

# STAKEHOLDERS' PARTICIPATION IN EDUCATIONAL DEVELOPMENT OF GOVERNMENT OWNED SECONDARY SCHOOLS IN RIVERS STATE

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## ABSTRACT

*This paper examined stakeholders' participation in educational development of government owned secondary schools in Rivers State. A descriptive survey design was adopted for the study. The population for this study consisted of 6,893 teachers of all the 291 government owned (public) secondary schools in Rivers State. The sample size of 378 respondents were derived from entire population using Taro Yamane. Stratified random sampling was the sampling technique adopted for study. The instrument used for the study was titled: Stakeholders' Participation in Educational Development Scale (SPEDS). The instrument items were designed and validated by the researcher, and a reliability index of 0.87 using Cronbach Alpha was determined. The findings revealed that to a moderate extent stakeholders participate in provision of physical facilities and in the funding of government owned secondary schools for educational development in Rivers State. Based on the finding, the researcher recommended among others that parents who are major stakeholders in schools should work out modalities on how to support government owned secondary schools in provision of physical of learning facilities that will enhance quality teaching and learning activities for educational development in the state.*

**KEYWORDS:** *Stakeholders, Educational Development, Government Owned Secondary Schools.*

## INTRODUCTION

Education has become a major venture over the globe and it was acknowledged as the greatest investment that any economy could use for the speedy development of its economic, political, sociological, and human capacity. Education is a need whose budgetary weight has for several years fell on the shoulders of the government. The investment in education through the establishment of schools becomes much more important as a way to move Nigeria forward. By investing in schools the youth, government, enterprises, community groups, non-governmental organizations and people can help prepare the young toward the task ahead. Just like the saying goes “children are the leaders of tomorrow”, if children are genuinely the leaders of tomorrow, then there is need to for every individual to invest time, knowledge and assets on them.

Education occupies the planning decision in Nigeria on account of the important roles it performed in preparing the people to live meaningful in their environment. In fact, it has been identified that one greatest dimensions for bringing advancement are formed through education which produces the human capacities, social and economic growth. Correspondingly, Adunola (2011) stated that education is a process of acquiring skills obtaining relevant knowledge and aptitudes in order to survive in this world. Individuals, parents, groups, societies, government and even the international community expend huge sum of fund because education is the key to achieving political and other socio-economic goals and objectives of different social groups in the society. This has prompted individuals and even the government to take particular interest in the education sector as a way of bringing about the needed change and development. This is responsible for different educational reforms and the introduction of various educational programmes over the years in Nigeria.

Nwankwo (2010) stated that the Rio conference specifically identified four major shoves of education for sustainable development as: “promotion and improvement of basic education, reorienting existing education at all levels to address national development, developing public understanding and awareness of sustainability and training”. This feat can only be achieved when the education system puts all individuals both young and old, boys and girls, present and future into consideration. The place of stakeholders’ participation as a medium for achieving educational development depends on the active desire, contribution of various well-meaning individuals in the society to achieve this end. The various educational stakeholders have their expectations from the implementation of quality secondary education. The expectations of the different stakeholders differ depending on their perceived benefits from the programme. It is therefore appropriate to state that the expectations of these stakeholders will determine the kind of support that they will give towards educational development.

The role played by education stakeholders is crucial for educational development of secondary schools. Yamma and Izom (2018) revealed that if secondary education programme must succeed, the various stakeholders which include government, principals, parents, teachers and even the students must play their role effectively. The community must also make their contributions for the programme to succeed. The success or failure of the scheme depends actively on the role played by the various stakeholders. Stakeholders who are affected by the outcome of the Secondary Education are therefore expected to perform their various duties more effectively to contribute to the success of the educational programme.

There is no exaggeration in saying that the secondary education is of importance to all educational stakeholders and as such these stakeholders should rise up to the duty of protecting the programme. Students just like other stakeholders have a lot to benefit from educational development of the secondary schools. The secondary education has not only increased students literacy level but has also enabled these students to compete favourably for middle level jobs which has helped to meet their basic needs such as food, housing and clothing. Similarly, certification acquired at this level of education is also vital for students who wish to further their education. The secondary education has not only slightly increased literacy level (Yusuf, et al. 2013) but has also increased middle level manpower opportunities (Emeka, & Vaaseh, 2015). Some of the students who go to secondary school have the opportunity to attain up to tertiary education thereby providing high level manpower for the general public.

