



# The Effects of Stakeholder Collaboration on Academic Performance and Institutional Effectiveness: A Case Study of Three Secondary Schools in the OR Tambo Inland District in the Eastern Cape of South Africa

Vuyokazi Maqhubela<sup>1</sup> 

<sup>1</sup> Department of Adult and Education Foundations, Faculty of Education, Walter Sisulu University, South Africa.

## ABSTRACT

Stakeholder collaboration plays a pivotal role in enhancing academic performance and institutional effectiveness in secondary schools. This paper examines the effects of collaboration among key stakeholders, including faculty, administration, students, external industry partners, and community members, on both student outcomes and the overall effectiveness of secondary schools. This paper is underpinned by the Collaborative Governance Theory which posits that multi-stakeholder collaboration can effectively improve institutional outcomes by leveraging diverse perspectives, resources, and expertise. The theory emphasizes the importance of shared decision-making and collective action, which are crucial in navigating complex organizational environments like schools. A sample of one rural university was selected for this study, with a focus on the experiences, behaviours, and social interactions of 3 parents, 3 learners, 3 teachers, and 1 school principal in each school. Based on the study's interpretive paradigm, it was discovered that schools with well-integrated collaborative frameworks are better positioned to foster student success, maintain competitive relevance, and ensure long-term institutional growth. The study recommended that schools formalize collaborative processes by creating clear frameworks that define the roles and responsibilities of all stakeholders, including faculty. It was further recommended that schools should actively seek partnerships with industry, alumni, and community organizations. This study contributes to the growing body of literature on collaborative governance and its implications for achieving academic excellence and sustainable institutional development in the higher.

### Correspondence

Vuyokazi Maqhubela  
Email:  
[vmaqhubela@wsu.ac.za](mailto:vmaqhubela@wsu.ac.za)

### Publication History

Received:  
25<sup>th</sup> October, 2024  
Accepted:  
28<sup>th</sup> January, 2025  
Published online:  
17<sup>th</sup> February, 2025

**Keywords:** *Education, Stakeholders, Collaboration, Institutional growth, Development.*

## INTRODUCTION

In higher education, collaboration among stakeholders plays a crucial role in shaping both academic performance and institutional effectiveness. Stakeholders which comprise faculty, administrators, students, government bodies, and industry partners, each bring unique perspectives and resources to the educational landscape. As the demand for improved student outcomes and institutional accountability grows, the synergy among these groups becomes increasingly significant. The interplay between

stakeholder collaboration and academic performance in secondary schools has garnered increasing attention in recent years. Stakeholders, including students, faculty, administrative staff, industry partners, and community members, play a crucial role in shaping educational outcomes and institutional effectiveness. Effective stakeholder collaboration can lead to enhanced academic performance by fostering an environment that promotes shared goals, resource sharing, and innovative practices. For instance, emphasize the necessity for secondary schools to develop quality assurance practices that integrate the diverse interests of both internal and external stakeholders, thereby balancing academic goals with stakeholder needs.<sup>1</sup>

This integration is essential for creating a responsive educational environment that can adapt to the evolving demands of society. Moreover, the significance of collaborative learning environments is highlighted and demonstrated that workshop-based support for student-stakeholder collaboration can enhance pedagogical practices and facilitate boundary-crossing learning experiences.<sup>2</sup> Such collaborative initiatives not only improve student engagement but also prepare them for real-world challenges by enabling them to work alongside various stakeholders. This aligns with the findings of Musiał, who notes that external stakeholders, including industry representatives, can provide valuable insights that enhance the responsiveness of secondary schools to societal needs.<sup>3</sup> The involvement of these stakeholders is increasingly recognized as a vital component of institutional governance and curriculum design, as it fosters a culture of collaboration that can lead to improved educational outcomes.

The role of management practices in facilitating stakeholder collaboration cannot be overlooked. Effective management strategies that promote a culture of lifelong learning and empower faculty members can significantly influence institutional performance.<sup>4</sup> Furthermore, Nyquist and Ahonen emphasize that collaboration between universities and surrounding communities can lead to the fulfilment of strategic objectives, thereby enhancing the overall effectiveness of secondary schools.<sup>5</sup> This collaborative approach is supported by Penuel et al., who advocated for democratic engagement with stakeholders in educational research, which can lead to more relevant and impactful educational practices.<sup>6</sup> The effects of stakeholder collaboration on academic performance and institutional effectiveness in secondary schools have garnered increasing attention in recent years. Stakeholder engagement is recognized as a critical component in enhancing the quality and relevance of educational outcomes, yet the mechanisms through which this engagement translates into improved academic performance and institutional effectiveness remain underexplored.

Stakeholder theory emphasizes the importance of inclusivity and the need for educational institutions to accommodate diverse stakeholder interests to foster sustainable success.<sup>7</sup> However, many institutions still face barriers to effective stakeholder engagement, which can hinder their ability to achieve desired outcomes.<sup>8</sup> Research indicates that stakeholder collaboration can lead to more effective decision-making processes and improved institutional performance. For instance, collective impact frameworks highlight how stakeholders from various sectors can work together to achieve common goals,

<sup>1</sup> Anu Lyytinen et al., "Scenarios of Quality Assurance of Stakeholder Relationships in Finnish Higher Education Institutions," *Quality in Higher Education* 23, no. 1 (January 2, 2017): 35–49, <https://doi.org/10.1080/13538322.2017.1294410>.

<sup>2</sup> Carla Oonk et al., "Stimulating Boundary Crossing Learning in a Multi-Stakeholder Learning Environment for Sustainable Development," *International Journal of Sustainability in Higher Education* 23, no. 8 (2022): 21–40.

<sup>3</sup> Kazimierz Musiał, "Redefining External Stakeholders in Nordic Higher Education," *Tertiary Education and Management* 16, no. 1 (March 2010): 45–60, <https://doi.org/10.1080/13583881003629822>.

<sup>4</sup> Shalini Menon and M Suresh, "Synergizing Education, Research, Campus Operations, and Community Engagements towards Sustainability in Higher Education: A Literature Review," *International Journal of Sustainability in Higher Education* 21, no. 5 (2020): 1015–51.

<sup>5</sup> Kristina Julin Nyquist and Ulla Ahonen-Jonnarth, "Strategic, Fundamental and Means Objectives of Different Stakeholders in Collaboration between Universities and Surrounding Society," *Perspectives: Policy and Practice in Higher Education* 26, no. 1 (January 2, 2022): 19–27, <https://doi.org/10.1080/13603108.2021.1946866>.

<sup>6</sup> William R Penuel et al., "Principles of Collaborative Education Research with Stakeholders: Toward Requirements for a New Research and Development Infrastructure," *Review of Educational Research* 90, no. 5 (2020): 627–74.

<sup>7</sup> Yihong Peng, Bity Salwana Alias, and Azlin Norhaini Mansor, "Application of Stakeholder Theory in Education Management: A Comprehensive Systematic Literature Review (SLR)," *International Journal of Learning, Teaching and Educational Research* 23, no. 6 (2024): 1–31.

<sup>8</sup> Amma Kyewaa Agyekum et al., "Barriers to Stakeholder Engagement in Sustainable Procurement of Public Works," *Engineering, Construction and Architectural Management* 30, no. 9 (2023): 3840–57.

thereby enhancing the overall effectiveness of educational initiatives.<sup>9</sup> This collaborative approach not only enriches the educational environment but also aligns institutional objectives with community needs, which is essential for fostering long-term sustainability.<sup>10</sup> Furthermore, studies suggest that engaging stakeholders in the research process can enhance the quality and applicability of educational programs, leading to better academic outcomes.<sup>11</sup> Despite the recognized benefits of stakeholder engagement, gaps persist in understanding the specific impacts of such collaboration on academic performance and institutional effectiveness. For example, while some studies have examined the general benefits of stakeholder involvement, there is limited empirical evidence linking specific engagement strategies to measurable improvements in academic outcomes.<sup>12</sup> Additionally, the literature often lacks a comprehensive framework for evaluating the effectiveness of stakeholder engagement in secondary school contexts, which complicates efforts to establish best practices.<sup>13</sup> Moreover, the existing research predominantly focuses on stakeholder engagement in health and clinical research settings, with less emphasis on its application within higher education.<sup>14</sup> This presents a significant gap, as the unique dynamics of educational institutions necessitate tailored engagement strategies that consider the specific needs and contexts of various stakeholders, including students, faculty, administration, and the broader community.<sup>15</sup> This paper is guided by the following research question: How does stakeholder collaboration affect academic performance and institutional effectiveness in secondary schools?

