

STAKEHOLDERS IN EDUCATION IN THE 21ST CENTURY

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Abstract

Stakeholders play an important role in education; they are the key element in education policy formation. Hence, school administrator needs to uphold stakeholder for rapid progress in educational development. This paper therefore examines the role of Stakeholders in education and national development, challenges and prospects in education and forms of education in Nigeria, Recommendation such as all stakeholders should work harder to see that education is given priority in every house hold in Nigeria, government should collaborate with non-governmental organizations (NGOs) in providing supportive measures for performing schools whose student performance excellently, schools' administrator should work in collaboration with all school alumina in order to assist in promoting and supporting some of the school projects.

Keywords: Stakeholders, Education,

Introduction

The involvement of stakeholders is a key element in education policy formulation. Involving stakeholders is recognized as an indicator of good administration of educational system, because the decision-making process requires active involvement of different elites ranges from civil servants, community leaders, professional and politicians. It is an old tradition for schools to depend solely on government for its existence; it is thereby involving romancing with the communities for socio-economic and partnership. Stakeholder involvement will ensure making of better policy in a real and technical sense, the expertise is on the field and so, their participation during the decision-making process will create a platform for the choice and implementation of policy. It is very important to have stakeholder's participation and involvement in education policy making for the successful implementation of school projects. The involvement of the broader community of the school improved communication and public understanding, it also allowed the incorporation of the perspectives, experiences and expertise of participating community members to improve the proposals, strategies or processes. This will lead to better academic performance and improve the school. When schools, parents, families and communities work together to support learning, students feel more encouraged, attend school more regularly and take part in higher-level programs. This involvement is the key to addressing school drop-out crisis and strong partnership fostering higher educational aspirations and more motivated students. Countries and governments prefer to work with stakeholders and interest groups to examine the benefits where stakeholders, policy makers and experts come together where they meet in the context of a formal advisory body. In this manner, consultation processes

become more transparent, and more efficient, which can give a boost to the development of the abilities of every learner (Saxene, 2014).

According to the Ministry of Education (2010), Stakeholders in education involves collaboration of people of interest in order to use their resources and helping them to work together to realize the goals. School manager looks for methods and ways that the ability of each individual in the society can contribute positively to the development of education. The head teacher is responsible for providing enabling school environment. The government has provided compulsory and free primary education for all, it is imperative that the school management involves all stakeholders in the decision making process, the government allocates every child in the public primary schools. The stakeholders in the education sector are concerned with the poor performance while the Ministry of Education is doing their best to solve the problem.

According to Dufur & Troutman (2013), the implementation of stakeholder involvement in school management practices is expected to enhance performance in the primary schools. The study worked on the establishment of stakeholders in education and how it influences academic excellence. There have been several studies on parents' social and cultural capital as significant components in determining children's educational outcomes. Edgerton & Roberts (2014) stated that social capital is the knowledge parents attain through relationships that provide information on resources available to support their children's academic progress, when families adhered to norms especially the value systems, the ways of thinking and modes of behavior which were considered acceptable in specific settings by the dominant culture their social capital increased, these families become familiar with how the school system worked and were able to access what they needed from the school system. They knew whom to contact when their children were having problems at school, they were assertive in school

According to Gaddis (2013), most studies agreed that school-based parental involvement in children's education had a generally positive outcome for student's achievement. However, while most indicated that it was school policy that needed to change in order to involve more parents and school policy means nothing unless it is backed up by action on the school's part to include parents and make them feel that their contributions are worthwhile. If parents themselves had faced negative experience in their schooling life, they may already have formed a negative view of schools. This type of parents may view their children's school as hostile territory. Mahmood (2013) stated that the barriers in way of parents' involvement can be classified into two forms; one is general and other is specific. Both forms of obstacles influence parental involvement. It is the teacher and administrators who can play a lead role in helping parents overcoming these obstacles. By opening communication and developing an open-door policy, parents will feel more welcome participation as stakeholder. Teachers also need to overcome their own assumptions about parents and help to foster an alliance with parents, the beliefs of teachers and administrators on parental involvement can have a vitalizing or demoralizing influence on school culture. When teachers' efforts to involve parents were unsuccessful their self-efficacy was impacted, and they questioned their ability to teach and connect with parents. Administrators have the potential to create partnerships between schools and home that value and accept parental involvement, a good administrators recognized that their definition of parental involvement differed from the diverse population they served and considered the cultures of parents and students when developing parental involvement programs.

