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STAKEHOLDERS' SUPPORT AS CORRELATE OF STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN LAGOS STATE, NIGERIA

[1]Jinadu, Oluwatosin Gabriel
oluwatosingabriel.ng@gmail.com

[2] Gbesoevi, Emmanuel Semako
emmanuel.gbesoevi@lasu.edu.ng

[3] Adeleke, Adawi Adeola
adawi.adeleke@lasu.edu.ng
&
[4] Gbenu, Jide Pius
jide.gbenu@lasu.edu.ng
[1,2,3 &] [4]Department of Educational Management, Faculty of Education, Lagos State University, Ojo Nigeria

ABSTRACT

This study examined the relationship between stakeholders' support and students' academic performance in public senior secondary schools in Lagos State, Nigeria. Descriptive and correlation research designs were adopted and the statistical tools such as mean, standard deviation and Pearson Product Moment Correlation were utilized to test the relationship of the independent and dependent variables. The study's sample encompassed a total of 600 participants in which 60 public senior secondary schools were used. A questionnaire tagged Stakeholders' support and students' academic performance in public senior secondary schools questionnaire (SSPSSSQ) was used to collect data after ensuring the validity and establishing the reliability coefficient value which was found reliable at 0.70 and record observation format were used for students' academic performance. Five research hypotheses were formulated and tested at 0.05 level of significance. Hypotheses were tested and the findings revealed the following information: the findings indicate no significant relationship between stakeholders' support and students' academic performance in public senior secondary schools in Lagos State, Nigeria, by examining the relationship between stakeholders' components on students' academic performance which are parental involvement and students' academic performance in public senior secondary schools in Lagos State, Nigeria, teachers commitment and students' academic performance in public senior secondary schools in Lagos State, Nigeria, community involvement and students' academic performance in public senior secondary schools in Lagos State, Nigeria, leading to the acceptance of the respective null hypotheses. Conclusively, the study recommended that principals should focus on teachers' development through training and re-training of teachers, achieving high teacher's quality by prioritizing the recruitment of high-quality teachers and integration of technology and provision of adequate teaching aids is crucial as this factor has significant influence on students' academic performance.

Keywords: Stakeholders' Support, Parental Involvement, Teachers' commitment, Community Involvement, Students' Academic Performance

Introduction

Education is a fundamental human right and a critical factor in societal development; it can be seen as the bedrock of every society and a tool for national development (Gbesoevi *et al*, 2025). Education plays a vital role in equipping people with skills and knowledge that enable them to contribute towards the growth and development of their immediate environment where they live (Oyeyemi *et. al*. 2014). The need for engagement of stakeholders in ensuring this is achieved become a matter of necessity. Stakeholder' support refers to the endorsement, cooperation and active involvement of individuals or groups who have a vested interest or are affected by a particular project, organization, or decision. Stakeholders can include various parties such as employees, customers, shareholders, suppliers, government agencies, communities, and advocacy groups. According to Freeman (1984), a prominent author in stakeholder theory, opined that stakeholder support refers to "the willingness of individuals or groups to provide resources or to act in ways that enable the organization to achieve its objectives." It emphasizes the active participation and contribution of stakeholders in assisting an organization in attaining its goals. Gronroos and Ravald (2000) define stakeholder support as "the attitudes and actions of stakeholders that contribute to the success of the network." They highlight the importance of stakeholders' positive attitudes and behaviours that promote the overall success of the network or collaboration.

Mitchell, Agle, and Wood (1997) describe stakeholders' support as "the willingness of stakeholders to be proactive and support the organization." They emphasize the proactive nature of stakeholders in offering their support and being actively engaged in promoting the organization's interests. In the context of sustainability and corporate social responsibility, Clarkson (1995) defines stakeholder support as "the extent to which stakeholders are willing to help the organization achieve its goals and act in its best interests." It emphasizes the collaborative relationship between organizations and stakeholders, where stakeholders are willing to contribute to the organization's success. According to Klijn and Koppenjan (2012), who focus on stakeholder management in the public sector, stakeholder support refers to "the actions, interests, and commitment of stakeholders to the objectives and activities of the public sector organization." They emphasize the alignment of stakeholders' actions and interests with the organization's goals and activities.

