

Stakeholders' Perceptions and Roles in Ensuring Effective and Ethical Education Policy Implementation in Mauritius

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ABSTRACT

This study uses the framework of Stakeholder Theory to examine how stakeholders perceive and contribute to the implementation of ethical and successful education policies in Mauritius. The theory offers a framework for investigating the ways in which accountability, awareness, and participation affect the results of policies. The study utilised a mixed-methods approach, combining qualitative insights from stakeholder interviews with quantitative analysis of 150 survey responses. Stakeholders' opinions and their responsibilities showed a moderately strong positive correlation ($R = 0.684$, $R^2 = 0.468$) according to descriptive and inferential statistics, confirming a significant relationship ($F(1,148) = 24.22$, $p < .001$). The ethical and efficient implementation of policies is greatly improved by stakeholders' awareness ($\beta = 0.68$, $CR = 7.41$) and participation ($\beta = 0.62$, $p = .000$), according to structural equation modelling. Themes of cooperative governance, ethical awareness, responsibility, and ongoing capacity building were highlighted by the qualitative findings. The study concludes that ethical consciousness and inclusive participation are essential to maintaining efficient policy governance. To improve institutional efficiency and moral integrity in Mauritius's educational system, it suggests transparent monitoring systems, regular ethical training, and organised participation mechanisms.

Keywords: Education policy, ethical governance, participation, Mauritius, stakeholder theory.

INTRODUCTION

It is commonly acknowledged that education is essential to social mobility, economic transformation, and national development. Effective education policies are a strategic tool used to advance inclusivity, quality, and equity in educational systems worldwide (UNESCO, 2021). However, in many situations, the views, involvement, and moral dedication of important stakeholders-such as legislators, educators, parents, and communities-have an impact on how well policy intentions are translated into concrete results (Adebayo & Pillay, 2021). Therefore, it is still essential to comprehend how stakeholders perceive, advocate for, and implement educational policies to guarantee long-lasting changes and fair educational opportunities.

Education has long been seen as a key factor in the development of human capital and social cohesion in SIDS, like Mauritius. In order to comply with international commitments like the Sustainable Development Goals (SDGs), especially Goal 4, which promotes inclusive and equitable high-quality education for all, the Mauritian government has continuously made investments in educational reforms (United Nations, 2020). Despite admirable advancements, difficulties still exist in guaranteeing that the application of educational policies is both efficient and morally sound. The achievement of desired policy outcomes is frequently hampered by problems like political influence, bureaucratic rigidity, and unequal stakeholder participation (African Development Bank, 2021).

The intricacy of the educational system in Mauritius also calls for a more thorough examination of the roles that stakeholders play in establishing and maintaining reform results. In interpreting and implementing policies, teachers, school administrators, unions, parents, and community representatives all have different but related roles to play (Ministry of Education, Tertiary Education, Science and Technology, 2022). However, disparities in opinions about the importance of policies, moral behaviour, and responsibility could lead to implementation gaps, which would compromise educational equity and policy coherence (Teeroovengadam & Nunkoo, 2022).

In light of the growing focus on participatory policy frameworks and ethical governance, it is imperative and timely to investigate stakeholders' roles and perceptions in Mauritius. For policies to be implemented effectively and ethically, all parties involved in the education ecosystem must collaborate, be transparent, and share ownership in addition to administrative compliance (OECD, 2023). In order to ensure that Mauritius's education policies are carried out effectively, morally, and sustainably, this study aims to explore how different stakeholders view their roles and responsibilities. The study intends to improve stakeholder engagement, strengthen ethical governance in the Mauritian education sector, and aid in policy refinement by shedding light on these perceptions.

Empirical Review of Literature and Theoretical Framework

This section presents the theoretical framework of the study and reviews relevant literature. It examines previous research on how stakeholders' involvement, perceptions, ethical issues, and governance factors influence the implementation of education policies in Mauritius and similar contexts. The Stakeholder Theory is also applied here to explain how inclusive participation shapes the adoption of morally and practically sound policies.