Goodall & Montgomery (2014) stated that the teacher is a driving force in a child's attainment of educational success and that parents should be involved in their children's learning from the time children were learning to talk, walk, and learning how to interact with others.

Before a child enrolls in school, parents would have spent more than of 43,800 hours with their child, when a child starts school, the child spends 1,260 hours with an educator in comparison to the 7,490 hours spent with parents. So, the parental involvement before children entered school positioned children on an academic trajectory. The enduring influence of parental involvement should compel educators to involve parents early in students' education for optimal students' academic progress.

Stakeholders' impacts on education in Oyo state

There are various important stakeholders in education, some of which include;

School Governing Board (SGB): The Gbadegehin education reform in Oyo state, with gazette No 22 of 27th October, 2016 allowed the creation of School Governing Board, In order to make the students have access to good and quality Education in Oyo state government, through ministry Education, is pursuing policy reforms that enables the formulation of School Governing Board (SGB), which involves the inclusion of stakeholders, parents, students and old student to be inclusive in the founding of school, with SGB, this several enabling policies were formulated such as the School Governing Council, Parent Teachers Association (PTA), Student representative Council (SRC). SGB had been revised to better highlight the learner as the center of SGB practice; to encompass the diverse realities of learning contexts defined and uniquely occurring within specific geographic, social, cultural, economic, political, and environmental make-up of the contemporary society; to enhance commitment of education stakeholders at all levels to their responsibilities and accountabilities in realizing the education outcomes for children and to improve the school system's capacity (Department of Education, 2012). The SGB are making linkages with different school stakeholders, because different stakeholders are involve to ensure different responsibilities and roles, because an effective stakeholder strategy mitigates the risk of the challenges that schools face by ensuring that they have understood and responded to the needs of the stakeholders to make school plans to be successful, by developing a stronger and positive relationships with our stakeholders, starting from old student association, immediate community, national and global levels, the schools will greatly achieve a better delivery of primary outputs. The SGB also provide and renovate infrastructures in Oyo state school, the rebuilding and painting of collapsed fence at Olivet Baptist High School, Oyo, construction of 12 units of modern students at Anglican/ Methodist Secondary, Oyo. Provision of Teachers Furniture at AUD Grammar School, Opapa, Oyo, renovation of hall and 4 classrooms at Ikunsin Community High School of surulere Local Government, the SGB projects are spread across the state.

Old Students' Representative. The roles of students cannot be over emphasized in Oyo state education, this body link up with their school administrative webs to make some contributions to the schools or encourage the schools administration on some decisions that are positive to the smooth running of their schools. This job of this body is perceived in the school system such as in the structural development of the Alma Mater equally having a say in the school administration. Most old students who are in teaching service are assigned to head their Alma Mater, for these old students know the problems faced their school right from their student-hood. **ANCOPS:** This body is the umbrella body of the Teachers in Nigeria; they ensure good management school environment, human and infrastructure in their various schools.

Conceptual framework

Adesomowo & Olufunmlayo (2022), defines education as a process of acquiring knowledge, skills, values, and understanding through various formal and informal means. It is a lifelong journey that empowers individuals to develop their intellectual, social, and practical abilities, enabling them to participate in society, pursue their goals, and adapt to a constantly changing world. Education can take place in various settings, including schools, colleges, universities, workplaces, and even through self-directed learning, it includes the transmission of knowledge, skills, and behavior.

