Stakeholders' School Participation Towards Learners' Academic Performance in Opol West District

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Abstract

Parents are one of the most important variables in a child's growth. This is a result of their power and ability to mold and raise their kids into tolerant, inspired, and motivated individuals. Individuals who consciously participate in learning activities. This study aimed to evaluate stakeholders' school participation towards learners' academic performance. Specifically, it seeks to answer the following: respondents' characteristics, level of stakeholders' school participation, learners' academic performance, and the significant relationship between stakeholders' school participation and learners' academic performance. The respondents of the study are the stakeholders of Opol West District for the School Year 2022-2023, comprising five schools, namely: Awang ES, Bagocboc Es, Patag ES, Luyong Bonbon ES, and Opol Central School. The study used an adapted and modified research instrument based on the study of Lacanilao (2020). The researcher applied Slovin's Formula to determine the total number of two hundred (200) respondents. This study used an adapted research design based on the study of Lacanilao (2020). The researcher used the quantitative method applying the frequency, percentage, mean, and standard deviation and correlation analysis to determine the relationship between stakeholders' school participation and learners' academic performance.

The study's findings revealed that stakeholders' participation in implementation is very high and information drive, planning, and decision-making is significant but weakly related to learners' academic performance. Encouraging stakeholders to participate actively in volunteer activities, mentoring programs, or extracurricular projects is recommended. Organize regular meetings or seminars to keep stakeholders updated on educational progress, difficulties, and future goals and promote a sense of communal responsibility.

Keywords: Stakeholders' School Participation, Learners' Academic Performance

1. Introduction

Parents are one of the most important variables in a child's growth. This is a result of their power and ability to mold and raise their children into tolerant, inspired, and motivated individuals. Individuals who consciously participate in learning activities, On the other hand, parents who participate in their kids' education are merely seen as naively motivating and demoralizing. This, in turn, has an impact on their accomplishments. Active stakeholders' participation in their children's education has a good and notable impact on the lives of children, including their growth, actions, inspiration, and academic success. The role of parents makes obvious messages to their kids, showing them that they are interested in what they are doing and supporting the school activities.

One of the problems faced in some of the schools today is the stakeholder's participation in school. As an adviser, the researcher found difficulty in letting the parents participate in school and wanted to see the importance of parents as primary stakeholders' school participation towards the learners' academic performance in school. One significant issue is a lack of communication and coordination among stakeholders such as parents. When communication falls, stakeholders may be unaware of school events,

academic expectations, or other critical information that may affect their involvement in the school. This can lead to missed engagement opportunities and a lack of support for learners.

The purpose of this study is to evaluate the stakeholders' school participation in learners' academic performance since the researcher believes that their participation has a great impact on learners' academic performance. Stakeholders' school participation is quite very important, and it helps learners achieve more when their parents are active in school. However, as observed in the District of Opol West District, parents have some difficulty when it comes to their participation in school-related activities. Some of them showed less participation in school programs and projects. It is noticed that during school activities, the percentage of participating parents is quite far compared to the total number of parents attending the call of meetings in school.

On the other hand, one of the roles of the administrator is to implement several activities that will enhance learners' skills and abilities as well as their academic performance. Parents in Opol West District supported such activities by letting their children participate in some activities. But it cannot be denied that several learners still failed to join because their parents lacked support to accompany the necessary objectives of the school and the community.

De Torres (2021) supports that the active participation of parents now is quite challenging. Some of the stakeholders, particularly parents, failed to participate in any school activities implemented by the school. Parents in a school are frequently not immediately obvious. But when we think about it, a lot of individuals care about children's achievements and are prepared to support that cause. It is not difficult to present the goal of assisting children in learning to read if we can identify local stakeholders and approach them with a compelling message and an opportunity to contribute. Every PTA is anticipated to give tools to guarantee good cooperation with community members and offer a channel for support. Assisting the school in advancing their shared interest a very clear example is a meeting that is for Brigada Eskwela and the feeding program, as well as any other school activity requiring the parents' full cooperation, less than half of the parents attend to support the initiative. A parent's failure to participate in activities could affect how a certain learner performs in school and the school's faster development. Otherwise, it could affect the whole organization, the teachers, and the learners. The researcher believes that conducting this study could help parents be more aware of roles and responsibilities, and learners will be given greater opportunities that will address their needs and interests.

