Stakeholder Theory Application In Education: A Content-Analysis Based Literature Review

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ARTICLE INFO	ABSTRACT
	Stakeholder decision-making in education depends on sustainable development. There are many chances for improved development when management theories and models are applied to the subject of education. This paper's goal is to provide a review of the literature on the use of stakeholder theory and the stakeholder management model in the field of education, taking into consideration 39 publications published between Jan 2019 and April 2024. This study attempts to offer insights into the most recent research in the interdisciplinary field of Stakeholder Theory and Stakeholder Management Model and education systems through a systematic literature evaluation and the application of automated text analysis. The findings imply that in order to explore different approaches for achieving sustainability goals, a multi-method approach as well as the search for new data sources, techniques, and instruments would be required. Furthermore, additional study is required to determine whether the stakeholder management model and education are correlated, with a focus mostly on the EU. This cross-disciplinary topic will be very dynamic in the future due to the quick development and the need for sustainable development of education from multidisciplinary viewpoints and research opportunities. **Keywords:** Stakeholder Theory, Stakeholder Management, education application, educational improvement, educational sustainability

1.INTRODUCTION

Since its origin in the 20th century, stakeholder theory—a cornerstone of modern management—has undergone substantial scholarly research and improvement. Based on the seminal writings of Freeman (1984), the theory asserts that taking into account the interests of all stakeholders—rather than simply shareholders—is critical to the success of an organisation[**Error! Reference source not found.**]. The foundation for a change from shareholder-centric to stakeholder-centric management paradigms was built by Freeman's concept of stakeholders, which is defined as "any group or individual who can affect or is affected by the achievement of the organization's objectives". This change, as noted by Hillman & Keim (2001)and Freeman (1984)highlights the necessity of balancing the interests of many stakeholders while attaining competitive value[**Error! Reference source not found.**][**Error! Reference source not found.**] .

Stakeholder theory highlights the significance of taking a variety of stakeholder requirements into account for inclusive settings and long-term viability in the context of education. In keeping with the necessity of democratic corporate governance, Freeman & Reed (1983) emphasise how important it is for schools to effectively involve stakeholders[**Error! Reference source not found.**]. Building on Freeman's ideas, Donaldson and Preston (1995) emphasised the moral need for organisations to successfully manage stakeholders, juggling a variety of interests for long-term success[**Error! Reference source not found.**]. In order to explain dynamic stakeholder interactions, Jones and Wicks (2018) emphasised a relational viewpoint by further integrating Stakeholder Theory strands into a coherent framework[**Error! Reference source not found.**].

Stakeholder theory is applied in a number of areas, such as corporate governance, public policy, sustainability, and business ethics. Freeman and Reed (1983) questioned conventional shareholder-focused strategies and promoted inclusive corporate governance[**Error! Reference source not found.**]. Carroll (1991) made a substantial contribution to the models of Corporate Social Responsibility (CSR), emphasising the complex duties that firms have to stakeholders[**Error! Reference source not found.**]. Instrumental stakeholder theory (Jones et al., 2018) looks at how highly ethical connections with stakeholders—relationships characterised by high degrees of trust, collaboration, and information sharing—affect corporate performance[**Error! Reference source not found.**].

Stakeholder theory and the Stakeholder Management model, which provide theoretical frameworks and useful insights for putting stakeholder-centric approaches to educational management and governance into practice, are important and have been highlighted by some viewpoints and literature. The fundamental ideas of Stakeholder Theory and its consequences for organisational management are presented in the groundbreaking work of Donaldson and Preston (1995)[**Error! Reference source not found.**]. Increasing stakeholder participation and collaboration in education can result from implementing these concepts. In order to help organisations prioritise engagement initiatives, Mitchell et al. (1997) established the "Stakeholder Salience Model," which ranks stakeholders according to authority, urgency, and power[**Error! Reference source not found.**]. The model focuses on identifying and prioritising. Through the application of this framework, education can advance equality and inclusivity by attending to the various requirements of stakeholders. The foundation for stakeholder-centric management is laid by Freeman's work, which emphasises cooperative decision-making procedures including all stakeholders[**Error! Reference source not found.**]. This strategy is necessary for efficient governance in education. Carroll's (1991) viewpoint on stakeholder management and corporate social responsibility (CSR) can be applied to education to guarantee equitable resource allocation that satisfies the demands of diverse stakeholders[**Error! Reference source not found.**]. Frooman's studies on stakeholder influence tactics shed light on how to deal with social and cultural settings in learning environments[**Error! Reference source not found.**]. Educators can create culturally appropriate and responsive educational programmes by having a solid understanding of stakeholder dynamics. Jones's work on the Convergent Stakeholder Theory emphasises how crucial accountability and transparency are to stakeholder management[**Error! Reference source not found.**]. Implementing these ideas in the classroom increases stakeholders' credibility and sense of trust.

The main goal of this article is to present a thorough grasp of the use of stakeholder theory and the stakeholder management model in education, together with an update on the state of relevant research and any unresolved concerns. The following research questions have been prepared in order to achieve our goal.
1) How has the Stakeholder Management Model affected the field of education?
2) What are the Stakeholder Management Model's future research directions in the realm of education?
We used the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) technique to perform a systematic literature review in line with the study's purpose[**Error! Reference source not found.**]. Specifically, we looked at papers that discussed the implementation of stakeholder theory in the field of education.
There are two contributions to this work. It begins by providing a thorough analysis of the literature on stakeholder theory and stakeholder management model applications in education. Second, it looks into some suggested directions for further study in this field of ever-more-important research.

