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Application of Stakeholder Theory in Education Management: A Comprehensive Systematic Literature Review (SLR)

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Abstract. Under the guidance of Keele's (2007) suggested methodology, this systematic literature review (SLR) explores the application of stakeholder theory in education management. The study, which was organized into phases for planning, reviewing, conducting, and reporting, sought to provide a thorough analysis of current trends, the effect of stakeholder strategies on educational success, and challenges to their application. Major online databases and search terms were used to find 767 papers, of which 55 primary studies were chosen for study. 14 thematic clusters were identified by Leximancer analysis, underscoring the importance of stakeholder theory in helping to comprehend educational organizations and improve decision-making procedures. It has become clear that promoting accountability, encouraging inclusion, and improving educational quality and relevance all depend heavily on stakeholder engagement. In order to enhance decision-making and overall school performance, the review highlights the significance of many stakeholder perspectives and voices in educational environments. Future study should look into novel techniques to engaging stakeholders, evaluate the impact over an extended period of time, and analyse the roles of newly emerging stakeholders. Despite the benefits of methodology, certain drawbacks are recognized, including possible biases in the literature selection process and an under-representation of stakeholder views. By resolving these issues and including many disciplinary viewpoints, the study's robustness may be improved, and the connection between stakeholder theory and education management can be better understood.

Keywords: Stakeholder Theory; educational application; education management; educational improvement; Systematic Literature Review

1. Introduction

Stakeholder theory, developed by Freeman in 1984, provides a workable framework for researching the sustainability of Chinese education. With this

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approach, a deeper understanding of how schools operate, overcome challenges, and develop sustainable methods may be gained. The theory was first presented by the author in the 1980s, and stressed that, in addition to shareholders, businesses also need to take into account the interests of suppliers, customers, employees, and the community.

Stakeholder theory underscores the importance of inclusivity and long-term sustainability by accommodating various stakeholder needs. Freeman and Reed (1983) stressed the imperative of effective stakeholder engagement for democratic corporate governance within educational institutions. Donaldson and Preston (1995) further accentuate the moral obligation of organizations to manage stakeholders effectively, acknowledging the necessity of navigating multiple interests for sustained success. Stakeholder theory finds application across diverse domains, including corporate governance, public policy, sustainability, and business ethics. Freeman and Reed (1983) challenged conventional shareholder-centric strategies, advocating for inclusive corporate governance. Carroll (1991) enriched the understanding of corporate social responsibility (CSR), emphasizing the multifaceted responsibilities of firms toward stakeholders, informing resource allocation in education, and ensuring alignment with diverse stakeholder demands. Within the educational landscape, stakeholder theory offers theoretical foundations and practical insights for implementing stakeholder-centric approaches. Donaldson and Preston's (1995) seminal work elucidates the fundamental tenets of stakeholder theory, guiding organizational management. Mitchell et al. (1997) introduced the Stakeholder Salience Model, aiding in the identification and prioritization of stakeholders based on authority, urgency, and power. By leveraging this framework, educational institutions can enhance stakeholder engagement, promoting equality and inclusivity. Jones and Wicks' (2018) convergent stakeholder theory underscores the importance of accountability and transparency in stakeholder management, fostering credibility and trust among stakeholders in educational settings. By integrating these insights, educators can design culturally responsive educational programs that cater to stakeholders' diverse needs and preferences.

In this case, evidence is defined as a summary of the most recent available scientific research on a certain topic or research question. The main method for synthesis is a systematic literature review (SLR). Unlike an expert review which chooses literature on an as-needed basis, an SLR uses a systematic and transparent procedure to find, assess, and synthesize relevant research (Migliore et al., 2021). This ensures the review's accuracy, objectivity, and repeatability. A systematic literature review's dual goals are to gather as much information as possible on a study topic and support the development of evidence-based guidance for practitioners (Boell and Cecez-Kecmanovic, 2015). In order to provide appropriate solutions in the field of education, practitioners using the stakeholder theory should consult the guidelines.

The purpose of this study was to review relevant content in order to assess the state of stakeholder theory application in education management as of 2024. SLRs and using stakeholder theory in education management are not the same thing,

and there is a big difference in the way study results are organized, and this can be clearly seen in the scientific literature.

2. Research Methodology

We performed a systematic literature review in this study using Keele's (2007) recommended guidelines. Keele (2007) divides the general phases of the SLR technique into three main sections: i) planning the review; ii) conducting the review; and iii) report. These are the assignments that were completed in every stage. Figure 1 shows the flow diagram for the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) used in the selection of publications.

2.1 Planning the review

The main goal of this SLR was to present a comprehensive review of the application of stakeholder theory in education management, together with the current state of relevant research and any unresolved concerns. The following research questions have been prepared in order to achieve the goal.

1. What recent developments have occurred in the application of stakeholder theory to education management ?

Providing a response to RQ1 could help enhance understanding of how stakeholder theory has evolved in relation to education management. It might be possible to make this terminology more understandable and to have a deeper understanding of how stakeholder theory has evolved in the context of education management.

2. How have stakeholder strategies aided in the educational achievement of management?

Answering RQ2 could help discover major obstacles.

3. What are the main challenges to their implementation?

By responding to Research Question 3, the study suggests topics for more investigation.

Instead of going over every study from every perspective, we focused on the studies that had a direct bearing on the research themes. The literature search method was built upon the following guidelines in order to do this.

First, because of their acknowledged academic rigor and social importance, the online databases Scopus, WoS, Taylor & Francis, Wiley, and ScienceDirect were chosen as the major sources for the literature. Additionally, the Google Scholar database would also be useful. Second, it was crucial to provide an explanation of the developments in stakeholder theory and education management. To locate relevant publications in the literature search, the search phrases "stakeholder theory" and "education management" were combined and used. Thirdly, a set of inclusion and exclusion criteria was developed to ensure that only papers of the highest level were included in this study. The inclusion and exclusion criteria for searching are provided in Table 1. The initial screening result that was

acquired from the databases is shown in Table 2.

