



Research Paper

## Stakeholders' Contribution to the Development of Public Senior Secondary Schools in Rivers State, Nigeria

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### Abstract:

This paper examined stakeholders' contribution to the educational development of public senior secondary schools in Rivers State, Nigeria. A descriptive survey design was adopted for the study. The population for this study consisted of 7,184 academic staff in 291 public senior secondary schools in Rivers State. A sample size of 378 respondents was drawn from the entire population using the Taro Yamane formula, while the sampling technique adopted was proportionate stratified sampling. The instrument for data collection was a questionnaire titled: Stakeholders' Contribution in Educational Development of Public Senior Secondary Schools Scale (SCEDPSSSS). The instrument items were designed and validated by the experts, and a reliability index of 0.87 using Cronbach Alpha was determined. The findings revealed that to a moderate extent, stakeholders contribute to the provision of physical facilities and in the funding of government-owned senior secondary schools for educational development in Rivers State. Based on the findings, the study recommended among others that parents who are major stakeholders in schools should work out modalities on how to support government-owned secondary schools in the provision of physical learning facilities that will enhance quality teaching and learning activities for educational development in Rivers State.

**Keywords:** Stakeholders, Educational Development, Secondary Schools, Rivers State.

Received 25 Nov., 2023; Revised 05 Dec., 2023; Accepted 07 Dec., 2023 © The author(s) 2023.

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### I. Introduction

Education has emerged as a significant global endeavour, 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. Indeed, 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 asserts 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 individuals 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 stakeholders' contribution as a way of attaining educational development depends on the active desire, contribution 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 education 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 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 (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 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. in Barrah, 2023) but has also improved manpower opportunities at the intermediate level (Denga, 2022). 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 run by the government, while the private secondary schools are owned and managed by private individuals or organizations (Federal Ministry of Education, 2021). 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 (Federal Ministry of Education of Nigeria, 2021).

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 against this background that this study seeks to examine stakeholders' contribution in educational development of public senior secondary schools in Rivers State.

### **Statement of the Problem**

One of the major objectives of the Ministry of Education 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. 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.

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. It is against this background the study sought to examine how stakeholders can contribute in educational development of public senior secondary schools in Rivers State.

### **Aim and Objectives of the Study**

The aim of this study was to examine stakeholders' contribution in educational development of public senior secondary schools in Rivers State. In specific terms, the study sought to:

1. find out the extent to which stakeholders contribute in provision of physical facilities for educational development of public senior secondary schools in Rivers State.
2. determine the extent stakeholders contribute in capacity building of teachers for educational development of public senior secondary schools in Rivers State.
3. ascertain the extent to which stakeholders contribute in funding public senior 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 public senior secondary schools in Rivers State?
2. To what extent do stakeholders contribute in capacity building of teachers for educational development of public senior secondary schools in Rivers State?
3. To what extent do stakeholders participate in funding public senior 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 contribute in provision of physical facilities for educational development of public senior secondary schools in Rivers State.
2. There is no significant difference between the mean scores of male and female respondents on the extent stakeholders contribute in capacity building of teachers for educational development of public senior secondary schools in Rivers State.
3. There is no significant difference between the mean scores of male and female respondents on the extent stakeholders contribute in funding public senior secondary schools for educational development in Rivers State.

## **II. Literature review**

### **2.1 Stakeholders Participation**

Stakeholders participation is a concept based on economic components. Therefore, a good understanding of the construct cannot be made without explaining the individual words that make up the construct stakeholders participation. A stakeholder is anybody who can affect or is affected by an organization, strategy or project. They can be internal or external and they can be at any level. Some definitions suggest that stakeholders are those who have the power to impact an organization or project in some way. For example: 'people or small groups with power to respond to, negotiate with, and change the strategic future of the organization' (Ackermann, 2022).

