



Stakeholders' Involvement as a Determinant of Students' Academic Performance in Kwara State Secondary Schools, Nigeria

Sulyman Kamaldeen Olohundare

Department of Educational Management, University of Ilorin, Ilorin, Nigeria

*oksulyman83gmail.com

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Abstract: This study examined stakeholders' involvement as a determinant of students' academic performance in Kwara State secondary schools, Nigeria. It adopted a descriptive research design of survey type. All the 6,902 teachers, 336 principals, and all the students in the entire 336 Kwara State secondary schools constituted the population of the study. A multi-stage sampling technique was used for the study. The cluster sampling technique was used group the Local Government Areas (LGAs) in the State into three senatorial districts. Random sampling technique was used to select two LGAs from each of the senatorial districts to make a total of six out of the 16 in the State. Five schools were randomly selected from each of the selected LGAs to make a total of 30. Ten teachers and five students were randomly selected from each of the sampled schools, while principals of all the 30 sampled schools were also purposively selected. Stakeholders' Involvement Questionnaire (SIQ) and Students' Academic Performance Proforma (SAPP) were used to collecting data. The SIQ was validated and found reliable with a reliability coefficient of 0.75. Pearson's Product Moment Correlation was used to test hypotheses at 0.05 level of significance. The finding of the study revealed that there was a significant relationship between stakeholders' involvement and students' academic performance in Kwara State secondary schools, Nigeria ($r=0.574$, $p<0.05$). The study concluded that if stakeholders in education such as government, teachers and parents adequately and effectively involved in the operation of Kwara State secondary schools, Nigeria by timely playing the roles expected of them, it would help enhance students' academic performance.

Keywords: Stakeholders in education, government, teachers, parents, and students' academic performance

Paper type: Research paper



1. Introduction

The economic, social, political, and technological development of a country, regardless of the continent, is universally believed to hinge on education. In Nigeria, just like other countries of the globe, education is hierarchically segmented into three layers: primary, secondary and tertiary. All three tiers of education play significant roles in moulding children to become agents of positive transformation in their respective immediate societies, nations, and universe in entirety when they are fully grown up. Specifically, the secondary level of education is very crucial because it the gateway to the tertiary institutions, where children are expected to be converted to, via specified and systematic processes, refined and empowered human beings needed to turn around the facets of the economy of the country. For Nigerian secondary schools to effectively operate in a way that academic performance of their graduates would meet up with the prerequisite academic benchmark for entry into the tertiary institutions within and outside the country; there is need for the stakeholders' such government, teachers, and parents which were the focus of this study to be highly committed to playing their roles actively.

Based on the researcher's observation, information gathered from some parents, teachers, and some members of the public in Kwara State; government, some teachers and parents have not been effectively performing their roles as key stakeholders in education. This is evident in the fact that some public secondary schools in the State are short of instructional resources, some do not have adequate physical facilities, the classrooms in some schools are dilapidated. At the same time, the floors shattered, no well-equipped laboratories and libraries in many schools and teachers often complain of how they are inadequately compensated for the services rendered to the schools. Some parents' educational support to their children is poor while the job performance of some teachers is not encouraging. All these could eventually lead to poor students' academic performance in Senior School Certificate Examinations (SSCE).

Stakeholders in education refer to a group of people or organisations with certain roles to play towards the smooth running of schools. They directly derive from or feel the impact of the schools' success or otherwise. In schools, stakeholders could be divided into internal and external. Internal stakeholders include teaching and non-teaching staff, students, and management team operating within the schools; while external stakeholders include the government, Old Students' Associations/Alumni, parents, non-governmental organisations and industries. According to Campbell and Rozsny (2002), stakeholders in education include members of the society, teaching and non-teaching staff, students and government involving in or gaining from the provision of education. Stakeholders are divided into internal and external. In this study, the stakeholders examined were the government, teachers, and parents. Akiri and Ugborugbo, (2009); and Bamidele and Bamidele (2013) lamented that the menace of poor students' academic performance Senior School Certificate Examinations (SSCE) in Nigeria has thus been a basis of worry to the stakeholders involved in the provision of quality education in the country. This common situation, among others, has culminated in the widely purported fallen standard of education in Nigeria. Rufai 2010) asserted that despite the growing funds spent on education by the government and private individuals, the students' academic performance in SSCE over the years has continued to be of incessant worry to the concerned people as a result of perpetual failure.

