

## STAKEHOLDERS' PARTICIPATION IN SECONDARY SCHOOL ADMINISTRATION IN OSUN STATE: PRINCIPALS' PERSPECTIVES

Olufunke Favour AKINDAHUNSI<sup>1</sup>, Rukayat Oyebola IWINTOLU<sup>1</sup>, Timothy Olusegun EEBO<sup>2</sup>,  
Ola Tokunbo ODEKEYE<sup>3</sup>, Deborah Okikiola AKANDE<sup>1</sup>

<sup>1</sup>Department of Arts & Social Science Education, Osun State University

<sup>2</sup>Department of Business Studies Education, Osun State University

<sup>3</sup>Department of Educational Technology, Osun State University

**Corresponding Author:** olufunke.akindahunsi@uniosun.edu.ng

DOI:<https://doi.org/10.69713/uoaaj2025v03i02.06>

### Abstract

*The influence of stakeholders on decision-making processes within secondary schools' administrations is a critical aspect of educational governance and leadership. The study investigated the perceptions of principals on the involvement of the school's governing board as stakeholders in secondary school administration in Osun State. A descriptive research design was employed, utilizing multistage and purposive sampling techniques to select thirty principals from three Local Government Areas. A structured questionnaire was used to elicit information from the respondents; the collected data were subjected to descriptive statistics. The findings revealed that the involvement of the old students' association in the provision of textbooks and stationery for students was very high. The level of involvement of community representatives in secondary school administration was high in terms of giving advice on illegal fees, provision of school facilities, and monitoring of students' progress. The result further showed that the Parent-Teachers Association (PTA) effectively represents parents' interests in the school administration, and the government representative's substantial role in decision-making enhances the quality of education. Also, religious leaders' moral training fosters virtue in students. The result also revealed that the Local Inspectorate of Education (LIE) was recognized for identifying and addressing local school challenges. Lastly, the philanthropists' participation in the area of provision of infrastructure and facilities was very high. These findings highlight the collaborative efforts of stakeholders in enhancing quality education. It was therefore recommended that stronger partnerships between school management and stakeholders should be fostered through regular communication, joint planning, and shared decision-making processes.*

**Key Words:** principals, school administration, community representative, religious leaders, philanthropist

### INTRODUCTION

A school governing board is a legally accountable body responsible for the overall management and strategic oversight of a

school. The board sets the overall vision and direction for the school, ensuring it aligns with the needs of the community and educational goals. School administration has been described as a complex, multi-dimensional, and

ever-changing field that must be adaptable and responsive to the unique needs of the school community it serves. School governance is also a process through which decisions are made about the direction, objectives, and resources of the school (Supriadi et al., 2021). They emphasized the importance of good governance in promoting the quality of teaching and learning in schools, as well as the job satisfaction of teachers. Caldwell and Spinks (2021) explained school governance as the processes by which a school is managed and led, including decision-making, resource allocation, and accountability. He expressed further that effective governance is essential for promoting student learning and achievement, as well as the overall performance of the school.

The school system consists of the school board, which is for the primary school level, and the school governing board, which is for the secondary school level. Sudarshan (2022) defines school management as the coordination of all the resources of an organization through the process of planning, organizing, directing, and controlling to attain school objectives. Governing boards are comprised of elected members, representatives, or appointed individuals who play a pivotal role in shaping policies, setting priorities, and allocating resources within schools; they also vary from state to state. They include the local inspectorate of education (LIE), Local government representatives, religious leaders, Government representatives, principals, old student representatives, philanthropists, and community representatives (Fahmi, 2021).

In the 21st century, the Nigerian government implemented several reforms aimed at improving the quality and efficiency of education. These reforms include changes to the structure and role of governing boards in schools (Ezewuzie et al., 2025). Governing Boards collaborate with educators to develop

professional programs that address the specific needs of teachers, helping them stay updated on the latest research, teaching methodologies, and technology integration. Additionally, Governing Boards allocate funds for instructional materials, technology infrastructure, and classroom resources (Gann, 2016). By prioritizing the improvement of teaching and learning practices, Governing Boards create an environment that fosters effective teaching and student engagement, ultimately leading to improved academic outcomes. Furthermore, school governing boards can enhance the quality of secondary education by ensuring that policies and practices align with state standards, holding school administrators accountable for their performance, and engaging with stakeholders to address educational issues.

