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ACTIVITIES OF EDUCATIONAL STAKEHOLDERS AND STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MAKURDI EDUCATION ZONE OF BENUE STATE, NIGERIA

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ABSTRACT
This study investigated influence of activities of educational stakeholders on students' academic performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria. Two research questions guided the study and two hypotheses were formulated and tested. The study adopted a descriptive survey research design. The population was 1,768 teachers in 89 public secondary schools in Makurdi Education Zone of Benue State, Nigeria. A sample of 442 teachers from 1,768 teachers representing 25% in 22 public secondary schools from 89 public secondary schools was selected for the study. A multi-stage sampling procedure was used. The instrument used for data collection was questionnaire. It was validated by three experts and reliability test was conducted on 30 teachers using Cronbach Alpha. The result yielded reliability co-efficient of 0.84.The data collected were analyzed using Mean and Standard Deviation to answer the research questions, while Chi-square test of goodness of fit was used to test the hypotheses at 0.05 level of significance. The findings of the study showed that government funding and school administrators' instructional supervision have positive significant influence on students' academic performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria. It was concluded that activities of educational stakeholders such as government funding and school administrators' instructional supervision have positive significant influence on students' academic performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria. It was then recommended that the government should increase and ensure consistent funding of public secondary schools to enhance the provision of instructional materials, modern infrastructure and teachers' welfare; and school administrators should intensify instructional supervision so that students' academic performance will improve in public secondary schools.

Keywords: Educational stakeholders, government funding, school administrators' instructional supervision, students' academic performance.

Introduction

Students' academic performance is essential for individual student's success and a measure of school effectiveness. Beyond individual benefits, strong academic performance equips learners to function productively within society. Despite this, many public secondary schools are experiencing challenges such as poor class attendance, low participation in examinations and inconsistent engagement with academic tasks (Maqhubela, 2025). These issues have contributed to growing concern among parents, teachers, and school administrators regarding the continued decline in students' academic outcomes, particularly in Makurdi Education Zone of Benue State, Nigeria. Supporting this concern, Ofeimu and Kolawale (2019) report that annual assessments from key examination bodies including WAEC, NECO, JAMB, and the Ministry of Education and knowledge management indicate that approximately 65% of students demonstrate only average or poor academic performance.

Students' academic performance is the outcome of knowledge, skills, techniques, positive attitudes, behaviour and philosophy that a student produced as a result of participation in school activities (Kanja & Jagero, 2017). Students' academic performance is shaped by multiple interconnected factors. Globally, research shows that socioeconomic inequalities, mental health challenges, and insufficient educational resources continue to hinder students' learning outcomes (Wu, et al., 2024). For international learners, financial pressures and language difficulties further complicate academic success (Ogwunte et al., 2022). Within the Nigerian context, poverty and persistent absenteeism have been identified as key barriers to effective academic achievement (Shoaga & Rasheed, 2019). In Benue State specifically, teachers' professional competence has been found to play a critical role in determining students' performance levels (Ortom, 2024). Addressing these diverse challenges therefore requires context-specific and comprehensive interventions. Consequently, in the Makurdi Education Zone, concerns about declining student performance have increasingly centered on the roles and actions of various educational stakeholders.

Educational stakeholders are individuals or groups with a vested interest in the educational system's success and the well-being of its students (Maqhubela, 2025). These educational stakeholders may include students, parents and guardians, teachers, school administrators, support staff, community members, government agencies and policy makers and non-governmental organizations (NGOs. The activities of educational stakeholders vary based on their relationship to the educational environment. However, they participate in funding, policy formulation and implementation, maintenance of teaching and learning, provision of instructional materials, supervision of instruction and quality assurance (Odette & Andala, 2022). The 20th century saw an opening out in the scope of stakeholder activities with international organizations like United Nations Educational, Scientific and Cultural Organization **(**UNESCO) and European Educational Research Association (EERA) advocating for comprehensive education policies (UNESCO, 2015). Their collaborative roles in policy formulation, curriculum development, resource allocation and community engagement draw attention to their importance in building vigorous and reasonable education systems (EERA, 2017).

