Global Scientific JOURNALS

Stakeholders Consultation for Secondary Educational Goals Achievement in Public Schools in Rivers State

Aniedi Peter Darrel
Aniedipeter300@gmail.com

Richard Anietie
anietierichard@gmail.com

Amadi George
georgeamadi19@gmail.com

Department of Educational Management
Faculty of Education
Ignatius Ajuru University of Education, Nigeria

Abstract

The study investigated stakeholder's consultation for secondary educational goals achievement in public schools in Rivers State. Two research questions and one hypothesis was formulated to guide the study. The survey design was adopted and the population of the study was 554 principals present in the senior and junior secondary schools in the 23 local government areas in Rivers State. The sample of the population was sample of 231 which constitutes 41% of the entire population was determined through Taro Yamene formulae. Among the sample, 96 (42%) were male and 135 (58%) were female. A questionnaire item captioned "Stakeholders Consultation for Secondary Educational Goals Achievement Questionnaire (SCSEGAQ)" was designed and was content and face validated. The reliability coefficient was 0.72 determined through Pearson Product Moment Correlation Coefficient (PPMCC). Mean score and standard deviation was used to answer the research questions, while z-test was used to analyze the hypotheses. It was revealed that stakeholders collaboration with principals influence the school by participating in management decisions, creating platforms that enables school meet its needs, continuous review of school decisions to know if it represents common value, maintaining the boundaries between the school and its stakeholders. The study concluded that are certain roles that the stakeholders must play to enhance the secondary educational objectives and thus recommended that the principal should find out from the various agencies that regulate

secondary education, the extent to which stakeholders can be consulted in management and decisions in the school.

Keywords: Stakeholders, Consultation, Participation, Educational, Principal.

Introduction

Education is perceived as a force that can lead to the needed social change in any society. Several other benefits has proven the potency of education beyond meeting pecuniary and non-pecuniary needs to an extent that is far beyond national border and in a way that improves the standard of living of the people. The critical role of education in the twenty-first-century cannot be overemphasized as it has proven itself as a vital tool for the advancement of any civilization. Nevertheless, the school system is an open system that accepts and gives out resources to foster a healthy and mutual relationship with the community.

To achieve this fit, the school has been transformed across different civilizations to meet the needs of the people through continuous curriculum modification. To this end, the school system has longed migrated to a level that only involved the teacher and student's to the business of the all the members of the society. This is true because it is the society that determines what kind of school they want and what they want to achieve through the school system. In the recent context, the society is what determines the value of the school. In some advanced societies, there is deliberate integration of the various peoples in their different levels who are interested in the shook system. This set of people cuts across all engagement to the least individual who directly or indirectly assists or benefit from the school system. The more these people and institutions are

integrated into the attempt to achieve the multiple objectives of the school, is price that the school can be sure to remain and continue to meet the needs to which it was established.

The stakeholders in the school are those that directly or indirectly facilitate the achievement of the school aims and objectives. The major burden has bothered on the educational manager on how to manage the conflicting interest of the various stakeholders by making decisions that would meet the expectation of the educational stakeholders. It is clear that, not all decisions that are made by the educational administrators are in line with the expectation of the stakeholders; some decisions at times go against the interest of some stakeholders while others protect the interest of the others. Administrators of secondary schools can harness their experiences to strike a middle ground as all the stakeholders are of relevance to the achievement of secondary educational goals.

In the business world, the various business outfit or enterprises have a stake in the kind of curriculum that has to be delivered to the students to ultimately protect the interest and the kind of workforce that is anticipated to be delivered to them by the educational system (Berger, 1991). This kind of consideration is common in the university system where they are involved in the production of highly skilled manpower. The stakeholders have their professional, business, and individual interest to project in the provisions, which could be externally or internally generated and this has the potency to affect the educational deliveries in secondary school. Their concerns are often integrated into the routine activities and management decisions taken in the schools. When the stakeholders in the educational system are neglected, one can affirm to the fact that the school may not withstand the pressure in the system. This pressure may come as a form of protest and dissatisfaction by the various stakeholders. Alternatively, the stakeholders in the school who are also or interchangeably referred to as the school community entails that the ideals

and values of the community must be met in terms of their curriculum before an educational system can be considered to meet their various objectives.