Governing Boards play a crucial role in the development and implementation of educational policies. They have the responsibility to shape the vision and goals of the school district, ensuring that policies align with the needs of the students and community. Governing Boards collaborate with district administrators, educators, parents, and community members to establish policies that promote educational excellence (Herawati et al., 2019). They review existing policies, propose new ones, and make decisions on matters such as curriculum, standards, assessment, and student support services. By providing oversight and guidance, Governing Boards contribute to the creation of a conducive educational environment that fosters student achievement and success. Esplin et al. (2018) in their study emphasised that local school boards can play a key role in empowering citizens and improving educational outcomes. They highlighted the importance of democratic principles, such as public participation, transparency, and accountability, in governing board decision-making, and affirmed that by

involving the community in education policy, school boards can increase engagement, improve communication, and lead to more effective policies. They advised that governing boards must be careful to balance the competing interests of different stakeholders in order to be effective.

Local Government representatives are stakeholders who play a crucial role in providing support and resources to schools within their jurisdiction. Ni et al. (2018) emphasized that these representatives act as liaisons between local communities, educational institutions, and higher levels of government, influencing decision-making processes that impact school administration and student outcomes. Local Inspectorate Education (LIE) is described as a governmental or organizational body tasked with monitoring and evaluating the quality of education at the local level. It is an agency or department responsible for conducting inspections, assessments, and audits of educational institutions within a specific geographic area. Philanthropists are also key partners in advancing educational equity, supporting initiatives that aim to improve access to quality education for underserved communities. Philanthropy is often simplified in public discourse, yet its role in public life is significant; it plays a significant role in enhancing the administration of schools, providing funding for infrastructure, learning resources, and teacher development (Azeez et al., 2024). Lyon et al. (2023) also emphasized that philanthropists play a significant role in providing financial support, resources, and expertise to address gaps in educational funding and innovation.

Community representatives are other stakeholders who serve as advocates for local interests within the educational system, bridging the gap between schools and the

communities they serve. They play a vital role in promoting collaboration, communication, and mutual understanding between educational institutions and the broader community. Harris (2024) further posed that community representatives can contribute to shaping inclusive educational practices that reflect the cultural diversity and unique needs of local populations.

Timothy and Benjamin (2024) posed that old student associations played a key role in holding school administrators accountable for their actions and decisions; they are former students of institutions who graduated and have come together to form a network for mutual benefit. They are ex-students who pull resources together in order to support their alma mater. According to Drezner et al. (2020), old students' associations can provide financial, technical, and reputational support to their alma mater; their involvement may also lead to political interference and a lack of transparency in decision-making. Notable among the school governing board are government representatives who play a crucial role in shaping secondary school administration by providing policy direction, allocating resources, and overseeing compliance with regulatory requirements. Government officials, including education ministry personnel and elected representatives, are instrumental in shaping educational policies that govern curriculum standards, assessment practices, and accountability measures within schools (Verger et al., 2019). Through regulatory frameworks, performance standards, and assessment protocols, government officials hold schools accountable for achieving educational outcomes and maintaining standards of excellence (Sadler, 2017).

In the realm of secondary education, the role of principals is paramount in shaping the overall administration and educational outcomes of

schools. Principals serve as key leaders, responsible for orchestrating various facets of school management, including curriculum implementation, staff development, student discipline, and community engagement. Principals play a crucial role in creating a positive and inclusive school environment that supports student learning and holistic development (Khaleel et al., 2021). Principals who prioritize instructional leadership functions, such as curriculum alignment, instructional supervision, and professional development, contribute significantly to improving teaching practices and enhancing student learning outcomes.

In Nigeria, religious leaders have been instrumental in mitigating intercommunal violence, promoting interfaith dialogue, and advocating for peace and reconciliation. According to Makki et al. (2025), religious leaders are individuals who are recognized by their community as authoritative figures in interpreting and teaching religious traditions, beliefs, and practices. These leaders are often seen as role models and mentors, whose actions and teachings have a significant influence on the spiritual and moral development of individuals and groups. Religious leaders may include Imams, Pastors, Priests, and other spiritual guides, who play a crucial role in shaping the religious and cultural landscape of the country. The impact of religious leaders extends beyond their roles as spiritual advisors and mentors. According to Bercovitch et al. (2009), these leaders also have significant political influence, often serving as mediators and peace builders in times of conflict; their influence is not limited to the spiritual realm. In many Nigerian communities, religious leaders also play a role in local governance and decision-making, serving on community councils, contributing to public policy debates, and influencing public opinion.

Despite the recognized importance of Local Inspectorate Education, Local government representative, Parents teacher association representative, religious leaders, Government representative, Principal, Old student representative, Philanthropist, Community representative, as those who constitute the governing board in secondary school administration, research on their influence has not been studied in depth. The limited research on the influence of the school governing board on secondary school administration in Osun State makes it difficult to understand the specific ways in which the governing board influences decision-making, resource allocation, and overall administration. Furthermore, there is a problem with how the unique cultural and local context of the Osun State Government impacts the role of the Governing Board.