## LITERATURE REVIEW

### The Impact of Stakeholder Collaboration on the Academic Performance of Students

Stakeholder collaboration plays a pivotal role in shaping the academic success of students in schools. In the context of schools, stakeholders include a wide range of individuals and groups such as faculty members, administrators, students, parents, industry partners, government agencies, and alumni. The collaborative efforts among these stakeholders create a supportive ecosystem that enhances the academic experience and overall performance of students. Stakeholder collaboration is a fundamental aspect of enhancing academic performance in schools. The diverse range of stakeholders including faculty, administrators, students, parents, industry partners, government agencies, and alumni play a crucial role in creating a supportive educational environment. This collaboration not only facilitates knowledge transfer but also aligns educational outcomes with industry needs, thereby improving student performance. Collaboration among stakeholders is essential for improving the quality of education offered in Schools.<sup>16</sup> Moreover, Lyytinen, et.al emphasize the importance of integrating the interests of both internal and external stakeholders to achieve a balance between academic goals and external needs, which is crucial for maintaining educational quality.<sup>17</sup> This integration leads to improved curriculum development and teaching practices, ultimately enhancing student academic performance. The collaboration between schools and industry partners is particularly significant in preparing students for the workforce. Chen et.al. argue that strengthening ties between educational institutions and industry can reduce research and development costs while promoting resource sharing.<sup>18</sup> This collaboration ensures

<sup>9</sup> Tom Wolff et al., "Collaborating for Equity and Justice: Moving beyond Collective Impact," *Nonprofit Quarterly* 9, no. 2017 (2017): 42–53.

<sup>10</sup> Idoya Ferrero-Ferrero et al., "Stakeholder Engagement in Sustainability Reporting in Higher Education: An Analysis of Key Internal Stakeholders' Expectations," *International Journal of Sustainability in Higher Education* 19, no. 2 (2018): 313–36.

<sup>11</sup> Maureen Maurer et al., "Understanding the Influence and Impact of Stakeholder Engagement in Patient-Centered Outcomes Research: A Qualitative Study," *Journal of General Internal Medicine* 37, no. S1 (April 29, 2022): 6–13, <https://doi.org/10.1007/s11606-021-07104-w>.

<sup>12</sup> Nigusse Weldemariam Reda, "Understanding the Benefits of Universities' Societal Engagement in Ethiopia," 2024.

<sup>13</sup> Annette Boaz et al., "How to Engage Stakeholders in Research: Design Principles to Support Improvement," *Health Research Policy and Systems* 16, no. 1 (December 11, 2018): 60, <https://doi.org/10.1186/s12961-018-0337-6>.

<sup>14</sup> Kristin N Ray and Elizabeth Miller, "Strengthening Stakeholder-Engaged Research and Research on Stakeholder Engagement," *Journal of Comparative Effectiveness Research* 6, no. 4 (2017): 375–89.

<sup>15</sup> Caterina Tantalò and Richard L Priem, "Value Creation through Stakeholder Synergy," *Strategic Management Journal* 37, no. 2 (2016): 314–29.

<sup>16</sup> Hizbul Khootimah Az Zaakiyyah, "Innovative Strategies to Enhance the Quality of Secondary Schools Management: Human Resource Development and the Critical Role of Communication," *Journal of Contemporary Administration and Management (ADMAN)* 2, no. 1 (2024): 331–36.

<sup>17</sup> Kalle Lyytinen, Carsten Sørensen, and David Tilson, "Generativity in Digital Infrastructures: A Research Note," in *The Routledge Companion to Management Information Systems* (Routledge, 2017), 253–75.

<sup>18</sup> Xiaoyan Chen et al., "What Motivates Stakeholders To Engage In Collaborative Innovation In The Infrastructure Megaprojects?," *Journal Of Civil Engineering And Management* 27, no. 8 (November 8, 2021): 579–94, <https://doi.org/10.3846/jcem.2021.15612>.

that students acquire relevant skills that align with industry requirements, thereby enhancing their employability and academic performance. Furthermore, notes that external stakeholders provide essential insights that help Schools adapt to changing market demands, which is crucial for maintaining the relevance of academic programmes.<sup>19</sup>

Effective stakeholder collaboration also addresses the diverse needs of students, particularly those from traditionally underserved backgrounds. They discussed how partnerships among academic advisement, faculty, and administration can significantly benefit these students by providing tailored support systems.<sup>20</sup> Similarly, Asiyai emphasizes that quality in secondary schools is closely linked to the experiences and support provided to students, which can be enhanced through collaborative efforts among various stakeholders.<sup>21</sup> By fostering an inclusive environment, Schools can improve student engagement and academic outcomes. Despite the benefits, and challenges to effective stakeholder collaboration. Tewari and Yusong pointed out that misunderstandings among stakeholders can hinder the integration of climate change education in curricula, indicating the need for collaborative initiatives to bridge gaps in perception.<sup>22</sup> Additionally, Weist et al. highlighted that strong informal collaboration can compensate for a lack of formal leadership support, suggesting that fostering open communication among stakeholders is essential for overcoming challenges.<sup>23</sup> By addressing these challenges through collaboration, Schools can create a more conducive learning environment that enhances student performance.

### **The Role of Collaboration among Stakeholders in enhancing Institutional Effectiveness**

Collaboration among stakeholders in schools can take various forms, including partnerships between faculty and industry, engagement of parents in the educational process, and collaboration among students themselves. For instance, studies have shown that teacher collaboration is positively associated with student achievement, as it allows educators to share best practices and address the diverse learning needs of students.<sup>24</sup> Furthermore, when parents are actively involved in their children's education, it can lead to enhanced academic motivation and performance.<sup>25</sup>

### **The Influence of Stakeholder Engagement in Schools**

Collaboration among stakeholders is crucial for enhancing institutional effectiveness in schools. Stakeholders, including faculty, administrators, students, alumni, industry partners, and community members, contribute diverse perspectives and resources that can significantly impact the operational and educational outcomes of secondary schools. This paper discusses the multifaceted role of stakeholder collaboration in promoting institutional effectiveness, focusing on improved governance, enhanced educational quality, and increased community engagement.

Effective governance in schools is significantly influenced by stakeholder collaboration. Omal et al. argue that the involvement of diverse stakeholders in university councils leads to improved governance practices, as these councils must respond to competing stakeholder expectations.<sup>26</sup> By incorporating various perspectives, institutions can make more informed decisions that reflect the needs

<sup>19</sup> Musiał, "Redefining External Stakeholders in Nordic Higher Education."

<sup>20</sup> Neil Cunningham et al., "Introduction to the ESPAUR Webinar and Report 2021–2022: Key Findings and Stakeholder Engagement," in *ESPAUR Report Webinar and Antibiotic Guardian Shared Learning Awards* (Basel Switzerland: MDPI, 2023), 18, <https://doi.org/10.3390/msf2022015018>.

<sup>21</sup> Romina Ifeoma Asiyai, "Assessment of Information and Communication Technology Integration in Teaching and Learning in Institutions of Higher Learning," *International Education Studies* 7, no. 2 (January 19, 2014), <https://doi.org/10.5539/ies.v7n2p25>.

<sup>22</sup> Mark D Weist, Ariel M Domlyn, and Darien Collins, "Enhancing Stakeholder Engagement, Collaboration, and Family–School–Community Partnerships in School Mental Health," in *Handbook of School Mental Health: Innovations in Science and Practice* (Springer, 2023), 145–52.