The educational stakeholders are at the center of the various educational reforms and policies to spread across their cycle of interest. It is also the educational stakeholders that determine the extent to which the school has been able to achieve its objectives by looking at the various signals and feedbacks that are coming from them. Actually, the strategies that must be adopted by the principal who is the head of the school and the administrator of the school must be one that addresses the interest of the stakeholders (Breighting, 2008). Hence, the principal must be at all times ask and device strategies that would lead to the achievement of the educational goals within the ambiance of the interest of the stakeholders. To be effective in management of the interest of the educational stakeholders in way that would results to the achievement of the secondary educational goals, the schools administrator must understand the need to ensure shared leadership of the school and lookout for ways that the voice of the stakeholders would be heard by seeking to expend the level to which the stakeholders can make input in the running of the school. As such, the stakeholders must enjoy shared-leadership of the school with the principal and be given the space and privilege to make informed input into the operations of the school. For instance, the school principal must be willing to make out opportunities for the teachers, students, community members, leaders, and parents to be on desk to deliberate on the issues bothering the school and how the school can harness their differing opinion in the achievement of the school aims and objective. The voice of the stakeholders implies the level of degree at which they can share in the decisions of the school or the level to which their interest can be factored into the school policy, rules, and decisions. Expressly, the school stakeholders can be part of the school leadership and be well-positioned to give voice to

their ideas and interest through community forums or parent-teacher association (Bauchi & Goldring, 1998). Hence, while the values of the community remain valid, it is also a scale to which the society is able to ascertain the extent to which the school programmes runs in accordance with the expected objectives. This is done by means of putting up ways that can leads to the continuous consultations of the various interest groups. The various types of stakeholders perform different roles that can influence the teaching learning process and also provide a means to which the school can articulate its objectives. Due to the total control of the school by their financiers who is also part of the stakeholders, it has become very hard to ensure that the school sustains the interest its stakeholders as every group is aware that the level of engagement is what determines the extent their interest can be sustained and protected. It may also be because of the level of restrictions placed by the financiers of the schools to maintain some level of decisions powers. In the government controlled schools, the government tries to restrict the level to which the stakeholders can be engaged because the government must in their personal interest be able to determine who influences the educational policy. But nevertheless, policies and programs of the schools has over the years pointed to the fact the stakeholder is always linked to the school and remains an integral aspect of the school and hence the needs to dig deep into stakeholders Consultation for Secondary Educational Goals Achievement in public schools in Rivers State

Statement of the Problem

Education is supposed to be a platform that allows integration of ideas from individuals, agencies, businesses, and other institutions of best practices and also an avenue where individuals and other concerned institutions, associations and other who feel committed to the achievement of national aspiration can render their ideas and be given opportunities and space to project and protect their interest. Infant secondary education is a unique level of education where the best

brains and talent are identified and matched through a process in order to support the national economy and make the student self-sustaining and fully functional members of the society. But regrettably, what is obtainable in the schools a group of individuals who impose personal interest over the interest of the various stakeholders' school. There is also neglect due lack of appropriate consultation and integration of various interests in the school. Some administrators in the school have suddenly placed themselves as a "*demi-god*" with no regard for other values that are outside his or her personal values. This has led to failure in the attainment of secondary educational objectives which is sacrosanct to the advancement of the nation. Though in tackling this, there has been the introduction of education of Parent-Teacher Association as a platform to bring the parents who are also stakeholders consisting of people from different backgrounds to initiate and incorporate ideas into the school to ensure that the school achieves its aims and objectives. In fact, the principal at times integrates the community further by paying a courtesy visit to the leaders of the communities to make the needs of the school known to them and also re-engineer corporation of the school and it's a community. But even with this moves, little or nothing has been achieved. Observers have recurrently attributed this move for consultation of the leaders as a mere political show and eye service demonstration while the PTA in the public school is a mere gathering to justify formality. Through this organization and actions taken by the school and principals to ensure effective consultations, it has instead of brought about mere routine activity with less impact as the schools has witnessed a remarkable decline in facility, poor students performance, and other abnormalities, and if this persists, it may lead to the total collapse of the educational system. In fact, if the stakeholders are continued to be passively involved in the school management; the school may not be able to link what the community wants and what the school intends to achieve. Though in solving this problem, some scholarly