Stakeholder' support in Education refers to the active involvement, cooperation, and endorsement of individuals or groups who have a vested interest in the educational institution, such as students, parents, teachers, administrators, staff, and the wider community. In the word of Gbesoevi *et al* (2023), a positive and supportive environment that fosters healthy relationships between teachers, students, and staff can enhance academic performance, promote personal

development, and contribute to a sense of belonging and inclusivity These stakeholders play a crucial role in the success and development of the school, and their support is vital for achieving educational goals and creating a conducive learning environment. Stakeholder support in school context can be defined as the willingness, engagement, and collaborative efforts of stakeholders, including students, parents, teachers, administrators, staff, and the community, to contribute to the educational institution's mission, objectives, and overall improvement. It involves fostering positive relationships, open communication, and shared decision-making among stakeholders, with the aim of enhancing student learning outcomes, promoting a positive school culture, and meeting the diverse needs of all stakeholders involved.

Effective stakeholder support in schools requires active engagement and two-way communication, where stakeholders are involved in decision-making processes, provided with relevant information, and encouraged to contribute their perspectives and expertise. It also involves addressing stakeholders' concerns, providing opportunities for meaningful participation, and establishing a collaborative partnership between the school and its stakeholders. By promoting stakeholder support in schools, educational institutions can create a supportive and inclusive environment that fosters student success, builds trust and credibility, and strengthens community connections. Stakeholders' support in schools refers to the involvement, collaboration, and assistance provided by individuals or groups who have a vested interest in the success of the school community. Stakeholders in education include students, parents, educators, policy-makers, and the business community. Each of these groups has a vested interest in ensuring that our educational system is effective and meets the needs of all learners. Here is some critical stakeholder in schools: Students are important stakeholders in schools. They can contribute to decision-making processes through student councils or forums, provide feedback on educational programs, and participate in extracurricular activities. Support for students can include counselling services, mentoring programs, and opportunities for student leadership development. Parents play a vital role in supporting schools Parents have a responsibility to support their children's education by paying tuition, fostering a supportive environment at home, and serving as positive role models for their kids (Gbesoevi et al 2022). They can engage in activities such as parent-teacher associations, volunteering, and attending school events. Parents can also contribute their expertise and perspectives to enhance school policies and programs.

Open communication channels between parents and teachers foster collaboration and enable parents to stay involved in their child's education. Teachers are crucial stakeholders in schools as they directly impact students' learning experiences. They require support from administrators and the school community to effectively carry out their responsibilities. Adequate resources, professional development opportunities, and supportive work environments are essential for teacher success. Collaboration between teachers, sharing best practices, and providing constructive feedback

contribute to a supportive teaching environment for quality teaching as seen as the appropriateness, suitability, and effective presentation of professional competence of available instructors in the suitable discharge of their teaching job responsibilities, as assessed by teacher effectiveness, (Gbesoevi et al 2023). School administrators and staff members play a critical role in creating an environment that supports student success. More so, for stakeholders, the convergence of pedagogical and technological points of view equally supports effective connections between suitable technology for content and pedagogical principles to design learning environments (Gbesoevi et al (2022). They ensure the smooth functioning of the school, manage resources, and establish policies and procedures. Adequate training, professional development, and recognition programs are necessary to maintain staff morale and foster a positive work atmosphere. Collaboration between schools and community organizations or local businesses can enhance educational opportunities. Partnerships can provide additional resources, mentorship programs, and career exploration opportunities for students and funding which in the word of Gbesoevi *et al* (2025) prelude that funding plans should prioritise government involvement in financing education above dependence on external sources. Community involvement in schools also promotes a sense of belonging and strengthens the school's ties with the local community. In summary, stakeholder support in schools is essential for creating a positive and nurturing educational environment. When students, parents, teachers, administrators, staff members, and community organizations collaborate and provide their support, schools can effectively meet the diverse needs of students and facilitate their academic, social, and emotional growth.