Participation of Stakeholders in the Implementation of Education Policy

The participation of stakeholders in the implementation of education policies is becoming more widely acknowledged as a crucial factor in determining the success and sustainability of these policies. According to empirical research, inclusive engagement in educational reforms promotes accountability, transparency, and shared ownership (Adebayo & Pillay, 2021). Instructors are key players in converting policy goals into classroom procedures as frontline implementers, but their exclusion from decision-making frequently leads to implementation gaps and resistance (Ngugi & Wekesa, 2020). By reiterating policy goals through local involvement and monitoring systems, parents and community members also help ensure that policies are effectively adopted (Mensah & Boakye, 2022).

The Ministry of Education's emphasis on participatory governance in the Mauritius context is indicative of a growing understanding of the importance of stakeholder collaboration. However, there are still issues with making sure that everyone's opinions are heard equally in the policy discussion, especially those of teachers and local communities (Ramphul, 2023). The process is frequently dominated by policymakers, which can result in top-down implementation that ignores the contextual realities of schools. Stakeholder involvement is a major factor in contextual adaptability and ethical governance in education reform, according to comparative studies from other small island developing states like Barbados and Seychelles (Joseph & Thomas, 2021; Lalande, 2022).

Stakeholders' Views on the Effectiveness of Policies

Perceptions among stakeholders have a big impact on how well and morally education policies are implemented. The ability of stakeholders-teachers, parents, legislators, and communities-to comprehend and interpret policy intentions is crucial to the success of any educational reform, claims Fullan (2019). Inconsistencies between policy design and practice are frequently caused by misunderstandings or incomplete comprehension. The degree of policy internalisation and classroom-level adaptation is determined by the perceptions of teachers, who are crucial policy interpreters in the classroom (Day et al., 2020).

Furthermore, empirical research shows that attitudes and levels of commitment from stakeholders influence the implementation outcomes. Stakeholders are more likely to show ownership and compliance when they believe that policies are pertinent, inclusive, and contextually grounded (Nguyen & Hallinger, 2021). In contrast,

resistance, partial implementation, or ethical concerns may result from perceptions of top-down imposition or policy ambiguity (Santiago et al., 2022). Contextual realities such as administrative centralisation, sociocultural diversity, and scarce resources in SIDS like Mauritius increase the impact of stakeholder perception gaps (Teeroovengadam & Nunkoo, 2023).

According to case studies from similar situations, policy coherence is frequently diminished and accountability mechanisms are weakened when legislators' intentions and teachers' or parents' understanding diverge (Mkumbo, 2020; Crossley & Watson, 2021). As a result, stakeholders' opinions influence how policies are implemented as well as how ethically and successfully educational objectives are achieved. Gaining an understanding of these attitudes is still essential to enhancing participation, policy communication, and sustainability in the Mauritian educational system.

Implementing Education Policies with Ethical Considerations

The application of ethical principles in education policy has become a crucial factor impacting stakeholder trust, governance, and leadership. According to empirical data, the implementation of policies is frequently hampered by moral conundrums brought on by tensions between institutional mandates, political interests, and social justice (Campbell, 2020). The moral integrity of educational systems is called into question by these quandaries, which show up in concerns about equity, inclusivity, and the equitable distribution of educational resources (Strike, 2021).

It is well acknowledged that accountability and transparency are essential components of ethical governance in education. According to studies, open policy procedures reduce perceptions of bias and favouritism and increase stakeholder confidence (Bush & Glover, 2022). On the other hand, a lack of accountability systems may result in unfair implementation, corruption, and a decline of public confidence (Hallak & Poisson, 2020). Therefore, institutionalising systems that guarantee accountability and transparency in decision-making among legislators and implementers is necessary for ethical governance.

The importance of moral agency in the execution of policies is further supported by research on ethical leadership. By being just, truthful, and compassionate, ethical leaders foster an atmosphere that supports moral behaviour and successful policy results (Begley, 2021). Research from small island developing nations shows that ethical leadership improves stakeholder participation and closes implementation gaps (Teeluck, 2023). Therefore, it is crucial to incorporate ethical issues into frameworks for education policies in order to guarantee their efficacy and validity. Ethical education governance is still essential to maintaining fair and open policy execution in Mauritius that is consistent with the country's principles of accountability and fairness.

