



## Stakeholders' Support, Proprietors' Self-Efficacy, and Organisational Performance in Private Secondary Schools in Lagos State, Nigeria

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**Abstract.** Against the backdrop of the critical role private schools play in complementing education, the research addressed a significant gap in understanding the psychological and relational mechanisms that underpin their effectiveness. This study therefore, investigated the interplay between stakeholders' support, proprietors' self-efficacy and organisational performance within private secondary schools in Lagos State, Nigeria. The study was anchored on Bandura's Social Cognitive Theory and Freeman's Stakeholder Theory, providing a framework for examining how external support systems and internal belief structures converge to influence institutional outcomes. A quantitative correlational research design was adopted, utilising a multi-stage sampling technique to select 500 participants from 40 schools. Data were collected using two validated instruments: the Stakeholders' Support and Organisational Performance Questionnaire (SSAGAQ) and the Proprietor's Self-Efficacy Questionnaire (PSEQ). The data analysis employed descriptive statistics of Pearson's product-moment correlation. Inferential analysis established strong, positive correlations between stakeholders' support and organisational performance ( $r = .783, p < .001$ ), and between proprietors' self-efficacy and organisational performance ( $r = .794, p < .001$ ). The study concludes that the synergy between stakeholder collaboration and proprietors' psychological capital is fundamental to school success. The study then makes actionable recommendation that the institutionalisation of leadership development programmes focused on self-efficacy and the promotion of structured stakeholder engagement frameworks should be the utmost in private school organisations

**Keywords:** Proprietors' Self-Efficacy, Stakeholders' Support, Organisational Performance, Private Schools, Lagos State

### 1. Introduction

Education stands as a fundamental catalyst for individual empowerment and national advancement. Hence, the importance of education as the mainspring for individual development and national progress cannot be overemphasised. The provision of quality education for all citizens, transcending barriers of race, gender, disability, or socioeconomic status, then represents one of the most pressing challenges confronting global leadership today. Thus, One of the critical issues facing world leaders today is the provision of quality education for all their citizens, irrespective of individual race, gender, or disability (Oluwalola, 2021) and irrespective of socio-economic considerations. At the Jomtien Education for All (EFA) conference held in 2000, countries reaffirmed their commitment to meet the learning needs of everyone (Ad & Dahiru, 2018). Given this responsibility, the Nigerian Federal Ministry of Education (FME) produced a guideline (a national policy) for effective administration, management, and implementation at all tiers of the education system (Federal Republic of Nigeria, 2013). The document spells out the role of the individual in educating every citizen. This national education policy of every country is a signpost that gives direction (Kaso et al., 2021) on what to do, when, who, and how. The Nigerian national education policy outlines the goals of secondary education and guides the role of individuals and organisations in achieving these educational objectives.

Meanwhile to achieve the lofty goal of providing for the learning needs of all, the federal government of Nigeria recognised that the participation of private individuals and NGOs is inevitable due to the associated costs (OSSAP-SDGs & UNICEF Year?) The participation of private bodies in the provision of education is then germane to the attainment of Education for All (EFA). In Nigeria, the government is primarily responsible for providing basic education, and through the private sector has emerged as a pivotal player in delivering this education, especially in urban and densely populated areas such as Lagos State. The private secondary schools, in particular, have become increasingly prominent in responding to the demand for quality education, as public institutions are often overstretched or under-resourced.

Private schools often operate in a diverse socio-economic environment, catering for the education needs of a broad spectrum of students. Private schools play a multifaceted role in the education sector, providing alternatives to public education systems and offering a range of academic and co-curricular programmes tailored to meet the diverse needs of students. These schools are often associated with high academic standards, specialised curricula, and individualised attention. However, their role extends beyond mere academic instruction, influencing broader societal issues such as social mobility, diversity, and educational equity. Despite their growing presence and influence, students' academic performance in private secondary schools in Lagos State seemingly reveals considerable disparities.

One of the key roles of private schools is to offer educational opportunities that may not be available in public schools. Private schools often have more flexibility in terms of curriculum design, allowing them to provide specialised programmes such as advanced placement courses, international baccalaureate programmes, or specialised arts and sports academies (Gaztambide-Fernández, 2020). This flexibility enables them to cater for students with specific academic or co-curricular interests, fostering an environment that promotes holistic development.

Yet, Private schools are increasingly recognised for their efforts to promote socio-economic diversity. Historically seen as catering to elite or affluent families, many private schools have implemented financial aid programmes, scholarships, and outreach initiatives to attract students from a wide range of socio-economic backgrounds (Danner & Danner, 2021). These efforts broaden access to quality education and enrich the learning environment by

bringing together students from diverse backgrounds and fostering inclusive communities.

In addition to enhancing socio-economic diversity, private schools contribute to educational equity. By offering opportunities to students from disadvantaged backgrounds, private schools can help bridge the achievement gap. For example, research shows that students from lower-income families who attend private schools often outperform their peers in public schools, benefiting from smaller class sizes, individualised attention, and a supportive learning environment (Reardon & Bischoff, 2023). These factors contribute to levelling the playing field and ensuring that all students have access to quality education.