Harris (2021) states that stakeholders can provide valuable input and perspectives that can lead to more informed and effective decisions when they are involved in decision-making. This can result in better outcomes for students, teachers, and the entire school community. When stakeholders believe their voices are being heard and their opinions are valued, they are more likely to be invested in the school's success. This can result in increased support for school initiatives, better attendance, and greater participation in school activities. When stakeholders participate in school governance and decision-making, they are more likely to hold the school accountable for meeting its objectives and students' needs. This can lead to increased transparency and responsiveness to the school community's needs.

Parents can participate in programs run by the Department of Education, such as the Child-Friendly Schools System (CFSS). Through this project, students get more involved in their peers' active involvement in class and other school personnel: Teachers get increasingly involved as guardians of pupils, and parents participate in the Brigada Eskwela, showing how the communities can cooperate to maintain public safety through educational activities. Another one of the Adopt-A-School initiatives made official by RA 8525. The initiative is DepEd's means of enlisting the assistance of the commercial and nonprofit sectors. Based on a list of aid options developed by DepEd invites interested businesses to support school initiatives. The earlier legislation gained traction with the passage of Republic Act 9155, also known as the Governance of Basic Education Act of 2001. More so, stakeholders' participation is the ability to support children in school or in their academic and extracurricular activities.

This might come in various forms, like assisting with schoolwork, attending school activities and

parent-teacher conferences, taking part in decision-making processes, or speaking to the child's teacher frequently. Getting parents involved in their children's education benefits them. According to studies, children with interested parents do better on tests and receive higher grades, and they are also more likely to graduate from high school. Parents can participate in their child's education in a variety of ways (Llego, 2022).

This study is anchored on the DepEd Order (DO) No. 034, s. 2022 titled School Calendar and Activities for the School Year 2022-2023. Through the External Partnerships Service (EPS), which is directed to implement the Brigada Eskwela (BE) Program in time for the preparation for the opening of classes for the School Year (SY) 2022-2023 to institutionalize the conduct of National Schools Maintenance Week or the Brigada Eskwela in which focuses on strengthening the partnership or engagements with partners and stakeholders that complement DepEd efforts to ensure quality basic education under Brigada Eskwela Plus, key targets must be met in order to increase student involvement, reduce dropouts, and improve learning for both learners and the community.

The concept was also adopted by Lacanilao (2020) on Stakeholders' Participation in School Activities in Public Secondary Schools in Los Baños, Laguna, in which he emphasized the important roles and responsibilities of parents in school. Stakeholders' participation in school contributed greatly to the learners' academic performance. He emphasized that parents have responsibilities to get involved in school activities in terms of planning, decision-making, information drive, implementation, and resource management and utilization. His study pointed out the significance of stakeholders' participation and its impact on the learners' performance in school. In planning, parents should be involved by attending the school meetings and in the conceptualization of any school activities as well. On the other hand, parents must also be involved in decision-making, information drive, implementation of any school activities, and the utilization of resources and management.

As posited by Kikoti (2018), pupils with involved parents tend to have fewer behavior problems. Several studies have shown positive effects of parental involvement at both the elementary and secondary levels, with the largest effects frequently occurring at the elementary level. Students with involved parents perform better academically and are more likely to graduate from high school than students with uninvolved parents. A recent meta-analysis revealed that helping with homework was not as closely related to great academic success for middle schoolers as parental involvement in school life.

To understand how the two are interrelated, Bartolome et., al (2017) cited that Epstein's typology on parental participation aspects was built using Bartolome et al. (2017) study that the present investigation focuses on volunteerism and school participation. These include volunteerism, home-school communication, and engaging in school activities and at-home study. Stakeholders (parents, teachers, government officials, community volunteers, and school administrators' authorities) positively affect learning in each environment and youngster's growth. Various stakeholders' influences could either be kept apart from one another or combined in creating spiritual, social, physical, and intellectual facets of children. The relationship between them in children's education and their source shows the institutional and individual factors necessary for establishing a paradigm or framework for parental involvement.

On the other hand, Shahzad and Abdullah (2020) state that stakeholders' participation is one of the most important factors in a child's education and one of the most potent influences that favor academic success. Parental support, which is closely related to the financial, emotional, and educational support given by parents and other family members at home, is used to examine its effects on students' academic achievement.

2. Methodology

This research made use of the descriptive survey method since it attempted to find whether the respondents' characteristics and dependent variables such as learners' academic performance, significantly

related to school participation in terms of planning, decision-making, conveying information, implementation, and resource management and utilization. A descriptive research method is one that aims to describe and explain a phenomenon or situation. It is concerned with gathering information that defines the features and behaviors of a given group, event, or scenario.

It described the different indicators as described by the different variables of the study. This method is deemed fit to use in studies by gathering information using a questionnaire. It is patterned from the study of Lacanilao (2020) on Stakeholders' Participation in School Activities in Public Secondary Schools in Los Baños, Laguna.

