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STAKEHOLDER ENGAGEMENT IN EDUCATIONAL MANAGEMENT AND LEADERSHIP FOR THE IMPLEMENTATION OF CORE CURRICULUM ACADEMIC MINIMUM STANDARDS IN TERTIARY INSTITUTIONS IN NIGERIA

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ABSTRACT

This paper identified stakeholder engagement is a vital component of educational management and leadership in Nigerian tertiary institutions in the implementation Core Curriculum and Minimum Academic Standards (CCMAS), The paper adopted secondary data which were collected from academic documents, abstracts, books, education resources and conference papers. The secondary sources of data were sourced from print and online publications. Content analysis was used for the final literature selection. This study explores the importance of active collaboration among diverse stakeholders including Alumni, Parents, Educators, Local communities, Private Sectors, Civil Society Organizations and Donor Agencies in shaping positive educational outcomes of the CCMAS. It finds out that curriculum realignment and cooperate social responsibility which enhances resource mobilization and educational as areas of intervention in the implementation of the CCMAS. However, it identified challenges such as cultural barriers, resource constraints, and a lack of awareness among stakeholders as issues impeding engagement efforts. It proposes actionable strategies for improve continuous engagement among the stakeholders. The study recommended that workshops and seminars be organized for all stakeholders for proper understanding the new CCMAS and its alignment with the local peculiarities, also that more robust engagement and advocacy be carried to strengthen the "town and gown" fraternity for more infrastructural development in the universities. It concluded that by prioritizing community and stakeholder engagement, Nigerian tertiary institutions can create a collaborative educational environment that not only benefits students academically but also strengthen the overall educational framework, contributing to social and economic development following the new

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CCMAS. This CCMAS is crucial for nurturing well-rounded graduates equipped to meet the evolving demands of the local, digital and global job markets.

Keywords: Community, Stakeholder, Engagement, Educational Institution and Leadership

Introduction

One of the cardinal functions of the National Universities Commission (NUC) is to review and lay down minimum standards for all universities and other degree-awarding institutions in Nigeria and carry out periodic accreditation of their programs as contained in section 10 (1) of the Education (National Minimum Standards and Establishment of Institutions) Act, Cap E3, Laws of the Federation of Nigeria 2004 (NUC 2022). In line with its mandate, National Universities Commission (NUC) in 2018 started the revised process of the Benchmark Minimum Academic Standards (BMAS) to Core Curriculum Minimum Academic Standard (CCMAS) for all universities in Nigeria. The new CCMAS is a product of sustained stakeholder interactions over two years. The composition of each panel took into consideration, the triple helix model, as a unique feature. This involved a blend of academic experts, academies, government (represented by NUC), professional bodies and of course, the private sector represented by the Nigerian Economic Summit Group (NESG) (Ogunode and Ugo-Onyeka, 2014). CCMAS therefore, is a set of academic standards for undergraduate students in Nigerian universities. It guides universities in designing curricula, encourages blended learning and brings innovation to their teaching methods while preparing students for their first degrees. It also positions universities to becoming more competitive globally with international best practice both in outlook and output. 70% of its content is uniformly provided by NUC and is applicable to all existing and new programs in the universities while it gives universities free hand to develop 30% of courses that relate and response to their peculiarities. NUC has directed the commencement and implementation of CCMAS to begin with the 2023/2024 academic session. The realization of the goals and objectives set out in CCMAS depends on effective engagement, collaboration and partnership with critical stakeholders in the universities. Ogunode, Ayoko and Orifah (2023) observed that the participation of stakeholders like alumna associations in the development and management of tertiary institutions is key and cannot be underestimated. Ogunode, Obioma, and Belloh (2023) acknowledged that one of the crucial roles of stakeholders in the administration of tertiary institutions is to help solve problems facing the institutions.