The Singapore Ministry of Education (2021) identifies stakeholders in education to include a list of people and organizations. These include the students, parents and families, teachers, principals of schools, government, businesses and industries, the alumni association, the school advisory/management committees, etc, who are expected to play their roles effectively in order to create conducive teaching and learning atmosphere to enable children learn better and reach their fullest potential. Also, Aina (2022) opines that the various stakeholders of education include; community leaders, teachers, students/pupils, parents, churches, NGOs, and the government.

Similarly, Sheldon (2020) indicates that stakeholders in educational community include; students, families, teachers, administrators, policymakers, NGOs, community leaders, churches, Government (all tiers) and the public who have stake and must have an equal voice in the development, interpretation, and reporting of assessment information. Students are concerned because their knowledge and skills acquisition and the quality of their subsequent lives and careers are at stake. Teachers have a stake because of their understanding of their students, their professional practice and knowledge, their perceptions of themselves as teachers, and the quality of their work life and standing in the community. Families clearly have an investment in their children's learning, well-being and educational future.

The public invests money in education, in part as an investment for the future, and has a stake in maintaining the quality of that investment. The stewardship of the investment involves administrators and policymakers. Provision of a quality education is a huge burden which requires participation of all stakeholders, in a democratic society. When any one stakeholder/perspective is missing, dormant, or privileged above others,

the assessment picture is distorted (Wall & Rinehart, 2019). Stakeholders are crucial to the success of an organization or institution or project and therefore cannot be neglected (DiPaola & Tschannenmoran, 2021).

Contrary to the above, UNESCO (2020) opines that it will be true but unhelpful to say that everyone is a stakeholder in education. For them, every single individual feels the impact of education's success or failure, and that everyone affects the impacts of education by their behaviour which may be supportive. This generalization does not help to identify targeted strategies of cooperation, communication or action. Particular roles and responsibilities devolve to a number of bodies and groups at different levels: local, national, regional and international. At each level, stakeholders may be part of government, civil society and non-governmental organizations, or in private sector.

However, Ogbuwa (2021), explains contribution as a joint consultation in decision making, goal setting, profit sharing, teamwork, and other such measures through which a firm attempt to foster or increase its employees' commitment to collective objectives. Hornby (2020) defines it as the action of taking part in something. Some other schools of thought have expressed their opinions on the concept of participation. For instance, Paul in Olatunbosun and Bayode (2021) define contribution as the active process whereby beneficiaries influence the direction and execution of developments rather than merely receiving a share of the project benefits. Simmons in Olatunbosun et al (2021) describes it as the ability to control and manage resources not only in a sustainable way, but also in a manner that meets people's social, cultural and economic needs. Furthermore, Shaeffer in Olatunbosun et al (2021:29) define participation in the following seven different ways:

- Involvement through the mere use of a service (such as enrolling children in school or using a primary health care facility).
- Involvement through the contribution of money, materials and labour;
- Involvement through attendance.
- Involvement through consultation on a particular issue.
- Participation in the delivery of services often as a partner with other actors,
- Participation as implementers of delegated power and
- Participation in real decision making at every stage, including identification of problems, the study of feasibility, planning, implementation, and evaluation.

Consequently, contribution in this study simply means involvement. On the other hand, when stakeholders' contribution is used, it should be construed to mean stakeholders involvement.

Stakeholders' contribution, therefore, in this study refer to the involvements, intervention of individuals, teachers, students/pupils, parents, churches, communities, non-governmental organizations and so on in the areas of economic life which government welcomes its involvement in the production of goods and services for individuals, groups and general consumption Amuche, & Kukwl, 2021). In the area of education, stakeholders' contribution in educational development of secondary schools suggest an active involvement of some individuals or group of individuals in the development of education particularly private secondary schools (Saroj & Bhagyashree, 2020). The concept as used here do not connote taking over the secondary schools but finding ways of involving some hands in handling some aspects of the school projects such as provision of physical learning facilities, funds and ensuring quality educational development.