Implementation-Related Institutional and Governance Factors

The success of implementing education policies is largely dependent on institutional and governance frameworks. According to research, decision-making procedures, leadership styles, and bureaucratic rigidity frequently affect how educational innovations are implemented and maintained. According to Daniel-Kalio (2019), hierarchical bureaucracies might slow down implementation processes in public institutions by impeding adaptive decision-making. In a similar vein, Saputro (2023) underlined that efficient governance frameworks that are backed by decentralised authority typically improve responsiveness and transparency in educational institutions.

The effectiveness of policies still depends on strong leadership. According to Uleanya (2023), transformational leadership promotes teamwork, creativity, and responsibility—all of which are critical for coordinating institutional agendas with national education objectives. On the other hand, policy efforts run the danger of failing owing to uneven implementation and low stakeholder participation when leadership lacks strategic direction (Maxwell, 2024). The effectiveness of policy results is also influenced by institutional capability. Strong institutional capacity improves operational effectiveness and public service delivery, according to Domorenok, Graziano, and Polverari (2021).

On the other hand, inadequate capacity leads to disjointed implementation and subpar monitoring systems. The effectiveness of policies in tiny nations like Mauritius depends on the cooperation of institutional coherence and governance accountability, according to empirical research like Hajouji (2022). The body of research demonstrates that strong institutional frameworks, engaged leadership, and open governance procedures are necessary for the successful and moral execution of education policies.

Comparative Contexts and Empirical Data from Mauritius

A complex interaction between institutional frameworks, stakeholder participation, and ethical issues is revealed by empirical research on the implementation of education policies in Mauritius. Chittoo (2020) asserts that the government's capacity to include educators, school administrators, and community members in participatory governance has been crucial to the success of educational reforms in Mauritius. This strategy is emphasised in the Education and Human Resources Strategy Plan (2017–2030), which encourages decentralisation and inclusion in decision-making. Rughoonundun-Chellapermal's (2021) study, however, shows that despite the comprehensiveness of policy frameworks, there are still gaps in the implementation of policy, frequently as a result of bureaucratic inertia and a lack of stakeholder empowerment.

Ethically implementing policies has also been examined. According to Naidoo (2022), stakeholders' opinions on the legitimacy of policies in the Mauritian educational system are heavily influenced by concerns about accountability, openness, and justice. Teachers and school administrators frequently believe that ethical leadership is essential to upholding trust and dedication to reform objectives. Studies from South Africa and the Seychelles show comparable trends, with decentralised engagement and moral leadership greatly enhancing implementation results (Moumou, 2020; Van der Berg & Spaul, 2023).

When taken as a whole, these results show that although Mauritius has made significant strides in bringing its educational policies into line with ethical and participative ideals, consistent execution is still difficult. The comparative lessons from other African and Indian Ocean countries highlight the significance of transparent government and ongoing stakeholder involvement as requirements for accomplishing successful and moral implementation of education policies.

Theoretical Framework and Implications for the Study

The Stakeholder Theory offers a suitable conceptual framework for analysing stakeholders' perspectives and responsibilities in guaranteeing the successful and moral execution of education policies in Mauritius. The idea, which was first proposed by Freeman in 1984, asserts that institutions and organisations function within a network of interdependent players whose interests must be taken into account in order to create sustainable outcomes. The notion emphasises how crucial it is to involve educators, legislators, parents, and community members in the policy-making process within the educational setting. Their participation guarantees that educational programs are not only successfully carried out but also morally sound, embodying values of equity, responsibility, and inclusion.

The Stakeholder Theory offers a framework for examining how cooperative engagement affects policy achievement in Mauritius, where many social and political forces frequently impact education changes. It emphasises that the degree to which stakeholders' opinions are heard and their ethical concerns taken into consideration determines the legitimacy and efficacy of policy implementation. This strategy is in line with modern governance paradigms that support transparent public administration and participatory decision-making. The research may critically examine how stakeholder participation influences ethical norms and implementation results in Mauritius' educational system by utilising Stakeholder Theory, which helps close the gap between policy design and real-world implementation.

