Direct Research Journal of Education and Vocational Studies
Vol. 5(5) Pp. 26-34, August 2023
ISSN: 2734-2174
DOI: https://doi.org/10.26765/DRJEVS15190287
Article Number DRJEVS15190287
Copyright © 2023
Author(s) retain the copyright of this article
This article is published under the terms of the
Creative Commons Attribution License 4.0.
https://directresearchpublisher.org/drjevs/

Communication and Participation of Stakeholders in the Management of Education in Nigeria

Livala, Sunsuwa Dauda[1]*, Omikpa, Famous Sunday[2] and Eseyin, Adekunle Benjamin[2]

[1]Department of Physical and Health Education, Faculty of Education, Federal University Wukari, Taraba State, Nigeria.
[2]Department of Educational Foundations, Faculty of Education, University of Jos, Nigeria.
*Corresponding Author E-mail: livaladauda@gmail.com

Received 3 July 2023; Accepted 1 August 2023; Published 11 August 2023

ABSTRACT: The study examined the relationship between communication and participation of stakeholders in educational management in Nigeria**.** The conceptual framework and stakeholders' Theory of Freeman Edward was discussed as well as evolution of stakeholders' participation in school management. The paper outlined the levels of stakeholders' participation and the roles of various stakeholders such as the governments, school administrators, teachers, students, parent among others. The discussed the process of communication process and types of communication in educational organization which include: oral, upward communication, lateral, diagonal, one-way, written among others. The outlined the roles of communication in enhancing stakeholder participation and some communication barriers in educational management such as noise, misinterpretation, use of inappropriate, communication channel, wrong timing. The paper suggested the way forward as follows: Government should provide communication gadget the will facilitate network of effective communication and also organize seminars and workshops on the importance of communication in the school system, the school manager should create an understanding environment between various stakeholders in the school system where they can freely access the school for effective communication and cordial relationship among themselves.

Keywords: Communication, education stakeholders, participation, school management
Citation: Livala, S. D., Omikpa, F. S. and Eseyin, A. B. (2023). Communication and Participation of Stakeholders in the Management of Education in Nigeria. Direct Research Journal of Education and Vocational Studies. Vol. 5(5) Pp. 26-34

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 learners and society at large. The importance of stakeholders' educational 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, 2019a). Stakeholders in education are those who has an interest in the success of a school or school system. 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.

Communication is defined as an exchange of ideas, thought or knowledge between at least two people with an intention of changing the behaviour of one another particularly the receiver (Fashiku, (2016). Every organization requires the effective utilization and

management of effective communication and its related tools for the passing of important information and for improving worker's relationship with others. In an educational organization, communication provides a way of motivating, influencing and interaction of people. Communication in the school organizations is viewed as an indispensable tool and a bridge through which information and ideas are relayed from one person, place or thing to another and for organizational co-existence among the major stakeholders. In the view of Aiwuyo et al., (2020), communication is vital in the management of any organization as it touches all facets of life. Human beings who constitute an organization must communicate, verbally or non-verbally if the organization's goals must be achieved.

But regrettably, most problems that arises in some educational organization in Nigerian have been traced to ineffective communication among the stakeholders. When communication between the school management and student or staff becomes poor or ineffective, there are likely be conflict can which further hampers the rate of productive performance within the school system performs. Communication and participation of educational stakeholders plays a crucial role in the education system by helping the educational sphere evolve, while the students continue to get high-class and in-depth knowledge and skills to build a bright future.

Stakeholders' participation in school system is underpinned by the ideals of democracy which advocate for representation in any system of governance and if quality education is to be enhanced, various school stakeholders need to be regularly communicated and brought on board to play significant roles in school management (Cabardo,2016). A positive communication and participation between the school and the stakeholders will aid in the learners' education by fostering their progress and better will be attainment of their academic performance.