According to Asiru (2004) education is the totality of experiences that individual is exposed to in school and outside the school, to make them develop a rounded personality and to be useful to themselves and the society at large. Fafunwa (1977) described education as the aggregate of all the processes by which the child or young adult develops his abilities, attitudes and other forms of behavior, which are positive value to the society in which he lives majorly it is a process of transmitting his culture and values. Farrant (1982) identified three characteristics that distinguish true education from such things as role learning, purely mechanical training, indoctrination or brainwashing, in his submission ,the true education deals with knowledge that is capable of achieving a voluntary and committed response from the learners. It can leads to a quality of understanding that gives rise to new mental perspectives in the learners, Uses of methods that encourage the exercise of judgment by the learner and the use of his critical faculties and concluded that education can be regarded as the society's cultural reproductive system. Through education, society reproduces itself, passing on its main characteristics to the next generation. It is an essential process in human development. Education deals with the total process of human learning by which knowledge is imparted, faculties are trained and different skills are developed. Education is also defined as the act or process of educating or applying discipline on the mind or a process of character training. It is a dynamic instrument of change. Education is expected to affect or condition the social behaviour of the person being educated. Education is a life-long process which is always used to imply a positive state of mind. The main purpose of education is to develop the individual so that he can be useful to himself, his family and the society generally. Development in the case does not mean physical development that can always see but it is also includes intellectual and emotional development that manifest themselves in behavior and mental activities of the individuals.

Challenges of Education in Nigeria

Poor Education Policy Implementation

It has been argued by Anyakoha, (1994) and Obebe,(1983) respectively that education policies in Nigeria are written by knowledgeable writers who have foresight and believe strongly in what they write for the future but the problem comes at the implementation stage, Some factors responsible for smooth implementation of educational policies which result to poor quality delivery include understanding of education by government and imprudent utilization of available funds by implementation agencies, vice chancellors, rectors, provosts, deans of faculties, head of department etc.

Inadequate Funding

Ivara and Mbanefo cited in Asiyai (2005), posited that inadequate funding is the most critical challenge that has threatened the attainment of good quality education in Nigeria. Many

institutions in Nigeria are unable to build lecture halls, students' hostels, equip laboratories and workshops etc. This resulted from limited allocation of funds to education by Nigerian.

Lack of resources

Appreciable development in education depends on the quality and quantity of human and material resources put in place in institutions of learning. The lack of infrastructures such as constant electricity, science laboratories, libraries, students' hostels and workshops affect the quality of education.

Poor leadership and Corruption

Poor leadership of some Nigeria institutions' administrators has been a bane to the attainment of education development in Nigeria. The goals of education could not be achieved due to improper management of human and material resources for positive impact on productivity.

Lack of Information Communication Technology Facilities

Nigerian government adopted information communication technologies in all levels of higher education as part of her education reform to improve teaching and learning, enhance research and improve quality of education among others. But inadequate funds make ICT facilities lacking in higher institutions across the country.

Stakeholders in Education

The roles and involvement of stakeholders in education are to improve the school programs and infrastructure and to define their functions in order to improve the education Objectives and goals. The stakeholders in education are range from the teachers, students, parents, community, government, religious body, organizations, philanthropist and other foreign bodies etc.

Stakeholders and their roles

Stakeholders play various vital roles in the management and development of the education system in Nigeria. The stakeholders are classified into several groups, and their roles are according to classification and interest, here are some of the key stakeholders and their roles in education. They are the partners of the school leaders in making the schools conducive to teaching and learning. In designing the school improvement plan, stakeholders are members of the working committee who look into their involvement in making plans with the school to make the school conducive to learning. They are also responsible for the achievement of the learning outcomes through their active participation in school activities, programs and projects.

Teacher: Teachers promote learning, inspire students to bring out their best and help them become productive members of the community. It has been observed that some teachers are even more popular than others among students because of building good relationships with students, and by treating them with respect. However, this ideal situation would not be possible without the help and support of the stakeholders. Thus, a healthy relationship between the teachers and stakeholders is important, as this enables everybody to harmoniously work together, which has a positive impact on the development of students.

Government: The government at both federal and state levels is responsible for formulating education policies, plans and regulations to guide the education system. Funding and allocation of good budgets for education, provision of educational institutions, infrastructure development,

and teacher salaries. Government agencies are responsible for accrediting schools, monitoring education quality, and ensuring compliance with standards.

