

STAKEHOLDERS' RELATIONSHIP AS A PREDICTOR OF PUBLIC SECONDARY SCHOOLS' EFFECTIVENESS IN OSUN STATE, NIGERIA

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Abstract

The study examined stakeholders' relationship as a predictor of public secondary schools' effectiveness in Osun State, Nigeria. Descriptive research design of survey type was used. The population of the study consisted of 3,932 teachers in the entire 392 public secondary schools in Osun State, Nigeria. A total of 450 respondents made up the sample in the study. Stakeholders' Relationship Questionnaire (SRQ) and "Students' Academic Performance Proforma (SAPP) were used to collect data. Pearson Product-Moment Correlation Statistic was used to test the hypotheses. The findings of the study revealed that there was a significant relationship between stakeholders' relationship and public secondary schools' effectiveness in Osun State, Nigeria. The study concluded that stakeholders' relationship plays a significant role in enhancing public secondary schools' effectiveness in Osun State. It was recommended that stakeholders should always maintain friendly interaction among one another, in order to create mutual and enabling environment that would continually enhance school effectiveness.

Keywords: Stakeholders' Relationship, Parents, Teachers, Students, School Effectiveness

Introduction

Stakeholders occupy important position in the education system. In fact, it should be noted that for the goals of the education enterprise to be properly achieved, the stakeholders such as teachers, parents, students, managers, government and students have to operate on a cordial relationship. According to Sulyman (2020), stakeholders in education refer to a group of people who have specific and cogent roles to perform towards the educational success. In education industries, stakeholders include parents, students and management team operating within the schools, Old Students' Associations/Alumni, non-governmental organisations, industries, teaching and non-teaching staff and government. Salako (2018) stated that stakeholders in education are the pillars which determine its survival. Considering the importance of stakeholders, there is need for mutual relationship among them to enhance school effectiveness. Ndifon et al. (2021) elucidated that stakeholders are individuals or institutions that have important roles to play in the implementation of school curriculum. These stakeholders include the government, school administrators, teachers, parents, students, corporate organisations and the likes. However, it is important that these stakeholders mutually interact, in order to share ideas on how to ensure effectiveness of schools. Duke and Gansneder (2020) believed that relationship among the stakeholders in education is very important for the purpose of achieving success in instructional policies and school discipline, resolving learning problems; and administrative issues such as setting school goals, recruitment of staff, allocation of

budget and evaluation of teachers. It is through this relationship that school effectiveness could be realised. Van Beck (2021) maintained that smooth relationship among the stakeholders in education could bring about adequate provision of funds to support students and development of meaningful relationships between and among one another, thereby fostering school effectiveness

Tyagi (2019) elucidated that school effectiveness refers to the extent to which a school has realised its stated goals. That is the extent to which a school has achieved appreciable students' academic performance over a period of time. Zwalchir (2018) maintained that attainment of school effectiveness could be determined by the kind of relationship among the stakeholders in education. Osuji (2016) believed that effectiveness of school could be based on staff and students' discipline, climate, mutual relationship among school members, students' academic performance and the likes. Kenayathulla and Hoque (2021) stated that an effective school is the one that promotes the progress of its learners in intellectual, social and emotional outcomes. Akay and Akpay (2016) stated that effective schools are the ones which achieve higher than expected in academic subjects and in personal and social development of the students. In this study, the stakeholders' relationship considered were principal-teacher relationship, parent-teacher relationship, and teacher-student relationship.

According to Wilfred (2022), office of the principal is essential to the accomplishment of secondary school goals in Nigeria. As such, the school principal needs to always maintain a good relationship with his or her teachers, for the school goals to be achieved. Stanly (2016) asserted that no matter the adequacy of educational resources such as qualified teachers, laboratories, tables and chairs, textbooks, internet facility, classrooms, library and computers provided in a school; if the principal is deficient in building mutual relationship with teachers, actualization of school effectiveness might not be achieved. Michael (2020) believed that one of the factors responsible for the poor effectiveness in public secondary schools in Nigeria could be poor relationship between principals and teachers. Vinackle (2020) stated that if there is a peaceful relationship between the principal and the teachers in a school, the first would find it easy involving the latter in the process of making decisions for school. This is a way by which principals can motivate teachers towards effective performance of their job in a way which would lead to actualisation of school effectiveness.

