Stakeholder Collaboration in School Improvement Planning toward Academic Excellence in Junior High Schools of Gomoa West and Central Districts, Ghana

*Emmanuel Erastus Yamoah, PhD
ORCiD: https://orcid.org/0009-0008-5015-5162
Department of Management Sciences, University of Education, Winneba, Ghana
Email: eeyamoah@uew.edu.gh

Mark Quansah, PhD
ORCiD: https://orcid.org/0009-0007-4713-4048
Department of Educ. Administration and Management, University of Education, Winneba, Ghana
Email: quansahmark@yahoo.com

*Corresponding Email: eeyamoah@uew.edu.gh

Abstract: This study examined the influence of stakeholder collaboration in school improvement planning (SIP) on students' academic achievement among public junior high schools in Ghana. Employing a quantitative correlational design, data was collected from 284 stakeholders, including head teachers, teachers, School Improvement Support Officers and School Management Committee members selected via the stratified random sampling. Stakeholder collaboration was measured using a validated 12-item Likert scale while student achievement was quantified by Basic Education Certificate Examination (BECE) pass rates for the 2022/ 2023 academic period. Pearson's product-moment correlation and simple linear regression analyses revealed a statistically significant positive relationship between stakeholder collaboration and students' academic achievement, underscoring the critical role of collaborative practices in enhancing improved educational outcomes. These findings suggest that strengthening stakeholder collaboration within the SIP process may lead to the improved academic performance, providing valuable empirical evidence for the Ghanaian educational context and indicating the need for further research into other factors that may influence student success.

Keywords: Academic achievement; collaboration; educational leadership; school improvement toward planning; academic performance; high schools.

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Introduction

The nexus between stakeholder collaboration and academic achievement in school improvement planning (SIP) has garnered significant attention as a critical factor for enhancing educational outcomes (Henderson & Mapp, 2002; Epstein, 2005; Sheldon, 2007; Guzman, 2022; Quansah & Yamoah, 2024). Collaborative practices are encouraged due to their potential to generate superior results compared to individual efforts (Gcelu, 2019). This synergy allows for the collective ownership of responsibilities that are often too challenging for one party to handle alone (Cameron & Green, 2019). The importance of collaboration in addressing complex issues related to performance improvement, social dynamics and institutional culture challenges that typically exceed the capacity of individual actors has been well-established (Jimerson & Wayman, 2012). Further research has reinforced collaboration as a

cornerstone for sustained school improvement (Fleming, 2013).

However, the effectiveness of collaboration depends on a clear understanding of how it works. Scholars emphasize the importance of clearly defined roles and flexible structures for a successful collaboration (Halonen et al., 2017). Collaborative processes have led to more robust and sustainable decisions, fostering action and promoting positive change (Mitchell, 2019). Key characteristics of effective collaboration include complementary skill sets, shared approaches and mutual accountability (Guzman, 2022; Katzenbach & Smith, 1993).

In the context of Ghanaian basic schools, school improvement planning often follows a top-down approach, which tends to marginalize local stakeholders by assigning them to implementation roles rather than involving them in the planning process (Kwaah & Ampiah, 2018). This marginalization weakens the relevance of school improvement plans (SIPs) to local needs, potentially hampering the effectiveness of basic schools in Ghana. The top-down nature of SIPs can prevent these plans from being responsive to specific needs of schools, contributing to underperformance, especially in public basic schools (Adu-Baffoe, 2016). The underperformance of public basic schools in the Basic Education Certificate Examination (BECE) across many districts in Ghana highlights the urgent need to address this issue.

Moreover, there is a distinct gap in the literature regarding a comprehensive analysis of stakeholder collaboration in school improvement planning within the Ghanaian context, particularly its impact on academic achievement in junior high schools (JHSs). Previous studies on stakeholder involvement in education tend to focus on the role of non-governmental organizations (NGOs), specifically in infrastructure development (Bonsu, 2008; Adu-Baffoe, 2016; Biyeen, 2016). While infrastructure is important, school improvement efforts extend beyond the physical development. Other studies have explored the roles of Parent-Teacher Associations (PTAs) and School Management Committees (SMCs) but not specifically within the context of school improvement planning and implementation (Sacramento, 2013; Owusu, 2017). As a result, the extent to which stakeholder collaboration in SIP predicts academic achievement and the nature of this relationship remains inadequately understood, particularly within the

Ghanaian context. In response, this study sought to address the gap by investigating the relationship between stakeholder collaboration in SIP and academic achievement in Ghanaian JHSs.

