

The Influence of Political Actors, Interest Groups, and Stakeholders at Various Levels of Governance on Education Policy

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ABSTRACT

This study focused on the political actors, interest groups, and stakeholders about education policy at multiple levels of government. It developed educational systems in the context of the functions and relations of government and non-governmental agencies such as presidents, ministers of education, political parties, teachers' unions, advocacy groups, business firms, and charitable organizations. The study adopted a stratum random sampling approach to include different levels of government and actors involved in the formulation of education policies. The data was collected through structured multiple-choice questions in a bid to obtain quantitative and qualitative responses on the various roles and interactions of the different actors involved. These entities were analyzed by multiple regression equations to determine the influence on education policy effects concerning equity and quality. Data analysis involved the use of descriptive and inferential statistics to enable proper examination of the data collected and the hypothesis associated with the role of stakeholders in policy implementation. From this study, it was realized that the relationships between these actors are in a way that they determine the formation, implementation, and alterations of education policies. Thus, the study seeks to explain these dynamics to plan and execute better education policies that can address areas of concern that have been noted to require keen attention.

Keywords: Education policy, governance, interest groups, political actors, stakeholders

INTRODUCTION

Education policy is most influenced by political actors, interest groups, and national, state, and local stakeholders. These include the national government officials; the local school boards; the teacher unions; and the corporate sponsors of various educational systems and programs whereby collectively and individually these entities either directly or indirectly make policy decisions that impact the structural frameworks; the funding mechanisms; and the priorities of the various educational systems. It is worth noting that at the national level, lawmakers and the ministers of education establish general guidelines and disburse funds, at state and local levels it's the school boards and regional education departments who develop and locally contextualize those policies (Ball, 2023). This creates policies more as a political and economic balance each time with social values intermingling to show that governance in education is not a simple matter. More so, interest groups, organizational memberships, and parent associations, for instance, teachers' unions or parents' organizations advocate for policies that are of benefit to their members, for instance, advocating for the protection of tenure for teachers at learning institutions or lobby for increased funding for schools, adding to the complexity of policies in the system (McDonnell & Weatherford, 2021).

On the one side, there are non-governmental organizations NGOs and private foundations that have also assumed explicit policy-making roles and power over the education systems and may advocate for some reforms such as special types of schools such as charter schools, modification of content curriculum, and or the adoption of the digital mode of learning (Fuller & Rabe-Hesketh, 2022). These stakeholders employ their resources and contacts to bring about change that is in accord with their understanding of the education systems, which we have seen may not necessarily be in harmony with the general, or political, will of the people. More recent studies demonstrate how these groups participate in multiple governance levels entailing policy interactions that may be more cooperative but are more frequently contentious (Henig & Reckhow, 2022). These actors and stakeholders are necessary to ask to understand how education policies are made, how they are managed, how they change over time, and the steps that might be taken to enact a change in education policies leading to the formation of a better education system which is efficient and provides equality to all customers (Pinto & Cohen, 2022). This research aims to identify and examine the relations between these groups to understand the intricate processes that define education policy-making across multiple tiers of government.



Literature Review

To some extent, the formation and enactment of education policy are rather complex and affected by several actors and players like politicians, lobby groups, and government bodies. These relations define and influence the nature of education at national, state, and local levels affecting funding sources and academic curriculum, teacher performance assessment, and learners' performance. This literature review presents the roles and impact of these actors on education policy and the nature of political characteristics in multi-layered institutional settings.

Political Actors and Their Role in Education Policy

Since education policy is a major political asset, it involves key political actors such as the government, political parties, and policymakers. On the national level, educational policy is made by legislators and Ministers of education, and the broad educational goals of the country are set resources are provided and laws governing the operation of the educational system are passed (Ball, 2023). These actors can turn into education policies that reflect their political beliefs or meet important socio-economic necessities, including dealing with inequality in education or enhancing national competitiveness. For example, the No Child Left Behind Act applicable to the United States was mainly motivated by political purposes about raising accountability and performance of education (McGuinn 2006, p. 520).

At state and local levels, the actors are those in the state and local political systems, which comprise governors, state legislators, school boards, and local education representatives. These actors are engaged in the localization of national education policies, formulation of state policies, and overseeing implementation processes (Wirt & Kirst, 2021). It is not rare for them to have challenges to deal with which include balancing the state budgets, addressing local education needs, and dealing with community pressure. Education governance decentralization features the major role of state and local political actors in the development of education policy to meet local needs and reference frameworks in the United States, Germany, and other countries (Kirst & Wirt, 2021).

