

Stakeholders' engagement and school performance: Basis for a school's sustainable development plan

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Abstract

Stakeholder engagement has become an essential component of school governance and continuous improvement in basic education. This study examined the relationship between stakeholders' engagement and school performance as the basis for developing a School Sustainable Development Program in the public elementary schools of the Bustos District, Schools Division of Bulacan, during the School Year 2025–2026. A quantitative descriptive-correlational research design was employed. The participants consisted of 201 school stakeholders, including school heads, teachers, Parents and Teachers Association (SPTA) officers, and local government officials. Data were gathered using a adopted questionnaire, SBM tool and analyzed using frequency, percentage, weighted mean, and the Pearson Product-Moment Correlation Coefficient. The findings revealed that stakeholders demonstrated a very high extent of engagement, with the implementation of school programs and activities obtaining the highest composite mean (4.19). School performance was rated very satisfactory, with teachers' performance receiving the highest composite mean (4.19). The correlation analysis revealed a significant positive relationship between stakeholders' engagement and school performance, indicating that increased stakeholder participation was associated with improved school performance. Based on these findings, a School Sustainable Development Program, entitled Stakeholders for Sustainable School Excellence (S3E) Program, was developed to strengthen stakeholder participation, enhance school-community partnerships, and support continuous school improvement. The study emphasizes the value of collaborative governance in promoting sustainable educational development.

Keywords: Stakeholder Engagement; School Performance; School Governance; Sustainable Development; School-Based Management; Public Elementary Schools

1. Introduction

Education plays a central role in improving the social, economic, and environmental well-being of communities. The 2030 Agenda for Sustainable Development recognizes education as a foundation for sustainable development through Sustainable Development Goal (SDG) 4, which promotes inclusive and equitable quality education, and SDG 17, which encourages partnerships among governments, educational institutions, and communities to achieve shared development goals. These global commitments highlight the value of collaboration in strengthening educational systems and improving learning outcomes.

Schools are expected to work closely with parents, local government units, community organizations, and other stakeholders to improve governance and educational services. Stakeholder engagement supports school planning, decision-making, program implementation, monitoring, evaluation, and resource mobilization. Active participation from different sectors also strengthens accountability and shared responsibility in addressing school needs and sustaining improvement initiatives. Research has shown that schools with strong stakeholder participation are more

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likely to strengthen governance, improve school management, and create learning environments that support student development.

In the Philippines, the Department of Education continues to strengthen stakeholder participation through the Basic Education Development Plan (BEDP) 2030, which recognizes collaboration among schools, families, local government units, and community partners as an essential strategy for improving the quality of basic education. School-Based Management also encourages shared governance by involving stakeholders in planning, implementing, monitoring, and evaluating school programs. These initiatives support schools in responding to local educational needs while promoting continuous institutional improvement.

Despite these efforts, differences in stakeholder participation remain evident across schools. Some educational institutions have established strong partnerships that support school improvement, while others continue to experience limited participation in planning, decision-making, monitoring, and resource mobilization. These differences may influence school performance in areas such as learners' academic achievement, school management and leadership, teachers' performance, and the learning environment. Understanding how stakeholder engagement relates to these indicators provides evidence that may support more responsive school development strategies.

Previous studies have reported positive associations between stakeholder engagement and school performance. Schools that encourage collaboration among administrators, teachers, parents, local government units, and community organizations have shown stronger governance, improved educational programs, and more effective use of available resources. Although these studies have examined stakeholder participation and school performance, limited research has explored how the findings can be translated into a School Sustainable Development Program that supports long-term school improvement in the local context. 7-113.docx

This study addresses that gap by examining the relationship between stakeholders' engagement and school performance in public elementary schools in the Bustos District, Schools Division of Bulacan. The findings serve as the basis for developing a School Sustainable Development Program that strengthens stakeholder participation, promotes collaborative governance, and supports continuous school improvement consistent with SDG 4, SDG 17, and the Basic Education Development Plan 2030.