## **2.2 Educational Development**

Development according to Suleiman in Asiyai (2022) is the gradual changes that result in sustained improvement in the general well-being of the citizens of any society. It is the progression of the social, economic, political and cultural conditions of people. It implies sustained enhancement of the living and economic, mental and physical wellbeing. It involves equitable and sustainable access to quality health care, education, gainful employment, good sanitation, social participation, economic freedom including those of choice of religion, association and human rights. In the field of education, development is the deliberate cultivation of innate potentials of man as well as change in social values, evolution and legitimization of new and specialized structures, better facilities better methodologies, better curricula, better teachers, students, graduates and better performance in production life and ultimately better citizenship (All Nigeria Conference of Principal of Secondary Schools ANCOSS, 2021). Anything short of this is not development but growth. It is all about local people taking control of their own lives, expressing their own demands and finding their own solutions to their problems. Thus, educational development is not simply having enough glittering structures, robust facilities and landed properties, but rather it should involve changes and innovations, growth and a deviation from what has been considered normal for quality service delivery and global competitiveness.

## **III. Methodology**

This study adopted a descriptive survey design. The descriptive survey design was considered appropriate for investigating an existing phenomenon in order to explain the situation in its real form. 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 consisted of 7,184 academic staff (291 principals and 6,893 teachers) of 291 government owned (public) secondary schools in Rivers State (Source: Department of Planning, Research and Statistics, Rivers State Ministry of Education, 2022). A sample size of 378 respondents were drawn from the entire population using Taro Yamane formula, while the sampling technique was proportionate stratified sampling. The research instrument for this study was a questionnaire titled: Stakeholders' Contribution in Educational Development of Public Senior Secondary Schools Scale (SCEDPSSSS). 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 and with the help of two research assistants. 378 questionnaires were administered to the respondents, after which 307 copies were retrieved and found suitable for analysis resulting in 81% 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 was used as the statistical tools to answer the research questions, while z-test statistics was used to test the null hypotheses at 0.05 levels of significance. For 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. Thus,  $\frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$ . 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

#### IV. Findings and Discussion

The results of the analysed data for each research question and its corresponding hypothesis are presented on tables.

**Research Question 1:** To what extent do stakeholders contribute in provision of physical facilities for educational development of public senior 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 public senior secondary schools in Rivers State.**

SN	Items	Male N = 119		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 contribute 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 contribute in provision of physical facilities for educational development of public senior 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 contribute in capacity building of teachers for educational development of public senior secondary schools in Rivers State?

**Table 2: Mean ( $\bar{x}$ ) and standard deviation of respondents on the extent stakeholders contribute in capacity building of teachers for educational development of public senior secondary schools in Rivers State.**

SN	Items	Teachers N = 119		Principals N = 188		Mean Set $\frac{X_1 X_2}{2}$	Decision
		$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>		
6.	Teachers are sponsored by stakeholders for development programmes.	2.69	0.62	2.34	0.49	2.52	Moderate Extent
7.	Teachers are given opportunity by the principal to attend conferences and workshops organized by stakeholders.	2.67	0.48	2.42	0.45	2.55	Moderate Extent
8.	Field trips are sponsored by stakeholders for teachers to be updated with knowledge and skills.	2.31	0.44	2.31	0.31	2.31	Low Extent
9.	Stakeholders ensure that teachers are provided with modern teaching materials to match up with international best practices.	1.40	0.48	2.11	0.35	1.76	Very Low Extent
10.	Stakeholders through the principals make sure mentorship programmes are provided for teachers for improved service delivery.	2.04	0.60	2.04	0.42	2.04	Low Extent
<b>Average Mean/Standard Deviation</b>		<b>2.22</b>	<b>0.52</b>	<b>2.24</b>	<b>0.40</b>	<b>2.23</b>	<b>Low Extent</b>

**Decision Rule:** 1.00– 1.79 = Very Low Extent (VLE), 1.80 – 2.49 = Low Extent (LE), 2.50 –3.19 = Moderate Extent (HE), 3.20 – 4.00 = High Extent (HE), 4.00 – 5.00 = Very High Extent (VHE)