Implications for the Study

Stakeholder theory has a variety of implications for studies on stakeholders' perspectives and responsibilities in guaranteeing the successful and moral implementation of education policies in Mauritius. The idea, which has its roots in Freeman's (1984) conceptualisation, asserts that institutions and organisations must acknowledge and

weigh the various interests of all parties impacted by their decisions. This viewpoint suggests that legislators, educators, parents, students, and community leaders all have a right to participate in the creation and implementation of educational policies (Donaldson & Preston, 1995).

Therefore, participatory governance-where openness, communication, and responsibility are essential necessary for effective and moral execution. This strategy fosters participatory decision-making that reduces moral conundrums, advances justice, and strengthens stakeholder trust (Minoja, 2012). Applying Stakeholder Theory highlights the need for cooperative frameworks that match institutional goals with societal values in Mauritius, where education is a vehicle for social equity and national development. This ensures that policies are both practically sound and morally sound (Harrison & Wicks, 2013).

Conceptual Framework

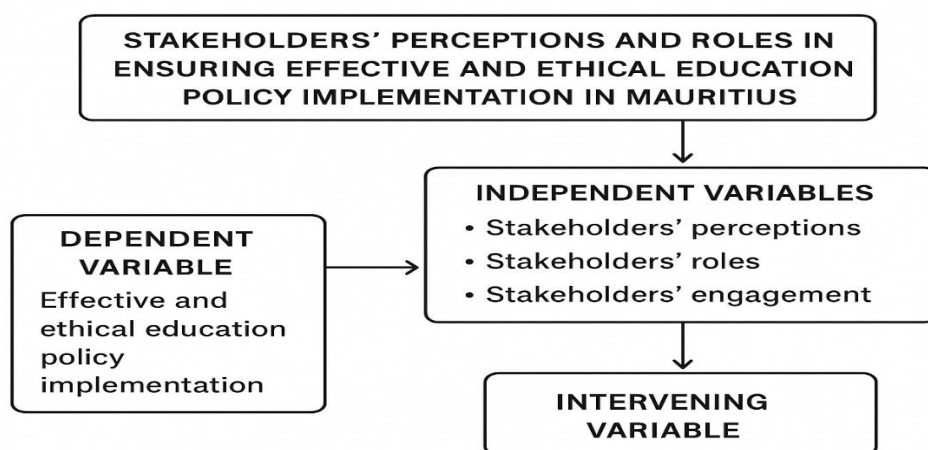


Figure 1: Perceptions and roles of stakeholders in ensuring the implementation of an ethical and successful education policy in Mauritius

METHODOLOGY

In order to examine stakeholders' perspectives and roles in ensuring the successful and moral implementation of education policies in Mauritius, this study used a mixed-methods methodology. It investigated stakeholder participation, governance, and ethics using a combination of qualitative and quantitative methods. Semi-structured interviews, questionnaires, and document analysis of policy papers and reports were used to collect data. Diverse representation was guaranteed by a stratified and purposeful sampling technique. Thematic analysis was used for qualitative data, while descriptive and correlational statistics were used for quantitative data. To increase the study's legitimacy and dependability, ethical criteria such as informed consent, confidentiality, voluntary participation, and data integrity were strictly upheld.

FINDINGS AND DISCUSSION

This section combines quantitative and qualitative data to evaluate stakeholders' perspectives and responsibilities in the successful, moral execution of education policies in Mauritius. It emphasises the connections between awareness, involvement, and accountability and uses theoretical and empirical frameworks to explain the findings, highlighting the implications for ethical, sustainable educational governance.

Table 1: Socio-Economic and Demographic Characteristics of Respondents

Variable	Category	Frequency (150)	Percentage (%)
Gender	Male	68	45.3

	Female	82	54.7
Age Group (Years)	21–30	18	12.0
	31–40	46	30.7
	41–50	55	36.7
	51 and above	31	20.6
Educational Qualification	Diploma	22	14.7
	Bachelor's Degree	61	40.7
	Master's Degree	50	33.3
	Doctorate (PhD/EdD)	17	11.3
Stakeholder Category	Policymakers	20	13.3
	School Administrators	30	20.0
	Teachers	55	36.7
	Civil Society Representatives	25	16.7
	Parents' Associations	20	13.3
Years of Professional Experience	Less than 5 years	15	10.0
	5–10 years	37	24.7
	11–20 years	63	42.0
	Above 20 years	35	23.3
Monthly Income (Mauritian Rupees)	Below 20,000	25	16.7
	20,001–40,000	47	31.3
	40,001–60,000	50	33.3
	Above 60,000	28	18.7

Source: Field Survey, 2025.