2. Literature Review

2.1. Stakeholder Engagement in Education

Stakeholders' engagement has become an essential component of school governance and educational improvement. Schools encourage the participation of school heads, teachers, parents, local government units, and community partners in planning, decision-making, program implementation, monitoring and evaluation, and resource mobilization to strengthen accountability and shared responsibility. Active participation from these groups supports school improvement by aligning institutional goals with the needs of learners and the community. 7-113.docx

Studies have shown that collaborative stakeholder participation improves governance and educational outcomes. Peng et al. (2024) reported that stakeholder involvement strengthens decision-making and promotes equitable participation in school management. Ezzati et al. (2025) found that stakeholder engagement improves transparency, accountability, and the efficient use of school resources. Sison (2025) also observed that schools with active stakeholder participation demonstrate stronger organizational practices and improved implementation of educational programs. These findings indicate that collaboration among stakeholders supports institutional effectiveness and continuous school improvement. 7-113.docx

Stakeholder engagement is commonly examined through participation in school planning and decision-making, implementation of programs and activities, monitoring and evaluation, and resource mobilization. These dimensions encourage shared responsibility among stakeholders and provide opportunities for schools to respond to local educational needs. Hardiansyah and Zainuddin (2022) explained that school committees and community organizations strengthen school programs by supporting planning, resource generation, and institutional development. Antoniou and Alghamdi (2024) likewise noted that stakeholder collaboration improves school management and supports the achievement of educational objectives. 7-113.docx

The present study adopts these perspectives in examining stakeholders' engagement as a factor associated with school performance. The reviewed literature indicates that meaningful stakeholder participation strengthens school governance and provides support for sustainable school development.

2.2. School Performance

School performance reflects the extent to which an educational institution achieves its goals through effective leadership, quality instruction, efficient resource management, and positive learner outcomes. It serves as an important indicator of institutional effectiveness and is commonly measured using academic achievement, school governance, instructional quality, organizational management, and stakeholder satisfaction. Schools that consistently monitor these indicators are better positioned to identify strengths and areas requiring improvement (Hallinger, 2022; OECD, 2023).

Current studies show that school performance is influenced by the combined efforts of school leaders, teachers, learners, parents, and community partners. Hallinger (2022) emphasized that effective school leadership creates conditions that support teaching quality and organizational improvement. The Organisation for Economic Co-operation and Development (OECD, 2023) reported that schools demonstrating collaborative leadership and active stakeholder participation are more likely to achieve positive educational outcomes. In the Philippine setting, Ramos (2025) found that stakeholder engagement strengthens school governance and contributes to improved school performance through shared decision-making and institutional support.

School performance also depends on the effective implementation of policies, strategic planning, and continuous monitoring of school programs. Institutions that establish collaborative partnerships with internal and external stakeholders demonstrate greater capacity to improve learning environments, optimize available resources, and sustain educational initiatives. These practices support long-term institutional development while promoting accountability and transparency in school management (Peng et al., 2024; Ezzati et al., 2025).

The reviewed literature shows that school performance is not solely determined by academic indicators but also by governance, leadership, collaboration, and stakeholder participation. These findings support the present study in examining school performance alongside stakeholders' engagement as a basis for developing a School Sustainable Development Plan.

2.3. Relationship Between Stakeholders' Engagement and School Performance

The relationship between stakeholders' engagement and school performance has received considerable attention in educational research. Studies consistently show that schools with active participation from administrators, teachers, parents, alumni, local government units, and community partners are more capable of sustaining programs that improve institutional performance. Stakeholder collaboration strengthens governance by encouraging shared responsibility, transparent decision-making, and collective accountability in achieving educational goals (Peng et al., 2024; Ramos, 2025).

Recent studies have also reported that stakeholder engagement contributes to improvements in school planning, program implementation, resource mobilization, and monitoring and evaluation. These collaborative practices enable schools to address institutional needs more effectively and support continuous organizational improvement. Ezzati et al. (2025) emphasized that meaningful stakeholder participation strengthens school leadership and promotes a culture of shared responsibility. Paulete and Roman (2025) likewise observed that stakeholder involvement throughout the planning and implementation cycle enhances organizational effectiveness and supports the successful delivery of school programs.

Evidence from Philippine schools also supports the relationship between stakeholder engagement and school performance. Guzman (2022) reported that schools with higher levels of stakeholder participation demonstrated stronger implementation of school improvement initiatives and more favorable organizational outcomes. Marquez et al. (2021) likewise found that active participation among school stakeholders strengthened School-Based Management practices, which were associated with improved school performance and institutional effectiveness.

The reviewed literature shows that stakeholder engagement and school performance are closely connected through collaborative governance, shared decision-making, and institutional support. Although previous studies have examined these variables separately and in relation to one another, limited studies have developed a School Sustainable Development Plan using empirical findings on stakeholder engagement and school performance. This gap provided the basis for the present study, which examined the relationship between these variables and used the findings to formulate a sustainable development plan for educational institutions.

2.4. Research Gap

Existing studies have established that stakeholder engagement contributes to school governance, organizational effectiveness, and educational quality. Recent research has examined stakeholder participation in school planning, decision-making, implementation of programs, monitoring and evaluation, and resource mobilization, while other studies have focused on school performance in terms of learners' academic achievement, school management and leadership, teachers' performance, and the learning environment (Peng et al., 2024; Antoniou & Alghamdi, 2024; Ramos, 2025).

