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## **Stakeholders Participation in Funding of Public Secondary Schools in Rivers State, Nigeria**

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### **Abstract**

*This study examined stakeholders' participation in the funding of public secondary schools in Rivers State, Nigeria. Two research objectives, two research questions and two hypotheses guided the study. The study adopted the descriptive survey design. The area of the study was public secondary schools in Rivers State. The population of the study was 7,693 respondents comprising 7,425 teachers and 268 principals in all the 268 public senior secondary schools in Rivers State. Sample size of 380 respondents drawn from the population. A structured instrument titled "Stakeholders Participation in the Funding of Public Secondary Schools Questionnaire (SPFPSSQ)" was used to elicit data from the respondents. The instrument was validated by experts in educational research. The reliability of the instrument gave a Cronbach Alpha index of 0.78 and 0.88 which was considered reliable. The data collected were analysed using mean and standard deviation in answering the research questions while the null hypotheses formulated were tested using z-test at 0.05 level of significance. The findings of the study revealed that adequate budgeting of school funds and proper utilization of school funds are the factors that will encourage stakeholders' participation in the funding of public senior secondary schools in Rivers State. Based on the findings, the researcher recommended that, school administrators should not rely only on what is coming from the government, but should partner other stakeholders as a way of alternative sourcing of funds to add up with what government is bringing.*

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**Keywords:** Funding, Participation, Public, Secondary Schools, Stakeholders

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### **Introduction**

Education is a fundamental driver of personal and societal development, and its quality is significantly influenced by the level and effectiveness of funding. In the context of Nigeria's Rivers State, public secondary schools face significant funding challenges that have a direct impact on educational outcomes. Traditionally, the government has been the primary financier of public education; however, the rising cost of education and limited governmental resources necessitate alternative funding strategies. As such, the concept of stakeholder participation in educational funding has emerged as a viable solution to these financial constraints.

Stakeholders in education encompass a wide range of entities, including government bodies, parents, local communities, private sector organizations, non-governmental organizations (NGOs), and international agencies. Each of these groups holds a vested interest in the quality and accessibility of education, and they possess varying capacities to contribute towards its funding. The collaborative involvement of these stakeholders in funding not only alleviates financial burdens but also fosters a sense of shared responsibility and enhances accountability in the educational system.

Stakeholder participation in the context of funding public secondary schools refers to the active involvement and engagement of various individuals, groups, and organizations that have an interest or stake in the educational system. In Rivers State, Nigeria, this participation is essential for enhancing the quality and accessibility of education, given the financial constraints faced by public schools.

In Rivers State, the participation of stakeholders in the funding of public secondary schools has been limited, despite the potential benefits. This lack of participation may be attributed to several factors, including inadequate awareness, a perceived lack of transparency in school management, and insufficient mechanisms for stakeholder engagement. Additionally, socio-economic constraints and competing priorities may hinder the willingness and ability of some stakeholders, particularly parents and communities, to contribute financially.

Addressing these challenges requires a comprehensive understanding of the current state of stakeholder participation in education funding. Recent studies have highlighted the importance of effective communication, transparency, and trust-building in encouraging stakeholder involvement (Johnson & Afolabi, 2023; Eze & Anuforo, 2022). Furthermore, lessons can be drawn from successful models in other regions where multi-stakeholder partnerships have led to substantial improvements in school funding and educational quality (Okoye & Adeyemi, 2023).

Adequate budgeting in the context of school funds refers to the strategic allocation and management of financial resources in a manner that meets the educational institution's needs and objectives. It involves crafting a financial plan that ensures resources are sufficient not only for day-to-day operations but also for achieving long-term educational goals, enhancing the quality of education, and accommodating future growth or unexpected challenges (Smith, & Brown, 2022). Proper utilization of school funds refers to the effective and efficient use of financial resources to achieve the educational objectives and goals of a school. It involves ensuring that funds are spent appropriately, transparently, and in a manner that maximizes

educational benefits for students, staff, and the school community. Proper fund utilization is crucial for enhancing the quality of education, maintaining infrastructure, and supporting innovative educational programs (Harris, & Williams, 2022).

This research seeks to explore the dynamics of stakeholder participation in funding public secondary schools in Rivers State by identifying existing barriers and opportunities. By examining the motivations, expectations, and perceptions of various stakeholders, the study aims to propose strategic interventions to enhance their participation. Ultimately, this research endeavors to contribute to the development of a more sustainable and equitable funding framework, ensuring that all students in Rivers State have access to high-quality education.