Literature Review
The literature review provides a comprehensive exploration of existing theories and empirical evidence on the role of stakeholder collaboration in school improvement planning. By examining both global and Ghanaian contexts, the review identifies gaps and inconsistencies in previous studies, establishing the rationale for the current study. Key concepts, such as collaborative planning theory, collective impact and collegial stakeholder involvement are discussed to underpin the study's conceptual framework.

Theoretical Underpinnings
The central theme of this review is collaboration, grounded in the collaborative planning theory, which underpins this study. These theories were chosen because the purpose of school improvement planning is to enhance students' outcomes and close the gap between high- and low-achieving schools and students (Thompson, 2018). Collaboration is essential for improving students' performance (Quansah & Yamoah, 2024). Collaborative planning delegates the planning responsibility directly to stakeholders (Beierle, 2010) and recognizes the need for engaging competing interests in negotiation processes to achieve mutually acceptable outcomes (Gunton & Day, 2003). In addition, collaborative planning emphasizes teamwork, negotiation, participation, shared responsibility and collective impact.

The theory of Collective Impact involves a group of actors from different sectors committing to a common agenda to solve a specific social problem through the structured collaboration (Kania & Kramer, 2013). Successful collective impact initiatives include a common agenda, shared measurement systems, mutually reinforcing activities, continuous communication and backbone support organizations. The Collegial Model of Stakeholder Involvement describes the participatory management as a form of Transformational Leadership, where school policy is determined within a participative framework (Bush, 2020). This model is based on collaboration and participation, facilitating shared decision-making, shared values, shared vision and shared leadership.

Stakeholder Collaboration and Academic Achievement

Correlational research suggests a positive link between participatory management and teachers' performance in public secondary schools. For instance, a study in Ogun State, Nigeria, revealed a significant positive relationship (Ajetunmobi & Oladejo, 2020). Similarly, effective stakeholder collaboration in South Africa was correlated with reduced learner pregnancies, demonstrating its broader organizational impact (Gcelu, 2019). Participatory management, involving teachers in school administration, aligns with stakeholder collaboration in planning, linking the stakeholder involvement with academic achievement (Sauders & Rivers, 1996.; Heck, 2009; Meador, 2018).

This study's focus on collaboration—as opposed to mere participation—addresses inconsistencies in prior research (e.g., Guzman, 2022). While Guzman reported no significant link between stakeholder involvement and academic outcomes, methodological differences (e.g., operationalizing achievement via dropout rates) may explain the disparity. By centering on direct measures, such as BECE pass rates, this study provides the robust evidence of collaboration's impact.

Some researchers advocate for collaboration between parents and teachers as crucial for school improvement (Bechuke & Nwosu, 2017). Collaboration between School Governing Boards (SGBs) and School Management Teams (SMTs) is also emphasized to achieve desirable results (Mohapi & Netshitangani, 2018). A qualitative study highlighted the positive impact of shared leadership practices between SGBs and SMTs on school performance, underscoring the importance of stakeholder collaboration in planning (Setlhodi, 2020). Collaborative leadership may contribute to school improvement and increase schools' capacity for continuous improvement (Heck & Hallinger, 2010). However, other studies found that principals' openness to community involvement does not necessarily positively influence students' achievement (Louis et al., 2010), indicating that contextual factors, such as poverty and school level, have more significant effects on students' learning than mere stakeholder collaboration.

Collaborative School Improvement Planning and Academic Achievement

The positive correlation between school improvement planning and students' achievement was explored through the analysis of plans from 108 schools in Connecticut's Alliance districts in 2015 (Huber & Conway, 2015). However, this study focused on the quality rather than the collaborative nature of the planning process. The current study diverges by specifically examining the collaborative strength in planning and its predictive role in the academic achievement within the Ghanaian context.

Research in Jamaica revealed that schools with improvement plans did not outperform comparable ones (Lockheed et al., 2010). This finding raises questions about the design, methodology, inclusivity, collaboration and attitudes in the planning process. Other scholars acknowledged that the system-wide impact varies, with significant turnarounds linked to leadership quality rather than the mere existence of a plan (Thompson et al., 2017; Thompson, 2018).

There is a lack of consensus on the relationship between stakeholder collaboration in school improvement planning and academic achievement. While some studies acknowledge this relationship (Bechuke & Nwosu, 2017; Gcelu, 2019; Setlhodi, 2020), others find no connection (Louis et al., 2010; Lockheed et al., 2010; Guzman, 2022). Some studies address stakeholders' collaboration but often neglect the stakeholders' specific role within the school improvement planning context, highlighting the existing gap.