2. METHODS AND DATA COLLECTION

2.1. Selection of Papers
We started by doing a thorough literature search in order to present an overview of recent studies. The focus of the literature search has been articles about the growth of educational leadership and stakeholder management.
To identify the most relevant articles, the author adopted the following search criteria:
1. Article databases: ScienceDirect (sciencedirect.com), Emerald Insight (emerald.com), and Taylor &Francis (tandfonline.com). Google Scholar (scholar.google.com) will be a complementary.

Table 1 Inclusion and exclusion criteria

Criterion	Inclusion	Exclusion
Topic, Abstract,Keywords	Stakeholder Theory & Education	
Population	Education-related	Non-education
Date	≥2019.1-2024.4	＜2019
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: In order to make it easier to gather publications that concentrate on how Stakeholder Theory has been incorporated into education over the past five years, the "Data" inclusion requirement was set to ≥2019.1-2024.4.

Table 2 displays the preliminary screening result obtained from the databases.

Table 2. The search result based on different keywords.

	ScienceDirect	Emerald	Taylor & Francis	Google Scholar
Search keywords	Title, abstract or author-specified keywords ("Stakeholder Theory & Education")	Abstract ("Stakeholder Theory & Education")		"Stakeholder Theory & Education"
Amount	105	20	67	69
Non-education	57	3	30	
Non-relevant	40	11	30	
Remain	8	6	7	69

192 documents were located after the first search results were received. We next searched the Google Scholar database one more time for relevant studies, and this time we found 69 more papers. After removing duplicates, there are still 257 articles. Following the PRISMA statement, we carried out a preliminary screening and quality evaluation of the papers that were discovered during a preliminary search[**Error! Reference source not found.**]. Based on our review of the titles and abstracts, we eliminated 90 papers that had nothing to do with education and 81 papers that had nothing to do with Stakeholder Theory or Stakeholder Management Model. We removed publications with fewer than ten citations after carefully reviewing the remaining publications (quality assessment). This resulted in a list of 39 papers, which we further examined to identify important findings and recommend areas for additional research. The number of articles that we discovered through the search, assessed, and included in our content analysis is shown in the PRISMA flow diagram in Figure 1.
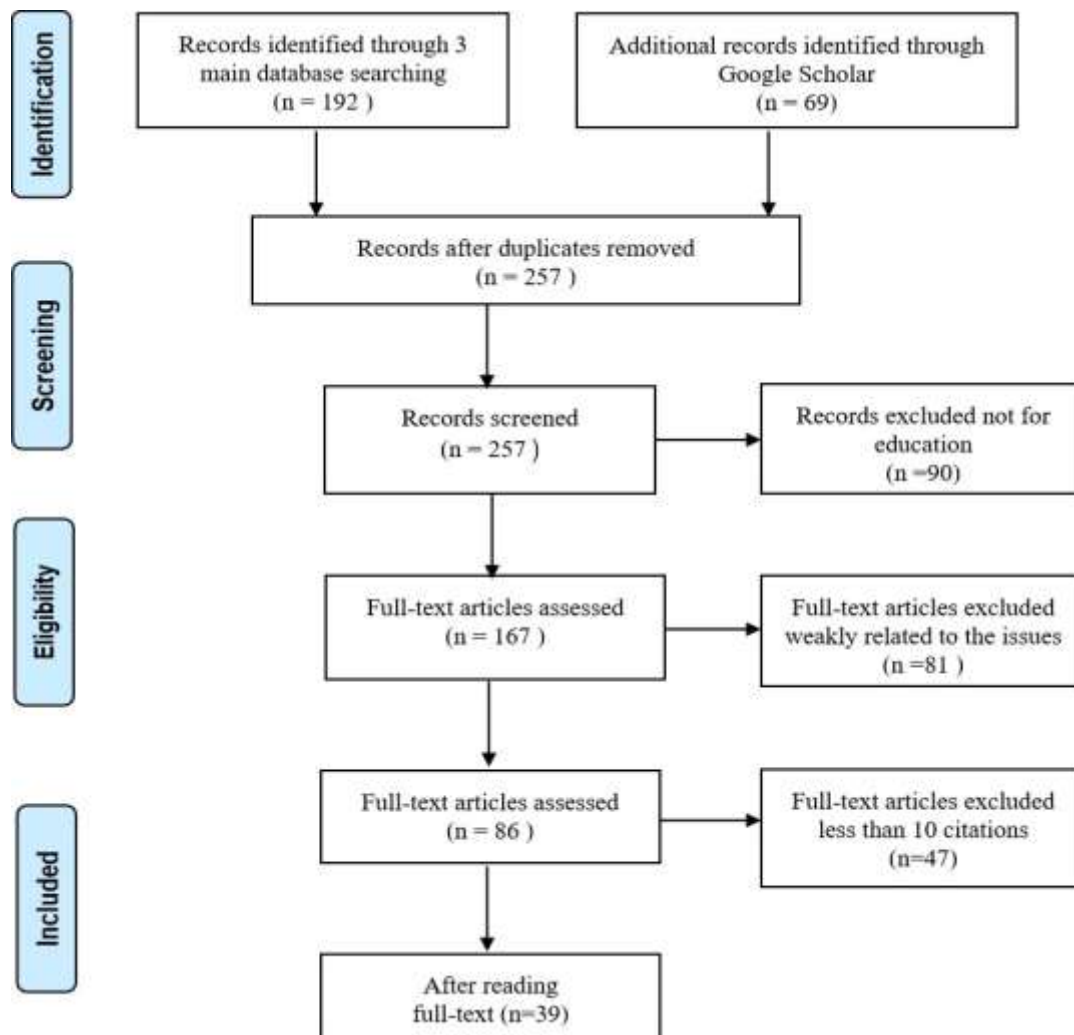
Fig 1: Selection of papers in the PRISMA flow diagram.