<sup>23</sup> Weist, Domlyn, and Collins, "Enhancing Stakeholder Engagement, Collaboration, and Family–School–Community Partnerships in School Mental Health."

<sup>24</sup> Ayse Saka-Helmhout et al., "Stakeholder Engagement Strategies for Impactful Corporate Social Innovation Initiatives by Multinational Enterprises," *Journal of International Management*, 2024, 101159; Matthew Ronfeldt et al., "Teacher Collaboration in Instructional Teams and Student Achievement," *American Educational Research Journal* 52, no. 3 (2015): 475–514.

<sup>25</sup> Adhimas Wahyu Agung Wijaya, Ayu Siantoro, and Melliana Layuk, "The Whole Community Development in Supporting Children's Literacy in Rural Areas: Community and Parents' Participation to Foster Children's Literacy in Rural Areas," *The Journal of Indonesia Sustainable Development Planning* 3, no. 1 (2022): 30–47.

<sup>26</sup> Felix Omal, Amasa Philip Ndofirepi, and Michael Cross, "Improving Institutional Stakeholder Governance Practices in the University Council: Membership Strategies and Policies," *Higher Education for the Future* 6, no. 1 (2019): 115–31.

and aspirations of their communities. Gilliam further emphasizes that stakeholders define value and quality in secondary schools based on their perceived benefits, which can guide institutions in aligning their strategies with stakeholder expectations.<sup>27</sup> This alignment fosters a sense of ownership and accountability among stakeholders, ultimately enhancing institutional effectiveness.

Collaboration among stakeholders is essential for improving the quality of education offered by schools. Wright highlights that a commitment to sustainable development goals (SDGs) can help institutions become more resilient and successful by fostering a collaborative knowledge economy.<sup>28</sup> This collaborative approach not only enriches the curriculum but also ensures that educational programs are relevant to current societal needs. Rumambi et al. asserted that schools have a social responsibility to engage stakeholders, which can lead to more effective educational practices and outcomes. By actively involving stakeholders in curriculum development and program evaluation, institutions can enhance the educational experience and better prepare students for future challenges.<sup>29</sup>

Stakeholder collaboration extends beyond the confines of the institution and into the community, fostering a culture of engagement that benefits both parties. Karambelkar et al. noted that building relationships with stakeholders in service-learning courses supports the development of students as active citizens.<sup>30</sup> This engagement not only enhances students' learning experiences but also strengthens the institution's ties to the community, promoting a sense of shared purpose. Lalam emphasizes that effective community engagement requires the active participation of stakeholders, which can lead to improved program performance and institutional reputation.<sup>31</sup> By prioritizing community involvement, schools can enhance their social impact and institutional effectiveness.

While the benefits of stakeholder collaboration are clear, challenges remain in effectively engaging diverse groups. Jumaah et al. discuss the difficulties associated with top-down policies in stakeholder engagement strategies, suggesting that a more inclusive approach is necessary for successful implementation.<sup>32</sup> Additionally, Beerkens and Udam highlight the importance of stakeholder diversity in governance, noting that effective engagement requires understanding and addressing the unique needs of different stakeholder groups.<sup>33</sup> By adopting collaborative strategies that prioritize inclusivity and open communication, schools can overcome these challenges and enhance their institutional effectiveness.

### **Identifying best practices for fostering effective collaboration between internal and external stakeholders**

Collaboration between internal and external stakeholders is essential for enhancing the effectiveness of schools. This collaboration can lead to improved educational outcomes, increased innovation, and a stronger alignment between academic programs and societal needs. The following best practices are identified to foster effective collaboration among stakeholders in schools. Effective communication is fundamental to successful collaboration. García-Aracil emphasizes the importance of maintaining open lines of communication between Schools and their stakeholders to ensure that societal needs are met through knowledge transfer and co-creation of knowledge.<sup>34</sup> Regular meetings, workshops, and forums can facilitate dialogue among stakeholders, allowing for the exchange of ideas and feedback. Additionally, using digital platforms can enhance communication, making it easier for stakeholders to

<sup>27</sup> Sheraine D Gilliam, "Developing and Retaining High-Potential Non-Academic Employees in Private Higher Education Institutions to Create Sustainable Non-Academic Leadership Pipelines," 2024.

<sup>28</sup> Catherine Wright, Lacey J Ritter, and Caroline Wisse Gonzales, "Cultivating a Collaborative Culture for Ensuring Sustainable Development Goals in Higher Education: An Integrative Case Study," *Sustainability* 14, no. 3 (2022): 1273.

<sup>29</sup> Hedy D. Rumambi et al., "Social Responsibility of Secondary Schools Institution: A New Insight of Stakeholders," in *9th Global Conference on Business and Social Sciences*, 2019.

<sup>30</sup> Surabhi Karambelkar and Andrea K Gerlak, "Collaborative Governance and Stakeholder Participation in the Colorado River Basin: An Examination of Patterns of Inclusion and Exclusion," *Nat. Resources J.* 60 (2020): 1.

<sup>31</sup> Elizabeth Yvonne Lalam, "Stakeholder Engagement, Community Participation, Stakeholder Commitment and Project Sustainability," 2018.

<sup>32</sup> Siti Hidayatul Jumaah et al., "Collaborative Governance Berbasis Pendekatan Penta Helix Stakeholder Dalam Mengatasi Pandemi Covid-19 Di Kabupaten Lombok Timur," *TheJournalish: Social and Government* 3, no. 2 (June 30, 2022): 130–38, <https://doi.org/10.55314/tsg.v3i2.264>.

<sup>33</sup> Maarja Beerkens and Udam Maiki, "Stakeholders in Secondary Schools Quality Assurance: Richness in Diversity?," *Secondary Schools Policy* 30 (2017): 341–59.

<sup>34</sup> Adela García-Aracil et al., "Social Commitment at Higher Education Institutions: Analysis of Their Strategic Plans," *Education Sciences* 13, no. 12 (November 25, 2023): 1185, <https://doi.org/10.3390/educsci13121185>.

engage regardless of their location. Fernandes highlights that personal connections and previous collaborative experiences are crucial for fostering partnerships between Schools and small and medium-sized enterprises (SMEs).<sup>35</sup>

To build these networks, Schools should actively engage in community outreach and networking events, creating opportunities for stakeholders to connect. Establishing formal partnerships with local businesses, government agencies, and community organizations can also strengthen these relationships, leading to more effective collaboration. Involving stakeholders in decision-making processes can enhance their commitment and investment in the institution's goals. Noonan et.al. suggest that collaboration among policymakers and local stakeholders can lead to more effective outcomes.<sup>36</sup> By creating advisory boards or committees that include representatives from various stakeholder groups, Schools can ensure that diverse perspectives are considered in strategic planning and policy development.

Creating a culture that values collaboration is essential for sustaining stakeholder engagement. Wright et.al. argue that Schools should align their institutional capacities with global efforts to achieve sustainable development goals (SDGs) through a collaborative culture.<sup>37</sup> This can be achieved by promoting interdisciplinary projects, encouraging joint research initiatives, and recognizing collaborative efforts in performance evaluations. Celebrating successful collaborations can also reinforce the importance of teamwork among stakeholders.

Training and professional development opportunities can equip stakeholders with the skills necessary for effective collaboration. Franco-Trigo emphasizes the need for professional development programs that facilitate the integration of sustainability concepts into curricula, which can enhance collaboration between academic and non-academic stakeholders.<sup>38</sup> Workshops, seminars, and training sessions focused on collaboration skills can empower stakeholders to work together more effectively. Leveraging technology can enhance collaboration between stakeholders. Jung et.al. propose integrating information and communication technology (ICT) tools to facilitate collaboration in Schools.<sup>39</sup>

Online platforms can support collaborative learning, project management, and communication, making it easier for stakeholders to work together, share resources, and track progress. Regular evaluation of collaborative initiatives is crucial for identifying areas for improvement. Schiuma et al. suggested that Schools should assess their collaborative relationships to understand their impact on innovation and entrepreneurial capacity.<sup>40</sup> By collecting feedback from stakeholders and analysing the outcomes of collaborative projects, institutions can adapt their strategies to enhance effectiveness.