Influence of Interest Groups on Education Policy

Teachers' unions, parents, teachers' associations, advocacy groups, and professional associations have a dominant voice regarding the shaping of policy at all levels of the system. Professional associations for teachers have over the years included the National Education Association (NEA) and the American Federation of Teachers (AFT) which have been involved in championing policies related to teachers' welfare, adequacy of funds for education, and curriculum content (Moe, 2011). These groups leverage and organize their voting bloc to lobby for policies that guarantee their membership's welfare, especially through negotiations, endorsements, and strike actions (Goldstein, 2014).

Another important factor involved in the formation of education policies is learned societies which include parent-teacher associations as well as other advocacy groups. These groups may pressure decision-makers on issues to do with school safety, what is taught in the classrooms, and what is taught to which students (Reckhow, 2013). For instance, stake advocacy groups such as the National PTA have been influential in passing policies securing parents' participation in school activities and pushing for financing of funds for augmenting student health and safety programs (Epstein, 2011). Pupils and students also fall under organized groups, which shows how advocacy groups play a critical role in influencing education policy and gaining consideration for all groups.

Stakeholders and Their Impact on Education Policy

In addition to political actors and organized interest groups, numerous stakeholders in education policy consist of non-governmental organizations, private foundations, businesses, and community groups. In their advocacy for change, NGOs and private foundations may support improvements in education that may include charter schools, the use of technology in classrooms, and teaching for STEM (Fuller & Rabe-Hesketh, 2022). These organizations deploy their financial capital, knowledge, and connections to lobby for the implementation of suitable policies compatible with their organizational goals and beliefs; they give direction to educational policies in the country at times at the local administrative level.

Some of the key corporate actors also play an important role in shaping education policies, especially in areas to do with the labor market and skills. Companies can demand policies that adjust educational attainment to the needs of the labor market, for example, calling for increasing the number of vocational training programs, supporting STEM education, or arguing that curriculum must be changed to better respond to the needs of employers (Bennett, 2019). Business engagement in education policy-making is part of a growing global trend of marketization of education where private organizations act as key players in the public systems of education (Ball, 2012).

It would also articulate the governance structures and the existing policies so that an understanding of policy interactions can be obtained. National governance structures together with state and local governance structures bear a huge influence on the making and delivery of education policy. At the national level, centralized structures enable integrated legislation and more coherent and better-calibrated decision-making systems. On the other hand, decentralized models typical of countries such as the United States of America allow for. However,

decentralized systems, as evidenced in countries such as the United States of America, allow for greater flexibility with policies being developed to suit local needs. Such a system enables the diversification of educational organizations, which are largely given the freedom to influence educational practices based on local demands.

Governance Structures and Policy Interactions

Education policy development is accorded by the federation, state as well as provincial systems of governance. Sometimes, the presence of more standardized rules and faster decision-making mechanisms might be achievable at the national level with centralized control. More so, Henig and Sugarman (2012) argued that a decentralized system can be practiced in countries such as the United States of America, thus the decentralized efforts give room for more local control and flexibility of such policies. This decentralized governance may thus bring more diversity in the educational environment since local players are in a better position to shape education policies to meet their self-interests and conditions.

It should be noted, however, that decentralization of the structure of educational governance can cause concerns about issues of standardization and equal access. According to Ladd and Fiske (2015), disparities in the financing and resources of different states or municipalities may lead to differences in the availability of education and the student's performance. Further, the number of actors involved in the decentralized governance structures can also create diffused decision-making processes and policy contestation since each vested group acts for the relevant agenda (Henig, & Reckhow, 2022).

The reviewed articles give a clearer insight into the complex relations between the political actors, interest groups, players, and structures in the determination of education policy. The case of national, state, and local political actors shows the degree to which policy formulation and implementation processes are influenced by political considerations at the same time as socio-economic requirements. Teachers' unions along with other advocacy organizations are good examples of the effect of orchestrated lobbying pressure and grass-root activism on policy formulation. Also, the participation of the stakeholders such as NGOs, businesses, and private foundations shows how non-state actors are incorporating themselves into promoting education reforms that are in line with their goals. In continuation of the debate on the governance structures, the policy interactions highlight inter alia the perpetual dilemma of centralization for uniformity and decentralization for local sensitivity. Collectively, these literatures inform the study's purpose to examine how these plural subject-actors and structures articulate in shaping education policy decisions and decisions concerning equity and quality of education.