Although these studies provide evidence on the importance of stakeholder engagement and school performance, limited research has examined these variables simultaneously in the public elementary schools of the Bustos District, Schools Division of Bulacan. Few studies have also translated empirical findings into a School Sustainable Development Program that can guide schools in strengthening stakeholder participation while sustaining institutional improvement. 7-113.docx

The present study addresses this gap by determining the level of stakeholders' engagement and school performance and examining the relationship between these variables in public elementary schools in the Bustos District. The findings provide the basis for developing a School Sustainable Development Program that supports collaborative governance, continuous school improvement, and the attainment of Sustainable Development Goal 4 (Quality Education), Sustainable Development Goal 17 (Partnerships for the Goals), and the Basic Education Development Plan 2030.

3. Methods

3.1. Research Design

This study employed a quantitative research design using the descriptive-correlational method to determine the level of stakeholders' engagement and school performance and examine the relationship between these variables. The descriptive approach was used to describe stakeholders' engagement in school planning and decision-making, implementation of school programs and activities, monitoring and evaluation, and resource mobilization, as well as school performance in terms of learners' academic achievement, school management and leadership, teachers' performance, and learning environment. The correlational approach was applied to determine whether stakeholders' engagement was significantly associated with school performance. This design was appropriate because it enabled the study to describe existing conditions and examine the relationship between the variables without manipulating them.

3.2. Research Setting and Participants

The study was conducted in the public elementary schools of the Bustos District, Schools Division of Bulacan, Philippines, during the School Year 2025–2026. The district consists of public elementary schools implementing School-Based Management and community partnership programs that encourage stakeholder participation in school governance and development. These schools provided an appropriate setting for examining stakeholders' engagement and school performance as the basis for developing a School Sustainable Development Program.

The participants included 201 stakeholders, consisting of school heads, teachers, Parents and Teachers Association (SPTA) officers, and local government officials involved in educational programs and school governance. These participants were selected because of their direct participation in planning, implementing, monitoring, and supporting school programs.

3.3. Research Instrument

The instrument was structured into three main parts. Part I gathered the profile of the respondents, including stakeholder group, educational attainment, years of association in the school, and size of the school. The respondents checked the choices to which they belonged. Meanwhile, Part II measured the stakeholders' engagement in terms of school planning and decision-making, implementation of school programs and activities, monitoring and evaluation, and resource mobilization, which was adapted from Valencia (2024).

3.4. Data Collection Procedure

Permission to conduct the study was secured from the Schools Division Office and the school heads of the participating public elementary schools before data collection. The researcher explained the purpose of the study to the participants and obtained their informed consent prior to the administration of the questionnaire. Participation was voluntary, and respondents were assured that their responses would remain confidential and would be used solely for academic

purposes. Completed questionnaires were retrieved, checked for completeness, encoded, and prepared for statistical analysis.

3.5. Data Analysis

The data collected was analyzed using descriptive and inferential statistics. Frequency and percentage were used to describe the respondents' profile. Weighted mean was computed to determine the level of stakeholders' engagement and school performance. The Pearson Product-Moment Correlation Coefficient was employed to determine the significant relationship between stakeholders' engagement and school performance. All statistical analyses were performed using a 0.05 level of significance.

3.6. Ethical Considerations

The study complied with established ethical standards for research involving human participants. Approval was obtained from the appropriate school authorities before data collection. Participation was voluntary, and informed consent was secured from all respondents. Confidentiality and anonymity were maintained by excluding personal identifiers from the research records. The collected information was used exclusively for research purposes and stored securely to protect the privacy of the participants.

4. Results

4.1. Research Question 1. What is the profile of the respondents in terms of stakeholder group, educational attainment, years of association in the school, and school size?

Table 1 Profile of the Respondents (N = 201)

Variable	Category	f	%
Stakeholder Group	School Heads	7	3.5
Teachers	137	68.2	
SPTA Officers	44	21.9	
LGU Officials	13	6.5	
Educational Attainment	Elementary	9	4.5
High School	12	6.0	
Vocational	22	10.9	
Bachelor's Degree	122	60.7	
Master's Degree and Above	36	17.9	
Years of Association	Less than 1 year	13	6.5
1–5 years	61	30.3	
6–10 years	72	35.8	
11–15 years	25	12.4	
More than 15 years	30	14.9	
School Size	Small	21	10.4
Medium	95	47.3	
Large	85	42.3	

Table 1 shows the demographic profile of the respondents. Teachers comprised the largest group (68.2%), followed by SPTA officers (21.9%), LGU officials (6.5%), and school heads (3.5%). Most respondents had completed a bachelor's degree (60.7%), while 17.9% had earned graduate degrees. The largest proportion had been associated with their schools for six to ten years (35.8%). Most participants were affiliated with medium-sized schools (47.3%), followed by

large schools (42.3%). These findings indicate that the respondents had sufficient educational background and school experience to provide reliable information on stakeholders' engagement and school performance.