The government is a significant stakeholder in education without which nothing can be regarded as schools. The government is responsible for puling educational resources together for the purpose of setting up schools. According to Abdullahi (2019) government is a key stakeholder in achieving quality education. But in Nigeria, some schools are suffering from the inadequacy of resources such as classrooms, laboratories, libraries, equipment, teaching materials, and staff. All these could be used as a yardstick to deduce that the government the primary stakeholder in education, has not been effectively living up to its task. Amanchukwu (2011) opined that the government is an essential stakeholder in education. The level of academic performance of students in secondary schools in Nigeria could be determined by how committed

the government is to this level of education. To realise quality education in the country, government as a great stakeholder needs to give teachers' preparation, adequate funds and facilities provision, a supply of adequate teachers and regular teacher motivation and capacity building a priority, to enhance students' academic performance.

Teachers are also regarded as essential stakeholders in education and their effectiveness or otherwise counts a lot in the education industry. The roles played by teachers as stakeholders in education cannot be over-emphasised. No matter how effective other stakeholders in education such as government, students, parents, non-governmental organisations, old students' association, and the likes are unless teachers effectively discharge their duties, students' academic performance in SSCE might continue to be discouraging. This also justifies the position of teachers as stakeholders in education. To support the information above, Oluremi (2013) stated that the poor inputs of some teachers who are seen as important stakeholders in education could be responsible for poor students' academic performance in Nigerian secondary schools. Parents are also essential stakeholders in education whose contributions to the academic success of the students cannot be underrated.

According to Epstein (1995), parents as stakeholders in education are expected to actively involved in their children's academic activities via supporting their learning at home, guiding them in taking academic decisions, and collaborating with the school management. If parents keenly carry out all these, there is a high expectation that it would facilitate children's interest in learning and consequently have a positive impact on their academic performance. It could be stated that the inability of some parents to support their children's schooling effectively contributes to their poor academic performance. Baker and Soden (1998) believed that when parents provide learning materials for their children, adequately supervise their homework, properly ensure that they don't spend all their time at home watching films and ensure that they do not move with peers who show poor serious to learning, it would help enhance their academic performance in schools. It is against the discussions above that this study was carried out to examine stakeholders' involvement as a determinant of students' academic performance in Kwara State secondary schools, Nigeria.

Over the years, the results derived from the SSCE conducted by the West African Examinations Council (WAEC) and National Examinations Council (NECO) in Nigeria seem not motivating and it has been giving members of the public concern. To buttress the above assertion, the results released by WAEC in the years 2017, 2018 and 2019 revealed that 26.01%, 49.98%, and 17.13% candidates respectively had at least five credits including General Mathematics and English language. These scenarios are reflections of poor academic performance which could be a result of ineffective involvement of the stakeholders such as government, teachers and parents in the operation of public secondary schools in Nigeria.

However, some researchers had worked on variables related to this study. For instance, Olanipekun and Aina (2014) examined improving students' academic performance in Nigerian schools: The role of teachers. Abubakari and Al-hassan (2015) assessed the contribution of stakeholders to basic education service delivery in Zongo communities in the Brong Ahafo Region, Ghana. Abdurrahman and Madugu (2014) investigated parental involvement and interest in senior secondary school students' mathematics achievement in Kebbi State, Nigeria. All the previous studies are related to this present study, but none of the focused on stakeholders' involvement as a determinant of students' academic performance in Kwara State secondary schools, Nigeria. This is the gap which this study filled. The study raised the following research questions:

Research question 1: What is the level of government's involvement in Kwara State secondary schools, Nigeria?



Research question 2: What is the level of teachers' involvement in Kwara State secondary schools, Nigeria?

Research question 3: What is the level of parents' involvement in Kwara State secondary schools, Nigeria?

Research question 4: What is the level of students' academic performance in Kwara state secondary schools, Nigeria?

The study also hypothesised that:

- H01:** Stakeholders' involvement does not significantly relate to students' academic performance in Kwara State secondary schools, Nigeria.
- H02:** The government's involvement does not significantly relate to students' academic performance in Kwara State secondary schools, Nigeria.
- H03:** Teachers' involvement does not significantly relate to students' academic performance in Kwara State secondary schools, Nigeria.
- H04:** Parents' involvement does not significantly relate to students' academic performance in Kwara State secondary schools, Nigeria.

