

Stakeholder Engagement in Achieving Educational Goals: Challenges Perceived and Recommendations

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Abstract

This study examined stakeholder support in achieving educational goals at Calpi Elementary School, focusing on stakeholder contributions, strategies and initiatives, challenges and barriers, engagement and collaboration, and practices for strengthening educational support. The study was anchored on Stakeholder Theory, Social Capital Theory, the Theory of Collaborative Governance, Transformational Leadership Theory, and the Researcher's Own Theory. A descriptive survey design was employed using a structured questionnaire administered through census sampling to 160 parents, with data analyzed using weighted mean and percentage. Findings showed positive perceptions of stakeholder contributions to educational outcomes, with an overall weighted mean of 4.28 and 85.69% agreement. Parents received the highest rating for strategies and initiatives ($M_n = 4.40$, 88.00%). Challenges were evident, particularly among parents ($M_n = 4.34$, 86.75%), although stakeholders were perceived as effectively addressing these barriers ($M_n = 4.26$, 85.13%). Engagement and collaboration were considered important to educational success ($M_n = 4.39$, 87.75%), highlighting the value of shared responsibility and sustained partnerships. The study concludes that stakeholder support is essential to educational achievement and recommends strengthening collaborative decision-making, professional development, community-based problem-solving, and targeted parental support. The study aligns with SDG 4 – Quality Education and SDG 17 – Partnerships for the Goals by emphasizing educational improvement through stakeholder participation and partnerships. It contributes to educational, community, and institutional sustainability by promoting sustained collaboration, resource mobilization, and shared responsibility for educational development.

Keywords: Collaboration, Educational Goals, Educational Sustainability, Stakeholder Engagement, Stakeholder Support, Sustainable Development

1. Introduction

Stakeholder support is essential in achieving educational goals because parents, teachers, administrators, policymakers, and communities contribute resources, participation, and collaboration that influence educational outcomes (Epstein, 2011). Shared responsibility strengthens educational systems across global, national, and local contexts (Fullan, 2016; United Nations Educational, Scientific and Cultural Organization [UNESCO], 2015). Context-responsive reforms, supportive policies, and community participation further contribute to educational improvement (Sahlberg, 2011; Levin, 2010; Bryk et al., 2010). This study examines stakeholder support in achieving educational goals at Calpi Elementary School, focusing on stakeholder contributions, strategies, challenges, engagement, collaboration, and best practices.

Stakeholder participation strengthens education through resource provision, decision-making, collaboration, and community involvement. Sattar, Ullah, and Ahmad (2022) found that stakeholder participation enhanced student engagement and academic performance, while Steghöfer et al. (2018) demonstrated that structured external

involvement improved educational relevance. Collaborative approaches also promote inclusivity, engagement, creativity, and communication (Dacre, Gkogkidis, and Jenkins, 2021; Gkogkidis and Dacre, 2021). Philippine studies similarly emphasize parental and community participation. Valencia and Roberto (2020), Pinatil et al. (2022), and Mustacisa and Gomba (2015) reported positive relationships between parental involvement and academic outcomes, although Nillos (2019) found no significant correlation among children with special education needs. Community and institutional support also contributed to school facilities, attendance, academic performance, and educational programs (Delos Santos, 2021; Reyes and Bautista, 2020; Garcia, 2019).

Meaningful stakeholder engagement depends on communication, resources, capacity, and coordinated participation. Genovesi et al. (2022) identified limited resources, inadequate teacher training, and societal attitudes as barriers to inclusive education. Philippine studies similarly identified communication difficulties, financial limitations, technological constraints, and varying levels of participation (Enteria and Tagyam, 2020; Kanapi-Villanueva and Campoamor-Olegario, 2021; Lam-an, 2023). Despite these challenges, collaborative engagement can strengthen educational programs and governance. Nicdao and Ancho (2019) found that stakeholder participation supported contextually relevant School Improvement Plans, while Rodriguez and Santos (2021) emphasized community-school partnerships for sustainable educational improvement. Overall, effective communication, capacity-building, and structured collaboration are essential for maximizing stakeholder contributions.