Table 1. Inclusion and exclusion criteria

Criterion	Inclusion	Exclusion
Topic, Abstract, Keywords	Stakeholder theory & education management	
Population	Education-related, Stakeholder-related	Non-education, Non-stakeholder
Date	≥2014.1-2024.4	< 2014
Data collection source	Both original and secondary research were considered	
Language	English	Other languages
Publication Type	Peer-reviewed journal, bookchapter, conference papers, dissertations	Preprints, grey literature, and editorials
Access Status	Open Access Content	

Note: To promote the gathering of papers focusing on the use of stakeholder theory in education management over the past ten years, the "Data" inclusion criterion was set to ≥2014.1-2024.4.

Table 2. The search result based on different keywords.

	Scopus	Web of Science	Taylor& Francis	Wiley	ScienceDirect
Search keywords	Article title, Abstract, Keywords ("stakeholder theory & education management")	Abstract ("stakeholder theory & education management")			Title, abstract or author-specified keywords ("stakeholder theory & education management")
Amount	453	193	19	13	31
Total			709		

2.2 Conducting the review

A search of the database was done. Keyword combinations, abstracts, and titles of all scholarly papers in the databases were searched. As many as 767 papers were found after adding 58 additional sources of literature using the Google Scholar keywords "stakeholder theory & education management." An Excel sheet for Microsoft (MS) was made. Out of the 562 articles that were downloaded, 94 articles were chosen for review after thorough evaluation and the removal of duplicate and ineffective articles. Then, in order to ensure quality control, 39 papers were removed based on our inclusion and exclusion criteria. Finally, 55 publications were found to be the complete collection of primary studies for this SLR.

The following figure illustrates the whole article selection procedure:

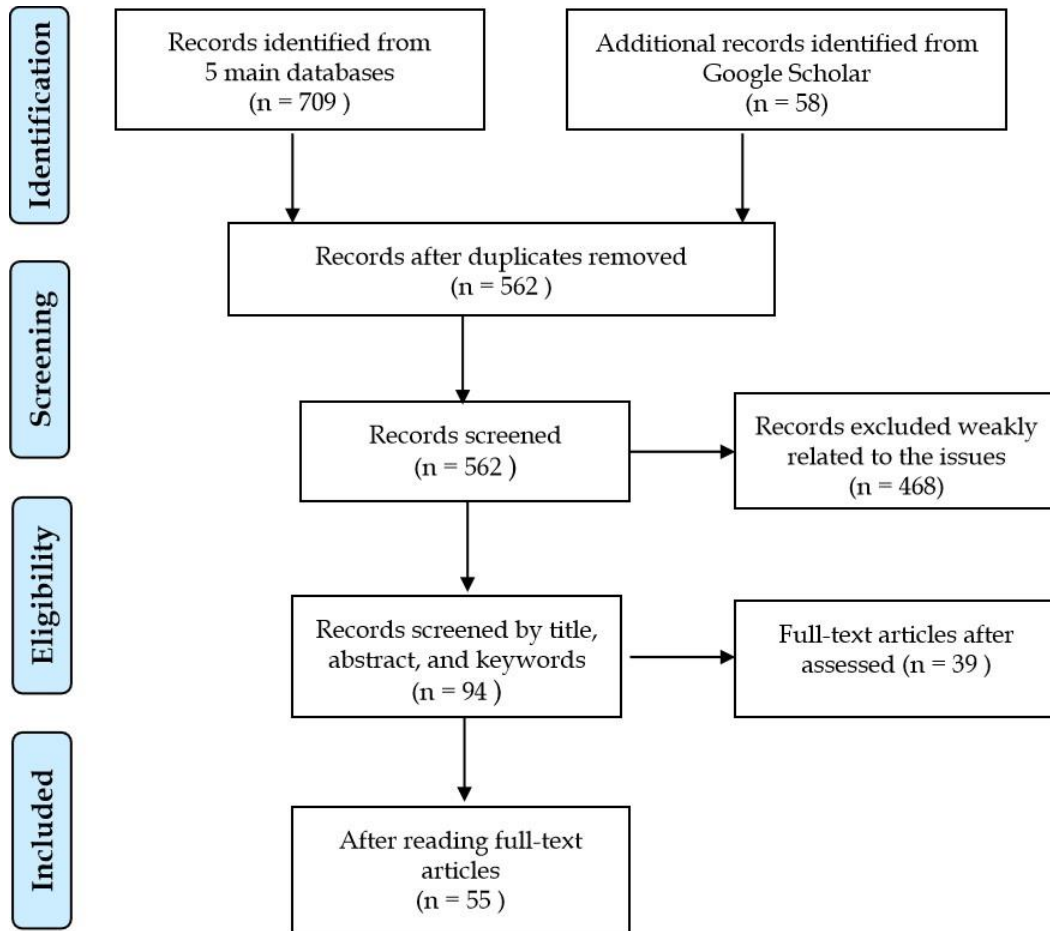


Figure 1: Selection of papers in the PRISMA flow diagram.

2.3 Report the review

We started by examining the number of papers published each year and the journals that published them. Following that, we continued with content analysis by combining the perspectives of a human researcher who could take a more thorough approach while looking at the subtleties that were overlooked with the capabilities of a software program that could measure and evaluate enormous volumes of data. First, we used Leximancer[†] as an automated content analysis tool to look through large amounts of material.

The Leximancer software for automated content analysis (text analysis), which we used for our work, applies the Bayesian learning technique, which allows large volumes of text to be divided into an infinite number of relationships and categories (Randhawa, 2016). Concepts and relationships are sent into Leximancer, which creates "concept maps"—visual representations of the relationships between concepts. These maps categorize ideas into themes based on their shared meanings (Pucihar, 2020).