4.2. Research Question 2. What is the level of stakeholders' engagement in terms of school planning and decision-making, implementation of school programs and activities, monitoring and evaluation, and resource mobilization?

Table 2 Level of Stakeholders' Engagement (N = 201)

Indicators	Composite Mean	Interpretation
School Planning and Decision-Making	4.11	Very High Extent
Implementation of School Programs and Activities	4.19	Very High Extent
Monitoring and Evaluation	4.03	Very High Extent
Resource Mobilization	3.97	High Extent
Overall Composite Mean	4.08	Very High Extent

Scale: 4.01–5.00 = Very High Extent; 3.21–4.00 = High Extent; 2.41–3.20 = Moderate Extent; 1.61–2.40 = Low Extent; 0.80–1.60 = Very Low Extent.

Table 2 presents the level of stakeholders' engagement. The overall composite mean of 4.08 indicates a Very High Extent of stakeholder engagement. Implementation of School Programs and Activities obtained the highest composite mean (4.19), followed by School Planning and Decision-Making (4.11) and Monitoring and Evaluation (4.03), all interpreted as Very High Extent. Resource Mobilization recorded the lowest composite mean (3.97), although it remained within the High Extent category. These findings show that stakeholders actively participated in school governance, implementation of programs, monitoring activities, and resource support.

4.3. Research Question 3. What is the level of school performance in terms of learners' academic achievement, school management and leadership, teachers' performance, and learning environment?

Table 3 Level of School Performance (N = 201)

Indicators	Composite Mean	Interpretation
Learners' Academic Achievement	4.03	Very Satisfactory
School Management and Leadership	4.02	Very Satisfactory
Teachers' Performance	4.19	Very Satisfactory
Learning Environment	4.17	Very Satisfactory
Overall Composite Mean	4.10	Very Satisfactory

Scale: 4.50–5.00 = Outstanding; 3.50–4.49 = Very Satisfactory; 2.50–3.49 = Satisfactory; 1.50–2.49 = Unsatisfactory; 1.00–1.49 = Poor.

Table 3 presents the respondents' assessment of school performance. The overall composite mean of 4.10 indicates a Very Satisfactory level of school performance. Teachers' Performance obtained the highest composite mean (4.19), followed by Learning Environment (4.17), Learners' Academic Achievement (4.03), and School Management and Leadership (4.02). All indicators were interpreted as Very Satisfactory, indicating positive assessments of the school's instructional practices, leadership, learner achievement, and learning environment.

4.4. Research Question 4. Is there a significant relationship between stakeholders' engagement and school performance?

Table 4 Relationship Between Stakeholders' Engagement and School Performance

Variables	Pearson <i>r</i>	<i>p</i> -value	Decision	Interpretation
Stakeholders' Engagement and School Performance	Positive Correlation	< .05	Reject the Null Hypothesis	Significant Relationship

Level of significance = 0.05.

Table 4 presents the relationship between stakeholders' engagement and school performance. The results showed a statistically significant positive relationship between the two variables at the 0.05 level of significance. The null hypothesis was therefore rejected. The findings indicate that higher levels of stakeholders' engagement were associated with better school performance. This relationship was observed across the indicators of stakeholder engagement, including school planning and decision-making, implementation of school programs and activities, monitoring and evaluation, and resource mobilization, as well as the indicators of school performance, namely learners' academic achievement, school management and leadership, teachers' performance, and learning environment.

4.5. Research Question 5. What School Sustainable Development Program may be proposed based on the findings of the study?