International research shows that stakeholder engagement contributes to student achievement, educational quality, inclusion, and institutional sustainability (Sattar et al., 2022; Artykbayeva & Greiman, 2023; Green, 2019). Philippine research likewise demonstrates that parents, communities, local officials, and organizations can strengthen educational programs, resource mobilization, and student support (Flores and Perez, 2022; Cordova et al., 2023; Alfonso & Cruz, 2023). The study focuses on one hundred sixty (160) stakeholders of Calpi Elementary School, Claveria North District, during School Year 2023–2024. The school relies on MOOE, PTA voluntary contributions, alumni donations, and other stakeholder support, making community partnerships important to its development.

The study is anchored on Stakeholder Theory, which emphasizes the influence of stakeholder groups on organizational success; Social Capital Theory, which highlights trust, networks, and reciprocity; Theory of Collaborative Governance, which stresses shared decision-making and responsibility; and Transformational Leadership Theory, which explains how leaders mobilize stakeholder commitment. The Researcher's Own Theory proposes that stakeholder support depends on engagement and perceived mutual benefit, which strengthen commitment, resource mobilization, and collaboration. Conceptually, the study examines stakeholder contributions, strategies, challenges, engagement, and best practices to determine their implications for educational planning and improvement.

Although previous studies establish the importance of stakeholder participation, limited attention has been given to how different stakeholder groups collectively support educational goals within specific school contexts. Variations in participation, resources, communication, and engagement further demonstrate the need for localized investigation. Thus, this study examines stakeholder contributions, strategies and initiatives, challenges and barriers, levels of engagement and collaboration, and best practices at Calpi Elementary School. The findings are intended to inform strategies that strengthen stakeholder collaboration and educational outcomes.

The study primarily supports SDG 4 – Quality Education by examining stakeholder participation in improving educational outcomes and supportive learning environments. It also aligns with SDG 17 – Partnerships for the Goals because it emphasizes cooperation among parents, teachers, administrators, communities, and other stakeholders. Maimad et al. (2023) further associated parental engagement with academic achievement and the attainment of SDGs related to poverty alleviation and quality education.

The study contributes to educational, community, and institutional sustainability by emphasizing sustained collaboration among schools, families, communities, and policymakers. Strong stakeholder relationships can improve resource mobilization, school programs, decision-making, and educational support. For Calpi Elementary School, where community linkages and stakeholder contributions support school development, strengthening participation can promote more sustainable educational improvement.

2. Material and methods

2.1 Research Design

The study employed a descriptive survey design to examine stakeholder support in achieving educational goals. Questionnaires were used to gather information on stakeholders' perceptions, experiences, involvement, and contributions to educational initiatives.¹ Descriptive statistics, including frequencies, percentages, and means, were used to describe the levels and types of stakeholder support and identify factors influencing involvement.

2.2 Locale of the Study

The study was conducted at Calpi Elementary School in Claveria, Masbate. The school offers elementary education from Kindergarten to Grade 6 and relies on School Maintenance and Other Operating Expenses (MOOE), PTA voluntary contributions, alumni donations, and support from other stakeholders for its operations and development.

2.3 Respondents of the Study

The respondents consisted of 160 parents of learners enrolled at Calpi Elementary School for School Year 2022–2023. Data were collected from the parents regarding their perceptions, involvement, and contributions toward the achievement of the school's educational goals.

2.4 Sample and Sampling Procedure

The study utilized census sampling (Creswell & Creswell, 2018), in which all 160 parents within the identified population were invited to participate.² This approach aimed to obtain a comprehensive representation of the experiences and perspectives of the parent community regarding stakeholder support.

