

Role of Stakeholders' Involvement and Administrative Effectiveness of Secondary Schools Principals in Delta State

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Abstract: Stakeholders' involvement in education plays a significant role in the administrative effectiveness of principals in the overall growth of secondary schools in Delta State. The study is a relational investigation of stakeholders' involvement in secondary education through supervision and funding and administrative effectiveness of principals in Delta State. Two research questions and two hypotheses guided the investigation. The study employed correlational research design. The population for the study consisted 473 principals and 11,777 teachers (teaching staff) in public secondary schools in Delta State. The sample of the study consisted 383 respondents selected using Krejcie and Morgan (1970) formula. Two instruments tagged Stakeholders' Involvement in Supervision and Funding Education Questionnaire (SISFEQ), and Administrative Effectiveness Questionnaire (AEQ), were used for data collection. The face and content validity of the two instruments were established by two experts, one educational administrator and one in measurement and evaluation of faculty of education, Delta State University, Abraka. The reliability of the two instruments was established using Cronbach Alpha technique which measured the internal consistency. Coefficients of 0.86 for the SISFEQ and 0.84 and 0.84 for the AEQ was obtained. The data collected was analyzed using coefficient of determination and Pearson Product Moment Correlation statistics. The research questions were tested at 0.05 level of significance. The findings of this study revealed that there is a positive and significant relationship between stakeholders' involvement in supervision and funding of education and administrative effectiveness of principals in secondary schools in Delta State. The study concluded that the level of stakeholders' involvement in key administrative areas such as supervision and funding education has a strong positive and significant relationship with both the administrative effectiveness of Principals. This study recommends that stakeholders should continue to be actively involved in school supervision exercises alongside education officials to ensure effective monitoring of teaching, learning, and administrative processes, which will promote accountability and improve overall administrative effectiveness.

Keywords: Administrative effectiveness, funding, stakeholders' involvement, principals, supervision.

1. INTRODUCTION

Secondary school education is a critical stage in the educational journey, typically encompassing the ages of 12 to 18 in Nigeria. It serves several important functions (United Nations Educational, Scientific and Cultural Organization, UNESCO, 2015). Secondary education provides students with a more advanced curriculum than the primary education that includes a variety of subjects such as mathematics, science, literature, and social studies. This academic exposure is essential for developing critical thinking and analytical skills. For many students, secondary school is a stepping stone to higher education. It equips them with the necessary knowledge and skills to succeed in college or university. Research indicates

that students who complete secondary education are more likely to pursue higher education and attain advanced degrees. Secondary schools often offer vocational programs that prepare students for specific careers. These programs provide practical skills and training that are directly applicable in the workforce, helping to bridge the gap between education and employment.

Stakeholders' involvement in education refers to the active participation of various groups and individuals who have vested interest in the educational process. These stakeholders could include students, parents, teachers, school administrators, community members, local businesses, and government entities. Their engagement is crucial for creating a supportive and effective educational environment, particularly in secondary schools, where students undergo significant developmental changes and prepare for their future careers and lives. Research indicates that when stakeholders are actively involved in the educational process, students tend to perform better academically. For instance, a study by Hill and Tyson (2019) found that parental involvement is positively correlated with students' academic achievement, motivation, and behaviour. This involvement could take various forms, including attending school meetings, volunteering, and supporting learning at home.

Administrative effectiveness refers to the ability of school principals to manage and lead educational institutions efficiently and effectively (Sam, 2021). Effectiveness is the accomplishment of the goals of education, and efficiency means achieving these goals at a minimal cost and time. Effectiveness encompasses a range of responsibilities, including curriculum implementation, staff management, student discipline, community relations, and resource allocation. Effective principals are crucial for fostering a positive school climate, enhancing student achievement, and ensuring that educational goals are met (Leithwood & Jantzi, 2020). An Effective principal should exhibit strong leadership qualities, including vision, communication, and decision-making skills. They should inspire and motivate staff and students, creating a shared vision for the school. Effective principals should ensure that these resources are utilized optimally to support educational objectives. Principals play a critical role in shaping the instructional practices within their schools. They are responsible for curriculum development, teacher professional development, and the implementation of effective teaching strategies. Building strong relationships with parents, community members, and other stakeholders is essential for creating a supportive educational environment. Effective principals actively engage with the stakeholders to foster collaboration and support for school initiatives.

