EXPLORING STAKEHOLDERS ENGAGEMENT IN SCHOOL DEVELOPMENT: A MIXED METHODS INVESTIGATION OF INSIGHTS AND STRATEGIES

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ABSTRACT
This study uses an exploratory mixed-method design to investigate how stakeholders are involved in school development. The method consists of a qualitative phase that is followed by a quantitative phase. Its precise objectives were to create, grow, and assess the stakeholder engagement scale's aspects in school development. Ten stakeholders took part in the in-depth interview during the qualitative phase. The interview yielded four themes: the significance of stakeholder engagement; ways for engaging stakeholders; obstacles and difficulties; and suggestions for enhancement, rather than rating measures. Based on the findings of the interview, a new 26-item stakeholders' scale was also created. Three hundred questionnaire responses were examined for exploratory factor analysis (EFA) during the quantitative phase. Five fundamental aspects of stakeholders' involvement in school development were shown by the results. The development of a 17-item questionnaire covering the dimensions of stakeholders' engagement in school development resulted in the development of four themes: the importance of stakeholder engagement (4 items), strategies for stakeholder engagement (3 items), challenges and barriers (6 items), and recommendations for improvement (4 items). In order to enhance schools, this study advised school administrators to stress the value of developing cooperative relationships with stakeholders, such as teachers, parents, students, and community members. It is also recommended that fostering a culture of trust, open communication, and shared responsibility among stakeholders can enhance engagement and collaboration. Involving stakeholders in decision-making processes, recognizing and valuing their contributions, and building strong community partnership are key strategies for promoting school improvement and achieving positive educational outcomes.

Keywords: *Stakeholders Engagement, School Development, Exploratory Sequential Design, Factor Analysis, Municipality of Makilala, Philippine*

INTRODUCTION

In an era characterized by rapid globalization and technological advancements, the dynamics of education systems across the globe have been evolving at an unprecedented pace. The emphasis on holistic development, inclusive education, and participatory governance has underscored the significance of stakeholder engagement in shaping the future of educational institutions. Globally, stakeholders, ranging from policymakers and educators to parents and community members, play pivotal roles in influencing school development initiatives. Their collective insights, experiences, and strategies have the potential to foster environments conducive to academic excellence, social integration, and sustainable growth.

Historically, the discourse on stakeholder's engagement in education has transcended geographical boundaries, reflecting a shared aspiration for quality education and equitable opportunities for all learners. The global commitment to improving stakeholder collaboration in education is shown by initiatives like the Sustainable Development Goal 4 of the United Nations Educational, Scientific, and Cultural Organization (UNESCO), which focuses on guaranteeing inclusive and equitable quality education for all. Moreover, international educational frameworks and conventions, such as the Education 2030 Framework for Action, emphasized the imperative of fostering partnerships among stakeholders to address emerging challenges and capitalize on opportunities in the education landscape.

While the global narrative provides a broad perspective on stakeholder engagement in education, it is essential to contextualize these insights within specific regional, national, and local contexts. In other countries the complexities of stakeholders' dynamics in school development present unique opportunities and challenges that necessitate context-specific investigations. The interplay between cultural norms, policy frameworks, institutional structures, and community expectations shapes the strategies employed by stakeholders to contribute to school development initiatives. Understanding these intricacies requires a nuanced exploration that integrates quantitative and qualitative research methodologies to capture the multifaceted dimensions of stakeholder engagement.

In the global setting, one pressing problem is the lack of effective stakeholder engagement in school system, leading to suboptimal educational outcomes and limited community involvement. With this, educational disparities have been exacerbated by the COVID-19 pandemic, and the need for inclusive and collaborative approaches to education has become even more critical (Thompson E. 2022). However, many educational institutions try to provide an effective and meaningful learnings despite of educational challenges. Truly speaking, according to Lee J. (2020) the total educational experience and student outcomes may suffer significantly from a lack of stakeholder engagement in a school setting. One of the negative consequences is a decline in academic performance and school improvement efforts due to absence of collaborative decision-making and shared ownership of educational goals.

Moreover, the study by Johnson S. (2021) IN England suggest that the active stakeholder engagement in schools can have a profound impact on various aspects of the educational system, leading to improve student outcomes, enhanced school performance and strengthened community connections.

