

Parental Stakeholder Involvement and Public Secondary School Effectiveness in Kwara State

Muhammed Babajide Bashir

Department of Educational Management, Al-hikmah University

Ilorin, Nigeria

Email: jidemic@gmail.com

Abstract

This paper investigated the parental stakeholder involvement and public secondary school effectiveness in Kwara state. 2 purposes, research questions and hypothesis were raised for the study. The population of this study comprised all the five hundred stakeholders such as one hundred parents, one hundred teachers, fifty school administrators, one hundred alumni and one hundred and fifty community members in Kwara State. Convenience sampling technique was adopted in this study. Therefore, proportional sampling technique using Krejci and Morgan (1970) sample size determination table was adopted to select 217 stakeholders from 500 educational stakeholders which was used for the study. Questionnaire was used to collect data for this study entitled: “Parental Stakeholders Involvement Questionnaire (PSIQ) and Public Secondary School Effectiveness Questionnaire (PBSSEQ). The reliability study was calculated using test-retest with coefficient of 0.67 and 0.65 was obtained showing the instruments were reliable for data collection. The 217 copies of the instrument filled and administered to the respondents only 195 copies were returned and used for data analysis which represented 89.9%. the findings show that there is significant relationship between parental stakeholder involvement and public secondary school effectiveness. the study recommended among other that Parents should not relent on their educational contributions to the school development. By doing this, the results will be appreciable on their children.

Keywords: Parent, Stakeholder, Public Secondary School, Effectiveness

Introduction

Education has emerged as a significant global endeavor, recognized as the most effective investment for accelerating economic, political, sociological, and human development. The financial burden of education, a necessity, has traditionally been borne by the government. The establishment of schools as an investment in education is crucial for propelling Nigeria's progress. By investing in schools, various stakeholders including the youth, government, businesses, community groups, non-governmental organizations, and individuals can equip the young generation for future challenges. As the adage goes, “children are the leaders of tomorrow”, implying the need for everyone to invest their time, knowledge, and resources in them.

Education is a priority in Nigeria's planning decisions due to its vital role in equipping people to live meaningful lives in their environment. Education is recognized as one of the most effective means of fostering advancement by developing human capacities and promoting social and economic growth. As cited in Barrah (2023), Adunola asserted that education is a

process of acquiring skills and relevant knowledge to navigate the world. Individuals, parents, societies, governments, and the international community invest substantial funds in education, as it is the key to achieving various socio-economic and political goals. This has led to a keen interest in the education sector by stakeholders' involvement and the government as a means of driving the desired change and development. This interest has resulted in various educational reforms and the introduction of numerous educational programs in Nigeria over the years.

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 (UNESCO, 2020).

The place of parental stakeholder involvement as a way of attaining educational development depends on the active desire, involvement of various well-meaning individuals in the society to achieve this end (Ndifon, et al., 2021). 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 educational stakeholders is crucial for educational development of secondary schools. Yamma and Izom as cited in Barrah (2023) 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 involvement for the programme to succeed. The success or failure of the scheme depends actively on the role played by the various stakeholders. Stakeholders' involvement who are affected by the outcome of the effective school education are therefore expected to perform their various duties more effectively to contribute to the success of the educational programme (Barrah, 2023).

There is no exaggeration in saying that 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 favorably 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 scheme cannot be said to have meaningfully contributed to development in Nigeria. 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. In this respect, this study investigated stakeholders' involvement and public secondary school effectiveness in Kwara State.

Statement of the Problem

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. Although, several efforts have been made by legitimate authority to revamp and increase funding for the schools, 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. On this note, that is why stakeholders' involvement needs to involve in the school effectiveness. However, public secondary schools cannot boast of both human and material resources, but only few can boast 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.

All these challenges have given room for stakeholders' involvement to assist, strengthen and improve the provision of educational resources in order to improve effective teaching and learning in schools. Therefore, the major problem of this study, the researcher intended to fill the gap as a result to seek the extent of parental stakeholders' involvement and public secondary school effectiveness in Kwara State.