Government funding of education refers to the financial support provided by government authorities to educational institutions and for undertaking of programmes (Dozier, 2019). This funding is typically sourced from local, state, and federal governments, each contributing varying proportions depending on the country's structure. Premium Times Nigeria (2023) highlights that government funding for education in Nigeria has consistently fallen short of international benchmarks, notably the UNESCO recommendation that developing countries allocate at least 26% of their national budgets to education. A study by Olatunji (2019) indicated that government funding on instructional materials, infrastructural development and teachers' remuneration has a positive significant influence on academic performance of

students in public secondary schools in Lagos State, Nigeria. Okonkwo (2020) also revealed that government grants for laboratory equipment, library resources, and teacher training significantly improved students' academic achievement in public secondary schools in Anambra State. If there is insufficient funding, it may be difficult for students' academic performance to be high because it may lead to shortage of instructional materials despite the efforts of school administrators in ensuring instructional supervision.

School administrators' instructional supervision refers to the process by which school administrators such as principals and supervisors engage in activities aimed at improving teaching practices and enhancing student learning outcomes (Usman, 2015).This involves evaluating, supporting and guiding teachers to foster professional growth and instructional effectiveness. Research by Abubakar (2021) revealed that principals' classroom observation, monitoring of instructional records and provision of feedback have a significant positive influence on students' academic performance. Similarly, Yusuf (2022) found that administrators' classroom observation and teacher mentoring practices had a significant positive correlation with students' academic performance in public secondary schools. Ineffective supervision may reduce students' academic performance through ineffective teachers' implementation of curriculum. It is based on the above background that this study investigated influence of activities of educational stakeholders on students' academic performance in public secondary schools in the study area.

Statement of the Problem

Achieving success in academic performance by students requires support from activities of educational stakeholders in education. Typically, students possess a natural curiosity and enthusiasm for learning. Therefore, to achieve high academic performance, activities of educational stakeholders are essential. However, observations by the researcher indicate that many students in the Makurdi Education Zone of Benue State, Nigeria, lack the commitment and consistency necessary for improved academic performance. Report by the Benue State Open Education Data (2024) indicates that less than 65% of students scored 8 credits in various subjects including English Language and Mathematics in their final examinations in the past few years. Out of this percentage it has been observed by the researcher that only 16% were from Benue South Senatorial District.

This is an indication of poor performance. This may be attributed to government funding and school administrators' instructional supervision in public secondary schools in the study area. The researcher observed that inadequate government funding seems to make it difficult for schools to motivate teachers for high quality teaching while ineffective instructional supervision by school administrators appears to make some teachers to be incompetent in their instructional delivery. This situation calls for investigation into influence of educational stakeholders' activities on students' academic performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria.

Purpose of the Study

The purpose of the study was to investigate influence of educational stakeholders' activities on students' academic performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria. Specifically, the study seeks to:

1. determine the influence of government funding on students' academic performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria.
2. ascertain the influence of school administrators' instructional supervision on students' academic performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria.

Research Questions

The following research questions guided the study:

1. What is the influence of government funding on students' academic performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria?
2. What is the influence of school administrators' instructional supervision on students' academic performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

1. Government funding has no significant influence on students' academic performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria.
2. School administrators' instructional supervision has no significant influence on students' academic performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria.

Theoretical Framework

Edward Freeman's Stakeholder Theory (1984) and Richard Schechner's Performance Theory (1988) provide useful theoretical foundations for this study. Stakeholder Theory posits that organizations achieve their objectives when the interests and contributions of all stakeholders such as teachers, parents, government, school administrators and the community are properly recognized and coordinated. In the context of public secondary schools in Makurdi Education Zone, this theory suggests that the active involvement and collaboration of these stakeholders in school activities, decision-making and resource provision can significantly enhance the learning environment and ultimately improve students' academic outcomes. The relevance of this theory to this study is that, the effectiveness of stakeholders' activities such as government funding and school administrators' instructional supervision can boost provision of learning facilities and motivation of teachers and students for effective teaching and learning thereby enhancing students' academic performance in Makurdi Education Zone, Nigeria.

Methodology

The research design adopted for the study was descriptive survey design. The population was1,768 teachers in 89 public secondary schools in Makurdi Education Zone of Benue State, Nigeria (Ministry of Education and Knowledge Management Makurdi, 2025). A sample of 442 teachers from 1,768 teachers representing 25% in 22 public secondary schools from 89 public secondary schools was selected for the study. A multi-stage sampling procedure was used. The instrument used for data collection was questionnaire titled "Activities of Educational stakeholders and Students' Academic Performance Questionnaire (ASSAPQ)". It was divided into two Clusters A and B which elicited information from the respondents on the variables of the study. Cluster A sought responses on government funding, while Cluster B on school administrators' instructional supervision. It was structured on a four point rating scale with response mode of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The instrument was validated by three experts in Faculty of Education, Rev. Fr. Moses Orshio Adasu University, Makurdi. A reliability trial test was conducted on 30 using Cronbach Alpha and the result obtained was 0.84. The data collected were analyzed using Mean and Standard Deviation to answer the research questions. The cut-off point of 2.50 was used to determine agreement or disagreement of responses. The cut-off mark of 2.50 was used such that any mean score less than 2.50 was considered as a negative response. Chi-square test of goodness of fit was used to test the hypotheses at 0.05 level of significance.