The researcher used the quantitative method of research to determine the efficacy of the variables. They are carried out to discover their effectiveness. This researcher employed this type of research design in gathering the necessary data and information of parents as respondents in Opol West District, Division of Misamis Oriental, for the School Year 2022-2023. This was using a quantitative design process in which it gathered quantifiable data to determine the effect of parents' involvement on learners' academic performance.

The respondents of the study were the stakeholders of Luyong Bonbon ES, Patag ES, Awang ES, Bagocoboc ES, and Opol Central School, Opol West District during the School Year 2022-2023. The researcher applied Slovin's Formula to come up with the total number of two hundred (200) respondents, following the computation to determine the actual number of respondents per school.

The data were collected, tabulated, and analyzed using different statistical treatments. The statistical treatment of data served as the guide for the researcher to achieve the proper statistical tools used to determine the following statement of the problem in Chapter 1.

Problem 1 used descriptive statistics on frequency and percentages to determine the characteristics in terms of highest educational attainment, number of children enrolled in school, occupation, employment status, family monthly income, and attitude toward school participation. Problem 2 used mean and standard deviation to determine the levels of stakeholders' school participation in terms of planning, decision-making, information drive, and resource management and utilization. Problem 3 utilized mean and standard deviation to determine the learners' academic performance. Finally, the Pearson product-moment correlation coefficient r has been used in Problem 4 to determine the significant association between stakeholders' participation in school and learners' academic success.

3. Results and Discussion

Problem 1: What are the respondents' characteristics in terms of:

      1.1   Parents' Highest Educational Attainment;
      1.2   Number of Children Enrolled in School;
      1.3   Parent's Occupation;
      1.4   Employment Status;
      1.5   Family's Monthly Income; and
      1.6   Attitude toward School Participation?

Table 1 shows the respondents' characteristics in terms of the highest educational attainment of the parents. The highest frequency is high school level, with a frequency of 91 (45.50%). This means that many of the respondents are high school undergraduates. This indicates that during the conduct of the study, most of the parents were high school level or high school undergraduates. This further implies that parent respondents have the highest educational attainment as the high school level. During their high school years, they indulged in relationships that led to early marriage, and they found difficulty in continuing their education. This further reveals that the majority of the parents in Opol West District are high school level, especially who are assigned in the hinterland areas. The parents' educational backgrounds are viewed as one of the crucial elements employed to improve their children's academic learning.

Table 1
Distribution of Respondents' Parent's Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
College Graduate	2	1.00
College Level	34	17.00
High School Graduate	43	21.50
High School Level	91	45.50
Elementary Graduate/Level	28	14.00
Others	2	1.00
Total	200	100%

According to Bacolod and Malacad (2021), when parents have advanced education, such as doctors, lawyers, engineers, administrators, academicians, educators, researchers, and others, they prioritize providing their children with quality education, enrolling them in reputable schools, and providing them with all the tools and resources required to foster learning.

On the other hand, the lowest frequency is 2 (1%) of the respondents were college graduates. This means that during the conduct of the study, most parents were not able to enroll in college. The cost of a college education is one of the most challenges related to obtaining one. Many parents may have been unable to afford the high tuition fees and other college-related expenses. Some parents may have had to choose between pursuing a college degree and caring for their children or other family members. This could have included working to support their families or taking on additional responsibilities that made attending college difficult. Some parents may have struggled academically and struggled to finish their college coursework. This could have been due to a lack of support or resources, or it could have been due to difficulties with specific subjects. Some parents may have found it difficult to attend college or complete their degree requirements due to health issues or disabilities. Some parents may have dropped out of college for personal reasons, such as starting a business or exploring other career options.

As posited by Hango and Thompson (2022), when a person is born, their socioeconomic status, they may or may not have had access to higher education. This could be due to a scarcity of colleges, a lack of financial aid, or discrimination based on race, ethnicity, gender, or other factors. Some parents may have been unable to complete their college education due to family or personal crises. Divorce, the death of a loved one, or personal illness or injury are all examples. Some parents may not have received the necessary support to help their children succeed in college. This could include a lack of academic resources, insufficient advising or mentoring, or a lack of social support.

