

Original Article

Stakeholders' Aspirations and Responses to Learning Facility Deficiencies at Datu Montong Cawag IP School: A Community-Based Assessment

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Abstract: Stakeholder engagement plays a vital role in improving educational outcomes in Indigenous and resource-constrained schools. Stakeholders which comprise faculty, administrators, students, government bodies, and industry partners, each bring unique perspectives and resources to the educational landscape. This qualitative study explored the aspirations and responses of key stakeholders including parents, teachers, and community members toward the deficiencies in learning facilities at Datu Montong Cawag IP School. Employing a community-based assessment approach, the study identified the specific facility gaps and captures stakeholders' perspectives on how these deficiencies affect the quality of education and potential community-driven solutions. Data were gathered through interviews, focus group discussions, and surveys involving stakeholders directly engaged with the school. The results revealed that the critical inadequacies in learning spaces and equipment, alongside a collective determination of stakeholders to collaborate for improvements. Challenges related to resource scarcity are discussed along with stakeholders' recommendations for sustainable interventions and shared responsibilities. The study reveals a strong collective commitment among parents, teachers, administrators, and community members to collaboratively address these challenges. Emphasizing the value of community participation and respect for Indigenous knowledge systems, the study offers actionable insights to guide policymakers, educators, and local government units in fostering educational improvements that honor the cultural identity and learning needs of Indigenous students at Datu Montong Cawag IP School. The collaborative approach demonstrated here serves as a model for addressing similar challenges in other marginalized Indigenous educational settings. The study concluded with actionable insights encouraging local government units, PTA, teachers, and community partners to unite in addressing these challenges for the betterment of educational outcomes at the school.

Keywords: stakeholders' aspirations, deficiencies, community-based assessment

1. 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 [1]. 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 [2]. 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 [3]. 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 [4]. 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 Musial, who notes that external stakeholders, including industry representatives, can provide valuable insights that enhance the responsiveness of secondary schools to societal needs [5]. 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. 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 [6]. 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 Musial, who notes that external stakeholders, including industry representatives, can provide valuable insights that enhance the responsiveness of secondary schools to societal needs [7]. 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 [8]. 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 [9]. 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 [10]. 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. Learning facilities are a fundamental component of quality education, providing the physical and material environment necessary for effective teaching and learning. In many schools, particularly those serving Indigenous Peoples (IP) communities, deficiencies in these facilities limit educational opportunities and hinder student engagement and success. Datu Montong Cawag IP School is among those schools facing significant challenges related to inadequate classrooms, learning resources, and infrastructure. Understanding these deficiencies from the perspectives of key stakeholders is essential to addressing the barriers to quality education. In

recent years, there has been growing recognition of the direct impact that the physical learning environment has on student performance and well-being. Research shows that well-equipped and safe learning facilities contribute positively to academic achievement, motivation, and overall student development. Conversely, facility deficiencies lead to negative outcomes, including reduced instructional time, lower student attendance, and diminished teacher effectiveness. These issues are more pronounced in marginalized or remote communities, where resource limitations compound the challenges faced by educators and learners [11]. Despite these challenges, stakeholders such as parents, teachers, community leaders, and school administrators possess valuable insights and aspirations regarding school improvements. The Parent-Teacher Association (PTA), for example, plays a critical role in bridging school and community efforts toward resource mobilization and facility enhancements. Teachers, intimately familiar with classroom realities, provide important perspectives on how deficiencies affect teaching practices and student learning. Engaging these stakeholders in a community-based assessment can help surface collective priorities and foster shared responsibility for solutions [12]. This study investigated the aspirations and responses of stakeholders regarding the deficiencies in learning facilities at Datu Montong Cawag IP School. By employing a community-based assessment approach, the research captures stakeholder perceptions, experiences, and recommendations to inform targeted interventions. This participatory approach ensures that proposed solutions are culturally sensitive, community-driven, and sustainable, aligning with the unique needs and context of the school. Ultimately, this study contributed valuable knowledge toward improving the educational environment of Datu Montong Cawag IP School. By highlighting the collaborative potential of stakeholders and their commitment to enhancing learning facilities, the study supports efforts to strengthen educational equity and quality for Indigenous learners. The findings guide policymakers, local government units, and education practitioners in fostering partnerships that effectively address facility deficiencies and promote student success.