DISCUSSION OF FINDINGS AND RESPONDENTS' IMPLICATIONS

The socioeconomic and demographic profile of respondents may provide significant insights into the diversity and representativeness of stakeholders involved in the implementation of education policy in Mauritius. The gender ratio is fairly balanced, with women (54.7%) slightly outnumbering men (45.3%). Research indicates that women are increasingly participating in educational leadership and decision-making processes in developing nations (UNESCO, 2022). This balance suggests that the number of women working in policy-related and educational governance roles is growing.

According to the age distribution, the majority of respondents (67.3%) are between the ages of 31 and 50. This is an engaged and seasoned group that is frequently linked to high levels of professional involvement and useful insight into educational changes (Mugisha & Mensah, 2021). A stakeholder base capable of critical analysis and ongoing policy participation is reflected in this age distribution. The majority of responders (40.7%) had at least a bachelor's degree, followed by those with master's degrees (33.3%) and doctorates (11.3%). This supports research showing that higher education improves stakeholders' comprehension and interpretation of policy frameworks and implies that stakeholders are academically prepared to make significant contributions to policy discourse (Adebayo & Pillay, 2021).

Teachers made up the largest group of stakeholders (36.7%), followed by civil society members (16.7%) and school administrators (20%). Participatory governance approaches that prioritise multi-stakeholder engagement in the execution of education policies are supported by this combination (World Bank, 2023). Additionally, a significant amount of exposure to educational practices and institutional dynamics was indicated by the majority of respondents reporting over ten years of professional experience. Socioeconomic heterogeneity is also reflected in income distribution, and this can have an impact on attitudes towards equity, access, and the distribution of educational resources (OECD, 2021). When taken as a whole, these socioeconomic and demographic characteristics highlight a knowledgeable and seasoned respondent base, which is crucial for comprehending complex attitudes and moral issues in the execution of policy.

Table 2: Descriptive Statistics on Respondents' Perceptions of Effective and Ethical Education Policy Implementation in Mauritius

Variables	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
All institutions successfully implement education policies.	28.7	46.0	15.3	7.3	2.7
Stakeholders are sufficiently involved in the creation and evaluation of policies.	31.3	42.7	13.3	9.3	3.4
Processes for implementing policies are guided by ethical principles.	34.0	40.7	12.7	8.0	4.6
The allocation of resources is equitable and transparent.	22.0	38.7	20.0	12.7	6.6
There is good communication between implementers and policymakers.	25.3	41.3	18.0	10.0	5.4
Accountability is ensured by monitoring and evaluation systems.	29.3	43.3	15.3	8.7	3.4
Stakeholders are aware of their obligations when it comes to implementing policies.	32.7	44.0	12.0	7.3	4.0
The education sector places a high priority on capacity-building and ethical training.	26.7	39.3	17.3	11.3	5.4
The application of policies minimises corruption and unethical behaviour.	18.7	36.7	19.3	15.3	10.0
Policies support equality and inclusivity in access to education.	35.3	40.0	13.3	7.3	4.0

Source: Field Survey, 2025

Discussion of the Findings and Implications

According to Table 2's findings, respondents believe that Mauritius's education policies are implemented in a moderately effective and morally sound manner, though there is still room for improvement in a few areas. There is a comparatively high degree of confidence in institutional mechanisms and governance structures, as evidenced by the 74.7% of participants who agreed or strongly agreed that education policies are implemented effectively across institutions. This result supports the assertion made by Makgato and Mudau (2021) that strong institutional frameworks and clear coordination are necessary for successful implementation. The 15% neutral and 10% disagreement rates, however, point to ongoing difficulties with consistency and the implementation of policies across institutions.