As reported by a study of the University in London (2021), the study found that the majority of stakeholders in London University are supportive of the university's direction (60%). However, there are small but vocal minority of stakeholders who are resistant to the university's direction (10%). The study also found out that there are a number of stakeholders who are unaware of the university or its activities (10%). In similar vein, as reported by a study of Alcock, et al. (2019), according to the report, stakeholder involvement benefits Asian schools, with student success seeing the biggest boost (60%), another positive impacts include increased teacher motivation (55%), enhanced school climate (50%), increased parental involvement (45%), and improved community relations (40%).

Meanwhile, the Department of Education in the Philippines believed stakeholder engagement can help to enhance community relations. When the community involved in the school, they are more likely to support the school and to contribute to the school's success. This can lead to improved resources for the school and a better understanding of the school's needs, Davies, B. (1999). Indeed, the study by Lorenzo Tiongson (2023) found that stakeholder engagement was more effective when was done in a way that was inclusive and participatory. When stakeholder felt that they were being listened to and that their voices were being heard, they were more inclined to support the school's objectives and participate in its events.

The research study titled "Exploring Stakeholder Engagement in School Development: A Mixed Methods Investigation of Insights and Strategies" seeks to bridge the gap between global perspectives and local realities by conducting a comprehensive investigation into stakeholder engagement practices in the Philippines. By employing a mixed-methods approach, this study aims to elucidate the underlying factors influencing stakeholder engagement, identify effective strategies for fostering collaboration, and provide actionable insights for policymakers, educators, and community leaders. By contextualizing the global discourse on stakeholder engagement within the unique socio-cultural, economic, and educational landscape of Makilala, North Cotabato, this research contributes to the broader dialogue on enhancing school development initiatives through inclusive and participatory governance.

FRAMEWORK

The study is anchored on Management Theory of Bryson, J. M. (2004). The theory views the organization as a collection of stakeholders who have a vested interest in its success. This theory argues that organizations should be managed in a way that takes into account the needs and interests of all stakeholders, not just the shareholders. Another theory from Suchman, M. (1995) is the Theory of Legitimacy, it argues that organizations engage stakeholders in order to gain legitimacy in the eyes of those stakeholders. It often associated with organizations seek to engage stakeholders to establish and maintain legitimacy. The theory suggests that organization engage with

stakeholders as a strategic approach to ensure that their activities are seen as credible, socially acceptable, and deserving of support.

In addition, the theory of Pfeffer, J. (1992) which is the Theory of Power also argue that organizations engage stakeholders in order to ensure that they do not lose power or control. This theory highlights the strategic nature of the stakeholder as a means to safeguard an organization's position, resources, and decision-making authority. The underlying premise is that organizations recognize the potential impact of stakeholders on their operations and seek to manage these relationships to prevent any loss of power.

Moreover, the Theory of Dialogue by Bingham, L. B. (2007), claim that organizations engage stakeholders in order to build relationships and trust. This theory emphasizes that organizations engage stakeholders not only for transactional purposes but to build relationships and trust. By facilitating open and meaningful conversations, organizations can create environment of collaboration, shared understanding, and mutual benefit. This theory underscores the importance of dialogue as a foundational element in effective stakeholder engagement, leading to more harmonious and productive relationships.

Furthermore, the Theory of Learning by Argyris, C., & Schon, D. A. (1996) argue that organizations engage stakeholders in order to learn from them and improve their decision-making. This theory emphasizes the idea that stakeholder possess diverse expertise, experiences, and information that can enhance an organization's understanding of complex issues and aid in making more informed choices. In essence, the theory suggests that stakeholder engagement serves as a mechanism for organizational learning and continuous improvement.

The absence of stakeholder engagement in schools can contribute to increased crime and violence within educational settings. When stakeholders feel disconnected or disinvested in a school's goals and mission, they are less likely to actively support and participate in creating a safe and nurturing environment. Gottfredson, D. C., Gottfredson, G. D., & Skroban (2001) suggest that this lack of engagement may result in stakeholders being more prone to engaging in criminal behavior or resorting to violence. Therefore, fostering active stakeholder participation is not only essential for enhancing educational outcomes but also for promoting a safe and positive school climate

METHODS

Research Design

A mixed method research strategy was used for this investigation. A mixed method approach to theory and practice employed a variety of viewpoints, stances, and concepts to solve the issue being studied (Creswell, 2014). Furthermore, within the same study, mixed methods research used qualitative and quantitative data gathering and analysis techniques (Creswell and Clark, 2017). In addition, this research strategy integrated qualitative and quantitative data to offer a more thorough and improved response to a research question. A survey of stakeholders, including parents, teachers, administrators, and community members, was used to gather the quantitative data. The survey asked stakeholders about their perceptions of stakeholder engagement in school development,

the strategies they used to engage with schools, and the challenges and barriers they faced.