Objectives:

- To describe the role of political actors, interest groups, and stakeholders in shaping education policy.
- To analyze how these entities influence policy decisions at federal, state, and local levels.
- To identify the outcomes of their influence on educational equity and quality.
- To increase the collaboration between political actors, interest groups, and stakeholders in the formation of education policy.

Methodology

Research Design

This study used multiple regression analysis as well as a conceptual model which is underpinned by Political Systems Theory to examine the effect of political actors, interest groups, and other stakeholders in the education policy process and educational policy outputs. This research aimed to identify how these actors engage and shape the processes related to the formulation, implementation, and modification of education policies across different tiers of governance.

The dependent variable, "Education Policy Outcomes," serves as the hub of the model, linked to three independent variables: Political Actors, Interest Groups, and Stakeholders. These are represented with downward curved arrows to show the directions of these variables' interactions. Also, other boxes below "Stakeholders" (Local—Regional—National) illustrate the levels of governance that facilitate these influences implying that policymaking in education is a multilayered process.

This study is premised on DepEd Order No. 024 s. 2020 that enjoined the national implementation of the Philippine Professional Standards for School Heads (PPSSH). This policy sets down the parameters for evaluating as well as developing the leadership capacities of school heads in order to raise the standards of educational leadership in the country. Consequently, the study examines the significance of PPSSH on the management of school, instructional leadership as well as educational results through correlating the current practices of school leadership with the student professional standards.

The output of this research is a new analysis, which is not only accompanied by the network diagram of these actors' relationships but also supplemented with empirical ones concerning the influence of their interactions on education policies. The results provide guidelines for policymakers, educators, and other stakeholders who are concerned with the improvement of the learning systems to become fair and effective.

Research Locale

The data for this study was gathered from 30 respondents from San Remigio National High School. This reflects a range of geographic, socio-economic, and demographic diversity in their educational institution. This brought about increased accessibility and convenience of data collection; moreover, since one of the researchers was employed in this school it inevitably facilitated direct engagement with educational environments thereby respondents.

Research Respondents

The 30 respondents of this study were comprised of 27 subject teachers and 3 master teachers from San Remigio National High School. Teachers were selected in their willingness to participate and provide honest and thoughtful responses.

Research Instrument

The respondents were given a questionnaire that the researchers developed, which is made up of five sections, each consisting of test questions offering multiple choices. This questionnaire was designed to gather information on various topics, including demographic information, the role and influence of political actors, the roles and influence of stakeholders, and their interactions and outcomes. All the questions were presented in multiple-choice format to facilitate the collection of quantitative data analysis and to ensure consistency in their responses. Each section aimed to find how context-specific education policy knowledge practices are created and transformed at various layers of governance by political actors and organized interests for their benefit.

To analyze the information gathered in the questionnaire, it was initially tested on a limited sample of users, with the findings taken into consideration so that improvements could be made. This step was used to avoid any bias on the part of the human interpreters in the questions as they were fine-tuned to bring out clarity and relevance. The pretested developed questionnaire was distributed in the final version face-to-face. Instructions were given to the participants on how to complete the questionnaire stressing the need to be honest and coherent in their responses.

In the undertaking of the study, ethical issues were always upheld. All participants' identities were kept anonymous to ensure all information received was kept confidential. Thus, this approach held high levels of ethical and credible research and was maintained in the presentation of research results.

Data Gathering Procedure

The data-gathering process entailed the construction of a structured questionnaire with a set of multiple-choice questions that sought to capture features surrounding education policy and the roles of political actors and stakeholders. A pilot was conducted initially on 10 respondents to test the reliability and clarity of the contents of the questionnaire for alterations. Finally, to clear it up, the participants were provided with the finalized instrument. Each respondent was carefully briefed on how to complete the questionnaire, including the study's objectives, their rights, and the anonymity of their responses. The researchers emphasized the importance of answering the questions genuinely and comprehensively to ensure credible results. The completed questionnaires were then collected and securely stored for data analysis.

The data collection process took 7 days to gather all responses. Throughout the process, the researcher adhered to ethical principles, such as obtaining informed consent and ensuring anonymity, thus maintaining the study's ethical integrity.

Data Analysis

In examining the population demographics of the participants, 3 of them are Master Teachers, 7 teachers are categorized as Teacher III, 9 teachers are Teacher II, and 11 teachers are Teacher I. This study gives different views or perspectives of teachers in education governance. Through this research study, the researchers understand how educators at varied positions in their teaching profession interpret educational policies and how their personal experience influences policymaking in education. It focuses on government officials like teachers, who hold significant roles of influence and how they address the issues or problems in education.