With the commencement of CCMAS, Tertiary institutions have increasingly recognized the importance of community and stakeholder engagement in fostering

sustainable educational leadership. As CCMAS reflects globalization that is shaping educational paradigms, the need for institutions to develop strong relationships with various stakeholders including students, parents, alumni, industry partners, and local communities has become paramount (Mokhtar, Ismail and Ali, 2020). This trend reflects a broader shift towards collaborative governance models that emphasize participatory decision-making processes and leadership provisions. Educational leadership, particularly in the context of tertiary education, serves as a critical driver for institutional success. Effective leaders recognize that they cannot operate in isolation but must instead cultivate robust partnerships with stakeholders who share a vested interest in the institution's mission and vision. Community and stakeholder engagement encompass a range of activities that allow institutions to actively involve various groups in shaping educational policies, curricula, and programs, ultimately contributing to a more dynamic and responsive learning environment (Kezar, 2018). This engagement is vital not only for enhancing institutional effectiveness but also for promoting accountability, inclusiveness, and social responsibility within the broader educational ecosystem. It is also an aspect of fulfilling the mission of the university in community service there by shaping the society.

In Nigeria, the significance of stakeholder engagement in higher education is underscored by several factors. First, the country's diverse socio-cultural landscape presents both opportunities and challenges for educational leadership. Institutions must navigate a complex web of interests and expectations from various stakeholders, including government agencies, Alumni organizations, private sector organizations, civil society groups, and the general public. The growing demand for higher education in Nigeria, driven by a rapidly expanding population and increasing aspirations for academic and professional advancement, further complicates the landscape. There are 63 Federal, 52 State and 99 Private universities in Nigeria given a total of 214 Universities (National Universities Commission, 2024). This dynamic necessitates that educational leaders explore strong relationships with all stakeholders to ensure their institutions remain relevant and responsive to societal needs. There is gain saying the fact that Nigeria's higher education system faces significant challenges, including funding constraints, infrastructural deficits, and issues related to quality and access (Obaseki, 2022). Others are curriculum alignment with labour market demand, industrial relevance and employability skills. These challenges highlight the necessity for a collaborative approach where stakeholders can contribute resources, expertise, and perspectives that will enhance educational offerings. Community engagement not only provides institutions with essential insights into local needs and priorities but also fosters a sense of ownership and responsibility among

stakeholders regarding the education system. In times of crisis, such as the COVID-19 pandemic, solidarity and collaboration between institutions and their communities have proven critical in addressing immediate challenges and shortages (Ajayi & Afolabi, 2021). Supporting this assertion Ikwu, Igwe, Nwawudu, and Adebayo (2020), assert that community participation in controlling covid-19 and educational development processes can support and uphold local culture, tradition, knowledge and skill, and create pride in community heritage. Community participation in education is an important means of improving educational relevance, quality and access to increase resources, improve accountability of schools to the community they serve. It plays an essential and long- standing role in promoting quality of life. (Nwankwo, Nnorom Agugbuo and Anyanwu, 2021). Community participation is a concept that attempts to bring different stakeholders together for problem solving and decision making (Okenwa and Igbo, 2014). In order to advance leadership, inclusivity and sustainability in higher education management, stakeholder participation will be very crucial. Ristad, Østvik, Horghagen, Kvam, and Witsø (2024) emphasize the importance of a multi-stakeholder approach and the need to meet a diversity of needs and opinions in educational settings in order to achieve inclusivity in higher education. Supporting this assertion, Valentinov (2023) emphasize sustainability from the perspective of stakeholder theory, highlighting the dynamic nature of stakeholder relations and their implications for long-term educational sustainability. For Peng, Alias and Mansor (2024) Understanding stakeholders' perspectives and needs informs decision-making processes and enhances the effectiveness of educational management. Moreover, stakeholder engagement helps in examining how different stakeholders influence governance structures, policy-making processes, and accountability mechanisms within educational organizations. This research underscores the importance of aligning management practices with stakeholders' interests to foster positive outcomes in education.