Additionally, it is unclear how the specific needs of secondary school students in Osun State Government are met by current decision-making and resource allocation processes. This is important because understanding the extent to which the governing board influences decision-making and resource allocation is crucial to improving the quality of education of students in the area. There is a need to investigate the influence of governing boards to better understand how these bodies impact decision-making processes, resource allocation, and overall administration within secondary schools. Therefore, this study is premised on the following pertinent questions:

- i. What is the perception of principals on the level of involvement of old students' association and community representatives in secondary school administration in Osun State?
- ii. What is the perception of principals on the roles of parents' teachers' association, government representatives, and religious leaders in

secondary school administration in Osun State?

iii. What are the perceptions of principals on the level of participation of the local inspectorate of education, local government representatives, and philanthropists in secondary school administration in Osun State?

## LITERATURE REVIEW

The influence of governing boards on secondary school administrations is a multifaceted topic that encompasses various aspects of educational leadership, governance, and organizational dynamics. A study by Gann (2016) finds that school governing boards with a clear understanding of their roles and responsibilities were more likely to contribute to improved student achievement and school effectiveness. The study highlighted the importance of collaborative relationships between school boards, school administrators, teachers, and parents in achieving positive outcomes for students. Another study by Leechman et al. (2019) explores the impact of school governance on school leadership and management. The researchers found that school governing boards that provided strategic direction, oversight, and support to school administrators were associated with higher levels of principal effectiveness and school improvement. Msemo and Kitula (2024) focus on the role of the School Board in secondary school administration. The researchers discovered that the School Board had a significant influence on policy-making, budget allocation, and hiring decisions in the local education system. The study also noted that effective communication and collaboration between the School Board and school administrators were essential for the smooth functioning of the schools.

In the context of secondary schools, research by Lubienski (2021) examines the relationship between school governance structures and student achievement in secondary education. The study found that schools with strong governing boards that focused on educational quality and accountability were more likely to see improvements in student outcomes and school performance. Several authors explored the relationship between the Parent-Teacher Association (PTA) and the effective administration of secondary schools in Nigeria; they confirmed that PTA is a key component of effective school administration, as it can help to promote effective communication between parents, teachers, and school administrators, and provide support for educational programs and activities (Villegas, 2021). They expressed further that PTA is crucial to the success of secondary schools, as it can provide financial and material support, as well as promote communication and cooperation between parents, teachers, and school administrators. Onya et al. (2024) expressed that religious organizations contribute significantly to the funding and management of secondary schools and provide resources for others.

Hafeez et al. (2025) emphasize the importance of collaborative leadership, building relationships with teachers, focusing on student outcomes, and adopting a data-driven approach to decision-making. These strategies may be of interest to governing boards, as they can help guide their efforts to improve teaching and learning practices. Additionally, the authors suggest that governing boards can play a role in supporting these practices by providing the necessary resources and support. Tomose et al. (2025) present evidence suggesting that governing board policies and practices can have an impact on student achievement. The authors (Tomose et al., 2025) found that governing boards that engage in strategic planning and provide effective professional development for

teachers tend to have higher levels of student achievement. They also emphasised that governing boards that create a positive learning environment and promote effective communication with the community can lead to improved academic outcomes for students.

George and Sesay (2024) examine how progress in education has been made possible through the efforts of various stakeholders, including governing boards. The scholars (George and Sesay, 2024) further discussed the many conflicts that arise in secondary education, including those related to governing board governance and policy implementation. Additionally, Governing Boards serve as the guardians of accountability and transparency in school administration. They are responsible for setting expectations and standards for school performance. Governing Boards establish policies and procedures that promote ethical conduct, financial accountability, and equitable practices.

## METHODOLOGY

The study employed a descriptive survey research design. This was suitable for the study because the study involves the collection of information from a sample analysis and generalization without manipulating any of the variables. The population comprised of over 2000 secondary schools and their governing board in Osun State. There are 30 local government areas in the state; out of which three (Oriade, Obokun, and Ilesha East) were randomly selected, and ten schools were selected from each local government area, and the principal of each school was purposively

selected. In total, 30 principals constituted the study sample.

Data were collected through a self-developed questionnaire titled “Perceived Roles of Governing Board in Secondary School Administration”. The instrument contained two sections, A and B. Section A was used to elicit information on demographic data, which includes gender, age, educational qualification, and year of experience in teaching. Section B contained 52 items on perceived impacts of the governing board in Secondary School Administration. The instrument was formatted on a four-point scale with responses ranging from Strongly Disagree (SD) -1 to Strongly Agree (SA) - 4

The questionnaire was validated by two experts through test construction. This determined the effectiveness and the appropriateness of the instrument, to reduce ambiguity in the contents and structures of the sentences used, and in order to establish construct validity. The validators' corrections and modifications were used to improve the quality of the instrument, and construct validity was established. The instrument was administered to thirty (30) respondents who were not part of the study sample, after which the responses were analyzed. The internal consistency reliability coefficient (Cronbach's alpha) was determined, and a value of 0.83 was obtained.