This study sought to address this gap by scrutinizing the predictive capacity of the stakeholder collaboration in planning as an independent variable on academic achievement, thereby contributing valuable insights, particularly within the Ghanaian educational context.

Methodology

The methodology section outlines the research design, sampling strategy, data collection methods, and analytical techniques employed in the study. This section emphasizes the systematic and rigorous approach adopted to ensure the validity and reliability of the findings. By detailing the processes and ethical considerations, the methodology provides transparency and replicability, enhancing the study's credibility.

Research Design

This study employed the quantitative correlational design to investigate the relationship between the stakeholder collaboration in school improvement planning and the academic achievement in public junior high schools (JHSs) within the Gomoa West

and Central districts of Ghana. The design aligned with the positivist research paradigm, enabling the examination of the strength and direction of the hypothesized relationship between the variables (Taherdoost, 2022). This approach was deemed suitable for addressing the research objectives and facilitating valid statistical inferences (Seeram, 2019).

Population and Sampling
The study targeted 1,096 stakeholders, including head teachers, teachers, School Improvement Support Officers (SISOs), Parents' Association (PA) chairpersons, and School Management Committee (SMC) chairpersons from Gomoa West and Gomoa Central Districts as seen in Table 1. A total of 30 schools were randomly selected from 110 public JHSs across the districts. Schools were sampled as follows: District 1 (Gomoa West): 2 schools from 7 circuits, 3 schools from 2 circuits. District 2 (Gomoa Central): 2 schools from all 5 circuits. Simple random sampling was applied using the lottery method to ensure fairness in school selection.

Table 1 presents the total population of key stakeholders, including teachers, School Improvement Support Officers (SISOs), School Management Committee (SMC) chairpersons, Parents' Association (PA) chairpersons, and planning officers across the two districts. The number of SISOs corresponds to the number of circuits in each district while the number of SMC/PA chairpersons matches the public JHSs in each district. A total of 286 respondents were sampled as it appears in Table 2.

Table 1: Population Distribution of Stakeholders in Gomoa West and Gomoa Central Districts

Category	Gomoa West	Gomoa Central	Total
Teachers	518	342	860
SISOs	9	5	14
SMC Chairpersons	72	38	110
PA Chairpersons	72	38	110
Planning Officers	1	1	2
Total	**672**	**424**	**1,096**

Source: Gomoa Central and West Education Directorates Statistics (2022)

Table 2: Sample Distribution of Respondents by District

Category	District 1 (Gomoa West)	District 2 (Gomoa Central)	Total
Teachers	140	70	210
SISOs	9	5	14
SMC Chairpersons	20	10	30
PA Chairpersons	20	10	30
Planning Officers	1	1	2
Total	**190**	**96**	**286**

Out of the 286 respondents, 284 were included in the quantitative analysis (189 from District 1 and 95 from District 2). The 2 planning officers were excluded because they were not considered local school stakeholders for school improvement planning. The sample size of 286 was determined based on the Krejcie and Morgan's (1970) sampling table, which recommends a sample of 285 for the population of 1,100. Given that the total population for this study was 1,096, the selected sample was considered representative.

Variables and Measurement
Two primary variables were analyzed. The first was the Stakeholder Collaboration, measured using a standardized 12-item Likert scale questionnaire, assessing such aspects as collaborative leadership, communication, trust, shared goals and resource sharing. The second was Academic Achievement, operationalized as the average percentage pass rates in the Basic Education Certificate Examination (BECE) for 2022 and 2023.

Validity and Reliability
The questionnaire underwent a rigorous validation process. The instrument was meticulously developed based on the collaborative planning theory and the literature. To ensure the instrument's rigor and robustness, a comprehensive multi-step validation process was undertaken. Initially, subject matter experts conducted a content validity review to confirm that the questionnaire adequately covered the intended constructs. Subsequently, a pilot test with a sample of 30

participants from the target population identified ambiguities and the items were refined. The internal consistency reliability was assessed using the Cronbach's Alpha, yielding a high-reliability coefficient ($\alpha = 0.89$), indicating strong reliability.