[†] Leximancer. Available online: <https://info.leximancer.com/> (accessed on 3 June 2024).

All word files were first converted to text files to ensure better automatic text analysis results. In addition, any unnecessary text that was unrelated to the content was removed, including chapter names, table titles, captions, journals, authors, and affiliations. Following that, these files were added to the content analysis application Leximancer. With the help of Leximancer's findings, we were able to identify the main concepts, which we next expanded on from the viewpoint of the researcher.

3. Results

3.1. Field evolution by numbers

The results of the literature search led to the classification of 55 works. Not surprisingly, a yearly analysis (Figure 2) revealed that all of the articles that met the quality criteria for screening were from the last five years and were more evenly distributed from year to year during the 10-year period that we searched (Figure 2).

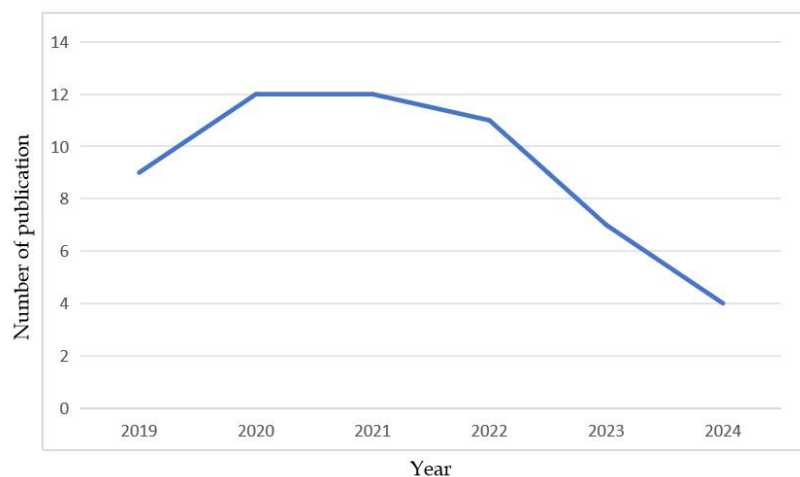


Figure 2. Number of papers per year

Figure 3's classification shows that only six publications used quantitative methods, eight used mixed approaches, and 16 were theoretical. There were 25 qualitative publications. Table A1 in Appendix A lists all included papers, the authors' claimed techniques, and the methodological categories that were allocated to them. The results show that most research to date has been qualitative in nature and has included case studies conducted at different enterprises or educational institutions as well as theoretical study. Due to the higher level of complexity and the fact that the subject of study is still in its early phases, case studies will remain an essential research strategy. To apply study findings, a multi-method approach, as well as the search for new data sources, techniques, and instruments to test out diverse approaches to achieve sustainability goals, will be necessary.

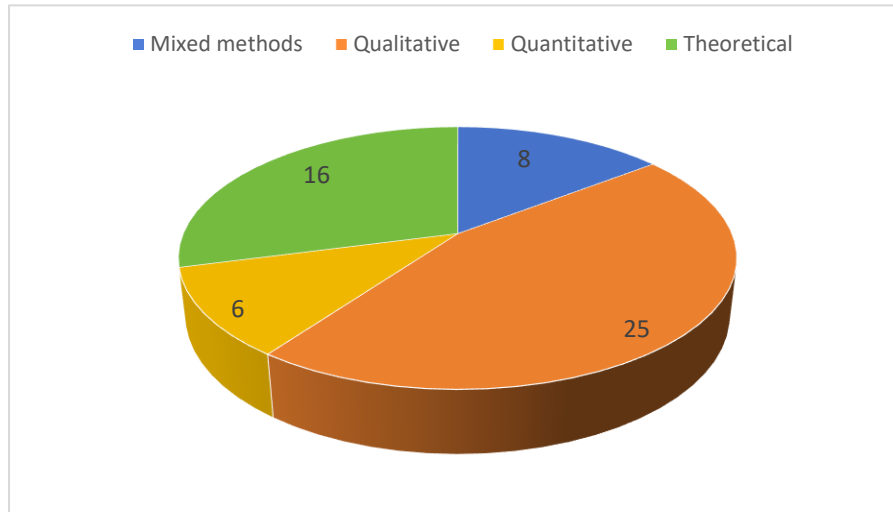


Figure 3. Article distribution by approach.

Further research showed that 16 out of the 17 publications – of which the study was conducted in – did not provide the country or location of the study. The majority of the research for the remaining 38 papers was conducted in countries in Europe and Asia (Figure 4). The future of this field of study will be highly dynamic because of the rapid advancement of education, the urgent need for sustainable development from multiple viewpoints, and the availability of research opportunities.