2. MATERIALS AND METHODS

This study employed a qualitative descriptive research design through a community-based assessment approach to gather rich, contextual data reflecting the lived experiences and aspirations of stakeholders affected by learning facility deficiencies. Qualitative descriptive design was chosen for its suitability in providing straightforward descriptions of participants' perceptions and experiences without heavy theoretical interpretation [13]. The approach allowed the researcher to capture comprehensive insights and meaningful themes regarding stakeholders' views on resource gaps and collaborative responses within the school community. The study locale of this study is Datu Montong Cawag IP School, located in Sitio Balite, Barangay Alkikan, Malungon 4 District, Malungon, Sarangani Province, Philippines. This locale is significant due to its representation of a remote, resource-limited setting serving Indigenous communities. The school's environment and community context provide a meaningful backdrop to study the challenges related to deficiencies in learning facilities. Conducting the research in this specific geographic and socio-cultural setting allows for a deeper understanding of how resource limitations impact educational delivery and stakeholder engagement within Indigenous contexts. The choice of locale was deliberate to reflect the lived realities and concerns of marginalized educational communities. The study involved key stakeholders associated with Datu Montong Cawag IP School, purposively selected based on their active role or vested interest in the school's learning environment. Participants included Parent-Teacher Association (PTA) officers, teaching staff, the school head, and community representatives. This diverse group was chosen to capture a comprehensive representation of perspectives on learning facility deficiencies and collaborative solutions. The sample size was adequate to provide rich qualitative data and achieve thematic saturation, ensuring that varied stakeholder views were incorporated into the community-based assessment. This inclusion supports holistic insights essential to tailoring recommendations for the school's educational improvement. The

primary data collection instrument used in this study was a semi-structured interview guide designed to elicit in-depth insights from stakeholders regarding learning facility deficiencies, their impacts, and potential solutions. The interview guide consisted of open-ended questions framed within relevant thematic areas to allow participants to freely express their experiences and aspirations while providing the researcher flexibility to probe deeper into emerging topics. The instrument underwent content validation by experts, including local education faculty and experienced school administrators, to ensure clarity, relevance, and alignment with the study objectives. This approach facilitated rich qualitative data gathering that reflected diverse stakeholder perspectives on the resource challenges faced by Datu Montong Cawag IP School. Data collection for this study was conducted through semi-structured interviews, focus group discussions (FGDs), and survey questionnaires. These methods were selected to enable triangulation of data sources, thereby capturing comprehensive views on learning facility deficiencies, their perceived impacts, and potential solutions from various stakeholder perspectives. Interviews and FGDs allowed stakeholders to express detailed experiential insights, while surveys provided structured data for thematic comparison. With permission, sessions were audio-recorded and later transcribed verbatim. Thematic analysis was performed to systematically identify, code, and analyze patterns and themes emerging from the qualitative data. This approach facilitated an in-depth understanding of stakeholder experiences and aspirations regarding the resource gaps at Datu Montong Cawag IP School. Ethical considerations, including confidentiality and voluntary participation, were strictly upheld throughout the process. This data gathering and analysis approach aligns with qualitative research standards, ensuring rich, trustworthy findings that reflect the complex realities within the school community. This study upheld rigorous ethical standards to ensure the protection, dignity, and rights of all participants involved. Ethical clearance was obtained from the appropriate institutional review board prior to data collection. Informed consent was secured from each participant, emphasizing voluntary participation and the right to withdraw at any time without penalty. Confidentiality and privacy were strictly maintained by anonymizing identifying information during transcription and analysis. Special care was exercised to respect the cultural context of the Indigenous community at Datu Montong Cawag IP School, ensuring culturally sensitive engagement. The researcher committed to treating participants with respect, empathy, and fairness, safeguarding against any potential harm or coercion. Throughout the study, transparency and integrity guided both the research process and dissemination of findings, fostering trustworthiness and accountability. These ethical practices align with established qualitative research principles and local research ethics guidelines in the Philippines, ensuring the study was conducted responsibly while honoring the community's values and autonomy.