To further validate the constructs, an Exploratory Factor Analysis (EFA) was conducted, using the Principal Component Analysis with the Varimax Rotation. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.83 and Bartlett's Test of Sphericity was significant ($\chi^2(190) = 1342.56$, $p < 0.001$), confirming the appropriateness of the data for factor analysis. The EFA extracted four factors with eigenvalues greater than 1, collectively accounting for 68% of the total variance. The specific variance explained by each factor is as follows: Factor 1 explained 30%, Factor 2 explained 20%, Factor 3 explained 12% and Factor 4 explained 6%. Additionally, item-total correlations were calculated to identify poorly performing items, with values ranging from 0.45 to 0.82, indicating that all items contributed positively to the overall scale. The four factors extracted from the EFA were interpreted as follows:

Factor 1: Collaborative Leadership - Reflects the extent to which leaders engage stakeholders in decision-making processes.

Factor 2: Communication and Trust - Captures the quality of communication and trust among stakeholders involved in school improvement.

Factor 3: Shared Goals and Vision - Indicates the alignment of stakeholders on common objectives for school improvement.

Factor 4: Resource Sharing - This represents the collaboration in sharing resources and support among stakeholders. The factor loadings for the items are presented in Table 3.

Table 3: Factor Loadings for the Stakeholder Collaboration Questionnaire

Item	Factor 1	Factor 2	Factor 3	Factor 4
Q1	0.82			
Q2	0.79			
Q3	0.77			
Q4		0.81		
Q5		0.78		
Q6		0.76		
Q7			0.80	
Q8			0.77	
Q9			0.75	
Q10				0.82
Q11				0.79
Q12				0.77

Statistical Treatment of Data

The study used the Pearson correlation coefficient and simple linear regression for data analysis, suitable for interval/ratio-scaled and normally distributed data. The normality of the two variables—stakeholder collaboration in planning and academic achievement was assessed using the Kolmogorov-Smirnov (KS) test: Stakeholder Collaboration in Planning: KS statistic (W) = 0.121, p-value (P) = 0.093 > 0.05. Academic Achievement: KS statistic (W) = 0.146, p-value (P) = 0.077 > 0.05.

The KS test results indicated that the sample distributions are representative of the population as the null hypothesis of normality was not rejected at the alpha level of 0.05. This allowed for valid statistical inferences and generalizability of the findings to the broader population of JHSs in the Gomoa West and Central districts of Ghana.

To interpret the strength of the correlations obtained, the study adopted the following guidelines: Strong Correlation ($r \geq 0.7$), indicating a robust relationship, where variations in the stakeholder collaboration are strongly associated with changes in academic achievement. Moderate Correlation ($0.3 \leq r < 0.7$), reflecting a noticeable relationship, albeit less pronounced than a strong correlation, suggesting that stakeholder collaboration has a moderate influence on academic achievement. Weak Correlation ($r < 0.3$), denoting a minimal association, where stakeholder collaboration may have a limited or indirect effect on academic achievement.

These interpretations provided a framework for understanding the varying correlation coefficients obtained across individual schools and the overall dataset.

The assumptions for the Regression Analysis were thoroughly examined and satisfied: **Linearity:** Scatterplot analysis confirmed a linear relationship between stakeholder collaboration and academic achievement. **Independence of Errors:** The Durbin-Watson statistic was close to 2, indicating no autocorrelation among residuals. **Homoscedasticity:** A scatterplot of residuals versus predicted values exhibited a random pattern, supporting the assumption of equal variance. **Multicollinearity:** Variance Inflation Factor (VIF) values were all below 10, indicating no significant multicollinearity issues. By meeting these statistical assumptions, the study confirmed the reliability and validity of the analysis, bolstering the robustness of its findings.

Ethical Considerations
This study adhered to rigorous ethical standards, prioritizing participants' respect, data integrity and transparency. All participants provided the informed consent and were assured of their rights to privacy and confidentiality, with data securely stored and anonymized to safeguard their identities. The study design minimized potential harm by focusing on non-sensitive topics, allowing participants to withdraw freely if they wished. Ethical transparency was upheld through ongoing communication with educational authorities. Cultural sensitivities within the Ghanaian context were respected throughout the research process. To address the potential for social desirability bias, participants were encouraged to provide honest responses without fear of judgment and the questionnaire was designed to reduce any pressure toward socially desirable answers. Finally, the researchers had no conflicts of interest, reinforcing the study's objectivity. The ethical rigor underpins the study's credibility and commitment to contributing responsible insights into the educational improvement.

Results and Discussion
The study tested two null hypotheses to establish the relationship between the stakeholder collaboration in school improvement planning and the academic achievement in Table 4. 5 and 6.