Conceptual framework

Communication: Communication is defined as an exchange of thoughts and information between at least two people or with an intention of changing the behaviour of one another particularly the decoder (receiver). Jose (2016) sees communication as the process of sharing feelings, ideas, thoughts, information and opinions as messages with others through proper channel or media. Its accomplishment is acknowledged through the feedback from receivers' end. This process involves the sender, the message/information, the medium/media and the receiver.

Educational Stakeholder: A stakeholder in education is anyone who has an interest in the success of a school or school system by ensuring that our educational system is effective and meets the needs of all learners. Nakiyaga (2021) sees educational Stakeholders as those who have interest in the success and welfare of the school or education system According to him they include the parents, educators, policy-makers, School board members, the administrators, teachers, the students and the community. He maintained that the community as a whole is a stakeholder in its education system because local schools educate future employees, business owners, and community leaders. A solid education program builds a stronger community by better preparing its students to be successful community members.

Stakeholder participation: This refers to the involvement of major contributors in either carrying out or delivering the various school functions including policy formulation, setting school priorities, planning, resource allocation, monitoring and supervision of the implementation of the plans, and taking corrective measures to attain the vision, mission and set objectives of the school.

Communication and stakeholder participation in education

The school system cannot exist in a vacuum separated from the larger social context; therefore the vital role stakeholders such as parents, community and teacher play in a child's education cannot be under estimated. The connection between communication and stakeholders' participation is imperative because it builds trust and mutual relationship which in turn fosters the level of stakeholders' involvement or participation in the running of the school (Cabardo 2016). Where effective participation of stakeholders exists, the employees are offered the opportunity to express their feelings and communication serves as a medium of conflicts resolution in any given organization. Cabardo (2016) maintained that an effective communication and stakeholder's participation will help in the learners' education by enhancing their progress and better realization of their educational performance. Stakeholders' participation in school system is buttressed by the principles of consensus which advocate for representation in any school system if quality education is to be enhanced, various school stakeholders need to be regularly communicated and brought on board to play significant roles in school management (Cabardo,2016). Communication and participation of educational stakeholders plays an important role in the education system by helping the educational sphere evolve, while the students continue to get high-class and in-depth knowledge and skills to build a bright future.

According to Aiwuyo et al. (2020), several problems within the school system are linked traced to communication gap which also hampers the participation of the major stakeholders. The absence of effective

communication and stakeholders' participation can lead to poor accountability which can adversely affect quality service delivery and the attainment of instructional goals and objectives.

The communication between the school stakeholders is undoubtedly very vital hence, every barrier to communication among educational stakeholders must be arrested appropriately else it can create strong negative impact on the school system which may result to different levels of dysfunctionality within educational sector and the nation at large. The participation of major stakeholders is very key for building trust within and without the school system because a clear and frequent communication is crucial in ensuring that students, their families other stakeholders are well informed and carried along in the running of the school where necessary. Communication provides opportunities for ideas from a diverse group of stakeholders and offers them the freedom to engage them in planning, implementation of vital school programs.

Theoretical framework

The theoretical framework employed in this study explains how stakeholders' perceptions and participation in school management are related and how they contextually influence the learners' academic achievement. The proponent of the Stakeholders' Theory is Freeman (1984). According to Freeman (1984), the theory states that the stakeholders' ecosystem comprises anybody that either affects or is affected by the organization. He defines a stakeholder as "any individual or group of people who have an interest in a particular issue and whose interests are believed to affect or be affected by the achievement of the organization".

The application of this theory in education management maintains that Education for All is the obligation of all. It therefore clarifies the responsibility for all education stakeholders to carry out their obligations in the attainment of the objectives of education. This Theory is underpinned that for organizations to remain sustainable, they need to involve various stakeholders in it management (Freeman, 1984). Freeman (1984) categorized into two groups stakeholders namely: internal and external stakeholders where he stressed that the internal stakeholders are saddled with legal power and contract to implement and influence the teaching and learning process. Their powers can either affect or can be affected by the institution while the external stakeholders are secondary who have an interest in the institution but without a contract as their influence is indirectly experienced.