Another critical role of private schools is their ability to innovate and experiment with new teaching methodologies and technologies. Because the same regulations that bind public schools enable some latitude, private schools can be more agile in adopting new educational practices. This innovation can lead to the development of best practices that the broader education sector may later adopt (Bassett & Wright, 2022). For example, many private schools have pioneered the use of technology in the classroom, providing students with early exposure to digital tools that enhance their learning.

Private schools also play a crucial role in promoting global citizenship and cultural awareness. Many private institutions strongly emphasise international education, offering students opportunities to engage with global issues, participate in exchange programs, and learn multiple languages (Brown, 2021). This global focus prepares students to navigate an increasingly interconnected world, equipping them with the skills and perspectives needed to succeed in a globalised economy.

The social capital and networking opportunities private schools provide are another significant aspect of their role. Students in private schools often have access to a broad network of peers, alumni, and professionals, which can have long-term benefits for their academic and career trajectories (Dreyer & Berry, 2023). These networks can open doors to internships, mentorships, and job opportunities that may not be available to students in other educational settings, further contributing to social mobility. Generally, private schools contribute to reducing social inequality by serving as pathways for upward mobility. By offering students from diverse backgrounds access to high-quality education, private schools can help break the cycle of poverty and

provide students with the tools they need to succeed in competitive environments (Kahlenberg, 2022). This role is particularly important in societies where access to quality education is closely tied to future economic success, making private schools critical players in promoting social equity and justice.

However, the effectiveness and sustainability of these schools in achieving their objectives, including enhancing students' academic performance, are contingent upon various factors and predictors as have been identified in existing literature including school leadership, parental involvement, community engagement, and teacher quality. Among these factors are also stakeholders' support and proprietors' self-efficacy which are increasingly recognised as important predictors, yet are under-researched variables within the context of private schooling. Hence, this study aims to research these two variables to contribute to the existing body of knowledge regarding stakeholders' support and proprietors' self-efficacy in relation to organisational performance in private secondary schools in Lagos State.

Stakeholders are individuals with a personal interest in education (Indeed, 2024), including parents, teachers, administrators, and the local community. They contribute to the overall functioning of private schools. Stakeholders' support encompasses the involvement of all parties who have a vested interest in the educational process, including parents, teachers, community members, educational authorities, and non-governmental organisations. Their involvement and support can significantly impact the school's resources, reputation, and ability to achieve its set goals. When these stakeholders are actively engaged, they provide not only financial and material resources but also emotional and institutional support that can foster an enabling learning environment. Their involvement can lead to better school accountability, stronger school-community relations, and improved student discipline and motivation, all of which are critical to enhancing academic performance (Epstein, 2018).

Yet, the self-efficacy of school proprietors, which encompasses their belief in their abilities to overcome challenges and lead effectively, plays a pivotal role in shaping the school's culture and direction. A high level of self-efficacy among proprietors may lead to proactive decision-making, innovative approaches to education and effective resource allocation, all of which contribute to achieving school goals.

Thus, Stakeholders' support system, Plus proprietors' Self-Efficacy, constitute an instrumental variable in achieving a given academic institution's educational

goals and objectives, including improved academic performance. It therefore becomes imperative to research the intricate relationship among various stakeholders' support, the confidence of school proprietors, and the ultimate academic outcomes in private secondary schools within Lagos State.

In the context of Lagos State, a commercial and educational hub with a high concentration of private schools, the interplay among stakeholders' support, proprietors' self-efficacy, and organisational performance is both complex and critical. However, empirical studies examining these variables in an integrated framework seen limited. This gap highlights the need for a comprehensive investigation that explores how stakeholders' involvement and proprietors' belief in their leadership capacity jointly or independently influence organisational performance in private secondary schools. Thus, this research examined how stakeholders' support, combined with the self-efficacy of school proprietors, influences the attainment of educational objectives, particularly students' academic performance. By examining these variables, the study aimed to contribute to a deeper understanding of the dynamics at play within the private educational landscape of Lagos State, thereby providing valuable insights for policymakers, educators, and stakeholders to inform their investment in enhancing educational outcomes in the state. This study, therefore, sought to fill this gap by examining the influence of stakeholders' support and proprietors' self-efficacy on the organisational performance in private secondary schools in Lagos State, Nigeria. The findings are expected to contribute to educational policy, proprietorship practices, and stakeholder engagement strategies that enhance the quality and outcomes of private education in the state.

### 1.1 Statement of the Problem

The expansion of private secondary education in Lagos State has increased competition among schools and raised expectations for high-quality service delivery, competent leadership, and consistent institutional performance. Despite this growth, several private schools continue to exhibit managerial and operational weaknesses, prompting concerns about the underlying determinants of their organizational effectiveness (Unterhalter, 2022). Drawing from Stakeholder Theory (Sharma, 2024), effective schooling requires meaningful collaboration among key actors, such as parents, teachers, students, alumni, regulatory agencies and community groups, who are expected to support decision-making processes and contribute to school development. In practice, however, stakeholders' involvement in many private

secondary schools appears irregular, poorly structured, or insufficient (Chitsenga & Hadebe, 2018). This limited engagement restricts communication, weakens accountability mechanisms, disrupts school–community relationships, and ultimately constrains collective efforts designed to advance school improvement.