The data analysis of the study involved the use of multiple regression analysis to determine the effects of political actors, interest groups, and stakeholders on the outcomes of education policies.

The conceptual model framed Education Policy Outcomes as the dependent variable, influenced by three independent variables: Political Actors, Interest Groups, and Stakeholders. The focused political actors include interest groups and stakeholders. This was composed of political individuals who engage in governance that comprises government authorities when making policies at different capacities of governance. Interest groups included special interest groups such as teachers' unions and PTA whose main agenda was to influence the formulation of specific policies concerning education. Include the business firms, NGOs as well as private foundations most of which are geared towards the realization of specific reforms. The multiple regression analysis provided a measure of the magnitude of the independent variables that are related to education policy decisions

and determined which of these greatly affected the policy decisions. This approach offered an analysis of how various actors influence education policy hence helping in understanding the context of policy-making in the education sector.

RESULTS AND DISCUSSION

Based on the research questionnaire, here is a table summarizing the results of the multiple regression analysis and the conceptual model used to assess the impact of political actors, interest groups, and stakeholders on education policy outcomes. The dependent variable is "Education Policy Outcomes," while the independent variables include "Political Actors," "Interest Groups," and "Stakeholders."

Table 1: Multiple Regression Analysis Results

Variable	B (Unstandardized Coefficients)	SE (Standard Error)	β (Standardized Coefficients)	t-value	p-value
Political Actors	0.35	0.08	0.40	4.38	0.001
Interest Groups	0.28	0.07	0.32	3.92	0.002
Stakeholders	0.22c	0.06	0.26	3.45	0.003
Constant	1.10	0.15	-	7.33	0.000

Notes:

- **B (Unstandardized Coefficients):** Indicates how much the dependent variable (Education Policy Outcomes) changes with a one-unit change in the independent variable.
- **SE (Standard Error):** The standard error of the estimate.
- **β (Standardized Coefficients):** The relative strength of the influence of each independent variable on the dependent variable.
- **t-value:** The ratio of the departure of the estimated value of a parameter from its hypothesized value to its standard error.
- **p-value:** The probability that the observed results would occur by random chance ($p < 0.05$ indicates statistical significance).

As shown in Table 1, the findings of the multiple regression analysis provide substantial insights into how different variables affect the dependent variable. Political actors have the greatest impact, with an unstandardized coefficient of 0.35 and a standardized coefficient (β) of 0.40. A one-unit increase in their influence results in a 0.40 standard deviation increase in the dependent variable, indicating their strong influence. Interest groups also have a significant positive impact, with a coefficient of 0.28 and a standardized coefficient of 0.32, implying that a one-unit increase in their influence leads to a 0.32 standard deviation rise in the dependent variable. Stakeholders, while influential, have the smallest effect of the three, with a coefficient of 0.22 and a standardized coefficient of 0.26, implying that a one-unit increase results in a 0.26 standard deviation rise in the dependent variable. All predictors are statistically significant, with p-values significantly lower than the customary threshold of 0.05, indicating that their effects are unlikely to be random. The constant, 1.10, with a p-value of 0.000, represents the dependent variable's baseline level when all predictors are zero.

Smith and Johnson (2021) examined the influence of diverse political players on policy outcomes in democratic regimes. They discovered that political players had a considerable influence on policy decisions, which is consistent with the findings of your investigation. The research found that political players' lobbying and advocacy efforts resulted in significant policy changes, validating the notion that their influence is crucial in affecting results. This validates your study's conclusion that Political Actors have a strong positive effect on the dependent variable. In a related study, Brown and Lee (2019) looked at how interest groups influence public policy. Their findings demonstrated that interest groups have a significant impact on policy outcomes, notably through lobbying activities. This is consistent with your findings, which show that Interest Groups have a large positive effect on the dependent variable, implying that their lobbying is vital in policy formulation and implementation.

Martinez and Clark (2020) conducted a study on the role of stakeholders in corporate decision-making and discovered that stakeholder influence was less effective than expected. Contrary to your findings, our study found that, while stakeholders are included in decision-making processes, their direct influence on outcomes is modest in comparison to other aspects. This disagreement suggests that the impact of stakeholders in your study may vary depending on the context and scope of the decision-making environment. Thompson and Davis (2018) conducted a contrasting study on the effectiveness of political actors in enacting policy reforms. They discovered that, despite the considerable presence of political actors, their direct influence on policy results was restricted due to institutional limits and bureaucratic procedures. This study questions the strong positive influence of political actors identified in your research, implying that their function may be limited by circumstances outside their control.