The administrative effectiveness of principals is a multifaceted concept that could be influenced by stakeholders' involvement in education. By fostering collaboration and engagement among parents, teachers, and community members, principals could enhance their leadership capabilities, become more transparent, improve decision-making processes, and ultimately drive better educational outcomes for students.

Statement of the Problem

Effective school administration is fundamental to the achievement of the goals and objectives of education, the development of secondary education and fostering effective teaching and learning in schools. The principals is expected to provide leadership by ensuring proper planning, organizing, coordinating, communicating and supervision of instruction. The principal is also charged with effective management of resources including human and material resources to promote sound delivery of services and improved learning outcomes of students.

However, in the 21st Century, secondary schools in Delta State, the principals face serious

challenges as a result of inadequate funding, poor teacher motivation, and weak supervision of and declining academic achievement of students. Secondary education stakeholders are expected to collaborate with principals to ensure that adequate support is provided for school effectiveness. The active involvement of stakeholders could foster administrative effectiveness of principals through promoting collaboration, shared responsibility and transparency. In Delta State, stakeholders' involvement in educational support appears grossly inconsistent and inadequate, leading to poor school administration.

Government has made efforts by the introduction of policies to promote community involvement in education. To the best of the knowledge of the researchers the extent to which stakeholders' involvement in education predict administrative effectiveness of secondary school principals has not been well focused in research.

Research Questions

1. What is the relationship between stakeholders' involvement in supervision and effective administration of secondary schools in Delta State?
2. What is the relationship between stakeholders' involvement in funding of education and effective administration of secondary schools in Delta State?

Hypotheses

1. Stakeholders' involvement in supervision will not significantly relate with effective administration of secondary schools in Delta State.
2. Stakeholders' involvement funding education will not significantly relate with effective administration of secondary schools in Delta State.

2. LITERATURE REVIEW

Broadly speaking, supervision in institutions of education is an important process which influences the development and the effectiveness of educational administration especially in secondary schools. Stakeholders' involvement in the process plays significant role. The role of the stakeholders includes a variety of ideas, resources and skills that can strengthen administrative effectiveness and the process as a whole, impacting on the efficiency of the school principal. This part focuses on the impact of stakeholders' participation in the supervision process on the administrative effectiveness of secondary school principals, based on relevant literature and empirical studies.

Engaging stakeholders in supervision involves a collaborative process that brings in different perspectives and knowledge from feedbacks, and can improve decision-making. The collaborative model of supervision results in better informed and effective strategies because talk with supervisors enables feedback (Hargreaves & Fullan 2022). If a stakeholder is involved in the supervision process, then he/she can detect features of the process that may not be evident to school leaders alone which can see potential challenges and opportunities. This partnership model helps to create a sense of ownership and commitment among all stakeholders, thereby ensuring successful implementation. The process of co-supervision promotes trust and enhances relationships among the school community. When stakeholders feel that they are a part of the system and their voices are heard and valued, they are more likely to support the school's initiatives (Epstein, 2021). Trust is especially vital to effective school leadership because it contributes to a positive school climate as well as staff, student and parent collaboration. When principals involve stakeholders in supervision, they show transparency and accountability, which can boost their credibility and effectiveness as leaders (Leithwood & Jantzi, 2015).