On the other hand, the Stakeholders' theory is upheld by the School-Based Management (SBM) model which underscores giving citizens and community members a more ground for participation, making information about a school's accomplishment transparently available to the relevant school stakeholders.

Evolution of stakeholders' participation in school management

Stakeholders' participation in school management dates back to 1909 in the United States of America where it was considered as the Teacher Council Movement (TCM) By 1930 the educational committees were reorganized to become the Democratic Administration Movement (DAM) which represented a variety of views and interests (teachers, learners, parents, and communities) in the democratic management of schools (Ayeni and Ibukum, 2013). In the mid-1960s, a wider scope of citizens including elected leaders of communities where the schools existed came on board in school policy decisions and this led to the introduction of school-based management (SBM) strategy which gave authority to the stakeholders to participate in school management. In Great Britain, the 1988 Education Reform Act under the Thatcher government delegated power and authority to school communities to establish School Management Committees (SMC) as essential corporate bodies comprising of the Head-Teacher and Board of Governors nominated by the parents, teachers, and representatives of the local community administration.

In Nigeria, the National Policy on Education, Section 12 (104b) (The Federal Republic of Nigeria, 2014) permitted close involvement of the stakeholders at the local level, in the management of their schools. Since the stakeholders have a legitimate instruction in education, it befits on the conventional establishment to organize and guide their subjects to embrace their services and affluence of knowledge into the school activities to misuse their contributions in their skills and best practice through regular monitoring, evaluating, and giving positive guidance on key roles in curriculum delivery, physical infrastructure, capacity building, instructional materials, staff and learners' welfare, management and support mechanisms, as well as school-stakeholder relationships. This is another element of straightforwardness, responsibility, and commitment that will guarantee quality service delivery and realization of the general goal of education in schools. The connection between the school and the stakeholders is undoubtedly a related one since they complement each other (Ayeni and Ibukum, 2013).

To guarantee actual participation of stakeholders in school management, the National Council on Education (NCE) in 2006 sanctioned the formation of SBMCs in all primary and secondary schools in Nigeria, as a component of administration strategy. The aim was to re-structure the school administrative procedure and ensure

Table 1: Category specific stakeholders' areas of participation.

Internal Head Teachers, Teachers, Learners	Legal powers to implement the stakeholders' policy. The also influence the teaching and learning process as well as ensuring accountability of service delivery.
External PTA, MoE Officials	Legal powers to regulate, monitor and evaluate the policy. They also inspect the implementation of the policy and ensure accountability of management

the comprehensive involvement of stakeholders in the school management. The SBMC is composed of 12 to 19 individuals in their respective schools. This is required to be accomplished through the participation of meaningful, strong, and goal-oriented partnerships between the school administration and other important stakeholders such as Parent-Teachers Association (PTA), Traditional Institution, Civil Society Organizations, Faith-Based Organizations, Ministries, and other professional institutions. This partnership is indispensable because a robust and responsive school stakeholders association underpins sustainable quality education (Ayeni, 2010; Universal Basic Education Commission, 2011).

Stakeholders that are involved in school management

According to Freeman, (2010) in Harrison (2019), the stakeholders who are involved in management of school management are categorized into internal and external as shown as follows:
Chris, (2023) described Internal and External stakeholder as follows:

1. Internal stakeholder: are those who work within the organization, such as the Board members, School managers, an employees and students. They are usually more invested in the organization and its success because their learning activities or livelihoods depend on it (Table 1).
2. External stakeholder: are those who are not employed by the school organization, but still has an interest in its success or failure. They sometimes want the schools to produce graduates that are qualified to work in their business or community, but they are not employed by the school nor are they directly involved in it day to day running. For example, Community, Parents, a business owner in the community among others (Table 1).