Table 2
Distribution of Respondents' Number of Children Enrolled in School

Number of Children Enrolled	Frequency	Percentage
5 or more kids	5	2.50
4 kids	14	7.00
3 kids	49	24.50
2 kids	57	28.50
Only 1 kid	75	37.50
Total	**200**	**100%**

Table 2 shows the respondents' characteristics in terms of number of children enrolled in school. The highest frequency is only one kid enrolled in school, with a frequency of 75 (37.5%). This means that many of the respondents have only one kid enrolled in the same school. This further means that most of the parent respondents prefer to have only one child. Considering the current situation, it is quite challenging for parents to have more children. Most parents are having their birth control since it is hard for them to raise several children. The respondents believed that more kids comprised more responsibilities and more expenses for education. They wanted to provide the educational needs of their kid to have a better education. This further reveals that parents believe that if they have less number of children, they can support and provide for the needs of their children. It would be easy for them to support their kid's education, provide good nutrition, and could focus on things they wanted to pursue.

As posited by Kraus and Stephens (2019), a small family is seen as a nuclear family consisting of the husband, the wife, and their kids. When there are only one or two kids, the family is considered small. Parents find their work responsibilities tolerable when there are only one or two family members. They can provide resources and effectively manage the pupils' learning, progress, and development. The consensus among people is that having fewer children would involve less; they could better support their children's livelihoods and reduce costs.

While the lowest frequency is 5 (2.5%) of the respondents have five or more children. This means that parents are open to producing more children. When a family has more children, it may be more difficult for parents to provide adequate support for each child's education. Parents may, for example, have less time and resources to assist with homework, attend parent-teacher conferences, or provide transportation to extracurricular activities. This may result in lower school engagement and participation levels for each child.

As posited by Carvajal et al. (2022), parents with multiple children enrolled in school may be more involved in their children's education than parents with only one child enrolled in school. They may also face additional challenges, such as managing multiple school schedules, coordinating transportation, or supporting multiple students. The number of children enrolled in school can influence parental involvement and engagement in education, which can significantly impact students' academic performance. For example, parents with more than one child in school may have less time and resources to support each child's academic needs, leading to lower overall academic achievement.

Table 3
Distribution of Respondents' Occupation

Occupation	Frequency	Percentage
Self-Employed	32	16.00
Private Employee	57	28.50
Government Employee	33	16.50
Business Owner	14	7.00
Factory Worker	64	32.00
Total	**200**	**100%**

Table 3 shows the respondents' characteristics in terms of occupation. The highest frequency is factory workers, with a frequency of 64 (32%). This means that many of the respondents are working as factory workers in the neighboring municipality. This also further means that because most of the respondents are high school undergraduates, it is hard for them to apply for a decent job because of the job qualifications we have. Most parents are private employees. Some of them also lost their jobs during the hit of the pandemic, which resulted in their options to stop working. Some parents are also selling any food they can sell to support their daily living. Stakeholders' occupations can influence their level of involvement in

schools. Schools should strive to provide opportunities for all stakeholders, regardless of occupation, to participate in ways that are feasible and meaningful to them.

This was supported by Crosnoe and Cooper (2021). Two other factors that influence stakeholders' participation are employment and income. Although moms who work outside the home are less likely to participate in school activities, they nonetheless engage in their children's academics at home to the same extent as mothers who do not. Children have distinct parental involvement in their academic lives. Therefore, girls typically receive more nurturing and are subject to more limitations than boys. Higher-income parents are more likely to establish and maintain personal connections with instructors, facilitating information sharing and enabling them to make well-informed decisions about their children's academic requirements and progress.

According to Kruse (2021), parents/guardians are important stakeholders in schools because they play an important role in their children's education. Parents with irregular work schedules or who work long hours may find it difficult to attend school events or volunteer in the classroom. They may also be pressed for time to assist their children with their homework or other school-related activities. Parents with flexible work schedules or who work from home, on the other hand, may have more opportunities to participate in school events and be involved in their child's education.

The lowest frequency, on the other hand, belongs to 14 (7%) of the respondents who are business owners. This also implies that just a few parents own modest firms. Starting a business necessitates the use of money as a form of capital. Due to financial constraints, it was difficult for them to develop a business in their current circumstances. Their money is sufficient for their everyday spending and necessities. Some parents also encountered difficulties when starting a business. They don't have enough money to support their capital because the profit they make isn't always enough to cover their daily expenses. Parental involvement in their children's education is crucial to their academic achievement. When it comes to taking part in their activities, the education of their children is essential to their academic achievement. Parents who are also company entrepreneurs may encounter unique hurdles when it comes to contributing to their children's education, such as time limits and competing priorities. Both the business and the child may gain when a parent is interested in their child's education. A parent's involvement in their child's education, for example, can aid in the development of strong ties with teachers and other parents in the community, which can benefit the family's business network.