Adeniji (2021) opined that Stakeholders' support in public secondary schools in Lagos State, Nigeria has played a crucial role in shaping students' academic performance. In many local communities within Lagos State, parents and community members actively participate in school affairs, they often contribute financially to school development projects, ensuring that schools have basic infrastructure such as classrooms, libraries, and sanitation facilities. Dimensions of Stakeholders' supports include parental involvement, teachers' commitment, community involvements and non-governmental organization involvement. Community support also extends to security, ensuring a safe learning environment for students, which positively influences their academic performance. Non-Governmental Organizations (NGOs) and international organizations have partnered with public secondary schools in Lagos State, for instance, organizations like United Nation International Children Emergency Fund and United Nation Educational Scientific Cultural Organization have provided resources, teacher training, and support for infrastructure development, these partnerships have led to the provision of textbooks, learning materials, and even scholarships for students, directly impacting their academic performance as submitted by UNESCO National Education Support Strategy, 2015.

In addition, Stakeholders typically include parents, teachers, students, community

members, school administrators, and government representatives. Parent Teacher also plays a significant role in supporting public secondary schools in Lagos State. They organize fundraising events, collect contributions from parents, and use these funds to address various school needs, including teacher welfare and classroom resources. PTA activities can result in better teacher-student ratios, improved teaching quality, and ultimately higher academic performance. Involving stakeholders in the planning process of public secondary schools is crucial for fostering collaboration, transparency, and ensuring that the school's activities and academic programs align with the needs and expectations of the community. Parent Teacher Association holds regular meetings where parents and teachers can discuss concerns, share ideas, and make suggestions. PTAs may elect representatives who can actively participate in the decision-making process, such as attending school board meetings or collaborating with the school management. The school also organize community meetings to involve local residents and leaders in planning decisions. This includes discussing infrastructure development, security, and the role of the school in community development. Some schools prepare and share annual reports with stakeholders, highlighting achievements, challenges, and plans for improvement. Involving stakeholders in the planning process of public secondary schools in Lagos State ensures that decisions are made collaboratively and that the school's activities and academic programs are more likely to meet the needs and expectations of the community. Conclusively, community support is crucial in planning, determining and providing a positive school climate (McQuillan, 2016). Stakeholder's support is a critical component of successful educational initiatives, as it provides schools with the resources, expertise, and community connections they need to achieve their goals. By engaging stakeholders in the planning and implementation of educational programmes, schools can ensure that they are meeting the needs of their students and promoting academic success. Along this line, Gehlbach & Brinkworth (2011) admitted that Stakeholder's support is a vital component of school climate planning and has been shown to have a significant impact on promoting students' academic performance. Involving stakeholders such as teachers, parents, administrators, and community members in school climate planning can lead to a more comprehensive and effective approach to improving school climate and ultimately promoting academic success for students.

The stakeholders' support in public senior secondary schools in Lagos state has been insignificantly impacted due to the complete authority exercised by the government. This has resulted in the exclusion of stakeholders in the planning process, including teachers, parents, administrators, non-governmental Organizations, and community leaders. Nevertheless, it is essential that all these stakeholders actively participate in improving students' academic performance in schools. Their involvement is necessary to leads to high students' academic performance through supports, grants and donations to schools in order to support teachers' outcome so as to achieve stated educational goals and objectives in schools.

In achieving these all-encompassing role, there is need for effective teaching and learning, research development culture, effective staff development programmes, unending generation and dissemination of knowledge, adequate and functional students industrial work experience scheme, maintenance of minimum educational standard through appropriate agencies, inter- institutional cooperation, dedicated services to the community through extra-mural and extension services, adequate and frequent training and re-training of the teaching staff of the tertiary institutions to enhance techniques and methodology in teaching (Semako 2019).

Purpose of the Study

The main purpose of this study is to examine the relationship between stakeholders' support and students' academic performance in Public Senior Secondary Schools in Lagos State, Nigeria. The specific objectives are as follows:

1. investigate how parental involvement influences students' academic performance in Public Senior Secondary Schools in Lagos State, Nigeria.
2. ascertain the influence of teachers' commitment on students' academic performance in Public Senior Secondary Schools in Lagos State, Nigeria.
3. find out the relationship between community involvement and students' academic performance in Public Senior Secondary Schools in Lagos State, Nigeria.
4. examine the relationship between non-governmental organization involvement on students' academic performance in Public Senior Secondary Schools in Lagos State, Nigeria.

Research Hypotheses

The following null hypotheses were formulated and tested for the study.

Ho_1: There is no significant relationship between parental involvement and students' academic performance in Public Senior Secondary Schools in Lagos State, Nigeria.

Ho_2: There is no significant relationship between teachers' commitment and students' academic performance in Public Senior Secondary Schools in Lagos State, Nigeria.

