TEACHER - COMMUNITY RELATIONSHIP: IMPLICATION FOR LIFELONG LEARNING

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Abstract
Many of the mission statements of educational developed nations of the world today focused on the importance of developing lifelong learners. Emphasis is placed on schools and institutions of higher learning to prepare students for lifelong learning. Hence, this opinion paper focused on teacher-community relationship as a panacea for lifelong learning. As a matter of fact, with recent advancement in technology, there is a shift from pure knowledge acquisition to practical knowledge utilization. Factual-based education is giving way for knowledge-based education. The new curriculum requires learners to be able to design and solve problems, to access information critically and effectively, to analyze and question, and to organize and critically evaluate. This tremendous innovation in the curriculum as a result of changes in the society needs a call for introduction of education system or strategy that will help individual to cope with changes in this dynamic and technological society. So, lifelong learning is a strategy put in place to help individuals acquire basic skills as well as various learning opportunities to learn throughout life. These basic skills when acquired will build the global community and makes individuals self-reliant which is the target of "Lifelong Learning" and cannot be realized without the teacher. This is because, the teacher is the only person who has a high intellectual capacity to understand learners' psychology of learning and the management of teaching/learning system. Based on this, some recommendations were made.
Keywords: Teacher, Community and Lifelong Learning

Introduction
The goal of a successful educational programme should be to meet the needs and current demands of the culture, the society and the expectation of the population being

served. Therefore, the involvement of all stakeholders especially teachers who are directly involved in student instruction are a vital piece. The teacher and the society as stakeholders in educational programme needs symbiotic relationship for realization of education goals and lifelong learning in the learners. Anthony (2019) is of the view that teacher-community relationship is a two-way symbiotic arrangement through which the teacher and the community cooperate with each other for realization of education focus of transmitting and preserving the culture of the society. Every society need education for development and for this reason, how it is planned, developed and implemented is of tremendous concern for the society. According to Wasagu (2016), the community builds schools but the school building cannot contribute meaningfully to the survival and progress of the community without the teacher. The school is a mini-community that needs a good relationship with the teacher for it to function effectively for the development of the society. In 2018, World Teachers' Day honoured the crucial role that teachers play in rebuilding a community, reminding the global community that the right of a child to sound education as one of the targets of Sustainable Development Goals cannot be realized without the teacher. That is, a teacher in a community represents a major mode of the total human system where sound education, including the culture and academic subjects is transmitted and observed.

Similarly, Nick (ed) puts that a teacher role is to serve the community as a whole. That is, a teacher role in community is to transfer knowledge that is important for the future of individuals and the community at large so that we can continue to live civilized in an age where so many people are depending on each other. He/she is met to educate children, youngsters, teens, and other people in the community that seeks to expand upon their lifelong learning. Aminu (2006) asserted that the task of influencing and shaping the behavior of learners is a collective responsibility of both the teacher and the community where the school is situated. So, the school head and staff (teachers) need to have a good working relationship with the community in order to effectively achieve the general and specific objectives of lifelong learning.

Teacher-community relationship is the process by which the teacher and community interact or enter into mutual co-operation and team up to carry out some reciprocal services in other to give learners a sound and lifelong education (United Nations Education Social and Cultural Organization, 2012). According to Kaggwa (2003), teacher-community relationship is a series of planned activities and medium through which the teacher seeks to learn about the community where the school is situated to inform the community about the child learning progress, and interpret when necessary the purpose, programmes, problems and needs of the school, and to involve the community in planning and evaluating school policies and progress.

Similarly, Peter (2012) described teacher- community relationship as the degree of understanding and goodwill achieved between the teachers and the community. It

therefore means that teacher- community relationship is that mutual understanding which binds the teacher and people for effective and efficient achievement of educational goals. Igwe (2004) noted that, teacher-community relationship can take the form of   Parent –teacher association (PTA) and it will help the community know better the challenges of   teachers, learners and school to provide assistance that may bring effectiveness and efficiency in the educational system. Similarly, Idiagbe (2004) submitted that, a community through a healthy working relationship with the school teachers and the entire school staff would get to know the school strength and weaknesses and find ways of improving the areas the school is lacking for the achievement of educational goals and for lifelong learning. Adeleke (2001) remarked that there is mutual advantage to community and teacher when close contacts are maintained. The learners will benefit if the school and community reinforce each other in their reciprocal task of educating and socializing. Parents will also benefit for they often need help in understanding their children and appreciate fully the emotional and social factors that bears upon their development which can be confer from the school through the teacher. Similarly, the school through the teacher can also help in the organization of cultural activities, social welfare programmes, adult education classes, clean up campaign and other civic duties in the community to make the learner acquitted to the community responsibilities and the people's ways of life. So, in many cases, the teacher finds himself as a leader in the community.

