knowledge and human capital factories (Lazzeroni & Piccaluga, 2018). This has led to an evolution of their status in urban and regional contexts and an increasing impact on the development of small and medium-sized cities and towns. They have opened up more to the external world and have given much attention to the diffusion and economic exploitation of their research results (universities as 'technology transfer factories'); at the same time, they are constantly urged to be more active in the promotion of economic and social development processes and the generation of new innovative projects, starting from the towns in which they are present (Lazzeroni & Piccaluga, 2003).

Tertiary institutions play an increasingly prominent role in shaping regional, social, and economic development. They are "pivotal component(s) of an underlying infrastructure for innovation on which the system of knowledge-based capitalism draws" (Florida & Cohen, 2001). Local intellectual and knowledge creation is of primary importance for regional economic development (Russo, van den Berg & Lavanga, 2007), and universities stimulate this development by providing local employment and also through the establishment of local knowledge networks and research as well as development strategies (Huggins, Jones & Upton, 2008).

Tertiary education is the highest conscious effort made by many Nigerians to educate their citizenry (Obinaju, 2005). Among the numerous values and roles of higher education in the town they are situate include to foster positive character development, promotion of good governance, preservation of relevant cultural heritage and practices, creativity, and problems solving skills. Every tertiary institutional programme of study or the numerous professions offered have specialized skills which the learners must acquire. These specialized skills are viewed as appropriate professional skills which are acquired from the various disciplines in the society. The only agent that could be aid to achieve the target of saleable skills in the society is a well-grounded educational system.

The funds generated internally assist in providing the needed educational facilities and establishing capacity development programmes for staff. The tertiary institutions are involved in internally generated schemes such as transportations, poultry, farming, piggery, snail farming, cattle rearing, bakery, snacks and other entrepreneurial activities to generate funds for school building. The host towns come to buy the above items from the schools around them. Through these processes, schools generate funds to build and their institutions.

A community that desires long-term economic growth can help to secure a positive competitive stature if its current and future businesses have both a reliable supply of skilled labour and access to innovative, creative product development possibilities. In this respect, institutions of higher learning which are located in the community can be good assets for economic growth and be of great service to the business community. However, if there is little coordination or communication between the institutes and the economic actors in the community, the necessary partnership will not develop.

In cognizance of the role of Tertiary institutions in a nation's building with multi ethnicity, cultural and religious diversity as characterized Nigeria, the educational system as at 1960 can only boast of one university compared to a total of 153 universities among other 570 Tertiary institutions as at 2016 being established either through the federal, state governments and private individuals or groups initiatives. This is in exclusion of affiliates and distance learnings. It is the largest and most complex higher education system on the African continent. According to the categorization of the Tertiary institutions by the federal ministry of education (FME) in 2016, there were 570 Tertiary institutions in Nigeria which includes but not limited to 153 universities, 111 Polytechnics and 60, 149 Colleges of Education, 9 Polytechnics that offers National Certificate of Education (NCE) and 88 innovation enterprise Societies have witnessed different stages of human civilization centering around knowledge. Based on advancement in knowledge, societies have been changing, transitioning and transforming.

In appreciating this and recognizing the critical role of Tertiary institutions in Socioeconomic sphere, Ali (2014), while expressing his view on the special role of open university buttress the desire of nations for a progressive, stable and peaceful community as the one that is economically, socially materially and spiritually complete as well as able and consistent to contribute to the wellbeing of countries. According to Nasreen much of these paradigms have been determined by human endeavour to harness nature through exploration, knowledge and research. Tertiary institutions typical of universities and higher education in general have been instrumental in catapulting the desires of mankind to greater heights. Critical thinking, accessibility to education and freedom of knowledge has been fundamental in this process of changing societies or to use the expression Society in Motion.

Human nature is also metamorphosing with the passage of time, underscoring the connection between knowledge, societies and human beings at today has. In a further attempt by Nasreen, in stressing the critical role of universities in the development and progress of the societies concluded that universities do not only produce human resource necessary for development activities, but also initiates and contributes to change in societies. He was of the opinion that such transformation dynamics are very much dependent on how change is managed by the societies through higher education. Based on this he tried to address three questions: firstly, the roles of universities in Socioeconomic transformation; secondly the way they can promote social justice, economic prosperity and inclusive development growth and thirdly, their contributions in strengthening the bond between state and the society.