2.2. Analysis
First, we looked at the annual volume of papers and the publications that published them. After that, we carried on with content analysis by fusing the viewpoints of a human researcher who could adopt a more comprehensive viewpoint while examining the details that were left out of the picture and a software programme that could measure and analyse vast amounts of data.

Initially, we employed an automated method for content analysis using Leximancer[1] to examine vast volumes of text. Large volumes of text can be divided into any number of relationships and categories using the Bayesian learning technique, which is applied by the Leximancer software for automated content analysis (text analysis), which we employed for our study[**Error! Reference source not found.**]. Leximancer generates "concept maps"—visual representations of the relationships between concepts—from concepts and relationships. These maps group concepts with related meanings into themes[**Error! Reference source not found.**].

Every word file was initially transformed into a text file in order to guarantee improved automated text analysis outcomes. Furthermore, all superfluous text that had no bearing on the substance was eliminated, including titles for chapters, tables, captions, journals, authors, and affiliations. After that, these files were loaded into Leximancer, a programme for content analysis. We were able to determine the key ideas with the assistance of Leximancer's results, which we then expanded upon from the perspective of the

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[1]Leximancer. Available online: https://info.leximancer.com/ (accessed on 11May 2024).

researcher.

The content analysis findings are shown in the sections that follow.

3. RESULTS

3.1. Field evolvement by Numbers

39 papers were classified as a result of the literature search. The highest number of publications were published in 2019 and 2021, according to an annual analysis (Figure 2).
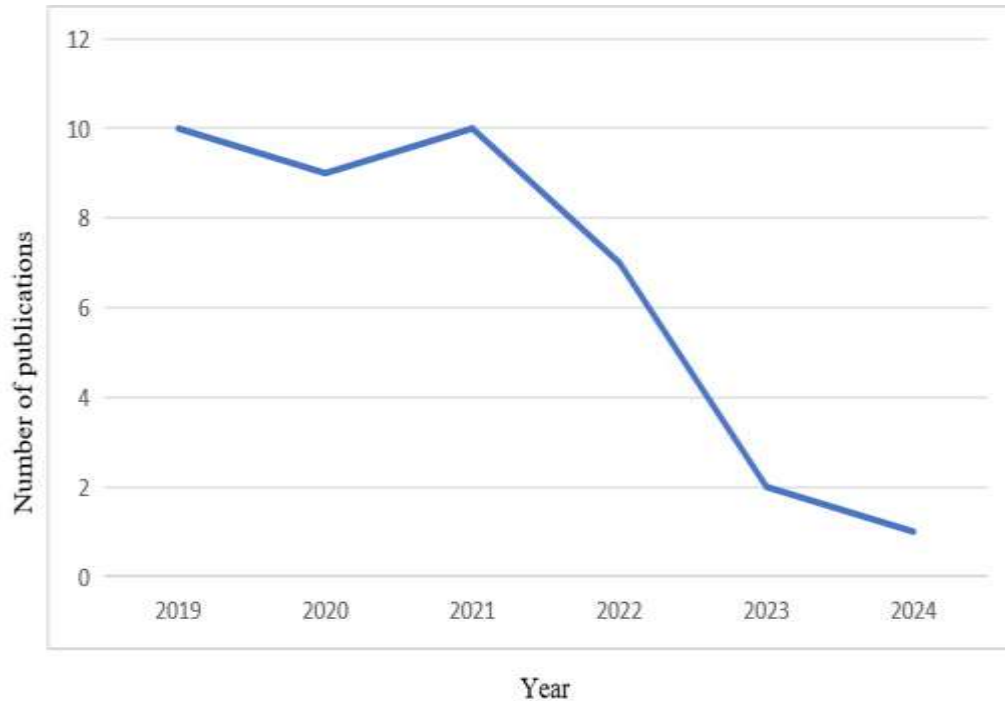

Figure 2. Number of papers per year

The papers were examined further to determine the journals in which they had appeared over time. Articles were published in 32 journals, with the majority in Higher Education, as Figure 3 illustrates.