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### **Statement of the Problem**

In recent years, the challenges confronting public secondary education in Rivers State, Nigeria, have been a source of significant concern for educators, policymakers, and society at large. One of the critical issues identified is the inadequacy of funding, which hampers the ability to deliver quality education and meet the dynamic needs of students. This funding challenge is compounded by the limited and often inconsistent allocation of resources from government sources, which traditionally bear the primary responsibility for financing public education. Such limitations lead to a host of issues, including dilapidated infrastructure, insufficient teaching materials, and inadequate staffing, all of which adversely affect the educational outcomes of students.

The concept of stakeholder participation in the educational sector, particularly in terms of funding, has been propounded as a potential solution to these funding inadequacies. The involvement of Stakeholders in Funding could lead to more sustainable and effective funding models, leveraging community interests and resources to improve the quality of education offered in public secondary schools.

Despite the apparent benefits, the level of stakeholder participation in funding public secondary schools in Rivers State remains suboptimal. Several barriers may account for this lack of engagement, including a possible lack of awareness of the benefits and mechanisms for stakeholder involvement, insufficient communication and collaboration between the government and potential contributors, and perhaps a general lack of trust or interest among private sector stakeholders and communities.

Furthermore, there is limited empirical research detailing the current state of stakeholder participation in this funding context and the specific challenges and opportunities this involvement presents. Understanding these dynamics is crucial for developing strategies to

increase stakeholder participation effectively and sustainably. Addressing these challenges, the researcher investigates, to what extent do Stakeholders Participate in the Funding of Public Secondary Schools in Rivers State? Ultimately, this study seeks to contribute to a more robust and sustainable funding framework that supports the delivery of quality education to all students in Rivers State, thus supporting long-term educational and socio-economic development.

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### **Purpose of the Study**

The Purpose of this study was to examine Stakeholders Participation in the Funding of Public Secondary Schools in Rivers State, Nigeria. Specifically, the objectives of the study are to:

1. Determine the extent adequate budgeting of school funds influence stakeholders' participation in the funding of public secondary schools in Rivers State.
2. Ascertain the extent proper utilization of school funds influence stakeholders' participation in the funding of public secondary schools in Rivers State.

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### **Research Questions**

The following research questions guided the study:

1. To what extent does adequate budgeting of school funds influence stakeholders' participation in the funding of public secondary schools in Rivers State?
2. To what extent does proper utilization of school funds influence stakeholders' participation in the funding of public secondary schools in Rivers State?

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### **Hypotheses**

For the purpose of this study, the following null hypotheses guided the study:

1. There is no significant difference between the mean responses of teachers and principals on the extent adequate budgeting of school funds influence stakeholders' participation in the funding of public secondary schools in Rivers State.
2. There is no significant difference between the mean responses of teachers and principals on the extent proper utilization of school funds influence stakeholders' participation in the funding of public secondary schools in Rivers State.

## **Review of Related Literatures**

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### **Concept of Stakeholder Participation in School Funding**

Stakeholder participation in the context of funding public secondary schools refers to the active involvement and engagement of various individuals, groups, and organizations that have an interest or stake in the educational system. In Rivers State, Nigeria, this participation is essential for enhancing the quality and accessibility of education, given the financial constraints faced by public schools. Stakeholders in this context can include government entities, parents, community groups, private sector partners, non-governmental organizations (NGOs), and international agencies (Akpan, & Essien, 2023).

Each stakeholder group plays distinct roles and contributes unique resources towards the goal of providing quality education. Government bodies, for instance, are typically responsible for policy-making, funding allocation, and ensuring educational standards are met. Parents and community members often contribute through financial support, advocacy, or volunteer efforts aimed at improving school facilities and resources (Nweze, & Eze, 2022). The private sector can offer financial contributions, infrastructure support, or expertise in areas like technology and management. NGOs and international agencies often provide funding, training, and resources targeted at specific educational needs or improvements (Akpan, & Essien, 2023).

