

FLOODING AND SCHOOL ACTIVITIES: A STUDY OF YENAGOA LOCAL GOVERNMENT AREA

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ABSTRACT

The study investigated flooding and school activities in Yenagoa local government areas. A correlational design was adopted for the study. A sample of 100 administrative staff was drawn from the population of the Bayelsa state post primary school board. Using a simple random sampling technique. A 15-title, flooding, and school activities questionnaire (FSAQ) was developed on a 4-point scale by the researcher and was used for data collection. The reliability of the instrument was determined using the person product moment correlation coefficient. This yielded a reliability coefficient of 0.78 for the instrument. Data collected were analyzed using means. The findings of the study show that flooding influences school activities. Based on the findings, the study recommended that the government should raise the foundations of school buildings above the flooding level. School heads should endeavor to suspend books and teaching aids above the reach of the flood. Finally, it was recommended that the state ministry of education should alter the resumption date for schools in the state so that schools will be on break while the flood lasts.

Keywords: impact of flooding, school activities, Yenago

I INTRODUCTION

In 2012 when flood-ravaged Bayelsa state, it was termed a disaster which may not occur again until another 2 decades. As such the people of the state grin and bore it. However, in 2018, 2019, and 2020 when flooding made itself an annual devilish festival, that takes lives and destroys properties, it called for a precaution and a keen study, especially on how it affects school activities.

According to Wikipedia [1] a flood is an overflow of water that submerges land that is usually dry. They are the most widespread natural severe weather events. Floods can look very different because it covers anything from a few inches of water to several feet. Wilderness (2022) posits that floods can be destructive to humans and the natural environment. Flooding can hurt wildlife, causing drowning, and disease proliferation. Floodwater can also alter the landscape by eroding riverbanks and causing them to collapse. Floods are the ready cause of weather-related infections and disease outbreaks. Flooding events increase the chance of spreading waterborne diseases such as cholera. All these have bearings on school activities.

School activities according to Cuemath [2] include curricular activities and co-curricular activities. Curricular activities are a part of the academic curriculum, such as teaching, learning, and writing of tests and examinations. While co-curricular activities are those activities that are outside of the school domain but usually complement the regular

curriculum such as sports, signing competitions, and debates.

Teaching and learning are the first school activities that fall victim to flooding in Yenagoa metropolis. Even when the school is not yet flooded to warrant suspension of academic activities in schools, the home of teachers and their surroundings may have been devastated by the flood to prevent teachers from going to schools to discharge their duties. Sometimes the homes of students could be so ravaged by flood that they cannot go to school. Then when the flood gets to a dangerous height, the government closes down schools. Daily Trust [3] states that the Bayelsa state government has ordered schools closed for a second time in a year after the devastation of caused by flooding in the state.

School activities usually go on a hedge when it floods. This is because the lives and health of teachers and students are at risk as a result of floods. Floods engineer the spread of diseases, such as cholera. Sometimes it takes the lives of students, as it was reported in The Nation [4] two school pupils and a catholic priest drowned in the Azikoro town of Yenagoa local government in Bayelsa state. Life is one gift that cannot be replaced. So when it floods parents advise their children to stay at home. Teachers too take precautions by staying away from school. In fact, the roads leading to most schools in the state can be described as a death trap, especially for those who cannot swim.

School infrastructures and equipment are viable pivots for every school activity; whether curriculum or curriculum. Flood does not spare school structures.

This is because most of the time when the flood comes, it rises up to window level. With such a level school equipment and school buildings are destroyed. The playing toughs and walkway become matchy and unusable. Ozigi [5] agreed that infrastructure are not sufficient in most schools in Yenagoa. With the perennial flooding in the state capital. These infrastructures are exposed to decay and deterioration. Normally after each flooding, the government has to do fumigation and some maintenance before school infrastructure can be used again.

STATEMENT OF THE PROBLEM

Raindrops could be a thing of joy in other parts of the country. But in Yenagoa, Bayelsa state, rain drops in the rainy season cause fear and anxiety; due to the devastation of flooding.

It pains to see school infrastructures which are not in sufficient supply, washed away by floods. Most school buildings are usually submerged in the flood. This leads to the destruction of school equipment and structures. Teaching aids and desks are not spared.

The lives of students and teachers are placed on the life. There is hardly any time when it floods that lives are not lost. It pains to recall that 2 school children lost their lives on their way from school. This is besides obstructions of teaching and learning in schools. The government usually closes schools until the flood recedes. This makes teaching and learning in the Yenagao local government area irregular.

These observations prompted the urgency of a study to unearth the influence of flooding and school activities in the Yenagoa local government Area of Bayelsa state.

Purpose of the study

The main purpose of the study is to investigate flooding and school activities in Yenagoa local government area. Specifically, the study sought to:

1. Determine how flooding affects school infrastructure in Yenagoa LGA
2. Establish if flooding affects the health of students in Yenagoa LGA
3. Find out whether flooding obstructs teaching and learning in Yenagoa LGA

Research Question

The following research questions were raised to guide the study;

1. How does flooding affect school infrastructure in Yenagoa LGA?
2. What correlation exists between flooding and health in Yenagoa LGA?
3. What influence has flooding over teaching and learning in Yenagoa LGA?

Method

The study adopted a correlational design. The design is considered most appropriate for this study in that it was used to determine if a change in one variable can lead to a change in another and the extent of the change.

