

**STAKEHOLDERS' ENGAGEMENT, LEARNING ENVIRONMENT AND
ACADEMIC PERFORMANCE OF PUBLIC SECONDARY SCHOOL
STUDENTS IN THE DIVISION OF ZAMBALES**

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IJSER

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GRADUATE SCHOOL

The study hereto attached entitled:

STAKEHOLDERS' ENGAGEMENT, LEARNING ENVIRONMENT AND ACADEMIC PERFORMANCE OF PUBLIC SECONDARY SCHOOL STUDENTS IN THE DIVISION OF ZAMBALES

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ABSTRACT

The study determined the stakeholder engagement, the learning environment, and the academic performance of the secondary school students at the public schools in the Division of Zambales. The participants in this research include the parents, teachers, and school principals. The descriptive research design was used, and the necessary data were collected through a questionnaire from the participants. The descriptive and inferential statistics were used in the calculation, analysis, and interpretation of the data.

The findings in this study revealed that parents, teacher-responders, and school principal-responders perceived that they were "Highly Engaged" in school activities. The parents, teachers, and school principals rated the learning components of the environment as "Very Important". There was a significant difference between the perceptions of parents and teachers and parents and school principals regarding the stakeholder engagement. A significant difference was found between the perceptions of the parents and teachers, parents and school principals, and teachers and school principals regarding the sustainable learning environment. The academic performance of high school students was "Very Satisfactory". There was a significant relationship between the academic performance of the high school students and the involvement of stakeholders as perceived by parents.

Based on the summary of findings and conclusions, the researcher recommended that school principals may consider utilizing the customer feedback form while listening and responding to concerns raised by stakeholders. The school principals can consider motivational factors to increase parents' interest in participating in the school programs and activities. The school principals can take measures to increase the school's

participation over the number of promoted students. School principals are encouraged to create a safe learning environment for children who follow child safety standards. Teachers are encouraged to set goals from the curriculum for their subjects at the beginning of each school year. Future researchers can conduct a more in-depth and broader follow-up study to confirm the findings from the study.

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