Furthermore, according to Magro and Tafuri (2020), even if parents cannot volunteer regularly, they can support their child's education by attending school events such as parent-teacher conferences, back-to-school nights, and school performances. Because of the rise of remote work and virtual communication, many schools now offer virtual meetings and events that parents can attend from anywhere. This is a great option for busy business owners who may be unable to physically attend school activities. Many school events, such as field trips and holiday parties, rely on volunteers. While regular volunteering may be difficult to commit to, volunteering for a one-time event can still demonstrate your support and involvement in your child's education.

Even though being a business owner can be a stressful and time-consuming job, it is vital to prioritize your child's education and involvement in school life. Participating in school activities allows you to help your child's academic and personal development while also improving your relationship with the school community. One strategy to balance your business and school involvement is to prioritize what is most essential to you and your child. If one has a hectic schedule, they may have to choose between attending a parent-teacher conference and volunteering for a school event. It is also vital to maintain contact with the child's instructors and school personnel regarding availability and the best approach to being active (Anjum, 2022).

Table 4 shows the respondents' characteristics in terms of employment status. The highest frequency is Pakyawan, with a frequency of 89 (44.5%). This means that respondents, who are the majority of them working as factory workers, received their salary as the "Pakyawan" system. This means that their salary

depends on the capacity of their work. This further means that some of the parents, especially mothers' have other jobs like "Pakyawan" status of employment. The relationship between stakeholders' school participation and employment status refers to the relationship between stakeholders' involvement in school and their employment situation. Teachers, parents, administrators, and community members who are involved in supporting learners' education are examples of stakeholders.

Table 4
Distribution of Respondents' Employment Status

Employment Status	Frequency	Percentage
Regular/Permanent	62	31.00
Job Order	13	6.50
Contractual	36	18.00
"Pakyawan"	89	44.50
Total	**200**	**100%**

As cited by Soria and Stebleton (2020) that stakeholders' ability to participate in school-related activities, such as attending parent-teacher conferences, volunteering in the classroom, or serving on school committees, can be influenced by their employment status. Working parents, for example, may have less schedule flexibility, making it difficult for them to attend school events during the day.

Moreover, Qian and Fong (2021) concluded that learners are more likely to succeed academically when stakeholders are actively engaged in the school community. As a result, when planning and scheduling school-related activities, educators and administrators must consider the employment status of stakeholders. To accommodate working parents' schedules, schools may offer alternative times or formats for school events in some cases. Parent-teacher conferences, for example, may be held in the evenings or on weekends, or schools may provide online resources and communication channels to encourage parental involvement. Stakeholders in a school can also have different employment statuses, such as full-time employees, part-time employees, contractors, and volunteers. Each stakeholder group can play a distinct role in advancing the school's objectives and ensuring that students receive a high-quality education. Here are some examples of how stakeholders with various employment statuses can get involved in a school.

On the other hand, the lowest frequency is 13 (6.5%) of the respondents are job orders. This further means that some parents worked as job orders under the Local Government Unit of Opol. This is contractual, requiring a high school graduate or diploma to obtain this job. Considering that most respondents could not have a high school diploma, only a few parents are qualified to apply for this kind of job. As stakeholders in a school, job orders or contractual employees can also participate. Even if their employment is temporary or limited, they can still contribute to the success of the school and ensure that students receive a high-quality education. In addition, job order stakeholders can contribute to program development by sharing their knowledge of curriculum design, technology integration, and special education.

As posited by Cabrera et al. (2021), job-order parents may be able to attend more school meetings, events, and activities than full-time parents since they work more flexible hours. This greater involvement can keep them up-to-date on their children's academic progress and provide them with more opportunities to support their children's learning. Job-order parents can be great role models for their children by attending school events, displaying the value of education, and being an active member of the school community. While job-order parents may have more flexible work hours, they may also have less steady jobs and less predictable schedules, making it difficult for them to attend school events. Job-order parents may also experience financial difficulties that make it difficult to fund their children's education, such as a drop in their income.

On the contrary, due to their work schedule, job-order parents may have limited availability to participate in school activities such as parent-teacher conferences or school events. This could lead to less

parental involvement in their children's education, which could have a negative impact. Parents can serve as role models for their children by demonstrating the value of perseverance and hard work in achieving success. However, if their work schedule or financial stress interferes with their parenting or involvement in their children's education, it may affect their children's future success (Stevens & Vollebergh, 2021).