In addition, Self-Efficacy Theory emphasizes that individuals' confidence in their capacity to perform managerial responsibilities influences their motivation, decision-making quality, and persistence in addressing challenges. Proprietors of private secondary schools frequently operate as owners, administrators, instructional leaders, and resource managers, often without specialized training in educational management. Their level of managerial self-efficacy therefore varies widely. When proprietors exhibit low self-efficacy, it can translate into inadequate supervision, ineffective human resource management, poor conflict resolution, weak instructional leadership, and limited ability to mobilize or utilize resources. These shortcomings can hinder both daily operations and the long-term strategic functioning of the school.

As a result, numerous private secondary schools in Lagos State continue to struggle with issues such as inconsistent academic performance, frequent teacher turnover, low staff morale, fragile internal quality assurance systems, and unstable organizational climates (Ittai & Ogunji, 2025; Orunbon & Isaac-philips, 2020; Kolade, 2019; Unterhalter & Robinson, 2018). These persistent challenges raise theoretical and practical questions regarding the key drivers of school effectiveness. Meanwhile Organizational Performance Theory suggests that a school's performance is shaped by the combined influence of its internal managerial capabilities and the external support it receives from relevant stakeholders, both of which determine the institution's capacity to achieve its goals and maintain organisational stability.

This gap highlights the need for a comprehensive empirical investigation into the relationships among stakeholders' support, proprietors' self-efficacy, and organisational performance in private secondary schools across Lagos State. Insights from such a study will contribute to theoretical advancement and provide practical guidance for enhancing educational management practices and improving school effectiveness.

## 1.2 Research Hypotheses

HO1: There is no significant relationship between stakeholders' support and proprietors' self-efficacy in private secondary schools in Lagos State, Nigeria

HO2: There is no significant relationship between stakeholders' support and organisational performance in private secondary schools in Lagos State, Nigeria.

## 2. Literature Review

### 2.1 Stakeholders' Support and School Organisational Performance

Stakeholders' support is a multi-dimensional construct encompassing resource flows (financial and in-kind), social capital (networks, advocacy), human contributions (volunteer labour and teacher support), and relational activities (communication, monitoring and cooperative governance). In the school setting, stakeholders constitute the proximal ecology of the institution: parents, teachers, proprietors, local community leaders, alumni, local businesses, non-governmental organisations and regulatory agencies all influence how schools function and what they can accomplish.

Stakeholders' support is a critical factor in the success of educational institutions, including individually owned private secondary schools. Stakeholders, including parents, teachers, community members, government agencies, and private sector investors, all play essential roles in shaping the success of these schools. According to Murugi and Mugwe (2023) stakeholders' involvement in school governance, financial support, and policy decisions can significantly influence the achievement of the school's objectives.

Contemporary evidence underscores two central pathways through which stakeholders' support influences organisational performance. First, resource mediation: stakeholder-provided finance and in-kind donations directly alter the material capacity of schools to provide learning materials, maintain infrastructure, and compensate or incentivise staff (a fact repeatedly documented in Nigerian state-level studies and in private-school research in Lagos). For instance, managerial studies investigating private secondary schools in Lagos during and after the COVID-19 shock report that stakeholder financial contributions and locally organised funding arrangements buffered many schools against closures and helped sustain teaching operations (e.g., ad-hoc PTA contributions and community fundraising) (Adekunle et al., 2020). This demonstrates that stakeholder funding is not a subsidiary input, but a core determinant of operational continuity and

programmatically in individually owned private schools.

Second, social and relational mechanisms: parental involvement, community participation and teacher engagement generate normative pressures, accountability, and collaborative practices that affect instructional quality, student behaviour and staff morale. Systematic and local evidence indicates that when parents attend meetings, monitor homework and partner with teachers, student attendance, classroom engagement, and discipline improve, outcomes that are influential components of school organisational performance (attendance and orderly conduct enable sustained instructional time and improve learning outcomes). Nigerian district studies and program evaluations, which document parental engagement in Lagos and other states, provide consistent support for this claim (Oni & Soji-Oni, 2024).

Research highlights that strong partnerships between stakeholders and school administrators are fundamental to improving the quality of education, infrastructure, and student performance. Parental involvement, for example, is linked to better academic outcomes and increased student engagement (Bhengu & Mthembu, 2021). Furthermore, community support enhances schools' ability to access external resources, such as funding and educational programs, which can directly impact student achievement (Ayeeni, 2023). Therefore, the success of private secondary schools in Lagos State depends heavily on the level of support from stakeholders who contribute financially, socially, and intellectually to the school's progress.

## 2.2 Organisational Performance in Individually-Owned Private Secondary Schools

Organisational performance in schools is necessarily multi-dimensional. A robust conceptualization integrates internal process measures (school climate, disciplinary systems), human resource indicators (teacher job satisfaction and retention), and external validation (awards and recognition), in addition to student outcome metrics. For individually-owned private secondary schools, these dimensions are particularly salient: proprietors make decisions that directly shape staff employment conditions, discipline policies, and investments in activities that produce awards and reputational gains.

For example, school climate research in Nigeria demonstrates clear links between climate factors (safety, collegiality, instructional leadership) and turnover intentions among teachers, an especially important finding because higher turnover is associated with disrupted instruction and lower student

performance. Studies of private schools in Lagos during the COVID-19 period also show that proprietorial decisions (e.g., investments in remote learning, staff support) directly affected both retention and school reputation (including awards and external recognition) (Ittai & Ogunji, 2025) because these investments signalled quality to parents and inspection bodies.