The contribution of secondary education to the development of Nigeria is an issue that cannot be over accentuated. In Nigeria, secondary education is managed by both public and private sector. The public secondary schools are owned and run by the government, while the private secondary schools are owned and managed by private individuals or organizations under the supervision of the government. Government owned secondary schools are majorly owned and administered by local and state government. There is no nation that can achieve meaningful development without a viable and productive education system. The contribution of secondary education scheme to national development cuts across the various sectors or spectrum of the nation. The secondary education scheme no doubt has been instrumental to the increase in the literacy level of the Nigerian nation. Similarly, no nation can be said to have developed when there is no change in the attitude of the citizens. There are different subjects enshrined in the secondary education scheme that are designed to equip the citizens with civic values. This has in no measure enhanced the developmental mindset of the citizens.

The secondary education scheme cannot be said to have meaningfully contributed to development in Nigeria and Rivers State in particular. This is because so many factors have hindered the prospects of the programme just like many other educational programmes in Nigeria. There is no doubt that the inadequacy of human, financial and material resources in its various forms has been an interference to the developmental drive of this programme right from inauguration. It is therefore imperative that adequate actions should be taken for the programme to achieve its aim of bringing about development. The Nigeria government at the federal, state and local level has aligned with the government of other developed countries that believe that secondary education is very beneficial for the nation to achieve economic and educational development. Consequently, it is essential that all hands must be on deck especially among educational stakeholders to ensure that the aim of establishing secondary schools is not defeated. It is upon this premise that this paper sought to examine stakeholders’ participation in educational development of government owned secondary schools in Rivers State.

### **STATEMENT OF THE PROBLEM**

One of the major objectives of government in Nigeria is to strengthen and improve the provision of educational resources, but it has been observed that secondary schools in Nigeria are confronted with the problem of gross underfunding, insufficient skilled manpower, shortage of facilities and equipment due to financial constraints facing the system as a result of reduction of government budgetary allocation. This has led to the poor performance of students in both internal and external examinations as clamored by parents, decay and dearth in the system, thereby retarding educational development in the country. Although several efforts have been made by legitimate authority to revamp the educational system in the country, but such effort have refused to yield positive fruit. School heads grumble of insufficient funds to perform daily operation and running of schools particularly public secondary schools. However, many government owned secondary schools cannot boast of both human and material resources, but only few can pride themselves of such. The cost of access to these resources is a source of concern to secondary school students and their parents, as some schools cannot afford them despite the fact they generate some fund internally. These problems and many others are concerns to the researcher, and have brought about the conduct of this study to examine how stakeholders participate in educational development of government owned secondary schools in Rivers State.

### **AIM AND OBJECTIVES OF THE STUDY**

The aim of this study was to examine stakeholders' participation in educational development of government owned secondary schools in Rivers State. The objective sought to:

1. Find out the extent to which stakeholders participate in provision of physical facilities for educational development of government owned secondary schools in Rivers State.
2. Ascertain the extent to which stakeholders participate in funding government owned secondary schools for educational development in Rivers State.

### **RESEARCH QUESTIONS**

1. To what extent do stakeholders participate in provision of physical facilities for educational development of government owned secondary schools in Rivers State?
2. To what extent do stakeholders participate in funding government owned secondary schools for educational development in Rivers State?

### **RESEARCH HYPOTHESES**

The following hypotheses were postulated and tested at 0.05 level of significance.

1. There is no significant difference between the mean scores of male and female respondents on the extent stakeholders participate in provision of physical facilities for educational development of government owned secondary schools in Rivers State.
2. There is no significant difference between the mean scores of male and female respondents on the extent stakeholders participate in funding government owned secondary schools for educational development in River State.