Statement of the Problem

It is a known fact that most of the tertiary institutions in Bayelsa State are cited in local communities that do not have good water supply, light and accessible roads. The houses that provide accommodation for spill-over students are like shanties and not even enough to accommodate those who could not get accommodation in the school premises. Lack of facilities and amenities also exert strong pressures on those of the school campus. This exemplifies the type of relationship that exists between the town and gown in this locality.

The towns where the institutions are situated, through the help of parents and stakeholders can provide funds for the development of tertiary institutions as well as security services, scholarship to students and grants for academic research. This would therefore, give rise to deliberate efforts by the stakeholders, parents and school administrators to redress the dilapidating effects in tertiary institutions through town and gown relations. It is in this reality that provides a justification for private initiative and participation in tertiary education for institutional development; and the researcher is worried about the scenario, and this research investigated the ways town and gown relationship contribute to tertiary educational development in Bayelsa State.

Aim and Objectives of the Study

The aim of the study was to investigate the contributions of town and gown relations to tertiary educational development in Bayelsa State, Nigeria. The specific objectives of the study were to:

1. determine how the host towns contribute to the development of tertiary institutions in Bayelsa State;
2. determine how the tertiary institutions contribute to the development of host towns in Bayelsa State;

Research Questions

The following research questions were raised to guide the study:

1. How can the host towns contribute to the development of tertiary institutions in Bayelsa State?
2. How can the tertiary institutions contribute to the development of host towns in Bayelsa State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between the mean scores of the respondents on how the host towns contribute to the development of tertiary institutions in Bayelsa State.

2. There is no significant difference between the mean scores of the respondents on how the tertiary institutions contribute to the development of host towns in Bayelsa State.

METHODOLOGY

This study adopted a descriptive survey design. The population of this study is 549, 073 comprising academic and non-academic staff of three tertiary institutions in Bayelsa State, and the members of their respective host-communities. They include Isaac Jasper Boro College of Education with 603 staff (263 academics and 340 non-academic staff), University of Africa Toru Orua with 800 staff (350 academics and 450 non-academic staff), and Federal University Otuoke with 2,180 staff (1080 academic and 1,100 non-academic staff). The population of their respective host communities are 187,146 for Sagbama, 353,344 for Toru-Orua and 5,000 for Otuoke all in Bayelsa State. The total population becomes 549,073, including academic staff, non-academic staff and host-communities (Source: Academic Planning Units of Tertiary Institutions in Bayelsa State, 2019; National Population Commission, 2006 census). A sample size of 800 staff was drawn using simple random sampling technique. The instrument that was used for data collection is a researcher-developed questionnaire tagged "Town and Gown Relations' Questionnaire (TGRQ)". To validate the instrument, the researcher gave the instrument to her supervisors and three other experts of which two are in the Department of Educational Management, and one in the Measurement and Evaluation to assess and validate the contents of the instrument. The reliability of the instrument was established through Cronbach's alpha test. The researcher administered 30 copies of the instrument to 15 academics, and 15 non-academic staff of the three universities, who were not part of the sample drawn for the study. The analyses showed reliability indexes of 0.80 and 0.77 which was adjudged to be reliable. The researcher visited the selected schools to administer 800 copies of questionnaire to the respondents with the help of three trained research assistants. The administration of the instrument took a total of 7 weeks to be completed. At the end of the period, all the questionnaires were retrieved and used in data analysis. In analysing the data, mean, weighted mean and standard deviation were used to answer the research questions while the analysis of variance (ANOVA) was used to test the hypotheses at 0.05 alpha level.

RESULTS AND DISCUSSION

Research Question 1: *How can the host communities contribute to the development of tertiary institutions in Bayelsa State?*

Table 1: Mean (x) and rank order statistics of respondents on how the host towns can contribute to the development of tertiary institutions in Bayelsa State