School Governing Board (SGB): School Governing Board was introduced by some states, a good example is Oyo state Government then, by Governor Ajimobi in 2016-19, the SGB composes of current head of students, old students, professionals and principals to fund schools through raising and sourcing of contributions from themselves and other people in the communities, and to collaborate the efforts of the ministry of education in ensuring quality education to the citizens. The involvement and partnership of pupils, parents, teachers, and the community is very evident in the present situation of many secondary schools in Oyo state, wherein projects are implemented through the collaborative efforts of SGB. Many school fences were constructed, classrooms were renovated, staff welfare improved, ICT centres were built, school buses were procured etc.

The alumni: The Alumni is also one of the major stakeholders in the schools, through them many laudable contribution were made, donation of furniture and laboratory equipment buses, classes were renovated, the ICT room was built, scholarship were given to indigent and brilliant students, the fence was renovated and made fascinating to the students, the case of Olivet Height school, Oyo. Students are the primary beneficiaries of education and play a central role in their own learning process by engaging actively in classroom activities and study they provide valuable feedback to educators and policymakers on the effectiveness of teaching methods and the curriculum. Parents and Guardians Support their children's education by ensuring attendance, providing a conducive study environment, and participating in school activities and Advocate for improved educational facilities and resources in their communities.

Local Communities: Local communities can be involved in school management, decision-making, and resource mobilization for school improvement and provide a moral support to students and schools.

Non-Governmental Organizations (NGOs): Non-Governmental Organization advocates for educational reforms, equitable access and improved education quality create supplementary Programs and provide supplementary educational programs, resources, and scholarships to deserved students.

Private Sectors: private companies may invest in education by establishing private schools, offering scholarships, or supporting educational initiatives. They also provide job, they employ graduates, making them stakeholders in the preparation of a skilled workforce.

Academia and Researchers: Academics and researchers conduct studies to identify best practices, assess educational outcomes, and contribute to curriculum development. Teacher Training, are involved in training and professional development programs for teachers, Teacher Unions and Associations, the organizations advocate for teachers' rights, improved working conditions, and better terms of employment.

Professional Development: Professional development entails provision of training and resources to enhance teacher skills.

International Organizations: International organizations like UNESCO, the World Bank, and UNICEF provide financial and technical assistance for education programs, especially in developing countries like Nigeria. They offer expertise and best practices to aid in education reform efforts

Students' Associations and Unions: these groups advocate for student rights, welfare, and educational quality.

Civic Engagement: Civic engagement encourages students to be engaged in the education sector and in broader social and political issues.

Media Awareness and Accountability: Media Awareness and accountability outlets inform the public about educational issues, putting pressure on stakeholders to address shortcomings and promote transparency.

Religious and Traditional Leaders: Religious and traditional leaders can promote the value of education within their communities, encouraging parents and students to prioritize learning; they collaborate and coordinate other stakeholders for addressing the challenges in the Nigerian education system. Each stakeholder's role is interconnected and vital in shaping the future of education in the country

Conclusion

Education is the driving instrument for rapid development of any nation to develop economically and technologically, education shouldn't be left in the hand of the Government alone rather all stakeholders should jointly takes responsibilities. According to Morrison (2017), education is universally seen as a tool for social, political, scientific and technological development and based on this fact; no society can afford to play with the education of it citizens as this could result in a low rate development, but if education is given favorable attentions by all stakeholders, challenges and problems will be drastically reduced within a short period.

Recommendations

In view of the above discussion, it is recommended that:

- All stakeholders should work harder to see that education is given priority in every house hold in Nigeria.
- Government should collaborate with non-governmental organizations (NGOs) in providing supportive measures for performing schools whose student performance excellently.
- Schools' administrator should work in collaboration with all school alumina in order to assist in promoting and supporting some of the school projects.
- Parents teachers Association intake should also be allowed in the school project, such as donations of school bus and payment of salary of part time staff
- Stakeholder should be considered in the planning, organization of the policy and implementation.

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