2. Literature Review

The role of stakeholders in the success of an organisation cannot be over-emphasised. In the opinion of Freeman (2004), stakeholders are the people who are important to the sustainability and success of an organisation. In education, stakeholders include parents, teaching and non-teaching staff, school managers, government agencies, corporate organisations, old students' association, and non-governmental organisations. The Singapore Ministry of Education (2013) also stated that stakeholders in education consist of people, group of people and organisations such as parents, school managers, government, students, industries and old students' association. The stakeholders need to effectively play their roles to facilitate conducive teaching and learning environment which would enhance students' academic performance.

Asiyai (2015) believed that in Nigeria, the government is a crucial stakeholder in education because it provides a major part of the funds needed to operate public schools. Not only that, the government is responsible for the provision of quality education by ensuring that adequate fund is made available, the relevant curriculum is designed and implemented and also ensure that such curriculum is periodically reviewed to meet the needs of the present situation. Sunday and Kola (2014) submitted that it is saddening that economic instability coupled with irresponsiveness of the Nigerian government as the cerebral of other stakeholders in education, could be adduced as the reason for the inadequate provision of adequate qualified teachers for all the subjects in public secondary schools, insufficient funds, inadequacy educational facilities and a host of other. This situation is affecting qualitative standards in learning thereby resulting in poor academic performance.

Pendergast, Garvis, and Keogh (2011) argued that teachers who are highly dedicated to the teaching profession are more resilient in their job performance and could continue to, no matter the hindrances faced, help students succeed academically than teachers who exhibit little or no dedication to the job. One of the causes of the poor job performance of some teachers is poor dedication. Asiyai (2015) posited that teachers are key stakeholders in education and they are regarded as agents of students' transformation and school improvement; they implement the curriculum by engaging in holistic interpretation through teaching; help arouses the students' interest towards exhibiting high seriousness towards learning; and

integrate positive values of the societies in their minds. Ajayi, Haastrup, and Arogundade (2009) asserted that that when parents wholeheartedly involve in the education of their children, they tend to be very serious and do better academically than when the parents show carefree attitudes to their schooling. Ajala and Olutola (2007) affirmed that parents are the first socialising agent which children are exposed to. Active involvement of parents in the schooling of their children could influence their academic performance in schools. To buttress the information above, the finding of the study carried out by Abdulrahman and Madugu (2014) revealed that that parental involvement and interest significantly influence students' achievement in Mathematics in Kebbi State, Nigeria.

Academic performance could be defined as the reflection of the knowledge a student has been able to acquire from the lessons presented to him or her by teachers within a specific period. Academic performance is used to show the extent of educational success a student or students have made in schools within a given time. Kayode and Ayodele (2015) elucidated that students' academic performance means how students cope with their studies or how they accomplish different tasks assigned to them by their teachers. It also refers to the ability of students to master and remember knowledge imparted to them and being able to communicate it verbally or put it on paper. Therefore, academic performance refers to the extent to which a student has achieved his or her educational goals. Adeyemo (2011) elucidated that students' academic performance refers to achievement which a learner makes in school; that is his or her scores in a given examination. In secondary schools, students' academic performance could be determined using standardised results from examining bodies such as West African Examinations Council (WAEC), National Examinations Council (NECO) and National Business and Technical Education Board (NABTEB.)

3. Research Design

A. Research context

The research was conducted with teachers, students, and principals in Kwara State secondary schools, Nigeria as research participants. Stakeholders' Involvement Questionnaire (SIQ) was designed by the researcher and used to get information from the respondents on the participation of stakeholders (government, teachers, and parents) in education. To get data on students' academic performance, a proforma entitled "Students' Academic Performance Proforma" (SAPP) was used to collect information from school principals on the total number of students who sat for West African Senior School Certificate Examinations (WASSCE) and the number of those who had five credits and above including General Mathematics and English language in their respective schools from 2017 to 2019.

B. Population and sampling

All the 6,902 teachers, 336 principals, and all the students in the entire 336 public secondary schools in the 16 Local Government Areas in Kwara State constituted the population of the study. A multi-stage sampling technique was used for the study. Local Government Areas (LGAs) in the State were clustered into senatorial districts. Random sampling technique was used to select two LGAs from each of the senatorial districts (Kwara central, Ilorin West and East; Kwara South, Ifelodun, and Irepodun; and Kwara North, Moro and Kaima) to make a total of six out of the entire 16 in the State. The random sampling technique was used to select five schools from each of the LGAs to make a total of 30. Ten teachers and five students were randomly selected from each of the sampled schools, while principals of all the 30 sampled schools were also purposively selected.