According to Ukeje et al. (2019), parent-teacher relationship brings about fruitful interaction between parents or guardians of children and teachers and this goes a long way in enhancing school effectiveness. Wilfred (2022) maintained that through parent-teacher relationship, parents are able to have meaningful participation in the management of schools, thereby bringing about positive contribution or influence towards enhancing effective management, necessary for achieving the school effectiveness. Marzano (2018) stated that the relationship between parents and teachers is very vital to the achievement of school goal in transmuting students to productive citizens that would explore their talents, knowledge and skills to sustain themselves; and help other members in the society to become productive and contribute their quota towards the development of the society. Bacolod and Tantiado (2022) maintained that shared responsibility in students' education via collaboration of purpose between parents and teachers would help in achieving an inclusive goal of

helping students to succeed in school academically. Adewale (2018) believed that teachers and parents are important stakeholders in education. Therefore, the nature of relationship which exists between the two stakeholders could determine school effectiveness.

Abiola (2021) stressed that teacher-student relationship refers a mutual interaction between teachers and students. This is very important because frosty relationship between teachers and students would not help enhance school effectiveness. Dada (2021) asserted that students who have positive relationship with their teachers use them as a secure base from which they can explore in the classroom and improve themselves academically. Conversely, poor relationship between teachers and students could hinder school progress in teaching and learning. Gabriel (2022) opined that improved students' relationship with teachers is an essential support for learning and it has important implications on students' academic development which is a measure of school effectiveness. Salako (2018) posited that if a student feels a personal connection to a teacher, the student is likely to develop a great interest in what the teacher teaches, thereby enhancing school effectiveness. Duke and Gansneder (2020) stated that students and teachers need to appreciate each other so as to maintain smooth relationship which would make the process of teaching and learning a funfair for students to easily gain in classroom and perform excellently.

Statement of the Problem

Ineffectiveness of the public secondary schools in Osun State in terms of poor students' academic performance has been a great concern to the stakeholders in the education sector such as parents, members of the public and the government. According to Tyagi, (2019), Nigerian public secondary schools have been characterized with ineffectiveness (poor students' academic performance) and this could be due to some factors, among which is associated with the stakeholders such as principals, teachers, parents, government and students. Dada (2021) asserted that poor students' academic performance in Senior School Certificate Examinations in Nigeria is a justification for ineffectiveness of secondary schools in the country.

Some scholars had worked on the variables related to this study. For instance, Kalagbor (2015) carried out a study on the analysis of factors influencing students' academic performance in public and private secondary schools in Rivers State-Nigeria. Akinsolu (2020) conducted a study on teachers and students' academic performance in Nigerian secondary schools: Implications for planning. Dada (2021) examined teacher-student relationship and school effectiveness in secondary schools in Plateau State, Nigeria. Hassan, et al. Bakari (2021) examined the influence of principal and parental relationships on teachers' job performance in senior secondary schools in Adamawa State, Nigeria. However, none of these previous studies focused on stakeholders' relationship as a predictor of public secondary schools' effectiveness in Osun State, Nigeria; hence, this study filled the gap.

Purpose of the Study

The purpose of the study were to:

- i. Examine the relationship between stakeholders' relationship and public secondary schools' effectiveness in Osun State;

- ii. Determine the relationship between principal-teacher relationship and public secondary schools' effectiveness in Osun State;
- iii. Assess the relationship between parent-teacher relationship and public secondary schools' effectiveness in Osun State; a
- iv. Investigate the relationship between teacher-student relationship and public secondary schools' effectiveness in Osun State.

Research Hypotheses

The following hypotheses were formulated to guide the study.

- Ho₁: There is no significant relationship between stakeholders' relationship and public secondary schools' effectiveness in Osun State.
- Ho₂: There is no significant relationship between principal-teacher relationship and public secondary schools' effectiveness in Osun State.
- Ho₃: There is no significant relationship between parent-teacher relationship and public secondary schools' effectiveness in Osun State.
- Ho₄: There is no significant relationship between teacher-student relationship and public secondary schools' effectiveness in Osun State.