From Table 2, data show that item 6 and 7 had a mean score between the range of 2.50 and 3.19 showing a moderate extent. Contrarily, items 8, 9 and 10, had mean scores of between 1.80 and 2.49, showing that, for those respondents, stakeholders contribute in capacity building of teachers for educational development of public senior secondary schools in Rivers State to a low extent, especially in the aspect of sponsoring field trips for teachers to be equipped and updated with knowledge and skills, ensuring provision of modern teaching materials for teachers to match up with international best practices, and provision of mentorship programmes for teachers for improved service delivery.

In summary, with an average mean of 2.23 (which falls within the range of 1.80 to 2.49), principals and teachers agree that stakeholders contribute in capacity building of teachers for educational development of public senior secondary schools in Rivers State to a low extent.

**Research Question 3:** To what extent do stakeholders contribute in funding public senior secondary schools for educational development in Rivers State?

**Table 3: Mean ( $\bar{x}$ ) and Standard Deviation of respondents on the extent stakeholders contribute in funding public senior secondary schools for educational development in Rivers State**

SN	Items	Male N = 119		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>		
11.	Financial donations to enable the completion of school projects and programmes.	2.51	0.37	2.52	0.40	2.51	Moderate Extent
12.	Stakeholder make efforts to ensure that funds are raised for public secondary schools to meet global standard.	2.57	0.39	2.55	0.40	2.56	Moderate Extent
13.	Sales of school crafts/agricultural produce and launching programmes are organized by stakeholders to contribute to the educational activities of public secondary schools.	2.42	0.44	2.51	0.41	2.68	Moderate Extent
14.	Stakeholders solicit for public-private partnership to fund public secondary school programmes and activities.	2.49	0.45	2.51	0.44	2.46	Low Extent
15.	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 3 showed the mean scores of respondents on the extent stakeholders contribute in funding public senior secondary schools for educational development in Rivers State. From the table, it is observed that the respondents agreed on item (11-13) because their mean scores are greater than the criterion mean of 2.50, while they disagreed on item 14 and 15 because their mean score is lesser than 2.50. The average mean score of 2.51 showed that to a moderate extent stakeholders contribute in funding public senior secondary schools for educational development in Rivers State, these 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 public 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 contribute in provision of physical facilities for educational development of public senior secondary schools in Rivers State.

**Table 4: z-test Analysis on the difference between the mean scores of male and female respondents on the extent stakeholders contribute in provision of physical facilities for educational development of public senior secondary schools in Rivers State.**

Category	N	$\bar{X}$	SD	df	z-cal	z-crit.	Remarks
Male	119	2.59	0.43	305	0.197	±1.960	Not Significant Accept Ho <sub>1</sub> (z-cal. < z-crit.)
Female	188	2.58	0.44				

Table 4 revealed that male respondents 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 0.197 is lesser 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 contribute in provision of physical facilities for educational development of public senior 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 contribute in capacity building of teachers for educational development of public senior secondary schools in Rivers State.

**Table 5: z-test Analysis on the difference between the mean scores of male and female respondents on the extent stakeholders contribute in capacity building of teachers for educational development of public senior secondary schools in Rivers State.**

Population	N	$\bar{X}$	SD	df	z-cal	z-crit.	Remarks
Male	119	2.22	0.52	305	-0.52	±1.96	No significant Accept Ho <sub>2</sub> (z-cal. < z-crit.)
Female	188	2.24	0.40				

Table 5 reveals that male respondents have mean and standard deviation scores of 2.22 and 0.52, while female respondents have mean and standard deviation scores of 2.24 and 0.40 respectively. With a level of flexibility (degree of freedom) of 305 at an alpha noteworthy level of 0.05; the figured z-estimation of -0.52 is less than the z-critical of -1.96. Along these lines the null hypothesis is accepted. By implication, there is no significant difference between the mean scores of male and female respondents on the extent stakeholders contribute in capacity building of teachers for educational development of public senior secondary schools in Rivers State.