### **METHODOLOGY**

This study adopted a descriptive survey design. The descriptive survey design was considered appropriate in order to investigate how stakeholders participate in educational development of government owned secondary schools in Rivers State. The design was also considered suitable because it dealt with the collection of samples in a population to investigate an existing situation and generalizing the findings. The population for this study comprised of 6,893 teachers (i.e. 3,490 male and 3,403 female) of all the 291 government owned (public) secondary schools in Rivers State. (Source: Department of Planning, Research and Statistics, Rivers State Ministry of Education, 2022). The sample size of 378 respondents were derived from entire population using Taro Yamane. Stratified random sampling was the sampling technique. The research instrument for this study was a questionnaire titled: Stakeholders' Participation in Educational Development Scale (SPEDS). The instrument has two sections (A and B). Section A elicited demographic information from the respondents, while section B prompted items on research question one and two. The items of the instrument are responded on a 4-point Likert scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE). Data used for this study were sourced primarily by the researcher. 378 questionnaires were administered to the respondents, after which 357 copies were retrieved and found suitable for analysis resulting in 94% retrieval rate. Cronbach Alpha reliability statistics was used to calculate the reliability coefficients of instrument, which yielded an index of 0.87. The data generated were organized, analyze and

presented in tables. Mean and standard deviation scores were used to answer the research questions, while z-test statistics was used to test the null hypotheses at 0.05 levels of significance. For the purpose of data analysis, numerical values were assigned to each of the response scale. Based on this, a criterion mean of 2.50 was calculated to ascertain the mean response of the respondents. Any item with a mean score of 2.50 and above was accepted, while any item with a mean below the criterion mean of 2.50 was rejected.

### RESULTS AND ANALYSIS

The results of the analysed data for each research questions and its corresponding hypothesis are presented on tables. **Research Question 1:** To what extent do stakeholders participate in provision of physical facilities for educational development of government owned secondary schools in Rivers State?

**Table 1: Mean ( $\bar{x}$ ) and Standard Deviation of respondents on the extent stakeholders participate in provision of physical facilities for educational development of government owned secondary schools in Rivers State.**

SN	Items	Male N = 169		Female N = 188		Mean Set X <sub>1</sub> X <sub>2</sub>	Decision
		$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>		
1.	Donation of textbooks and other writing materials to the school for teaching and learning.	2.59	0.49	2.51	0.50	2.55	Moderate Extent
2.	The construction of classroom blocks and offices for students and teachers to enhance school operation.	2.47	0.38	2.65	0.40	2.56	Moderate Extent
3.	Equipping of the school laboratory and workshops to aid students practical works.	2.82	0.38	2.54	0.41	2.68	Moderate Extent
4.	ICT facilities are made available to encourage the use of e-learning in schools.	2.49	0.45	2.58	0.44	2.53	Moderate Extent
5.	Sporting/recreational facilities are provided to cater for the needs of students and teachers for extra-curricular activities.	2.58	0.46	2.62	0.45	2.60	Moderate Extent
<b>Average Mean/Standard Deviation</b>		<b>2.59</b>	<b>0.43</b>	<b>2.58</b>	<b>0.44</b>	<b>2.59</b>	<b>Moderate Extent</b>

**Decision Rule:** 4.50-5.00 = Very High Extent (VHE), 3.50-4.49 = High Extent (HE), 2.50-3.39 = Moderate Extent (ME), 2.00-2.49 = Low Extent (LE), 1.99 and below = Very Low Extent (VLE).

Data in Table 1 showed the mean scores of respondents on the extent stakeholders participate in provision of physical facilities for educational development of government owned secondary schools in Rivers State. From the table, it is observed that the respondents agreed on all the items because their mean scores are greater than the criterion mean of 2.50. The average mean score of 2.59 showed that to a moderate extent stakeholders participate in provision of physical facilities for educational development of government owned secondary schools in Rivers State. The ways they adopt include: donation of textbooks and other writing materials to the school for teaching and learning, construction of classroom blocks and offices for students and teachers to enhance school operation, equipping of the school laboratory and workshops to aid students practical works, making available ICT facilities to encourage the use of e-learning in schools, and provision of sporting/recreational facilities to cater for the needs of students and teachers for extra-curricular activities.