Purposes of the Study

- i. establish the relationship between parents' involvement and public secondary school Delegation of Authority in Kwara State;
- ii. establish the relationship between parents' involvement and public secondary school Decision making in Kwara State;

Research Question

- i. what is the relationship between parents' involvement and public secondary school effectiveness in Kwara State?
- ii. What is the level of public secondary school effectiveness in Kwara State?

Research Hypotheses

H₀₁: There is no significant relationship between parents' involvement and public secondary school delegation of authority in Kwara State

H₀₂: There is no significant relationship between gender involvement and public secondary school decision making in Kwara State

Methodology

The research design for this study was descriptive survey. This was because, descriptive survey is concerned with the collection and analysis of data for the purpose of describing, evaluating or comparing current event or prevailing practices, event or occurrences. The population of this study comprised all the five hundred stakeholders such as one hundred parents, one hundred teachers, fifty school administrators, one hundred alumni and one hundred and fifty community members in Kwara State. Convenience sampling technique was adopted in this study. Therefore, proportional sampling technique using Krejcie and Morgan (1970) sample size determination table was adopted to select 217 stakeholders from 500 educational stakeholders which was used for the study. Questionnaire was used to collect data for this study entitled: "Parental Stakeholders Involvement Questionnaire (PSIQ) and Public Secondary School Effectiveness Questionnaire (PBSSEQ)" The instrument was administered to the parents in Kwara State. The questionnaire items were generated based on the literature reviewed and it is divided into two parts; 1, 2. All the Items were placed on a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The items were scored as follows: SA= 4, A = 3, D = 2 and SD= 1.

In order to determine and enhance the validity of the instrument, the researcher established test both construct and content validity of the instrument. Thus, the sections of the instrument were submitted to three lecturers in the Department of Educational Management and Counselling. Their comments and suggestions were used to amend the instrument before administering to the stakeholders. The reliability of the instrument, the researcher ensured that test-retest reliability the researcher administered the instrument in Ogbomosho Oyo State. The sets of questionnaires were scored separately using Cronbach Alpha in order to determine the reliability of "Parental Stakeholders' Involvement and Public Secondary School Effectiveness Questionnaire". The coefficient of 0.67 and 0.65 was obtained showing the instruments were

reliable for data collection. The 217 copies of the instrument filled and administered to the respondents only 195 copies were returned and used for data analysis which represented 89.9%.

Results

Research Question 1: What is the level of parental stakeholders' involvement in Kwara State?

Table 1

Mean Ratings and Standard Deviations on the Level of parental Stakeholder Involvement in Kwara State

S/N	Stakeholders' Involvement	Mean	SD	Decision
	Parents' Involvement	13.99	3.2	High

Table 1 had mean scores above the cut-off point of 2.50, indicating high level. Therefore, the level of parental stakeholder involvement is high. The standard deviations of the respondents are low and not far from one another, it means that the respondents on level of parental stakeholder involvement close related.

Table 2

Level of Public Secondary School Effectiveness in Kwara State

	Statements	Mean	SD
1	Delegation of Authority		
2	The principal entrusts some of his or her duties to staff	2.96	.731
3	The principal perceives delegation of authority as an offshoot of decentralization of decision making	3.33	.561
4	The principal overloads himself with matters that can easily be handled by his subordinates	2.99	.731
5	Terms of reference or guidelines are clearly spelt out in writing for whatever is delegated by the principal	2.70	.612
6	Recommendations made by subordinates individually or as a committee are examined and implemented if found acceptable by the principal.	2.60	.563
	Average Mean	2.92	0.64
	Decision Making		
7	The principal establishes and maintains co-operative relationship between members of the school	2.99	.451
8	The principal establishes a collaborative and participatory decision-making system	3.02	.341
9	Issues that would have erupted in disruptive manner are resolved by the principal	3.11	.721
10	The principal engages staff and other stakeholders in collaborative problem solving and consensus building	2.72	.404
11	The principal considers possible strategies for school goals achievement jointly	3.73	.231

Average Mean	3.11	0.43
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From table 2 Item 1-9 had mean scores above the cut-off point of 2.50, indicating high level. Therefore, the effectiveness public secondary school through delegation of authority and decision making is high. The standard deviations of the respondents are low and not far from one another, it means that the respondents on level of public secondary school effectiveness close related.