Stakeholder Engagement in Educational Leadership Process

Curriculum and Policy Alignment: The educational landscape is dynamic and multifaceted, reflecting the diverse needs and aspirations of students, families, educators, communities, industries and international best practices. Engaging stakeholders in the educational process has become increasingly vital as schools strive to improve academic outcomes and foster holistic development among students that will be fit for the labour market. Stakeholders including parents, teachers, administrators, local businesses, and community organizations play a crucial role in shaping educational experiences and outcomes. Stakeholder approaches, which can be found in cooperative curriculum development projects or in collaboration between colleges and outside organizations,

have proven to be quite effective in a variety of educational contexts, especially in the area of education management. They have been crucial in developing institutional practices, curricula, and policies, raising the quality and application of educational offerings. According to Kantanen (2007), stakeholder input is essential for developing curricula that meet the needs of society and the workforce. Engaging stakeholders can also lead to innovative solutions to challenges faced by schools, such as resource limitations or curriculum development (Redding, 2013). Engagement with diverse stakeholders in the program of instrument will help in alignment of the curriculum and policies to reflect the relevant aspects of the societal needs especially with the recently NUC introduced core curriculum academic minimum standards (CCMAS). It is a set of standards for undergraduate students in Nigerian universities. The National Universities Commission (NUC) created the CCMAS to help universities design their curricula and improve teaching methods. CCMAS guides universities in designing curricula, encourages blended learning, helps universities innovate their teaching methods, prepares students for their first degrees, and helps universities become more competitive globally. It gives universities free hand to develop 30% of courses that relate with their peculiarities. Borg, Scott-Young and Turner (2019) indicate that it is crucial for educational institutions to incorporate stakeholder feedback into the development of their curriculum in order to design courses that are both workforce-ready and boost graduates' employability. Bloch, Fuglsang, Glavind and Bendtsen (2023) emphasize the significance of stakeholder engagement in elevating the level of education, pointing out that engaging with a range of stakeholders provides enlightening perspectives on quality standards and areas that may be continually enhanced. Yami, Van Asten, Hauser, Schut, and Pali. (2018) and Sartas, Van Asten, Schut, McCampbell, Awori, Muchunguzi, Tenywa, Namazzi, Sole Amat, Thiele, Proietti, Devaux, and Leeuwis, (2019) demonstrated the significance of stakeholder participation in shaping policy decisions and how this helps to develop more inclusive and effective policy frameworks that meet the diverse needs of stakeholders in education. In all these, Henderson and Mapp, (2002), opine that their active participation can lead to a more inclusive, supportive, and effective educational environment. Engaging stakeholders in the educational process offers numerous advantages that extend beyond the classroom. To achieve this, it is important to build consensus and trust among stakeholders. It is very important to consider the perspectives, interests, and relationships of diverse stakeholders, researchers, policymakers, and practitioners can enhance decision-making processes, promote accountability and transparency, and eventually contribute to the continuous improvement of educational quality and relevance (Hörisch, Freeman and Schaltegger, 2014).