Table 5
Distribution of Respondents' Family Monthly Income

Family Monthly Income	Frequency	Percentage
PhP40,000 and above	6	3.00
PhP30,000 - PhP39,999	6	3.00
PhP20,000 - PhP29,999	53	26.50
PhP11,000 - PhP19,999	54	27.00
PhP10,000 and below	81	40.50
Total	**200**	**100%**

Table 5 shows the respondents' characteristics in terms of the family's monthly income. The highest frequency is PhP 10,000 and below monthly income for the family, with a frequency of 81 (40.5%). This further means that many of the respondents are earning Php10, 000 and below monthly income for the family. This also implies that their family's income is reflected by the nature of their jobs in which most of them are factory workers and on a "Pakyawan" system wherein their salary will depend on their capacity. Considering this monthly income, it would be difficult for them to provide for their daily needs, education expenses like daily fare, school supplies, and other needs for the school but they still have to strive for a living. Family income can also have a significant impact on parents' school participation. Parents with lower incomes may face financial barriers that make participation in school activities difficult. Children may feel excluded or marginalized if their family's financial status is unstable because learning is highly correlated with family income. Poor family economics can lead to disability, while wealthy families can spoil kids, making them unable to focus on learning.

Added to Lopez et al. (2022), low-income parents may have fewer resources to participate in their children's education, including time and money. They may work long hours or multiple jobs to make ends meet, making it difficult to attend school events or meet with teachers. As a result, their involvement in their child's education may be limited, which can harm their child's academic success. According to research, parental involvement in education is associated with improved academic achievement for children. When parents participate in their children's education, they can provide academic and emotional support that will help them succeed in school. If low-income parents are unable to participate in their children's education, their children may miss out on these benefits, which can lead to lower academic achievement.

According to Martin et al. (2021), it is important for schools and educators to recognize the challenges that families with low-income face and to provide support and resources to help these families participate in their children's education. This can include offering transportation assistance, scholarships for school-related expenses, and flexible opportunities for involvement that accommodate the needs of working parents.

On the other hand, the lowest frequency is only six (6) or 3% of the respondents earning either Php40,000 and above or Php30,000 - Php39,999 monthly income. This further means that some parents have higher incomes than other parent-respondents. Having an own business requires a lot of money to start the business and it would be difficult for them to have it if they only have limited capital. Some parents also encounter some challenges in putting up a business because it has some requirements like business permits and manpower and requires much time and self-management. Managing the finances of a business can be

difficult, especially for small business owners who may lack knowledge of accounting and finance. To keep the firm functioning effectively, it's critical to understand cash flow, budgeting, and financial planning. Finding and maintaining outstanding personnel is critical to its success. It is critical to foster a healthy work atmosphere, provide chances for growth and development, and provide competitive pay and benefits.

On a similar line, Hallett and DePaoli (2020) state that although higher-income parents may have more opportunities to participate in their children's education, their participation is not guaranteed. Work schedules, school culture, personal values, and beliefs about the value of education can all influence the level and type of involvement of higher-income parents in schools. Despite the potential for inequity, research has shown that higher-income parents' involvement in school can benefit all students, not just their children. When parents participate in school activities and events, they contribute to the development of a positive and supportive school climate, which has the potential to improve academic and social outcomes for all students.

As supported by Aloni and Lavee (2021), stakeholders' participation can lead to higher levels of educational satisfaction. Parents who participate in their children's education may be more satisfied with their child's school experience and more invested in the school's success. This may result in increased support for school policies and initiatives and advocacy for school funding and resources. When parents participate in school activities and events, they have more opportunities to communicate with teachers and staff, which can lead to better communication and collaboration between home and school. This can help to ensure that parents are aware of their child's progress and needs, resulting in a stronger partnership between home and school.

Problem 2: What is the level of stakeholders' school participation 'based on:

    2.1   **Planning;**
    2.2   **Decision-Making;**
    2.3   **Information Drive;**
    2.4   **Implementation; and**
    2.5   **Resource Management and Utilization?**

Table 6
Summary of Stakeholder's Level of School Participation

Indicators	Mean	SD	Description
Planning	3.40	0.589	At all times
Decision-Making	3.34	0.644	At all times
Information Drive	3.33	0.641	At all times
Implementation	3.44	0.607	At all times
Resource Management and Utilization	3.41	0.575	At all times
Overall	**3.38**	**0.611**	**AT ALL TIMES**

Legend: 3.26-4.00 At All Times/Very High, 2.51-3.25 Most of the Time/High 1.76-2.50 Sometimes/Low, 1.00-1.75 Never/Very Low

Table 6 shows the stakeholder's level of school participation. Overall, results show that the stakeholder's level of school participation was very high, as indicated by the mean of 3.38 (SD=0.611) described as **At all Times.** This means parents manifested **Very High** school participation. This further means that respondents manifested the manifestation in any school activities like curriculum, co-curricular and other programs that develop the skills and talents of the learners. Stakeholders are more likely to hold the school accountable for its actions when they are involved in planning, decision-making, and resource management. This can lead to increased transparency and trust between the school and the community. When stakeholders participate in the design and implementation of school activities, they can help ensure that the activities are tailored to students' needs and interests. This can result in increased engagement, motivation, and, ultimately, better academic results.