The researcher visited schools to seek the consent of the principals for the administration of the questionnaire. The data collected were analyzed using descriptive statistics (mean and Standard Deviation) as well as rank order.

## RESULTS

**Research Question 1:** What is the perception of principals on the level of involvement of old students' association and community representatives in secondary school administration in Osun State?

**Table 1:** The perception of principals on the level of involvement of the old student association

S/N	Items	Mean	S.D	Rank
1.	Involvement in decision-making	3.23	.626	3 <sup>rd</sup>
2.	Provision of textbooks and stationery for students	3.47	.507	1 <sup>st</sup>
3.	Promote students and staff welfare	3.10	.607	5 <sup>th</sup>
4.	Building of infrastructures	3.37	.669	2 <sup>nd</sup>
5.	Provision of sports materials	3.07	.828	6 <sup>th</sup>
6.	Fencing school compound	3.13	.900	4 <sup>th</sup>

Table 1 presents the perceptions of the principals on the level of involvement of old students' associations in secondary school administration. The results showed that the principals rated the involvement of the old students' association in the provision of textbooks and stationery for students as the highest, with a mean of 3.47, followed by building of infrastructure (3.37), the next is decision making (3.23), while provision of sports materials was the least (3.07). This implies that the old students' association prioritised the provision of textbooks and stationery for students above all other things.

**Table 2:** The principals' perceptions on the level of involvement of community representatives

S/N	Items	Mean	S.D	Rank
1.	A community representative advises the school authority on the control of illegal levies in the school	2.77	1.073	1 <sup>st</sup>
2.	Community representative requests the transfer of the principal and teachers from the school when such principal or teacher is causing a problem	2.23	.774	7 <sup>th</sup>
3.	The school authority usually consults the community leaders on school programmes	2.60	.968	3 <sup>rd</sup>
4.	Community representative takes part in the provision of school facilities	2.77	.971	1 <sup>st</sup>
5.	Community representatives help in the provision of security to the school	2.60	.814	3 <sup>rd</sup>
6.	Community representatives help in monitoring students' progress	2.50	.682	5 <sup>th</sup>
7.	A community representative helps in the provision of health services in the school	2.27	.640	6 <sup>th</sup>
<b>Weighted Average: 2.5</b>				

Table 2 presents the level of involvement of community representatives in secondary school administration, with a weighted average of 2.5. The items with the mean higher than or equal to the weighted average connote a high level or moderate level of involvement, while items with the mean lower than the weighted average imply a low level of involvement. The findings reveal that the community representative advises the school authority on the control of illegal levies in the school and takes part in the provision of school facilities, each with a mean of 2.77, thereby ranked

first among the items. Next to these are consultations of the community leaders on school programmes (2.60), and provision of security to the school (2.60), followed by monitoring students' progress (2.50). This implies that the perception of principals on the level of involvement of community representatives in secondary school administration was high in terms of giving advice on illegal fees, provision of school facilities, and security, among others. On the other hand, their involvement in other aspects, such as the provision of health services and requests for the transfer of problematic teachers and principals, was very low.

**Research Question 2:** What is the perception of principals on the role of parents' teachers' association, government representatives, and religious leaders in secondary school administration in Osun State?

**Table 3: Perceptions of principals on the role of PTA in secondary school administration**

S/N	Items	Mean	S.D	Rank
1.	PTA representatives hold periodic meetings in the school to encourage staff by addressing the school's teaching and learning problems	3.37	.747	1 <sup>st</sup>
2.	PTA representative visits and inspects classroom facilities and learning environment to ensure study conditions are conducive	3.03	.669	3 <sup>rd</sup>
3.	PTA representatives attend meetings and contribute to agendas during meetings	3.17	.490	2 <sup>nd</sup>
4.	PTA members communicate vital official information and matters to members and the school	3.00	.000	4 <sup>th</sup>
5.	The PTA effectively represents the interests and concerns of parents in school-related matters	2.97	.490	5 <sup>th</sup>
6.	The PTA builds and donates structures	2.83	.648	6 <sup>th</sup>
7.	PTA supervises ongoing school projects that they have implemented themselves	2.83	.791	6 <sup>th</sup>
8.	PTA members help to provide school buses and other facilities to enhance the school and working conditions in school	2.87	.819	8 <sup>th</sup>

Table 3 presents the level of involvement of PTA in secondary school administration. The results showed that their involvement in the area of holding periodic meetings in school to encourage staff and addressing school's teaching and learning problems was rated highest with the mean of 3.37, followed by their attendance in meetings and contribution to the agendas (3.17); they also visit and inspect classroom facilities and learning environment to ensure that study conditions are conducive (3.03). Meanwhile, their involvement in the provision of facilities such as school bus (2.89) was low, and supervision of ongoing projects (2.83), as well as building of structures, was the least.