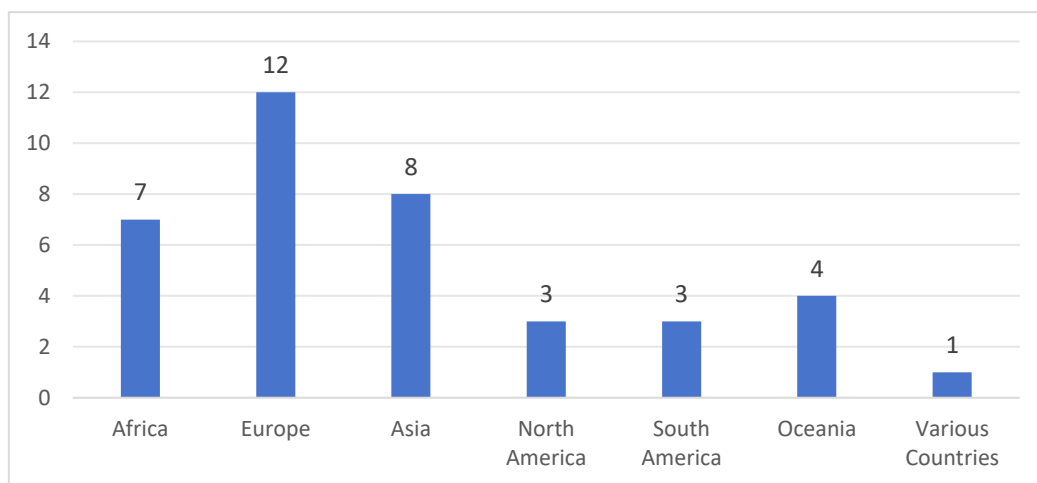


Figure 4. Number of regional of studies

3.2 Results of thematic analysis

We found 14 themes with the configuration (Concepts 100%; Theme Size 30%; Rotation 0°) after using Leximancer to analyze 55 papers (Figure 5). Themes found by the analysis include "education," "stakeholders," "research," "students," "stakeholder," "internal," "important," "need," "accounting," "teachers," "project," "analysis," "respondents" and "power." The order of the themes is descending based on the number of matches found in the analyzed text (Figure 6).

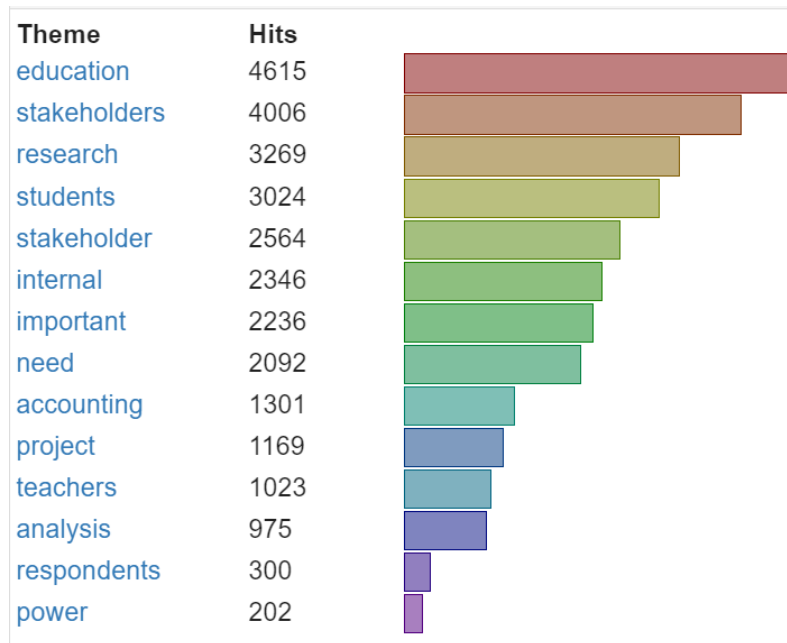


Figure 5. Identified themes

Table 3 shows the concepts included in the themes. The top three theme lines were "education," "stakeholder," and "research."

Table 3. Concepts included in the themes			
Theme	Hits	Connectivity	Concepts
education	4615	66312	education, higher, quality, institutions, development, universities, university, educational, schools, level, system, professional, policy, collaboration, government, sustainable, tion, countries
stakeholders	4006	33489	stakeholders, study, management, Heis, theory, performance, relationship, model, main, systems, case, framework
research	3269	26240	research, engagement, process, social, used, key, approach, focus, group, using, activities, communication
students	3024	25885	students, knowledge, learning, work, teaching, academic, student, skills, practice, resources, staff, include, lack
stakeholder	2564	19561	stakeholder, value, different, results, groups, literature, relationships, organization, corporate, reputation, developed
internal	2346	17699	internal, external, based, public, studies, implementation, institutional, institution, various, terms, number
important	2236	17409	important, context, change, practices, role, building, business, including, issues, impact, current
need	2092	15112	need, support, needs, community, example, future, provide, time, funding, programs, others, people

accounting	1301	8877	accounting, participants, sustainability, use, approaches, members, online
teachers	1023	7858	teachers, school, teacher, training, national
project	1169	7042	project, information, design, researchers
analysis	975	4980	analysis, data, Table
respondents	300	1313	respondents, ethical
power	202	1013	power

Furthermore, with Leximancer's help, we were able to produce a "concept map" as shown in Figure 6. The concepts (written in black lettering within the colored circles that indicate the themes) and the themes themselves form the concept map. Size (the bigger the topic, the more ideas have been worked into it) and color (as a "heat map": the brighter the theme, the more often it occurred in the text under examination) are two ways that themes are significant (Randhawa et al., 2016; Pucihar, 2020). The concept map also shows the themes that cross across, like "internal" and "stakeholders" in our example, where the concept of "management" is shared by two themes; it also shows the relationships that maintain the relationships between the themes, such as ("stakeholder") "corporate"- "reputation."

3.3 Results of content analysis

The concept of stakeholders has provided valuable insights into the interactions that occur between various stakeholders and educational institutions. It has also developed into a helpful framework for understanding the workings of educational institutions, particularly in relation to the creation of curricula, organizational administration, and policy.

These articles from a variety of scholarly publications made an effort to summarize the complicated developments in stakeholder theory and offer insight into its use and implications in educational settings and management. Following a careful review and evaluation of the most current and relevant developments, as indicated in Table 4, an emphasis was found on the following areas.