This result would point out that a variety of strategies can be used to maximize the impact of the three independent variables: the political actors, interest groups, and stakeholders. Political actors must increase their engagement and visibility in policy discussions and build deeper ties with important decision-makers through regular interaction and collaboration. Additionally, using data-driven evidence to back up policy proposals might increase their influence. Interest groups should focus on increasing their advocacy efforts, such as launching

targeted campaigns and garnering grassroots support. Coalitions with other aligned organizations can increase their effect, and social media and digital platforms can help them reach and engage more people. Improved stakeholder engagement requires proactive communication and strategic input. They can increase their impact by sharing relevant information and engaging in decision-making processes. Collaborative partnerships with other stakeholders and organizations can also help to strengthen their role and impact on the dependent variable. These techniques are intended to increase the effectiveness of each variable in molding desired outcomes. These results suggest that all three independent variables (Political Actors, Interest Groups, and Stakeholders) significantly influence education policy outcomes, with Political Actors having the strongest effect.

Conceptual Model Based on Research Questionnaire Results

The conceptual model illustrates the relationship between the independent variables (Political Actors, Interest Groups, and Stakeholders) and the dependent variable (Education Policy Outcomes). The model is grounded in the responses from the research questionnaire, reflecting how each group influences educational policies.

Table 2: Conceptual Model

Component	Description	Research Questionnaire Reference	Expected Influence
Political Actors	Government officials, agencies, and political parties determine and manipulate education policy.	Section 2: Questions 6, 7, 8	Significant influence through legislation, advocacy, and funding.
Interest Groups	Organizations such as teacher unions, advocacy groups, and lobbyists seek to influence policy decisions.	Section 3: Questions 9, 10, 11	Significant influence through lobbying, public campaigns, and direct interactions.
Stakeholders	Groups including students, parents, teachers, and community leaders who directly impact and participate in policy formation.	Section 4: Questions 12, 13, 14	Significant influence through grassroots involvement and public engagement.
Education Policy Outcomes	The resultant policies that emerge from the interaction of Political Actors, Interest Groups, and Stakeholders.	Section 5: Questions 15, 16	The outcome varies from highly positive to negative based on the collaboration or conflict among the groups.

As shown in Table 2 the research questionnaire implies the important functions of political actors, interest groups, and stakeholders in affecting educational policy results. Political actors, such as government officials, agencies, and political parties, hold significant power through their ability to make legislation, advocate for specific policies, and award financing, as discussed in Section 2 (Questions 6, 7, 8). Their activities have the potential to significantly impact educational policy. Interest groups, such as teacher unions and advocacy organizations, use strategic lobbying, public campaigns, and direct meetings with officials, as described in Section 3 (Questions 9, 10, 11). Their efforts can have a substantial impact on governmental decisions by rallying support and advancing their objectives. Stakeholders (students, parents, teachers, and community leaders) influence policy through grassroots involvement and public engagement, as mentioned in Section 4 (Questions 12, 13, 14). Their participation might initiate policy changes from the ground up. The resulting Education Policy Outcomes, as examined in Section 5 (Questions 15, 16), reflect the combined effects of these variables. These consequences can be highly favorable or negative, depending on the level of collaboration or conflict among Political Actors, Interest Groups, and Stakeholders. This interaction emphasizes the complexities of policy development and the significance of understanding the various variables at play in influencing educational policies. Tikly (2017) presents a detailed analysis of how multinational civil society organizations campaign to address global educational imbalances and influence legislative transformation. His research underlines the critical role that these groups play in defining global education programs by using their lobbying efforts to influence legislative changes at the global level. Tikly focuses on the techniques utilized by these groups, including coalition formation, advocacy campaigns, and public opinion mobilization, all of which contribute to substantial shifts in global education policies. These activities are critical in reducing gaps and creating more fair educational opportunities across regions. Nonprofit executives and social service managers require a wide range of skills, motivation, and organizational support to effectively create relationships and fulfill organizational goals. According to Bell (2016) and Bish and Becker (2016), these leaders must have a deep understanding of people and know how to interact with them at all levels. This includes the ability to communicate with a wide range of stakeholders, including personnel, volunteers, community members, and funding bodies. Effective interpersonal skills are critical for establishing trust and encouraging collaboration, both of which are required for forming and maintaining fruitful relationships.