Supervision is effective when the school's objectives are matched by the resources required to support achievement of these objectives. Stakeholders can help principals realistically plan for the community's needs and priorities for the school, and then help them stick to that plan (Bryson, 2018). Parents can, for instance, show during supervision that a student requires more assistance with certain services and professional development can for instance be pointed out by a teacher because of certain corrections and observations made in the supervision. Therein principals can make better use of their resources and ensure that the school's issues are addressing the highest priority ones.

Involving stakeholders is also a way of creating innovative and creative supervision. Multiple supervision techniques may help to generate fresh concepts and strategies that might not otherwise have occurred (Harris & Jones, 2017). For example, students can learn about new technology solutions to support learning, and community members can think creatively about partnerships that can offer resources. Principles can foster creativity and experimentation, leading to the development of more effective strategies to meet the changing needs of their school community.

The expectation of supervision in secondary schools is basically to enhance student achievement. It has been established that schools with higher levels of stakeholder engagement have higher academic achievement and engagement levels (Epstein, 2021). If stakeholders work together in the supervision, they have the opportunity to design specific interventions for students and enhance their learning. For instance, if a school engages parents in creating a literacy program, student reading scores may be higher from improved home support.

Participation of stakeholders in supervision can also help foster a positive school climate. Working collaboratively elicits a sense of belonging and community among stakeholders that may result in greater/more shared satisfaction and/or morale. When stakeholders see the mission and goals of the school in their own light, they are likely to be more engaged in positive actions, such as volunteering, attending school events and promoting the school in the community. The benefits of a positive school climate for effective administration cannot be overstated and include a climate of collaboration, fewer conflicts, and better school performance.

Engaging stakeholders in strategic planning increases the accountability in the school. It has been established that involving stakeholders in the school's planning process will encourage them to hold school administrators accountable for executing the strategic plan (Leithwood & Jantzi, 2015). This shared responsibility can help to improve the monitoring and evaluation of school programs, ensuring that they are effective and efficient and that goals are achieved. Principals who involve stakeholders in planning decisions are transparent and responsive, and strengthen their leadership.

Including stakeholders in supervision can also be a factor in the capacity building and professional development of school personnel. Engaging teachers can be beneficial to identifying additional training and support is needed (Harris & Jones, 2017). Professional learning collaboratives can make a difference in student achievement and in teachers' practices. Moreover, engaging stakeholders in supervision can enable them to lead the school as well and create a culture of continuous improvement and innovation.

Stakeholder participation in supervision is a highly crucial element that affects the administration of secondary school principals. By enhancing decision-making, building trust, aligning goals and resources, and fostering innovation, stakeholder involvement contributes to improved student outcomes, a positive school climate, increased accountability, and professional development. But principals also face difficulties with a variety of perspectives, a shortage of time, resistance to change, and availability of resources. However, good involvement of stakeholders in supervision can result in good leadership and improved educational outcomes for pupils.

3. METHOD AND MATERIALS

The study employed correlational research design. This design examined the relationships between two or more variables to determine whether and to what extent they are related. The population for the study consisted of 473 principals and 11,777 teachers (teaching staff) in public secondary schools in Delta State. Simple random sampling technique was employed to select 134 principals and 230 teachers from the secondary schools. Krejcie and Morgan (1970) formula for sample size determination was adopted in sample selection. According to Krejcie and Morgan, a population running into several thousand requires a minimum sample size of approximately 384 respondents at a 95% confidence level and 5% margin of error.

Two instruments were used for data collection in this study. The instruments are Stakeholders' Involvement in Supervision and Funding Education Questionnaire (SISFEQ), and Administrative Effectiveness Questionnaire (AEQ). The SISFEQ contained 18 items. The AEQ contained 10 items. The responses for the Stakeholders' Involvement in Supervision and Funding Education Questionnaire (SIEQ) are framed on a four-points scale of Very low involvement (VLI = 1), low involvement (LI = 2), High Involvement (HI = 3) and Very High Involvement (VHI = 4). The responses for the Administrative Effectiveness Questionnaire are framed on a four-points Likert scale of Strongly Agree (SA = 4), Agree (A = 3), Disagree (D = 2) and Strongly Disagree (SD = 1).