**Table 4:** Perceptions of principals on the role of government representatives in the decision-making process in secondary school administration

S/N	Items	Mean	S.D	Rank
1	The government representatives have a significant impact on the decision-making process in our secondary school.	3.27	.679	2 <sup>nd</sup>
2	The involvement of government representatives in school administration enhances the overall quality of education in our school.	3.31	.346	1 <sup>st</sup>
3	The decisions made with the involvement of government representatives align with the specific needs and priorities of our secondary school.	3.23	.450	3 <sup>rd</sup>
4	The government representatives consult with the school administration regularly to discuss and make decisions that move the school forward	2.97	.718	7 <sup>th</sup>
5	The involvement of government representatives in the day-to-day operations of our school has improved the dedication of teachers	3.03	.490	4 <sup>th</sup>
6.	The decision-making processes involving government representatives in our school are transparent and accountable.	3.03	.490	4 <sup>th</sup>
7.	The government representatives have a positive impact on the autonomy of the school management in our secondary school.	2.87	.346	8 <sup>th</sup>
8.	Overall, the involvement of government representatives in the decision-making process of our secondary school is beneficial.	3.03	.490	4 <sup>th</sup>

The findings highlight the perceptions of the principals on the roles of government representatives in secondary school. Specifically, the respondents acknowledged that their substantial role in school administration enhances the quality of education, as it is being rated highest with a mean of 3.31, followed by their positive impact on decision making (3.27), next is ensuring the alignment of the decision with the school priorities (3.27), among others. This implies that the government representatives impacted school administration positively.

**Table 5:** Perceptions of principals on the level of participation of religious leaders in secondary school administration

S/N	Items	Mean	S.D	Rank
1.	Religious leaders contribute to the spiritual development of both teachers and students by creating a school culture that aligns with the institution's faith-based values.	2.77	1.073	1 <sup>st</sup>
2.	Religious leaders help to build a sense of community within the school by encouraging empathy and mutual support among students and staff.	2.23	.774	4 <sup>th</sup>
3.	The involvement of religious leaders has a positive impact on the overall academic and non-academic outcomes of our school.	2.60	.968	3 <sup>rd</sup>

4.	Religious leaders provide guidance on ethical issues, ensuring that school decisions align with the school's religious principles	1.93	.740	5 <sup>th</sup>
5.	Religious leaders help to instil religious values, which contribute to the students' character formation.	2.77	.971	1 <sup>st</sup>

Table 5 presents the participation of religious leaders in secondary school administration. The results indicated that religious leaders' contribution to the spiritual development of both teachers and students, and their involvement in instilling values that help in the students 'character formation, was the highest (2.77), followed by their involvement in the overall academic and non-academic outcomes of the students (2.60). Their involvement in the provision of guidance on ethical issues was the least (1.93).

**Research Question 3:** What are the perceptions of principals on the level of participation of the LIE, philanthropists, and local government representatives in secondary school administration in Osun State?

**Table 6:** Perceptions of principals on the participation of LIE, philanthropists, and Local Government in secondary school administration in Osun State

S/N	Items	Mean	S.D	Rank
1.	LIE helps to monitor the allocated educational resources and ensure accountability in the management of secondary schools.	2.43	.504	7 <sup>th</sup>
2.	The involvement of the LIE enhances the autonomy and decision-making capacity of the school administration.	2.63	.490	6 <sup>th</sup>
3.	The LIE's involvement in the management of our school has a positive impact on the overall academic and non-academic outcomes.	3.00	.830	2 <sup>nd</sup>
4.	LIE ensures there is quality instructional delivery in our school.	2.80	.664	3 <sup>rd</sup>
5.	The LIE provides support and guidance to the management of our school	2.77	.430	5 <sup>th</sup>
6.	The LIE's engagement in our school enhances the long-term sustainability of our secondary school.	2.80	.805	3 <sup>rd</sup>
7.	LIE helps to identify the unique challenges faced by secondary schools in local areas	3.27	.907	1 <sup>st</sup>

The findings in Table 6 indicated a generally positive perception of the principals on the level of participation of Local Inspectors of Education (LIE) in secondary school administration. Notably, LIE was recognized for identifying and addressing local school challenges (3.27). The principals identified their participation in this area as the highest, followed by their role in improving academic and non-academic outcomes (3.00); next to it is their involvement in ensuring quality instructional delivery, and supporting long-term school sustainability (2.80). Their participation in the monitoring of the allocated educational resources was the least. Overall, LIE's involvement is viewed as beneficial, though some areas, like accountability, require further improvement.