The roles of various stakeholders

Chris (2023) discussed the role of the various stakeholders in Education as follows:

1. The Governments: The governments (both at Local, State and Federal level) have a stake in education because they want to ensure that their citizens are educated and prepared for the workforce. They also want to make sure that schools are preparing students for the future so that they can be successful, contributing members of society and the development of citizenship skills.
2. Education Policy Makers: Policymakers have a stake in education because they make the laws and regulate what happen in schools. They make sure that schools are effective and efficient so that taxpayers' money is well spent. They often work with other stakeholders to ensure that schools are meeting the needs of students, parents, businesses, and the community
3. School Administrators: School administrators include the principal, assistant principals, and other school leaders. They have a great deal of responsibility for ensuring that the school runs smoothly and effectively. They are often people employed for their deep knowledge of education who also have the skills in listening to other stakeholders and to gather their input when making strategic decisions so that the schools reflect the values of their communities.
4. Teachers: Teachers are the ones who actually carry out the work of educating students, making them examples of internal stakeholders. They have a great deal of control over what and how students learn in their classrooms and also engage closely with other stakeholders (in particular, parents) to come up with the best approaches to educate each child.
5. Students: Students are perhaps the greatest stakeholders in education because they are the ones who are doing the learning. Because students are stakeholders in their own education, there is an argument from progressive educators that students should be consulted about what and how they are taught.
6. Parent: Parents have a stake in their children's education because they want to ensure schools teach the values they want their children to learn about. They do not want their children to learn about things that feel are harmful or inappropriate. Parents also arguably have the most interest in their children's educational success of anyone besides the student because they are ultimately

responsible for the child's upbringing.

7. The Community: The local community has a stake in education because it is the community that ultimately benefits from having an educated citizenry. An educated population is more likely to be civically engaged and involved in their community. Through a well-educated population, the community can thrive, solve problems of the future, and become more.

8. Philanthropists and Charitable Organizations: Philanthropists are people who donate money to organizations, typically charities. In the case of education, philanthropists may donate money to schools, scholarships, or educational programs.

9. Unions: Unions represent the interests of teachers and other education employees. They negotiate salaries, benefits, and working conditions on behalf of their members and ensure that their members are treated fairly and have a voice in decisions that affect them. They want to make sure that teachers have the resources they need to do their jobs effectively and that they are not overworked or underpaid.

Levels of stakeholders' participation

Takyi et al. (2013) discussed the different levels of participation that can be observed in various contexts. According to their study, participation can range from low to high levels, with three main categories: consult, collaborate/partner, and empower/control.

Consultation refers to a low level of participation, where individuals or groups are asked for their opinions or feedback on a particular issue or decision. However, the final decision-making authority remains with those in charge.

Collaboration or partnership involves a higher level of participation, where individuals or groups work together to achieve a common goal. In this case, decision-making is shared among the participants, and everyone has a say in the final outcome.

Empowerment or control is the highest level of participation, where individuals or groups have complete control over the decision-making process. This level of participation is often seen in self-managed teams or organizations where employees have a say in how things are run.

Understanding the different levels of participation is important for creating effective communication and collaboration within organizations and communities. By identifying the appropriate level of participation for a particular situation, leaders can ensure that everyone's voices are heard and that decisions are made in a fair and transparent manner.

Relevance of stakeholders' participation in school management

According to O'Keefe's (2011) cited in Nakiyaga (2021) research, the participation of stakeholders in education is of utmost importance. It is essential to involve all the stakeholders, including parents, teachers, students, and the community, in the education system to ensure that it meets the needs of all the individuals involved.

Stakeholders' participation in education can lead to several benefits, such as improved academic achievement, increased student engagement, enhanced school climate, and better decision-making processes. When parents and teachers work together, they can identify the strengths and weaknesses of students and develop strategies to improve their academic performance.

Moreover, involving students in decision-making processes can increase their sense of ownership and responsibility towards their education. It can also help them develop critical thinking skills and prepare them for future leadership roles.