## THEORETICAL FRAMEWORK

Collaborative Governance Theory was defined as a framework to explain how governments, stakeholders, and civil society groups can work together to achieve common goals, especially in areas where the public sector alone may not be able to fully address the complexities of societal issues.<sup>41</sup> Collaborative governance theory has emerged as a critical framework for understanding how various stakeholders, including public agencies, private entities, and civil society, can work together to address complex societal challenges. This approach emphasizes the importance of collective decision-making processes that are inclusive and consensus-oriented, which is particularly relevant in contexts such as public health, environmental management, and community development. One of the foundational aspects

<sup>35</sup> Gabriela Fernandes et al., "Risk Management in University–Industry R&D Collaboration Programs: A Stakeholder Perspective," *Sustainability* 15, no. 1 (December 25, 2022): 319, <https://doi.org/10.3390/su15010319>.

<sup>36</sup> Patricia M Noonan et al., "An Analysis of Collaboration in a State-Level Interagency Transition Team," *Career Development and Transition for Exceptional Individuals* 35, no. 3 (2012): 143–54.

<sup>37</sup> Vanessa L Wright, Kelly Metcalf, and Whitney Berta, "The Influence of Community Engagement on Stakeholder Perspectives in Cross-Sector Integrated Care: An Integrative Review," 2023.

<sup>38</sup> L. Franco-Trigo et al., "Stakeholder Analysis in Health Innovation Planning Processes: A Systematic Scoping Review," *Health Policy* 124, no. 10 (October 2020): 1083–99, <https://doi.org/10.1016/j.healthpol.2020.06.012>.

<sup>39</sup> Timothy H. Jung et al., "The Role of Stakeholder Collaboration in Culture-Led Urban Regeneration: A Case Study of the Gwangju Project, Korea," *Cities* 44 (April 2015): 29–39, <https://doi.org/10.1016/j.cities.2014.12.003>.

<sup>40</sup> Giovanni Schiuma and Daniela Carlucci, "Managing Strategic Partnerships with Universities in Innovation Ecosystems: A Research Agenda," *Journal of Open Innovation: Technology, Market, and Complexity* 4, no. 3 (2018): 25.

<sup>41</sup> Chris Ansell and Alison Gash, "Collaborative Governance in Theory and Practice," *Journal of Public Administration Research and Theory* 18, no. 4 (2008): 543–71.

of collaborative governance is the establishment of principled engagement among stakeholders.

Alimin et al. defined this engagement as an open and inclusive communication process that involves discovery, definition, deliberation, and determination.<sup>42</sup> This framework is essential for fostering trust and mutual understanding among diverse stakeholders, which is crucial for effective collaboration.<sup>43</sup> Moreover, the role of institutional arrangements in facilitating collaborative governance cannot be overstated. Gordon et al. highlighted the need for policymakers to consider how new policy changes might disrupt existing collaborative frameworks that are vital for integrated care.<sup>44</sup> The collaborative governance model also extends to environmental sustainability, where the collaboration between the government and the public can significantly impact long-term environmental strategies. Du discusses how deep collaboration in environmental co-governance encourages firms to transform their behaviour beyond mere compliance with regulations.<sup>45</sup> This shift from a compliance-based approach to a more proactive engagement in environmental stewardship exemplifies the potential of collaborative governance to drive meaningful change.

## METHODOLOGY

Dubey and Kothari on the other hand, view research methodology as a scientific and systematic method for discovering solutions to problems.<sup>46</sup> An interpretive paradigm was particularly chosen for this study. An interpretive paradigm, based on qualitative approaches, formulated the basis for the discussion of the participants' ways to eliminate traditional approaches and move to online mathematics teaching and learning. Kivunja and Kuyini highlighted that the interpretive paradigm is essential for capturing the nuanced perspectives of participants, as it recognizes that individuals interpret their experiences based on their unique contexts and backgrounds.<sup>47</sup>

In this research, a qualitative approach was selected as it facilitates the synthesis and analysis of common themes and trends in the perspectives of the participants. For Soto-Molina, the qualitative approach is defined as a form of social interaction emphasising the way within which people make sense of reality.<sup>48</sup>

For this study, the case study research design was deemed appropriate for its qualitative mode of inquiry to understand the effects of stakeholder collaboration on academic performance and institutional effectiveness in schools. The essence of case study research lies in its ability to provide rich, contextualized insights that can bridge the gap between theory and practice.<sup>49</sup>

A purposeful sampling technique was employed. The data was analysed according to themes which were generated from the findings. The research site for data collection was one of the rural universities in the Eastern Cape Province. From each 3 parents, 3 learners, 3 teachers, and 1 school principal in each school were individually interviewed. Ali (2024) emphasizes that purposeful sampling enables researchers to learn significantly about central issues relevant to the research purpose, which is crucial for qualitative studies that aim for depth rather than breadth.<sup>50</sup>

## PRESENTATION OF FINDINGS

The themes that emerged from data analysis formulated the discussion of this paper. These included the impact of stakeholder collaboration on the academic performance of students; the role of collaboration

<sup>42</sup> Halim Jauhari Alimin, Amir Muhiddin, and Rudi Hardi, "Collaborative Governance Process in Preventing Beach Abrasion In Numana Village Wakatobi District," *Sukrasana: Journal Social and Political Review* 1, no. 1 (2022): 1–12.

<sup>43</sup> Alimin, Muhiddin, and Hardi, "Collaborative Governance Process in Preventing Beach Abrasion In Numana Village Wakatobi District."

<sup>44</sup> Dara Gordon et al., "Collaborative Governance for Integrated Care: Insights from a Policy Stakeholder Dialogue," *International Journal of Integrated Care* 20, no. 1 (February 11, 2020), <https://doi.org/10.5334/ijic.4684>.

<sup>45</sup> Lei Du, Xing Liu, and Helin Sun, "Corporate Sustainable Development Strategies: Under the Collaborative Governance of Government and the Public," *Sustainable Development* 32, no. 4 (August 20, 2024): 3055–64, <https://doi.org/10.1002/sd.2827>.

<sup>46</sup> Umesh Kumar Bhayyalal Dubey and D. P. Kothari, *Research Methodology* (Boca Raton: Chapman and Hall/CRC, 2022), <https://doi.org/10.1201/9781315167138>.

<sup>47</sup> Charles Kivunja and Ahmed Bawa Kuyini, "Understanding and Applying Research Paradigms in Educational Contexts," *International Journal of Higher Education* 6, no. 5 (September 5, 2017): 26, <https://doi.org/10.5430/ijhe.v6n5p26>.

<sup>48</sup> Jairo Eduardo Soto-Molina, "The Paradigmatic Nature of Social and Human Research," *Education Quarterly Reviews* 6, no. 3 (2023).

<sup>49</sup> Stephanie Marie Zidek, "A Case Study Design Examining New Graduate Registered Nurse Well-Being," 2024.

<sup>50</sup> Mohammad Daud Ali and Ebrahim Ahmed Jaber Al Hatef, "Types of Sampling and Sample Size Determination in Health and Social Science Research," *Journal of Young Pharmacists* 16, no. 2 (June 6, 2024): 204–15, <https://doi.org/10.5530/jyp.2024.16.27>.

among stakeholders in enhancing institutional effectiveness; the influence of stakeholder engagement in schools and identifying best practices for fostering effective collaboration between internal and external stakeholders.

### ***The Impact of Stakeholder Collaboration on the Academic Performance of Students***

Participants' responses indicated that learners feel comfortable when their parents are working hand in hand with teachers. It was revealed that learners are encouraged to remain actively engaged because witnessing teachers collaborate and communicate with our parents directly influences our children's development positively. Being part of a bigger team is uplifting they said.