The performance in individually owned private secondary schools in Lagos State is determined by various internal and external factors. These goals typically include academic excellence, financial sustainability, infrastructure development, and the holistic development of students (Ogunlade & Ayodele, 2022). For proprietors, achieving these goals involves strategic planning, resource management, and effective stakeholder engagement.

According to Fapohunda and Olorunfemi (2021), these schools' success often depends on the proprietor's ability to align their vision with the school's operations. This alignment requires the proprietor to set clear objectives, monitor progress, and make necessary adjustments to achieve the desired outcomes. Financial management is also a critical component, as inadequate funding or mismanagement of resources can hinder the attainment of school goals (Alabi & Adeoye, 2023). Additionally, the proprietors' ability to engage stakeholders, such as parents, teachers, and external partners, is crucial in fostering an environment that is conducive to achieving both academic and operational success.

## 2.3 The Concept of Stakeholders' Support

In this globalised world, stakeholder support has become a buzzword employed in evaluating educational institutions; this is due to the emergence of general acceptance of collaborative school strategic planning as a model and potent means of promoting school effectiveness and efficiency. Stakeholder support is a veritable tool that gives the school the ability to develop a clear vision of what the school is about and where it is going, a shared sense of purpose, a common sense of goals and a consensus on the means of achieving the school's objectives and goals (Murugi & Mugwe, 2023).

Ramasimu (2023) opined that stakeholder support in either public or private schools involves a systematic approach to soliciting information and ideas from various stakeholders to contribute meaningfully to the school's success. Engaging multiple stakeholders through deliberate and direct involvement by school leaders leads to effective school

management. It was also noted that the involvement of multiple stakeholders in the school's management enhances learner performance, improves the quality of education and leads to effective and efficient school management.

Benn et al. (2016) argue that the rationale behind stakeholder support is hinged on the assumption that describes the relationship between an organisation and its environment. Schools that overlook societal and community interests risk losing learners who are pivotal to the success of any school organisation. Beyond this, ignoring the parents and the communities, who are the core stakeholders, could spell doom for the school, resulting in a negative reputation and potentially putting the school's existence at risk.

#### 2.4 School Proprietors' Self-Efficacy

Shah and Guild (2022) argued that the role of proprietor's self-efficacy in effective and efficient school management cannot be over emphasised, this point was expatiated when he noted that proprietors are highly dignified leaders and school managers who are adjudged being part of the movers and drivers of social change and development in the society./ in achieving the above feat school proprietors are required to possess a very strong sense of self-efficacy to excellently manage the teaching and non-teaching staff members contribution towards the school development internally and externally.

School proprietors' self-efficacy refers to their belief in their ability to successfully mobilise resources, manage operational challenges, motivate staff and steer the school toward its goals. Although the literature on school principal self-efficacy is substantial, fewer studies focus specifically on private school proprietors. Nonetheless, the available literature suggests strong relevance. For example, a Nigerian study of secondary school leaders found that self-efficacy significantly predicted leadership behaviours and organisational climate (Okafor & Eze, 2023). My three proposed sub-constructs (Motivating Staff, Confidence in Decision-making, and Problem-solving) map well to the principal-efficacy literature and reflect proprietorial tasks in individually owned schools.

Empirical evidence suggests that proprietors with high self-efficacy are more likely to engage in professional development for staff, adopt innovative practices (especially during crises such as the COVID-19 pandemic), and sustain operations despite resource uncertainty (Ogunleye & Adedoyin, 2023). Importantly, self-efficacy is contextually bound:

proprietors operating in environments with stronger stakeholder support and fewer external constraints (e.g., regulation, funding shortfalls) are better able to activate their self-efficacy beliefs—implying possible moderated or mediated relationships in your conceptual model.

Waddington (2023) Self-efficacy is a concept that focuses on an individual's appraisal of their ability to perform a task successfully in a given situation. It is a concept that provides insight into how an individual perceives the impact of their abilities on their actions and productivity. From the aforementioned, the proprietor's self-efficacy is a crucial factor that contributes to the success and development of private schools in all aspects, and the reasons for this are not far-fetched. Proprietors' self-efficacy promotes teachers' job satisfaction and motivation; it aids students' learning outcomes. Also, parents' satisfaction and confidence are earned. The proprietors' ability to evaluate or appraise their own ability, competence, and capacity to achieve organisational goals is central to the school's success.

#### 2.5 The Concept of Organisational Performance

Organisational performance in the school context refers to the extent to which a school meets its objectives, sustains operations, enhances stakeholder satisfaction, maintains a positive internal environment and achieves external recognition. In education research, authors often differentiate between school performance (student outcomes) and organisational performance (wider institutional health) (Martinez et al., 2024). For your study, the five constructs—School Climate, Teachers' Job Satisfaction, Students & Staff Retention, School Discipline, Laurels & Award Winning—provide a comprehensive view of performance beyond academic achievement alone.

**School Climate:** The collective perceptions of safety, teaching-learning quality, relationships, and organisational norms, studies in Nigeria show strong links between a positive climate and teacher retention, as well as student engagement (Urama & Essien, 2023).

**Teachers' Job Satisfaction:** Teacher satisfaction affects morale, effort, turnover and subsequently student outcomes. Literature shows that private-school teachers in Nigeria frequently cite pay, professional development opportunities and recognition as key factors (Adetiba et al., 2024).