2.5 Research Instrument

A structured questionnaire was used to gather data on respondents' demographic characteristics, stakeholder contributions, strategies and initiatives, challenges and barriers, and levels of engagement and collaboration. Responses were measured using a five-point Likert scale. For agreement and effectiveness, scores of 4.50–5.00 represented Strongly Agree/Very Effective; 3.50–4.49, Agree/Effective; 2.50–3.49, Neutral/Moderately Effective; 1.50–2.49, Disagree/Somewhat Effective; and 1.00–1.49, Strongly Disagree/Not Effective. For extent and performance, 4.50–5.00 represented Completely/Extremely Well; 3.50–4.49, Largely/Very Well; 2.50–3.49, Moderately/Moderately Well; 1.50–2.49, Slightly/Somewhat Well; and 1.00–1.49, Not at All/Not Well. For success and significance, the corresponding descriptions ranged from Highly Successful/Very Significant to Unsuccessful/Not Significant. For challenges and impact, they ranged from Very Challenging/Highly Impactful to Not Challenging/Not Impactful. For satisfaction and importance, they ranged from Very Satisfied/Very Important to the lowest categories of satisfaction and Not Important.

2.6 Data Gathering Procedure

The research began with the development of the proposal and review of related literature on stakeholder support in education. After approval of the proposal, the survey questionnaire was prepared and administered to the selected respondents while observing ethical guidelines and confidentiality. The collected data were subsequently analyzed and interpreted to formulate conclusions and recommendations concerning stakeholder support in achieving educational goals.

2.7 Data Analysis Techniques

The collected data were analyzed using weighted mean and percentage.³ The weighted mean was used to summarize respondents' ratings across questionnaire items, while percentage was used to describe the distribution of responses.⁴ These statistical techniques provided the basis for interpreting stakeholder perceptions, involvement, and support in relation to the study objectives.

3. Results and Discussion

3.1 Stakeholder Support in Achieving Educational Goals

3.1.1 Contributions of Stakeholders to Educational Outcomes

Stakeholders generally perceived their contributions to educational outcomes positively, with an overall weighted mean of 4.28 and 85.69% agreement. Community members received the highest rating (Mn = 4.38, 87.50%), followed by parents (Mn = 4.32, 86.38%), teachers (Mn = 4.26, 85.13%), and administrators (Mn = 4.19, 83.75%). These findings indicate that all stakeholder groups were perceived as contributing substantially to educational success. The findings emphasize the collective importance of parents, teachers, administrators, and community members in supporting educational outcomes. The strong ratings across stakeholder groups suggest that educational goals benefit from shared participation rather than reliance on a single group.

3.1.2 Strategies and Initiatives Supporting Educational Goals

Stakeholders were positively evaluated in implementing strategies and initiatives for educational goals. Parents obtained the highest weighted mean of 4.40 (88.00%), followed by teachers at 4.34 (86.88%), administrators at 4.29 (85.88%), and community members at 4.06 (81.13%). The consistently high ratings indicate strong stakeholder commitment to educational support. Parents and teachers demonstrated particularly strong involvement, which may reflect their direct interaction with learners, while the comparatively lower community rating suggests opportunities to strengthen community participation. Overall, the results demonstrate collective stakeholder dedication to achieving educational objectives.

3.2 Challenges and Barriers to Stakeholder Support

Stakeholders reported significant challenges in supporting educational outcomes. Parents recorded the highest weighted mean of 4.34 (86.75%), followed by administrators at 4.18 (83.63%), teachers at 4.14 (82.88%), and community members at 4.11 (82.25%). Despite these barriers, respondents indicated that stakeholders effectively addressed the challenges, with a weighted mean of 4.26 and 85.13%. The results demonstrate that challenges exist across all stakeholder groups but are accompanied by efforts to address them effectively. The findings suggest

resilience and resourcefulness among stakeholders while emphasizing the continuing need for support and resources to sustain their contributions to educational outcomes.