Results

Research question 1

What is the influence of government funding on students' academic performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria?

Table 1:

Mean Scores and Standard Deviation Rating on Influence of Government Fundingon Students' Academic Performance in Public Secondary Schools in Makurdi Education Zone of Benue State, Nigeria

S/No	Item Description	N	SA	A	D	SD	$\bar{X}$	*SD*	Decision
1	Government revenue adequately provides instructional materials that support student learning.	442	93	184	93	72	2.67	0.98	Agree
2	Classroom infrastructure financed by government improves students' engagement in classroom activities.	442	135	147	115	45	2.84	0.97	Agree
3	Government financial support improves supply of library text books for students' reading.	442	138	131	106	67	2.76	1.05	Agree
4	Laboratory equipment supplied through governing finance enhances students' experimental activities.	442	130	142	112	58	2.77	1.01	Agree
5	Students perform better in examinations when government financial support is directed toward curriculum development.	442	98	161	104	79	2.62	1.01	Agree
	Cluster Mean						**2.73**		**Agree**

Source: Researcher's Field Work, 2026

Table 1 shows mean ratings of 2.67, 2.84, 2.76, 2.77, 2.62 and cluster mean of 2.73 with a corresponding Standard Deviation rating of 0.98, 0.97, 1.05, 1.01 and 1.01 respectively. The result indicated that the respondents agreed that government revenue adequately provides instructional materials that support student learning, classroom infrastructure financed by government improves students' engagement in classroom activities, government financial support improves supply of library text books for students' reading, laboratory equipment supplied through governing finance enhance students' experimental activities and students perform better in examinations when government financial support is directed toward curriculum development. The cluster mean value of 2.73 was above the mean score benchmark of 2.50. This shows positive influence of government funding on students' academic performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria.

Research Question 2:

What is the influence of school administrators' instructional supervision on students' academic performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria?

Table 2:

Mean Scores and Standard Deviation Rating on Influence of School Administrators' Instructional Supervisionon Students' Academic Performance in Public Secondary Schools in Makurdi Education Zone of Benue State, Nigeria

S/No	Item Description	N	SA	A	D	SD	$\bar{X}$	*SD*	Decision
6	School administrators regularly monitor classroom teaching to ensure effective instruction.	442	72	195	72	103	2.53	1.01	Agree
7	School administrators provide constructive feedback to teachers after classroom observations to foster learning.	442	65	192	91	94	2.51	0.98	Agree
8	Instructional materials are adequately checked by the school administrators to enhance students' learning.	442	80	174	115	73	2.58	0.96	Agree
9	Administrators' supervision of teachers ensures proper lesson plan for easy understanding of students.	442	90	171	82	99	2.56	1.04	Agree
10	Students are more engaged in learning when teachers are well supervised by school administrators.	442	119	150	129	44	2.77	0.95	Agree
	Cluster Mean						**2.59**		**Agree**

Source: Researcher's Field Work, 2026

Table 2 shows mean ratings of 2.53, 2.51, 2.58, 2.56, 2.77 and cluster mean of 2.59 with a corresponding Standard Deviation rating of 1.01, 0.98, 0.96, 1.04 and 0.95 respectively. The result indicated that the respondents agreed that school administrators regularly monitor classroom teaching to ensure effective instruction, school administrators provide constructive feedback to teachers after classroom observations to foster learning, instructional materials are adequately checked by the school administrators to enhance students' learning, administrators' supervision of teachers ensures proper lesson plan for easy understanding of students and students are more engaged in learning when teachers are well supervised by school administrators. The cluster mean value of 2.59 was above the mean score benchmark of 2.50. This shows positive influence of school administrators' instructional supervision on students' academic performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria.

Hypothesis 1:

Government funding has no significant influence on students' academic performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria.