3. RESULTS AND DISCUSSION

The Department of Education's Indigenous Peoples Education (IPEd) Program aims to provide culturally relevant education to Indigenous communities in the Philippines, addressing historical inequalities and promoting cultural preservation [14]. However, this study reveals that Datu Montong Cawag IP School faces persistent challenges common among Indigenous education settings. Resource limitations severely restrict access to quality classrooms, learning materials, and technological support. The geographic isolation of the community exacerbates difficulties in securing educational resources and infrastructure development. Additionally, socio-economic hardships within the Indigenous population contribute to high dropout rates and irregular attendance.

Table 01: Challenges Faced by Teachers

Core Ideas	Emerging Themes	Major Themes	Stakeholder Quotes
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Overcrowded classrooms and limited resources	Difficulty in classroom management	Instructional and Resource Challenges	"With too many students and few materials, it's hard to give everyone attention." – Teacher
Lack of professional development and Indigenous pedagogy	Need for ongoing training	Professional Competency Gaps	"We lack training specific to Indigenous learners, which affects our teaching." – Teacher
High workload and stress	Managing administrative tasks and new curriculum demands	Teacher Stress and Burnout	"Paperwork and new programs make teaching exhausting." – Teacher
Inadequate number of qualified teachers to meet student enrollment demands.	Accessibility and equity concerns stemming from teacher scarcity in marginalized communities.	Teacher Shortage as a Barrier to Quality Education	"We face difficulties managing classrooms effectively because there aren't enough teachers, and sometimes I have to teach multiple grade levels at once." – Teacher

Due to insufficient formal preparation, teachers struggle with balancing mandated curriculum requirements and the need for culturally relevant content. This instructional mismatch sometimes results in inconsistent lesson delivery and diminished student engagement. Research supports the importance of structured, culturally aware training programs to equip teachers with the tools to foster meaningful learning experiences among Indigenous students [15]. Furthermore, coping with workload stress and resource scarcity intensifies these challenges, emphasizing the need for ongoing professional development, peer support networks, and institutional mentorship to enhance teacher efficacy and student outcomes. This analysis parallels findings in Indigenous education research emphasizing the necessity of professional development tailored to Indigenous contexts to improve educational quality and equity [16]. An author [17] document how Indigenous Peoples Education (IPeD) implementation faces issues including limited teacher training tailored to Indigenous learners, constrained resources, and challenges in addressing learner diversity. Teachers report insufficient preparedness and high workload stress, echoing the quote: "Paperwork and new programs make teaching exhausting." An author [18] highlight that many teachers lack adequate professional development and specialized skills critical to inclusive and Indigenous pedagogy, leading to diminished instructional quality and teacher burnout.

Table 02: Challenges Faced by the Parent-Teacher Association (PTA)

Core Ideas	Emerging Themes	Major Themes	Stakeholder Quotes
Limited financial resources	Fundraising difficulties	Funding and Support Constraints	"Raising funds for school projects is a constant struggle." – PTA Officer
Coordination issues	Lack of organized community involvement	Organizational and Mobilization Challenges	"We need better coordination to unite parents for school improvement." – PTA Member
Communication gaps with school personnel	Difficulty in keeping parents informed	Home-School Collaboration Issues	"Sometimes parents are not updated about school events or needs." – PTA Member