Table 5 Proposed School Sustainable Development Program

Key Result	Proposed Strategy	Expected Outcome
Sustain stakeholder participation	Strengthen stakeholder engagement in planning, implementation, monitoring, and evaluation	Increased stakeholder participation in school governance
Enhance school-community partnerships	Expand collaboration with LGUs, community organizations, alumni, and private partners	Stronger institutional partnerships and resource support
Improve instructional quality	Conduct continuous professional development and instructional support programs	Improved teaching practices and learner outcomes
Strengthen monitoring mechanisms	Implement regular monitoring and evaluation of school programs	Improved implementation and continuous school improvement
Promote sustainable school development	Integrate the Stakeholders for Sustainable School Excellence (S3E) Program into school improvement initiatives	Sustainable school governance and institutional development

Table 5 presents the proposed School Sustainable Development Program, which was developed from the findings of the study. The program focuses on strengthening stakeholder participation, expanding school-community partnerships, improving instructional practices, enhancing monitoring and evaluation, and sustaining school improvement initiatives. These strategies are intended to support collaborative governance and continuous institutional development in public elementary schools.

5. Discussion

The findings showed that stakeholders demonstrated a very high level of engagement, particularly in the implementation of school programs and activities, followed by school planning and decision-making, monitoring and evaluation, and resource mobilization. These results indicate that stakeholders actively participate in school governance and support the implementation of programs that contribute to school improvement. The findings are consistent with Peng et al. (2024), who reported that stakeholder participation strengthens collaborative governance and improves organizational effectiveness. Ezzati et al. (2025) also observed that active stakeholder involvement promotes transparency, accountability, and shared responsibility in educational institutions. These findings support the view that sustained stakeholder participation strengthens school management and contributes to continuous institutional development.

School performance was rated very satisfactory across all indicators, with teachers' performance obtaining the highest rating, followed by the learning environment, learners' academic achievement, and school management and leadership. These findings suggest that the participating schools maintain favorable instructional practices, supportive learning environments, and effective management systems. Similar observations were reported by Puspitadani et al. (2022), who emphasized that effective teaching practices improve learner achievement, while the OECD (2021) highlighted the contribution of supportive learning environments to educational quality. Baluyot (2025) likewise explained that School-Based Management strengthens school performance by encouraging collaborative leadership and participatory decision-making.

The correlation analysis confirmed a significant positive relationship between stakeholders' engagement and school performance. This finding indicates that schools with higher levels of stakeholder participation also demonstrate stronger institutional performance. The result supports Freeman's Stakeholder Theory and the School-Based Management Theory of Caldwell and Spinks, which emphasize that collaboration among school leaders, teachers, parents, local government units, and community partners strengthens school governance and organizational effectiveness. It also agrees with the studies of Antoniou and Alghamdi (2024), Peng et al. (2024), and Belina et al. (2025), which reported that meaningful stakeholder participation improves school management, instructional practices, and learner outcomes.

The findings served as the basis for developing the Stakeholders for Sustainable School Excellence (S3E) Program, which aims to strengthen stakeholder participation through collaborative planning, implementation, monitoring, evaluation, and resource mobilization. The proposed program supports continuous school improvement by encouraging stronger partnerships among schools, families, local government units, and community organizations. It also aligns with the objectives of Sustainable Development Goal 4, Sustainable Development Goal 17, and the Basic Education Development Plan 2030, which promote quality education, collaborative governance, and sustainable educational development.

6. Conclusion

The study concluded that there is a significant positive relationship between stakeholders' engagement and school performance. Higher levels of stakeholder engagement were associated with better school performance across all indicators. Therefore, strengthening stakeholder participation in school planning, program implementation, monitoring and evaluation, and resource mobilization can contribute significantly to the continuous improvement of school performance and serve as a strong basis for the development of a sustainable school development program.

Compliance with ethical standards

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Disclosure of conflict of interest

The author declares that there are no financial, professional, or personal conflicts of interest that could have influenced the conduct of this study or the interpretation of its findings.

Statement of ethical approval

The study was conducted in accordance with the ethical principles governing research involving human participants. Permission to conduct the study was obtained from the appropriate school authorities before data collection. Data collection commenced only after the approval of PUP-OUSREC and the necessary permissions from the concerned authorities had been obtained.

Statement of informed consent

The researcher ensured that all ethical standards were observed, including obtaining informed consent from the participants, maintaining confidentiality and anonymity of responses, ensuring voluntary participation, and protecting the respondents' rights throughout the research process.

Author Contributions

The author was responsible for the conceptualization of the study, review of related literature, research design, data collection, statistical analysis, interpretation of findings, preparation of the proposed School Sustainable Development Program, and manuscript writing. The author reviewed and approved the final version of the manuscript before submission.

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Artificial Intelligence Use

Artificial intelligence-assisted writing tools were used only to support language refinement, grammar checking, and improvement of sentence clarity. The study design, data collection, statistical analysis, interpretation of findings, and final review of the manuscript remained the sole responsibility of the author.

Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request. Access to the data may be subject to institutional policies and ethical considerations to protect the confidentiality of the participants.

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