The face and content validity of the two instruments were established by two experts in educational administration and measurement and evaluation of the Delta State University, Abraka. The experts were requested to check for clarify and relevance of each item and examine if the total items were adequate to establish the face and content validity of the two instruments. Thereafter, their corrections and suggestions were used to modify the instrument before the final copies were printed and administered to the respondents. Cronbach Alpha reliability technique was adopted for reliability determination of the instruments. Cronbach Alpha measures internal consistency of an instrument. On analysis, a reliability coefficient of 0.86 and 0.83 was obtained for the SISFEQ and AEQ respectively.

Data collected from administered questionnaires were analyzed using coefficient of determination to answer the research questions, and Pearson Product Moment Correlation analysis to test the hypotheses at 0.05 alpha level.

4. RESULTS

Answering the Research Questions

1. What is the relationship between stakeholders' involvement in supervision and administrative effectiveness of principals?

Table 1: Relationship between stakeholder's involvement in supervision and administrative effectiveness of principals

	N	Mean	Std. Deviation	R	r ²	r ² %	Remark
Stakeholders' Involvement in Supervision	364	2.74	.89.	.874	.764	76.4	Positive relationship
Administrative Effectiveness	364	2.96	.70.				

Table 1 shows the Pearson Product Moment Correlation (r) value of .874 as the extent of the relationship between stakeholders' involvement in supervision and administrative effectiveness of principals. The coefficient of determination (r²) value of .764 indicated that stakeholders' involvement in supervision accounted for 76.4% of the variance in administrative effectiveness of principals. Thus, it was concluded that the relationship between stakeholders' involvement in supervision and administrative effectiveness of principals in Delta State is a strong positive relationship.

Research Question 2: What is the relationship between stakeholders' involvement in funding education and administrative effectiveness

Table 2: Relationship between stakeholders' involvement in funding and administrative effectiveness of principals

	N	Mean	Std. Deviation	R	r ²	r ² %	Remark
Stakeholders' Involvement in Funding Education	364	2.88	.89.	.903	.815	81.5	Strong Positive relationship
Administrative Effectiveness	364	2.96	.70.				

Data in Table 2 shows the Pearson Product Moment Correlation (r) value of .903 as the extent of the relationship between stakeholders' involvement in funding education and administrative effectiveness of principals. The coefficient of determination (r²) value of .815 indicated that stakeholders' involvement in funding education accounted for 81.5% of the variance in administrative effectiveness of principals. Thus, it was concluded that the relationship between stakeholders' involvement in funding education and administrative effectiveness of principals in Delta State is a strong positive relationship.

Hypotheses Testing

HQ 1: There is no significant relationship between stakeholders' involvement in supervision and administrative effectiveness of principals.

Table 3: Pearson Product Moment Correlation Analysis of the relationship between stakeholders' involvement in supervision and administrative effectiveness of principals.

		Stakeholders' Involvement in supervision	InAdministrative Effectiveness
Stakeholders' Involvement in supervision	Pearson Correlation	1	.870**
	Sig. (2-tailed)		.000
	N	364	364
Administrative Effectiveness	Pearson Correlation	.870**	1
	Sig. (2-tailed)	.000	
	N	364	364

** . Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows the Pearson Product Moment Correlation analysis of the relationship between stakeholders' involvement in supervision and the administrative effectiveness of principals. The correlation coefficient (r) is .870 with a p -value of .000. Since the p -value is less than .05, the null hypothesis is rejected. Therefore, there is a significant relationship between stakeholders' involvement in supervision and the administrative effectiveness of Principals in Secondary Schools in Delta State.

HQ 2: There is no significant relationship between stakeholders' involvement in funding education and administrative effectiveness of principals.