Table 4. Key development of the application

	Key application	References
1	Stakeholder Engagement and Perspectives (16)	Borg et al. (2019); Kassam et al. (2019); Zwane and Mtshali (2019); Langrafe et al. (2020); Ní Chróinín et al. (2020); Nordberg and Andreassen (2020); Al-Hazaima et al. (2021); Sakallı et al. (2021); Bidandi et al. (2022); Jain et al. (2022); Artykbayeva and Greiman (2023); Berhanu and Gobie (2023); Chidwick et al. (2023); Logan et al. (2023); Ma and Shi (2023); Ristad et al. (2024)
2	Quality Management and Assurance (8)	Riad Shams and Belyaeva (2019); Simangunsong (2019); Fagrell et al. (2020); Gulden et al. (2020); Ndou et al. (2021); Valk and Kratovits̆ (2021); Vale et al. (2022); Bloch et al. (2023)
3	Educational Technology and Innovation (2)	Sauphayana (2021); Chugh et al. (2023)
4	Strategic Planning and Institutional Reform (4)	Shaw (2019); Vargas et al. (2019); Falqueto et al. (2020); Seki et al. (2022)
5	Research Methodology and Theory (6)	Hong (2019); Xanthopoulou (2020); Saurbier (2021); McCann et al. (2022); García-Rodríguez and Gutiérrez-Taño (2024); Romero-Lora et al. (2024)
6	Educational Policy and Management Practices (11)	Saraite-Sariene et al. (2019); Al-Sharaf and Al-Rubai'ey (2020); Clark et al. (2020); Malone (2020); Nwajiuba et al. (2020); Penuel et al. (2020); Liu (2021); Padayachee and Dison (2021); Mousa et al. (2022); Rashid and Mustafa (2022); Rodrigues et al. (2022)
7	Case Studies and Empirical Research (6)	Karimi et al. (2021); Prisacaru and Sevcic (2021); Nguyen (2022); Rogers et al. (2021; 2022); Syed et al. (2024)
8	Interdisciplinary and Miscellaneous Topics (2)	Vargas et al. (2021); Pan et al. (2022)

The reviewed literature illustrates the wide range of implications and applications of stakeholder theory in educational settings and management. Due to the critical roles that "Educational Policy and Management Practices" and "Stakeholder Engagement and Perspectives" play in institutional governance, accountability, quality improvement, innovation, and social responsibility, these topics are the subject of much research. Due to the wide range of stakeholders involved in educational settings — including children, parents, teachers, administrators, legislators, and the larger community — stakeholder engagement is essential. Understanding stakeholders' perspectives and needs informs decision-making processes and enhances the effectiveness of educational management. Moreover, stakeholder theory helps in examining how different stakeholders influence governance structures, policy-making processes, and accountability mechanisms within educational organizations. This research underscores the importance of aligning management practices with stakeholders' interests to foster positive outcomes in education.

In conclusion, the field of education management has benefited from the use of stakeholder theory since it offers a helpful framework for analysing and addressing the many and varied facets of educational systems (Hong, 2019). By considering the perspectives, interests, and relationships of diverse stakeholders, researchers, policymakers, and practitioners can enhance decision-making processes, promote accountability and transparency, and eventually contribute to the continuous improvement of educational quality and relevance (Hörisch et al., 2014). It was emphasized how important it is to apply stakeholder theory as a lens to understand the complexities of educational systems and to suggest meaningful changes that benefit all parties involved.

4. Research Challenges and Directions

A growing amount of research indicates that one of the most important influences on curriculum, policies, and practices in education is the addition of stakeholder strategies into management of education. Apart from the challenges encountered by educators and policymakers in the field, an abundance of research on diverse educational contexts and stakeholder engagement is available for reference. A substantial body of work from a variety of backgrounds and viewpoints describes the benefits and challenges of studying stakeholder approaches in the field of educational management and offers suggestions for future possibilities for future research based on findings from previous research.

4.1 Successful strategies

Stakeholder approaches, which can be found in cooperative curriculum development projects or in collaboration between colleges and outside organizations, have proven to be quite effective in a variety of educational contexts, especially in the area of education management. They have been crucial in developing institutional practices, curricula, and policies, raising the quality and application of educational offerings.

According to research results published by Kantanen (2007), stakeholder input is essential for developing curricula that meet the needs of society and the workforce.

In order to advance inclusivity and sustainability in education, stakeholder participation has also been crucial. Ristad et al. (2024) emphasize the importance of a multi-stakeholder approach and the need to meet a diversity of needs and opinions in educational settings in order to achieve inclusivity in higher education, building on the discussion by Valentinov (2023) emphasizing sustainability from the perspective of stakeholder theory, highlighting the dynamic nature of stakeholder relations and their implications for long-term educational sustainability.

The research findings published by Borg et al. (2019) indicate that it is crucial for educational institutions to incorporate stakeholder feedback into the development of curriculum in order to design courses that are both workforce-ready and boost graduates' employability. Bloch et al. (2023) emphasize the significance of stakeholder engagement in elevating the level of education, pointing out that engaging with a range of stakeholders provides enlightening perspectives on quality standards and areas that may be continually enhanced. Furthermore, the research results published by Yami et al. (2018) and Sartas et al. (2019) demonstrated the significance of stakeholder participation in shaping policy decisions and how this helps to develop more inclusive and effective policy frameworks that meet the diverse needs of stakeholders in education.

However, there are still problems with including stakeholders in education in a proper manner. Berhanu and Gobie (2023) shed light on the drawbacks of capacity building and stakeholder involvement in decentralized education management, particularly in settings like Ethiopia. An inclusive and cooperative approach is necessary to address these problems in the future. Prioritizing dialogue, openness, and understanding via important efforts is necessary to build consensus and trust among stakeholders. More investigation and analysis are needed to identify the most effective methods for including stakeholders and to examine how stakeholder strategies affect academic outcomes.

4.2 Research challenges

Table 5 shows the various challenges faced when implementing stakeholder theory in the field of education management. One of the biggest obstacles to stakeholder engagement in education management is managing the complexity and diversity of stakeholders' interests and points of view (Gadgil et al., 2022). Finding a balance between the many needs and expectations of stakeholders and educational objectives can be challenging and time-consuming. Furthermore, resource limitations usually seriously impede effective stakeholder participation in education (Nwajiuba et al., 2020). A lack of funds, schedule conflicts, and competing goals can hinder meaningful collaboration with stakeholders, which can restrict the scope and effectiveness of engagement projects. Furthermore, differences in power among stakeholders may have an effect on the dynamics of involvement and decision-making processes in school management (Liam, 2024). Balancing power relations and ensuring equitable participation from all stakeholders are essential for fostering inclusive and democratic governance in educational institutions. Finally, stakeholders and educational institutions may oppose change in stakeholder-driven projects (Falqueto et al., 2020). To overcome

resistance, one must establish a shared vision for the future of education, use effective communication techniques, and build consensus.