Journal	2019	2020	2021	2022	2023	2024
International Journal of Sustainability in Higher Education	1			1		
BMC medical education	1					
British Journal of Religious Education	1					
Higher Education	1	1	1			
International Journal of Educational Development	1					
Journal of Cleaner Production	1	1				
Journal of the Knowledge Economy	1					
Sustainability	1		1			
Atlantis Press.	1					
Springer	1				1	
Ethics and Education		1				
European Physical Education Review		1				
Industry and Higher Education		1				
Journal of Praxis in Higher Education		1				
Review of Educational Research		1				
The Bottom Line		1				
Routledge		1				
Asia pacific education review			1			
Empirical research in vocational education and training			1			
International Journal of Contemporary Hospitality Management			1			
Higher Education Studies			1			
Journal of Marketing for Higher Education			1	1		
Meditari Accountancy Research			1			
Plos one			1			
International Journal of Work-Integrated Learning			1			
Physical Education and Sport Pedagogy				1		
Data in Brief				1		
Discover Education				1		
Studies in Higher Education				1		
In Proceedings of the 2022 CHI Conference on Human Factors in Computing Systems				1		
Education and Information Technologies					1	
Management Decision						1
	2019	2020	2021	2022	2023	2024
			Year			

Figure 3. Number of publications per journal and year.

The classification in Figure 4 indicates that 11 publications were theoretical, 19 qualitative, while only 7 were quantitative methods and two mixed. All included papers, methodologies as they were stated by the authors, and assigned methodological categories are listed in Table A1 in the Appendix A.
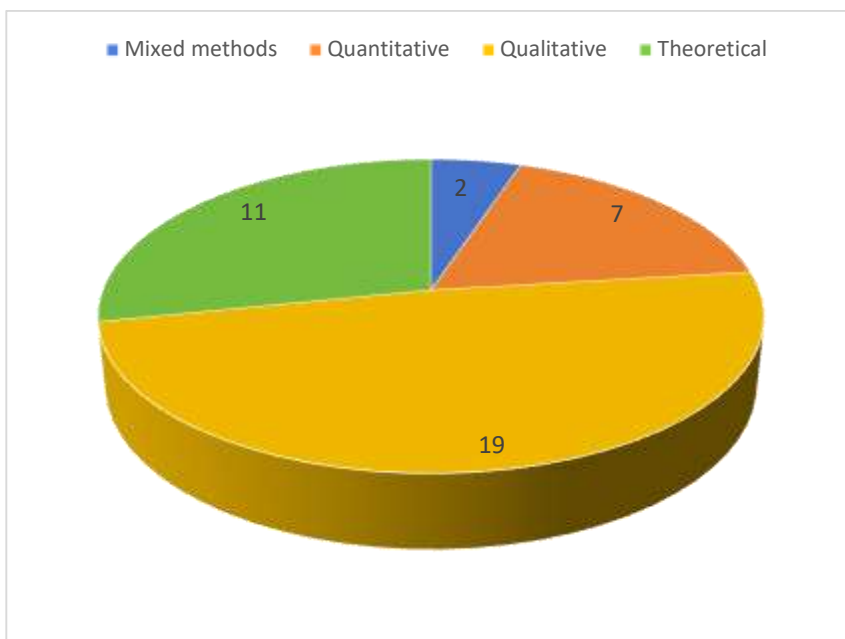

Figure 4. Article distribution by approach.

After more investigation, it was discovered that the nation and locality of the study were absent from 11 publications, the majority of which were theoretical works. For the remaining 28 publications, most of the study was done in European nations. Numerous cross-national studies are also available (Figure 5).
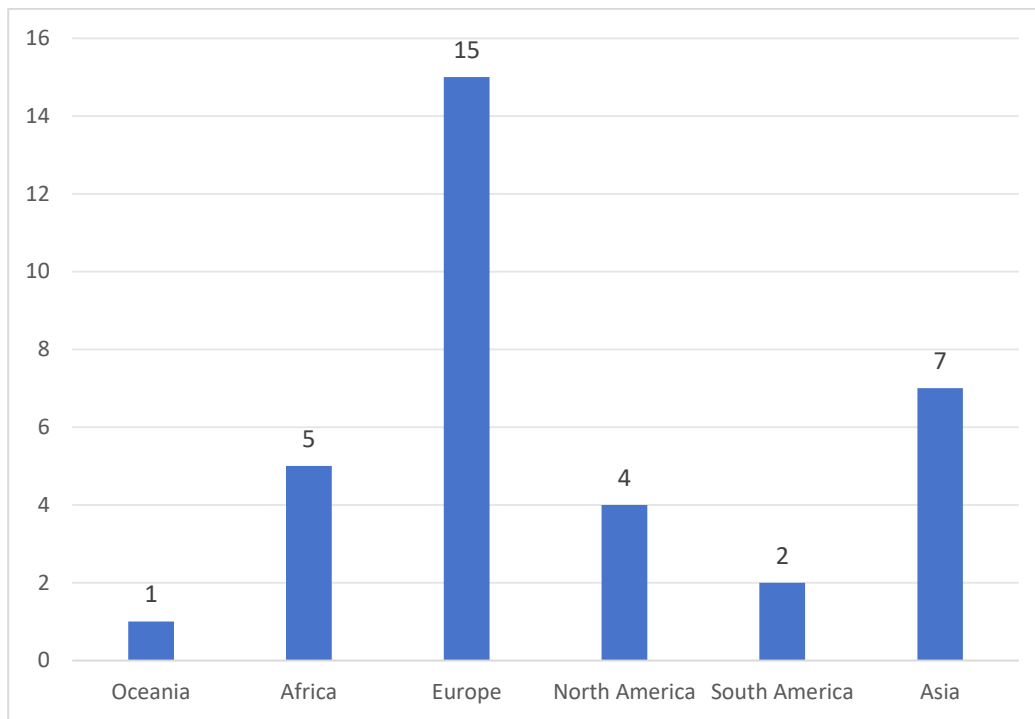
Figure 5. Number of the country of studies