Community involvement in education is also crucial as it can help bridge the gap between schools and the community. It can lead to increased support for schools and a better understanding of the challenges faced by educators. Community members can also provide resources and expertise to improve the quality of education in schools.

Communication process

Jose, (2016) sees communication as a process of sharing feelings, ideas, thoughts, information and opinions as messages with others through proper channel or media. Its accomplishment is acknowledged through the feedback from receivers' end. The process of communication involves the sender, the message/information, the medium/media and the receiver According to Jeff, (2017) the ingredients of communication process include: the source, the message, the receiver, the channel or medium. It is referred to the sender and the receiver as the "encoder" and the "decoder" respectively. It is important to note that if there is a problem in the communication process, the information be impaired thereby resulting to either partial or complete communication breakdown (Figure 1). The communication process may be illustrated in a simple form as below.

1. Sender: This refers to the person who initiates the exchange of idea / information. He/she is responsible for what is to be disseminated. The sender plays a prominent role in communication process.

2. The Message: This refers to the information, the task; the content, the subject matter; knowledge, attitude, values, beliefs and/or skills designed and planned to be acquired by the decoder

3. Decoder is the receiver of the message or the person for which the message is designed. The extent to

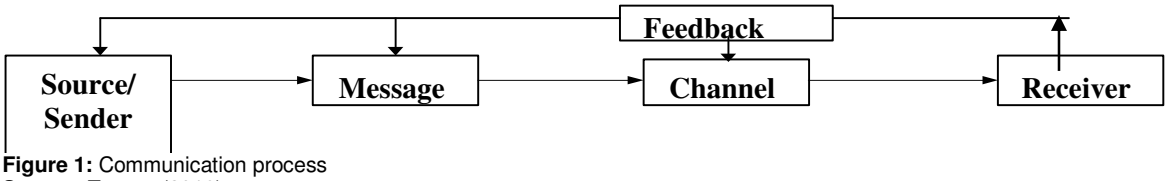

Figure 1: Communication process
Source: Turaga (2016)

which communication process is effective can be determined by the degree of changes noticeable in the decoder.

4. The Channel: This is anything that is used to relay the message to the receiver. It is a mean through which information is packaged and disseminated. They include, not only oral, written, and non-verbal; but also such media like: the radio, the television, overhead projector, films among other.

5. Feedback: This refers to the available facts collected to determine the effectiveness or ineffectiveness communication or interaction between the sender and the receiver. It is necessary in communication because without it, decisions on whether communication is effective or not cannot be determined.

Types of communication in educational organization

Lewa, (2012) outlined the two major categories of communication as follows:

1. Written Communication: This refers to a form of communication that involves a translation of an idea or information into an alphabetic symbol which could be used for immediate purpose or for future references. Examples of written communication include letter, email, memoranda, reports, abstract, press articles etc.
2. Oral Communication: This refers to a process of communication that involves a verbal expression of idea, thoughts, or information which is usually done face to face interaction by the use of a mechanical means through the telephone, interview, oral briefing, public address etc. He further classified organizational communication into the following:
3. Downward communication: This is type occurs from the Boss or Superior officer to the subordinate or those at the lower level of organizational structure. Aiwuyo et al., (2020) describe it as a communication flow that is transmitted down the vertical lines of the organization from the top level of the management to the employee by way of giving specific instructions, bringing about understanding of work relationship among subordinates
4. Upward communication: This flows from the lower echelon to those the Boss or the superior officer at the top e.g when a teacher is reporting to the Principal. This form of communication is usually informative rather than directive. Fashiku (2016) posits that it is a channel through which the low ranking staff relay their feeling to the management. This type also reveals the degree to which the subordinates accept the ideas passed to them by the management, it motivates the subordinates to defend and support the policies made jointly with the management, encourages subordinates to make useful contributions to the improvement of the organization.
5. Lateral communication (Horizontal): This is the type that occurs among colleagues or officers of the same grade or rank e.g among teachers or among principals. This promotes team work because it allows various departments and faculties to work together in solving problems and relate information of common interest.
6. Diagonal communication: This is type that cut across from the top to the bottom without necessarily following the bureaucratic flow e.g. from the Boss to the Driver, or domestic staff.
7. Bi-directional communication: This is the type of communication that necessarily required a dialogue or an exchange of idea between two or more in education. This can be applied during a closed-door meeting, during staff meeting or PTA meeting as stakeholders engage in a discourse.
8. One-way communication (directional): This is the type that does not required a dialogue or an exchange of idea between two or more stakeholders in education. It comes in a form of command or a piece of information that does not necessarily require a discussion or feedback, its only require compliance from the receiver.
9. The Grapevine Communication: This is type of information being circulated informally by ignoring the management structure yet it is true. It is means by which information is being circulated as rumors still finds its way to its destination without passing through the right or formal channel. Though in some cases they are more of a fallacy than truth. It is important to note that all the aforementioned types communication can also be categorized into formal and informal.