Methodology

Descriptive research design of survey type was adopted for the study. Manjunatha (2016) saw descriptive research as the type of research which gives description of the characteristics of a phenomenon of population that is being studied. The description could be done via the use of questionnaire or other means for data collection. The researchers used this research design for this study because it described the situation of stakeholders' relationship and public secondary schools' effectiveness in Kwara State. The population of the study consisted of 3,932 teachers in the entire 392 public secondary schools in Osun State, Nigeria. There were 10 local government areas in each of the senatorial districts in the state. Random sampling technique was used to select three local government areas from each of the three senatorial districts in the state to make a total of nine used for the study. Five public secondary schools were randomly selected from each of the local government areas to make a total of 45 schools while 10 teachers were randomly selected from each of the sampled schools to make a total of 450 respondents

The study used researcher-designed questionnaire titled "Stakeholders' Relationship Questionnaire" (SRQ) and "Students' Academic Performance Proforma" (SAPP) to collect data for the study. SRQ was used to collect information on stakeholders' relationship in the areas of teacher-student relationship, parent-teacher relationship and principal-teacher relationship while SAPP was used to collect students' results in Mathematics and English language in WASSCE from 2020 to 2023. Validity of the instrument was ensured by presenting its draft to three experts in the field of Educational Management and Test and Measurement. Reliability of the instrument was carried out and analysis of the collected data through Cronbach's Alpha yielded coefficient of 0.82. The high coefficient value of 0.82 signifies that the instrument was reliable and could be used for the study. Out of the 450 copies of the questionnaire distributed, only the 427 returned were used for analysis.

The researchers used four research assistants during the process of data collection from the participants. All the research assistants were given adequate training on how to approach the school principals for data collection. The researchers and the research assistants visited the different sampled schools. A copy of SRQ administered to each participant was collected back immediately after filling. Copies of SAPP were given to the school principals to supply students' academic performance. The principals were implored to get it ready not later than two weeks and they all complied. Pearson Product-Moment Correlation Statistic was used to test the hypotheses.

Results

Hypothesis One: *There is no significant relationship between stakeholders' relationship and public secondary schools' effectiveness in Osun State.*

Table 1: *Stakeholders' Relationship and Public Secondary Schools' Effectiveness in Osun State*

Variable	N	\bar{X}	SD	Cal. r-value	p-value	Decision
Stakeholders' relationship	427	2.86	1.30			
				.611	.002	Ho ₁ Rejected
School Effectiveness	427	2.62	1.05			

Table 1 shows the calculated r-value (.611) while the p-value (.002) is less than the significance level (0.05). Hence, hypothesis one is rejected. This shows that there was a significant relationship between stakeholders' relationship and public secondary schools' effectiveness in Osun State.

Hypothesis Two: *There is no significant relationship between principal-teacher relationship and public secondary schools' effectiveness in Osun State,*

Table 2: *Principal-teacher Relationship and Public Secondary Schools' Effectiveness in Osun State*

Variable	N	\bar{X}	SD	Cal. r-value	p-value	Decision
Principal-teacher relationship	427	2.96	1.38			
				.589	.004	Ho ₂ Rejected
School Effectiveness	427	2.62	1.05			

Table 2 shows the calculated r-value (.589) while the p-value (.004) is less than the significance level (0.05). Hence, hypothesis two is rejected. This shows that there was a significant relationship between parent-teacher relationship and public secondary schools' effectiveness in Osun State.

Hypothesis Three: *There is no significant relationship between parent-teacher relationship and public secondary schools' effectiveness in Osun State.*

Table 3: *Parent-teacher Relationship and Public Secondary Schools' Effectiveness in Osun State*

Variable	N	\bar{X}	SD	Cal. r-value	p-value	Decision
Parent-teacher relationship	427	3.22	1.41	.620	.021	Ho ₃ Rejected
School Effectiveness	427	2.62	1.05			

Table 3 shows the calculated r-value (.620) while the p-value (.021) is less than the significance level (0.05). Hence, hypothesis three is rejected. This depicts that there was a significant relationship between parent-teacher relationship and parent-teacher relationship and public secondary schools' effectiveness in Osun State.