C. Measure

Table 1 shows the sources for the measures of the constructs used in the research. Respondents (teachers, students, and principals) were asked to assess stakeholders' involvement in education using a survey

instrument. The instrument was divided into three sections (governments, teachers and parents' involvement) and based on a four-point Likert scale where Strongly Agree, Agree, Disagree and Strongly Disagree were scored 1, 2, 3, and 4 respectively.

Table 1. Constructs and measures

Constructs	Sources
Government	Amanchukwu (2011)
Teachers	Oluremi (2003)
Parents	Espin (1995)
West African Senior School Certificate Examinations (WASSCE) results	

D. Data analysis

The percentage was used for analysing demographic data of the respondents. Mean was used for the reliability analysis for the pilot test, while Pearson Product-Moment Correlation was used to test the hypotheses. All the analyses were done using SPSS version 16.

4. Results

A. Pilot test

Table 4 shows the breakdown of respondents by gender and age groups for the pilot test. These variables considered were the nominal and categorical type. A percentage was used to analyse.

Table 2. Profile of respondents for the pilot test

Profile of Respondents		Frequency	%
Gender	Male	29	64.4
	Female	16	35.6
	Total	45	
Age	15-30	18	40
	31-50	21	46.7
	51 and above	6	13.3
	Total	45	

The majority of respondents were female (64.4%), while males accounted for 35.6%. As regards the age group, those in the 31-50 age range were found to be the majority followed by those in the 15-30 (40%), while those in the 50 and above age range (13.3%) accounted for the minority.

Table 3. Pilot test reliability analysis

Constructs	No. of Items	Cronbach's alpha (α)
Government' Involvement	6	0.71
Teachers' Involvement	6	0.80
Parents' Involvement	6	0.73

Reliability analysis is the yardstick for determining the internal consistency of the measures. According to Hair *et al.* (2009), Cronbach's alpha above 0.6 for the exploratory study is considered reliable. In this study, the range of Cronbach's alpha is between 0.71 and 0.80. Therefore, all measures in the study are reliable. After ascertaining that the instrument is reliable, the researcher proceeded to the field for data collection. The subsequent sections describe the analysis of the sample.

B. Descriptive profile of the sample

Table 6 shows the breakdown of students by gender and age groups. These variables use a nominal and categorical type of data respectively. The analysis is reported in frequency and percentage form. Out of the 480 questionnaires distributed, only 433 copies were retrieved and used for analysis.

Table 4. Profile of respondents for sample

Profile of Respondents		Frequency	%
Gender	Male	259	58.5
	Female	184	41.5
	Total	45	
Age	15-30	166	37.5
	31-50	233	52.6
	51 and above	44	9.1
	Total	443	

The majority of respondents were male (58.5%). In the aspect of age group, those in 15-30, 31-50, and 51 and above were 37.5%, 52.6% and 9.1% respectively. Based on this distribution, those in the age range of 31-50 were the majority, while those in the 51 and above were the fewest.

Table 5. Profile of students who sat for West African senior school certificate examinations from 2017 to 2019

Profile of students		Frequency	%
Gender	Male	7,117	43.8
	Female	9,145	56.2

Table 5 shows that 56.2% of students who sat for West African Senior School Certificate Examinations in the selected schools in Kwara State from 2017 to 2019 were female, while 43.8% accounted for males.

C. Descriptive profile of a sample

Table 6 shows the breakdown of students by gender and age groups. These variables use a nominal and categorical type of data respectively. The analysis is reported in frequency and percentage form.