**Students and Staff Retention:** High retention among both students and staff signifies institutional stability, continuity and reputation. Empirical work indicates that retention is influenced by climate, leadership

practices, and stakeholder support (Akpomi & Ugbari, 2024).

**School Discipline:** Effective disciplinary systems correlate with improved school climate and reduced learning disruptions. A Nigerian study in private secondary schools found that schools with proactive discipline policies recorded fewer behavioural incidents and improved student attendance (Salawu & Bello, 2022).

**Laurels & Award Winning:** External recognitions, such as competition wins, inspection commendations, or accreditation awards, serve as signals of quality, enhance marketability, and can influence enrollment. Though less frequently studied, some Nigerian private-school reports indicate that schools with strong stakeholder-proprietor alignment are more likely to win awards (Okonjo & Nwosu, 2023).

Critically, using these five constructs allows for a nuanced measurement of organisational performance. However, one must be cautious: external recognitions (laurels) may reflect opportunity advantages rather than inherent quality, and retention/staff satisfaction may themselves be outcomes of climate/discipline rather than independent performance indicators.

Organizational performance in secondary schools is a critical area of focus for educational research, particularly as it relates to improving student outcomes and school performance. Educational goals in secondary schools typically focus on academic performance, holistic student development, and preparing students for higher education or vocational pursuits. Research has shown that clearly defined goals and effective goal-setting strategies are linked to improved student achievement, teacher performance, and overall school success (Locke & Latham, 2019). Achieving these goals requires an integrated approach involving students, teachers, school leaders, and the community.

Hence, the sample size was calculated to be 500

### 3. Research Methodology

This study adopted a quantitative research design of the correlational type. With a correlational survey design, the researcher was able to gather, organise, and analyse research data of the private secondary schools in Lagos state in respect of the study variables.

The population of this study comprised all the 5,622 approved private secondary schools in Lagos state. The national policy on education gives legal backing to private individuals and non-governmental organisations to participate in providing education by expanding access. Thus, the population also consisted of the proprietors and stakeholders of these schools.

This study made use of a multi-stage sampling technique to select the sample schools and category of participants. First, the population was stratified into three strata based on senatorial districts. These comprise Lagos West, Lagos Central and Lagos East senatorial districts. The Lagos West senatorial district comprises ten local governments, and Lagos Central and Lagos East senatorial district each comprises five local governments, respectively.

Afterwards, a purposive sampling technique was used to select four local governments, two from Lagos West, 1 from Lagos Central and 1 from Lagos East senatorial districts. A simple random sampling technique was then used to select 40 private secondary schools, representing 10 private secondary schools from each of the sampled local governments. Similarly, a sampling technique was used to sample the proprietors (40), the principals (40) and 12 teachers from each of the 40 sampled schools. However, while all the 40 proprietors and 40 principals responded to the instruments administered to them, only 420 of the 480 teachers returned the instruments intact. Therefore, a total of 500 participants (40 proprietors, 40 principals and 420) teachers were selected for this study.

**Table 1:** Stratification by Senatorial District

Senatorial District	Local Governments	% of Total
Lagos West	10	50%
Lagos Central	5	25%
Lagos East	5	25%
Total	20	100%

**Table 2: Local Government Selection**

Senatorial District	Selected Governments	Local	Selection Rationale
Lagos West	2		High school density (urban/rural)
Lagos Central	1		Urban education hub
Lagos East	1		Peri-urban/rural balance
Total	4		

**Table 3: Participant Selection**

Participant Role	Selection Method	Total
Proprietor	Purposive	40
Principal	Purposive	40
Teachers	Random	420
Total		500

This study used three self-developed instruments titled “Stakeholders’ Support Questionnaire (SSQ), Proprietors’ Self-Efficacy Questionnaire (PSEQ) and Organisational Performance Questionnaire (OPQ)” to be responded to by the proprietors, headteachers and teachers respectively. Each questionnaire is divided into two major sections. Section A was used to collect demographic information from the participants, while Section B focused on the variables of stakeholders’ Support, Proprietors’ Self-Efficacy and Organisational Performance. The section B contains 20 items for the (SSQ), 15 items for the (PSEQ) and 35 items for the (OPQ) that measured the aforementioned variables.

The Cronbach's alpha coefficient for each of the instrument’s construct was calculated after it has been administered to two private schools that were not part of the study sample. The overall Cronbach's alpha coefficient was determined following the administration to these two private schools.

This study used primary data collected from the respondents. The researchers sought the permission and approval of the participants to participate in the study using the letter of informed consent. The letter contains information about a participant's right to participate or decline participation in the study. Similarly, they were notified that they can withdraw from the study at any time they feel so. The research employed five research assistants to distribute the questionnaire for data collection. With the help of the research assistants’ copies, the questionnaires were distributed and collected on the spot to ensure high percentage returns. For the principals and proprietors, the percentage returns was 100% each while for the teacher it was 87.5%

The data analysis for this study was conducted in a systematic, multi-stage process designed to ensure the rigorous examination of the collected data and the robust answering of research questions and testing of the research hypotheses. The entire analysis was performed using the Statistical Package for the Social Sciences (SPSS, IBM Corp.) Version 30. The process commenced with the preparation and screening of essential data to ensure the integrity and quality of the dataset. This preliminary phase involved the meticulous coding of questionnaire responses, data entry, and validation to minimise errors. The dataset was then screened for missing values and univariate outliers; given the high return rate from on-the-spot collection, missing data were minimal and handled through list wise deletion to preserve the validity of subsequent statistical computations. Furthermore, the underlying assumptions for all planned parametric tests—including normality, linearity, homoscedasticity, and the absence of multicollinearity—were examined and satisfactorily met, thus justifying the use of advanced inferential techniques.