Community and Corporate Social Responsibility: Education is an essential commodity that requires the operation of the society and it is the duty of the school leadership to drive this process. Nwankwo and Nnorom (2020), Say that effective school requires effective school management. Effective school management, in turn requires well-developed intermediary organizations that provide leadership and resources schools need to translate polices into action. Nwankwo, Nnorom Agubguo and Anynawu (2021) observe that a key indicator of an effectively managed school is the management of the school being seen as shared responsibility of the community in the life of the school. Schools therefore need to create management systems that empower the community in the life of the school to achieve the school's goal. For this work, management should work on building a culture of solidarity, trust, and kindness. In this project the school management will leverage on the cooperation with their Alumni organization, private and public sector organizations whose would like to partner with the institution in being their brand ambassador. Many institutions that have capitalized on this avenue have benefited in project delivery by most of these sectors and organizations who have registered their signature projects in the school. It is the meeting point of the town and gown in educational development and partnership. At this stage, stakeholders provide diverse perspectives and insights that can enhance educational practices. Their different experiences and backgrounds contribute to a richer understanding of students' needs, allowing for more tailored and effective instructional strategies. Also, Educators and parents work together to create an environment where students feel supported and valued, promoting positive attitudes toward learning (Smith & Wohlstetter, 2019). Furthermore, stakeholder engagement builds trust between schools and their communities. When stakeholders are actively involved in the educational process, they are more likely to support school initiatives and advocate for necessary resources, strengthening partnerships and fostering a sense of ownership in the educational system (Bryk & Schneider, 2002). The issue of stakeholder engagement extends beyond mere consultation. It involves establishing meaningful and sustained partnerships that empower various groups to influence decision-making processes. For educational leadership in Nigeria's tertiary institutions, it is essential to build an inclusive framework that values the voices of students, faculty, parents, employers, and community members alike. Such frameworks promote transparency and accountability while enhancing trust in institutional leadership, ultimately leading to improved educational outcomes (Bovens, Galles, and Hemerijck, 2014).

To foster effective community and stakeholder engagement in Nigerian tertiary institutions, educational leaders must adopt a strategic and context-sensitive approach that prioritizes relationship-building, effective

communication, and the development of trust among all parties involved. It will also include fostering a culture of inclusivity, recognizing the diverse perspectives of stakeholders, and leveraging technology to facilitate communication and collaboration. Moreover, establishing advisory committees that represent various stakeholder groups can create platforms for dialogue and mutual support, ensuring that all voices contribute to shaping institutional policies and practices. By exploring the current trends, challenges, strategies, and best practices, the ensuing sections will illuminate the critical role that engagement plays in promoting institutional effectiveness and social accountability. Understanding these dynamics will not only inform educational leaders but also inspire broader conversations about the future of higher education in Nigeria, highlighting the imperative of collaborative leadership that stands poised to navigate the complexities of the 21st century. The synergy between educational institutions and their host communities plays a pivotal role in enhancing student outcomes and promoting overall educational success. In an age of growing accountability and reform in education, schools are increasingly recognizing the necessity of fostering effective partnerships with parents and community members. Comprehensive engagement not only enriches the educational experience but also empowers families, strengthens community ties, and ultimately leads to improved academic achievement (Epstein, 2018).

Challenges in Stakeholder Engagement in Education Leadership

Despite the recognized aspects of stakeholder engagement, many Nigerian tertiary institutions still grapple with challenges in effectively implementing these practices. Among the barriers are a lack of awareness among stakeholders about their roles in the governance process, insufficient communication channels, and institutional cultures that prioritize top-down decision-making (Dahir & Mukhtar, 2022). Additionally, the economic and political landscape often complicates engagement strategies, particularly when stakeholders perceive institutional objectives as not aligning with their interests. Berhanu and Gobie (2023) identified lack of capacity building in stakeholder involvement in decentralized education management. They therefore advocated for an inclusive and cooperative approach is necessary to address these challenges.

- **Cultural Barriers:** Traditional beliefs and cultural practices may affect stakeholder willingness to engage with educational institutions, particularly in rural areas.
- **Resource Constraints:** Limited funding and resources can restrict the capacity of institutions to implement comprehensive engagement strategies.
- **Lack of Awareness:** Many stakeholders may not fully

understand their roles or the importance of their participation in the educational process. Many parents and community members may feel unsure about how to engage or may lack necessary information about the school system (Demir & Usta, 2021).

- **High Expectations:** Stakeholders often have high expectations from institutions. Failure to meet these expectations can lead to dissatisfaction and disengagement.
- **Time constraints:** Time factor often pose challenges for stakeholders, particularly parents and community members who may have competing responsibilities such as work and family commitments. This lack of time can limit their ability to participate in school activities or engage actively in the educational process (Cotton & Wikelund, 2016).
- Finally, differing priorities and expectations among stakeholders can create conflicts that impede collaboration. For example, parents might have different educational goals than educators, leading to potential misunderstandings and tensions (Epstein & Sheldon, 2002).