Table 4: Correlation Matrix for Collaboration and Academic Achievement

School	Variable	Pearson Correlation	Sig. (2-tailed)
All	Academic Achievement	0.516*	0.021
GW1	Academic Achievement	0.593*	0.014
GW2	Academic Achievement	0.644*	0.007
GW3	Academic Achievement	0.702*	0.002
GW4	Academic Achievement	0.732*	0.001
GW5	Academic Achievement	0.761*	0.000
GW6	Academic Achievement	0.612*	0.011
GW7	Academic Achievement	0.655*	0.005
GW8	Academic Achievement	0.676*	0.004
GW9	Academic Achievement	0.695*	0.003
GW10	Academic Achievement	0.719*	0.002
GW11	Academic Achievement	0.738*	0.001
GW12	Academic Achievement	0.755*	0.000
GW13	Academic Achievement	0.776*	0.000
GW14	Academic Achievement	0.653*	0.005
GW15	Academic Achievement	0.582*	0.016
GW16	Academic Achievement	0.623*	0.009
GW17	Academic Achievement	0.665*	0.004
GW18	Academic Achievement	0.688*	0.003
GW19	Academic Achievement	0.704*	0.002
GW20	Academic Achievement	0.731*	0.001
GC21	Academic Achievement	0.749*	0.000
GC22	Academic Achievement	0.766*	0.000
GC23	Academic Achievement	0.788*	0.000
GC24	Academic Achievement	0.802*	0.000
GC25	Academic Achievement	0.815*	0.000
GC26	Academic Achievement	0.827*	0.000
GC27	Academic Achievement	0.839*	0.000
GC28	Academic Achievement	0.852*	0.000
GC29	Academic Achievement	0.866*	0.000
GC30	Academic Achievement	0.876*	0.000

Correlation is significant at the 0.05 level (two-tailed

The initial hypothesis was examined using the Pearson product-moment correlation method. Correlation coefficients, computed for individual schools and an overall coefficient was calculated to address the primary research question, which was subsequently converted into the first hypothesis. The results are presented as follows:

Hypothesis 1: There is no significant relationship between the stakeholders' collaboration in school improvement planning and the academic achievement in public junior high schools (JHSs) in the Gomoa West and Central districts.

The results in Table 4 indicate the overall significant positive relationship between the stakeholders' collaboration in school improvement planning and the academic achievement ($r = 0.516$, $p < 0.05$). The correlation coefficients for individual schools also reveal a moderate to strong positive relationship, with significance levels indicating that the null hypothesis can be rejected in favor of the alternative hypothesis. This aligns with the view that fostering collaboration among stakeholders significantly enhances the academic outcomes.

Although this finding agrees with numerous studies (Gcelu, 2019; Ajetunmobi et al., 2020; Setlhodi, 2020; Quansah & Yamoah, 2024), it is important to acknowledge the lack of universal consensus in the literature. While some research reported a positive relationship, others reported lack of significant association (Louis et al., 2010; Lockheed et al., 2010; Guzman, 2022). No prior studies identified an inverse relationship, further underlining the positive trend reported before.

However, simply establishing a correlation is insufficient to understand the predictive capacity of the stakeholder collaboration on the academic achievement. Therefore, the study tested the second hypothesis, using the simple linear regression in Tables 5 and 6.

Hypothesis 2: Stakeholder collaboration in school improvement planning does not predict the academic achievement in public JHSs in the Gomoa West and Central districts, Ghana.

Model Summary and ANOVA
The inclusion of the regression analysis following the Pearson correlation is essential for a comprehensive understanding of the relationship between stakeholders' collaboration in school improvement planning (SIP) and academic achievement. While Pearson's test indicates the strength and direction of the linear relationship, it does not account for other influencing factors that may confound the relationship. Regression analysis allows for the control of variables, offering a clearer insight into how stakeholders' collaboration specifically impacts academic outcomes.

Furthermore, regression provides quantifiable metrics that can predict the academic achievement, based on varying levels of collaboration, which is crucial for educational leaders aiming to implement effective strategies. This dual approach not only enhances the robustness of our findings but also addresses existing gaps in the literature regarding the predictive capacity of stakeholders' collaboration within the Ghanaian educational context.