Table 6. Profile of likert scale measure

S/N	Items	SD
Government:		
1.	provides adequate physical resources for my school	3.24
2.	adequately inspects my school	3.19
3.	ensures effective implementation of the inspection reports	3.35
4.	provides adequate instructional resources for my school	3.07
5.	regularly organises capacity building programmes for teachers	3.33
6.	provides adequate motivation for teachers	3.11
Average government's involvement score		3.22
Teachers:		
7.	go to classrooms to teach students at the right time	3.39
8.	always ensure that students have a better understanding of the concept taught.	2.97
9.	help students to solve any psychological issues hindering their learning	3.46
10.	provide effective counseling services for students to make them serious with their studies	3.34
11.	provide academic support for students within the school, during their leisure	2.85
12.	thoroughly manage classrooms to ensure that effective learning takes place	3.03
Average government's involvement score		3.17
Parents		
13.	provide adequate textbooks for students	2.64
14.	ensure that students do assignment given to them in schools	3.11
15.	provide effective moral training for students to facilitate their easy conformity to the school rules and regulations	3.17
16.	periodically visit my school to monitor their children's academic progress	2.81
17.	report their children to the school authority for not doing their studying at home	2.62
18.	provide adequate writing materials for students	3.45
Average government's involvement mean score		2.97

Key: Mean: 0.00-1.66 = Low, 1.67-3.32 = Average, 3.33-5.00 = High

Table 6 shows the level of government, teachers and parents’ involvement in Kwara State secondary schools, Nigeria. As shown on the table, government, teachers and parents’ involvement had average mean scores of 3.22, 3.17 and 2.97 respectively, and all declared average. This finding is in tandem with the finding of Samson (2017) that the level of government, teachers and parents’ involvement in Niger State secondary school is average.

Table 7. Profile of students who got 5 credits pass and above including english language and general mathematics

Variable	\bar{X}
Students’ Academic Performance	3.01

Mean: 0.00-1.66 = Low, 1.67-3.32 = Average, 3.33-5.00 = High

Table 7 shows the level of students’ academic performance in Kwara State secondary schools, Nigeria. With the average mean score of 3.01, the level of students’ academic performance was considered average. This finding agrees with the finding of Lawal (2014) that the level of students’ academic performance in Kwara State secondary schools, Nigeria is average.

Table 8. Correlational analysis of stakeholders’ involvement and students’ academic performance

Construct	Cal. r-value	P-value	Decision	Remark
Stakeholders’ Involvement				
Students’ academic Performance	0.574	0.035	Ho ₁ Rejected	Significant
Governments’ Involvement				
Students’ academic Performance	0.528	0.022	Ho ₂ Rejected	Significant
Teachers’ Involvement				
Students’ academic Performance	0.612	0.004	Ho ₃ Rejected	Significant
Parents’ Involvement				
Students’ academic Performance	0.527	0.015	Ho ₄ Rejected	Significant

Table 8 the correlational analysis between stakeholders’ involvement and students’ academic performance in Kwara State secondary schools, Nigeria. For hypothesis one, the Table shows the calculated r-value (0.574), which means that there was a moderate and positive relationship between stakeholders’ involvement and students’ academic performance. In contrast, the p-value (0.035) which is less than the significance level (0.05) means that the relationship was significant. Therefore, hypothesis two (Ho₁) is rejected. This implies that if the stakeholders such as government, teachers and parents are actively

involved in the operation of Kwara State secondary schools, it will help facilitate effective teaching and learning, thereby enhancing students' academic performance. This finding agrees with the view of Sheldon (2002) that if stakeholders in education such governments, school managers, teaching and non-teaching staff, parents or guardians, students and corporate organisations are very committed to the effective services delivery of schools, it would help a lot in assisting students to excellently perform academically.

For the hypothesis two, the Table also shows the calculated r-value (0.528) which means that there was a moderate and positive relationship between governments' involvement and students' academic performance while the p-value (0.022) which is less than the significance level (0.05) means that the relationship was significant. Therefore, hypothesis two (H₀₂) is rejected. This connotes how the government contributes its quota towards Kwara State secondary schools would significantly determine students' academic performance. This finding is in tandem with the view of Sheldon (2002) that if the government is committed to adequate supply and maintenance of educational resources, an inspection of schools, supply and motivation of teachers and the likes, it would facilitate the smooth operation of schools and the consequent result is likely to be an enhancement of students' academic performance.

For the hypothesis three, the Table shows the calculated r-value (0.628) which means that there was a moderate and positive relationship between teachers' involvement and students' academic performance while the p-value (0.004) which is less than the significance level (0.05) means that the relationship was significant. Therefore, hypothesis two (H₀₃) is rejected. The finding of hypothesis three revealed that there was a significant relationship between teachers' involvement and students' academic performance in Kwara State secondary schools, Nigeria. This shows that how teachers involve in the operation of Kwara State secondary schools in terms of how they discharge their official duties would significantly determine students' academic performance. This finding corroborates the finding of Osagie and Akinlosotu (2017) that there was a significant relationship between teachers' job performance and students' academic achievement in secondary schools in Edo State, Nigeria. Teachers, as stakeholders in education, when they effectively contribute their quota towards the schools, would help in enhancing students' academic performance and the reverse is the case.

