



Collaboration and Partnership among Stakeholders towards Management of Public Elementary Schools

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Abstract

Stakeholder collaboration plays a crucial role in driving school improvement efforts. By bringing together diverse perspectives, expertise, and resources, collaboration can lead to innovative solutions, enhanced decision-making, and improved outcomes for students. Collaboration with stakeholders allows you to identify potential hazards in building good connection and manage relationships that can jeopardize your organization's relationship with the community. This study aimed to know the level of Collaboration and Partnership of Stakeholders Toward Management of Public Elementary School. this seeks to answer what is the perception of the respondents to the stakeholders' collaboration in terms of Collegial Collaboration, Community Collaboration; and Digital Collaboration and to what extent of observation is the stakeholders' partnership be described when it comes to Connective Partnership, Generative Partnership and Transformative Partnership. It also aimed to determine how is the school management with the presence of stakeholders be described when it comes to School Leadership, School Improvement Process, School-Based Resource and School Performance Accountability. Furthermore, it aimed to determine the significant relationship between the level of stakeholders' collaboration and partnership, as perceived by schools, and the effectiveness of school management practices and the significant relationship between the stakeholder's partnership and the school management. As a result, there is high level of perception of stakeholders' collaboration in terms of collegial collaboration with overall mean of (4.49), community collaboration having overall mean of (4.40) and digital collaboration with (4.32) in Tayabas East District. The respondents greatly observed the existing stakeholders' partnership in terms of connective partnership having overall mean of (4.38), generative partnership with the mean of (4.21), and transformative partnership with (4.30). In the respondents' perception to school management observed that it is manageable having overall mean of (4.42) in school leadership, (4.36) in school improvement process, school-based resources gained (4.37), and school performance accountability with (4.35) The hypothesis being posited is not supported, therefore, there is a significant relationship between the perception of stakeholders' collaboration and school management. The hypothesis being posited is not supported, therefore, there is a significant relationship between the perception of stakeholders' partnership and school management. It shows that the more the stakeholders collaborate and participate in the school activities, the more the school management be successful and learners gained positively from it.

Keywords

Collaboration, Partnership, Stakeholders, School Management

INTRODUCTION

Stakeholder collaboration has been shown to play a crucial role in driving school improvement efforts. By bringing together diverse perspectives, expertise, and resources, collaboration can lead to innovative solutions, enhanced decision-making, and improved outcomes for students. Collaboration with stakeholders allows you to identify potential hazards in building good connection and manage relationships that can jeopardize your organization's relationship with the community. Hendricks (2023) posited Stakeholder participations are beneficial for risk reduction since it makes easier development and enforcement of mitigation techniques.

Effective stakeholder collaboration in schools can yield numerous benefits, including increased stakeholder engagement and buy-in, improved communication and relationships, enhanced problem-solving and decision-making, and greater alignment of efforts toward shared goals. According to Paraiso (2022), increased in community involvement at school contributes to better academic performance. Students feel more motivated, attend school more regularly, and engage in more advanced programs when schools, parents, families, and communities work together to improve learning. In order to combat the school dropout problem, this involvement is essential, and fruitful collaborations encourage more ambitious academic objectives and actively involved children.

However, stakeholder collaboration can enhance school leadership practices, it can also present challenges and considerations for school leaders. These may include managing diverse perspectives and interests, fostering trust and communication among stakeholders, and balancing the need for collaboration with the need for timely decision-making and action. Olalowo (2021) mentioned that community members have been hesitant to participate in some of the school's expedited innovations since their skills were not being used in the areas in which they excel. Stakeholders also expressed worries about the difficulties of persuading other developmental partners whose theme focus would be critical to innovation sustainability.

Based from the concepts given above, the researcher decided to conduct this study to address some problems that the school is facing due to minimal assistance from other entities that can help the school in performing well. The researcher also noticed that there are gaps between administrators and teachers to achieve the school's mission and vision and sustain its capacity to perform well.