S/No	Questionnaire Item	Academic Staff (=250)		Non-Academic Staff (=250)		Hos Community (=300)		Weighted μ	Remark
		x	SD	x	SD	x	SD		
1	Host communities assisting in the security system of the institutions	3.80	0.91	3.70	0.73	3.08	0.76	3.53	Agreed
2	Helping in instilling good behaviour in the students	3.50	0.95	3.55	0.81	2.93	0.78	3.32	Agreed
3	Assisting in supporting school administration for quality improvement by providing desktops	3.20	0.58	3.54	0.90	3.17	0.65	3.30	Agreed
4	The host communities will help in the provision of good health facilities for institutional development	3.20	0.82	3.36	0.91	3.00	0.73	3.19	Agreed
5	Host communities will provide security service to the institutions	3.15	0.75	3.58	0.85	3.32	1.06	3.35	Agreed
6	Host communities help to maintain peace among the staff and students	3.58	0.87	3.25	0.81	3.12	0.80	3.32	Agreed
7	Host communities assist in the provision of some materials needed for school building	3.29	0.83	3.44	0.97	3.23	0.82	3.32	Agreed
8	Host communities make the transportation vehicle available for free movement within and outside the school	2.13	0.98	2.06	0.97	1.93	0.89	2.04	Disagreed
9	Some academic staff of the institutions are members of the town where the institutions are located	3.46	0.51	3.54	0.98	3.15	0.76	3.38	Agreed
10	Some non-academic staff of the institutions are members of the town where the institutions are located	3.46	0.63	3.54	0.94	3.36	0.83	3.45	Agreed
11	The communities equally donate land for institutional development	3.53	0.52	3.36	0.94	3.18	0.74	3.35	Agreed
12	The help in creating good road network inside and outside the school system	3.05	0.51	2.88	0.98	3.22	0.68	3.05	Agreed
13	Help in the development of business oppourtuntiiies inside and outside the school system	3.32	0.48	3.25	0.94	3.26	0.80	3.28	Agreed
Aggregate Mean, SD., and Weighted Mean		3.28	0.72	3.31	0.90	3.07	0.79	3.22	

Table 1 shows the mean and standard deviation of the respondents on how host communities contribute to the development of tertiary institutions in Bayelsa State. The table reveals that statements in items 1, 2, 3, 4, 5 and 6 were agreed by academic staff, non-academic staff and host community members who were sampled, with the result that weighted mean score of 3.53, 3.32, 3.30, 3.19, 3.35 and 3.32 were obtained, and thus implies that host communities contribute to the development of tertiary institutions in Bayelsa State by assisting in the security system of the institution, helping in instilling good behaviour in the students, assisting in supporting the school administration for quality improvement, assisting in the provision of good health facilities for institutional development, helping in provision of security services to the institution and also assisting in maintaining peace among the students/staff. In a similar manner, the statements in items 7, 9, 10, 11, 12 and 13 were unanimously agreed by the three categories of the sample, with the result that their response yielded respective weighted mean scores of 3.32, 3.38, 3.45, 3.35, 3.05 and 3.28. These weighted mean scores are higher than the criterion mean score of 2.50, and thus implies that host communities contribute to the development of tertiary institutions in Bayelsa State by assisting in the provision of some materials needed for school building, integrating some member of host communities into workforce of the institution, assisting in donating land for institutional development, helping in creating good road networks within and outside the system, and helping in the development of business opportunities within and outside the school. Conversely, the statement in item 8 were disagreed by the three categories of the respondents, with result that weighted mean score of 2.04 was obtained. The high aggregate mean scores of 3.28, 3.31 and 3.07 for academic staff, non-academic staff and host community yielded high weighted mean score of 3.22, and thus establish that the agreed statements are the ways via which host communities contribute to the development of tertiary institutions in the state.

Research Question 2: *How can the tertiary institutions contribute to the development of host towns in Bayelsa State?*

Table 2: Mean (x) and rank order statistics of respondents on how tertiary institutions can contribute to the development of host towns in Bayelsa State