Table 3:

Chi-square Analysis of Influence of Government Funding on Students' Academic Performance in Public Secondary Schools in Makurdi Education Zone of Benue State, Nigeria

Responses	Observed Frequency	Expected Frequency	*P*	df	χ^2	Decision
SA	119	110.5				
A	153	110.5	0.000	3	68.818[a]	Sig.
D	106	110.5				
SD	64	110.5				
Total	**442**					

Source: Researcher's Field Work, 2026

Table 3 shows Chi-square calculated value of 68.818[a] at 3 degree of freedom; P=0.000 is less than 0.05. With this result, the null hypothesis which states that government funding has no significant influence on students' academic performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria was therefore, rejected. This means that government funding has positive significant influence on students' academic performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria.

Hypothesis 2:

School administrators' instructional supervision has no significant influence on students' academic performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria.

Table 4:

Chi-square Analysis of Influence of School Administrators' Instructional Supervision on Students' Academic Performance in Public Secondary Schools in Makurdi Education Zone of Benue State, Nigeria

Responses	Observed Frequency	Expected Frequency	*P*	df	χ^2	Decision
SA	85	110.5				
A	176	110.5	0.000	3	93.800[a]	Sig.
D	98	110.5				
SD	83	110.5				
Total	**442**					

Source: Researcher's Field Work, 2026

Table 4 shows Chi-square calculated value of 93.800[a] at 3 degree of freedom; P=0.000 is less than 0.05. With this result, the null hypothesis which states that school administrators' instructional supervision has no significant influence on students' academic performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria was therefore, rejected. This means that school administrators' instructional supervision has positive significant influence on students' academic performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria.

Discussion of findings

The first finding of the study showed that government funding has positive significant influence on students' academic performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria. This finding implies that adequate financial support from government enhances the provision of quality educational resources such as textbooks, classrooms, laboratories and teachers' welfare, which collectively contribute to improved learning outcomes. The finding is in line with the findings of Olatunji (2019) whose findings indicated that government funding on instructional materials, infrastructural development and teachers' remuneration has a positive significant influence on academic performance of students in public secondary schools in Lagos State, Nigeria. The finding further agreed with the findings of Okonkwo (2020) whose investigation revealed that government grants for laboratory equipment, library resources and teacher training significantly improved students' academic achievement in public secondary schools in Anambra State. Generally, government funding has positive significant influence on students' academic performance because it ensures the availability of teaching and learning materials, promotes teachers' motivation through regular salary payment, and provides a conducive environment that enhances students' academic engagement and performance. This finding demonstrates the theoretical underpinning that involvement of stakeholders such as teachers and school administrators leads to achievement of school goals and objectives which is improved students' academic performance.

The second finding of the study showed that school administrators' instructional supervision has positive significant influence on students' academic performance in public

secondary schools in Makurdi Education Zone of Benue State, Nigeria. This finding showed that effective supervision by administrators encourages teachers to be more committed to instructional delivery and classroom management, thereby improving students' learning outcomes. The finding is in alignment with the findings of Abubakar (2021) whose study revealed that principals' classroom observation, monitoring of instructional records and provision of feedback have a significant positive influence on students' academic performance. The finding also corresponds with the findings of Yusuf (2022) whose result of investigation revealed that administrators' classroom observation and teacher mentoring practices had a significant positive correlation with students' academic performance in public secondary schools. The researcher also affirmed that school administrators' instructional supervision has positive significant influence on students' academic performance because it helps to maintain teaching standards, ensures teachers' adherence to curriculum objectives and enhances instructional quality through regular monitoring and support. This finding supports the theoretical basis of this study that the contribution of stakeholders such as school administrators would lead to improved organizational performance. This implies that school administrators' instructional supervision would lead to improved students' academic performance if it is effectively carried out.

Conclusion

Based on the results of the study, it was concluded that activities of educational stakeholders such as government funding and school administrators' instructional supervision have positive significant influence on students' academic performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The government should increase and ensure consistent funding of public secondary schools to enhance the provision of instructional materials, modern infrastructure, and teachers' welfare. Adequate financial support will create a conducive learning environment that promotes effective teaching and improved students' academic performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria.
2. Administrators of public secondary schools should intensify instructional supervision by regularly monitoring classroom activities, assessing teachers' lesson delivery, and providing constructive feedback. Effective supervision will enhance teachers' instructional competence and ensure strict adherence to curriculum objectives, thereby improving learning outcomes in public secondary schools in Makurdi Education Zone of Benue State, Nigeria.

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