Similarly, Reynolds and Temple (2021) claimed that combining stakeholders from diverse backgrounds and perspectives allows schools to benefit from a broader range of ideas and perspectives. This can help to avoid groupthink and draw conclusions that are in the best interests of all stakeholders. When stakeholders participate in school events, they are more likely to feel invested in the school's success. This may result from greater neighborhood involvement and support for the school, promoting both kids and the larger community. There are other communication and feedback possibilities. This can help guarantee that everyone understands what has to be done and can contribute to the project's success. Participation in school events by a wide range of stakeholders can have beneficial results.

More so, Arnstein (2019) found that the primary advantage of involving stakeholders in school activities is that it can lead to greater buy-in and ownership of the decisions that are made. When stakeholders participate in the planning and decision-making processes, they are more likely to feel invested in the outcomes and support the decisions made. This can reduce resistance or pushback, resulting in a smoother implementation and greater success. Another advantage of involving stakeholders is that it can help ensure that decisions are made with all perspectives in mind. Schools are complex institutions with numerous stakeholders, each with its own set of needs, interests, and priorities. Schools can help ensure accountability by involving all of these stakeholders in decision-making.

Meanwhile, the indicator **Implementation** obtained the highest mean rating of 3.44 (SD=0.607), described as **At all Times**. This means that parents manifested **Very High** school participation toward implementation. This further implies that when stakeholders participate in the implementation process, they are more likely to feel invested in the project and support its success. Here are some ways that stakeholders can help with implementation. Keep stakeholders up to date on project progress, implementation status, and any changes or updates. Pay close attention to feedback and address any concerns or questions that stakeholders may have. Involve stakeholders in the planning process so that they can provide feedback and input on the project's goals, objectives, and strategies. Stakeholders can contribute to resource allocation by providing feedback on resource allocation, such as time, budget, and staff.

With similar findings, Tahir and Ali (2022) provide stakeholders with training and education to ensure they have the skills and knowledge needed to participate effectively in the implementation process. This can help ensure that everyone understands their roles and responsibilities and can contribute to the project's success. In addition, encourage stakeholder collaboration, such as cross-functional teams, to facilitate information sharing and problem-solving. This can help ensure that everyone is working toward the same goal and that different points of view and expertise are considered.

Nevertheless, the participation by stakeholders in the implementation of school activities can provide numerous benefits. Involving parents and community members, for example, can help build support for school activities while also encouraging engagement and participation. Involving teachers and administrators can assist in ensuring that activities are aligned with curriculum goals and integrated into the school day. Involving students can also help foster ownership and investment in school activities, resulting in greater success and impact. While stakeholder participation can provide numerous benefits, it can also present difficulties. Engaging a diverse range of stakeholders with differing perspectives and interests, for example, can be difficult, and conflicts may arise. Managing communication and coordination among stakeholders can also be complicated and time-consuming, necessitating careful planning and coordination (Escobar et al., 2022).

On the other hand, the indicator **Information Drive** got the lowest mean rating of 3.33 (SD=0.641), described as **At all Times.** This means that parents manifested **Very High** towards information drive. This further means that considering that the majority of the respondents are high school level, they are not so particular in indulging themselves or equipped with the information or updates when it comes to the school activities being implemented by the school. For them, they prioritize their source of living to provide for their family's daily needs. This also means that stakeholders may come from various backgrounds, speak different languages, have different cultures, and communicate in different ways. This can make it difficult to

communicate effectively and understand information, especially if materials are not translated or adapted to meet the needs of various stakeholders. Therefore, the participation of stakeholders is an essential component of any information drive or communication effort. Effective communication necessitates not only the dissemination of information but also the active participation and engagement of stakeholders.

According to Latif and Raza (2022), participants in school information drives may have limited time and resources, primarily if they work or have other commitments. This can make attending meetings, reviewing materials, and providing feedback difficult, limiting the effectiveness of the information drive. Stakeholders may be skeptical of the organizers or the information being shared. Communication hurdles may exist, preventing stakeholders from actively participating in the information drive. Language difficulties, cultural differences, or geographical distances, for example, may make it difficult for stakeholders to participate in the information drive.