Conceptualizing teacher – community relationship, Aminu (2006) remarks that teachers   matters a lot as they are strong determinant to the success of any Educational System in any community. Teachers are most important and inevitable assets for successful implementation of any educational programme in any society- they contribute their quota primarily through active teaching of morals and skills in the classroom. Therefore, if teachers teaches effectively, according to Aguba (2009) the following experiences are guaranteed: life- long learning, learners learn under fear, their education becomes challenging, parents become happy and satisfied with the education of their children, the school eventually experiences progress the teachers also become happy, community eventually experience peace and progress and the efficiency of educational system and the nation is enhanced.

In the view of Victor (2002), the teacher is the obvious link between the school and the community. He has to interpret the community to the school and the school to the community. Therefore, the teacher's personal qualities should be such that is respected in the community because what he does in the community will be reflected in what he does in the school. Hence, lifelong learning which is the focus of this study is viewed as all strategies that are put in place to create opportunities for people to learn throughout life. In other word, it is the process of conscious and continuous learning that goes throughout life and directed towards providing both the individual needs and that of the community (Nwangwu, 2007). The understanding of lifelong learning

acknowledges that learning is not restricted to time and place and it can take place anywhere that the passion for learning is present. In view of the above, Friesen and Anderson (2004) posited that lifelong learning can take the form of informal or formal learning but focused on skills that all individuals in this information societies ought to have. Acquiring these skills enables individuals to benefit from any kind of opportunities that they may encounter in their life time.

In the light of the above, the researchers concerned the paper with the role teacher – community relationship plays in school and outside school in engaging young people in the development of skills and attitudes for lifelong learning in this age and time of science and technology.

CONCEPTUAL CLARIFICATION
Concept of a Teacher

Who a teacher is in this study is considered alongside his roles to allow for thorough understanding of the concept teacher. From the layman point of view or the general public opinion/notion, a teacher is anybody who provides guidance or issues out instruction. By implication, it means a preacher in the church, mothers training young ones at home, army officer and so on may be regarded as a teacher. But in the modern or educational setting according to Oghuve (2007), a teacher is that professional who is capable of making rational, humane and creative decisions regarding the teaching act – the action that affect the welfare of the society. Based on this, it is seen that the teacher renders a service because he has specialized knowledge and skills which those he serves do not have. Secondly, that he does this through the process of proper teaching which goes to show that teachers' activities in the teaching/learning process is polymorphous – involving many complex activities.

Webster Dictionary (2007) defines a teacher "as one who instructs and one who directs others". The teacher therefore, guides learning and does this by arousing the interest of the learner to learn. He can also do this by stimulating the learner and giving him the opportunity to ask questions.

Similarly, a teacher according toIgbuzor (2006) in Kabiru (2016) is that person who manage the teaching/learning process efficiently- that is a trained person who helps the learners to imbibe ideas and knowledge to develop skills, understanding of good work so that he/she can develop his/her innate potentials. Akande (2015) opined that a teacher is somebody who has a high intellectual capacity to understand the child's growth and development, psychology of learning and the management of teaching/learning system. With modernization in recent times, teaching has assumed a more child-centered orientation in many societies, hence, Atanu (2010), describes a teacher to imply both participant and observer in a classroom setting. He explains, give information, ask questions, listen, think, recognize individual and group differences, stimulate, give support and inspire among others to make the learner useful to his/herself and the community at large.

Sharing similar view, Adeleke (2001) described a teacher according to some specific roles as discuss below:

The teacher as a leader of learners: The teacher in the context of schooling is considered to be leader of learner both educational and socially. In this process, he/she is expected to introduce new ideas and experiences with new approaches to learning; hence he must be well read, competent, efficient and imaginative. Socially, whether in school or out of school, the teacher is expected to be a leader which inevitably means that he should develop the qualities of a leader. This means that he must be sympathetic, firm, impartial, and always ready to help and should be the type of a person whom the children will feel confident to follow. Through this, he discovers potential leaders early encourage them and provide opportunities for exhibiting the qualities and even to train them to be good leaders in the community after school.