3.2. Results of Content and Thematic Analysis

We found 16 themes with the configuration (Concepts 100%; Theme Size 30%; Rotation 0°) after using Leximancer to analyse 39 papers (Figure 6). Themes found by the analysis include "stakeholders," "education," "universities," "research," "study," "student," "educational," "process," "learning," "sustainability," "analysis," "VR," "business," "approaches," "Table," and "organization." The order of the themes is descending based on the number of matches found in the analyzed text (Figure 6).

Theme	Hits
stakeholders	3188
education	2751
universities	2517
research	2513
study	2336
students	2139
educational	1987
process	1206
learning	1166
sustainability	1145
analysis	735
VR	486
business	431
approaches	346
Table	294
organization	159
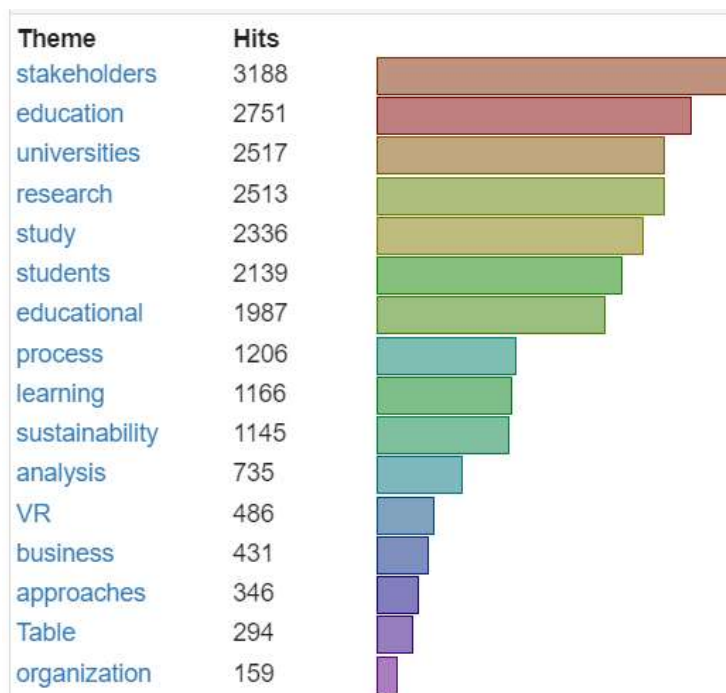
Figure 6. Identified themes

Additionally, we were able to create a "concept map" with Leximancer's assistance; Figure 7 illustrates this. The concept map is made up of concepts (written in black letters within the coloured circles that represent the themes) and the themes themselves. The significance of themes is demonstrated by size (the larger the topic, the more thoughts were integrated into it) and colour (as a "heat map": the brighter the theme, the more frequently it appeared in the text under analysis)[**Error! Reference source not found.**][**Error! Reference source not found.**]. In addition, the concept map indicates which themes are shared by

three themes (for example, in our case, the concepts of "stakeholders" are shared by the themes of "results" and "education"), which relationships between the concepts preserve the relationships between the themes (for example, in this case, "education") "development"-"work"-" support"-"example"-"teaching"-"schools").

Figure 7. Leximancer concept map

We determined the following four topic clusters based on our knowledge, comprehension of the field, and the findings from the idea map (Figure 7):
The first cluster includes the terms "educational," "learning," "study," "research," "approaches," and "VR." We termed this cluster "Educational study." A blue dotted line denotes this cluster. Education is connected to this cluster through "policy," "practice," and "development." We dubbed the second cluster "Stakeholder Sustainability," and it includes the topics "students," "universities," "education," and "stakeholders." A red dotted line is used to indicate this cluster. The terms "university" and "student" in the cluster refer to stakeholders, sustainability, and education. We termed the third cluster "Analysis," and it includes the themes "analysis," "Table," "organization," and "process." This cluster, which displays the current research context in the subject of stakeholder theory, is shown by a yellow dotted line. A green dotted line connects the fourth cluster—which we called "Business"—to the "Stakeholder Sustainability" cluster through the "market."
Figure 7 demonstrates that the themes in the second cluster, "stakeholder sustainability," have stronger relationships with one another. There are five primary theme routes. The first focuses on the issue of "stakeholder," offering pathways related to "perspective," "performance," "theory," "power," "relationship," and "management," among other concepts. The second focuses on "sustainability" in relation to "accounting" and "management." The third theme focuses on "university" in relation to "government," "needs," "level," "curriculum," and "role." The fourth focuses on the relationship between "education," "policy," "practices," "development," "community," "change," and "quality." The fifth focuses on "students" in relation to "programmes," "activities," "skills," and "community." Every one of the five themed pathways crosses. The terms that intersect centre around "quality," "management," "community,"

"profession," "change," and "curriculum." These pathways suggest that earlier research was mostly concerned with reviewing the literature and looking into instances and theoretical studies (Figure 4 and Table A1). In addition, there was a noticeable absence of other stakeholders' perspectives and a greater emphasis on educational sustainability (as a crucial tactic and an urgent necessity for future development of Stakeholder Theory and Stakeholder Management Model).