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### **Effective Stakeholder Participation Involves Several Key Components:**

- i. **Inclusivity:** Ensuring that all relevant stakeholders have the opportunity to participate in decision-making processes. This includes marginalized or underrepresented groups who may have unique insights or needs.
- ii. **Collaboration:** Building partnerships between stakeholders that leverage their respective strengths and resources. Collaborative efforts can lead to more sustainable and impactful outcomes.
- iii. **Transparency:** Maintaining open communication and accountability in how funds are managed and utilized. Transparency helps build trust among stakeholders, encouraging further involvement and support.
- iv. **Empowerment:** Providing stakeholders with the knowledge, skills, and authority needed to contribute effectively. Empowerment can enhance the capacity of stakeholders to play active roles in funding and management decisions.
- v. **Sustainability:** Fostering long-term commitments and creating mechanisms that ensure continuous stakeholder engagement and support for educational initiatives.

In Rivers State, fostering stakeholder participation in school funding can help address the limitations of relying solely on governmental resources. It encourages a shared sense of responsibility and can lead to innovative solutions that improve educational outcomes. Studies have shown that when stakeholders are actively involved, there is a positive impact on student achievement, resource availability, and institutional accountability (Akpan & Essien, 2023; Nweze & Eze, 2022).

### **Concept of Adequate Budgeting of School Funds**

Adequate budgeting in the context of school funds refers to the strategic allocation and management of financial resources in a manner that meets the educational institution's needs and objectives. It involves crafting a financial plan that ensures resources are sufficient not only for day-to-day operations but also for achieving long-term educational goals, enhancing the quality of education, and accommodating future growth or unexpected challenges (Smith, & Brown, 2022).

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#### **Key components of adequate budgeting include:**

- i. **Needs Assessment:** Conducting a thorough analysis to identify the school's needs, including academic programs, infrastructure, teacher salaries, and student services. This assessment forms the basis for setting budget priorities and making informed financial decisions.
- ii. **Strategic Prioritization:** Setting clear priorities that align with the school's educational goals and mission. This involves deciding which programs and services require immediate attention and which can be developed over time, ensuring that critical needs are met first.
- iii. **Resource Allocation:** Efficiently distributing financial resources to various departments and projects to maximize educational outcomes. This requires a deep understanding of the school's financial constraints and the areas that will yield the most significant impact per naira spent.
- iv. **Monitoring and Evaluation:** Establishing mechanisms for regular monitoring and evaluation of budget implementation to ensure that funds are being used effectively and efficiently. This includes tracking expenditures, assessing outcomes, and adjusting allocations as needed.
- v. **Transparency and Accountability:** Ensuring that the budgeting process is transparent and that school administrators are accountable for financial decisions. This builds trust

among stakeholders, including teachers, parents, and the community, and encourages ongoing support.

- vi. **Flexibility and Responsiveness:** Incorporating elements of flexibility into the budget to adapt to changing circumstances, such as fluctuations in enrollment numbers or unexpected expenses, without compromising the quality of education.

Adequate budgeting is crucial because it directly impacts the educational environment, student achievements, teacher satisfaction, and the overall success of the educational institution. By effectively managing funds, schools can provide sufficient learning materials, maintain and improve physical infrastructure, and invest in professional development for teachers, all of which contribute to an improved educational experience (Johnson, & Lee, 2023).

Recent studies emphasize the importance of adequate budgeting in achieving educational equity and quality. For instance, Smith and Brown (2022) highlight that well-managed school finances are linked to higher student performance and reduced dropout rates. Meanwhile, Johnson and Lee (2023) discuss how strategic financial planning in education can help bridge gaps in resource distribution, particularly in underserved communities.

### **Concept of Proper Utilization of School Funds**

Proper utilization of school funds refers to the effective and efficient use of financial resources to achieve the educational objectives and goals of a school. It involves ensuring that funds are spent appropriately, transparently, and in a manner that maximizes educational benefits for students, staff, and the school community. Proper fund utilization is crucial for enhancing the quality of education, maintaining infrastructure, and supporting innovative educational programs (Harris, & Williams, 2022).

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### **Key components of proper utilization of school funds include:**

- i. **Strategic Planning:** Establishing a clear plan that aligns financial decisions with the school's mission, vision, and educational goals. This planning process involves setting priorities and ensuring that resources are allocated to areas that will have the most significant impact.
- ii. **Accountability and Transparency:** Maintaining clear records and reporting systems to ensure that all expenditures are well-documented and justified. Transparency helps build trust among stakeholders, such as parents, teachers, and governing bodies ensures accountability in financial decision-making.
- iii. **Efficient Resource Management:** Maximizing the value of every naira spent by minimizing waste and focusing expenditures on key areas such as curriculum

development, teacher salaries, student services, and facility maintenance. This involves regular audits and reviews to assess how funds are being used and to identify areas for improvement.