Ho₁: There is no significant relationship between parents' involvement and public secondary school effectiveness in Kwara State

Table 3

Parents' Involvement and Public Secondary School Delegation of Authority in Kwara State

Variables	N	Mean	SD	df	r-value	p-value	Decision
Parental stakeholder Involvement	195	13.99	3.2	193	0.234	.020	Ho₁ Rejected
Public Secondary School Delegation of Authority	195	2.92	0.64				

significant at $p < 0.05$

Table 3 shows that the p-value (.020) was less than the significant level at (0.05) for 193 degrees of freedom with the calculated r- value of .234. Therefore, the null hypothesis which states that there is no significant relationship between parents' involvement and public secondary school delegation of authority in Kwara State was rejected. This suggests that there was significant relationship between parents' involvement and public secondary school effectiveness in Kwara State. This implies that parental stakeholder involvement influences the level of public secondary school delegation of authority.

Table 4

Parents' Involvement and Public Secondary School Decision making in Kwara State

Variables	N	Mean	SD	df	Cal. r-value	p-value	Decision
Parental stakeholder Involvement	195	13.99	3.2	193	.198	.000	Ho₂ Rejected
Public Secondary School Decision Making	195	3.11	0.43				

Table 4 shows that the p-value (.000) was less than the significant level at (0.05) for 193 degrees of freedom with the calculated r- value of .198. Therefore, the null hypothesis which

states that, there is no significant relationship between parental stakeholder and public secondary school decision making in Kwara State was rejected. This implies that there was significant relationship between parental stakeholder involvement and public secondary school decision making in Kwara State. This shows that parental stakeholder involvement enhances the level of public secondary school decision making.

Discussion of Findings

Findings of research question one revealed that the level of parental stakeholders' involvement was in Kwara State. The finding agrees with the findings of Nicholas (2020) that effective stakeholders' involvement advised broader participation in policy creation and the use of a participatory management strategy. Gichohi (2023) concluded that stakeholders' involvement in schools in the twenty-first century for academic success in schools.

Findings of research question two revealed that the level of parental stakeholders' involvement was in Kwara State. The finding agrees with the findings of Nicholas (2020) that effective stakeholders' involvement advised broader participation in policy creation and the use of a participatory management strategy. Gichohi (2023) concluded that stakeholders' involvement in schools in the twenty-first century for academic success in schools.

Hypothesis one revealed that there was significant relationship between parents' involvement and public secondary school effectiveness in Kwara State. The finding is in line with the findings of Nyandui (2021) that parents' involvement into reactive and proactive involvement. The desire to engage in any activity related to their children's education both at home and in school involvement should be owned by each parent. Amalia, Stocker and kholifatul (2020) concluded that parents who see the school as an instrument for the achievement of his or her children is usually significantly involved in schools. Nicholas (2020) concluded that there are some barriers to parental involvement that originated from the school and from home and recommended the formulation of parental stakeholder involvement policy to provide guidance in this area. Munje and Mncube (2018) concluded that parental involvement should not be limited to monetary contributions (though monetary contributions are important): parents should be directly involved in their children's academic, social, and emotional needs.

Hypothesis two revealed that there was significant relationship between parental stakeholder involvement and public secondary school decision making in Kwara State. The finding is in consonance with the findings of Yaro, Arshad, and Salleh (2017) explored the parent discernments on secondary education eminence in school. Adequate instructional materials, edifying infrastructure, conveying the "right" acquaintance, achieving learning "benchmarks," educator support and wellbeing, establishing a learning-friendly environment, and the accessibility of top-notch teachers are all indicators of high-quality education. a systems-based educational quality framework be used to drive school reform activities in Nigerian secondary schools that replicate the principles of provincial stakeholders.

Conclusion

This study has shown that parental stakeholder involvement has a positive and significant relationship with public secondary school effectiveness in Kwara State. It was concluded from the findings that; parental stakeholder involvement has good impacts on public secondary school effectiveness in terms of decision making and delegation of authority in Kwara State.

Recommendations

The following recommendations were made from the findings of the study that;

Parents should not relent on their educational contributions to the school development. By doing this, the results will be appreciable on their children. As their contribution towards the school activities have influence in school delegation of authority and decision making.

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