4. DISCUSSION AND FURTHER RESEARCH DIRECTIONS

Our study's objective was to present a thorough analysis of the stakeholder theory and stakeholder management model's implementation in the field of education while also identifying potential directions for further research in this rapidly expanding subject. In order to achieve this, we used the content analysis tool Leximancer to perform a thorough assessment of the literature on 39 publications pertaining to the use of stakeholder theory and the stakeholder management model in education. Based on the investigation, we were able to identify 16 themes that were connected by different concepts (key words). We were able to get a deeper comprehension of the current body of information, provide an interpretation based on our understanding, and suggest directions for future research thanks to observations of the visual data that Leximancer (Figure 7) gave.

We talk about the sources and extent of recent results and publications in the remaining sections of this chapter. We also indicate directions for future work.

4.1. Discussion of Scope and Outlets of Current Publications

Our analysis of the literature on the use of stakeholder theory and the stakeholder management model in sustainability and education reveals that there hasn't been a rise in contributions in recent years. It is concluded that this topic merits further investigation and that there is much potential for future research. It is anticipated that the trend in this multidisciplinary sector towards greater quantity and quality of research will continue.

Figure 5 demonstrates that the bulk of the research is conducted in the European Union, where businesses and policymakers alike have a keen interest in sustainability-related concerns. The possibility that this is due to a distinct corporate governance structure is concerning. Corporate governance in the majority of EU businesses is based on a two-tier board structure (Enriques & Volpin, 2007)[**Error! Reference source not found.**]. Whereas a unitary board system, which consists of a single board of directors and is common in the USA, tends to prioritise economic gains over social and environmental concerns, a dual structure of management and supervisory board with distinct roles creates opportunities for various values (e.g., economic, environmental, and social) (Lessambo, 2014)[**Error! Reference source not found.**].

Furthermore highlighting the significance of integrating stakeholder theory and the stakeholder management model into the field of education, as well as the value of applying interdisciplinary experiences horizontally to foster the development of theories and models, are the findings presented in Figure 3 (number of publications by journal and year).

4.2. Discussion of Findings

According to our findings, the majority of research that has been done thus far has been qualitative in character and has included theoretical research, case studies carried out in various businesses or educational institutions, As the subject of study is still in its early stages and is multidisciplinary, case studies will continue to be a crucial research approach because of this higher level of complexity. A multi-method approach, the search for new data sources, techniques, and instruments to test out different approaches to achieving sustainability goals will be required in order to generalize study findings. Furthermore, additional study is required to determine whether the stakeholder management model and education are correlated, given the majority of the existing research used in education is located in the EU. This topic of study will be very dynamic in the future due to the swift development of education and the pressing need for sustainable development from multidisciplinary views and research opportunities.

4.3. Future Research Directions

Researchers from a variety of fields have previously emphasised the significance of stakeholder theory and the stakeholder management model during the past ten years.

Our findings indicate that most prior research has concentrated on the following areas: i) identification and engagement[**Error! Reference source not found.**][**Error! Reference source not found.**]; ii) governance structures and accountability mechanisms[**Error! Reference source not found.**][**Error! Reference source not found.**]; iii) evaluation of educational performance and quality[**Error! Reference source not found.**][**Error! Reference source not found.**]; and iv) the role of education in broader societal contexts[**Error! Reference source not found.**][**Error! Reference source not found.**].

Multidisciplinary studies on stakeholder theory and education will be required in the future to delve deeper into this dynamic and quickly developing topic.

Research on stakeholder engagement tactics is first and foremost required. It is worthwhile to investigate cutting-edge and successful methods for involving a variety of stakeholders in education, such as parents, teachers, administrators, legislators, and community people. Examine how social media, digital technology, and online communities affect stakeholder participation, communication, and teamwork in educational decision-making processes. Adebowale (2024) and DiBar i (2016) talk on how effective stakeholder involvement techniques are when it comes to decision-making in education[**Error! Reference source not found.**][**Error! Reference source not found.**].

Furthermore, it is worthwhile to wait for research on stakeholder collaboration and partnerships. Such research should analyse collaborative networks and partnerships among stakeholders in order to support cooperative decision-making, resource sharing, and group action for the improvement of education. It should also look into the elements that either help or hinder successful stakeholder collaboration, such as mechanisms for building trust, mutual benefits, shared goals, and efficient channels. Didham & Ofei-Manu's (2020) research examines how interactions between scholars, decision-makers, and practitioners might be organized to promote reciprocal learning in the field of sustainability education[**Error! Reference source not found.**]. This research is relevant to the educational context because it evaluates the effectiveness of multi-stakeholder initiatives, public-private partnerships, and cross-sector collaborations in addressing complex educational challenges, such as equity gaps, inclusive practices, and school-commun It is presented as an actual case study on how to facilitate a cooperative research partnership.