For hypothesis four, the Table shows the calculated r-value (0.527) which means that there was a moderate and positive relationship between parents' involvement and students' academic performance. In contrast, the p-value (0.015) which is less than the significance level (0.05) means that the relationship was significant. Therefore, hypothesis four (H₀₄) is rejected. This means that how parents support the schooling of their children would have a significant relationship with what they achieve academically. This finding supports the view of Awosolu (1993) that ways of ensuring that students academically succeed encompass many activities that transcend what teachers alone can do within the walls of the classroom. Parents as stakeholders in education need to effectively support teachers by ensuring that students study hard at home, do their assignments and provide their educational needs to enhance their academic performance. The significance of parents' involvement in education to facilitate outstanding students' academic performance in Nigerian secondary schools cannot be underrated.

Table 9. Summary of research questions and hypotheses results

Research questions and research hypotheses	Findings
RQ1: What the level of government's involvement in Kwara State secondary schools, Nigeria.	Average
H₀₂: What the level of teachers' involvement in Kwara State secondary schools, Nigeria.	Average
H₀₃: What the level of parents' involvement in Kwara State secondary	

schools, Nigeria.	Average
H04: What is the level of students' academic performance in Kwara State secondary schools, Nigeria.	Average

H01: Stakeholders' involvement does significantly relate to students' academic performance in Kwara State secondary schools, Nigeria.	Rejected
H02: Governments' involvement does significantly relate to students' academic performance in Kwara State secondary schools, Nigeria.	Rejected
H03: Teachers' involvement does significantly relate to students' academic performance in Kwara State secondary schools, Nigeria.	Rejected
H04: Parents' involvement does significantly relate to students' academic performance in Kwara State secondary schools, Nigeria.	Rejected

5. Conclusion

The study began with research questions: (1) what is the level of government's involvement in Kwara State secondary schools, Nigeria; (2) what is the level of teachers' involvement in Kwara State secondary schools, Nigeria; (3) what is the level of parents' involvement in Kwara State secondary schools, Nigeria; and (4) what is the level of students' academic performance in Kwara State secondary schools, Nigeria. The study concluded that if stakeholders in education such as government, teachers and parents adequately and effectively involved in the operation of Kwara State secondary schools, Nigeria by timely playing the roles expected of them, it would help enhance students' academic performance.

The study also hypothesised that (1) stakeholders' involvement does not significantly relate to students' academic performance in Kwara State secondary schools, Nigeria; (2) government's involvement does not significantly relate to students' academic performance in Kwara State secondary schools, Nigeria; (3) teachers' involvement does not significantly relate to students' academic performance in Kwara State secondary schools, Nigeria; and (4) parents' involvement does not significantly relate to students' academic performance in Kwara State secondary schools, Nigeria.

Based on the findings of the study, it was also concluded that if government effectively involved in the running of schools by adequately providing physical, instructional and human resources; effectively carrying out school inspection; regularly provision of capacity building for teachers and effectively motivate them, it would boost students' academic performance. Teachers need to always ensure that they contribute their quota by providing moral to students, making themselves accessible to them for academic support during their leisure, assisting them to solve any psychological issues hampering their learning and effectively imparting knowledge to them to achieve their outstanding academic performance. Parents should also intensify their involvement in the schooling of their children by adequately providing textbooks and writing materials for them, regularly checking their notebooks and ensuring that they do their assignments to facilitate effective learning and seriousness which would enhance their academic performance.

The outcome of this study is significant to education business strategy in the sense that, schools as an enterprise involves input, process, and output process. The outputs from Kwara State secondary schools, Nigeria (that is, students) are expected to possess the skills which would not only fetch them admission into tertiary institutions but also equip them with potentials to contribute to the economy of their respective societies, state, country and world at large at their capacities. If the government, teachers and parents effectively involved in the operation of Kwara state secondary schools, this could be achieved.



The study focused on three stakeholders and used Kwara State as its locale. Further studies could be conducted using more than three stakeholders and a wider locale.

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