S/No	Questionnaire Item	Academic Staff (=250)		Non-Academic Staff (=250)		Hos Community (=300)		Weighted μ	Remark
		x	SD	x	SD	x	SD		
14	They train the students to be useful to their towns	3.15	0.93	3.22	0.63	3.06	0.74	3.14	Agreed
15	They provide health scheme to the host towns	3.45	0.96	3.54	0.60	3.24	0.76	3.51	Agreed
16	The build business outfits that will help to develop the communities surrounding them	3.63	0.89	3.43	0.72	3.40	0.81	3.49	Agreed
17	They attract banks within the towns surrounding them	3.39	0.95	3.41	0.72	3.00	0.67	3.27	Agreed
18	They graduate students with high entrepreneurial skills to develop the society	3.70	0.77	3.21	0.56	3.22	0.82	3.38	Agreed
19	The institutions render community services to their host towns	3.42	0.82	3.48	0.63	3.32	0.77	3.41	Agreed
20	Help strengthening the security system within the towns	3.20	0.82	3.03	0.62	3.23	0.84	3.15	Agreed
21	Establish primary and secondary schools for the training of younger people of the town	3.69	0.95	3.16	0.83	3.10	0.90	3.32	Agreed
22	The help in expanding/developing the towns through the number of students they admit yearly	3.20	0.99	3.33	0.75	3.10	0.62	3.21	Agreed
23	The institutions provide the indigenes opportunities in the school system	3.42	0.62	3.36	0.88	3.23	0.66	3.34	Agreed
Aggregate Mean, SD and Weighted Mean		3.43	0.87	3.32	0.70	3.19	0.76	3.32	

Table 2 shows the mean and standard deviation of the respondents on how tertiary institutions contribute to the development of host towns in Bayelsa State. The data in the above table indicates that statements in items 14, 15, 16, 17, and 18 were agreed by all categories of academic and non-academic staff and host community, given the high weighted mean scores of 3.14, 3.51, 3.49, 3.27 and 3.38. These mean scores are high and therefore indicate that tertiary institutions contribute to the development of host towns by training students to be useful to their towns, providing health scheme to the host towns, building business outfits that would help to develop the communities surrounding them, and helping to produce graduate students with high entrepreneurial skills to develop the society. Similarly, all the three categories of the respondents were in agreement to the statements in items 19, 20, 21, 22 and 23 with high weighted mean scores of 3.41, 3.15, 3.32, 3.21 and 3.34. The mean scores are high and thus establishes that tertiary institutions contribute to the development of host towns by rendering community services to the host communities, helping in strengthening the security system within the towns, establishing primary and high school for training younger people of the town, helping in expanding the town through number of students they admit from the host community yearly, and by providing the indigenes with job opportunities in the school system. The respective aggregate mean scores of 3.43, 3.32 and 3.19 for academic staff, non-academic staff and host community yielded weighted mean score of 3.32, and this implies that all the agreed statements are how tertiary institutions contribute to the development of institutional host towns in Bayelsa State.

Test of Hypotheses

Hypothesis 3: There is no significant difference between the mean scores of the respondents on how the host communities contribute to the development of tertiary institutions in Bayelsa State.

Table 3a: Z-Test on the difference among the mean scores on how the host communities contribute to the development of tertiary institutions in Bayelsa State. (Tukey HSD).

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>P-value</i>
Between Groups	9.761	2	4.880	33.502	.000
Within Groups	116.104	797	.146		
Total	125.865	799			

Table 3a is presented an analysis of variance (ANOVA) of the mean scores of academic staff, non-academic staff and host community on how host communities contribute to the development of tertiary institutions in Bayelsa State. The result showed that at a total of 799 degrees of freedom and 0.05 significance level, the F-value obtained was 33. 502. Since the p-value of 0.000 is less than 0.05 significant level, it is therefore established that significant difference exists in the mean scores of the various categories of the respondents on how host communities contribute to the development of tertiary institutions in Bayelsa State. Given this result, the above stated null hypothesis is rejected, and thus implies that at least a mean score of one of the three categories is statistically different from others. A Post Hoc Test as presented below was considered necessary to establish the categories where significant difference exists.

Post Hoc Test

Table 3b. 10.1: Post Hoc Test on Analysis of Variance (ANOVA) on the difference among the mean scores of on how host communities contribute to the development of tertiary institutions in Bayelsa State (Tukey HSD)

(I) Groups	(J) Groups	Mean Difference (I-J)	Std. Error	P-value.
Academic Staff	Non-Academic Staff	-.03004	.03414	.653
	Host-Community	.21182*	.03268	.000
Non-Academic Staff	Academic Staff Host-Community	.03004	.03414	.653
	Community	.24186*	.03268	.000
Host-Community	Academic Staff	-.21182*	.03268	.000
	Non-Academic Staff	-.24186*	.03268	.000

*. The mean difference is significant at the 0.05 level.