The core of the analysis involved the use of inferential statistics to test the study's two hypotheses. To examine the bivariate relationships postulated in Hypotheses 1 and 2 was utilised. This analysis measured the strength and direction of the linear relationships between stakeholders' support and proprietors' self-efficacy (H01), and stakeholders' support and organisational performance (H02).

#### 4. Results

##### Hypotheses Testing

##### Hypothesis one

H01: There is no significant relationship between stakeholders’ support and proprietors’ self-efficacy in private secondary schools in Lagos State, Nigeria

This hypothesis was tested in two stages. In the first stage, stakeholders’ support was treated as a single independent variable, and its relationship with proprietors’ self-efficacy was examined using the Pearson’s Product–Moment

Correlation Analysis. In the second stage, stakeholders’ support was decomposed into its four stated constructs (financial support, community participation, parental involvement, and teacher engagement) and their combined and individual contributions to proprietors’ self-efficacy were examined using multiple regression analysis.

**Stage One: Pearson Product–Moment Correlation Analysis**

**Table 4:** Correlation between Stakeholders’ Support and Proprietors’ Self Efficacy

		1	1
Stakeholder	Pearson Correlation	1	1.673**
	Sig. (2-tailed)		<.001
	N	500	500
Self-efficacy	Pearson Correlation	1.673**	1
	Sig. (2-tailed)	<.001	
	N	500	500

\*\* . Correlation is significant at the 0.01 level (2-tailed).

*Source: Researcher’s Computation (2025)*

A Pearson correlation analysis was conducted to determine the relationship between stakeholders’ support and proprietors’ self-efficacy. The result, as shown in Table 4.8, indicates a strong, positive, and statistically significant correlation between stakeholders’ support and proprietors’ self-efficacy,  $r = .673, p < .001$ .

This finding implies that higher levels of stakeholders’ support are associated with higher levels of proprietors’ self-efficacy in private secondary schools in Lagos State. Thus, proprietors who receive greater support from parents, teachers, and the community tend to display stronger confidence, motivation, and self-belief in managing their schools. Consequently, the null hypothesis, which states that there is no significant relationship between stakeholders’ support and proprietors’ self-efficacy, is not accepted at the .05 level of significance.

The findings from both analyses revealed that stakeholders’ support has a strong and statistically significant relationship with proprietors’ self-efficacy in private secondary schools in Lagos State. The Pearson correlation indicated a strong positive association,  $r = .673, p < .001$ , confirming that as stakeholder support increases, proprietors’ self-efficacy also rises. When examined through multiple regression, the model was significant,  $F(4, 495) = 136.86, p < .001$ , explaining 52.5% of the variance in proprietors’ self-efficacy. Among the four constructs of stakeholders’ support, parental involvement, teacher engagement, and community participation emerged as significant predictors, while financial support was not statistically significant. Therefore, the null hypothesis ( $H_{01}$ ) is not accepted, leading to the position that stakeholders’ support, particularly through parental and teacher engagement, plays a crucial role in enhancing proprietors’ self-efficacy in private secondary schools in Lagos state.

**Hypothesis Two**

HO2: There is no significant relationship between stakeholders’ support and organisational performance in private secondary schools in Lagos State, Nigeria. This hypothesis was tested in two stages. In the first stage, stakeholders’ support was treated as a single independent variable, and its relationship with organisational performance was examined using the Pearson Product–Moment Correlation Analysis. In the second stage, stakeholders’ support was decomposed into its four stated constructs (financial support, community participation, parental involvement, and teacher engagement) and their combined and individual contributions to organisational performance were examined using multiple regression analysis.

**Stage One: Pearson Product–Moment Correlation Analysis**

**Table 5:** Correlation between Stakeholders’ Support and Organisational Performance

		1	2
Stakeholder	Pearson Correlation	1	.783**
	Sig. (2-tailed)		<.001
	N	500	500
Organisational	Pearson Correlation	.783**	1
	Sig. (2-tailed)	<.001	
	N	500	500

\*\* . Correlation is significant at the 0.01 level (2-tailed).

A Pearson Product–Moment Correlation Analysis was conducted to examine the relationship between stakeholders’ support and 224rganizational performance among private secondary schools in Lagos State. The results, as shown in Table 4.12, revealed a strong, positive, and statistically significant relationship between stakeholders’ support and 224rganizational performance ( $r = .783, p < .001, N = 500$ ). This indicates that higher levels of stakeholders’ support are associated with improved 224rganizational outcomes. Therefore, the null hypothesis ( $H_{02}$ ), which states that there is no significant relationship between stakeholders’ support and 224rganizational performance, is rejected. It can thus be concluded that stakeholders’ support contributes meaningfully to the 224rganizational performance of private secondary schools in Lagos State. The correlation coefficient of .783 suggests a high degree of association, implying that schools that receive more active and consistent support from stakeholders (such as parents, teachers, community members, and financial contributors) tend to exhibit better performance outcomes in terms of administration, staff motivation, and overall effectiveness.