The teacher as a preserver of established traditions: The culture of people is an expression of that values, tradition or customs which are worthwhile and which deserves to be done through every day activities especially cultural dance, national poetry, language patterns, social patterns, agriculture, craft skills and so on. The transmission of these social and cultural patterns is through the teacher to the learner, the teacher discard and replace out-model practices. In this case only the best and those which have stood the test of time would be preserved for the future. It is obvious that the work of a teacher cannot be isolated from the work of others whose roles may be similar or complementary such as farmers, social workers, adult education officers, even some section of trade, industry and commerce.

The teacher as a knowledge Interpreter: Through this process, the teacher is expected to equip the learner with knowledge and skills. In so doing, he is expected to make the learner fit to live and to live with. Secondly, the knowledge so imparted must be useful to learner. Also, in transmitting the knowledge, the teacher must make use of the children's experience, which will in turn enable them to form new ideas and solve new problems. Thirdly, the knowledge and skill should be related to the economic, social and political situation of the country. Lastly, the content of education should not overlook education for leisure.

The teacher as a Curriculum Interpreter: Whatever the teacher does has to have its bearing with the curriculum specifications, which embodies the knowledge and skills to be acquired by the children. This curriculum reflects the national thinking and national needs. Be that as it is, in interpreting the curriculum the teacher must remember that he has to equip them for adequate living in the present as well as in the future. As the needs of the society changes, the curriculum should reflect these changes and teacher should make provisions for these in his teaching. The curriculum should be interpreted by the teacher in terms of worthwhile experiences such as what the children encounter in life in terms of total real life situation. Since the curriculum reflects the national feeling and national goals, it is obvious that the teachers' task is to treat the curriculum

in such a way as to produce useful citizens capable of satisfying national ethos, national spirit as well as develop their individual characteristics.

The Role of the Teacher in the Community

Any school operates in a community of which it is an integral part. And the entire community provides opportunities for the education of children. The only difference is that the school is established for formal education. In a sense, the school should be considered as an extension of the community (Ismael, 2016). There is mutual advantage to community and school when close contacts are maintained. The pupils will benefit if the school and community reinforce each other in their reciprocal task of educating and socializing. Parents often need help in understanding their children and appreciate fully the emotional and social factors that bear upon their development. Parent should be encouraged to visit school frequently, made to feel welcomed and urged to confer with members of the school staff. The most frequent ways of doing this is by the establishment of Parents Teachers Association (P.T.A), parent days or open days as well as getting the children involved by undertaking various forms of social work or community projects which are easy for them to do. The school can also help in the organization of cultural activities, club meetings, social welfare programmes, adult education classes, sporting activities, clean-up campaign and the like. Consideration should also be given to getting children participate in group such as boys scouts, girls guide, red cross and so on.

Also, the study of certain aspects of community life should be encouraged in the curriculum, for example; community history, geography, culture, religion, civic and the people's ways of life. In many cases, the teacher finds himself as a leader in all these activities in the community. On the other hands, he should not thrust himself upon the community and should not shirk responsibility if he is called upon to lead. The teacher's personal qualities should be such that he is respected in the community because what he is in the community will be reflected in what he does in the school. The teacher should be accessible to parents and members of the public. He should not adopt an attitude which will discourage people from approaching him or give the impression that he is either too busy or too important to see particular types of people. In the final analysis, the teacher is the obvious link between the community and the school and the school to the community.

Concept of Community

The word 'community' is derived from Latin and has been used in the English Language since the 14th century. The word community is derived from the Latin "communitas" (meaning the same), which in turn derived from "communis" meaning; common, public, shared by all or many (encyclopedia) ed.

A community is a small group or large social units who have something in common; such as norms, religion, values or identity (Warren (2009). Community often share a sense of place that is situated in a given geographical area (e.g a country, village, town of neighbourhood) or in virtual space through communication platforms. In the view of

Ishmael (2000), community is a social group sharing an environment normally with shared interests. In human community, intent, beliefs, resources, preferences, needs, risks and number of conditions may be present and common, affecting the identity of the participants and their degree of cohesiveness. Human beings, like many other species, are essentially social beings and normally form communities which often develop into more structured societies.