works like Berger (1991), Okora (2008) and Igwe (1999) have suggested that the school should open up its system to ideas and attend to the concern of the school system through the continuous collaboration with PTA, Old Boys Association and community leader which has also yielded poor results, and this has reoccurred as recycling suggestion it appears that they are stills getting same poor results. It is at this point observed that though the stakeholders are many and also projecting their interest, the school and other research have only relied on already existing traditional method as given by PTA, courtesy calls and visitation and few others which have been a recycling of the same mode of operation without exploring ways to integrate the other stakeholders who are not covered by the existing arrangements to better gain a better more ideas and contributions at different perspectives and it is based on this backdrops that the current study intends to stakeholders Consultation for Secondary Educational Goals Achievement in public schools in Rivers State.

Purpose of the Study
The purpose of the study is to investigate stakeholder's consultation for secondary educational goals achievement in public schools in Rivers State. But particularly the study will:

1. Find out the roles of stakeholders that would ensure the achievement of secondary educational goals in Rivers State.

2. Investigate the extent stakeholder's involvement enhances the achievement of secondary educational goals in Rivers State.

Research Question

The following research questions guided the study:

1. What are the roles of stakeholders that would ensure the achievement of secondary educational goals in Rivers State?

2. To what extent does stakeholder's involvement enhances the achievement of secondary educational goals in Rivers State?

Hypothesis

Ho: There is n o significant difference in the mean ratings of male and female principals on the roles of stakeholders that would ensure the achievement of secondary educational goals in Rivers State.

Stakeholders

The stakeholders are people who are consulted, sourced for, called upon and engaged for the sole purpose of making the educational effective. The stakeholders in the educational system are all those who protects the interest of the school and also look for ways that their interest can also be protected in the various policies and activities in the school (The Glossary of Educational Reforms, 2018). Most systems in the school systems at all levels in making decisions must identify how these decisions will affect the various stakeholders and how the stakeholders will, in turn, affect the education decisions. Therefore the symbiotic relationship that exists between the school and the various stakeholders is a practice that has stood in time.

In the field of education, the practice has been one which has yielded diverse opinions. Though, the general consensus entails that the term stakeholders identifies with those who has in some form invested their resources for the advancement and success of the school (Wenger, 2000). It also covers those who make deliberate effort to ensure that the school achieves its objectives. These include the students, teachers and the school administrators, parents, families, community members and local business entities the government and others who may directly affect the welfare and the functionality of the school. Though, the nature of the education

stakeholders has a wider scope to cover all forms of interest groups and institutions that considers education as a means to push forward or project their interest. Stakeholders may also be collective entities and corporate bodies including among others, the church, businesses and businessmen, associations like the parent-teacher associations and other politically based associations, research bodies and conferences, school agencies are a bit of what constitutes the educational stakeholders.

Roles of stakeholders in the achievement of secondary educational goals

The stakeholder's holders constitute a very important aspect of the school system. This is because the school stakeholders are those who are able to link what is taught in the school and what is expected in the community. In essence, the stakeholders who are members of the labor market and labour employers specify which objectives can be set in the school to satisfy the interest of the community. Hence, in achieving this, the school itself must get the values of the community and ensure its integration in the school curriculum as expressed in their taught subjects like history, literature and cultural heritage. Each school through any subject offerings must reflect what the stakeholder's project through their local institutions and the various locally organized structures of governance. More so, the stakeholders can also facilitate community-based learning which supports the fact that every community has natural resources the educational managers can use to create a unique experience for students; hence the community which constitutes the body of various stakeholders is an integral aspect of this process (Braus & Wood, 1993). Emphatically, there is an increasing possibility when there is available when the school opens the possibility for an increase in the use of the stakeholders in the school system. The school especially the public school as an institution that is funded by the government, it assumed that it