Respondents

The school administrators, teachers, stakeholders and other community members in public education institution in the Municipality of Makilala, Region 12 were the respondents of this study. Using the Slovin's formula to compute the sample size, a total of 300 stakeholders were selected using the stratified sampling technique.

Instrument

During the qualitative phase, the researcher created an interview guide with the goal of defining the essential elements of stakeholder participation in school growth and investigating potential improvement solutions. The participants received guarantees that the information they provided would remain private and that the investigation would not use their names. The survey questionnaire was constructed based on the themes that emerged following the retrieval of the responses, encoding, analysis, and development of the material. The responses to this questionnaire, which was distributed in person, were gathered. After the collection of responses, these responses were analyzed and interpreted. This resulted in identifying the key dimensions of stakeholder engagement in school development and exploring the strategies that could be used to improve stakeholder engagement. Three hundred sets of survey questionnaires were used in the quantitative component to collect data from the respondents. The tools were submitted to content validity by five experts and thereafter were pilot tested to establish its reliability.

Data Analysis

Thematic content analysis is one of the data analysis techniques used in the exploratory sequential design phase to address the research objectives. A pattern or trends that can be inferred from particular answers. This analysis of stakeholder engagement in school development determined stakeholders' lived experiences. Exploratory factor analysis is also utilized in the quantitative phase to determine the important components of stakeholder involvement in school development and to look into possible ways to increase stakeholder involvement. The Bartlett's test of sphericity and the Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy were used to make sure the 26-item survey questionnaire could be examined for factor analysis.The Extraction Method used was Principal Axis Factoring, which is a technique to extract underlying factors from a set of observed variables. After extracting these factors, they were rotated using the Promax rotation method with Kaiser Normalization. Promax rotation is an oblique rotation that allows factors to be correlated with each other, while Kaiser Normalization adjusts the rotated factors to enhance interpretability rate level of association.

RESULTS AND DISCUSSION

Emerging Themes of Exploring Stakeholders Engagement in School Development.

The importance of stakeholder engagement, strategies for engagement, challenges and barriers, and recommendations for enhancing stakeholder engagement in school development are the main themes that come out of in-depth interviews and focus groups with chosen public school administrators, teachers, and other stakeholders in the Municipality of Makilala.

Importance of Stakeholders Engagement. Most of the participants claimed that stakeholders' engagement is very crucial in school development. Stakeholders drive positive change by working together to develop customized solutions for the unique context of the school community. Customized solutions allow schools to address specific needs and challenges, ensuring relevance and effectiveness. Similarly, collaborative problem-solving enhances the quality of education and fosters a sense of ownership and commitment among stakeholders. In addition, Stakeholders supplement the school's limited resources ensuring holistic development and values-based education. The external support from stakeholders can bridge resource gaps, enriching the educational environment, and the collective effort towards resource allocation promotes holistic development and a values-based approach to education. These are evident in the following quotes from the participants:

Stakeholder engagement is significant in tailoring solutions, by working together to develop solutions that are customized to the unique context of school community, stakeholders and school leaders can drive positive change and improve outcomes for all students. (IDI_P1)

Stakeholder engagement is essential in school development because stakeholder can supplement the school limited resources.
(IDI_P2)

As a constituent of the religious community in this place, I would like to point out that the religious sector's involvement as a stakeholder in school development supports values-based education by enabling schools to establish a supportive and welcoming learning environment that fosters each student's holistic development and well-being. (IDI_P3)

Stakeholder can provide financial support to school development, which allows schools to organize and fund extracurricular programs. Therefore, stakeholder engagement has significant role in school development.
(IDI_P 6)