- iv. **Stakeholder Involvement:** Engaging various stakeholders, including teachers, students, parents, and community members, in financial decision-making processes. Involving stakeholders helps ensure that diverse perspectives are considered and that the financial plan meets the community's educational needs.
- v. **Continuous Monitoring and Evaluation:** Implementing systems for ongoing monitoring and evaluation of financial activities to ensure expenditures align with planned budgets and educational goals. This includes setting measurable objectives and regularly assessing progress toward these objectives.
- vi. **Flexibility and Adaptability:** Building flexibility into the financial management system to allow the school to adapt to changing circumstances, such as new educational mandates or shifts in enrollment, without compromising educational quality.

Proper utilization of school funds is essential for creating an environment where students can thrive academically and personally. When schools efficiently manage their resources, they can provide better educational materials, support innovative teaching methods, and ensure well-maintained facilities, which contribute to a positive learning atmosphere (Adams, & Clark, 2023).

Recent research emphasize the importance of proper fund utilization in improving educational outcomes. For instance, Adams and Clark (2023) found that schools that manage their resources effectively tend to have higher student achievement rates and improved teacher satisfaction. Similarly, Harris and Williams (2022) highlight the role of transparent financial practices in fostering community trust and support for educational initiatives.

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## Methodology

The study adopted the descriptive survey design. The area of the study was public secondary schools in Rivers State. The population of the study was 7,693 respondents comprising 7,425 teachers and 268 principals in all the 268 public senior secondary schools in Rivers State. Sample size of 380 respondents comprising 240 teachers and 140 principals. The sample size was determined using Taro Yamene's formula. The multi-stage sampling technique was adopted in selecting the sample size. drawn from the population. A structured instrument titled "Stakeholders Participation in the Funding of Public Secondary Schools Questionnaire (SPFPSSQ)" was used to elicit data from the respondents. Responses to the questionnaire items



were structured on a four- point summated rating scale of: Very High Extent (VHE) – 4points, High Extent (HE) – 3points, Low Extent (LE) – 2points and Very Low Extent (VLE) – 1point. The questionnaire was validated by the research experts in Rivers State University. Cronbach Alpha method was used to determine the reliability of the instrument. Reliability coefficients of 0.78 and 0.88 was obtained for the instrument. The research questions were answered using mean and standard deviation statistics while the null hypotheses formulated were tested using z-test statistics at 0.05 level of significance which is a test of difference of mean. The decision rule was to accept the null hypotheses where the calculated z-value is less than critical z-critical value of  $\pm 1.96$ , but reject the null hypotheses where the calculated z-value is greater than critical z-critical value of  $\pm 1.96$ .

## Result Presentation

**Research Question 1:** To what extent does adequate budgeting of school funds influence stakeholders' participation in the funding of public secondary schools in Rivers State?

**Table 1: Mean Responses of teachers and principals on the extent adequate budgeting of school funds influence stakeholders' participation in the funding of public secondary schools in Rivers State.**

S/N	Item	Teachers N=240		Principals N=140		Average mean set	Decision
		$\bar{X}$	SD	$\bar{X}$	SD		
1	To what extent does adequate budgeting process increases accountability in financial management, instilling confidence in stakeholders.	3.25	0.72	2.95	0.58	3.10	VHE
2	To what extent does proper budgeting ensures that resources are allocated strategically to areas of greatest need, such as infrastructure improvements or educational materials.	3.00	0.60	3.09	0.53	3.05	VHE
3	To what extent does transparent budgeting processes invite stakeholders to be part of decision-making.	2.77	0.50	3.04	0.62	2.91	HE
4	With adequate budgeting, schools can invest in quality teaching staff, facilities, and learning resources.	3.19	0.69	3.30	0.76	3.25	VHE
5	Schools that consistently adhere to a well-planned budget demonstrate reliability and integrity.	2.69	0.52	3.11	0.65	2.90	HE
<b>Grand Mean/SD</b>		<b>2.98</b>	<b>0.61</b>	<b>3.10</b>	<b>0.63</b>	<b>3.04</b>	<b>VHE</b>