## 5. Discussion of Findings

### **Relationship between stakeholders’ support and proprietors’ self-efficacy in private secondary schools in Lagos State, Nigeria**

The study investigated the relationship between stakeholders’ support and proprietors’ self-efficacy in private secondary schools in Lagos State, Nigeria. The findings revealed a strong and statistically significant positive relationship between stakeholders’ support and proprietors’ self-efficacy. Specifically, proprietors who received greater support from stakeholders such as parents, teachers, and community members demonstrated higher levels of self-efficacy in managing their schools effectively.

The study found that stakeholder support was a significant predictor of proprietors’ self-efficacy. Specifically, three components of stakeholders’ support—parental involvement, teacher engagement, and community participation—were significant predictors, while financial support was not. This implies that proprietors’ belief in their ability to perform effectively depends more on the quality of interpersonal and professional collaboration than on financial contributions alone.

The positive association between stakeholders’ support and proprietors’ self-efficacy can be interpreted as evidence that social and professional

networks within the school community reinforce proprietors’ confidence in their multiple roles. When parents actively engage in school governance and teachers collaborate meaningfully with management, proprietors receive affirmation that their proprietorship is valued and effective. This psychological reinforcement enhances their self-efficacy beliefs, which, in turn, improves decision-making, staff management, and problem-solving effectiveness (Bandura, 1997; Pajares, 2002).

The finding that financial support was not a significant predictor may reflect the economic realities of Lagos State, where most private schools are self-financing and proprietors rely primarily on tuition fees rather than external stakeholder funding. In such contexts, proprietors might perceive financial independence as a mark of autonomy, while relational support from teachers, parents, and the community may serve as a more influential determinant of their confidence and motivation.

These findings of this study are consistent with Bandura’s Self-Efficacy Theory, which asserts that individuals’ beliefs in their capabilities are shaped by four key sources: mastery experiences, vicarious experiences, verbal persuasion, and physiological arousal. In the school environment, stakeholders support provides at least three of these sources. First, through vicarious experiences, proprietors observe and learn from stakeholders’ commitment, which models collaborative success. For example, seeing parents or teachers take active roles in school improvement projects reinforces the proprietor’s sense of collective efficacy.

Second, verbal persuasion occurs when stakeholders provide feedback, encouragement, or recognition for effective school proprietorship. Such verbal affirmations from parents, teachers, or community members strengthen proprietors’ belief that their actions are impactful.

Third, emotional reinforcement and moral support from stakeholders reduce stress and burnout, thereby improving proprietors’ mental resilience and optimism, key indicators of strong self-efficacy (Bandura, 1997; Schunk & Pajares, 2009).

Furthermore, the results align with Stakeholders Theory (Freeman, 1984), which posits that the success of an organisation depends on the support and cooperation of all stakeholders who share an interest in its goals. In this context, stakeholders serve as both influencers and enablers of proprietors’ efficacy. When stakeholders’ expectations are managed through

transparent communication and participation, proprietors are empowered to perform with greater confidence and commitment.

This synergy highlights the interactive nature of leadership efficacy; proprietors' self-efficacy does not develop in isolation, but rather within a supportive ecosystem of relationships, shared values, and collaborative trust (Bryson, 2018; Rowley, 1997).

The finding that stakeholders' support enhances self-efficacy aligns with a growing body of literature emphasising the relational and social dimensions of efficacy. For instance, Murugi and Mugwe (2023) found that head teachers' confidence and managerial effectiveness were strongly associated with parental and community involvement in Kenyan secondary schools. Similarly, Myeza et al. (2024) demonstrated that stakeholders' participation significantly contributes to the professional confidence of school leaders by creating a culture of shared responsibility.

In the Nigerian context, Okeke and Anyanwu (2022) reported that active participation of parents and teachers in school activities boosts proprietors' morale, enhances leadership accountability, and promotes better administrative performance. The current finding corroborates these results, suggesting that stakeholders support operates as a form of social capital that reinforces proprietors' belief in their management competence.

The finding also agrees with that of Marquez and Ching (2023), who found that social and institutional support increased self-efficacy among school principals in the Philippines. Similarly, Yilmaz and Sahin (2021) reported that collegial and parental support were significant predictors of teacher and leader self-efficacy in Turkish schools. These studies collectively highlight the universality of social reinforcement as a key determinant of self-efficacy among educational leaders.

Conversely, the non-significant contribution of financial support contrasts with studies such as that of Omeje and Onah (2020), who found that financial backing from stakeholders was essential for improving school administrators' performance. However, this discrepancy may be explained by contextual differences: while financial input may be critical in public school settings where resources are externally allocated, proprietors of private schools often exercise financial autonomy and may value moral and participatory support more than direct financial aid.

The Lagos State private education sector provides a unique context for interpreting these findings. Private schools in Lagos are diverse, ranging from low-cost community-based institutions to elite international schools. Despite this diversity, proprietors often face common challenges such as high operational costs, regulatory pressure, staff turnover, and competition. In this environment, stakeholders' collaboration becomes a vital coping mechanism that fosters resilience and innovation among school proprietors.