Meanwhile, many of the participants claimed that the student perspective is crucial to tailor educational experiences meeting their needs. Incorporating student input ensures that educational strategies are relevant, engaging, and effective. A student-centric approach fosters a supportive and inclusive learning environment, enhancing student engagement and success. A student-centric approach enhances student engagement, motivation, and success by creating meaningful, relevant, and authentic learning experiences that connect classroom learning with real-world contexts, challenges, and

opportunities. Schools can stimulate curiosity, creativity, critical thinking, problem-solving, communication, and collaboration skills in students by implementing active learning, inquiry-based learning, collaborative learning, and project-based learning experiences. This will set them up for success in school, the workplace, and life in general. These opinions expressed by the participant quotes, which are examined below:

As a student, the student perspective is crucial in school development because it ensures that the educational experience is tailored to meet students' needs. (IDI_P4)

For me as a student leader and a stakeholder of this institution, the open and clear communication between the school and community enables stakeholders and school leaders to identify and address issues proactively. (IDI_P10)

Research studies have consistently highlighted the transformative impact of stakeholder engagement on school development. The significance of establishing solid partnerships between schools, families, and communities is emphasized in Epstein's book, "School, Family, and Community Partnerships: Preparing Educators and Improving Schools," which highlights how cooperative efforts between stakeholders can favorably impact student achievement, school improvement, and community development.

Similarly, Bryk and colleagues' research in "Organizing schools for improvement: Lessons from Chicago" underscores the significance of stakeholder engagement in school improvement initiatives. Their findings suggest that when schools actively involve stakeholders in decision-making processes and improvement efforts, they are more likely to achieve sustainable improvement and enhanced student outcomes.

Sanders' research in "Schooling in the age of austerity: Urban education and the struggle for democratic life" explores the challenges and opportunities of urban education in the context of austerity measures and emphasizes the importance of stakeholder engagement in advocating for equitable, quality education, fostering democratic participation, and promoting social justice within schools and communities. Additionally, in "A new wave of evidence: The impact of school, family, and community connections on student achievement," Henderson and Mapp provide convincing data that highlights the beneficial effects of strong school, family, and community ties on student engagement, achievement, and well-being. Their research underscores the importance of stakeholder engagement in creating supportive, inclusive, and collaborative learning environments that promote student success and school improvement.

Furthermore, in order to improve student learning, motivation, and accomplishment, strong partnerships between schools and families are crucial, as Baker's systematic review in "The role of parents in school engagement: A systematic review" shows. Baker considers the role of parents in school engagement. His research emphasizes the importance of engaging parents and other stakeholders in collaborative efforts to support and enhance school development and student success. In conclusion, these studies collectively emphasize the critical role of stakeholder engagement in shaping the future of education, fostering collaboration, innovation, and continuous improvement, and empowering schools to thrive, evolve, and achieve excellence in

providing quality education and nurturing supportive learning environments for all students.

Strategies for Engagement. Most of the participants claimed that Tailored communication methods and inclusive decision-making processes serve as the foundational elements for effective stakeholder engagement in school development. Tailoring communication methods involves adopting personalized approaches to reach diverse stakeholders, understanding their unique needs, preferences, and communication styles, and utilizing various channels and formats to foster clear, transparent, and meaningful dialogue. This personalized communication fosters trust, empathy, and mutual understanding among stakeholders, building stronger relationships, enhancing collaboration, and ensuring that information is relevant, timely, and actionable, promoting engagement, participation, and support for school initiatives, programs, and policies. The quotes from the participants that follow demonstrate this:

"By employing tailored communication and inclusive decision-making processes with flexible approaches". (IDI_P1)

"Taking steps towards addressing the various opinions and needs of each stakeholder group through engaging with them". (IDI_P8)

Moreover, the participants revealed that by adopting a flexible and responsive approach to engagement, schools can proactively identify, address, and overcome obstacles, leveraging the collective knowledge, skills, experiences, and resources of diverse stakeholders to develop innovative solutions, strategies, and initiatives that promote collaboration, unity, and shared commitment to achieving common goals and desired outcomes. This adaptive engagement fosters resilience, adaptability, and unity among stakeholders, promoting a culture of mutual respect, trust, openness, and shared responsibility, cultivating a supportive, inclusive, and harmonious learning environment where all members of the school community are valued, respected, and empowered to contribute to the collective success and well-being of the school and its students. These opinions expressed by the participant quotes, which are examined below:

Stakeholders adapt their engagement strategies to tackle a range of challenges and priorities in the school development process. (IDI_P2)

Stakeholders focus on common goals to foster collaboration and achieve positive outcomes within schools. (IDI_P3)

Furthermore, Open dialogue, conflict resolution, and mutual respect are key to foster collaboration and unity among stakeholders. Fostering open dialogue promotes transparency, communication, and understanding, creating opportunities for stakeholders to express their viewpoints, share insights, and co-create solutions, fostering trust, collaboration, and shared ownership of school development and improvement efforts. Implementing conflict resolution strategies and fostering a culture of mutual respect and appreciation for diversity and inclusivity enhances interpersonal relationships, minimizes misunderstandings and disputes, and promotes cooperation, teamwork, and synergy among stakeholders, ensuring that differences are acknowledged, valued, and leveraged

as strengths to enrich collaboration and unity in achieving common goals and fostering positive change in school development and community engagement.

According to Epstein's work in "School, family, and community partnerships: Preparing educators and improving schools" emphasizes the importance of tailored communication, adaptive engagement, and open dialogue and respect in building strong partnerships between schools, families, and communities. Her research highlights how collaborative efforts between stakeholders can positively impact student achievement, school improvement, and community development. While there is strong evidence to support the beneficial effects of strong school, family, and community connections on student achievement, engagement, and well-being, Henderson and Mapp's report, "A new wave of evidence: The impact of school, family, and community connections on student achievement," also provides this information. Their research underscores the importance of tailored communication, adaptive engagement, and open dialogue and respect in creating supportive, inclusive, and collaborative learning environments that promote student success and school improvement.

Challenges and Barriers. Most of the participants claimed that language differences, technological limitations, and poor dissemination of information hinder effective stakeholder engagement. Inadequate communication channels and practices can foster confusion, uncertainty, and mistrust among stakeholders, hindering their ability to stay informed, engaged, and empowered to contribute to school initiatives and decision-making processes.

In addition, most participants revealed that financial constraints may restrict stakeholders' capacity to contribute time, resources, and support to school activities and programs. Competing priorities, such as work commitments, personal obligations, and other responsibilities, can also divert attention and energy away from active engagement in school-related matters. Additionally, family responsibilities, including childcare, caregiving, and household duties, may further constrain stakeholders' availability and capacity to participate in school events, meetings, and decision-making processes.

Moreover, most of the participants claimed that cultural norms, beliefs, traditions, and poor management in schools can significantly influence stakeholders' perceptions and interactions with institutions. Cultural factors shape stakeholders' values, attitudes, and expectations regarding education, affecting their engagement, participation, and support for school initiatives and programs. Beliefs and traditions may influence stakeholders' perceptions of educational practices, policies, and priorities, impacting their trust, satisfaction, and commitment to the institution.

Recommendations for Improving Engagement. A participant of the study claimed that creating a culture where stakeholders feel valued, empowered, and motivated is essential for the success of any school. Teachers, students, parents, and administrators are among the stakeholders who are more likely to actively participate in the school community and make constructive contributions when they feel valued and empowered. Encouraging their opinions and incorporating them in decision-making procedures cultivates a feeling of responsibility and dedication. Empowerment provides individuals with the tools, resources, and confidence to take initiative and innovate, leading to continuous improvement and growth. Moreover, motivating stakeholders

through recognition, support, and clear communication reinforces their dedication and enthusiasm, driving the school towards achieving its goals and ensuring overall success.

Research by Bryk, Sebring, Allensworth, Luppescu, and Easton (2010) titled "Organizing Schools for Improvement: Lessons from Chicago" highlights the importance of cultivating an engagement culture among stakeholders for school development. The study emphasizes that when schools actively involve teachers, parents, students, and administrators in decision-making processes and create a collaborative environment, it leads to improved student outcomes and overall school success. Engaging stakeholders fosters a shared responsibility for student learning and encourages collective efforts towards achieving educational goals. This collaborative approach not only enhances the quality of education but also strengthens the school community, promotes trust, and increases stakeholder commitment to the school's mission and vision (Bryk et al., 2010).