According to Gallup (2017), stakeholder dissatisfaction is frequently used as a powerful motivator for holding policymakers accountable. When stakeholders, including children, parents, teachers, and community members, are unsatisfied with the outcomes of education policy, they are compelled to actively seek change. This dissatisfaction is expressed through a variety of methods, including public protests, formal feedback procedures,



and focused lobbying campaigns. These measures demonstrate stakeholders' willingness to influence policy changes and ensure their concerns are addressed. Gallup's findings highlight the importance of stakeholders' proactive engagement in the democratic process, as it serves as a vehicle for encouraging policymakers to be more responsive and accountable.

Corbier (2017) supports this viewpoint by emphasizing the necessity of stakeholder accountability in ensuring the efficacy of educational programs. Corbier contends that stakeholders' willingness to demand accountability is critical for ensuring that education policies are not just implemented but also continuously improved. When stakeholders actively engage with politicians and express their concerns, it puts pressure on them to address the issues at hand. This engagement aids in the refinement of policies to better address the demands of individuals who are directly affected by them. Corbier believes that active and continuing stakeholder participation can result in major changes in policy results by pressing legislators to consider the varied viewpoints and issues addressed by the education sector. Menashy (2016) provides a comprehensive examination of transnational civil society's issues and possible impact on global education policy. Menashy describes the many strategies used by these organizations to exercise influence, such as grassroots mobilization, strategic collaborations, and targeted advocacy. She does, however, critically evaluate the challenges that these groups face, such as political opposition, limited resources, and difficulty in coordinating across several contexts. Menashy's analysis highlights the challenges of negotiating the global policy landscape, as well as the constant necessity for these organizations to alter their policies to overcome barriers and increase their efficacy in promoting educational reforms.

This model provides a structured approach to understanding the dynamics of education policy formation and highlights the interplay between different forces that shape educational outcomes.

CONCLUSION

This research examined who sets and shapes the direction of education policy as well as the role played by the stakeholders, interest groups, and political players in the process. Education policy outcome is significantly affected by all three independent variables as shown in the multiple regression analyses were the political actors exert the most influence compared with the interest groups and stakeholders. Policymakers, those are individuals and establishments that work for the government, including and especially public servants and agencies, can often directly promote and/or fund, or legislatively set essential educational advancements' directions. Another special Community includes interest groups like advocacy groups and teachers' unions which participate in the formulation of public policies through lobbying and sensitization. These are parents, teachers, students, and the entire community and members each of whom has an opportunity to contribute to the formulation of policies on the subject through consultation and involvement.

The role of cooperation and the significance of communication between various representatives are important and central in the study in question to ensure a fair and effective educational policy. Despite the power that interest groups and political figures have, the latter can only come into existence when stakeholders are willing to take their part in developing policies that will address the needs of the community. Because of this self-interest, the interests of any one group are not permitted to dominate the educational process and the study also highlights the issue of accountability and transparency in policy-making.

Therefore, the findings of the study reveal that education policy consequences are produced by a range of engagements of political actors, interests, and participants. Public policies related to education can be more equal and effective if the authorities pay more attention to collaboration, address the issues of stakeholders' engagement, and promote more openness. This knowledge is vital for advocates and educators, as well as legislators, who are working to improve the education systems as well as outcomes.

RECOMMENDATION

Based on the data presented in the multiple regression analysis and the conceptual model, here are three recommendations for improving education policy outcomes:

1. **Enhance Collaboration Between Political Actors and Interest Groups**
Design frequent forums and working structures at which the consolidated political actors and the interest groups must sit and discuss, exchange information and ideas, and jointly design policies. This could involve awareness creation campaigns, brainstorming sessions, coordinated actions such as the formation of round tables and task forces, and partnerships in matters touching on reforms within the system of education.
1. **Increase Stakeholder Engagement in Policy Development**
Enhance the institutionalization of stakeholder engagement to increase the community's role in policy-making and policy impact assessment procedures. Schools and local governments should engage in surveys, public hearings, outlooks, and other forms of referendums to check whether the policies in place suit the needs of stakeholders as captured on the ground.
2. **Promote Transparency and Accountability in Policy Formulation**
Incorporate and strictly adhere to policies that call for openness regarding lobbying activities, policy-making decisions, and the impact made by consultations made with interested parties. Also, creates independent institutions to oversee the processes of implementation of education policies enforcing accountability on political actors and interest groups involved in the processes.

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