is the sole responsibility of all members of the society to protect such institution that emanates from the public fund. Hence, for the purpose that the school is the collective responsibility of the society or the community which constitutes the various stakeholders, it must allowance the community to play a crucial role in the decision-making process in the school through due consultation. This consultation covers policy related to government policy, operation or the move to improve the school system (Lotz-Sisitka & O'Donoghue, 2008).

When the school is in need of certain facilities to improve the school and make it very ready to meet its objectives, it becomes even more important for the school to engage the stakeholders who are to source for or provide funds or resources for the said improvement. The stakeholder also constitutes a body of individuals or institutions that has access to the resources that is needed in school (Braus & Wood, 1993). Apart from that certain stakeholders are able to influence government policy that is related to the school. Also, since the stakeholders are members of the community, resource personnel who would be able to provide highly technical services to the school can be linked to the school for immediate facilitation of a program or other non-teaching related issues.

Stakeholder's involvement in the achievement of secondary educational goals

Generally, there is a growing realization that the school on its own cannot continue to exist. This is because the school is an open system that survives but interacting continuously with its environment. To involve the environment, which is the community and other stakeholders in this sense, the school needed to find out ways to ensure that there is a larger scale involvement of the various stakeholders. More importantly, the school must also be willing to ensure that the interest of the stakeholders is put into consideration. The school needs to take proactive measures

in creating several and boundless possibilities of bringing on board a greater diversity of stakeholders who streams from different backgrounds and also with different angles of perspectives to ensure that the school is able to cope with the 21st-century requirements of a school. Stakeholders who are highly disadvantaged by way of coming from an educationally disadvantaged community whom her interest has been infected or not duly protected would be made known when there is an open to engaging the stakeholders of all background (Warsi, 2018). Groups that have been historically underserved by the school through the poor academic achievement of the students representing their interest would be highlighted and an appropriate approach is taken to engage them in ways that to the achievement of secondary educational goals.

Stakeholder's engagement is one of the key methods or techniques that would ensure the achievement of secondary educational goals. With the priority placed on education, communities who are not inclusive in the education through a perceived sense of disconnection from the schools, through the consultation of the communities as stakeholders, the school is able to know which of the surrounding community is not duly represented (Igwe, 1999). Hence the stakeholders when consulted them to develop a strong sense of ownership of the school and also give them the avenue to present their ideas and resources for the advancement of the school which will increase the possibility of achievement of secondary educational goals. During the planning process, the school through the principal should engage the various stakeholders by keeping his or her office open to diverse opinions; another opinion which is not within the ideals of the school is not to be rejected but should be placed as a considerable option.

When schools major decisions that bring about change in the activities in schools as it affects the structure and program of the school, the stakeholders and find out the impact of such changes as to how it affects their interest, hence they may demonstrate sense of satisfaction with

the new school changes by showing strong support through finding such change and on the other hand May be in the change affects their interest may lead to opposition through inform or open criticism and another resistance strategy. In essence, the stakeholders are supposed to be informed beforehand and in the decisions, that may affect the structure, program and instructional procedures of the school. To abate the resistance that is due to the failure to appropriately consult the stakeholders, the principal must be able to set out a better communication framework that may lead to an improved sense of ownership of the school among the ownership and secure their support for the school. The support for the school may also arise from political office holders who are members of the community and also have the power to personally or constitutionally influence the operation of the school. The principals should understand that the role of every stakeholder is crucial for the development of an education empire (Warsi, 2018).