Additionally, most of the participant claimed that by providing clear information about school goals, priorities, expectations for engagement, and how stakeholders can contribute effectively is crucial for fostering a cohesive and collaborative school community. Stakeholders—teachers, students, parents, and administrators—can better coordinate their efforts and contributions when they are aware of the goals and expectations of the school.Clear communication of goals and priorities ensures that everyone is working towards a common purpose, promoting unity and shared responsibility. Moreover, outlining specific expectations for engagement empowers stakeholders to participate actively and contribute meaningfully to school initiatives and activities. By equipping stakeholders with the necessary information and guidance on how they can make valuable contributions, schools can enhance engagement, build trust, and create a supportive environment conducive to student success and overall school improvement.

According to Epstein (2018) titled "School, Family, and Community Partnerships: Preparing Educators and Improving Schools" underscores the significance of clear information sharing in stakeholder engagement for school development. The study emphasizes that transparent communication of school goals, priorities, and expectations to stakeholders, including teachers, parents, students, and community members, is essential for fostering meaningful partnerships and enhancing school effectiveness. Epstein (2018) argues that when schools provide clear and accessible information about their objectives and how stakeholders can contribute, it promotes understanding, collaboration, and shared ownership of educational outcomes. This proactive approach to information sharing not only strengthens relationships between the school and its stakeholders but also facilitates informed decision-making, encourages active participation, and ultimately contributes to the overall improvement and success of the school community.

Meanwhile, most of the participants claimed that establishing efficient communication systems that ensure transparency and facilitate the distribution of information tailored to stakeholders' needs is essential for fostering trust, collaboration, and engagement within a school community. By implementing transparent communication channels, schools can provide stakeholders, including teachers, students, parents, and administrators, with timely and relevant information that aligns with their specific interests and concerns. Tailoring communication to meet the diverse needs of stakeholders enhances understanding, promotes active participation, and strengthens

relationships between the school and its community members. Furthermore, efficient communication systems enable stakeholders to stay informed about school developments, initiatives, and opportunities, empowering them to make informed decisions and contribute effectively to school improvement efforts.

Research by Henderson and Mapp (2002) titled "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement" underscores the importance of clear information sharing in stakeholder engagement for school development. The study emphasizes that when schools establish transparent communication channels and share clear, accessible information with stakeholders, including teachers, parents, students, and community members, it leads to improved student outcomes and overall school success. Henderson and Mapp (2002) argue that effective communication and information sharing foster collaborative partnerships, enhance understanding, and promote shared responsibility for student learning and school improvement. This proactive approach to engaging stakeholders through clear information sharing not only strengthens relationships between the school and its community but also facilitates informed decision-making, encourages active participation, and ultimately contributes to creating a supportive and cohesive school environment conducive to student success and educational excellence.

Furthermore, most of the participants claimed that Fostering community partnerships, recognizing and celebrating stakeholder contributions, and involving them in decision-making processes are key strategies to enhance collaboration and strengthen the school community. By cultivating relationships with local organizations, businesses, and community members, schools can tap into valuable resources, expertise, and support that enrich educational experiences and opportunities for students. Recognizing and celebrating the efforts and contributions of stakeholders, including teachers, students, parents, and administrators, not only boosts morale and motivation but also reinforces a culture of appreciation and value within the school community.

Research by Bryk, Bender Sebring, Allensworth, Luppescu, and Easton (2010) titled "Organizing Schools for Improvement: Lessons from Chicago" highlights the significance of community partnerships in stakeholder engagement for school development. The study emphasizes that forging strong connections with community organizations, businesses, and local stakeholders can significantly impact school improvement efforts and student achievement. According to Bryk et al. (2010), community collaborations give schools access to priceless tools, resources, and knowledge that can improve curriculum, expand educational opportunities, and meet the many needs of children and families.

Construction of Stakeholder Engagement in School Development: Insights and Strategies Scale

The Stakeholders Engagement in School Development: Insights and Strategies Scale items are shown in Table 1 based on the participant narratives. The items were chosen based on how frequently they appeared in the qualitative interview replies. The exploratory factor analysis (EFA) data reduction approach was applied to this 26-item questionnaire. As a result, four criteria were determined based on the dimensions of the a priori qualitative study.