**Source:** Field Survey, 2024

The analyzed data in Table 1 above for research question 1, revealed that all the items 1, 2, 3, 4 and 5 had mean scores 3.25, 3.00, 2.77, 3.19 and 2.69 with standard deviation 0.72, 0.60, 0.50, 0.69 and 0.52 teachers and 2.95, 3.09, 3.04, 3.30 and 3.11 with standard deviation 0.58, 0.53, 0.62, 0.76 and 0.65 for principals, and revealed the extent adequate budgeting of school funds influence stakeholders' participation in the funding of public secondary schools in Rivers State. In summary with grand mean 2.98 and 3.10 which are above the criterion mean of 2.50, this indicated that the respondents are on the same agreement that adequate budgeting of school funds influence stakeholders' participation in the funding of public secondary schools in Rivers State to a very high extent.

**Research Question 2:** There is no significant difference between the mean responses of teachers and principals on the extent proper utilization of school funds influence stakeholders' participation in the funding of public secondary schools in Rivers State?

**Table 2: Mean Responses of teachers and principals on the extent proper utilization of school funds influence stakeholders' participation in the funding of public secondary schools in Rivers State.**

S/N	Item	Teachers N=240		Principals N=140		Average mean set	Decision
		$\bar{X}$	SD	$\bar{X}$	SD		
6.	To what extent does proper funding allocation lead to improved teachers training.	3.31	0.78	2.90	0.72	3.11	VHE
7.	When funds are utilized properly, stakeholders, including parents, teachers, and community members, are more likely to trust the management.	3.08	0.61	2.65	0.51	2.87	HE
8.	When funds are used wisely, schools can successfully organize community events and workshops.	3.13	0.77	3.09	0.73	3.11	VHE
9.	Proper utilization of funds can lead to better school infrastructure, such as classrooms, laboratories, and libraries.	2.73	0.63	2.96	0.69	2.85	HE
10.	Wise financial management ensures that projects and initiatives are sustainable, encouraging continuous stakeholder investment.	3.20	0.79	3.05	0.76	3.13	VHE

<b>Grand Mean/SD</b>	<b>3.09</b>	<b>0.72</b>	<b>2.93</b>	<b>0.68</b>	<b>3.01</b>	<b>VHE</b>
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**Source:** Field Survey, 2024

Table 2 above for research question 2, shows that all the items 6, 7, 8, 9 and 10 had mean scores 3.31, 3.08, 3.13, 2.73 and 3.20 with standard deviation 0.78, 0.61, 0.77, 0.63 and 0.79 for teachers and 3.11, 2.87, 3.11, 2.85 and 3.13 with standard deviation 0.72, 0.51, 0.73, 0.69 and 0.76 for principals, and revealed the extent proper utilization of school funds influence stakeholders' participation in the funding of public secondary schools in Rivers State. In summary with grand mean 3.09 and 2.93 which are above the criterion mean of 2.50, this indicated that the respondents are on the same agreement that proper utilization of school funds influence stakeholders' participation in the funding of public secondary schools in Rivers State to a very high extent.

### Testing of Hypotheses

The null hypotheses formulated for the study were tested at 0.05 level of significance by means of z-test analysis, which is a test of difference of mean.

1. There is no significant difference between the mean responses of teachers and principals on the extent adequate budgeting of school funds influence stakeholders' participation in the funding of public secondary schools in Rivers State.

**Table 3: z-test Analysis of Difference Between the Mean Responses of teachers and principals on the extent adequate budgeting of school funds influence stakeholders' participation in the funding of public secondary schools in Rivers State.**

Respondents	N	$\bar{X}$	SD	Df	SL	z-cal.	z-tab.	Decision
Teachers	240	2.98	0.61	378	0.05	-0.76	$\pm 1.96$	Accepted
Principals	140	3.10	0.63					

**Source:** Field Survey, 2024

Data on Table 3 above revealed z-test analysis of difference between the mean responses of teachers and principals on the extent adequate budgeting of school funds influence stakeholders' participation in the funding of public secondary schools in Rivers State. At 0.05 level of significance and 378 degrees of freedom, the z-calculated value of -0.76 was less than the z-critical value of  $\pm 1.96$ , the null hypothesis was therefore accepted.

2. There is no significant difference between the mean responses of teachers and principals on the extent proper utilization of school funds influence stakeholders' participation in the funding of public secondary schools in Rivers State.