Table 5. Challenges in previous studies

	Challenges	References
Complexity and Diversity	Finding a balance between the many needs and expectations of stakeholders and educational objectives is challenging and time-consuming.	Jain et al. (2022)
	It is difficult to make a constructive contribution to society in order to effectively manage educational institutions and advance society.	Langrafe et al. (2020)
	Difficult to apply method to encourage knowledge sharing among interested parties	Riad et al. (2019)
	It is challenging to impart comprehensive understanding of stakeholder dynamics in educational entrepreneurship.	Visscher (2023)
Resource Constraints	It is challenging to gain a deeper understanding of stakeholder interactions in modern educational environments.	Capriotti and Zeler (2023)
	A challenging-to-examine instrument for managing undergraduate education	Borg et al. (2019)
	Researchers' challenges in aligning their work with funding allocations and institutional expectations	Penuel et al. (2020)
	The intricate relationships that exist between resource availability, educational settings, and stakeholder participation	Kilty et al. (2017)
Power Dynamics	Power disparities in resource allocation and policy recommendations	Domínguez et al. (2021)
	The difficulties educators encounter in producing graduates who are interculturally competent highlight the significance of incorporating intercultural elements into the internationalization process.	Sikorska et al. (2024)
Resistance to Change	Imbalances in power and encouraging cooperation among parties.	Beerkens and Udam (2017)
	Stakeholder interactions must be coordinated in order to enable Total Quality Management (TQM) in the management of education.	Shams (2017)
	Stakeholder participation and data use transparency-related factors	Alzahrani et al. (2023)
	Stakeholder theory is not used as much in entrepreneurial education and structural management	Radko et al. (2023)

To summarise, the use of stakeholder theory has significantly enhanced the standard and relevance of education. However, its proper implementation demands addressing certain problems and intricacies associated with stakeholder interactions. The primary goal of ensuring fair, efficient, and sustainable education for everyone can be accomplished by collaborative efforts among stakeholders, who form inclusive alliances and use diverse perspectives.

4.3 Research directions

The past ten years have seen the implementation of stakeholder theory in education management, demonstrating the value of its comprehensive methodology. Table 6 demonstrates categorically that research directions are recommended in accordance with the ten-year collection of work that emphasizes the practicality of stakeholder theory in many contexts:

Table 6. Research directions based on previous studies

Themes	Research directions	References
Extending Strategies for Engaging Stakeholders	Identify and classifying stakeholders in education	Zhu et al. (2020);
	Explore tensions and challenges faced by change agents	Bohunovsky et al. (2023)
Stakeholder Perspectives' Effects on Practice and Policy	Develop strategies to improve practical ability and subjective emotional attitudes	Li (2020)
	Design and delivery from a wide range of stakeholders beyond just students and faculty	Hickman & Akdere (2017)
	Practice stakeholder theory to protect students' legitimate rights and interests	Hong (2019)
Systems of Quality Assurance	Require sustainability management to act for sustainable development	Hörisch et al. (2014)
	Should not only focus on meeting predetermined standards but also on creating value for stakeholders	Hickman & Akdere (2017); Hong (2019)
Quality Control and Risk Management	Address the challenges of managing stakeholder relationships for sustainability in education management	Hörisch et al. (2014)
	Ensure educational processes and services meet quality control	Hickman & Akdere (2017)
Innovation and Sustainability	Enhance risk management practices through identifying and addressing potential risks	Hong (2019)
	Develop stakeholder-centered self-assessment tools	Pan et al. (2022)
	Propose an innovation ecosystem model	Yatsenko (2021)
	Explore the interaction mechanisms to facilitate eco-innovation	Huang, & Xiao (2023)
	Investigate the factors associated with sustainability performance	Nuñez Chicharro et al. (2023)

Digital Conversion	Explore the integration of digital technologies and strategies	Akromusyuhada et al. (2023).
	Delve into the challenges, opportunities, and best practices associated with implementing digital initiatives	Akromusyuhada et al. (2023).

In conclusion, a comprehensive review of the long-term effects of consistent stakeholder engagement as well as the use of technology to improve stakeholder cooperation and participation are viable directions for future research. It also emphasizes the necessity for research on the ways in which stakeholder viewpoints affect the formulation and application of policy. Furthermore, innovative research and useful applications may be found in the nexus of stakeholder theory with ideas like innovation, sustainable development, risk management, and quality assurance. Research on how emerging trends and technology interact with stakeholder theory and educational management has the potential to significantly enhance the effectiveness, longevity, and quality of global education management. To make sure that every learner worldwide has an inclusive and transformative educational experience, innovation and exploration are still vital objectives.

5. Conclusions

This comprehensive review opens the door for more important research in this crucial field while also highlighting the broad implications of stakeholder theory for educational management. By applying the PRISMA technique and using Leximancer for content analysis, this study produces a number of important findings. The importance of stakeholder engagement in promoting good educational outcomes is highlighted by this thorough analysis of the literature on stakeholder theory and its application to education management. Effective relationships and partnerships between stakeholders – administrators, teachers, students, parents, and the larger community – are highlighted in the research as essential elements of successful educational practices. Diverse stakeholder viewpoints and voices must be included in educational environments in order to foster inclusivity and equity. Stakeholder engagement has a direct impact on educational outcomes, according to prior research, which suggests that putting stakeholder engagement first can improve decision-making processes, increase support for educational programs, and raise overall school performance rates. Future studies ought to focus on generating novel approaches to engage stakeholders, assessing the long-term consequences of stakeholder cooperation on academic establishments, and closely examining the developing functions of new stakeholders in shaping educational methods.

