

Contributions to the Development of School Governance

A Multi-Actor Diagnostic and Operational Model within a European Educational Context

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6 actor groups

5 analytical pillars

4.12 mean DI

1.43 max gap

30 matrix cells

3 outputs

INTRODUCTION & AIM

Building on stakeholder-oriented approaches to educational governance, this study treats school governance as a practical field of interaction among six actor groups. It proposes a diagnostic-operational model for interpreting perception gaps as managerial signals for explanation, dialogue and redesign.

METHOD

Quantitative design based on stakeholder perception scores and comparative diagnostic interpretation.

Data	questionnaire-based perception scores
Unit	actor group × analytical pillar
Output	means, rankings, gaps, typology
Analysis	operational intervention routes

Table 1. Analytical sequence

SIX-ACTOR FIELD

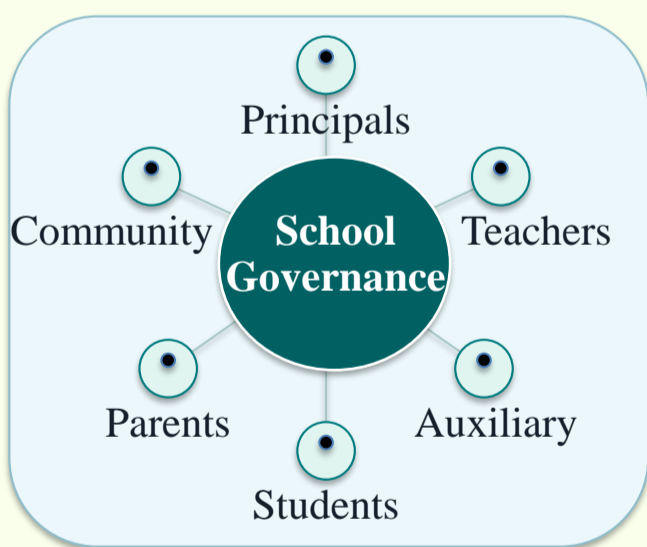


Figure 1. Actor groups

ANALYTICAL PILLARS

Participation	voice and influence
Leadership	decision clarity
Transparency	information flow
Climate	trust and safety
Collaboration	inter-actor linkage

Table 2. Analytical pillars

RESULTS & DISCUSSION

Actor × pillar

Actor	Part.	Lead.	Transp.	Climate	Collab.
Principals	4.10	4.35	4.05	4.66	4.24
Teachers	3.74	3.91	3.82	3.23	4.60
Auxiliary staff	4.20	4.42	4.31	4.36	4.41
Students	3.68	3.79	3.81	4.21	4.01
Parents	4.05	4.18	4.12	4.34	4.36
Community	4.75	4.18	4.08	3.17	4.42

Table 3. Actor × pillar matrix

Key result: formal governance arrangements are visible, yet stakeholder groups do not experience them in the same way.

DI ranking

Auxiliary	4.34
Community	4.30
Principals	4.28
Parents	4.21
Students	3.90
Teachers	3.86

Figure 2. Actor ranking

Pillar profile

Participation	4.09
Leadership	4.14
Transparency	4.03
Climate	3.99
Collaboration	4.34

Figure 3. Pillar profile

Max gaps

Signal	Gap
Principals climate vs teachers climate	1.43
Community participation vs students participation	1.07
Teacher collaboration vs teacher climate	1.37

Table 4. Key perception gaps

Diagnosis typology

Pattern	Action
high score + low gap	maintain / scale
high score + high gap	align perceptions
low score + low gap	collective intervention
low score + high gap	targeted dialogue

Table 5. Diagnosis typology

Empirical signal	Managerial meaning	Operational response
Students: participation 3.68	limited voice	student feedback forum
Teachers: climate 3.23	trust pressure	professional dialogue routine
Community: climate 3.17	dialogue mismatch	partnership calendar
Transparency variation	clarity gap	accessible decision summaries

Table 6. Evidence-to-action matrix

MODEL & CONTRIBUTION

Formal vs lived

Formal	Lived
rules adopted	rules understood
actors represented	voice in practice
procedures exist	action outcomes

Table 7. Formal vs lived governance

Conceptual chain

Lived transparency

Real participation

Dialogic accountability

Institutional learning

Figure 4. Governance chain

CONCLUSIONS

- School governance is formally present but unevenly experienced.
- Collaboration is the strongest dimension, while participation and school climate reveal key gaps.
- The six-actor model turns perception differences into managerial signals for strengthening shared routines of participation, dialogue and learning.

ORIGINAL CONTRIBUTION

A multi-actor operational model that integrates actor groups, governance pillars, perception gaps and intervention routes into a coherent managerial framework.

FUTURE WORK

Future work: longitudinal validation, triangulation with qualitative interviews and testing in different school contexts.

REFERENCES

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FINAL CLAIM

Institutional quality improves when formal governance procedures are collectively understood, practiced and monitored by key school stakeholders.