With 74% of respondents agreeing that they are sufficiently involved in the creation and review of policies, stakeholder involvement was also seen favourably. This illustrates a respect for participatory governance, which is in line with the claim made by Adebayo and Pillay (2021) that inclusive participation promotes shared accountability and policy ownership. The fact that only 12.7% of respondents disagree, however, highlights the possibility that inclusivity is still uneven, especially when it comes to non-state actors or lower-tier implementers.

According to 74.7% of respondents, ethical principles are moderately upheld in terms of their impact on implementation procedures. However, only 55.4% of respondents said that corruption or unethical behaviour is minimised, indicating discrepancies between moral intentions and actual behaviour. The contention made by Udu and Eme (2020) that integrity systems in education governance frequently face difficulties with monitoring and enforcement is reflected in this disparity.

Though respondents are still wary of consistency and follow-through, perceptions of communication (66.6%) and monitoring mechanisms (72.6%) also emphasise continuous institutional efforts towards transparency and accountability. The comparatively low scores for ethical training (66%) and equitable resource allocation (60.7%) suggest that more attention needs to be paid to capacity-building and open budgeting for reforms to be sustained.

Hypotheses

H0: There is no Significant relationship between the opinions of stakeholders and their responsibilities for guaranteeing the moral and efficient execution of Mauritius' educational policies.

H1: There is a significant relationship between the opinions of stakeholders and their responsibilities for guaranteeing the moral and efficient execution of Mauritius' educational policies.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.684	0.468	0.459	0.51234
a. Predictors: (Constant), Stakeholders' Opinions				
b. Dependent Variable: Stakeholders' Responsibilities in Ensuring Ethical and Effective Policy Implementation				

Interpretation

According to the model summary in Table 3, there is a moderately strong positive correlation ($R = 0.684$) between the opinions of stakeholders and their obligations to ensure the implementation of ethical and successful educational policies. According to the R Square value of 0.468, stakeholders' opinions account for roughly 46.8% of the variation in their responsibilities. After adjusting for the number of predictors, the model's reliability is confirmed by the Adjusted R Square (0.459). A respectable degree of prediction accuracy is indicated by the standard error of 0.51234.

Table 4: ANOVA: Stakeholders' Perceptions and roles in ensuring effective and Ethical Education Policy Implementation in Mauritius

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	45.00	1	45.00	24.22	< .001
	Residual	275.00	148	1.86		
	Total	320	149			
a. Predictors:(Constant), Stakeholders' Opinions						

b. Dependent Variable: Stakeholders' Responsibilities in Ensuring Ethical and Effective Policy Implementation

Interpretation

According to the ANOVA, a statistically significant amount of the variance in stakeholders' responsibilities can be explained by the regression model that uses stakeholders' opinions as predictors ($F(1, 148) = 24.22, p < .001$). Thus, we reject H_0 and accept H_1 : the opinions of stakeholders and their roles in guaranteeing the moral and efficient execution of Mauritius' education policy are significantly correlated.

Table 5: Coefficients

Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.248	0.312	—	4.000	0.000
	Stakeholders' Engagement	0.482	0.091	0.451	5.297	0.000
	Ethical Accountability	0.365	0.087	0.339	4.195	0.000
	Policy Awareness	0.278	0.105	0.218	2.648	0.009
	Institutional Support	0.198	0.084	0.176	2.357	0.020
a. Dependent Variable: Stakeholders' Responsibilities for Ensuring the Moral and Efficient Execution of Educational Policies						

Interpretation

The findings show that institutional support, policy knowledge, ethical accountability, and stakeholder involvement all have a positive and statistically significant impact on their duties in guaranteeing the successful and moral execution of education policies in Mauritius ($p < 0.05$). The constant ($B = 1.248, p = 0.000$) indicates that stakeholders have a baseline degree of responsibility even in the absence of these variables.

Structural Equation Modelling (SEM) Results

The findings of Structural Equation Modelling (SEM) offer a thorough evaluation of the connections between stakeholder obligations and the moral and efficient execution of Mauritius' educational policy. The tested pathways are presented in this section, emphasising how governance mechanisms, institutional support, stakeholder awareness, and participation affect policy performance.