6. Limitations

Although the methodological method of examining large datasets has advantages, there are certain disadvantages that should be acknowledged as well. It's possible that works especially relevant to stakeholder theory were accidentally given preference in the literature evaluation over more thorough educational theories. Furthermore, there may be biases or underrepresentation of stakeholder viewpoints in the literature under review, which could have an impact on how

we comprehend the dynamics of stakeholders in learning environments. Geographically, viewpoints from other regions may have been ignored due to the concentration on European and Asian nations. Methodologically, the range of original discoveries might have been constrained by the removal of non-English papers and grey literature. Furthermore, the focus on peer-reviewed, well-referenced sources may exclude new or developing viewpoints. The perspectives and contributions of emerging stakeholders, like technology providers or community organizations, who are increasingly influencing the modern educational environment, could also be overlooked if the main focus is on traditional stakeholders like administrators, teachers, and parents. Furthermore, even though partnerships and stakeholder engagement are topics covered in this study, it's possible that diverse viewpoints from disciplines like political science, economics, or sociology were not properly integrated. Lastly, as the general application of research findings may differ, care should be used when extrapolating them to various educational environments. By addressing these issues, the study's robustness may be improved, and a deeper comprehension of the relationship between stakeholder theory and education management may result.

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Appendix A

Table A.1 List of studies review

Authors	Year	Title	Journal	Country of study	Study design
Borg et al.	2019	"Smarter Education: Leveraging Stakeholder Inputs to Develop Work Ready Curricula"	Smart Education and e-Learning		Theoretical
Hong	2019	"The Feasibility of the Application of Stakeholder Theory in Higher Education"	Proceedings of the 6th International Conference on Management Science and Management Innovation (MSMI 2019)		Theoretical
Kassam et al.	2019	"Key stakeholder opinions for a national learner education handover"	BMC Medical Education	Canada, North America	Qualitative
Riad Shams & Belyaeva	2019	"Quality Assurance Driving Factors as Antecedents of Knowledge Management: A Stakeholder-Focussed Perspective in Higher Education"	Journal of the Knowledge Economy		Theoretical
Saraitė-Sariene et al.	2019	"Non-Financial Information versus Financial as a Key to the Stakeholder Engagement: A Higher Education Perspective"	Sustainability	Various Countries	Mixed methods
Shaw	2019	"Strategic instrument or social institution: Rationalized myths of the university in stakeholder perceptions of higher education reform in Poland"	International Journal of Educational Development	Poland, Europe	Qualitative

Simangunsong	2019	"Factors determining the quality management of higher education: A case study at a business school in Indonesia"	Jurnal Cakrawala Pendidikan	Jakarta, Indonesia , Asia	Quantitative
Vargas et al.	2019	"Sustainable development stakeholder networks for organisational change in higher education institutions: A case study from the UK"	Journal of Cleaner Production	UK, Europe	Qualitative
Zwane & Mtshali	2019	"Positioning public nursing colleges in South African higher education: Stakeholders' perspectives"	Curationis	South Africa	Qualitative
Al-Sharaf & Al-Rubai'ey	2020	"Managing stakeholder conflicting expectations in higher education: A hybrid approach"	Journal of Educational and Psychological Studies [JEPS]	The Sultanate of Oman, Asia	Qualitative
Clark et al.	2020	"Branding higher education: An exploration of the role of internal branding on middle management in a university rebrand"	Tertiary Education and Management	Canada, North America	Qualitative
Fagrell et al.	2020	"Curriculum development and quality work in higher education in Sweden: The external stakeholder perspective"	Journal of Praxis in Higher Education	Sweden, Europe	Qualitative
Falqueto et al.	2020	"Strategic planning in higher education institutions: What are the stakeholders' roles in the process? "	Higher Education	Brazil, South America	Qualitative
Gulden et al.	2020	"Quality management of higher education: Innovation approach from perspectives of institutionalism. An exploratory literature review."	Cogent Business & Management		Theoretical

Langrafe et al.	2020	"A stakeholder theory approach to creating value in higher education institutions"	The Bottom Line	Brazil, South America	Quantitative
Malone	2020	"Ethics education in teacher preparation: A case for stakeholder responsibility"	Ethics and Education		Theoretical
Ní Chróinín et al.	2020	"A major review of stakeholder perspectives on the purposes of primary physical education"	European Physical Education Review		Theoretical
Nordberg & Andreassen	2020	"Challenging professional control? Reforming higher education through stakeholder involvement"	Journal of Education and Work	Norway, Europe	Qualitative
Nwajiuba et al.	2020	"What can be done to improve higher education quality and graduate employability in Nigeria? A stakeholder approach"	Industry and Higher Education	Nigeria, Africa	Qualitative
Penuel et al.	2020	"Principles of Collaborative Education Research With Stakeholders: Toward Requirements for a New Research and Development Infrastructure"	Review of Educational Research		Theoretical
Xanthopoulou	2020	"Theoretical Approach and Analysis of Stakeholders' Impact on Quality Processes in Higher Education – The Case of Greek Universities"	International Journal of Sciences	Greek, Europe	Mixed methods
Al-Hazaima et al.	2021	"Perceptions of salient stakeholders on the integration of sustainability education into the accounting curriculum: A Jordanian study"	Meditari Accountancy Research	<u>Jordan,</u> <u>Asia</u>	Mixed methods
Karimi et al.	2021	"Stakeholder Capacity Building in Monitoring and Evaluation and Performance of Literacy and Numeracy"	Higher Education Studies	Kenya, Africa	Mixed methods