Participants below indicated this claim:

*I am comforted by the fact that all the significant adults in my child's life are collaborating (LB).*

*I feel assured that we are on the same page and offering the necessary assistance for their success (LA).*

*I am comforted by the fact that I am not alone in my efforts to help my child succeed academically. Feeling backed up in my parenting role is easier when teachers and other adults are aligned (LD).*

*I feel encouraged to remain actively engaged because witnessing teachers collaborate and communicate with me directly influences my child's development positively. Being part of a bigger team is uplifting (LC).*

### **The Role of Collaboration among Stakeholders in Enhancing Institutional Effectiveness**

Collaboration plays a pivotal role and was evident when a few students were having difficulty with mathematics, the teacher contacted the parents and together they devised a studying schedule. They assisted with extra homework practice, as the teacher offered more materials. Collaboration is essential and has greatly enhanced students' academic performance. The findings regarding parental involvement in a child's education, particularly in the context of their studies and behavioural management, align with a substantial body of research that underscores the importance of collaboration between parents and educators. The case presented illustrates how a proactive approach by both the teacher and the parent can lead to significant improvements in a child's academic performance and behaviour.

*Last year, when my child was struggling with mathematics, the teacher reached out, and together we came up with a study plan (P1).*

*I helped with extra practice at home, while the teacher provided additional resources. This collaboration significantly improved my child's math grades (P4).*

*My child had some behavioural issues in class, and after a joint meeting between the teacher, myself, and the school counsellor, we developed a behaviour management strategy (P2). Consistent communication between us all helped my child adjust their behaviour, leading to a better classroom experience and improved performance (P5).*

*When my child was transitioning to high school, we had meetings with both the middle school and high school teachers (P3). This collaboration gave my child a smoother transition, as we could anticipate academic challenges and address them early with a support plan (P6).*

### **The Influence of Stakeholder Engagement in Schools**

It was seen that stakeholder involvement in schools greatly increased student confidence and academic achievements. Parents think cooperation is essential because it enhances children's self-esteem when parents and teachers collaborate, but some of the parents said they are too busy with odd jobs to attend school events. Stakeholder engagement is crucial, however, being illiterate hinders most parents from

helping their child with their schoolwork. Working together is crucial for both academic achievement and establishing trust among students, teachers, and parents.

*In the initial semester, stakeholder involvement in schools greatly increased student confidence and academic achievements (P4).*

*I think cooperation is essential because it enhances children's self-esteem when parents and teachers collaborate, but as a parent, I am too busy with odd jobs to attend school events (P2).*

*Stakeholder engagement is crucial, however, being illiterate hinders me from helping my child with their schoolwork (P5).*

*Working together is crucial for both academic achievement and establishing trust among students, teachers, and parents (P1).*

*When my child notices that we are collaborating, they feel a greater sense of responsibility and are more inclined to prioritize their education (P6).*

### **Identifying Best Practices for Fostering Effective Collaboration between Internal and External stakeholders**

It was revealed that local groups provide financial support for educational initiatives, after-school programs, and facility improvements, aligning with schools' goals to enhance education. Community involvement through workshops, guest lectures, and mentoring bridges the gap between theory and practice, making education more relevant. Collaboration between schools and the community addresses students' specific challenges, such as socio-economic barriers, leading to targeted interventions using local resources. This partnership also establishes crucial support systems for students and families, improving overall well-being and school success. Schools can tap into local knowledge and resources to develop programs customized to the community's needs, such as literacy and numeracy enhancement. Offering flexible meeting times for busy parents and community members can increase involvement in school activities.

*Local groups can offer financial assistance and support for educational initiatives, after-school programs, and facility upgrades that support the school's objective of offering a comprehensive education (P2).*

*Community members can enhance the curriculum and show students practical applications of their studies by contributing through workshops, guest lectures, or mentoring (P3).*

*Involvement from the community can result in increased support for educational programs and policies at the district or state level, guaranteeing that the school's concerns are considered on a larger scale (P6).*

*Collaboration can assist in pinpointing particular obstacles students encounter, like socio-economic hindrances, enabling schools to create focused interventions involving community resources (P3).*

*Partnering with parents and local organizations allows schools to establish support networks for students and families, leading to better addressing of issues such as attendance, engagement, and mental health (P4).*

*Schools can utilize local knowledge and resources by creating a cooperative atmosphere to develop programs that target specific needs such as literacy and numeracy support (P7).*

*Numerous parents and community members have busy jobs and struggle to make time to participate in school activities or join meetings, which hinders their involvement. Scheduling*

*meetings at different times, such as evenings or weekends, can cater to varied schedules and boost attendance. (P1)*

*Teachers frequently experience overwhelming amounts of work and minimal opportunities during the school day to work together with stakeholders, leading to challenges in effectively involving them. Organizing intimate, casual meetups can promote laid-back conversations and strengthen connections between those involved (P8).*

*Scheduling issues may occur when attempting to schedule meetings that work for all parties involved, resulting in low turnout and engagement. Arrange regular monthly or quarterly meetings with participants from various stakeholder groups such as parents, teachers, and community leaders to discuss current projects and collect input (P6).*

## DISCUSSION

It was revealed that learners expressed that they are at ease when their parents and teachers collaborate closely. It was also discovered that students are motivated to stay involved because observing teachers work together and communicate with their parents has a positive impact on children's development. The literature strongly supports the idea that parental involvement in education, especially when working together with teachers, has a positive effect (P4). Studies show that when parents collaborate with teachers, students see improved emotional and academic results. For example, Wibowo et al. stress the importance of effective communication and collaboration between parents and teachers for successful student learning, particularly in challenging situations such as the COVID-19 pandemic.<sup>51</sup> Their research emphasizes the importance of teamwork in creating a positive learning atmosphere, vital for student involvement and achievement. Furthermore, Jay et al. also emphasized the significance of parents being involved in supporting their children's education, highlighting the difficulties they may encounter.<sup>52</sup> They observe that when parents actively participate with teachers, it can result in enhanced student performance and a more favourable educational experience.

The results on parental involvement in a child's schooling, especially in relation to their academics and behaviour, agree with a large amount of research emphasizing the significance of cooperation between parents and teachers. The example demonstrates that when both the teacher and the parent take a proactive approach, it can result in notable enhancements in a child's academic performance and behaviour. Jeynes' study suggests that parental participation is essential for improving academic results, especially in city areas where it can help close educational achievement disparities.<sup>53</sup> Dekker and Kamerling's research highlighted the importance of parental engagement in cultivating students' social abilities, crucial for achieving academic excellence.<sup>54</sup> The involvement of stakeholders in schools was found to significantly boost student confidence and academic success. Parents believe that working together is important as it boosts children's confidence through the partnership between parents and teachers, although some parents mentioned they are preoccupied with various tasks and are unable to participate in school activities. Engaging stakeholders is important, but most parents are unable to assist their children with schoolwork due to illiteracy. Collaboration is vital for academic success and building trust within the student, teacher, and parent community.

The active participation of stakeholders, especially parents and teachers, in the educational journey has been proven to greatly boost students' self-assurance and academic success. Numerous studies back up this claim, emphasizing the significance of successful communication and teamwork among parents and teachers. Fu highlights how the strength of the parent-teacher bond impacts students' academic achievement, suggesting that engaging in school events can enhance students' academic

---

<sup>51</sup> Diki Prayugo Wibowo et al., "Analyzing Knowledge Networks In Health Care Through Collaborative Research Exploration," *West Science Interdisciplinary Studies* 1, no. 10 (2023): 1006–17.

<sup>52</sup> Tim Jay, Jo Rose, and Ben Simmons, "Why Is Parental Involvement in Children's Mathematics Learning Hard? Parental Perspectives on Their Role Supporting Children's Learning," *Sage Open* 8, no. 2 (April 9, 2018), <https://doi.org/10.1177/2158244018775466>.

<sup>53</sup> William Jeynes, "A Meta-Analysis of the Efficacy of Different Types of Parental Involvement Programs for Urban Students," *Urban Education* 47, no. 4 (July 10, 2012): 706–42, <https://doi.org/10.1177/0042085912445643>.