Ho_3: There is no significant relationship between community involvements and students' academic performance in Public Senior Secondary Schools in Lagos State, Nigeria.

Ho_4: There is no significant relationship between non-governmental organization involvement and students' academic performance in Public Senior Secondary Schools in Lagos State, Nigeria.

Methodology

The study adopted both descriptive and correlation research designs and the statistical tools such as mean, standard deviation and Pearson Product Moment Correlation were utilized to test the relationship of the independent and dependent variables. This study attempts to examine the relationship between stakeholders' support and students' academic performance in Public Senior Secondary School, Lagos State, Nigeria. This study involved a total of 600 participants, selected through a disproportionate stratified random sampling approach. The sample consisted

of: 30 schools, randomly selected from six districts (five schools per district), 600 teachers, selected from these schools to gather information. To accomplish this, the approach of disproportionate stratified random sampling was used to ensure the appropriate selection of the 600 respondents for the study. A structured, self- developed questionnaire titled Stakeholders' support in Public Senior Secondary Schools Questionnaire (SSPSSSQ). The questionnaire was divided into two Sections: A and B. Section A consist of the demographic items in which the respondents are required to provide some basic background information. Section B on the variables of the topic with 20 items each respectively. A four-point rating Scale type is used to elicit responses for every item. The response options in the questionnaire are Very True (VT)=4, True (T)=3, Untrue(U)=2, Very Untrue (VU)=1 while record observation was used to gather relevant data on students' academic performance. The research instruments were developed by the researcher and scrutinized by experts. The comments of these experts were used to improve items of the questionnaire. To ascertain the degree to which the instruments consistently measure what they are supposed to measure, the questionnaire and record observation format were subjected to a test re- test and inter raters method of reliability. Twenty copies of the questionnaire were administered to 20 teachers from the population twice within interval of two weeks. The data collected were correlated using Pearson's Product Moment Correlation (PPMC). Data collected were analysed using both descriptive and inferential statistics. The descriptive statistics include table, chart, figures and percentage. However, the inferential statistics of Correlation Analysis was used to test Hypotheses all at 0.05 level of significance and with the aid of Statistical Package for Social Science (SPSS) version 26.0.

Results

This section presents the data showing the stakeholder's support and students' academic performance. The gathered data were analysed and interpreted to answer the research questions enumerated in the study.

Table 1: Relationship between parental involvement and students' academic performance in public senior secondary schools in Lagos State, Nigeria

Variables	N	Mean	SD	R	A	Sig.	Remark
Parental involvement	600	3.43	0.54	-.164	0.05	.386	Not Significant
Students' academic performance	328	78.74	2.60				

Table 1 showed the correlation between parental involvement and students' academic performance; the result showed that there exists a negative, moderate and non-significant relationship between parental involvement and students' academic performance in public senior

secondary schools in Lagos State, Nigeria ($r = -.125$, $\rho > 0.05$). This could suggest that as parental involvement increases, students' academic performance seems to decrease. Hence, the null hypothesis which states that there is no significant relationship between parental involvement and students' academic performance in public senior secondary schools in Lagos State, Nigeria is hereby not rejected.

Table 2: Relationship between teachers' commitment and students' academic performance in public senior secondary schools in Lagos State, Nigeria

Variables	N	Mean	SD	r	A	Sig.	Remark
Teachers' commitment	600	3.44	0.52	-.322	0.05	.083	Not Significant
Students' academic performance	328	78.74	2.60				

Table 2 showed the correlation between teachers' commitment and students' academic performance, the result showed that there exists a negative, moderate and non-significant relationship between teachers' commitment and students' academic performance in public senior secondary schools in Lagos State, Nigeria ($r = -.322$, $\rho > 0.05$). This could suggest that as teachers' commitment increases, students' academic performance seem to decrease. This implies that teachers' commitment does not significantly influence students' academic performance in Lagos State, Nigeria. Hence, the there is no significant relationship between teachers' commitment and students' academic performance in public senior secondary schools in Lagos State, Nigeria null hypothesis was accepted.