Hypothesis Four: *There is no significant relationship between teacher-student relationship and public secondary schools' effectiveness in Osun State*

Table 4: *Teacher-student Relationship and Public Secondary Schools' Effectiveness in Osun State*

Variable	N	\bar{X}	SD	Cal. r-value	p-value	Decision
Teacher-student relationship	427	2.39	1.11	.677	.011	Ho ₄ Rejected
School Effectiveness	427	2.62	1.05			

Table 4 shows the calculated r-value (.677) while the p-value (.011) is less than the significance level (0.05). Hence, hypothesis four is rejected. This means that there was a significant relationship between teacher-student relationship and public secondary schools' effectiveness in Osun State.

Discussions

The findings of the study revealed that there was a significant relationship between stakeholders' relationship and public secondary schools' effectiveness in Osun State. This finding supports the finding of Gabriel (2022) which revealed that there was a significant relationship between

stakeholders' relationship and school effectiveness in secondary schools in Kano State, Nigeria. This finding agrees with the submission of Duke and Gansneder (2020) that cordial relationship among the stakeholders in education is very important. If the stakeholders are cordially relating, it would create different opportunities for the school and this would go a long way in enhancing effectiveness.

The findings of the study showed that there was a significant relationship between principal-teacher relationship and public secondary schools' effectiveness in Osun State. This finding corroborates the finding of Abiola (2021) which revealed that there was a significant relationship between principal-teacher relationship and school effectiveness in secondary schools in Lagos State. This finding is also in line with the position of Wilfred (2022) that office of principal is very key to the realisation of secondary school goals. As such, a school with the principal without a strong relationship with teachers might not be able to achieve much effectiveness.

The findings of the study revealed that there was a significant relationship between parent-teacher relationship and public secondary schools' effectiveness in Osun State. This finding is in consonance with the finding of Abiola (2021) which revealed that there was a significant relationship between parent-teacher relationship and school effectiveness in secondary schools in Lagos State. In addition, this finding is in tandem with the position of Monday (2020) that the essence of parent-teacher relationship is for providing a platform for parents or guardians and teachers to discuss issues affecting students and other aspects of school, in order to achieve effectiveness.

The findings of the study revealed that there was a significant relationship between teacher-student relationship and public secondary schools' effectiveness in Osun State. This reveals that if there is a mutual relationship between teachers and students, it would help facilitate realization of school effectiveness. This finding agrees with the finding of Egbokhan (2016) that there was a significant positive relationship between teacher-student relationship and school effectiveness in Lagelu Local Government, Oyo State. This finding corroborates the finding of Dada (2021) which revealed that there was significant relationship between teacher-student relationship and school effectiveness in secondary schools in Plateau State, Nigeria.

Conclusion

Based on the findings of the study, it was concluded that stakeholders' relationship plays a significant role in enhancing public secondary schools' effectiveness in Osun State. Principal-teacher relationship helps to achieve public secondary schools' effectiveness in Osun State. Parent-teacher relationship is a great tool enhancing public secondary schools' effectiveness in Osun State. Smooth relationship between teacher and students assists in actualising public secondary schools' effectiveness in Osun State, Nigeria.

Recommendations

Based on the findings and conclusion of the study, it was recommended that:

- i. Principals, teachers, students and parents should always maintain friendly interaction among one another, in order to create mutual and enabling environment that would continually enhance school effectiveness;
- ii. Principals should always ensure that healthy relationship exists between the teachers and them, so as to give teachers high level of motivation to contribute to the actualisation of school effectiveness;
- iii. Parents and teachers should persistently operate in a mutual atmosphere which would make them build a sustainable synergy on the care of students, in order to help the schools to actualise effectiveness.
- iv. Teachers should always maintain mutual relationship with students, so as to make students develop good feeling for them, thereby enhancing their seriousness which would facilitate actualisation of school effectiveness.

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