**Ho<sub>3</sub>:** There is no significant difference between the mean scores of male and female respondents on the extent stakeholders contribute in funding public senior secondary schools for educational development in Rivers State.

**Table 6: z-test Analysis on the difference between the mean scores of male and female respondents on the extent stakeholders contribute in funding public senior secondary schools for educational development in Rivers State.**

Category	N	$\bar{X}$	SD	df	z-cal	z-crit.	Remarks
Male	119	2.50	0.42	305	-0.205	±1.960	Not Significant Accept Ho <sub>3</sub> (z-cal. < z-crit.)
Female	188	2.51	0.41	2			
				307			

Table 6 revealed that male respondents have mean and standard deviation scores of 2.50 and 0.42, while female respondents have mean and standard deviation scores of 2.51 and 0.41 respectively. The figured z-calculated of -0.205 is lesser 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 contribute in funding public senior secondary schools for educational development in Rivers State.

## V. Discussion of Findings

The first result of this study showed that stakeholders contribute in provision of physical facilities for educational development of public senior secondary schools in Rivers State to a moderate extent. Also, there is no significant difference in the mean scores of male and female respondents on the extent stakeholders contribute in provision of physical facilities for educational development of public senior secondary schools in Rivers State. This simply implies that the physical facilities provided by stakeholders for educational development of public senior secondary schools in Rivers State are not adequate enough. 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 as cited in Nwachuku (2021) 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, the scholars 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 Schlechty (2021) and Saroj and Bhagyashree (2020) who observed that facilities in many public secondary schools in Nigeria have not been fully provided by stakeholders 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 stakeholders contribute in capacity building of teachers for educational development of public senior secondary schools in Rivers State to a low extent. This result means that stakeholders are not committed to enhancing teacher's capacity for attainment of educational development in public senior secondary schools in Rivers State. In other words, it implies that teachers are not given the needed support to enable them enhance the course of educational development in the state under review. This finding is in consonance with Damar (2023), Major (2021) and Iliyasu (2019) who empirical and scholarly contributions to knowledge attest to the findings of this study. These may further be explained in the fact that there is a loose collaboration between the government and private organizations in the training of teachers. This implies that teachers lack the needed support for capacity building both from the government and principals and this may explain why this study pointed out that there is a low extent of principals' participation in capacity building for teachers for achieving the sustainable development goals of the UBE in Rivers State. This has a great implication on school administration and student's performance as lack of training for teachers can adversely affect their contribution to the education sector. The lack of support for capacity building may arise when principals are not getting returns from their investment in teacher's capacity building.

Lastly, the third finding of the study revealed that stakeholders contribute in funding public senior secondary schools for educational development in Rivers State to a moderate extent. Similarly, there is no significant difference in the mean scores of male and female respondents on the extent stakeholders participate in funding public senior secondary schools for educational development in Rivers State. Also, the finding revealed that there is no significant difference in the mean scores of male and female respondents on the extent stakeholders contribute in funding public senior secondary schools for educational development in Rivers State. This implies that funds are not adequately provided by stakeholders to meet school needs which has taunted educational development in Rivers State. This position agree with Okenwa and Igbo (2023), Okilo and Digha (2023), Nwosu (2021), Olatunbosun and Bayode (2021), Omede (2019) and Saidu (2019). These scholars' research findings establish that 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 public 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 finding of Nakpodia as



cited in Nwachukwu (2021) which showed that the government and relevant stakeholder have lived up to expectation by ensuring that secondary education goals in Nigeria is attained. The scholar reported that in bid of funding public 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 public 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.

## **VI. Conclusion**

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

## **VII. 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 public secondary schools in the provision of physical learning facilities that will enhance quality teaching and learning activities for educational development in the state.
2. Principals should improve in their administrative roles by soliciting the help of stakeholders to sponsor the teachers for capacity building programmes in order to be equipped for the task of implementing secondary.
3. 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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