These insights reflect the nuanced and multifaceted challenges faced by Parent-Teacher Associations (PTAs) in Indigenous and resource-limited communities. Beyond the tangible barriers like financial constraints and logistical coordination, PTAs often grapple with deep-rooted cultural and structural difficulties in fostering meaningful parental engagement. Language barriers, time constraints related to subsistence livelihoods, and historical marginalization contribute to a sense of alienation among Indigenous parents, limiting their active participation and voice in school governance. This creates a complex dynamic where the PTA struggles not only with resource mobilization but also with building trustful, culturally respectful partnerships essential for school improvement. These findings align with broader studies on Indigenous parental engagement, which identify language barriers, time constraints due to subsistence livelihoods, and historical marginalization as underlying factors limiting participation [19,20]. Effective PTA functioning in such contexts thus requires culturally responsive engagement strategies, flexible timing for meetings, and inclusive decision-making processes to foster trustworthy and respectful relationships between parents and schools. This empowers Indigenous parents, strengthens community ties, and enhances school improvement initiatives. These challenges underscore the critical need for culturally responsive engagement strategies, capacity-building initiatives, and systemic supports that empower Indigenous parents and communities. By incorporating culturally relevant communication methods, flexible meeting schedules, and inclusive decision-making models, PTAs can better harness community strengths and foster collaborative action. This approach not only strengthens school-community ties but also aligns with best practices identified in Indigenous education research globally, which emphasize respect for cultural identity and community leadership as vital to educational equity and success. Such comprehensive understanding highlights that addressing PTA challenges requires integrative efforts encompassing policy reform, community empowerment, and sustained institutional commitment to equity and inclusion. These insights pave the way for more effective, culturally grounded interventions that elevate the voices and agency of Indigenous parents, fostering educational environments where all stakeholders contribute meaningfully to learners' growth and success. These insights are also supported by studies addressing Indigenous parents' challenges in educational engagement. An author [21] explored the educational challenges faced by Batak Indigenous parents in the Philippines, identifying time constraints, logistical difficulties, cultural and language barriers, and financial limitations as significant obstacles to meaningful participation in school activities. These barriers often result in reduced parental support and engagement, which adversely affects Indigenous learners' educational outcomes. The study emphasizes the necessity of culturally sensitive engagement strategies and flexible communication methods to empower Indigenous parents and foster collaborative school-community relationships. These findings underscore that effective Indigenous education requires systemic reforms that respect cultural identities and promote inclusive, community-driven educational practices.

Table 03: Challenges Faced by the Community

Core Ideas	Emerging Themes	Major Themes	Stakeholder Quotes
Geographic isolation and transportation	Accessibility issues for students	Access Barriers	"Many students walk long distances or miss school because of the distance." – Community Leader
Socio-economic hardships	Poverty leading to irregular attendance	Socio-economic Challenges	"Families prioritize work over school attendance due to financial needs." – Parent Representative

Challenges faced by Indigenous communities in accessing quality education are multifaceted, encompassing geographic, socio-economic, and cultural dimensions. Geographic isolation and