MATERIALS AND METHODS

The research design of this study was descriptive-correlational quantitative research design. This method allowed the gathering of measurable information provided by the respondents, and the data collected from the research instrument was also used as evidence to support the study's overall findings. Descriptive research shall be used as an indication to quantitative research designs. Through this, a thorough review and examination of the quantitative analysis on the schools' description of their stakeholders' collaboration, partnership, and the level of stakeholders' collaboration in their school management. The correlational method in the statistical analysis of the data is utilized to determine the significant relationship between the assessed collaboration of stakeholders in the school and the level of school management through School-Based Management.

The respondents of the study were the teachers and stakeholders of 10 schools of Tayabas East District – Division of Tayabas City. Internal stakeholders were the teachers within the school and external stakeholders were parents, Brgy. Officials, Brgy. Health Workers (BHW), Brgy. Nutrition Scholars (BNS), association of tricycle drivers or TODA, 4P's and other public and private sectors. They answered the self-made research instrument on the level of collaboration and partnership of the stakeholders in school management in Tayabas East District. The researcher utilized the random sampling technique. The respondents of this study were chosen randomly for them to have an equal chance to be the participant. The researcher uses this sampling to avoid sampling bias and, as a result, to aid in the interpretation of findings.

The researcher utilized a self-made questionnaire as the instrument to gather and collect information for the research study. The questionnaires were made for the assessment of the (1) schools' description of their stakeholders' collaboration; (2) schools' description of their stakeholders' partnership, and (3) the level of stakeholders' collaboration in school management. The instruments aimed to determine the existing relationship between the variables. The formulation of the instruments was based on the related literature and studies compiled by the researcher. Each portion were answered using a 5-point Likert Scale from (5) Strongly Agree, (4) Moderately Agree, (3) Agree, (2) Moderately Disagree, (1) Strongly Disagree. For validity, the instrument was submitted to professional experts for validation. For reliability, a pilot test for 30 non-participant respondents were distributed. The pilot test results were subjected to determine Cronbach's alpha to ensure consistency. For data authenticity, the questionnaire was distributed using a secure link that only the researcher and individuals in the study can access.

The instrument underwent an internal consistency test to assess the reliability of the data gathered during its pilot testing. As a result, the level of consistency of the validated research instrument in terms of Stakeholders Collaboration, the sub-variables were all higher than 0.7, and with reference to Stakeholders Partnership and School Management, the sub-variables were all higher than 0.9, which indicated that the statements used were acceptable, good, and excellent.

The researcher prepared a self-made research instrument and underwent validation by five experts in the field. Once the research instrument was validated, the researcher secured approval for the letter of request in the conduct of the study and administered the questionnaire with the target respondents from the Tayabas East District – Division of Tayabas City. Upon approval, the teachers and stakeholders were then selected as respondents since the study made use of non-probability purposive sampling. The collection of quantitative data from the respondents is accomplished. The researcher personally distributed the research questionnaire to the selected stakeholders. The researcher examined, categorized, assessed, tabulated, and evaluated the results from the participants and the use of statistical approaches. The researcher gave assurance to the teachers and stakeholder-respondents that strict confidentiality was used on their responses for this research.

The authors used the following statistical tool in the analysis of the data collected: Mean. This was utilized to determine the demographic profile, level of participation of stakeholders in school activities, and respondents' perception

in school management; Pearson-r coefficient. This was used to determine the significant relationship between the assessed collaboration and partnership of stakeholders in the school and the level of school management through School-Based Management; and Regression analysis. This was used to determine the domain of the spending behaviors and financial literacy that significantly influence the financial wellbeing of the respondents.

