



STAKEHOLDERS' PARTICIPATION IN THE EFFECTIVE ADMINISTRATION OF TERTIARY EDUCATION IN TARABA STATE, NIGERIA

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Abstract

The paper investigated Stakeholders Participation in the Effective Administration of Tertiary Education in Taraba state, Nigeria. The variables selected for the paper include level of participation of civil servants and community leaders in the effective administration of tertiary education in Taraba State. Two research questions were formulated. The design adopted for the paper was descriptive survey research design. The population of the paper is 1,579 Academic staff and 2,485 senior non-academic staff, totaling 4,064 staff in 2023/2024 session. Multi-stage sampling was used to select the sample size of 364 respondents which constitute 14.79%. Stratified random sampling technique was used to determine the sample size for each category of the respondents (Academic and senior non-academic staff). The research instrument used was a questionnaire tagged "Stakeholder's participation in the effective administration of tertiary education in Taraba State questionnaire" (SPEATETSQ). Mean and standard deviation was used in analyzing the data collected. The findings of the paper revealed that participation of civil servants and community leaders in the effective administration of Tertiary Education. Therefore, Tertiary Education enrolment is related to or influenced by the government policy, thus whenever there is an imbalance in the community support to tertiary education programme, the enrolment into the programme will decline. The paper recommends that: Policy Makers of the States should develop comprehensive policies that address learning in a wide range of spheres, including the economic, political, social, cultural, technological and environmental. Policy Makers of the States should develop inclusive policies that address the learning needs of all tertiary institutions by providing equitable access to learning opportunities.

Key words: Stakeholders, Participation, Effective Administration, Tertiary Education

Introduction

The development of quality education in any given school cannot be a monopolized but rather a process that required a hand-in-hand work with various well-meaning individuals who are expected to complement and supplement each other in achieving the desired educational goals for the benefit of learners and society at large (Livala, et al., 2023). The importance of stakeholders' participation in tertiary education system cannot be ignored as undeniably they contribute significantly in developing the personality and career of learners and all the various components of learners particularly in improving their academic performance. A stakeholder is seen as any individual, who has vested interest in an organization and can either influence or be influenced by the operations of the organization (Chen, 2019).



The National Policy on Education FRN (2014) declare that, education stakeholders are often viewed as important contributory factors of ensuring educational quality as well as its development. Citizen participation is essential in facilitating and transforming the workings of government and education is not an exception in this trend as education is no longer the responsibility of any government alone. This in essence indicates that to attain the objectives of education and reap its benefits, a well-designed formulated policy must be fully implemented and that relevant stakeholders must come together and contribute their own quota especially through participatory decision-making.

Stakeholders' engagement has become a highly visible issue in higher education governance. Stakeholders are invited to make advise on national policies and supranational initiatives they are expected to serve in university boards and other advisory bodies Stensaker and Vaba (2013), and their input is recommended for curriculum development and quality evaluation Diamond (2018). Stakeholders in education are those who has an interest in the success of a school or school system. According to Livala, et al. (2023), they are the parties that are either directly or indirectly affected by the success of an education system ad these includes government officials, school board members, administrators, and teachers, Parents, students and the community. For any meaningful participation to exist within the school system, an effective communication and collaboration with the entire relevant stakeholder is key.

It has been observed that there is a list relevant to most universities around the globe to ensure stakeholders' participation. For students, the area they rated as most important was the quality of the academic staff and the teaching-learning experience. They expected academics to be knowledgeable and up-to-date in their disciplines and able to deliver content that was relevant to the real world in an engaging and motivating way. For staff, the area they rated most highly was the quality of students coming into the university. They expected the standard of entry to be at least comparable to other universities in their region and highlighted the significance of prospective students having the requisite good literacy standards. For industry and community groups, the quality of the courses being delivered was rated highest, with particular reference to ensuring the curriculum is reviewed regularly to keep it contemporary. They were also vocal about the importance of embedding graduate attributes alongside knowledge learning outcomes and providing students with multiple work-based learning opportunities. For ministry officials, there was no single most important area highlighted. All five areas were seen as equally significant and interrelated. Understandably they emphasised the role the university must play in helping meet the challenges of the country and commented on the importance of research in doing this and in developing an identity for the university. They expected the university to provide leadership and develop the country's talent.