inadequate transportation significantly hinder students' ability to consistently attend school, as noted by a community leader who remarked, "Many students walk long distances or miss school because transport is scarce." Socio-economic hardships compound these access issues. Poverty forces families to prioritize work over education, contributing to irregular attendance, with a parent representative stating, "Families prioritize work over school attendance due to financial needs." These challenges echo findings from studies on Indigenous education globally. An author [22] highlights that Indigenous learners face systemic barriers including transportation difficulties, economic hardship, and culturally irrelevant curricula that undermine their educational success. The study recommends culturally responsive curricula, community-based support, and infrastructure improvements to bridge these gaps and promote equitable education for Indigenous peoples. The challenges faced by Indigenous communities related to geographic isolation and transportation, as well as socio-economic hardships impacting student attendance and access to education, are well documented. Batak Indigenous community experiences specific barriers due to geographic isolation and poverty, resulting in lower literacy rates and high dropout rates [23]. Geographic isolation limits access to reliable transportation, forcing many students to walk long distances or miss school, as expressed by community leaders and parents. Socio-economic hardships compel families to prioritize work over education, contributing to irregular attendance and reduced engagement. These findings are consistent with research emphasizing the need for targeted infrastructure investments, including accessible transportation and school facilities, as well as economic support programs to alleviate attendance barriers in Indigenous communities [24]. The Department of Education's Last Mile Schools Program in the Philippines also specifically addresses these challenges by focusing on remote, resource-limited schools with Indigenous learners, aiming for improvements in infrastructure, learning resources, and teacher allocation. Stakeholders at Datu Montong Cawag IP School including parents, teachers, and community members—express strong aspirations focused on enhancing the educational environment despite existing challenges. They desire equitable access to quality learning facilities, culturally relevant curricula, and improved instructional resources that reflect and respect Indigenous knowledge systems. The Parent-Teacher Association (PTA) emphasizes collective responsibility in resource mobilization and community collaboration, aiming to provide supportive, well-equipped learning spaces. Teachers aspire for professional development opportunities that equip them with Indigenous pedagogy skills essential for meaningful student engagement and instructional effectiveness. School leaders and the broader community seek strengthening partnerships with local government units and other stakeholders to sustain facility improvements and educational programs. There is a shared commitment to fostering a collaborative school culture that values active involvement, promotes student success, and honors cultural identity. Stakeholders also emphasize the importance of transparency, mutual respect, and continuous dialogue as pillars of their cooperative efforts toward educational equity. Together, these aspirations illustrate a community-driven vision for an inclusive, sustainable educational environment that nurtures Indigenous learners' academic achievement and holistic development. This collective vision highlights the potential of stakeholder engagement as a catalyst for school improvement and serves as a foundation for policy and program interventions responsive to localized needs and cultural contexts. In response to the multifaceted challenges identified from insufficient learning facilities and resource scarcity to cultural disconnects and socio-economic hardships, stakeholders at Datu Montong Cawag IP School have developed adaptive coping strategies grounded in community resilience and collaboration. Teachers employ peer support networks and leverage online resources to supplement limited training, often engaging in self-directed learning to improve instructional delivery. They creatively use multimedia and localized materials to make lessons culturally relevant despite curriculum gaps. Parents and the PTA mobilize community fundraising and organize collaborative efforts with local officials to address resource deficits while navigating financial constraints. The broader community addresses geographic and transportation barriers through informal arrangements such as shared rides,

build dormitory near school and walking groups to facilitate student attendance. Cultural strengths are harnessed by integrating Indigenous knowledge in school events and maintaining community dialogues to bridge the curriculum-culture gap. Stakeholder aspirations emphasize strengthening partnerships among educators, parents, and local government for sustainable facility improvements and culturally aligned education. These collective coping mechanisms demonstrate the community's agency and commitment to advancing educational opportunities despite systemic limitations. Institutionalizing these approaches through formal support, capacity-building, and policy attention can amplify their impact, fostering an inclusive education environment responsive to the unique needs of Indigenous learners. This holistic coping framework highlights the importance of locally led, culturally informed solutions combined with sustained external support to overcome persistent educational challenges in marginalized Indigenous settings.

4. CONCLUSION

This study highlights the critical challenges faced by Datu Montong Cawag IP School in providing quality education to Indigenous learners, particularly due to deficiencies in learning facilities, resource scarcity. By engaging key stakeholders through a community-based assessment, the research captures their lived experiences, aspirations, and responses, revealing crucial gaps in infrastructure, materials, and teacher preparation. The findings underscore the detrimental impacts of geographic isolation, socio-economic hardships on student engagement and achievement. Despite these obstacles, the study reveals a strong collective commitment among parents, teachers, administrators, and community members to collaboratively address these challenges. Their shared aspirations emphasize the importance of culturally responsive curricula, specialized teacher training, enhanced resource mobilization, and multi-sector partnerships to improve the educational environment sustainably. Overall, this research advocates for localized, culturally grounded interventions that support inclusive education and educational equity for Indigenous communities. Emphasizing the value of community participation and respect for Indigenous knowledge systems, the study offers actionable insights to guide policymakers, educators, and local government units in fostering educational improvements that honor the cultural identity and learning needs of Indigenous students at Datu Montong Cawag IP School. The collaborative approach demonstrated here serves as a model for addressing similar challenges in other marginalized Indigenous educational settings.

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