**Table 7:** Perceptions of principals on the participation of philanthropists in secondary school administration in Osun State

S/N	Items	Mean	SD	Rank
1	The support and resources provided by philanthropists have a positive impact on the overall quality of education and student performance in our school.	2.37	.999	4 <sup>th</sup>
2	Philanthropists support teacher training and professional development to improve learning efficacy	3.07	.828	2 <sup>nd</sup>
3	The philanthropist provides infrastructure and facilities in our school.	3.33	.922	1 <sup>st</sup>
4	A philanthropist provides a scholarship scheme for the students.	2.83	.791	3 <sup>rd</sup>
5	Philanthropist fosters partnership between schools, communities, and organisations.	2.03	.890	5 <sup>th</sup>

Table 7 revealed that the level of participation of Philanthropists in the area of provision of infrastructures and facilities was the highest (3.33), followed by support of teacher training and professional development (3.07). They also participated in the provision of a scholarship scheme for the students (2.83). Their participation in the area of partnership between schools, communities, and organisations was the least (2.03).

**Table 8:** Perceptions of principals on the participation of Local Government in secondary school administration in Osun State

S/N	Items	Mean	SD	Rank
1	The local government encourages community involvement through community-based initiative programs	2.37	.669	4 <sup>th</sup>
2	The local government provides the school with programs that meet the needs of the students in their communities	2.60	.724	1 <sup>st</sup>
3	The local government's participation in decision-making impacts the school administration and governance positively	2.60	.724	1 <sup>st</sup>
4	They contribute to shaping the education system by providing necessary resources and training for teachers	2.13	.629	5 <sup>th</sup>
5	The local government assists in allocating funds to the school	2.13	.819	5 <sup>th</sup>
6	They are responsible for the equitable distribution and monitoring of resources	2.60	.724	1 <sup>st</sup>

Table 8 shows the three major areas where the participation of local government in secondary school administration is very prominent. The areas are: provision of school programs to meet the needs of the students in their communities (2.60), participation in decision-making (2.60), and equitable distribution of resources (2.60). Their involvement in the allocation of funds and provision of resources and training for teachers was the least (2.13). This implies that the impact of the local government was not much in the area of funding and shaping of education system.

## DISCUSSION OF FINDINGS

The findings indicate that most respondents agreed that the old students' association is involved in decision-making, provides textbooks and stationery, promotes student and staff welfare, supplies sports materials, and maintains the school compound. These results align with Glover (2015), who highlighted the positive impact of alumni involvement in schools, and Obi (2019), who found that alumni associations can enhance student achievement by providing resources and support. Additionally, the findings revealed that principals perceived community representatives as advising the school authority on controlling illegal levies, requesting the transfer of problematic principals and teachers, consulting on school programs, determining subjects offered, providing school facilities, ensuring security, monitoring student progress, and facilitating health services. This is consistent with Wafer-thin and Septiviastuti (2019), who noted that community involvement enhances transparency and accountability in school management. Nathan et al. (2013) also emphasized the role of community representatives in educational settings. The findings also highlighted significant PTA involvement in school administration, consistent with Sumanasekera et al. (2021), who stated that parental involvement can improve students' academic performance, attendance, and motivation. However, this contrasts with Villegas (2021), who emphasized the PTA's limited contributions to resources such as vehicles and office equipment. Furthermore, Arifin and Tumin (2025) noted that parental involvement fosters better communication and collaboration among parents, teachers, and administrators, addressing challenges faced by schools and students.

The results indicated that principals believed government representatives influenced decision-making and enhanced the overall quality of education, supporting Yambo (2022), who asserted that governmental involvement can improve educational quality. Additionally, the results showed that religious leaders contributed to the spiritual development of teachers and students, positively impacting academic and non-academic outcomes. This finding aligns with Onya et al. (2024), who found that religious organizations significantly contribute to funding and managing secondary schools while providing spiritual leadership that shapes behaviors. The importance of local educational institutions (LIE) in ensuring quality education was also emphasized, as noted by Stella and Gnanam (2004). Finally, the results indicated that principals acknowledged the positive impact of support and resources from philanthropists on education quality and student outcomes. This finding aligns with Rowe and Di Gregorio (2024), who highlighted the role of philanthropists in providing resources that strengthen the educational environment and support student achievement and well-being.