In table 3b above, the comparison of the means scores of academic staff, nonacademic staff and host community showed that no significant difference exist between academic staff and non-academic staff, as well as between non-academic staff and academic staff as revealed by p-value of 0.653 obtained for the respective two categories in the first row, in column two and second row, in column two of the table. Furthermore, a p-value of 0.000 obtained in the comparison of mean scores of host community and academic staff and non-academic staff respectively in the third row is significant at 0.05, and hence shows that significant difference exists between the respective mean scores of the said categories on how host communities contribute to the development of tertiary institutions in Bayelsa State. This analysis validates non-academic staff (3.31) had stronger opinion on how host communities contribute to the development of tertiary institutions, than academic staff (3.28), and host-community (3.07) respectively.

Hypothesis 4: There is no significant difference between the mean scores of the respondents on how tertiary institutions contribute to the development of host towns in Bayelsa State.

Table 4a: z-test on the difference among the mean scores on how tertiary institutions contribute to the development of host towns in Bayelsa State.

	Sum of squares	df	Mean Square	F	P-value
Between Groups	7.506	2	3.753		
Within Groups	18.936	797	0.024	157.959	.000
Total	26.442	799			

Table 4a is presented an analysis of variance (ANOVA) of the mean scores of academic staff, non-academic staff and host community on how the tertiary institutions contribute to the development of host towns in Bayelsa State. The result showed that at a total of 799 degrees of freedom and 0.05 significance level, the F-value obtained was 157. 959. Since the p-value of 0.000 is less than 0.05 significant level, it is therefore established that significant difference exists in the mean scores of the various categories of the respondents on how host communities contribute to the development of tertiary institutions in Bayelsa State. Given this result, the above stated null hypothesis is rejected, and thus implies that at least a mean score of one of the three categories is statistically different from others. A Post Hoc Test as presented below was considered necessary to establish the categories where significant difference exists.

Post Hoc Test

Table 4b: Post Hoc Test on Analysis of Variance (ANOVA) on the difference among the mean scores of on how the tertiary institutions contribute to the development of host towns in Bayelsa State (Tukey HSD)

(I) Groups	(J) Groups	Mean Difference (I-J)	Std. Error	P-Value
Academic Staff	Non-Academic Staff	.10644*	.01379	.000
	Host-Community	.23344*	.01320	.000
Non-Academic Staff	Academic Staff Host-Community	-.10644* .12700*	.01379	.000
	Community		.01320	.000
Host-Community	Academic Staff	-.23344*	.01320	.000
	Non-Academic Staff	-.12700*	.01320	.000

*. The mean difference is significant at the 0.05 level.

In table 4b above, the comparison of the means scores of academic staff, nonacademic staff and host community showed that a significant difference exists between academic staff and non-academic staff, as well as between non-academic staff and academic staff as revealed by p-value of 0.000 obtained for the respective two categories in the first row column two and second row column two of the table. Furthermore, a p-value of 0.000 obtained in the comparison of mean scores of host community and academic staff and non-academic staff respectively in the third row is significant at 0.05, and hence shows that significant difference exists between the respective mean scores of academic staff and non-academic staff and host community on how the tertiary institutions contribute to the development of host towns in Bayelsa State. This analysis validates academic staff (3.43) had stronger opinion on how tertiary institutions contribute to the development of host towns, than academic staff (3.32), and host community (3.19) respectively.

DISCUSSION OF FINDINGS

How the host towns contribute to the development of tertiary institutions in Bayelsa State?

This study found out ways the host towns contribute to the development of tertiary institutions in Bayelsa State as thus; assisting in the security system of the institution, helping in instilling good behaviour in the students, assisting in supporting the school administration for quality improvement, assisting in the provision of good health facilities for institutional development, helping in provision of security services to the institution and also assisting in maintaining peace among the students/staff. Others ways host towns contribute to the development of tertiary institutions are assisting in the provision of some materials needed for school building, integrating some member of host communities into workforce of the institution, assisting in donating land for institutional development, helping in creating good road networks within and outside the system, and helping in the development of business opportunities within and outside the school. The reasons for these finding are not far-fetched considering the big roles communities play in overall peaceful functioning of the university system. No wonder Ogundele et al. (2012) reported that town and gown relationship have significant impact on the provision and maintenance of school facilities, discipline, teachers' job performance, academic achievement of students and overall success of the schools. These findings are therefore in tandem with Wedam et al. (2015), who reported that community participation in school management facilitated the construction and donation of infrastructures in school, some of which include classrooms, kitchens and other infrastructures the community initiated and executed independently, adding that host communities funded infrastructural development by 21% in some schools.