All the administrative staff in Bayelsa state post primary Board, Yenagoa formed the population of the study. The sample size of the study consists of 100 administrative staff drawn from the school board, Yenagoa. The instrument for data collection was a self-designed instrument titled: flooding and School Activities Questionnaire (FSAQ). Section A of the questionnaire consists of demographic information of respondents' templates, while section B consists of 15 items, which are divided into 3 clusters based on the items that address each research question. The instrument was validated by 2 specialists, one in educational management and the other in measurement and evaluations.

To ensure the reliability of the instrument, a trial test was conducted on 20 administrative staff that did not constitute part of the study. A test re-test reliability was computed using a Pearson product-moment correlations coefficient. This yields a coefficient of 0.78. This value obtained indicated that the instrument was reliable for the study.

The data collected from the instrument were therefore analyzed using weighted means. The decision rule of 2.5 and above were accepted while any item below 2.5 was rejected.

Research Question 1

How does flooding affect school infrastructures in Yenagoa LGA

Table 1: Mean rating of flooding on school infrastructure in Yenagoa LGA

S/N	Items	N	\bar{X}	DECISION
1	School buildings are badly affected by flooding	100	4.01	A
2	Teaching aids are often destroyed when it floods	100	3.91	A
3	The school playing ground are not often usable after flooding	100	3.01	A
4	Repaired and reconstructions often take place after flooding	100	4.08	A
5	There is often a demand of school equipment after flooding	100	4.00	A

Key: N=Number of respondents, A= mean, A=Accepted, R=Rejected

The result of Table 1 shows the mean rating of flooding on school infrastructures in Yenagoa LGA.

The result indicates that staff had a mean rating of 4.01, 3.92, 3.11, 4.08, and 4.00 respectively for items 1, 2, 3, 4, and 5. Their mean rating falls above the acceptance region and is accepted to indicate that flooding can influence school infrastructures

Research Question 2

What correlation exists between flooding and the health of students in Yenagoa LGA

Table 2: Mean rating of flooding on lives of students in Yenagoa LGA

S/N	Items	N	\bar{X}	DECISION
6	Flooding leads to widespread of disease among children.	100	3.34	A
7	Students love playing in floodwater	100	3.96	A
8	Students do get drawn into flood	100	3.89	A
9	Students often fall ill when it floods	100	2.58	A
10	Absenteeism on health grounds is high when floods	100	2.72	A

Key: N=Number of respondents, A= mean, A=Accepted, R=Rejected

The result of Table 2 shows the mean rating of flooding on the health of students in Yenagoa LGA. The result indicates that staff had mean ratings of 3.34, 3.96, 3.89, 2.58, and 2.72 respectively for items

6, 7, 8, 9, and 10. Their mean rating falls above the acceptance region and is accepted to indicate that flooding has a relationship with the health of students

Research Question 3

What influence has flooding on teaching and learning in Yenagoa LGA

Table 3: Mean rating of flooding on teaching and learning in Yenagoa LGA

S/N	Items	N	\bar{X}	DECISION
11	The government often shut down schools due to flooding	100	4.09	A
12	Academic calendars are altered as a result of flooding	100	4.12	A
13	Classes and examinations are suspended as a result of flooding	100	4.02	A
14	Teachers are often absent from schools when it floods	100	3.93	A
15	Students stay away from schools due to flooding	100	3.98	A

Key: N=Number of respondents, A= mean, A=Accepted, R=Rejected

The result of Table 3 shows the mean rating of flooding on teaching and learning in Yenagoa LGA. The result indicates that staff had a mean rating of 4.09, 4.12, 4.02, 3.93, and 3.98 respectively for items 11, 12, 13, 14, and 15. Their mean rating falls above the acceptance region and is accepted to indicate that flooding influences teaching and learning in Yenagoa LGA.

DISCUSSION

The study shows that flooding influences school activities in Yenagoa Local Government Area. Many of the staff at the Bayelsa State post-primary school board agreed as seen in the mean rating that school buildings are badly affected by flooding affecting school infrastructure playing grounds and teaching aids waste to flooding. This conforms with Okavango Wilderness project [6] that flooding is destructive to humans and to the natural environment.

The study also shows that flooding is inimical to the health of students, as indicated in the mean rating of the administrative staff of Bayelsa State post-primary school board, who occurred that flooding to widespread disease, students get drawn in flood and students absenteeism heads grab. This of course aligned with WHO [7] that health is imperative to the productivity of individuals.

The study further shows that flooding influences teaching and learning in Yenagoa LGA, as x-rayed in the mean rating of the administrative staff of Bayelsa State Post-primary school Board, who inferred that government closure of schools, students, and teachers absent from school due to flooding and suspension of classes due to flood.

RECOMMENDATION

With reference to the findings of this study and its implication, it is recommended that the government should raise the foundations of school buildings above the level floods can submerge. This will prevent annual spending on repairs and maintenance of school infrastructures, especially after flooding.

School heads should endeavor to suspend books and other teaching aids to a high level where flood cannot reach if possible, water-resisting cabinets should be provided to cushion the destruction caused by flooding.

Finally, Bayelsa State Ministry of education should ensure that schools in the state open earlier for learning before other states. This is to ensure that enough academic grounds are covered before the floods crash to obstruct learning.

CONCLUSION

The study shows that flooding affects many school activities, such as school infrastructure, the health of students, and teaching and learning. On the premise

of these findings, it is concluded that flooding is a natural disaster that cannot be checked by the government or by school heads. But its effects can be controlled by securing school premises. This can be done by building fences around schools and filling the land with sharp sand.

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