<sup>54</sup> Karien Dekker and Margje Kamerling, "Social Skills Scores: The Impact of Primary School Population Characteristics and Parental Involvement," *Journal for Multicultural Education* 11, no. 4 (2017): 275–86.

performance.<sup>55</sup> In the same way, Olsson's study shows that effective communication promotes a mutual comprehension of children's requirements among parents and educators, ultimately boosting parental contentment and involvement in their child's schooling.<sup>56</sup> Additionally, parents may encounter obstacles in participating in school activities, like time limitations from their job responsibilities. This idea is supported by the research conducted by Simpson et al. who point out that the educational backgrounds of parents play a key role in determining their capacity to participate in school-related communication, ultimately influencing their level of engagement.<sup>57</sup>

The literature has extensively detailed the importance of local community groups in aiding educational efforts, underscoring their substantial impact on improving educational standards and catering to student needs. Community involvement is vital in securing funding for educational initiatives, as highlighted in Putra's research, which underscores the significance of community-focused educational change and the role of local settings in influencing curriculum and educational methods.<sup>58</sup> This is consistent with the claim that community organizations can support after-school programs and the enhancement of facilities, thus effectively helping schools achieve their goal of providing holistic education. Additionally, Gómez-Zepeda et al. highlight the important function of community-based support networks in enhancing education achievement and integration.<sup>59</sup> Their research suggests that community members can empower families and improve the educational environment by being actively involved, supporting the notion that local participation enriches the curriculum with practical applications of academic concepts. This hands-on participation not only enhances the relevance of education but also strengthens the bond between students and their communities, closing the distance between theoretical understanding and real-world practice. Putra emphasizes the importance of strong community social networks in providing support to students and educators, especially in times of, which strengthens the connection between community engagement and educational results.<sup>60</sup>

## RECOMMENDATIONS

Based on the data analysis, it is recommended that schools should provide regular chances for parents and teachers to meet, in addition to traditional parent-teacher conferences, to talk about student progress, goals, and challenges. These meetings could be arranged casually or included in monthly school activities. There is a lot of research that emphasizes the significance of continuous communication and teamwork between families and schools, which is why it is suggested that schools provide regular chances for parents and teachers to interact, in addition to the usual parent-teacher meetings. Regular meetings between parents and teachers have a significant advantage in building a strong parent-teacher relationship, essential for student achievement. Dawson and Wymbs stress the importance of strong partnerships between families and schools in enhancing child outcomes, stating that schools need to actively involve parents to cultivate these connections.<sup>61</sup>

Suggestions were made for schools to provide workshops to help parents effectively support their children's learning while at home. It is also recommended for schools to involve parents in classroom activities like math games, reading sessions, or science experiments to help parents comprehend the learning environment and motivate students by demonstrating the importance of their learning. Schools should arrange short, task-oriented meetings, or activities beyond regular work hours to accommodate

<sup>55</sup> Anna Fu, "How the Quality of Parental Attachment, Parental Control and Monitoring Influences Adolescent Secrecy" (Auckland University of Technology, 2024).

<sup>56</sup> Åsa Olsson, "Two Different Stories?: Parents' and Teachers' Views on Children's Special Support in School," *Kapet (Elektronisk)* 19, no. 1 (2023): 1–14.

<sup>57</sup> Kate Simpson et al., "A Parent-Mediated Anxiety Intervention Specifically Tailored for Autistic Preschoolers: A Pilot Study," *The American Journal of Occupational Therapy* 77, no. 2 (2023): 7702185100.

<sup>58</sup> Arif Rachman Putra, "Improving Employee Performance through the Implementation of Total Quality Management and the Effectiveness of the Remuneration System," *International Journal of Service Science, Management, Engineering, and Technology* 2, no. 2 (2022): 1–5.

<sup>59</sup> Gabriela Gómez-Zepeda et al., "The Role of the Support and Attention to Diversity Teacher (SADT) from a Community-Based Perspective: Promoting Educational Success and Educational Inclusion for All," *Teaching and Teacher Education* 64 (May 2017): 127–38, <https://doi.org/10.1016/j.tate.2017.02.002>.

<sup>60</sup> Putra, "Improving Employee Performance through the Implementation of Total Quality Management and the Effectiveness of the Remuneration System."

<sup>61</sup> Anne E. Dawson and Brian T. Wymbs, "Validity and Utility of the Parent-Teacher Relationship Scale-II," *Journal of Psychoeducational Assessment* 34, no. 8 (December 3, 2016): 751–64, <https://doi.org/10.1177/0734282915627027>.

parents with non-traditional work schedules. Providing flexible schedules enables parents to join in without interfering with their work obligations. Studies show that having flexible scheduling is essential to support parental involvement, especially for those with non-traditional work hours, a trend that is becoming more prevalent in the current job market.

Research indicates that parents who have non-traditional work hours may encounter obstacles when trying to engage in school events, leading to decreased involvement in their children's schooling. Kim et al. emphasized that the structural demands of the labour market may require parents to work at non-traditional hours, prompting schools to modify their involvement approaches to support these parents.<sup>62</sup> Schools and community organizations need to work together to create programs that tackle individual student challenges like resource access, socio-economic problems, and learning support requirements. By utilizing support from the community such as financial assistance, academic help, and job counselling, these programs can provide specific solutions that directly tackle obstacles to student achievement. Schools can team up with nearby businesses to offer students essential items like school supplies, technology, and textbooks. Programs such as "Adopt-a-School" initiatives have the potential to be successful in providing students with the necessary resources for academic achievement.

## CONCLUSION

In conclusion, fostering meaningful partnerships between schools, parents, and the community is essential to creating a supportive educational environment that meets diverse student needs. Regular, flexible parent-teacher meetings beyond traditional conferences allow for ongoing communication, building strong relationships that contribute significantly to student success. Workshops and classroom involvement opportunities equip parents with practical tools to support their children's learning at home while accommodating non-standard work schedules ensures that all parents can participate. Additionally, partnerships with local businesses and community organizations enable schools to address specific socio-economic challenges, making resources like school supplies and financial aid more accessible to students. The collective efforts of schools, parents, and the community create a cohesive network of support that not only enhances educational outcomes but also empowers students to overcome barriers, ultimately fostering a more inclusive and equitable learning environment.

## BIBLIOGRAPHY

- Agyekum, Amma Kyewaa, Frank Desmond Kofi Fugar, Kofi Agyekum, Isaac Akomea-Frimpong, and Hayford Pittri. "Barriers to Stakeholder Engagement in Sustainable Procurement of Public Works." *Engineering, Construction and Architectural Management* 30, no. 9 (2023): 3840–57.
- Ali, Mohammad Daud, and Ebrahim Ahmed Jaber Al Hatf. "Types of Sampling and Sample Size Determination in Health and Social Science Research." *Journal of Young Pharmacists* 16, no. 2 (June 6, 2024): 204–15. <https://doi.org/10.5530/jyp.2024.16.27>.
- Alimin, Halim Jauhari, Amir Muhiddin, and Rudi Hardi. "Collaborative Governance Process in Preventing Beach Abrasion In Numana Village Wakatobi District." *Sukrasana: Journal Social and Political Review* 1, no. 1 (2022): 1–12.
- Ansell, Chris, and Alison Gash. "Collaborative Governance in Theory and Practice." *Journal of Public Administration Research and Theory* 18, no. 4 (2008): 543–71.
- Asiyai, Romina Ifeoma. "Assessment of Information and Communication Technology Integration in Teaching and Learning in Institutions of Higher Learning." *International Education Studies* 7, no. 2 (January 19, 2014). <https://doi.org/10.5539/ies.v7n2p25>.
- Beerkens, Maarja, and Udam Maiki. "Stakeholders in Secondary Schools Quality Assurance: Richness in Diversity?" *Secondary Schools Policy* 30 (2017): 341–59.
- Boaz, Annette, Stephen Hanney, Robert Borst, Alison O'Shea, and Maarten Kok. "How to Engage Stakeholders in Research: Design Principles to Support Improvement." *Health Research Policy and Systems* 16, no. 1 (December 11, 2018): 60. <https://doi.org/10.1186/s12961-018-0337-6>.
- Chen, Xiaoyan, Qinghua He, Xinyue Zhang, Tingting Cao, and Yan Liu. "What Motivates

<sup>62</sup> Jin Kim and Hae Min Yu, "Home-Based Parent Involvement, Parental Warmth, and Kindergarten Outcomes Among Children of Immigrant Parents," *Early Education and Development* 35, no. 2 (February 17, 2024): 343–67, <https://doi.org/10.1080/10409289.2022.2153003>.