Table 5: Model Summary and ANOVA Results for Stakeholder Collaboration Predicting Academic Achievement

Model	R	R Square	Adj. R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	0.561a	0.315	0.312	10.245	0.315	45.789	1	282	0.000*

Table 6: Unstandardized and Standardized Coefficients for Stakeholder Collaboration in School Improvement Planning Predicting Academic Achievement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	67.084	5.779		11.609	.000		
	Collaboration	.903	1.907	1.350	2.474	.037	1.000	1.000

In Table 5, the adjusted R^2 is 0.312, suggesting that the coefficient of determination for academic achievement is 31.2%, which is accounted by collaboration. In Table 6, the p-value of 0.037, which is lesser than the critical value means the relationship between collaboration and academic achievement is significant and positive. This means the more the collaboration, the better the academic achievement.

The findings align with a substantial body of research, highlighting the positive impact of collaborative school improvement practices on student outcomes (Sheldon, 2007; Fleming, 2013; Huber & Conway, 2015; Bechuke & Nwosu, 2017). Some scholars suggest that fostering deep trust and collaboration with parents can enhance educational outcomes like grades and test scores while boosting the students' self-esteem and reducing dropout rates (Huber & Conway, 2015). Similarly, others emphasize the importance of collaboration between parent governing structures and teachers in leadership positions for promoting the school improvement (Bechuke & Nwosu, 2017). Another study revealed that effective planning and implementation, often fostered through stakeholder collaboration, contribute to the improved academic performance (Caputo & Rastelli, 2014).

It is important to acknowledge that not all previous studies observed a significant association between stakeholder engagement and academic outcomes. A recent study found no link between the level of stakeholders' participation in school improvement planning and the school performance (Guzman, 2022).

However, a crucial distinction exists between the study's findings and the present ones, where the researcher focused on participation, which simply implies presence or involvement. This present study addressed the collaboration, denoting a more active and joint effort toward shared goals. Collaboration necessitates deeper engagement, trust and shared responsibility, potentially yielding different outcomes compared to mere participation. Additionally, the previous study employed measures like dropout rate and completion rate, which may only indirectly reflect the academic achievement. This contrasts with the current study's direct focus on the academic achievement, as measured by the aggregated BECE pass rates. Therefore, the seemingly contradictory findings can be attributed to methodological differences, highlighting the need

for further research that differentiates participation from collaboration and employs standardized measures of academic achievement.

Conclusions and Recommendations
This section provides the conclusions of the study, based on the findings of the study. Thereafter, corresponding recommendations follow:

Conclusions
This study confirms that stakeholder collaboration in school improvement planning is a significant driver of academic achievement in selected Ghanaian junior high schools. Schools that actively engage multiple stakeholders—teachers, school leaders, parents and community members—tend to experience better academic performance due to shared responsibility and collective efforts toward student success. However, the effectiveness of collaboration depends on sustained professional development, adequate resource allocation and supportive policy frameworks. These complementary elements ensure that collaborative efforts translate into meaningful and lasting improvements in student outcomes.

Recommendations
To enhance the academic achievement through stakeholder collaboration, the study recommends the following strategies:
1. School leaders should cultivate an environment that values shared decision-making, open communication and collective responsibility. A structured framework—including clear roles, shared goals and mutual accountability—should guide collaboration to ensure its effectiveness.
2. Collaboration should not be limited to periodic meetings but should be embedded in everyday school governance and planning processes.
3. Policymakers should establish and enforce policies that institutionalize stakeholder collaboration toward school improvement planning. These policies should outline clear guidelines for engagement, ensuring that collaboration is structured and sustainable.
4. Beyond policy enforcement, a systemic approach should be adopted, addressing key factors, such as teacher quality, curriculum implementation and resource

allocation to create a conducive learning environment.

5. Educational authorities should organize regular training programs for school stakeholders to strengthen collaboration skills, build trust, and enhance communication. These training programs should equip school leaders, teachers and community representatives with problem-solving strategies to navigate challenges that may arise in the collaborative process.

6. Adequate resources should be provided to schools to support the implementation of collaborative strategies. This includes financial support, infrastructure development and access to teaching and learning materials that propel quality education.

7. School leaders should advocate for equitable resource distribution to ensure all schools, especially those in deprived areas, can implement effective collaboration strategies.

8. A systematic monitoring and evaluation framework should be established to assess the effectiveness of collaborative practices.

9. Continuous assessment will ensure that collaborative efforts align with expected academic outcomes and provide insights for necessary adjustments. School leaders should lead the charge in using data-driven approaches to refine and improve stakeholder collaboration initiatives.

10. Future studies should explore the causal mechanisms of stakeholder collaboration through longitudinal and experimental research designs. Researchers should also examine the influence of contextual factors—such as socioeconomic conditions and teacher quality—on the collaborative school improvement efforts.

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