Stakeholder's engagement involves all the options explored by the principal to establish link with individuals that can initiate ideas which can be utilized by the school. This stakeholders not delimiting them to roles, covers parents who must be informed about the kind of learning experience that are children are exposed to. The students also through consultation and engagement must also be connected with as regards their interest in what is taught. The engagement of stakeholders also covers the inclusiveness of all whose tax money has been used to develop the school. Though, the principal is expected to make deliberate, systematic, and stakeholders should have influence on the decision making process in the school, not at the end of the decision, but at the beginning and in the cycle of the decision making process (Five Criteria for Effective Stakeholder Engagement in Education, January, 29, 2020). The processes or cycle of stakeholder's engagement includes:

Planning: at the planning stage of stakeholders engagement, the principal determines those parties whom the decision is going to affect, apart from, that, the principal also highlight the participants in the engagement process by systematic background check and determination of kind of issues and questions will be addressed as they are related to the issue under consideration.

Participation: in the participation stage, the principal should gather the needed information, ideas; open up to different perspectives; through the collaboration with other teachers to set priorities during the engagement process. The principal through the participation process should in the process identify effective platform that would be suitable for the communication the changes in the school.

Analysis: in the analyses level, the principal opens up to all ideas and collectively and individually, each ideas and position of the concerned stakeholders are taken into considerations. All inputs are considered to be well informed with the next level of decisions that needs to be followed.

Though one of the reasons why stakeholder's engagement is not considered as process that ensures group decision is because the school also, is in need to sustain the level of expertise in the school and also professionalism. This is quite necessary as it is only those with the professional training of education would take decision that has a well ascertained implication. It is believed that if the stakeholders are allowed access to completely penetrate the school system and handle delicate decisions, it may result to fatal decision which may lead to the breakdown of the process and standard and also would compromise quality.

Rather in stakeholders engagement, the idea of all the relevant stakeholders are usually projected and considered during the decision making process. This is however very possible when the principal is willing to be more engaged with consultation of the stakeholders and run a

transparent management of the school. The principal instead of indulging in a stressful process of involving all the stakeholders, it rather become needful and even less stressful for him to outline issues that needs stakeholders consultation, some of these issues according to the Five Criteria for Effective Stakeholder Engagement in Education (2020) may include the following but not limited to:

• Asset use (school closures, property sales, etc.)

• School boundary/catchment revisions

• School feedback and parent engagement

• Innovation planning

• Strategic planning

With the above view point in mind, the traditional method of stakeholders consultation has proven very ineffective with it attendant problems ranging from absence of parents from the Parent-teacher association and parents forum. Apart from that, these methods are not very convenient for some of the parents of attendees who are expected to come and make meaningful contribution through presentation of ideas. At worst the associations and forums has been converted to platforms where the school seeks for only donations from the parents. The associations through its officials may later deliberate on other things concerning pressing matters to the school, but the challenge has always partly be on the possibility of synthesizing numerous ideas and coming up with a decision or idea that protects all interest group, which may not be very possible.

Theoretical framework

This study is anchored on the stakeholder's theory propounded by Edward Freeman in (1984) as cited in Stakeholder Theory (2018) suggested in his book "Strategic Management: the

stakeholder Approach" and identifies the essence of morals and values in the management of institutions. The theory submits that the company's stakeholders include anyone who is affected by the company or the activities of the company. This view is in opposition to the already existing shareholder's theory propounded by the economist Milton Friedman that in a capitalist economy, that the company is only responsible for its shareholders and hence the entire attention should be given to the investors in the company. According to Friedman, the company can be effective when they arrive to provide profit for the shareholders. Though, Freeman suggests in contrast that apart from the shareholders, that the company's stakeholders are those who are those group of individuals, institutions and other whom without its support, the company will cease to exist. Relating to education, The Glossary of Educational Reforms (2018) explained that the stakeholders cover those who have an interest and support the interest of the school. They the teacher, students, parents, government, businesses, community, political groups, financial institutions, NGO's, essence the stakeholder's theory states further that if the stakeholders are treated in isolation and badly, it cannot really succeed. If the stakeholders in the school neglected, the theory submits that the school cannot stand and this is applicable to any organization (Unesco, 2006). This theory is related to the current study because the various stakeholders in the school constitutes those that the kind of objectives that the school should attain, hence when the school do not consult or seek their opinion, the stakeholders may be dissatisfied and the school may not be able to gain the necessary resources to achieve its objectives.