Table 3: Relationship between community support and students' academic performance in public senior secondary schools in Lagos State, Nigeria

Variables	N	Mean	SD	r	A	Sig.	Remark
Community support	600	3.44	0.53				
students' academic performance	328	78.74	2.60	-.236	0.05	.210	Not Significant

Table 3 showed the correlation between community support and students' academic performance; the result showed that there exists a negative, moderate and non-significant relationship between community support and students' academic performance in public senior secondary schools in Lagos State, Nigeria ($r = -.236$, $\rho > 0.05$). This could suggest that as community support increases, students' academic performance seems to decrease. Hence, the null hypothesis which states that there is no significant relationship between community support and students' academic

performance in public senior secondary schools in Lagos State, Nigeria is hereby not rejected.

Table 4: Relationship between non-governmental organization involvement and students' academic performance in public senior secondary schools in Lagos State, Nigeria

Variables	N	Mean	SD	r	A	Sig.	Remark
Non-governmental organization involvement	600	3.24	0.68	-.095	0.05	.617	Not Significant
Students' academic performance	328	78.74	2.60				

Table 4.13 showed the correlation between non-governmental organization and students' academic performance, the result showed that non-governmental organization has a negative, weak and non-significant correlation with students' academic performance in public senior secondary schools in Lagos State, Nigeria ($r = -.095$, $\rho > 0.05$). This could suggest that as non-governmental organization increases, students' academic performance seems to increase. Hence, the null hypothesis which states that there is no significant relationship between non-governmental organization and students' academic performance in public senior secondary schools in Lagos State, Nigeria is hereby not rejected.

Discussion of Findings

Hypothesis one revealed that there is no significant correlation between parental involvement and students' academic performance in public senior secondary schools in Lagos State, Nigeria ($r = -.125$, $\rho > 0.05$). Hence, H_{o1} is not rejected. This finding contradicts the widely help assumption that parental involvement is a critical factor in determining students' academic performance. Tran et al (2020) argued against the finding of this hypothesis, opined that parental involvement in their children schooling have a profound effect in children academic success, his studies revealed that students do better academically, attend school more regularly and score higher in school exams when their parents are actively involved and invested in their education.

Hypothesis two tested revealed that there is no significant correlation between teachers' commitment and students' academic performance in Public Senior Secondary Schools in Lagos State, Nigeria. This contradicts the widely held assumption that teachers' commitment is a vital force in determining academic performance. Firestone and Pennell (1993) maintained that commitment to teaching is an effective route to the development of teaching practice. Commitment to teaching gives teachers the responsibility to explore constantly new ways teaching to develop learning experiences of students.

Hypothesis three revealed that there is no significant relationship between

community support and students' academic performance in Public Senior Secondary Schools in Lagos State, Nigeria ($r = -.236$, $\rho > 0.05$). Thus, H_{o3} is not rejected. McClelland's (2000) study corroborates the findings of this hypothesis test. Despite some schools receiving community support, including financial assistance with school fees and scholarships, instructional support through teacher training, and grants to enhance school performance, these schools still struggled with ineffective teaching delivery, poor academic outcomes, low teacher commitment, high student dropout rates, poor retention and completion rates among primary school students.

Hypothesis four revealed that there is no significant relationship between non-governmental organization support and students' academic performance in public senior secondary schools in Lagos State, Nigeria. The hypothesis tested was not rejected; this outcome is consistent with previous studies that have found no significant correlation between external support and academic achievement. For instance, a study by Ajayi (2022) found that external support from NGOs does not significantly impact students' academic performance in rural areas. Similarly interview conducted for the purpose of this study revealed that stakeholders' support has more significant influence on teachers' efficiency rather than Students' academic performance.

Conclusion

In conclusion, the study concluded that school principals should prioritize teacher development through regular training and re-training programs to enhance their skills and knowledge. Furthermore, school administrators can achieve students' academic performance by recruiting and retaining top talent is essential. Additionally, leveraging technology and providing adequate teaching resources are critical factors that significantly impact students' academic performance. By focusing on these key areas, schools can optimize teacher performance, ultimately driving student success and academic excellence.

Recommendations

This study recommends that stakeholders should ensure schools have adequate facilities, equipment, and teaching materials, timely payment of salaries and benefits, ensure teachers receive their remuneration on time to reduce stress and increase motivation. By implementing these recommendations, stakeholders can positively influence students' academic performance and contribute to improving the quality of education in public senior secondary schools in Lagos State, Nigeria.

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