Therefore, Community and stakeholder engagement in Nigerian tertiary institutions is essential for fostering effective educational leadership and improving overall institutional performance. By implementing strategic engagement practices, addressing challenges, and harnessing the collective strengths of various stakeholders, educational leaders can create a more inclusive and supportive environment that benefits students and the broader community. As these institutions strive for excellence in higher education, meaningful engagement remains a cornerstone of their progress. One of the biggest obstacles to stakeholder engagement in education management is managing the complexity and diversity of stakeholders' interests and points of view (Gadgil Ekambaram, Davies, Jones, and Birrell 2022). Finding a balance between the many needs and expectations of stakeholders and educational objectives can be challenging and time-consuming. Furthermore, resource limitations usually seriously impede effective stakeholder participation in education (Nwajiuba Igwe, Akinsola-Obatolu, Ituma and Binuomote 2020). A lack of funds, schedule conflicts, and competing goals can hinder meaningful collaboration with stakeholders, which can restrict the scope and effectiveness of engagement projects. Furthermore, differences in power among stakeholders may have an effect on the dynamics of involvement and decision-making processes in school management (Liam, 2024). Balancing power relations and ensuring equitable participation from all stakeholders are essential for fostering inclusive and democratic governance in educational institutions.

Actionable Strategies for Stakeholder Engagement in Educational Leadership

To effectively engage stakeholders, educational institutions can implement the following strategies:

Establish Clear Communication Channels: Effective communication is crucial for engaging stakeholders. It is the cornerstone of successful partnerships. Schools should develop transparent and consistent communication channels and platforms, such as institutional websites newsletters, social media, advocacy and awareness campaign, community meetings, and emails, to disseminate information and updates about programs, events, and opportunities to keep stakeholders informed about educational programs, policies, and events. This fosters deeper connections and encourages stakeholders to participate meaningfully (Pittman & Richmond, 2020). According to Baker and Soden, (2018), utilizing various communication tools, such as newsletters, social media, and parent-teacher conferences, can help bridge the gap and foster ongoing dialogue between educators and families.

Inclusive Participatory Opportunities: To ensure diverse stakeholder voices are heard, schools should create opportunities for involvement across different platforms. This may include forming advisory committees, hosting workshops, and organizing community forums and town hall meetings where stakeholders can discuss issues and concerns, provide input, and ask questions directly to the leadership. According to Mapp and Kuttner, (2013) say that by providing multiple avenues for participation, schools can ensure that all stakeholders, regardless of their background or resources, can contribute.

Create Welcoming Environments: Educational institutions must develop welcoming environments that encourage parent participation. This will ensure stakeholders of the level and sense of safety and security of the school. Knowing that learning can only thrive in an environment that is safe, secure and welcoming. It also provides an avenue for total development of the child in all aspects both in curricular and extra-curricular activities. Therefore, the school can organize inter house sports competitions, cultural fiesta, open/career day, and community forums to invite parents and community members into the school. These events not only provide opportunities for parents to engage with educators but also help them feel valued and included in the educational process (Davis, 2020).

Involve Stakeholders in Decision-Making: The involvement of stakeholders in the decision-making process enhances their sense of ownership and responsibility for educational outcomes. Schools can seek input on significant issues such as curriculum development, industrial relevance, budgeting, and school policies through surveys, focus groups, and collaborative planning sessions. Engaging stakeholders in

this manner not only empowers them but also leads to more informed and relevant decisions (Sergiovanni, 2005). This can be done by conducting surveys to gauge stakeholder opinions and preferences on various educational matters, ensuring their voices influence decisions. Encouraging parental involvement in school governance can promote a sense of belonging and being part of the advisory councils, management committee, or focus groups will enable them in providing feedback on some initiatives of the school. This involvement empowers parents to take an active role in shaping their children's educational experience and builds trust between families and educators (Lightfoot, 2018).