Furthermore, the inclusion of diverse stakeholder perspectives, experiences, and voices in educational research, policy development, and programme evaluation is being called for. Qualitative studies, narrative inquiries, and participatory action research are being conducted to capture the lived experiences, values, aspirations, and concerns of various stakeholder groups in educational contexts. Additionally, marginalized or underrepresented stakeholders, such as non-traditional learners, students from disadvantaged backgrounds, or minority communities, are being empowered to actively participate in advocacy efforts and decision-making processes. Finally, school improvement teams are being studied in order to examine multiple stakeholder engagement in public education. Weiss (2018) highlights how crucial it is to include student voices and opinions in reform initiatives[**Error! Reference source not found.**].

Additionally, one of the most important research directions is the impact of stakeholders on educational outcomes. This includes examining the differences in the effects of stakeholder engagement across different educational domains (such as curriculum development, school governance, and teacher professional development) and educational levels (such as primary, secondary, and higher education), as well as the relationship between stakeholder involvement, engagement, and satisfaction levels with key educational outcomes, such as student achievement, learning motivation, school climate, and organizational effectiveness. The paper (Gordon & Louis, 2009) focuses on the ways in which educators and principals can coordinate their efforts to include stakeholders in order to raise student accomplishment[**Error! Reference source not found.**].

Contextualized stakeholder approaches represent a potential avenue for future research. For example, conduct comparative studies across national, international, regional, and local educational systems to identify contextual factors that shape stakeholder dynamics and governance models; and explore cross-cultural perspectives on stakeholder engagement practices, values, and priorities in education, highlighting similarities, differences, and transferable lessons for global education reform efforts. Tailor stakeholder management strategies to diverse educational contexts, cultural environments, policy frameworks, and institutional structures. For instance, a novel conceptual framework for stakeholder-centered capacity building for TNE's knowledge management is presented in Shams and Hasan's (2020) study[**Error! Reference source not found.**]. The framework is validated by actual data from three different worldwide marketplaces.

5. CONCLUSIONS AND LIMITATIONS

This comprehensive survey of the literature on stakeholder theory and its implementation in education highlights the critical role that stakeholder participation plays in promoting successful educational outcomes. Effective collaboration and partnerships among stakeholders, such as administrators, teachers, students, parents, and the larger community, are emphasised in the literature as crucial elements of successful educational practices. To promote inclusivity and fairness in educational environments, diverse stakeholder viewpoints and voices need to be taken into consideration. Furthermore, prior research has demonstrated the direct influence of stakeholder involvement on educational results, indicating that putting stakeholder engagement first can result in better decision-making procedures, more support for educational programmes, and higher student success rates overall. Future studies should focus on

identifying creative approaches to engaging stakeholders, assessing the long-term consequences of stakeholder collaboration on educational institutions, and examining the changing roles of emerging stakeholders in influencing educational practices.

While the method for analysing vast volumes of data provides benefits, there are a few drawbacks that should be noted as well. One drawback is that the examined literature may have biassed or insufficient representations of stakeholder perspectives, which could distort our understanding of stakeholder dynamics in learning environments. The review also recognizes the difficulty in determining the precise causal relationship between stakeholder participation and certain educational results because there are many variables and contextual factors that can affect these interactions. Furthermore, by concentrating on conventional stakeholders like administrators, teachers, and parents, it may be possible to ignore the viewpoints and contributions of more recent stakeholders, such technology providers or community organizations, which are rapidly influencing today's educational environments. In order to overcome these constraints, future research endeavours need to use stronger techniques to gather varied perspectives from stakeholders, carry out extended studies to evaluate the long-term effects of stakeholder engagement strategies, and broaden the range of stakeholders taken into account to reflect the dynamic character of educational ecosystems.

Appendix A
Table A.1 List of studies review

Authors	Year	Title	Journal	Country of study	Study design
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	Qualitative
Riad Shams & Belyaeva	2019	"Quality assurance driving factors as antecedents of knowledge management: A stakeholder-focussed perspective in higher education"	Review of Educational Research		Theoretical
Alexander & Hjortsø	2019	"Sources of complexity in participatory curriculum development: An activity system and stakeholder analysis approach to the analyses of tensions and contradictions"	The Bottom Line	Africa	Qualitative
Saraite-Sarieneet al.	2019	"Non-financial information versus financial as a key to the stakeholder engagement: A higher education perspective"	Journal of Cleaner Production		Mixed methods
Åhs,et al.	2019	"Preparing for the world of diverse worldviews: Parental and school stakeholder views on integrative worldview education in a Finnish context"	Journal of the Knowledge Economy	Finland	Qualitative
Borg et al.	2019	"Smarter education: Leveraging stakeholder inputs to develop work ready curricula"	Higher Education		Theoretical
Shaw	2019	"Strategic instrument or social institution: Rationalized myths of the university in stakeholder perceptions of higher education reform in Poland"	Higher Education	Poland	Qualitative
Kassam et al.	2019	"Key stakeholder opinions for a national learner education handover"	Industry and Higher Education	Canada	Qualitative
Naziz	2019	"Collaboration for transition between TVET and university: A proposal"	Ethics and Education	Bangladesh	Qualitative
Hong	2019	"The feasibility of the application of stakeholder theory in higher education"	Journal of Marketing for Higher Education		Theoretical
Hörisch et al.	2020	"Integrating stakeholder theory and sustainability accounting: A conceptual synthesis"	Sustainability		Theoretical
Penuel et al.	2020	"Principles of collaborative education research with stakeholders: Toward requirements for a new research and development infrastructure"	British Journal of Religious Education	U.S.	Theoretical
Langrafe et al.	2020	"A stakeholder theory approach to creating value in higher education institutions"	International Journal of Contemporary Hospitality Management	Brazil	Quantitative
Falquetoet al.	2020	"Strategic planning in higher education institutions: what are the stakeholders' roles in the process?"	Springer Singapore.	Brazil	Qualitative
Nwajiuba et al.	2020	"What can be done to improve higher education quality and graduate employability in Nigeria? A stakeholder	In Proceedings of the 2022 CHI Conference on	Nigeria, West Africa	Qualitative