## CONCLUSION AND RECOMMENDATIONS

### Conclusion

The study underscored the importance of stakeholder involvement in secondary school administration. The positive and significant interactions of the Old Students' Association, PTA, and religious leaders with school administration highlight their crucial roles in enhancing educational outcomes. These stakeholders contributed not only to the resource base of the schools but also to the moral and ethical development of students. Also, the involvement of local stakeholders (LIE) and philanthropists positively impacts the management and administration of secondary

schools, and the synergy between these groups fosters a supportive, accountable, and resource-rich environment that enhances educational outcomes.

However, their involvement in certain decision-making processes and services like transfer requests, curriculum decisions, and health services is lower. This suggests a need for increased collaboration and engagement between community representatives and school authorities in these areas to enhance the overall effectiveness of secondary school administration.

## Recommendations

In line with the research findings, the following recommendations were made:

1. Long-term partnerships with the philanthropist should be established to ensure the sustainability of their involvement.
2. Parents and other stakeholders should be educated on legal school levies and reporting mechanisms for violations.
3. Value-based education and moral instruction should be integrated into the school curriculum with input from religious leaders.
4. LIE-school collaboration should be strengthened through regular feedback sessions and joint monitoring visits.
5. Community representatives should be included in strategic planning to ensure their voices are heard in critical decisions.
6. Transparent financial policies should be established with community input to prevent unauthorized levies.
7. Community Engagement Initiatives, such as alumni associations, PTA, and religious leaders, should be strengthened to support initiatives, thereby promoting a positive culture.

## REFERENCES

Arifin, R. Z., & Tumin, T. (2025). The Role of collaboration between educators and parents in creating effective learning administration. *Cetta: Jurnal Ilmu Pendidikan*, 8(4), 79-87.

Azeez, O. R., Jubril, R. O., & Badmus, S. A. (2024). Contributions of career Muslim women of Ilorin emirate to the society: Alhaja Meimunat Idiagbede in focus. *Journal of Islamic and Education Studies*, 3(3), 196-205  
<https://doi.org/10.58355/lectures.v3i3.11>

Bercovitch, J., & Kadayifci-Orellana, S. A. (2009). Religion and mediation: The role of faith-based actors in international conflict resolution. *International Negotiation*, 14(1), 175-204.

Caldwell, B. J., & Spinks, J. M. (2021). *The self-managing school*. Routledge: New York, NY 10017

Drezner, N. D., Pizmony-Levy, O., & Anderson-Long, M. (2020). In “alma mater” we trust? Exploring attitudes toward institutions and alumni giving. *Teachers College Record*, 122(9), 1-44.

Esplin, N. L., Stewart, C., & Thurston, T. N. (2018). Technology leadership perceptions of Utah elementary school principals. *Journal of Research on Technology in Education*, 50(4), 305-317

Ezewuzie, S. O., Udeogu, P. A. & Okoli, H. N. (2025). Assessment of educational policies and reforms in Nigeria: Challenges and prospects. *Chukwuemeka Odumegwu Ojukwu University Journal of Arts and Social Science Education*, 4(1), Give page numbers

Fahmi, G. M. (2021). *The Effect of the leadership role of school governing bodies on the performance of students* (Doctoral dissertation, The British University in Dubai (BUiD)).  
<https://bspace.buid.ac.ae/handle/1234/1924>

Gann, N. (2016). *Improving school governance: How better governors make better schools*. Routledge: New York

George, T. P. & Sesay, A. (2024). The role of the governing board of governors in improving school performance in senior secondary schools in Western Rural Area District, Sierra Leone. *ISRG Journal of Education and Humanities and Literature*, 1(6), 77-87.

Glover, D. A. (2015). *Student participation in decision-making in senior high schools in Ghana* (Doctoral dissertation, University of Sussex). <http://sro.sussex.ac.uk/>

Hafeez, A., Katyara, P. & Yaqoob, N. (2025). Rethinking leadership in extended education: How collaborative leadership style drives school development. *Journal of Political Stability Archive*, 3(3), 978-1001  
<https://journalalpsa.compk/index.php/JPSA/about>  
<https://doi.org/10.63468/jpsa.3.3.66>

Harris, O. (2024). *Bridging the gap: strengthening school-community partnerships through cultural brokers*. Oscar Harris: London

Herawati, E. S. B, Suryadi, & Sujanto, B. (2019). Evaluating and implementing of policy on the education board. *International Journal for Educational and Vocational Studies*, 1(3), 236-243  
<http://ojs.unimal.ac.id/index.php/ijevs>

Khaleel, N., Alhosani, M., and Duyar, I. (2021, April). The role of school principals in promoting inclusive schools: A teachers' perspective. In *frontiers in education* (Vol. 6, p. 603241). Frontiers Media SA.