Table 1
Stakeholders' perceptions of Stakeholders Engagement in School Development Scale

ITEMS	
1	Stakeholders engagement (meaningful involvement of parents, teachers, and other community members) is essential for effective school development.
2	The voices and perspectives of all stakeholders should be considered when making decisions about school improvement.
3	Active stakeholder engagement leads to a more positive and supportive school environment for all students.
4	Schools that involve stakeholders in development processes are more likely to achieve their goals.
5	Increased stakeholder engagement requires significant time and resources, making it difficult to implement effectively.
6	Attending school board meetings.
7	Participating in parent-teacher conferences.
8	Volunteering in the classroom or school activities.
9	Serving on school committees or task forces.
10	Providing feedback on school policies and initiatives.
11	Participating in surveys or questionnaires about school improvement.
12	Attending community forums or events related to education.
13	Lack of communication and transparency from school leadership.
14	Limited opportunities for meaningful participation.
15	Time constraints and competing priorities.
16	Feeling disengaged or uninformed about school needs.
17	Lack of trust or confidence in school leadership.
18	Language or cultural barriers.
19	Feeling unwelcome or excluded from the decision-making process.
20	Schools should allocate more resources to support meaningful stakeholder engagement.
21	Developing online resources and communication channels would increase my willingness to participate in school decision-making.
22	The school should provide monthly updates on budget allocations and spending.
23	The school should hold evening meetings and online forums to accommodate diverse schedules.
24	The school should actively solicit feedback from stakeholders and share how it is being used.
25	The school should establish committees with representatives from various stakeholder groups.
26	The school should offer training to staff on stakeholder engagement practices.

Dimensions of Stakeholders Engagement in School Development: Insights and Strategies Scale

Testing a 26-item Stakeholders engagement in school development: insights and strategies scale. The Bartlett's test of sphericity and the Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy were used to make sure the construct could be evaluated for factor analysis. The sample size is more than sufficient for factor analysis, as evidenced by the KMO value of 0.911, which is "marvelous" by standard standards. According to Kaiser (1974), values higher than .5 should be accepted. According to Kaiser (1974), values between .5 and .7 are mediocre, values between .7 and .8 are good, and values between .8 and .9 are exceptional. The dataset's dependability for additional analysis is supported by this high KMO score, which indicates that the data is likely to produce distinct and trustworthy components.

A substantial p-value of.000, a huge chi-square value of 44097.110, and 4950 degrees of freedom were also obtained using Bartlett's Test of Sphericity.

These results indicate that the observed variables in the data are intercorrelated in a meaningful way, making them suitable for structure detection in factor analysis. The significant p-value confirms the presence of a strong correlation structure in the data, further supporting the validity of conducting factor analysis on this dataset.

Table 2
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.911
Bartlett's Test of Sphericity	Approx. Chi-Square	44097.110
	Df	4950
	Sig.	.000

It can be inferred from the preliminary analysis that the 26-item stakeholder engagement in school development questionnaire is appropriate and sufficient for factor extraction, making it eligible for factor analysis.

Derivation of the Number of Factor Structure.
Five characteristics of stakeholder engagement in school development were identified a priori using qualitative data analysis, which led to the construction of the factor structure.

Only 17 elements were found to be acceptable and meet the requirements, after which the factor loading values less than.4 were eliminated from the model and they were subsequently rotated and analyzed. This is followed by a rotation of the 17-item construct. Since the factors appear to be correlated with a coefficient above.90, indicating that the data is not considered to be orthogonal, the Promax rotation was used.

The pattern matrix employing Principal Axis factoring and the Promax rotation technique of Promax with Kaiser Normalization. The results show that the loading of the items in the five factors is more than.4. Filed (2005) provides support for the recommendation that a factor of.4 is required in order to get the desired factors. Additionally, it is evident that there is neither item cross-loading nor any loading at all, indicating that the items accurately reflect the elements they represent. It should be noted that loadings show how closely the variable and the factor match, with greater loadings designating the variable as the factor's representative (Hair et al., 1998).

Each item's item loadings to its factor show that factors and variables have enough correlation to be regarded as components of the factor. The EFA was utilized in the development of the five-factor model, which has 17 items and is displayed in Table 4: Importance of Stakeholder Engagement, Strategies for Stakeholder Engagement, Challenges and Barriers, and Recommendations for Improvement, with the goal of reducing classroom competition practices.

Final Version of Stakeholders Engagement in School Development.
The form shown in Table 3vis the final version of the instrument, which is the product of this study. Based on factor loadings on 26 items, the research raises a number of face validity concerns. Small coefficient items (less than.40) are eliminated. Hair et al.