Provide Training and Resources for Stakeholders: Equipping stakeholders with the knowledge and skills necessary to engage effectively is essential. Schools can offer training and capacity building sessions for parents, educators, and community members on topics such as supporting student learning, effective communication, and understanding educational policies. Providing resources can help stakeholders feel more confident in their roles, leading to more active participation (Becker & Epstein, 2018). Providing these resources not only equips parents with the tools they need to help their children succeed but also reinforces the partnership between home and school (Shields & Beaver, 2018). Launch campaigns that highlight the importance of parent and community involvement in education, showcasing successful partnerships and their impact on student outcomes and Family Events, organize family engagement events, advocacy and awareness outreach programs on partnership in education.

Celebrate Stakeholder Contributions: Recognizing and celebrating the contributions of stakeholders in educational development and sponsorship can reinforce their engagement and commitment. Schools can highlight success stories through newsletters, social media posts, and award ceremonies, showcasing the positive impact of stakeholder involvement on student achievement and well-being. Acknowledging these contributions fosters a sense of community and encourages continued participation (Henderson & Mapp, 2002).

Partner with Community Organizations: Collaborations with Community based Organization, (CBOs), Faith Based Organizations, Non-profits Organizations, Private-partnership and industrial organizations, Governmental Agencies International Organizations and Donor Agencies can significantly enhance the resources available to schools. Educational institutions should seek partnerships with community organizations that align with their mission and values, where joint project and community-based projects can lead to addressing local needs while providing students with hands-on learning experiences. These partnerships can lead to various initiatives, such as internships for students, mentorship programs, and workshops that

support families in navigating educational challenges (Blank, Berg, & Melaville, 2012).

Significance of Stakeholder Engagement in Educational Leadership

The benefits of engaging stakeholders in the educational process are multifaceted. For students, increased engagement from parents, teachers, and community members often translates into improved academic performance and higher graduation rates (Jeynes, 2016). When students observe their parents and community actively participating in their education, they are more likely to value the learning process and strive for success. Building partnerships with parents and community members is essential for improved educational outcome. Engaged parents contribute significantly to their children's learning and development. Research consistently shows that parental involvement is linked to higher academic performance, better attendance, and increased motivation among students (Fan & Chen, 2018). When parents are actively engaged in the educational process, they serve as advocates for their children, enhancing communication between home and school.

For educational institutions, collaboration with Alumni and community organizations provides schools with access to additional resources and support systems that can address the diverse needs of students. Community entities can offer programs, expertise, and services that complement the educational curricula, such as after-school programs, mentorship initiatives, and health services (Sanders, 2017). These resources are particularly valuable in underserved communities, where schools may lack the funding or capabilities to provide comprehensive support. Curriculum alignment, industrial relevance and collaborative efforts resulting in increased volunteerism, mentorship opportunities, industrial training and access to funding. Anyanwu, Dafiel and Okoroafor (2024) advice that educational institutions should also form partnerships with companies and industries, under the industry-academia collaborations programs, to align research with practical applications. Such partnerships can lead to the development of products, job creation, and empowerment, which may reduce migration pressures. Akemi (2022) highlights the growing need for innovative collaborative models beyond traditional industry-academia partnerships. Private companies and universities are increasingly engaging in joint research, product development, and public-private initiatives, incorporating international best practices and collaborating with experts from other countries Schools that effectively engage their communities often experience improved reputations, which can attract cooperate bodies and international donors to contribute to a positive school culture.