This study had put major concerns on the individuals who were in the custody of ethics. Hence, the authors ensured their safety, and the data gathered was treated with utmost confidentiality. The authors, therefore, followed ethical standards in conducting this study. They ensured that participation in this study was made from an informed position. They are most of all respected and should not take advantage of their weaknesses. Hence, the authors sought permission from the Schools Division Superintendent, the school principal, and stakeholders before the conduct of the data gathering. They also emphasized that participation in the conduct of this study is purely optional and voluntary. Likewise, they also ensured that the selection of the respondents was guided by the proper and universally accepted processes. The contributions and participations of the respondents were acknowledged by the authors.

RESULTS AND DISCUSSION

Perception of Stakeholders Collaboration

Table 1 shows the perception of stakeholders' collaboration in terms of *Collegial Collaboration*, *Community Collaboration* and *Digital Collaboration*. Among the three indicators, *Collegial Collaboration* got the highest mean of 4.49 with a verbal interpretation of observed, followed by *Community Collaboration* and *Digital Collaboration* with a mean of 4.40 and 4.32, respectively. Generally, the perception of stakeholders' collaboration of Tayabas East District is observed with an average mean of 4.40 and a standard deviation of 0.63.

Table 1 Perception of Stakeholders Collaboration

Subscales	Mean	SD	Verbal Interpretation
Collegial Collaboration	4.49	0.61	Observed
Community Collaboration	4.40	0.64	Observed
Digital Collaboration	4.32	0.64	Observed
Overall	4.40	0.63	Observed

According to research, strong collegial relationships significantly contributed to school improvement and success (Barth, 2020; Goddard, et.al. 2021; Jarzabkowski, 2021; Retallick & Butt, 2018). It was shown in different schools where the researcher conducted the study. In every upcoming event collegial collaboration is always present to achieve the school's goals even in the simplest program by having a meeting where teachers and non-teaching personnel were all gathered to plan, prepare, perform their duties and responsibilities. By doing those, the results of the event were successful.

In addition, collaboration between the government and the community is a different process than consulting or forming advisory boards. To be most effective, the highest level of government must be interested and committed to the process, there must be expectations of results from government, and all stakeholders must give it credibility. Collaboration within the community is a new way of thinking and acting. It has the potential to become a tool that more clearly identifies where knowledge resides, who is excluded and who is included in public policy formation, and why. The sharing of knowledge and power for policymaking among all key stakeholders - government, advocacy groups, front-line workers, and others - is at the heart of Community Collaboration (Government of Newfoundland and Labrador, 2019). The community collaboration in the schools where the researcher conducted the study were observed because parents, and other external stakeholders showed their active participation in different activities that could be beneficial for the growth and development of the school and the learners who were the first and main reason of their unwavering support.

Since today is a modern era where internet is part of our daily lives that gives a lot of help to make things easier, it is also applicable and a greater help in school settings. Schools nowadays are flexing their upcoming events, achievements, announcements, and other activities with the use of social media preferably their own face book account where everybody see its posts. It can easily catch the attention of everyone and manage to find stakeholders from public and private individuals or group. Using group chats or personal message, information can easily distribute. Asynchronous classes also developed and it is one way to alter the class if there were canceled face to face classes to show that education is doing its best to show parents and other stakeholders the quality education for the learners.

Perception of Stakeholders Partnership

Table 2 shows the perception of stakeholders' partnership in terms of *Connective Partnership*, *Generative Partnership*, and *Transformative Partnership*. Among the three indicators, *Connective Partnership* got the highest mean of 4.38 with a verbal interpretation of observed, followed by *Transformative Partnership* and *Generative Partnership* with a mean of 4.30 and 4.21, respectively. Generally, the perception of stakeholders' partnership of Tayabas East District is observed with an average mean of 4.30 and a standard deviation of 0.70.