(2010) provide support for the idea that components that lack meaning and are not representative of a factor can be eliminated from the model. Additionally, the researcher can specify the loading coefficient to only include items that best represent the factor; items with low coefficients might not be included in the factor structure.

A questionnaire on stakeholders' involvement in school improvement was created using EFA. There are four themes among the 17 components that make up this tool. The qualitative findings yielded these four topics. Four themes in total were developed: the importance of engaging stakeholders (four items), strategies for engaging stakeholders (three items), challenges and barriers (six items), and recommendations for improvement (four items). Below is the 5-point Likert scale, which goes from 5-stronly agree to 1-stronly disagree.

Table 3
Stakeholders' perceptions of Stakeholders Engagement in School Development Questionnaire

ITEMS

Importance of Stakeholders Engagement
1   Stakeholders engagement (meaningful involvement of parents, teachers, and other community members) is essential for effective school development.
2   The voices and perspectives of all stakeholders should be considered when making decisions about school improvement.
3   Active stakeholder engagement leads to a more positive and supportive school environment for all students.
4   Schools that involve stakeholders in development processes are more likely to achieve their goals.

Strategies for Stakeholders Engagement
5   Providing feedback on school policies and initiatives.
6   Participating in surveys or questionnaires about school improvement.
7   Attending community forums or events related to education.

Challenges and Barriers
8   Limited opportunities for meaningful participation.
9   Time constraints and competing priorities.
10 Feeling disengaged or uninformed about school needs.
11 Lack of trust or confidence in school leadership.
12 Language or cultural barriers.
13 Feeling unwelcome or excluded from the decision-making process.

Recommendations for Improvement
14 Schools should allocate more resources to support meaningful stakeholder engagement.
15 Developing online resources and communication channels would increase my willingness to participate in school decision-making.
16 The school should provide monthly updates on budget allocations and spending.
17 The school should offer training to staff on stakeholder engagement practices.

This study recommended that school administrators must emphasize the importance of creating collaborative relationships with stakeholders, including teachers, parents, students, and community members, to improve schools. It is also recommended that fostering a culture of trust, open communication, and shared responsibility among

stakeholders can enhance engagement and collaboration. Involving stakeholders in decision-making processes, recognizing and valuing their contributions, and building strong community partnerships are key strategies for promoting school improvement and achieving positive educational outcomes.

Table 4
Factor Correlation Test of Stakeholders Engagement in School Development: Insights and Strategies Scale

Factor Correlation Matrix

Factor	1	2	3	4
1 Importance of stakeholders engagement	1.000	.224	.037	.009
2 Strategies for stakeholders engagement	.224	1.000	.253	-.022
3 Challenges and Barriers	.037	.253	1.000	-.003
4 Recommendations for Improvements	.009	-.022	-.003	1.000

Extraction Method: Principal Axis Factoring.
Rotation Method: Promax with Kaiser Normalization.

The table above represent that there is a weak positive correlation (0.224) between factor 1 and factor 2, suggesting that these two factors might share some common variance or relationship. Additionally, there is a very weak positive correlation (0.037) between factor 1 and factor 3, and a moderate positive correlation (0.253) between factor 2 and factor 3. These correlations imply that factors 1 and 3 might be relatively independent of each other, while factors 2 and 3 exhibit a moderate level of association.

The Method used was Principal Axis Factoring, which is a technique to extract underlying factors from a set of observed variables. After extracting these factors, they were rotated using the Promax rotation method with Kaiser Normalization. Kaiser Normalization modifies the rotational components to improve interpretability, while Promax rotation is an oblique rotation that permits factors to be connected with one another.

IMPLICATIONS

The study's findings led to the following implications were drawn:
1. The emerging themes emphasize stakeholder engagement in school development, emphasizing ways for stakeholder engagement, obstacles and difficulties, and suggestions for improvement rather than ranking indicators.
2. The result derived from factor analysis indicates that the stakeholders' engagement in school has four factors that includes importance of stakeholders' engagement, strategies for stakeholder engagement, challenges and barriers, and recommendations for improvement, not ranking metrics.

3. Stakeholders' engagement in school development questionnaire has 17 items used to measure the stakeholders' engagement in school development.

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