

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 no 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 protect 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 have 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 allow 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}_2	Sd ₂	Mean Set	Decision
1.	Collaboration with principals to influence school management	3.62	1.90	2.14	1.77	2.88	Accepted

	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	\bar{x}_1	Sd ₁	\bar{x}_2	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 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.

<i>Variables</i>	<i>N</i>	<i>Df</i>	<i>Mean</i>	<i>Sd</i>	<i>Z-cal.</i>	<i>Z-crit.</i>	<i>Decision</i>
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<i>Male</i>	96	229	2.53	1.75	1.5	1.96	Accept
<i>Female</i>	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 than the z-crit of 1.96, hence the null hypothesis that there is no 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 is therefore accepted.

Discussion of findings

It was discovered from the study that collaboration with principals to influence school management decisions, creating platforms that enable 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.

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