**Research Question 2:** To what extent do stakeholders participate in funding government owned secondary schools for educational development in Rivers State?

**Table 2: Mean ( $\bar{x}$ ) and Standard Deviation of respondents on the extent stakeholders participate in funding government owned secondary schools for educational development in Rivers State**

SN	Items	Male N = 169		Female N = 188		Mean Set $X_1X_2$	Decision
		$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>		
6.	Financial donations to enable the completion of school projects and programmes.	2.51	0.37	2.52	0.40	2.51	Moderate Extent
7.	Stakeholder make efforts to ensure that funds are raised for private secondary schools to meet global standard.	2.57	0.39	2.55	0.40	2.56	Moderate Extent
8.	Sales of school crafts/agricultural produce and launching programmes are organized by stakeholders to contribute to the educational activities of private secondary schools.	2.42	0.44	2.51	0.41	2.68	Moderate Extent
9.	Stakeholders solicit for public-private partnership to fund private secondary school programmes and activities.	2.49	0.45	2.51	0.44	2.46	Low Extent
10.	Scholarship, grants and other financial aids are given to deserving students from time to time.	2.53	0.45	2.45	0.42	2.49	Low Extent
<b>Average Mean/Standard Deviation</b>		<b>2.50</b>	<b>0.42</b>	<b>2.51</b>	<b>0.41</b>	<b>2.51</b>	<b>Moderate Extent</b>

**Decision Rule:** 4.50-5.00 = Very High Extent (VHE), 3.50-4.49 = High Extent (HE), 2.50-3.39 = Moderate Extent (ME), 2.00-2.49 = Low Extent (LE), 1.99 and below = Very Low Extent (VLE).

Data in Table 2 showed the mean scores of respondents on the extent stakeholders participate in funding government owned secondary schools for educational development in Rivers State. From the table, it is observed that the respondents agreed on item (6-8) because their mean scores are greater than the criterion mean of 2.50, while they disagreed on item 9 and 10 because their mean score is lesser than 2.50. The average mean score of 2.51 showed that to a moderate extent stakeholders participate in funding government owned secondary schools for educational development in Rivers State. The means they adopt include: financial donations to enable the completion of school projects and programmes, making efforts to ensure that funds are raised for private secondary schools to meet global standard, organizing sales of school crafts/agricultural produce and launching programmes to contribute to the educational activities of private secondary schools.

### TEST OF HYPOTHESES

**Ho<sub>1</sub>:** There is no significant difference between the mean scores of male and female respondents on the extent stakeholders participate in provision of physical facilities for educational development of government owned secondary schools in Rivers State.

**Table 3: z-test Analysis on the difference between the mean scores of male and female respondents on the extent stakeholders participate in provision of physical facilities for educational development of government owned secondary schools in Rivers State.**

Category	N	$\bar{X}$	SD	df	z-cal	z-crit.	Remarks
Male	169	2.59	0.43	355	0.217	±1.960	Not Significant Accept Ho <sub>1</sub> (z-cal. < z-crit.)
Female	188	2.58	0.44				

Table 3 revealed that male have mean and standard deviation scores of 2.59 and 0.43, while female have mean and standard deviation scores of 2.58 and 0.44 respectively. The figured z-calculated of 0.217 is less than the z-critical of 1.960, meaning the null hypothesis is accepted. By implication, there is no significant difference in the mean scores of male and female respondents on the extent stakeholders participate in provision of physical facilities for educational development of government owned secondary schools in Rivers State.

**Ho<sub>2</sub>:** There is no significant difference between the mean scores of male and female respondents on the extent stakeholders participate in funding government owned secondary schools for educational development in Rivers State.