- Stakeholders To Engage In Collaborative Innovation In The Infrastructure Megaprojects?" *Journal Of Civil Engineering And Management* 27, no. 8 (November 8, 2021): 579–94. <https://doi.org/10.3846/jcem.2021.15612>.
- Cunningham, Neil, Ella Casale, Carry Triggs-Hodge, Colin S. Brown, Russell Hope, Diane Ashiru-Oredope, and Susan Hopkins. "Introduction to the ESPAUR Webinar and Report 2021–2022: Key Findings and Stakeholder Engagement." In *ESPAUR Report Webinar and Antibiotic Guardian Shared Learning Awards*, 18. Basel Switzerland: MDPI, 2023. <https://doi.org/10.3390/msf2022015018>.
- Dawson, Anne E., and Brian T. Wymbs. "Validity and Utility of the Parent–Teacher Relationship Scale–II." *Journal of Psychoeducational Assessment* 34, no. 8 (December 3, 2016): 751–64. <https://doi.org/10.1177/0734282915627027>.
- Dekker, Karien, and Margje Kamerling. "Social Skills Scores: The Impact of Primary School Population Characteristics and Parental Involvement." *Journal for Multicultural Education* 11, no. 4 (2017): 275–86.
- Du, Lei, Xing Liu, and Helin Sun. "Corporate Sustainable Development Strategies: Under the Collaborative Governance of Government and the Public." *Sustainable Development* 32, no. 4 (August 20, 2024): 3055–64. <https://doi.org/10.1002/sd.2827>.
- Dubey, Umesh Kumar Bhayyalal, and D. P. Kothari. *Research Methodology*. Boca Raton: Chapman and Hall/CRC, 2022. <https://doi.org/10.1201/9781315167138>.
- Fernandes, Gabriela, Joana Domingues, Anabela Tereso, Camilo Micán, and Madalena Araújo. "Risk Management in University–Industry R&D Collaboration Programs: A Stakeholder Perspective." *Sustainability* 15, no. 1 (December 25, 2022): 319. <https://doi.org/10.3390/su15010319>.
- Ferrero-Ferrero, Idoya, Marià Àngeles Fernández-Izquierdo, Marià Jesùs Muñoz-Torres, and Lucìa Bellés-Colomer. "Stakeholder Engagement in Sustainability Reporting in Higher Education: An Analysis of Key Internal Stakeholders' Expectations." *International Journal of Sustainability in Higher Education* 19, no. 2 (2018): 313–36.
- Franco-Trigo, L., F. Fernandez-Llimos, F. Martínez-Martínez, S.I. Benrimoj, and D. Sabater-Hernández. "Stakeholder Analysis in Health Innovation Planning Processes: A Systematic Scoping Review." *Health Policy* 124, no. 10 (October 2020): 1083–99. <https://doi.org/10.1016/j.healthpol.2020.06.012>.
- Fu, Anna. "How the Quality of Parental Attachment, Parental Control and Monitoring Influences Adolescent Secrecy." Auckland University of Technology, 2024.
- García-Aracil, Adela, Rosa Isusi-Fagoaga, Sílvia Monteiro, and Leandro Almeida. "Social Commitment at Higher Education Institutions: Analysis of Their Strategic Plans." *Education Sciences* 13, no. 12 (November 25, 2023): 1185. <https://doi.org/10.3390/educsci13121185>.
- Gilliam, Sheraine D. "Developing and Retaining High-Potential Non-Academic Employees in Private Higher Education Institutions to Create Sustainable Non-Academic Leadership Pipelines," 2024.
- Gómez-Zepeda, Gabriela, Cristina Petreñas, Dorys Sabando, and Ignasi Puigdemívol. "The Role of the Support and Attention to Diversity Teacher (SADT) from a Community-Based Perspective: Promoting Educational Success and Educational Inclusion for All." *Teaching and Teacher Education* 64 (May 2017): 127–38. <https://doi.org/10.1016/j.tate.2017.02.002>.
- Gordon, Dara, Sandra McKay, Gregory Marchildon, R. Sacha Bhatia, and James Shaw. "Collaborative Governance for Integrated Care: Insights from a Policy Stakeholder Dialogue." *International Journal of Integrated Care* 20, no. 1 (February 11, 2020). <https://doi.org/10.5334/ijic.4684>.
- Jay, Tim, Jo Rose, and Ben Simmons. "Why Is Parental Involvement in Children's Mathematics Learning Hard? Parental Perspectives on Their Role Supporting Children's Learning." *Sage Open* 8, no. 2 (April 9, 2018). <https://doi.org/10.1177/2158244018775466>.
- Jeynes, William. "A Meta-Analysis of the Efficacy of Different Types of Parental Involvement Programs for Urban Students." *Urban Education* 47, no. 4 (July 10, 2012): 706–42. <https://doi.org/10.1177/0042085912445643>.
- Julin Nyquist, Kristina, and Ulla Ahonen-Jonnarth. "Strategic, Fundamental and Means Objectives of Different Stakeholders in Collaboration between Universities and Surrounding Society."