How to communicating with stakeholders

According to Fernandez and Shaw (2020), connecting with the various stakeholders in the community and within

the school is one of the most important things you a school leader need to do. He maintained that some of the guidelines in communicating with stakeholders include:

1. Early communication: This is done before or while decisions are being formed, builds. Early communication can help reduce fear and encourage the community to respond positively to the school policies implemented.
2. Simple and concise: The key to effective communication is simplicity. Make sure you keep it simple and get them clear and ensure you clearly communicate to all stakeholders why they should read what you send home, participate in that event, or engage with the work their learner is performing. Remember It's all about how you deliver it, and how they receive it, not just the words you use.
3. Employing different medium of communication: Combining multiple methods of communication could increase uptake and influence public behavior as schools reopen. For example, television and SMS messaging can complement each other to strengthen a single strategy. Broadcasting the same information in multiple formats can make messaging more coherent.
4. Frequent communication: Clear and frequent communication is crucial to ensure that students and their families are well informed and reassured. Transparent communication is also key for building trust between the school management and the parent or the community who are likely experiencing anxiety around the uncertainty and disruption of school routines.

Roles of communication in enhancing stakeholder participation

Cabardo (2016) maintained that the importance of communication between the school managers and the key stakeholders (students, teachers' parents, and communities) cannot be overemphasized. Cabardo (2016) further stressed that the participation of the stakeholder can be achieved through effective communication and some of the relevance are as follows:

1. It enhances trust and bridging of stakeholder's relationship with the school management by fostering the level of community involvement.
2. Communication gives the students and school employees the opportunity of expressing their feelings and also serves as medium of resolution of conflicts and refining direction for individuals.
3. It promotes systematic decentralization of school organizational activities as the various stakeholders are offered responsibility to make decisions on significant matters related to school operations.
4 Communication provides avenue for accountability and to determined framework for the attainment of instructional goals and objectives.
5 It helps in solving problems: Many problems within and without the school system can be directly traced to school's communications gap. Therefore, whether information was communicated or not, what was communicated, how it was communicated, and who communicated it is very important in school management.

Some communication barriers in educational management

Communication barriers occur when messages are poorly delivered and are not properly acted upon by the receiver thereby defeating the purpose or aim of communication. Jose, (2016) holds that obstacles to communication are those things that are capable of disrupting the flow of information which can adversely affect the overall goals of the school system and they include:

1. Noise: This simply refers to anything that interferes with the communication process or any factors that impedes or disrupt communication by preventing the transmission of information. Noise can occur in a form of distractions due to unwelcome sound, irrelevant material pictures or objects and interruptions by other people. It can hinder the sender's ability to communicate the message in the way they are intended.