The significant role of parental involvement in predicting proprietors' self-efficacy reflects the cultural and social importance of parental roles in Nigerian education. Parents are often seen as co-educators who share responsibility for students' moral and academic development (Okeke, 2020) When parents engage in school governance, proprietors feel supported and validated in their managerial efforts, which reinforces their confidence in implementing policies and initiatives effectively.

#### **Relationship between stakeholders' support stakeholders' and organisational performance in private secondary schools in Lagos State, Nigeria**

The results of this study revealed a strong and statistically significant positive relationship between stakeholders' support and organisational performance among private secondary schools in Lagos State, Nigeria. Regression analysis showed that the four constructs of stakeholders' support, parental involvement, teacher engagement, financial support, and community participation jointly explained a substantial proportion of the variance in organisational performance. Among these, parental involvement emerged as the most influential predictor, followed by financial support and teacher engagement, while community participation was not statistically significant.

The finding of a strong positive relationship between stakeholders' support and organisational performance suggests that the collaborative involvement of parents, teachers, and community members contributes significantly to school success. Parental involvement was found to be the strongest predictor of organisational performance, which underscores the vital role of parents as both clients and partners in the educational process.

This result implies that schools where parents actively participate in school governance, support their children's learning, and contribute to the school's development are more likely to achieve high performance. Parental participation enhances

accountability, strengthens communication between school management and the community, and fosters shared responsibility for educational outcomes (Epstein, 2018; Okeke, 2020).

Financial support also emerged as a significant predictor, highlighting the resource-dependency dimension of private schools. Private secondary schools in Lagos primarily rely on internally generated revenue, such as tuition and donations. Hence, stakeholders who provide financial backing or facilitate resource mobilisation play a direct role in sustaining school operations, improving infrastructure, and funding instructional innovations (Adedeji & Owoeye, 2020).

Teacher engagement was likewise significant, demonstrating that teachers are critical agents in translating stakeholders' intentions into educational outcomes. When teachers are motivated, empowered, and included in decision-making, they are more likely to exhibit organisational commitment and productivity, which enhances school performance (Day & Sammons, 2016; Fullan, 2020).

In contrast, community participation, though positive, was not a statistically significant predictor of organisational performance. This may be attributed to the limited role that communities play in privately owned schools, where governance structures are typically centralised under proprietors. Nevertheless, the qualitative influence of community goodwill, social trust, and moral legitimacy remains essential for long-term sustainability (Nakiyaga et al., 2024).

The findings can be interpreted through Stakeholders' Theory (Freeman, 1984) and Systems Theory (Katz & Kahn, 1978). According to Stakeholders' Theory, organisations achieve effectiveness when they balance the needs and contributions of various stakeholders. In this study, stakeholders' support, manifested through financial input, engagement, and participation, acts as both a resource and a feedback mechanism that enhances the organisation's adaptive capacity.

## 6. Conclusion

In conclusion, this study reaffirms that effective school performance is both a psychological endeavour and a social enterprise. Proprietors' self-efficacy provides the inner conviction needed to organise with confidence, while stakeholder support supplies the social and moral energy required to sustain that organisation. Together, these forces create the foundation for high-performing, resilient, and sustainable educational institutions.

The study thus contributes not only to academic theory but also to practical leadership development and policy discourse. It calls for a shift from viewing performance as an individual trait to understanding it as a relational and contextual process that thrives on trust, collaboration, and confidence. Strengthening these dimensions will be essential for improving the quality, equity, and sustainability of private secondary education in Lagos State and beyond. From the findings of this study, several conclusions can be drawn.

First, stakeholder support is an essential driver of confidence proprietors' organisational success. Schools do not thrive in isolation but through cooperative relationships with parents, teachers, and the community. The presence of supportive networks enhances proprietors' self-efficacy and promotes institutional effectiveness.

Second, proprietors' self-efficacy is a critical determinant of school performance. Those who believe in their capacity to make decisions, motivate staff, and sustain school growth are more likely to succeed. This underscores the psychological dimension of proprietors' effectiveness, confidence fuels competence.

Third, the interaction between stakeholder support and self-efficacy forms the foundation of organisational success. External collaboration and internal confidence work together to produce synergy, resilience, and innovation in school management. School effectiveness thus arises from both the mind of the proprietor and the strength of their relationships.

Fourth, the gender dimension highlights persistent inequalities in organisational outcomes despite psychological parity. While female proprietors demonstrate equal self-efficacy, with the male socio-cultural barriers still affect performance outcomes. Addressing these barriers is critical to achieving equity and inclusivity in educational organisation. Finally, the study concludes that sustainable organisational performance in private schools requires a balanced integration of psychological empowerment, relational collaboration, and structural equity.

## 7. Recommendations

Based on the study's findings and conclusions, the following recommendations are proposed:

- Proprietors should develop structured platforms such as advisory boards and parent-teacher associations that promote consistent

communication and involvement in decision-making.

- Proprietors should pursue professional development programmes and peer mentorship that build confidence, decision-making ability, and motivational skills.
- Educational policymakers should design frameworks that formalise stakeholder participation in school governance to ensure accountability and sustainability.
- Government and school associations should promote initiatives that empower women proprietors, providing equitable access to financial resources, leadership training, and stakeholder networks.

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