Methodology

The study adopted a descriptive design because the researcher intends to describe variables as they occur in their natural state without the intent of manipulating the variables. The research

explains the variables within the limits of their actions (Deeya & Anietie, 2019, Ariaan, 2008)).

The population of the study consists of 554 principals present in the senior and junior secondary

schools in the 23 local government areas in Rivers State. The sample of the population was

determined using a stratified random sampling technique and a sample of 231 which constitutes

41% of the entire population was determined through Taro Yamene formulae. Among the sample,

96 (42%) were male and 135 (58%) were female. The study obtained its data from a

questionnaire instrument captioned "Stakeholders Consultation for Secondary Educational Goals

Achievement Questionnaire (SCSEGAQ)". The instrument was divided into two parts, namely,

the section 'A' (demographic data) and section "B" (Questionnaire Items). The questionnaire

items were content and face validated by experts from the department of tests and measurements

and two lecturers in the Department of Educational Management in the University of Port

Harcourt. Through Pearson Product Moment Correlation Coefficient (PPMCC), a reliability

coefficient of 0.72 was obtained and the instrument was highly reliable. In analyzing data, mean

score and the standard deviation was used to analyze the research questions with from the

instrument of the scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree

(SD) scored 4, 3, 2, and 1 respectively. Z-test was used to analyze null hypotheses at a 0.05 alpha

significant level.

Results
Research question one: What are the roles of stakeholders that would ensure the achievement of secondary educational goals in Rivers State?

Table 1: *Means score and standard deviation of the methods of roles of stakeholders that would ensure the achievement of secondary educational goals in Rivers State.*

S/n	Items	$\bar{x}_1$	Sd_1	$\bar{x}_1$	Sd_2	Mean Set	Decision
1.	Collaboration with principals to influence school management	3.62	1.90	2.14	1.77	2.88	Accepted

S/n	Items						Decision
	decisions.						
2.	Creating platforms that enables school needs to be met.	2.76	1.66	2.0	1.50	2.38	Accepted
3.	Continuous review of school decisions to know if it represents common value.	2.98	1.72	2.8	1.63	2.89	Accepted
4.	Maintaining the boundaries between the school and its stakeholders.	2.92	1.70	2.10	1.44	2.51	Accepted
5.	Aligning with other stakeholders to harmonize interest in the school decision process.	3.31	1.81	2.12	1.61	2.71	Accepted
	Total	**2.53**	**1.75**	**2.23**	**1.59**	**2.67**	

Table 1: table one shows that ; collaboration with principals to influence school management decisions (2.88), creating platforms that enables school needs to be met (2.38), continuous review of school decisions to know if it represents common value (2.89), maintaining the boundaries between the school and its stakeholders (2.52), and aligning with other stakeholders to harmonize interest in the school decision process (2.71) were the roles of stakeholders that would ensure the achievement of secondary educational goals in Rivers State. This is because the means score of the various items are above the mean criterion of 2.5 and hence all the items were accepted.

Research question two: To what extent does stakeholder's involvement enhances the achievement of secondary educational goals in Rivers State?

Table 1: *Means score and standard deviation of the extent does stakeholder's involvement enhances achievement of secondary educational goals in Rivers State.*

S/n	Items	$\overline{x}_1$	Sd$_1$	$\overline{x}_1$	Sd$_2$	Mean Set	Decision
1.	Asset use	2.32	1.52	2.24	1.8	2.28	Accepted

2.	School boundary/catchment revisions	2.72	1.64	2.6	1.53	2.66	Accepted
3.	School feedback and parent engagement	2.9	1.70	2.8	1.60	2.85	Accepted
4.	Innovation planning	2.62	1.61	2.40	1.54	2.51	Accepted
5.	Strategic planning	2.0	1.41	2.4	1.68	2.2	Accepted
	Total	**2.51**	**1.57**	**2.48**	**1.63**	**2.5**	