Leechman, G., McCulla, N., & Field, L. (2019). Local school governance and school leadership: practices, processes and pillars. *International Journal of Educational Management*, 33(7), 1641-1652.

Lubienski, C. (2021). *NEPC review: Toward equitable school choice*. Boulder, CO: National Education Policy Center.  
<http://nepc.colorado.edu/thinktank/equitable-choice>

Lyon, M. A., Bretas, S. S., & Ready, D. D. (2023). Design philanthropy: Challenges and opportunities in the evolution of philanthropic giving. *Educational Policy*, 37(3), 731-768

Makki, M., Najib, K. H., & Hakim, M. (2025). Connections between religious leaders and communities: The role of Tuan Guru in mobilizing community participation in Indonesia. *Fikri: Jurnal Kajian Agama, Sosial dan Budaya*, 10(1), 15-29.

Msemo, S., & Kitula, P. R. (2024). Influence of school boards in the management and administration of public secondary schools in Arusha district. *Journal of Research Innovation and Implications in Education*, 8(4), 457-468.

Nathan, S., Braithwaite, J., & Stephenson, N. (2013). Facilitating the action of community representatives in a health service: the role of a community participation coordinator. *BMC Health Services Research*, 13(1), 154.

Ni, Y., Yan, R., & Pounder, D. (2018). Collective leadership: Principals' decision influence and the supportive or inhibiting decision influence of other stakeholders. *Educational Administration Quarterly*, 54(2), 216-248.

Obi, Z. C. (2019). Assessment of Alumni participation in the management of secondary education in Anambra state of Nigeria. *Global Journal of Education, Humanities and Management Sciences*, 1(1), 157-164.

Onya, O. R., Chukwudi, U. M., Akeke, M. N. G., Ovat, E. O., Uguma, V. U., & Ekpo, A. M. (2024). Exploring education leaders' perceptions of the effectiveness of socio-religious organisations in higher education funding in Cross River State, Nigeria. *Nurture*, 18(1), 115-129.

Rowe, E., & Di Gregorio, E. (2024). Grant chaser and revenue raiser: public school principals and the limitations of philanthropic funding. *The Australian Educational Researcher*, 1-20. Provide the volume and number of the journal before the page numbers.

Sadler, D. R. (2017). Academic achievement standards and quality assurance. *Quality in Higher Education*, 23(2), 81-99.

Stella, A., and Gnanam, A. (2004). Quality assurance in distance education: The challenges to be addressed. *Higher Education*, 47(2), 143-160.

Sudarshan, M. (2022). *Educational administration and management*. Ashok Yakkaldevi.

Sumanasekera, I., Abd Hamid, J., Khatibi, A., & Azam, S. F. (2021). Involvement and style of parents on student motivation towards student performance with the moderating effect of academic causal factors: development of a conceptual model. *Global Journal of Management and Business Research*, 21(1), 10-24.

Supriadi, D., Usman, H., and Jabar, C. (2021). Good school governance: An approach to principals' decision-making quality in Indonesian vocational schools. *Research in Educational Administration and Leadership*, 6(4), 796-831.

Timothy, T. I. & Benjamin, G. J. (2024). Assessment of the impact of the roles of old students' associations on secondary school financing in Gboko local government area, Benue State. *Journal of Economics and Environmental Education*, 8(1), 131-143

Tomose, Z. R., Mavuso, M. P. & Olawumi, K. (2024). Strategies used by rural secondary school governing bodies to enhance the quality of education. *Journal Inovasi Pendidikan*, 4(1), 18-31  
<https://doi.org/10.56916/ejip.v4i1.969>

Verger, A., Fontdevila, C., & Parcerisa, L. (2019). Reforming governance through policy instruments: How and to what extent standards, tests, and accountability in education spread worldwide. *Discourse: Studies in the Cultural Politics of Education*, 40(2), 248-270.

Villegas, M. F. (2021). Parent-teachers' association: Its contribution to school development. *International Journal of Advanced Research in Management and Social Sciences*, 10(7), 1-30.

Wafirotin, K. Z., & Septiviastuti, U. (2019). The effect of transparency, community participation, and accountability on the management of village funds in Ponorogo Regency. *Ekuilibrium: Jurnal Ilmiah Bidang Ilmu Ekonomi*, 14(1), 31-43.

Yambo, J. M. (2022). Involvement of government and non-governmental organisations in teamwork in the advancement of quality education in Kisumu West Sub-County, Kenya. *J Adv Educ Philos*, 6(4), 194-202.