		approach"	Human Factors in Computing Systems		
Malone	2020	"Ethics education in teacher preparation: a case for stakeholder responsibility"	Meditari Accountancy Research		Theoretical
Fagrell et al.	2020	"Curriculum development and quality work in higher education in Sweden: The external stakeholder perspective"	Plos one	Sweden	Qualitative
Ní Chróinín et al.	2020	"A major review of stakeholder perspectives on the purposes of primary physical education"	International Journal of Sustainability in Higher Education		Theoretical
Postlethwaite et al.	2020	"Inspiring a generation: An examination of stakeholder relations in the context of London"	Education and Information Technologies	UK	Theoretical
Aguinis et al.	2021	"How to enhance scholarly impact: Recommendations for university administrators, researchers and educators"	Journal of Praxis in Higher Education		Theoretical
Al-Hazaima et al.	2021	"Perceptions of salient stakeholders on the integration of sustainability education into the accounting curriculum: a Jordanian study"	International Journal of Educational Development	Jordan	Mixed methods
Fares et al.	2021	"Stakeholder theory and management: Understanding longitudinal collaboration networks"	Higher Education		Quantitative
Sukoco et al.	2021	"Stakeholder pressure to obtain world-class status among Indonesian universities"	European Physical Education Review	Indonesian	Qualitative
Raji & Hassan	2021	"Sustainability and stakeholder awareness: A case study of a Scottish university"	BMC medical education	Scottish	Qualitative
Rook & Sloan	2021	"Competing Stakeholder Understandings of Graduate Attributes and Employability in Work-Integrated Learning"	Physical Education and Sport Pedagogy	Australia	Qualitative
Liu	2021	"Building education groups as school collaboration for education improvement: a case study of stakeholder interactions in District A of Chengdu"	Data in Brief	Chengdu, China	Qualitative
Karimi et al.	2021	"Stakeholder Capacity Building in Monitoring and Evaluation and Performance of Literacy and Numeracy Educational Programme in Public Primary Schools in Nairobi County, Kenya"	International Journal of Sustainability in Higher Education	Kenya	Quantitative
Valk & Kratovitš	2021	"We collaborate with everyone, but with some more than others: evidence of stakeholder collaboration among internal security professional higher education institutions"	Cham: Springer International Publishing.	Estonian, German, Finnish, Norwegian	Qualitative
García-Rodríguez & Gutierrez-Tano	2021	"Loyalty to higher education institutions and the relationship with reputation: an integrated model with multi-stakeholder approach"	Sustainability	European	Quantitative
Jain et al.	2022	"A multi-stakeholder perspective of relationship marketing in higher education institutions"	International Journal of Work-Integrated Learning	India, UK, Nigeria, and UAE	Qualitative
Jin et al.	2022	"How will vr enter university classrooms? multi-stakeholders investigation of vr in higher education"	Asia pacific education review	United States	Qualitative
Oonk et al.	2022	"Stimulating boundary crossing learning in a multi-stakeholder learning environment for sustainable development"	Discover Education	Dutch	Quantitative
Goss et al.	2022	"Stakeholder perceptions of physical literacy assessment in primary school children"	Higher Education Studies	UK	Qualitative
Al-Hazaima et al.	2022	"Dataset for integration of sustainability education into the accounting curricula of tertiary education institutions in Jordan"	Routledge.	Jordan	Quantitative
Bidandi et al.	2022	"Collaboration and partnerships between South African higher education institutions and stakeholders: case study of a post-apartheid University"	Management Decision	South Africa	Qualitative

McCann et al.	2022	"Calibration of stakeholder influence in the UK higher education sector"	Studies in Higher Education	UK	Qualitative
Chughet al.	2023	"Implementing educational technology in Higher Education Institutions: A review of technologies, stakeholder perceptions, frameworks and metrics"	Empirical research in vocational education and training		Theoretical
Freeman & Newkirk	2023	"Business as a human enterprise: Implications for education"	Atlantis Press.	United States	Theoretical
Mu et al.	2024	"The impact of corporate social responsibility types on happiness management: A stakeholder theory perspective"	Journal of Marketing for Higher Education		Quantitative

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