Table 2: according to the set mean criterion of 2.5, which was calculated based on the Likert modified 4-point scale Very High Extent (VHE), High Extent (HE), Low Extent (LE), Very Low Extent (VLE), rated at the scale of 4,3,2,1 respectively. The first item which is asset use (school closures, property sales, etc.) which has a mean of 2.28 was not accepted to be extent stakeholder's involvement enhances achievement of secondary educational goals in Rivers State. School boundary/catchment revisions (2.66), school feedback and parent engagement, and innovation planning (2.51) were above the mean criterion of 2.5 and were accepted to be extent stakeholder's involvement enhances achievement of secondary educational goals in Rivers State. However, the respondents did not accept that strategic planning (2.2) is extent stakeholder's involvement for the achievement of secondary educational goals in Rivers State.

Test of hypotheses

Hypotheses one: There is n o significance difference in the mean ratings of male and female principals on the roles of stakeholders that would ensure the achievement of secondary educational goals in Rivers State.

Variables	N	Df	Mean	Sd	Z-cal.	Z-crit.	Decision

| *Male* | 96 | 229 | 2.53 | 1.75 | 1.5 | 1.96 | Accept |
| *Female* | 135 | | 2.23 | 1.59 | | | |

Table 3: mean score, standard deviation and z-test of the difference in the mean ratings of male and female principals on the methods of supervision that can ensure non-teaching staff work improvement in public secondary schools in Rivers State.

Based on the z-test calculated at 0.05 percent significant level, and with the degree of freedom standing at 229, it therefore implies that a z-cal of 1.5 is less that the z-crit of 1.96, hence the null hypothesis that there is no significance difference in the mean ratings of male and female principals on the roles of stakeholders that would ensure the achievement of secondary educational goals in Rivers State is therefore accepted.

Discussion of findings

It was discovered from the study discovered that collaboration with principals to influence school management decisions, creating platforms that enables school needs to be met, continuous review of school decisions to know if it represents common value, maintaining the boundaries between the school and its stakeholders, and aligning with other stakeholders to harmonize interest in the school decision process; were the roles of stakeholders that would ensure the achievement of secondary educational goals in Rivers State. These findings agree with the Five Criteria for Effective Stakeholder Engagement in Education (2020).

The study also discovered that asset use (school closures, property sales, etc.) which was not accepted to be extent stakeholder's involvement enhances achievement of secondary educational goals in Rivers State. School boundary/catchment revisions, school feedback and parent engagement, and innovation planning were revealed to be the extent stakeholder's involvement enhances achievement of secondary educational goals in Rivers State. However,

study the study also revealed that strategic planning not extent stakeholder's involvement for the achievement enhances secondary educational goals in Rivers State. This study is consistent with Lotz-Sisitka and O'Donoghue (2008), and Warsi (2018).

The study revealed that the null hypothesis that states that there is no significance difference in the mean ratings of male and female principals on the roles of stakeholders that would ensure the achievement of secondary educational goals in Rivers State is therefore accepted.

Conclusion

Since education is a concern to all and sundry in the society, and has proven itself as the tool that can be used to transform a man; there is a natural urge for different interest groups to ensure that the school protects their interest and expects that the principal as a community relation offer integrate them into the school management and decision processes. It was discovered in the study that there are certain roles that the stakeholders must play to enhance the secondary educational objectives and hence, it was therefore very pertinent that the principal become aware of the extent to which the stakeholders must be involved to ensure that they do not water down the level of professionalism.

Recommendations

Based on the conclusion, it was therefore recommended that:

1. That all the principals in the public secondary schools in Rivers State should be able to identify the roles of stakeholders that would ensure the achievement of secondary educational goals by finding out from the various agencies that regulates secondary education, the extent to which stakeholders can be consulted in management and

decisions in the school. And when identified, the principal should collaborate with them based on streamlined roles to ensure that the school still maintains professionalism and also regulate the stakeholder's penetration.