With SBM, several enabling policies were formulated such as the School Governing Council (SGC); conduct of Assessment of Level of Practice; School Improvement Planning (SIP); and reporting of accomplishments through School Reports Cards (SRCs). to encompass the diverse realities of learning contexts defined and uniquely occurring within specific geography, social, cultural, economic, political and environmental make-up of the contemporary society; to enhance commitment of education stakeholders at all level of their responsibilities and accountabilities in realizing the education outcomes for children; and to improve the school system's capacity to be on track in achieving the Education for All/ Millennium Development Goals and sustain good performance Josylin (2012).

Statement of the Problem

Increased stakeholder involvement in school administration worldwide and in academic discourse is a current phenomenon in many countries including Nigeria, looking at the issues bedevilling the tertiary education Nigeria in particular. However, it is imperative to find out whether this trend is observable in the governance of tertiary schools in Taraba State, it is timely also to find out whether the implementation of participatory school management practices can be an instrument in creating conducive conditions for improvement of academic administration. There is little empirical evidence to show whether these participatory management outcomes experienced elsewhere are also realized in tertiary education in Taraba State considering the low level of administration. In the last ten years, the federal government has increasingly stressed the importance of higher education's openness to society. From its point of view, a maximum amount of autonomy must be granted to each university and college in order to make them strong enough to take part in international competition Heffen (2022). As a counterpart, each institution must accept government control of the quality of its courses (Verhoeven & De Wit, 2021). Responsiveness to society has thus become a key element in assessing the quality of higher education this means that the role of (external) stakeholders in



higher education is really becoming more important. Looking at the nature of tertiary education in Taraba state it seems the stakeholders are ineffective in term of participation in tertiary education in the state. It is against this background that the researchers intend to investigate stakeholder's engagement both conceptually and empirically in the administration of tertiary education in Taraba state Nigeria

Research Questions

The following research questions have been posed to guide the paper.

- i. To what extent does civil servants participate in the effective administration of tertiary education in Taraba State?
- ii. To what extent does community leaders influence the effective administration of tertiary education in Taraba State?

Methodology

This paper adopted a descriptive survey design research design, utilizing quantitative approaches. Ajai & Amuche (2015) asserts that descriptive survey research provides information about conditions, situations and events that occurred in the present it uses questionnaire for data collection. Random sample is taken from a well-defined population, data is collected from the sample, statistic is calculated from the data and the statistic is used to estimate the true parameter in the population. The population of this paper comprises of Academic and senior non-Academic staff of Tertiary institution in Taraba State. Available data from Taraba State Mass Literacy Education Board Jalingo (TSMEB) has revealed that there are ten (10) tertiary institutions in the state with a total number of four thousand and sixty-four (4,064) staff. From this figure there are one thousand five-hundred and seventy-nine (1,579) Academic staff, and two-thousand four hundred and eighty-five (2,485) senior non-academic staff in the ten tertiary institutions in the state for the 2022/2023 multi-stage sampling was used to select the sample size for the paper, in the first stage, Taro Yamane's (1976) formula for determining sample size was used, to obtain a total of three hundred and six (364) respondents as the sample size of the paper which represent 14.79% of the entire population.

Instrumentation

The instrument used for data collection in this paper is self-structured questionnaire comprises of twenty-eight (28) items entitled "stakeholder's participation in the effective administration of tertiary education in Taraba state." Tagged (SPEATETSQ). designed by the researchers consisted of two sections, A and B section. A consisted of the essential bio-data of the students' section B contained the items which sought respondents' views and opinions the instrument was validated by three (3) experts, one from Measurement and Evaluation, one from Science Education and one from Educational Administration and Planning, Faculty of Education all from Taraba state university. The experts thoroughly read through the instruments, make corrections and suggestions. The observations form the basis for modification of the questionnaire items. The expert made corrections and suggestions which formed the basis and modification of the instrument. pilot test was carried out to pre-test the research instruments. This was done with a view to further validate and ensure that the instrument are suitable to elicit responses from the respondents. A pilot test was carried out in two institutions in Adamawa State. The researcher together with the help of research assistants engage in the exercise of delivering the instruments to SS II students as respondents. This exercise lasted for eight weeks.

Descriptive statistics of means and standard deviations were used in this paper. In order to measure the degree of the Assessment of guidance services in vocational awareness among senior secondary school students in education zone. The chi-square Goodness – of – fit was used. The chi-square was used because both variables are categorical and there is need to compare the observed frequencies with the expected frequencies chi-square is a method used in statistics that calculates the difference between observed and expected data values.