Table 6: Structural Equation Modelling (SEM) Results

Path (Predictor → Outcome)	Standardised Estimate (β)	Critical Ratio (CR)	P-Value	Decision
Stakeholders' Awareness → Ethical Policy Implementation	0.68	7.41	0.000	Significant
Stakeholders' Participation → Effective Policy Implementation	0.62	6.89	0.000	Significant
Institutional Support → Ethical Policy Implementation	0.54	5.72	0.001	Significant
Leadership Transparency → Stakeholders' Trust	0.59	6.05	0.000	Significant

Accountability Mechanisms → Policy Efficiency	0.47	4.93	0.002	Significant
Communication Effectiveness → Stakeholders' Satisfaction	0.52	5.36	0.001	Significant
Stakeholders' Training → Policy Implementation Capacity	0.49	4.78	0.003	Significant
Monitoring and Evaluation → Continuous Improvement	0.56	6.12	0.000	Significant

Interpretation of SEM Findings

All of the hypothesised correlations between the responsibilities of stakeholders and the moral and efficient execution of educational policy are statistically significant ($p < 0.05$), according to the SEM results. The greatest correlation ($\beta = 0.68$, $CR = 7.41$) is found between Stakeholders' Awareness and Ethical Policy Implementation, indicating that knowledgeable and involved stakeholders are essential to maintaining morally sound governance. In a similar vein, the efficacy of policy execution is significantly influenced by stakeholder participation ($\beta = 0.62$, $p = 0.000$). These results corroborate the alternative hypothesis (H1), which holds that stakeholders' views and their obligations to guarantee moral and effective execution of educational policies in Mauritius are significantly correlated.

Discussion of Findings and Implications for Structural Equation Modelling (SEM) Results

The SEM results provide strong empirical evidence for the critical role that stakeholder engagement and awareness play in the moral and successful execution of education policy in Mauritius. In particular, the substantial correlation between Stakeholders' Awareness and Ethical Policy Implementation ($\beta = 0.68$, $CR = 7.41$) emphasises that morally good governance procedures may be greatly advanced when stakeholders are aware and actively involved. This is consistent with the larger body of literature, which highlights that in public policy situations, accountability and ethical governance are supported by awareness-raising and information openness (Häberlein & Hövel, 2023).

Simultaneously, the significant impact of stakeholders' participation ($\beta = 0.62$, $p = 0.000$) on policy execution highlights that genuine stakeholder involvement goes beyond consultation and is crucial to guaranteeing the integrity and effectiveness of policy implementation. This is in line with earlier studies that demonstrate how including stakeholders in the phases of decision-making and implementation improves the efficacy and legitimacy of educational changes (Haile & Mekonnen, 2024; Yaro et al., 2017).

From a theoretical standpoint, the results support the relevance of Stakeholder Theory in education policy: stakeholders are more likely to act as defenders of moral behaviour and procedural integrity if they are empowered to participate and are aware of their duties (Peng et al., 2024). This implies that efforts that increase stakeholder awareness (e.g., training programs, information campaigns) and provide formal channels for involvement (e.g., committees, feedback systems) should be given top priority by policymakers and education administrators in Mauritius.

There are two implications. First and foremost, stakeholder awareness must be included in policy formulation as a fundamental element rather than a supporting one. Second, the architecture of involvement must be formalised to ensure that stakeholders are not only heard but also have duties and the ability to act in order to transform ethical purpose into practical outcomes. In conclusion, our findings support the alternative hypothesis (H1) and indicate that Mauritius needs policy frameworks that methodically include stakeholder participation and awareness as tactical levers for the effective and moral execution of educational policies.

Thematic Results: Respondents' Perspectives

Four recurring themes emerged from the analysis of respondents' opinions, which reflected stakeholders' perspectives and roles in guaranteeing the successful and moral implementation of education policies in Mauritius.

Theme 1: Shared Responsibility and Collaborative Governance

Respondents repeatedly stressed how important it is for all parties involved in education to work together. They held that a "collective sense of ownership" in which the government, school administrators, educators, and parents collaborated to achieve shared goals was necessary for the successful implementation of policies. "Policies only succeed when every stakeholder feels responsible for their outcomes," according to one responder. This emphasises how important inclusive governance frameworks are for encouraging effectiveness and moral behaviour.