		Educational Programme in Public Primary Schools in Nairobi County, Kenya"			
Liu	2021	"Building education groups as school collaboration for education improvement: A case study of stakeholder interactions in District A of Chengdu"	Asia Pacific Education Review	Chengdu, China, Asia	Qualitative
Ndou et al.	2021	"Exploring stakeholder roles in the management of indoor environmental quality of higher education institutes in South Africa"	Management of Environmental Quality: An International Journal	South Africa	Quantitative
Padayachee & Dison	2021	"Stakeholder struggles in the uptake and use of blended and online learning in higher education"	Blended learning and the global south: Virtual exchanges in higher education		Theoretical
Prisacaru & Sevciuc	2021	"Identification of the relevant stakeholder groups-the first step to the strategic stakeholder management in agricultural higher education-a study case in the Republic of Moldova"	Scientific Papers Series Management, Economic Engineering in Agriculture and Rural Development	Moldovac, Europe	Qualitative
Rogers et al.	2021	"Stakeholder engagement in an online community education project via diverse media engagements"	Issues in Educational Research	Australia, Oceania	Qualitative
Sakallı et al.	2021	"The Role of Tolerance Education in Diversity Management: A Cultural Historical Activity Theory Perspective"	SAGE Open		Theoretical
Sauphayana	2021	"Innovation in Higher Education Management and Leadership"	Journal of Educational and Social Research		Theoretical

Saurbier	2021	"Modelling the stakeholder environment and decision process in the US higher education system"	Business, Management and Economics Engineering		Theoretical
Valk & Kratoviš	2021	"We collaborate with everyone, but with some more than others: Evidence of stakeholder collaboration among internal security professional higher education institutions"	Empirical Research in Vocational Education and Training	Europe	Qualitative
Vargas et al.	2021	"The Role of Higher Education Stakeholder Networks for Sustainable Development: A Systems Perspective"	Springer International Publishing		Theoretical
Bidandi et al.	2022	"Collaboration and partnerships between South African higher education institutions and stakeholders: Case study of a post-apartheid University"	Discover Education	UWC, South Africa	Qualitative
Jain et al.	2022	"A multi-stakeholder perspective of relationship marketing in higher education institutions"	Journal of Marketing for Higher Education	India, UK, Nigeria, UAE	Qualitative
McCann et al.	2022	"Calibration of stakeholder influence in the UK higher education sector"	Studies in Higher Education	UK, Europe	Qualitative
Mousa et al.	2022	"Responsible Management Education in Time of Crisis: A Conceptual Framework for Public Business Schools in Egypt and Similar Middle Eastern Context"	Public Organization Review		Theoretical
Nguyen	2022	"Conceptions of Quality of Pre-Service Teacher Education from Stakeholder Perspectives: A Case Study of a Vietnamese University"	Vietnam Journal of Education	Vietnam, Asia	Qualitative

Pan et al.	2022	"The Chinese University stakeholder satisfaction survey: Developing a customer-centered self-assessment tool for higher education quality management"	Frontiers in Psychology	China,Asia	Mixed methods
Rashid & Mustafa	2022	"Corporate reputation antecedents and stakeholder loyalty in malawi higher education institutions: Employees' and students' perspectives"	Tertiary Education and Management	Malawi, Africa	Quantitative
Rodrigues et al.	2022	"Start Project Management from Scratch in an ICT Department of a Public Higher Education Organization: how to manage change?"	In 22 ^a Conferência da Associação Portuguesa de Sistemas de Informação (CAPSI 2022)	Portugal, Europe	Qualitative
Rogers et al.	2022	"Stakeholder engagement with funding bodies, steering committees and surveys: Benefits for education projects"	Issues in Educational Research	Australia, Oceania	Qualitative
Seki et al.	2022	"End-User Stakeholder Engagement in Refurbishment Design in Higher Education"	Sustainability	Australia and New Zealand, Oceania	Qualitative
Vale et al.	2022	"Management Accounting and Control in Higher Education Institutions: A Systematic Literature Review"	Administrative Sciences		Theoretical
Artykbayeva & Greiman	2023	"A Comparative Study of Stakeholder Engagement in the Dual Education System: A Case of Germany, the United States and Kazakhstan"	Journal of Technical Education and Training	Kazakhstan, Asia	Qualitative
Berhanu & Gobie	2023	"A dequacy of capacity building and stakeholder involvement in decentralized education management: Evidence from Ethiopia"	Cogent Social Sciences	Ethiopia, Africa	Mixed methods

Bloch et al.	2023	"Quality work in higher education: A multi-stakeholder study"	Quality in Higher Education	Denmark, Europe	Qualitative
Chidwick et al.	2023	"Stakeholder Perspectives of Experiential Education in Tertiary Institutions and Learning From COVID-19"	Journal of Experiential Education	Canada, North America	Qualitative
Chugh et al.	2023	"Implementing educational technology in Higher Education Institutions: A review of technologies, stakeholder perceptions, frameworks and metrics"	Education and Information Technologies		Theoretical
Logan et al.	2023	"'They couldn't wait, every day they would say are they coming today?' Stakeholder perceptions of School-University partnership approaches to science teacher education"	The Australian Educational Researcher	Australia, Oceania	Mixed methods
Ma & Shi	2023	"Investigating the Challenges and Strategies of Teacher Morality Policy for Higher Education Sustainability in China: Perspective of Stakeholder"	Open Journal of Social Sciences	China, Asia	Qualitative
García-Rodríguez & Gutiérrez-Taño	2024	"Loyalty to higher education institutions and the relationship with reputation: An integrated model with multi-stakeholder approach"	Journal of Marketing for Higher Education	Europe	Quantitative
Ristad et al.	2024	"A multi-stakeholder perspective on inclusion in higher education: Ruling on fragile ground"	International Journal of Educational Research Open	Norway, Europe	Mixed methods
Romero-Lora et al.	2024	"An analysis of the relationship between organisational resilience and Local Educational Management Units' responses on education services delivery in Peru during the COVID"	Public Administration and Policy	Peru, South America	Quantitative

Syed et al.	2024	"Higher education institutions and stakeholder analysis: Theoretical roots, development of themes and future research directions"	Industry and Higher Education	Theoretical
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