Research question one

To what extent does civil servants participate in the effective administration of tertiary education in Taraba State?



Mean and Standard Deviations Ratings of Civil Servants' Participation in the Effective Administration of Tertiary Education in Taraba State

S/N	Statement	Mean	SD	Remark
1.	Civil servants actively participate in tertiary education development through donation.	2.09	1.10	ME
2.	Most of the schools plant in tertiary institutions are from civil servants' donation.	1.95	1.04	LE
3.	Civil servants do call meetings to hear the voice of the masses regarding issues related to tertiary education	1.98	1.04	LE
4.	Nigerian Labour Congress of Taraba state chapter is participating actively in education particularly the tertiary educations.	2.00	1.03	LE
5.	Various unions of civil servants are given scholarship to deserving students of tertiary education.	1.78	0.89	LE
6.	Civil servants approve schools budget and paid the schools fees for disabled ones	1.68	0.97	LE
7.	Civil servants prepare and submit timely programme report to proprietors	2.08	1.01	ME
Grand Mean		1.94	0.15	LE

Source: Field Survey, 2024

Key: ME Moderate Extent: LE Low Extent

Results of Table 1 show the mean and standard deviation scores of the rating items on civil servants' participation in the effective administration of tertiary education in Taraba State. The results show that civil servants actively participate in tertiary education development through donation. The results also show that civil servants participate through preparing and submitting timely programme reports to proprietors. Only two items (1 and 7) show moderate extent of participation by civil servants. The rest of the items have mean rating scale above 2.01 indicating low extent of participation in the effective administration of tertiary institution in Taraba state. The grand mean (1.94) shows a low extent of participation by civil servants in the effective administration of tertiary institutions in Taraba State. The standard deviation scores on all the items are relatively low, a situation which suggests that the respondents are not too far from each other in opinion.

Research Question two

To what extent do community leaders influence the effective administration of tertiary education in Taraba State?

Mean and Standard Deviations Ratings of Community Leaders Influence the Effective Administration of Tertiary Education in Taraba State

S/N	Statement	Mean	SD	Remark
1.	Community leaders participate in tertiary institution in Taraba state.	2.27	1.05	ME
2.	Community leaders help schools' administrators on issues related to security challenges in tertiary education.	2.30	1.00	ME
3.	The school land was freely given to the school proprietors by the community	1.97	0.95	LE
	Community leaders help in drawing attention of the needs for accountability in management	2.08	1.05	ME
4.	Community leaders share and analyse systematic issues concerning tertiary institutions	2.05	1.08	ME
5.	Community leaders participate in school related issues.	2.08	0.99	ME
6.	Community leaders are involved in appointments of staff personnel.	1.75	0.99	ME
Grand Mean		2.07	0.19	ME

Source: Field Survey, 2024

Key: ME Moderate Extent: LE Low Extent



Results of Table 2 show the mean and standard deviation scores of the rating items on community leaders' participation in the effective administration of tertiary education in Taraba State. The results show that for all the items, except item number 3, show a moderate extent of community leaders' influence in the effective administration of tertiary institution in Taraba state. The grand mean (2.07) also affirms a moderate extent of community leaders' influence in the effective administration of tertiary institutions in Taraba State. The standard deviation scores on all the items are relatively low, a situation which suggests that the respondents are not too far from each other in opinion.

Discussion of Findings

Mean and standard deviation were used to answer all the four research questions on the independent variables on stakeholder's participation in the effective administration of tertiary education in Taraba state, Nigeria Discussion of findings are summarized in the four items below;

The mean and standard deviation scores rating items on the level of participation of civil servants in the effective administration of tertiary education in Taraba State is significant all the items have mean rating score above the average mean including grand mean, the grand mean for the ten items is above criterion mean which indicate that the respondents perceived that the level of participation of civil servants in the effective administration of tertiary education in Taraba State is encouraging.

The present paper supports the findings of Paul (2015), who examines the role of "management in educational policies in Nsukka Education Zone, Enugu state Nigeria the result reveals that poor attitudes of civil servants and shortage in facilities supply is an impediment to the success of implementation of policy on primary education matters.