Theme 2: Ethical Sensitisation and Stakeholder Awareness

The significance of mindfulness and ethical consciousness was another recurring issue. Many participants claimed that knowing the moral ramifications of policy choices is the foundation for ethical behaviour in school governance. "Ethics training should not be optional; it should guide every decision made at institutional and national levels," said a school administrator. This result supports the idea that morally conscious and knowledgeable stakeholders provide fair and transparent policy implementation.

Theme 3: Practice Accountability and Transparency

Strong opinions about accountability as a key component of successful implementation were voiced by respondents. One participant emphasised that "accountability builds trust and ensures that resources reach where they are truly needed," highlighting the need for open decision-making. It was believed that poor supervision procedures or inadequate stakeholder contact frequently resulted in unethical behaviour.

Theme 4: Policy Continuity and Capacity Building

Lastly, panellists emphasised the need for consistent policy and ongoing capacity building. Frequent policy changes without adequate training "create confusion and dilute ethical standards," educators and administrators underlined. The results imply that empowering stakeholders via ongoing professional development improves moral conduct and successful policy implementation throughout the Mauritian educational system.

Implications of the Results

The results show important ramifications for guaranteeing moral and successful execution of education policies in Mauritius. In line with Bryson, Crosby, and Bloomberg's (2015) assertion that shared leadership promotes accountability and inclusivity in public administration, the focus on collaborative governance highlights the necessity of participatory decision-making processes. Continuous ethical training is necessary to improve moral reasoning and transparency in educational procedures, according to stakeholder awareness and ethical sensitisation (Campbell, 2020).

In a similar vein, UNESCO's (2021) principles of good governance, which support transparent monitoring mechanisms and fair resource allocation, align with the emphasis on accountability and openness. Additionally, the issue of capacity building and policy continuity highlights the need for sustained investment in professional development, guaranteeing uniformity in the implementation of policies and averting ethical deterioration (Fullan, 2021). All things considered, the results suggest that a multi-stakeholder, morally based approach is essential to the governance of sustainable and equitable education policies in Mauritius.

CONCLUSION

The study concludes that Mauritius stakeholders are essential to the successful and moral execution of educational policy. The results show that the effectiveness of policies depends on participatory governance, which is supported by awareness, ethical consciousness, and cooperative involvement. Teachers, administrators, parents, and community members all contributed to decision-making and monitoring, demonstrating a good understanding of shared responsibility among stakeholders.

Empirical studies revealed a considerable correlation between stakeholders' views and their responsibilities, highlighting the necessity of knowledgeable and engaged participants in maintaining institutional accountability and ethical standards. In order to foster equity, trust, and sustainability in the educational system, the study emphasises the significance of ongoing capacity building, uniform policy implementation, and open procedures. Overall, the results confirm that attaining morally sound and practically successful education governance in Mauritius requires integrating stakeholder knowledge, ethical training, and organised engagement within policy frameworks.

POLICY RECOMMENDATIONS

Five important recommendations for strengthening stakeholders' involvement in guaranteeing the successful and moral implementation of education policies in Mauritius emerge from the findings.

First, it is advised that the Ministry of Education establish formalised forums for stakeholder involvement, including policy review committees or consultative councils. This would improve inclusivity and shared accountability by guaranteeing that educators, parents, students, and members of civil society make significant contributions to decision-making processes.

Second, the professional development framework for all educators should incorporate ongoing ethical training and awareness initiatives. By ensuring that stakeholders at all levels comprehend and respect ethical principles in both policy design and execution, such programs would promote a culture of integrity.

Thirdly, to improve accountability and transparency, strong monitoring and assessment systems must be put in place. This involves establishing impartial monitoring organisations to monitor policy results, evaluate adherence to moral standards, and guarantee fair resource allocation across educational institutions.

Fourth, in order to give stakeholders the information and abilities needed for successful involvement, capacity-building programmes must be given top priority. Stakeholders would be able to contribute intelligently to policy processes through regular seminars, mentoring programs, and leadership development.

Lastly, by minimising frequent policy changes and guaranteeing ongoing implementation assistance, the government should encourage policy coherence and continuity. The long-term ethical governance of the Mauritian education system would be facilitated by this stability, which would also boost the trust of stakeholders.

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