**Table 4: z-test Analysis on the difference between the mean scores of male and female respondents on the extent stakeholders participate in funding government owned secondary schools for educational development in Rivers State.**

Category	N	$\bar{X}$	SD	df	z-cal	z-crit.	Remarks
Male	169	2.50	0.42	355	-0.023	±1.960	Not Significant Accept Ho <sub>2</sub> (z-cal. < z-crit.)
Female	188	2.51	0.41				

Table 4 revealed that male have mean and standard deviation scores of 2.50 and 0.42, while female have mean and standard deviation scores of 2.51 and 0.41 respectively. The figured z-calculated of -0.023 is less than the z-critical of -1.960, meaning the null hypothesis is accepted. By implication, there is no significant difference in the mean scores of male and female respondents on the extent stakeholders participate in funding private secondary schools for educational development in Rivers State.

### DISCUSSION OF FINDINGS

The first result of this study showed that there was a moderate extent of stakeholders' participation in provision of physical facilities for educational development of government owned secondary schools in Rivers State. Also, there is no significant difference in the mean scores of male and female respondents on the extent stakeholders participate in provision of physical facilities for educational development of government owned secondary schools in Rivers State. This simply implies that the physical facilities provided by stakeholders for educational development of government owned secondary schools in Rivers State are not adequate. This no doubt will make it difficult for meaningful teaching and learning to take place in these schools which is vital for actualization of educational development.

This finding of this study is in consonance with the study conducted by Agi and Eremie (2018) where it was pointed that the lack of supportive and maintenance culture by well-meaning individuals in the society is one of the reason why there is no adequate physical facilities in private schools. Buttressing, Agi and Eremie (2018) noted that the provision of physical facilities is left in the hands of most private school owners alone, and because they are capitalist institutions whose sole aim is to maximize profit, they provide little of these facilities at the expense of educational development of the nation. This situation is better understood from the findings of Ugwuanyi (2008) who reported that facilities in most private secondary schools in Nigeria has only been moderately provided by few stakeholders as well as school owners and as such has affected the quality of output from secondary education programme for educational development of the Nigerian society.

The second result of this study showed that there was to a moderate extent stakeholders participate in funding government owned secondary schools for educational development in Rivers State. Similarly, there is no significant difference in the mean scores of male and female respondents on the extent stakeholders participate in funding government owned secondary schools for educational development in Rivers State. This implies that funding is not adequately provided by stakeholders for meeting educational development of government owned secondary schools in Rivers State. The inadequacy of funding for government owned schools, thereby leaving them alone in the hands of the owners has a great implication to the students in the school and educational advancement of the country. It will affect the achievement of the secondary education goal which is preparing students for higher education and useful living within the society.

This position relates with the finding of the study conducted by Onele and Aja-Okerie (2013) where it was revealed that the government, donor agencies as well as private individuals contribute insignificantly to the secondary education in Nigeria and this is why the goals of the secondary education scheme appear unrealistic. The inadequate funding of the private schools from stakeholders affects the schools negatively and makes it difficult for development goals of the scheme to be achieved. However, the finding contradicts the view of Nakpodia (2011) who revealed in his study that the government and relevant stakeholder have lived up to expectation by implementing the Universal Basic Education (UBE) scheme in Nigeria to contribute to the success of both private and public secondary education system. Also, Nakpodia (2011) reported that in bid of funding private schools, some educational stakeholders have committed their resources to providing grants and scholarship for the success of the schools. He pointed out that

Parents Teachers Association (PTA) of some private schools have assisted in improving the financial base of the schools. Hence, this could be the reason for the moderate improvement in the funding as revealed by this study, nevertheless a lot still need to be done in funding these schools.

### CONCLUSION

Base on the findings of this study, it can be concluded that to a moderate extent stakeholders participate in provision of physical facilities and in funding of government owned secondary schools in Rivers State.

### RECOMMENDATIONS

Base on the findings and conclusion of this study, the following recommendation were made:

1. Parents who are major stakeholders in schools should work out modalities on how to support government owned secondary schools in provision of physical of learning facilities that will enhance quality teaching and learning activities for educational development in the state.
2. The government and all relevant stakeholder in education should not leave the funding of government owned secondary schools in the hands of the owners alone. All hands must be on deck in ensuring that government schools are equally funded in order to equip students with the right skills and knowledge needed for the development of their immediate environment and to compete favourably with their counterpart globally.

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