Table 2 Perception of Stakeholders Partnership

Subscales	Mean	SD	Verbal Interpretation
Connective Partnership	4.38	0.68	Observed
Generative Partnership	4.21	0.71	Observed
Transformative Partnership	4.30	0.71	Observed
Overall	4.30	0.70	Observed

Connective partnership for the school community serves a similar function as an ecological approach (Flores, et. al. 2019). They intend to improve academic outcomes by enacting significant and long-term environmental changes in the school community where performance-related outcomes occur. A coalition to improve academic performance and motivation for the poor, for example, might try to change school policies, lower contribution fees, and expand access to services. Furthermore, at educational institutions, connective partnerships can take many different forms. These include consortia of academic providers, alliances among service agencies, coalitions of community individuals and groups, and grassroots and larger lobbying activities and initiatives (Rowe, 2021). Formal organizations having a financial interest (such as a consortium of academic providers) as well as individuals and grassroots organizations established in response to a recent incident or a local problem are examples of the many different shapes that partnerships can take. Connective partnership in some schools were participated by parents who dedicated their time and effort as reading partner. They have reading sessions with pupils whose reading performance is below its grade level. Most of the long-time stakeholders donated things like learning materials or personal things for learners that could help pupils be motivated in studying.

In schools where the researcher conducted the study, generative partnership shown when the school head and stakeholders came up with a plan or commitment for specific activity or school donation where the said activity or donation may beneficially best for students' well-being. Most of them were the LGUs like repair of specific parts of facilities in school premises, donation of water tank, hand washing facilities, etc.

In addition, A strong grasp of a market system and how relationships, conditions, and rules will be changed to enhance the system's overall performance is also expressed by transformative partnerships. Four pathways that alter a market system led to these changes (Aaronson and Sevier, 2021). In the schools, transformative partnership refers to those stakeholders who were continuously support the program of the school like feeding program, distribution of Colgate package from Bright Smiles, Bright Futures, and providing clean water so that the learners' welfare may continue to grow and its positive impact may lead the learners become more motivated, more interested, and excited to go to school every day.

Perception of School Management

Table 3 shows the perception of school Management in terms of *School Leadership*, *School Improvement Process*, *School-Based Resources* and *School Performance Accountability*. Among the three indicators, *School Leadership* got the highest mean of 4.42 with a verbal interpretation of managed, followed by *School-Based Resources*, *School Improvement Process*, and *School Performance Accountability* with a mean of 4.37, 4.36 and 4.35, respectively. Generally, the perception of stakeholders' partnership of Tayabas East District is observed with an average mean of 4.38 and a standard deviation of 0.58.

Table 3 Perception of School Management

Subscales	Mean	SD	Verbal Interpretation
School Leadership	4.42	0.57	Managed
School Improvement Process	4.36	0.57	Managed
School-Based Resources	4.37	0.57	Managed
School Performance Accountability	4.35	0.59	Managed
Overall	4.38	0.58	Managed

Successful school leadership necessitates a variety of distinguishing characteristics that aid the school in meeting its objectives at the student, teacher, and societal levels. Furthermore, when the staff trusts the leader, success can be achieved in all areas of the school. According to Hao and Yazdanifard (2015), if employees or community members trust their leaders, it indicates that the leaders are efficient and successful.

In the schools where the researcher conducted the study, it showed that the school leadership was managed since the two variables; stakeholders' collaboration and stakeholders' partnership were observed. And based on the different activities under each variable, it showed how school leadership was attained with the help of internal and external stakeholders. From the meeting of the teachers, planning, preparations, technical working groups, target stakeholders, procedures and execution, it only shown that school leadership was successful.

The school improvement process is a continuous improvement process that, in order to improve academic outcomes as well as student value (integral improvement), sets goals and activities that are in line with the reality of the educational center that implements it. Planning teams and leaders must engage workers and other stakeholders in the process and set priorities, goals, and strategies (Armstrong, 2020; Kotler & Murphy, 2019).

In the schools, since School Improvement Process is continuous process, the school leaders, teachers and stakeholders were planning thoroughly about different activities that are suited and may help improve the performance of the students academically and personally. These attributes considered the different welfare of the students like physical or sports activities, mental health, psychosocial and emotional welfare, improvement of school facilities so that learners could be safe and intellectual activities that help pupils think critically.