In the same way, Carlyon (2001) described community as a group of people living in the same place or having a particular characteristic in common. It is a group of people who share the same things, such as: where they live, work and play. To Yusuf (2018), community is a place where people solve problems together and can be characterized by age group, gender religion, location and profession. In relation to education and school, the term community encompasses the school administrators, teachers, and staff members who work in a school; the students who attend the school and their parents and families; and local residents and organizations that have a stake in the school's success, such as school-board members, city officials, and elected representatives; businesses, organizations, and cultural institutions; and related organizations and groups such as parent-teacher associations, "booster clubs," charitable foundations, and volunteer school-improvement committees (Inonda & Riechi, 2009). In view of the above, Yusuf (2018), remarks that government own community obligation of effective and efficient provision and administration of education. The community's role is to act as a watchdog and ensure that education serves people, industrial, organizations, and the planet in terms of acquisition of basic skills for lifelong learning.

Concept of Lifelong Learning

The term lifelong learning as applied to education has been in circulation for more than a quarter of a century. Anderson and Friesen (2004), described lifelong learning as learning outcomes from different settings and contents put together for empowerment of individuals. Similarly, Bryce, Frigo and Withers (2000) defined lifelong learning as a continuously supportive process which stimulates and empowers individual to acquire all the knowledge, values, skills and understanding require throughout lifetimes and apply them with confidence, creativity and enjoyment in all roles, circumstance and environment. In the view of Abukari (2004), lifelong learning involves all strategies that are put in place to create opportunities for people to learn throughout life. It is a process of continuous learning that goes throughout life and directed towards providing both the individual needs and that of the community.

To Chapman and Aspin (2000), lifelong learning refers to the activities people perform throughout their life to improve their knowledge, skills and competence in a particular field, given some personal, societal or employment related motives. It is a concept spanning an entire lifetime in a process of transforming experiences into knowledge, skills, attitudes, values, emotions, beliefs and the senses (Javis, 2002). It is not just

continuing education, it is much more; it can enhance our understanding of the world around, provide us with more and better opportunities and improve our quality of life. Sharing similar view, Longworth and Davies (2008) contends that lifelong learning is an essential challenge for inventing the future of our societies- it is a necessity rather a luxury to be considered. Lifelong learning is more than adult education or training-it is a mindset and a habit for people to acquire. To the scholar, lifelong learning creates the challenge to understand, explore and support new dimensions of learning such as; self-directed learning, learning on demand, collaborative learning and organizational learning. To Anthony (2019), is a form of self-directed education that is focused on personal development. It has been generally taken to refer to the learning that occurs outside of the formal educational institute, such as a school, university or corporate training.

In the contrary, field (2001), asserted that lifelong learning is not restricted to informal learning, it is best described as voluntary and involuntary (informal and formal) with the purpose of achieving personal development and fulfillment. It is characterized with distinction between formal and informal learning, emphasis on learning as opposed to training and the interconnection between professional and personal development. Significantly, Davies (2008) said lifelong learning is essential for employability and economic development because learning is becoming an economic imperative and advancement in technology demands stronger and more continuous connections between education and employment. Education at all levels and in all its forms constitutes a vital tool for addressing virtually all global economic problems. Education is not only an end in itself but a key instrument bringing about changes in knowledge, values and behaviours as well as life styles required to achieve lifelong learning within and among countries (Bajaj,2009:9). Education has been seen as the greatest force that can be used to bring about changes. Aminu (2006), observed that the greatest investment a nation can make for the development of its economic, sociological and human resources is that of education. It is therefore, practically impossible for any community to attain an appreciable level of lifelong learning if the majority of the citizenry are not educated.

Conclusion

Lifelong learning has become a dominant theme of education and training policies across the advanced industrial nations. Besides, a wide range of national governments as endorsed by a wide range of intergovernmental policy actors, including the United Nations Educational, Social and Cultural Organisation (UNESCO), the World Bank and the International Labour Organisation (ILO). The concept of lifelong education was proposed "as involving a fundamental transformation of community or society so that the whole of society becomes a learning resource for individuals", focusing on the development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills, and understanding they require throughout lifetimes and to apply them with confidence,

creativity and enjoyment in all roles, circumstances, and environments. So, this paper dealt with the roles teacher – community relationship can play in engaging young people in their learning and helping them to develop skills and attitudes that will give them orientation towards learning for life.

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