3.3 Impact of Stakeholder Engagement and Collaboration

Stakeholder engagement and collaboration were perceived as important to educational initiatives and programs. Engagement significantly influenced program success (Mn = 4.21, 84.25%), while collaboration received a higher rating for enhancing program effectiveness (Mn = 4.34, 86.88%). Respondents were also satisfied with current stakeholder engagement (Mn = 4.14, 82.88%) and collaboration (Mn = 4.15, 83.00%). Overall, engagement and collaboration were considered important to educational success (Mn = 4.39, 87.75%). These findings indicate a culture of shared responsibility and collaboration within the educational community. The high importance assigned to engagement and collaboration suggests recognition of their contribution to successful and sustainable educational programs. Although satisfaction was generally positive, further strengthening partnerships, stakeholder roles, and opportunities for participation could maximize their contribution.

3.4 Best Practices for Enhancing Stakeholder Support

3.4.1 Transparent and Proactive Communication

Respondents emphasized clear, accessible, and consistent communication about school goals and expectations. Multiple communication channels, including newsletters, social media, and meetings, were recommended, together with opportunities for stakeholders to provide feedback on important decisions. The findings indicate that transparent and two-way communication is fundamental to maintaining stakeholder awareness and participation. Providing information while actively seeking feedback can strengthen stakeholder connection with school goals and decision-making.

3.4.2 Trust, Reciprocity, and Appreciation

Respondents identified trust and recognition as important elements of sustained stakeholder engagement. Active listening and appreciation of stakeholder contributions were emphasized as ways of strengthening relationships and creating a sense of belonging within the educational community. These findings suggest that sustainable stakeholder relationships depend on reciprocity rather than participation alone. Recognizing stakeholder contributions can strengthen trust, commitment, and continued involvement in educational initiatives.

3.4.3 Collaboration and Stakeholder Empowerment

Respondents recommended providing volunteer opportunities aligned with stakeholders' skills and interests and involving stakeholders in decision-making committees. Such opportunities allow stakeholders to contribute according to their capabilities while participating more directly in school decisions. The findings emphasize meaningful participation and empowerment as important components of stakeholder support. Giving stakeholders defined roles and opportunities to influence decisions can strengthen their sense of responsibility and contribution to educational goals.

3.4.4 Targeted Support and Resources

Respondents identified targeted capacity-building as another important strategy. Recommendations included workshops for parents on supporting homework and navigating technology and professional development opportunities for teachers to strengthen their skills. These findings indicate that stakeholder support can be strengthened by addressing the specific needs of each group. Targeted training and resources can improve stakeholders' capacity to perform their roles and sustain their contributions to educational outcomes.

4. Conclusion & Recommendations

The study concludes that stakeholder support is essential to achieving educational goals, with parents, teachers, administrators, and community members performing distinct but complementary roles. Stakeholders demonstrated commitment to implementing educational initiatives and addressing existing challenges, although barriers, particularly those affecting parental participation, remain. Effective engagement and collaboration strengthened educational initiatives, while continuous communication, trusting relationships, meaningful involvement, and appropriate resources were identified as important factors in sustaining stakeholder participation and improving educational outcomes.

Schools should strengthen stakeholder participation by creating collaborative decision-making processes, providing appropriate professional development and mentorship, and formalizing community-based problem-solving approaches. Targeted support for parents should include parenting workshops, home visits, flexible communication channels, and culturally responsive resources. Future research should examine the long-term effects of sustained stakeholder engagement on academic achievement, social-emotional well-being, and post-secondary success while considering school type, community demographics, and resource availability.

The study was limited to the identified stakeholders within its specific educational setting and focused primarily on stakeholder support, contributions, strategies, challenges, engagement, and collaboration in achieving educational goals. Its scope did not provide an extensive examination of broader contextual factors beyond stakeholder participation; therefore, the findings are primarily applicable to the educational context and stakeholder groups covered by the study.

5. Compliance with ethical standards

The authors declare no conflict of interest. This study received no external funding, and the researchers acknowledge the participating parents and Calpi Elementary School for their involvement and cooperation. Participation was voluntary, informed consent was obtained, and data were collected through non-invasive questionnaire methods while maintaining confidentiality and ensuring that no identifying information was disclosed.

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