This study further showed that a significant difference exists between the mean scores of academic staff, non-academic staff and host-community on how the host towns contribute to the development of tertiary institutions in Bayelsa State. Non-academic staff had stronger opinion than academic staff and host-

community respectively on how host communities contribute to the development of tertiary institutions. These findings are also in agreement with Ataine and Nkedishu (2017), whose study revealed among others that the community provided lands for building of primary schools, assisted in financing the primary schools' projects, and also assisted in provision of more blocks in the primary schools. However, this finding is somewhat inconsistent with Izuehie and Ofojebe (2019), whose study reported that the degree of community involvement in acquisition of land for erecting school block, classrooms, hostels, staff quarters, sick bay, libraries and laboratories was low, adding that degree of community participation in school infrastructural management in areas of bestowing laboratory facilities, ICT items, power-generating sets, furniture, sporting equipment and security of infrastructures was also low. Nevertheless, the scholar observed that good school-community relationship yielded fruitful result in areas of school building refurbishment and hostel provision. Obviously, there are a lot of benefits tertiary institutions can drive from their host town, and the degree to which such benefits can be harnessed is hinged on the quality of relationship between the two sides. This implies that tertiary institutions should always make effort through regular consultation to be at peace and harmony with its host communities to achieve maximal hospitality and benefits from their hosts.

How the tertiary institutions contribute to the development of host towns in Bayelsa State?

This study further revealed ways tertiary institutions contribute to the development of host towns in Bayelsa State as thus; training students to be useful to their towns, providing health scheme to the host towns, building business outfits that would help to develop the communities surrounding them, and helping to produce graduate students with high entrepreneurial skills to develop the society. Other ways tertiary institutions contribute to the development of host towns are rendering community services to the host communities, helping in strengthening the security system within the towns, establishing primary and high school for training younger people of the town, helping in expanding the town through number of students they admit from the host community yearly, and by providing the indigenes with job opportunities in the school system. The reason for these findings appears to be related to the developmental role of education, and schools where they are sited. This is because tertiary institutions help to train high calibre of manpower for the development of the community where it operates.

It is therefore no wonder the findings of this study is in consonance with Wedam et al. (2015), who reported that school-community relation was being used since the recent past to provide infrastructures in school where it does not exist, and to increase their quantity and quality where they exist in order to address the challenge of overcrowding in areas where insufficient number of school are available. The scholars further reported that community participation in school management facilitated the construction and donation of infrastructures in school, some of which include classrooms, kitchens and other infrastructures the community initiated and executed independently.

This study revealed that a significant difference exists between the mean scores of academic staff, non-academic staff and host-community on how the tertiary institutions contribute to the development of host towns in Bayelsa State. Academic staff had stronger opinion than academic staff and host-community respectively on how tertiary institutions contribute to the development of host towns. This therefore implies that the study participants were in accord, though at divergent degree that tertiary institution attracts development to the host communities where it operates. This is consistent with Aderogba (2018), who observed that university campuses have been contributing to physical, intellectual and socio-economic enhancement of residents of their host communities in diverse areas including increased economic activities due to influx of students, and workers leading to increased consumption of goods and services in the locality, as jobs creation opportunities expands for educated indigenes and new arrivals seeking greener-pastures. It is therefore of no surprise that Robert-Okah and Nyenwe (2013), reported that cordial relationship that exist between the university and its community resulted in peace, stability, security and progress of both the community and the university campus. This is because while the community benefits from the university in terms of economic gains, social and community services, the community provides the university with the needed peace and security to operate.

CONCLUSION

Based on the findings of this study, this study concludes that towns and gowns exist to support each other, collaborate in their efforts in carrying out their interdependent and inter-related functions in the study area.

RECOMMENDATIONS

The following recommendations were made in line with the findings of the study:

1. Tertiary institutions should create atmosphere that encourage host communities to take part in making certain decision as part of carrying the community along in the scheme of things that affect them.
2. A forum for friends of the university should be established where grievances from stakeholders are discussed and addressed.
3. University administrators and other stakeholders should use the university community relationship as a vehicle for egalitarianism.

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