- Perspectives: Policy and Practice in Higher Education* 26, no. 1 (January 2, 2022): 19–27. <https://doi.org/10.1080/13603108.2021.1946866>.
- Jumaah, Siti Hidayatul, Dhea Candra Dewi, Fitriah Kartini, and Novinaz Benita. “Collaborative Governance Berbasis Pendekatan Penta Helix Stakeholder Dalam Mengatasi Pandemi Covid-19 Di Kabupaten Lombok Timur.” *The Journalish: Social and Government* 3, no. 2 (June 30, 2022): 130–38. <https://doi.org/10.55314/tsg.v3i2.264>.
- Jung, Timothy H., Jinsik Lee, Matthew H.T. Yap, and Elizabeth M. Ineson. “The Role of Stakeholder Collaboration in Culture-Led Urban Regeneration: A Case Study of the Gwangju Project, Korea.” *Cities* 44 (April 2015): 29–39. <https://doi.org/10.1016/j.cities.2014.12.003>.
- Karambelkar, Surabhi, and Andrea K Gerlak. “Collaborative Governance and Stakeholder Participation in the Colorado River Basin: An Examination of Patterns of Inclusion and Exclusion.” *Nat. Resources J.* 60 (2020): 1.
- Kim, Jin, and Hae Min Yu. “Home-Based Parent Involvement, Parental Warmth, and Kindergarten Outcomes Among Children of Immigrant Parents.” *Early Education and Development* 35, no. 2 (February 17, 2024): 343–67. <https://doi.org/10.1080/10409289.2022.2153003>.
- Kivunja, Charles, and Ahmed Bawa Kuyini. “Understanding and Applying Research Paradigms in Educational Contexts.” *International Journal of Higher Education* 6, no. 5 (September 5, 2017): 26. <https://doi.org/10.5430/ijhe.v6n5p26>.
- Lalam, Elizabeth Yvonne. “Stakeholder Engagement, Community Participation, Stakeholder Commitment and Project Sustainability,” 2018.
- Lyytinen, Anu, Vuokko Kohtamäki, Jussi Kivistö, Elias Pekkola, and Seppo Hölttä. “Scenarios of Quality Assurance of Stakeholder Relationships in Finnish Higher Education Institutions.” *Quality in Higher Education* 23, no. 1 (January 2, 2017): 35–49. <https://doi.org/10.1080/13538322.2017.1294410>.
- Lyytinen, Kalle, Carsten Sørensen, and David Tilson. “Generativity in Digital Infrastructures: A Research Note.” In *The Routledge Companion to Management Information Systems*, 253–75. Routledge, 2017.
- Maurer, Maureen, Rikki Mangrum, Tandra Hilliard-Boone, Andrew Amolegbe, Kristin L. Carman, Laura Forsythe, Rachel Mosbacher, Julie Kennedy Lesch, and Krista Woodward. “Understanding the Influence and Impact of Stakeholder Engagement in Patient-Centered Outcomes Research: A Qualitative Study.” *Journal of General Internal Medicine* 37, no. S1 (April 29, 2022): 6–13. <https://doi.org/10.1007/s11606-021-07104-w>.
- Menon, Shalini, and M Suresh. “Synergizing Education, Research, Campus Operations, and Community Engagements towards Sustainability in Higher Education: A Literature Review.” *International Journal of Sustainability in Higher Education* 21, no. 5 (2020): 1015–51.
- Musiał, Kazimierz. “Redefining External Stakeholders in Nordic Higher Education.” *Tertiary Education and Management* 16, no. 1 (March 2010): 45–60. <https://doi.org/10.1080/13583881003629822>.
- Noonan, Patricia M, Zach A McCall, Chunmei Zheng, and Amy S Gaumer Erickson. “An Analysis of Collaboration in a State-Level Interagency Transition Team.” *Career Development and Transition for Exceptional Individuals* 35, no. 3 (2012): 143–54.
- Olsson, Åsa. “Two Different Stories?: Parents’ and Teachers’ Views on Children’s Special Support in School.” *Kapet (Elektronisk)* 19, no. 1 (2023): 1–14.
- Omal, Felix, Amasa Philip Ndofirepi, and Michael Cross. “Improving Institutional Stakeholder Governance Practices in the University Council: Membership Strategies and Policies.” *Higher Education for the Future* 6, no. 1 (2019): 115–31.
- Oonk, Carla, Judith Gulikers, Perry den Brok, and Martin Mulder. “Stimulating Boundary Crossing Learning in a Multi-Stakeholder Learning Environment for Sustainable Development.” *International Journal of Sustainability in Higher Education* 23, no. 8 (2022): 21–40.
- Peng, Yihong, Bity Salwana Alias, and Azlin Norhaini Mansor. “Application of Stakeholder Theory in Education Management: A Comprehensive Systematic Literature Review (SLR).” *International Journal of Learning, Teaching and Educational Research* 23, no. 6 (2024): 1–31.
- Penuel, William R, Robbin Riedy, Michael S Barber, Donald J Peurach, Whitney A LeBouef, and

- Tiffany Clark. "Principles of Collaborative Education Research with Stakeholders: Toward Requirements for a New Research and Development Infrastructure." *Review of Educational Research* 90, no. 5 (2020): 627–74.
- Putra, Arif Rachman. "Improving Employee Performance through the Implementation of Total Quality Management and the Effectiveness of the Remuneration System." *International Journal of Service Science, Management, Engineering, and Technology* 2, no. 2 (2022): 1–5.
- Ray, Kristin N, and Elizabeth Miller. "Strengthening Stakeholder-Engaged Research and Research on Stakeholder Engagement." *Journal of Comparative Effectiveness Research* 6, no.4(2017): 375–89.
- Reda, Nigusse Weldemariam. "Understanding the Benefits of Universities' Societal Engagement in Ethiopia," 2024.
- Ronfeldt, Matthew, Susanna Owens Farmer, Kiel McQueen, and Jason A Grissom. "Teacher Collaboration in Instructional Teams and Student Achievement." *American Educational Research Journal* 52, no. 3 (2015): 475–514.
- Rumambi, Hedy D., Revleen M. Kaparang, Jerry S. Lintong, Joseph N. Tangon, and Johanis Ohoitumur. "Social Responsibility of Secondary Schools Institution: A New Insight of Stakeholders." In *9th Global Conference on Business and Social Sciences* , 2019.
- Saka-Helmhout, Ayse, Priscilla Álamos-Concha, Mabel Machado López, Julie Hagan, Gregor Murray, Tony Edwards, Philipp Kern, Isabelle Martin, and Ling Eleanor Zhang. "Stakeholder Engagement Strategies for Impactful Corporate Social Innovation Initiatives by Multinational Enterprises." *Journal of International Management*, 2024, 101159.
- Schiuma, Giovanni, and Daniela Carlucci. "Managing Strategic Partnerships with Universities in Innovation Ecosystems: A Research Agenda." *Journal of Open Innovation: Technology, Market, and Complexity* 4, no. 3 (2018): 25.
- Simpson, Kate, Dawn Adams, Stephanie Malone, Madonna Tucker, Ron M Rapee, and Jacqui Rodgers. "A Parent-Mediated Anxiety Intervention Specifically Tailored for Autistic Preschoolers: A Pilot Study." *The American Journal of Occupational Therapy* 77, no. 2 (2023): 7702185100.
- Soto-Molina, Jairo Eduardo. "The Paradigmatic Nature of Social and Human Research." *Education Quarterly Reviews* 6, no. 3 (2023).
- Tantalo, Caterina, and Richard L Priem. "Value Creation through Stakeholder Synergy." *Strategic Management Journal* 37, no. 2 (2016): 314–29.
- Weist, Mark D, Ariel M Domlyn, and Darien Collins. "Enhancing Stakeholder Engagement, Collaboration, and Family–School–Community Partnerships in School Mental Health." In *Handbook of School Mental Health: Innovations in Science and Practice*, 145–52. Springer, 2023.
- Wibowo, Diki Prayugo, Ria Mariani, Novian Aldo, and Sulisty Andarmoyo. "Analyzing Knowledge Networks In Health Care Through Collaborative Research Exploration." *West Science Interdisciplinary Studies* 1, no. 10 (2023): 1006–17.
- Wijaya, Adhimas Wahyu Agung, Ayu Siantoro, and Melliana Layuk. "The Whole Community Development in Supporting Children's Literacy in Rural Areas: Community and Parents' Participation to Foster Children's Literacy in Rural Areas." *The Journal of Indonesia Sustainable Development Planning* 3, no. 1 (2022): 30–47.
- Wolff, Tom, Meredith Minkler, Susan M Wolfe, Bill Berkowitz, Linda Bowen, Frances Dunn Butterfoss, and K S Lee. "Collaborating for Equity and Justice: Moving beyond Collective Impact." *Nonprofit Quarterly* 9, no. 2017 (2017): 42–53.
- Wright, Catherine, Lacey J Ritter, and Caroline Wisse Gonzales. "Cultivating a Collaborative Culture for Ensuring Sustainable Development Goals in Higher Education: An Integrative Case Study." *Sustainability* 14, no. 3 (2022): 1273.
- Wright, Vanessa L, Kelly Metcalf, and Whitney Berta. "The Influence of Community Engagement on Stakeholder Perspectives in Cross-Sector Integrated Care: An Integrative Review," 2023.
- Zaakiyyah, Hizbul Khootimah Az. "Innovative Strategies to Enhance the Quality of Secondary Schools Management: Human Resource Development and the Critical Role of Communication." *Journal of Contemporary Administration and Management (ADMAN)* 2, no. 1 (2024): 331–36.
- Zidek, Stephanie Marie. "A Case Study Design Examining New Graduate Registered Nurse Well-Being," 2024.

## **ABOUT AUTHOR**

Dr. Vuyokazi Maqhubela is currently a Lecturer at the Walter Sisulu University. She holds a PhD in Education Management and Policy. She is a Supervisor and a Mentor who has presented papers at both Local and International Conferences. She is a Life Skills Lecturer with a passion in working and guiding students. She is dedicated to improving teaching methodologies, fostering inclusive learning environments, and advancing academic excellence.