2. The principal should be able to strike a middle ground between when to involve the stakeholders as means of maintaining standards in school. Through an organized forum like the PTA, the principals should be able to relate closely with the stakeholders to ensure that they relate issue to them as it affects their interest and also maintain the extent stakeholder's are involved with the purpose of enhances the achievement of secondary educational goals in Rivers State.

References:

Adriaan M.V. (2008). *At the crossroads: Choices for post-secondary education. Vol. 3,   No   2. Publications* (ERAP), Nairobi

Bauch, P.A. & Goldring, E.B. (1998). Parent-teacher participation in the context of school governance. *Peabody Journal of Education,* 73 (1), pp. 15-35. Retrieved February 2, 2020, from http://www.tandfonline.com/loi/hpje20.

Beau Vallon Secondary School. (2012). *Three year development plan. Ministry of Education*, Seychelles.

Benzie, D., Mavers, D., Somekh, B. & Cisneros-Cohernour, E.J. (2005). *Communities of practice.* In B. Somekh & C. Lewin, (Eds.), Research methods in the social sciences (pp. 180-187). London: Sage.

Berger, E. (1991). *Parents as partners in education. The school and home working together*. New York: Macmillan.

Braus, J. & Wood, D. (1993). *Environmental education in the schools: Creating a program that works*. Washington: Peace Corps.

Breiting, S. (2008). Mental ownership and participation for innovation in environmental education and education for sustainable development. In A. Reid, B. Jensen, J. Nikel & V. Simovska, *Participation and learning: Perspectives on education and the environment, health and sustainability* (pp. 159-180). Dordrecht: Springer.

Deeyaa, L.B & Anietie, R (2019). Scalar Process Management for Leadership Effectiveness in Universities in Rivers State. *Global Scientific Journal (GSJ)*. Vol, 7(11), 984-1004.

Five Criteria for Effective Stakeholder Engagement in Education (January, 29, 2020). Retrieved from https://www.thoughtexchange.com/wp-content/uploads/2018/02/five-criteria-for-effective-se-education.pdf

Five Criteria for Effective Stakeholder Engagement in Education (2020)retrieved from https://www.thoughtexchange.com/wp-content/uploads/2018/02/five-criteria-for-effective-se- education.pdf

Harcourt. Pan Unique Publishers Ltd.

Igwe, L. E. D. (1999). *Fundamentals of school-community relations management*. Port

Lotz-Sisitka, H. & O'Donoghue, R. (2008). Participation, situated culture, and practical reason. In A. Reid, B. Jensen, J. Nikel & V. Simovska, *Participation and learning: Perspectives on education and the environment, health and sustainability* (pp. 111- 127). Dordrecht: Springer.

Okora, O. E. (2008). *School-community relations in school supervision.* Training workshop manual on effective school inspection and supervision for Inspectors in Cross River State School System.

Stakeholder Theory (2018). Retrieved from http://stakeholdertheory.org/about/

The Glossary of Educational Reforms (2018). *Stakeholders*. Retrieved from https://www.edglossary.org/

Uemura, M. (1999). *Community participation in education: What do we know? Washington DC: Effective schools and teachers and the knowledge management system*, HDNED, the World Bank Group.

UNESCO (2006). *Guidebook for planning education in emergencies and reconstruction: Community participation* (Chapter 32). Paris: National Institute for Education Planning. Retrieved March 27, 2013, from http://www.iiep.unesco.org/fileadmin/user_upload/Research_Highlights_Emergencies/Chapter32.pdf.

Warsi, S. (2018).*How important are stakeholders in education system?* Retrieved from https://www.google.com/amp/www.franchiseindia.com/amp/education/how-important-are-stakeholders-in-education-system.11403.

Wenger, E. (2000). *Communities of practice and social learning systems. Organization*, 7 (2), pp. 225-246, Sage.