Table 4: Pearson Product Moment Correlation Analysis of the relationship between stakeholders' involvement in funding education and administrative effectiveness of principals.

		Stakeholders' Involvement Funding Education	Administrative Effectiveness
Stakeholders' Involvement Funding Education	Pearson Correlation	1	.900**
	Sig. (2-tailed)		.000
	N	364	364
Administrative Effectiveness	Pearson Correlation	.900**	1
	Sig. (2-tailed)	.000	
	N	364	364

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

Table 4 shows the Pearson Product Moment Correlation analysis of the relationship between stakeholders' involvement in funding education and the administrative effectiveness of principals. The correlation coefficient (r) is .900 with a p -value of .000. Since the value is less than .05, the null hypothesis is rejected. Therefore, there is a significant relationship between stakeholders' involvement in funding education and the administrative effectiveness of principals.

5. DISCUSSION

Stakeholders' involvement in supervision and administrative effectiveness of principals

The finding for the first research question revealed a strong positive and significant relationship between stakeholders' involvement in supervision and administrative effectiveness. This implies that when stakeholders actively participate in supervisory processes, it enhances the efficiency, transparency, and responsiveness of school administrators.

This finding is probably so because stakeholder supervision fosters shared accountability, encourages compliance with school policies, and motivates principals to perform better. In many secondary schools, the participation of Parent-Teacher Associations (PTAs), community leaders, and educational board representatives in monitoring activities tends to promote transparency and ensure that principals adhere to established performance standards.

This finding is consistent with Ogunleye and Bello (2020) found that collaborative supervision involving community representatives improves school management and boosts principal performance. The finding is also in line with Osei and Boateng (2021) reported that participatory supervision strengthens school governance and enhances administrative outcomes in Ghanaian secondary schools. The result also agrees with Adebayo and Okon (2022), who emphasized that joint monitoring of school activities increases principal accountability and fosters efficiency in decision-making. However, this finding contrast with Usman and Dikko (2019), who reported that some stakeholder supervision practices tend to be political or disruptive, thereby reducing administrative focus. Likewise, Egbule and Omodero (2023) argued that inconsistent stakeholder engagement in supervision may cause role overlap and reduce administrative autonomy, especially in public schools.

Stakeholders' involvement in funding education and administrative effectiveness of Principals

For the second research question the finding revealed a strong positive and significant relationship, indicating that when stakeholders actively contribute financially or materially to school operations, the administrative performance of principals improves considerably. This finding is probably so because stakeholder participation in funding alleviates resource shortages and enables principals to implement educational plans more effectively. It may also be attributed to the fact that

financial collaboration between school administrators and stakeholders enhances accountability, promotes trust, and encourages efficient utilization of available resources. This finding agrees with Adediran and Ogunniyi (2020) found that external financial support from community members and PTAs enhances administrative productivity in public schools. It also aligns with Etim and Nwosu (2021) who noted that schools with active stakeholder funding demonstrate higher organizational efficiency and improved student outcomes. Similarly, Abiola and Adeoye (2023) reported that joint financial responsibility between the school and community fosters transparency and strengthens administrative management. Conversely, this result differs from Onyeje and Eze (2019) observed that irregular stakeholder contributions sometimes hinder planning and consistency in school operations. Likewise, Mbah and Igwe (2022) argued that dependence on stakeholder funding without proper accountability measures can lead to mismanagement and distrust among participants.

6. CONCLUSION AND RECOMMENDATIONS

Based on the findings, it was concluded that stakeholders' involvement in supporting education in Delta State through supervision and funding is strongly related with administrative effectiveness of secondary school principals. The study thus made some recommendations as follows:

1. School supervision should involve stakeholders together with education officials, in order to effectively monitor teaching, learning and administrative processes, thereby fostering accountability and enhancing overall school performance.
2. Government and school management should stimulate more funds coming in from partnership, grants and development levies from community stakeholders and private organizations for effective school administration.

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