2. Misinterpretation: This is the when the information is being misunderstood or given a different meaning by the receiver due to personal issue or underlying problems. If conflict is not eradicated in the school system, it can grow and give room for divisions among the various stakeholders which may further impedes effective communication because they be easily misunderstood. Misinterpretation can also happen as are result of wrong wording/vocabulary, or tune at which the information is being presented. It can also occur in a situation where two or more parties involved in conveying the information; in this case it can be mutilated before it gets to the receiver. Where this barrier exists, the desired feedback cannot be guaranteed.

3. Use of inappropriate communication channel: A communication channel is a medium through which messages are transmitted and received. Selecting the most appropriate channel or gadgets of communication is an important issue to be considered as each channel of communication affects the receiver in different ways. Often, appropriate communication channels are not utilized in the dissemination of information from management to staff and students. Sometime even when some gadgets or channels are available, they are obsolete and as a result, constitute a poor information storage, delivery and retrieval system.

4. Wrong timing: This occurs when information is not provided timely or does not get to the target audience promptly. When a particular information demands immediate action and it does not get to its destination timely, it can slow down the decision making process and undermine administrative effectiveness. On the other hand, *delay or absence of feedback* on the part of management to messages from subordinates, staff and students can lead to rumour which most times is fabricated and circulated by persons in order to tarnish one's image usually emanate as a result of poor flow of information.
5. Poorly trained personnel: This is when the personnel assigned to handle mails or information are not professionally trained to carry out such important official duties. Gennaro, (2023) opined that communication process are usually taken for granted in many Nigerian institution as most of the Public Relation Units are not managed by professional communication. It is unfortunate that in most institutions, communication is left in the hands of non-professionals to be managed as officers who are assigned to bring up memoranda in the various units or departments are usually not thorough enough.
6 Overloading: This is another common barrier and it connotes sending too much messages to a person to the extent that the content of the message is lost to the receiver.
7 Language Barriers: Language barriers are one of the most significant obstacles to effective communication. When students and parents speak different languages, it can be challenging to understand each other and sometime trying to get a third party interpretation may compound more problems.
8 Cultural Barriers: Cultural differences can create communication barriers in schools since different cultures have different communication styles, customs, and expectations. These differences can lead to misunderstandings, misinterpretations, and conflicts to those who are from a different cultural background.
9 Poor listening skills: Listening skills can have a major impact on the effectiveness of communication as barriers to communication may include not paying full attention or daydreaming when listening. It is not possible to engage with someone if we are not listening to them because you will tend to make assumptions about their needs based on wrong perceptions.
10 Communication Styles (when they differ): Everyone has their own communication style. Some people are very direct while others prefer a more indirect approach. Some use detailed data, while others rely on generalities, and so forth. Occasionally, one person is so entrenched in their way of communicating; they find it difficult to communicate with others who rely on a different style. You might hear comments such as, "my Principal never explains what she wants me to do, she is never specific".

CONCLUSION

In conclusion, the connection between the school and the stakeholders is undoubtedly very imperative since they complement each other. Effective communication in education is a critical element that enhances responsibility, and commitment which in turns guarantees quality service delivery and realization of the general goal of education in schools. It also fosters positive relationships, improve academic outcomes, and create an inclusive learning environment. Hence, every barrier to communication and participation among educational stakeholders must be arrested appropriately because if we don't communicate effectively, we may end up putting ourselves, other stakeholders and the school system at risk. Poor communication can create strong negative impact on the school system which may result to different levels of dysfunctionality within educational sector and the nation at large.
.

The way forward

1. Government should provide communication gadget the will facilitate network of effective communication. Government should also organize seminars and workshops on the importance of communication in the school system.
2. The school manager should keep all the major stakeholders in touch with the various changes, policies that are likely to affect them directly or indirectly.
3. The school manager should create an understanding environment between various stakeholders in the school system where they can freely access the school for effective communication and cordial relationship among themselves.
4. School management should provide a comfortable and conducive learning environments that will facilitate effective communication. They should also encourage club and society in order to enhance communication among students.
5. All sender of information should ensure that information for all stakeholders is always simple and concise for effective communication. Both senders and receivers should work to prevent all forms of noise, impediment or disruption when transmitting information.
6. Keen Attention: Paying keen attention to non-verbal cues such as body language is also crucial. Good listening skills should also be adopted by receivers of information because it has great positive impact on the effectiveness of communication by enabling both students and teachers to better understand each other and work together to achieve academic success.