Nevertheless, the findings are in agreement with the work of Hassan (2016), conducted a research on the "Importance of management on implementation of school programme and civil servant's participation in schools". In Niger state, Nigeria. The researcher found out that management plays an important role in the coordinating, implementing and supervising of programmes and policies in schools especially civil servants' participation.

The mean and standard deviation scores of the rating items on community leaders' participation in the effective administration of tertiary education in Taraba State. The results show that for all the items, except item number 3, show a moderate extent of community leaders' influence in the effective administration of tertiary institution in Taraba state. The grand mean (2.07) also affirms a moderate extent of community leaders' influence in the effective administration of tertiary institutions in Taraba State. The standard deviation scores on all the items are relatively low, a situation which suggests that the respondents are not too far from each other in opinion.

The paper is in agreement with the paper conducted by Nazeef (2021), undertook a research on "resources maintenance in tertiary education" in Kebbi State Nigeria, the findings of the paper shows that poor maintenance of the available educational resources in by community members in schools is a very big bottleneck to the success of implementation of educational policies.

Notwithstanding the finding of this paper is not contrary to the findings of Arubayi (2021) conducted a paper to examine the problems of tertiary education in Anambra State, Nigeria. The findings revealed that in the staff perception, the problems of tertiary education include negative attitudes and lack of confidence among the community members and instructional impediments ranging from inadequate support from the individual and NGOS, inappropriate methods in the curriculum, lack of pedagogical skills among lecturers and lack of funds and failure of lecturers to improvise and utilize instructional materials.

The findings of this paper contradicts the findings of Chibuzor (2017), conducted a paper on problems militating against tertiary institution in Oshimili south local government area, Delta State. Results of data analyzed revealed that lack of community support to high education, instructional material and learners' interest are some of the problems militating against the high institutions.

The mean and standard deviation scores of the rating items on parents' participation in the effective administration of tertiary education in Taraba State. All the items including the grand mean show a moderate extent of parents' participation in the effective administration of tertiary institution in Taraba state. The standard deviation scores on all the items are relatively low, a situation which suggests that the respondents are not too far from each other in opinion.

The finding of this paper is in agreement with the findings of Omolara and Adebukola (2015), conducted a paper to examine and evaluate the contribution of stakeholders in tertiary institutions in Osun



state. It is evident that parents had negative attitudes towards tertiary institution particularly the female students. Therefore, stakeholders in education should see to motivating the subject teachers to teach their courses effectively and efficiently to arouse civic consciousness in the youth who will be our future leaders. It was concluded that attitudes are irregularities in attending meeting by parents, poor community leader's support, monotony in the leadership, and lack of enthusiasm. In the same vein, the reasons which pre-disposes them poor attitudes towards female education in high institution poor support from the students' parents, lack of motivation and job satisfaction, poor attitudes of students towards learning, poor social status, inadequate government support, lack of relevant and up to date teaching and learning materials, low level of instructional supervision and delay in the payment of their salaries.

The findings of this paper is not contrary to the findings of Adu (2015), carried out to find out the relationship between how students perceive their parents in respect of tertiary education, communication ability, use of 'appropriate instructional method and teachers' classroom management skills and students' attitude towards tertiary educations. Findings show that the way students' perceive their parents' participation in their education influencing student's achievements when the students' perception of their teachers' characteristics is low, hence students' attitude towards their parent participation tends to be negative. The findings of this paper is in accordance with that of Olumukoro (2015), The paper revealed that for Nigeria to catch up technologically with the advanced countries that enjoy buoyant economy, she must have workers that are well trained and well-motivated by both parent and government

Conclusion

In conclusion, stakeholders participation in the effective administration of Tertiary education in Taraba State, Nigeria the research work contends that government who has continued to be the main financier of tertiary education in Nigeria has not been able to meet the demands of university education systems in the state and the country at large. Government alone cannot continue to fund tertiary education. Attainment of quality university education can be achieved by collaboration of universities with industries in research and development activities. The industries can assist by financing universities in research or training students in practical areas required by the industries.

Recommendations

The implication of the results of this paper and associated recommendations with respect to effective administration is as follows: Policy Makers of the States should develop comprehensive policies that address learning in a wide range of spheres, including the economic, political, social, cultural, technological and environmental. Policy Makers of the States should develop inclusive policies that address the learning needs of all tertiary by providing equitable access to learning opportunities, and differentiated strategies without discrimination on any grounds.

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