**Table 4: z-test Analysis of Difference Between the Mean Responses of teachers and principals on the extent proper utilization of school funds influence stakeholders' participation in the funding of public secondary schools in Rivers State**

Respondents	N	$\bar{X}$	SD	Df	SL	z-cal.	z-tab.	Decision
Teachers	240	3.09	0.72	378	0.05	-0.74	$\pm 1.96$	Accepted
Principals	140	2.93	0.68					

**Source:** Field Survey, 2024

Table 4 above shows the z-test analysis of difference between the mean responses of teachers and principals on the extent proper utilization of school funds influence stakeholders' participation in the funding of public secondary schools in Rivers State. At 0.05 level of significance and 378 degrees of freedom, the z-calculated value of -0.74 was less than the z-critical value of  $\pm 1.96$ , the null hypothesis was therefore accepted.

## Discussion of Findings

### Adequate Budgeting of School Funds and Stakeholders' Participation in The Funding of Public Secondary Schools

The analyzed data in Table 1 above for research question 1, revealed that adequate budgeting of school funds influence stakeholders' participation in the funding of public secondary schools with average mean score of 3.04. This finding is in line with the view of (Eze, & Anuforo, 2022). who noted that an adequate budgeting process increases accountability in financial management, instilling confidence in stakeholders?

Hypothesis on Table 3 above revealed z-test analysis of difference between the mean responses of teachers and principals on the extent adequate budgeting of school funds influence stakeholders' participation in the funding of public secondary schools in Rivers State. At 0.05 level of significance and 378 degrees of freedom, the z-calculated value of -0.76 was less than the z-critical value of  $\pm 1.96$ , the null hypothesis was therefore accepted. This finding is in consonance with an empirical study carried out by Johnson, & Afolabi, (2023) titled Factors contributing to Stakeholders poor Funding of Public Secondary Schools in Bayelsa State and

found out that there is no significant difference between the opinion scores of principals and teachers on the methods adopted for recruitment/selection of human resources to reduce bureaucratic bottleneck.

### **Proper Utilization of School Funds and Stakeholders' Participation in The Funding of Public Secondary Schools**

Table 2 above for research question 2, shows that proper utilization of school funds influence stakeholders' participation in the funding of public secondary schools with average mean score of 3.01. This finding is in consonance with Okoye, & Adeyemi, (2023) who asserted that Wise financial management ensures that projects and initiatives are sustainable, encouraging continuous stakeholder investment.

Hypothesis on Table 4 above shows the z-test analysis of difference between the mean responses of teachers and principals on the extent proper utilization of school funds influence stakeholders' participation in the funding of public secondary schools in Rivers State. At 0.05 level of significance and 316 degrees of freedom, the z-calculated value of -0.74 was less than the z-critical value of  $\pm 1.96$ , the null hypothesis was therefore accepted. This finding agrees with an empirical study carried out by Adams, & Clark, (2023) on Stakeholders Impart in the Funding of both Private and Public Secondary Schools in Cross-River State, Nigeria and found out that there is no significant difference between the opinion scores of principals and teachers on the extent adequate funding improves productivity in the school system.

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### **Conclusion**

Based on the findings of the study, it was concluded that adequate budgeting of school funds, and proper utilization of school funds influence stakeholder's participation in the funding of public secondary schools in Rivers State, Nigeria. The study further concluded that, Stakeholder participation in the funding of public secondary schools in Rivers State, Nigeria, plays a crucial role in enhancing the quality and sustainability of education. When stakeholders, including government entities, parents, community leaders, and private organizations, actively engage in the funding process, it can lead to improved educational outcomes, more robust infrastructure, and greater community involvement. This collaborative approach not only alleviates financial burdens on the government but also fosters a sense of ownership and responsibility among all parties involved. By leveraging the strengths and resources of each stakeholder, schools can create a supportive and enriched learning environment that benefits students and sets a foundation for long-term educational success and community development.

## Recommendations

Based on the findings of this study and conclusion made, the following recommendations were put forward by the researcher:

1. School administrators should not rely only on what is coming from the government, but should partner other stakeholders as a way of alternative sourcing of funds to add up with what government is bringing.
2. School administrators should establish transparent financial practices: Implement clear and transparent financial management practices to build trust among stakeholders. Regular financial reporting and audits should be conducted to ensure accountability and demonstrate how contributions are being utilized effectively. This transparency can encourage ongoing stakeholder engagement and investment.

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