Heward (2021) discovered a highly significant positive relationship between school resources and academic performance. According to Heward (2021) schools with more resources outperformed schools with fewer resources.

In the schools where the researcher conducted the study, it was indeed a great help to teachers and learners once the resources were available in the classroom or in the school. The school may give adequate information in different

ways if school-based resources were present. Schools were thankful to the stakeholders who supports the learners by donating materials that they may use in studying or in teaching. Through the help of the materials, learners may easily pay attention on different strategies that teachers provide for their learnings.

The management of education's limited resources to ensure the wise use of those resources for the accomplishment of the declared educational goals is usually tied to accountability in the school system. Increased system efficiency is the outcome of controlling organizational indiscipline and enhancing service delivery through the integration of accountability into education management procedures. The administrator should understand that accountability is a crucial component of education that is entwined with subordinates within the organizational framework (Nakpodia & Okeimute, 2019).

Significance on the Relationship Between Stakeholders' Collaboration and School Management

Table 4 shows the Significance of the relationship between the stakeholders' collaboration and school management of public elementary schools at East District of Tayabas City Schools Division. The relationship between the two variables was tested using the Pearson-r coefficient. In the test of relationship between stakeholder's collaboration in terms of collegial collaboration, it showed that collegial collaboration has significant relationship in school management in terms of school leadership with r – value of 0.631, school improvement process with r – value of 0.590, school – based resources with r – value of 0.627 and school performance accountability with r - value of 0.560.

In the test of relationship between stakeholder's collaboration in terms of community collaboration, it showed that collegial collaboration has significant relationship in school management in terms of school leadership with r – value of 0.675, school improvement process with r – value of 0.650, school – based resources with r – value of 0.658 and school performance accountability with r - value of 0.599.

In the test of relationship between stakeholder's collaboration in terms of digital collaboration, it showed that digital collaboration has significant relationship in school management in terms of school leadership with r – value of 0.643, school improvement process with r – value of 0.639, school – based resources with r – value of 0.648 and school performance accountability with r - value of 0.574 therefore the null hypothesis that there is no significant relationship between stakeholders' collaboration and school management is rejected.

Table 4 Test of Relationship between Stakeholder's Collaboration and School Management

Stakeholder's Collaboration	School Management			
	School Leadership	School Improvement Process	School-Based Resources	School Performance Accountability
Collegial Collaboration	.631**	.590**	.627**	.560**
Community Collaboration	.675**	.650**	.658**	.599**
Digital Collaboration	.643**	.639**	.648**	.574**

** Correlation is significant at the 0.01 level (2-tailed).

Stakeholder collaboration was increasingly recognized as a cornerstone of effective school management, with research consistently showing a positive and significant relationship between the two. When stakeholders, including teachers, administrators, parents, and community members, came together in a spirit of collegiality, the synergy created can greatly enhance the functioning of a school. Collegial collaboration fosters an environment where ideas are shared, expertise is pooled, and decision-making becomes more inclusive. This not only leads to more informed and effective management decisions but also cultivates a sense of ownership and responsibility among stakeholders, thereby enhancing their commitment to the school's success.

Moreover, the advent of digital platforms has revolutionized stakeholder collaboration, enabling real-time communication, resource sharing, and data-driven decision-making. Digital collaboration tools facilitate seamless interaction among stakeholders regardless of their physical location, breaking down barriers and allowing for greater participation and engagement. Community engagement, another facet of stakeholder collaboration, brings in external perspectives, resources, and support, enriching the educational experience for students and bolstering the school's reputation. Altogether, these forms of collaboration synergize to elevate the status of school management, fostering a dynamic and responsive educational ecosystem that ultimately benefits the entire school community.

Cohen et al., 2019 emphasized the considerate the roles and tasks of each stakeholder is vital for making a broad and actual learning environment. As shown in the result above gives more evidence about the discovery of the complex nature of education, shedding information on the interrelation of all stakeholders.