7. Professional communication managers should be appointed by the school management to head Public Relation Units in Universities. Workplace communication training should also be organized periodically by the management for staff in various units or departments.
8. To overcome Language barriers, schools can use translation and interpretation services. Teachers can also use visual aids such as pictures, diagrams, and videos to make communication easier. Teacher should use judicious mix of verbal and non-verbal means as enhancers of communication to promote active listening.
9. To overcome overloading, a communication shou ld be concise, clear and follow its laid down principles suc h as principle of clarity, consistency, adequacy, timeliness, feedback and proper network.
10. Parent should visit their children's school regularly and be in touch with the teachers, school management to establish a good relationship that will enhance an easy flow of communication.

REFERENCES

Aiwuyo, O. M. Omoregie E. O. Jimoh B. O. (2020). Minimizing Communication Barriers for Effective Management of Universities In Nigeria . Unizik Journal of Educational Management and Policy, Vol. 4 (1), p115-126.

Ayeni, A.J. Ibukum, W. O.(2013). A conceptual Model for School-Based Management Operation. Journals of Education and Learning 2(2) 36-43.

Cabardo, J.R.(2016). Levels of Participation of the school Stakeholders to the Different School-Initiated Activities and the Implementation of School-Based Management. Journals of Inquiry in Education. 8(1) 81-94 retrieved 7th June 2023.

Chen, G. (2019a,).Major challenges facing Public Schools. https://publicschoolreview.com retrieved 11th May 2023.

Chris, D. (2023). Stakeholders in Education. Journal of Learning Development in Higher Education. 5(3) 23-27 retrieved 7th June 2023.

Fashiku, C.O. (2016). Communication issues and challenges in Nigerian university system. American Journal of Language and Literacy, 1(2), 81-89

Federal Republic of Nigeria. (2014). National Policy on Education,(Sixth edition). Lagos: NERDC Press

Fernandez, A. Shaw, G, P. (2020). "Academic Leadership in a Time of Crisis: The Corona virus and COVID-19." Journal of Leadership Studies 14, no. 1 (May): 39–45. https://doi.org/10.1002/jls.21684

Harrison, J.S. (2019). "Stakeholder Management: A Managerial Perspective". In Oxford Handbook of Corporate

Gennaro, C. (2023) What is Noise in Communication?: The Linear Model of Communication in a Nutshell. Retrieved 19th July, 2023

Jeff, G.(2017) Ways to communicate effectively with stakeholders. Retrieved 11th June 2023

Jose, S.S. (2016). Communication and Classroom Interaction, Retrieve d on 6th June 2023 from sunithasusanbinu.blogspot.com/2016/11/mo dule-3-communication-and-classroom.html

Lewa, J.K.(2012). Management: Exploration in theories, concept and Application pp 234-252 Fab Annieh Nigeria Ltd. Jos, Pateau State. ISBN 978-978-845-8005.

Nakiyaga, D. (2021) Stakeholders' participation in school management and enhancement of learners' academic achievement in selected government-aided secondary schools in Uganda. A PhD Thesis Submitted to Department of Educational Management and Policy. Moi Unversity .

Turaga, R.(2016). Organizational Models of Communication. IUP Journal of soft skills. 10(2), 56-65.

Takyi, H. Emmanuel, K.A. Yussif K.A.(2013). The Levels of Stakeholders Participation in the District Education Strategic Planning Toward Quality Basic Education: The Case of Salaga Town Council of Ghana. International Journal of Human Social Science. 3(14) 96-102.