Stakeholders themselves benefit from engagement by marketing their idea and products to the school there by fulfilling their co-operate social responsibility. They also

have translated their business skill into the curriculum and program of instruction of the universities. Parents and community members gain insights into the educational process, develop relationships with educators, and feel more connected to their local schools. This sense of connection can lead to greater advocacy for educational resources and a stronger commitment to student success (Shatkin, 2020). Engagement and partnerships foster a sense of shared responsibility for education among all stakeholders. When schools, families, captains of industries, private sector and community members work together, they create a common vision for student success, leads to a more cohesive educational environment. This collaborative approach can also encourage community pride and investment in local schools, as stakeholders feel that their contributions are valued and that they have a stake in the educational outcomes of their community (Henderson & Mapp, 2002). This will ensure that they benefit from the outcome on education reducing vulnerabilities in the society that led to social and organized crime arising from human activities. Anyanwu, Dafiel and Okoroafor (2024) have this to say, to this, educational institutions are encouraged to proactively collaborate with both state and non-state actors, including local and global communities in management of (migration) education by engaging key stakeholders from ministries, civil society organizations, community leaders, academia, international organizations, and donor agencies.

Therefore, Engaging stakeholders in the educational process is essential for fostering a supportive, effective, and inclusive learning environment. By establishing clear communication channels, creating inclusive participation opportunities, involving stakeholders in decision-making, providing training, and celebrating contributions, educational institutions can cultivate meaningful partnerships that benefit students, schools, and communities alike. Despite challenges such as lack of awareness and time constraints, the potential benefits of stakeholder engagement improved student achievement, enhanced resources, and community cohesion are substantial. As schools continue to navigate the complexities of modern education, prioritizing stakeholder engagement will be vital for creating thriving educational experiences that meet the needs of all learners. Community and stakeholder engagement is crucial in shaping the educational landscape of tertiary institutions in Nigeria. This engagement involves collaboration among various stakeholders, including students, parents, educators, local communities, government agencies, and private sector organizations. Understanding its importance, educational leaders are increasingly recognizing the need to create partnerships and collaboration that can enhance academic and operational outcomes in their institutions. It improving Student Outcomes by fosters a supportive learning environment, which positively impacts student achievement and retention rates. It fosters improved resource mobilization

creating avenue and access to additional resources, such as funding, materials, and expertise that can augment their academic programs and infrastructure. Another as aspect is that is provides feedback mechanisms that can inform policy decisions, curriculum development, and administrative practices. This input is essential for aligning educational offerings with community needs and industry demands. Building Trust and Accountability, also enhances strong relationships between educational institutions and their communities promote transparency and accountability. When stakeholders feel their voices are heard and valued, they are more likely to support institutional initiatives and policies.

Conclusion

The importance of stakeholder engagement in promoting good educational outcomes is highlighted by this thorough analysis of the strong inputs of engaged stakeholder and their application to education management and leadership. Effective relationships and partnerships between stakeholders—administrators, teachers, students, parents, and the larger community, Private–Pubic partners, industries and donor Agencies have been advocated for the implementation of Core Curriculum Academic Minimum Standard (CCMAS) are highlighted in the research as essential elements of successful educational practices. Diverse stakeholder viewpoints and inputs must be recognized in the revised curriculum for it to achieve the objectives for it review. Stakeholder engagement has a direct impact on educational outcomes, management and leadership, it can improve decision-making processes, increase developmental support for educational programs, and impact overall school performance outlook and output.

Recommendations

As schools continue to navigate the complexities of modern education, prioritizing stakeholder engagement will be vital for creating thriving educational experiences that meet the needs of all learners. Community and stakeholder engagement is crucial in shaping the educational landscape of tertiary institutions in Nigeria the following are recommended.

Management and leadership of the universities should organize a wider curriculum committee with the directors of academic planning to develop the 40% courses in the CCMAS.

Management and educational leadership should be engaged to continue to engage relevant stakeholders on education resource development of the universities by assuring them of a prominent place of the Town and Grown in university administration

Organize trainings and workshops for academic staff members of the university to understand the implication of the CCMAS for it development and implementation.

Organize town hall meetings with relevant stakeholders in public and private sectors seeking their input in aligning educational development with industrial relevance.

Students should be made to understand the demand of all programmes in the universities in order to translate the technical skill to employability skills.

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