Significance on the Relationship Between Stakeholders' Partnership and School Management

Table 5 shows the Significance of the relationship between the stakeholders' partnership and school management of public elementary schools at East District of Tayabas City Schools Division. The relationship between the two variables was tested using the Pearson-r coefficient. In the test of relationship between stakeholder's partnership in terms of connective partnership, it showed that it has significant relationship in school management in terms of school leadership with r – value of 0.661, school improvement process with r – value of 0.622, school – based resources with r – value of 0.617 and school performance accountability with r - value of 0.600.

In the test of relationship between stakeholder's partnership in terms of generative partnership, it showed that it has significant relationship in school management in terms of school leadership with r – value of 0.661, school improvement process with r – value of 0.664, school – based resources with r – value of 0.628 and school performance accountability with r - value of 0.600.

In the test of relationship between stakeholder's partnership in terms of transformative partnership, it showed that it has significant relationship in school management in terms of school leadership with r – value of 0.677, school improvement process with r – value of 0.710, school – based resources with r – value of 0.701 and school performance accountability with r - value of 0.685. Therefore, the null hypothesis there is no significant relationship between stakeholders' partnership and school management is rejected.

Table 5 Test of Relationship between Stakeholder's Partnership and School Management

Stakeholder's Partnership	School Management			
	School Leadership	School Improvement Process	School-Based Resources	School Performance Accountability
Connective Partnership	.661**	.622**	.617**	.600**
Generative Partnership	.661**	.664**	.628**	.600**
Transformative Partnership	.677**	.710**	.701**	.685**

** . Correlation is significant at the 0.01 level (2-tailed).

The relationship between stakeholder partnerships and effective school management was a pivotal factor in fostering an environment conducive to growth and success. Various forms of stakeholder partnerships, ranging from connective to transformative, play a vital role in shaping the trajectory of school management. Connective partnerships facilitated the establishment of networks and alliances among stakeholders, promoting collaboration and resource sharing. Generative partnerships go a step further by fostering innovative solutions to challenges, tapping into the collective creativity and expertise of diverse stakeholders. Transformative partnerships, on the other hand, aimed to enact systemic change, driving continuous improvement and evolution within the school management framework. Through these diverse forms of partnership, stakeholders were able to contribute their unique perspectives, skills, and resources, thereby enriching the management processes and outcomes of the school.

Collegial, community, and digital dimensions further augment the efficacy of stakeholder partnerships in enhancing school management. Collegial partnerships fostered a culture of mutual respect and collaboration among educators and administrators, fostering an environment where decisions are made collectively and informed by shared expertise. Community partnerships extended the reach of the school beyond its immediate boundaries, tapping into external resources, expertise, and support to enrich the educational experience and opportunities for students. Meanwhile, digital platforms provide a dynamic space for stakeholders to connect, communicate, and collaborate in real-time, transcending physical limitations and enhancing the efficiency and effectiveness of partnership initiatives. Together, these dimensions of stakeholder partnership converged to elevate the status of school management, fostering a culture of continuous improvement and innovation that ultimately benefits the entire school community.

CONCLUSION

Based on the result of this study, this conclusion has been drawn. There is high level of perception of stakeholders' collaboration in terms of collegial collaboration, community collaboration and digital collaboration in Tayabas East District. The respondents greatly observed the existing stakeholders' partnership in terms of connective partnership, generative partnership and transformative partnership. There is a high level of perception in school management when it comes to School Leadership, School Improvement Process, School-Based Resources and School Performance Accountability. The null hypothesis being posited is neglected, therefore, there is a significant relationship between the perception of stakeholders' collaboration and school management. Lastly, the null hypothesis being posited is neglected, therefore, there is a significant relationship between the perception of stakeholders' partnership and school management.

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DECLARATION OF CONFLICT

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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