Problem 3: What is the learner's academic performance in the following areas:

3.1   **Mathematics;**
3.2   **Science;**
3.3   **English;**
3.4   **Filipino; and**
3.5   **Araling Panlipunan?**

Table 7
Distribution of Learners' Level of Academic Performance

Subjects	First Grading			Second Grading			Overall		
	Mean Grade (%)	SD	Verbal Desc	Mean Grade (%)	SD	Verbal Desc	Mean Grade (%)	SD	Verbal Desc
Mathematics	85.10	4.754	VS	85.01	4.680	VS	85.06	4.717	VS
Science	84.37	4.715	S	85.06	4.643	VS	84.72	4.679	S
English	84.96	4.571	S	85.23	4.629	VS	85.10	4.600	VS
Filipino	85.22	4.789	VS	84.78	4.638	S	85.00	4.714	VS
Araling Panlipunan	84.90	4.562	S	85.11	4.806	VS	85.01	4.684	VS
Overall	**84.91**	**4.678**	**S**	**85.04**	**4.679**	**VS**	**84.97**	**4.679**	**VS**

Legend: 90%-100% Outstanding, 85%-89% Very Satisfactory, 80%-84% Satisfactory 75%-79% Fairly Satisfactory
Below 75% Did Not Meet Expectations

Table 7 shows the learners' level of academic performance in Mathematics, Science, English, Filipino, and Araling Panlipunan during the first and second grading. Overall, the learners showed a **Very Satisfactory** academic performance, as indicated by the overall mean grade of 84.97 (SD=4.679). This further means that learners manifested **To a Very Great Extent** academic performance because of the pandemic had a modular mode of learning for almost two years, wherein learners have difficulty in most of the subject areas during the conduct of face-to-face classes. Higher academic achievement: A learner's overall academic achievement can be increased by performing well in these core subjects, making them more competitive in college admissions and job applications. Improved problem-solving and critical thinking skills: These subjects require students to use analytical thinking, problem-solving, and critical thinking skills that can be applied to a variety of situations in life, such as academics, work, and personal relationships.

Moreso, Dagsi (2021) states that English and Filipino subjects require the development of communication skills such as writing, reading, and speaking. Students who excel in these subjects are more likely to have improved communication skills, which will help them in their future careers. Increased curiosity and interest in learning: When students excel in a subject, they develop a stronger interest in it, motivating them to continue learning about and exploring it. Learners are unable to solve problems. The problems would be viewed as a threat or a burdensome task. As a result, they will have little faith in their ability to solve problems.

Tugado (2021) stated that the findings, which were based on constructivist learning theory, indicated that it is possible to categorize students based on problem-solving abilities in order to promote student learning. Examining students' problem-solving abilities can assist instructors in implementing instructional interventions that improve student academic development. Academic success in these core courses can lead to enhanced academic development, critical thinking abilities, communication abilities, professional prospects, and a better grasp of our surroundings.

In particular, the learners showed a **Very Satisfactory** performance in Mathematics, English, Filipino, and Araling Panlipunan as indicated by their overall mean grades of 85.06 (SD=4.717), 85.10 (SD=4.600), 85.00 (SD=4.714) and 85.01 (SD=4.684), respectively. This further means that learners manifested **To a Very Great Extent** academic performance in Mathematics English, Filipino, and Araling Panlipunan. Academic achievement is positively associated with intrinsic motivation, or the desire to learn for the sake of learning. Intrinsically motivated learners to learn Mathematics, English, Filipino, and Araling Panlipunan may perform very well academically in these subjects. Furthermore, parental participation in a child's education is positively associated with academic achievement. Parents who are actively involved in their child's education, such as by providing academic support and creating a positive home environment for learning, may contribute to their child's success in Mathematics, English, Filipino, and Araling Panlipunan.

Additionally, Yee and Ismail (2021) state that Math, English, Filipino, and Araling Panlipunan are all subjects that demand a high level of critical thinking. Performing well in these subjects consistently can help students develop analytical and problem-solving skills that can be applied in other areas of their lives. Both English and Filipino are language-based subjects that necessitate excellent communication skills. Performing well in these subjects consistently can help students improve their writing, speaking, and listening skills, which are useful in both personal and professional settings.

More so, the learners who use effective learning strategies, such as goal setting, progress monitoring, and self-regulation techniques, are more likely to succeed academically. Learners who employ these strategies in Mathematics, English, Filipino, and Araling Panlipunan may achieve very satisfactory academic results in these subjects. Learners who achieve very satisfactory academic performance in English are able to use English fluently and accurately in a variety of contexts, such as speaking, listening, reading, and writing. They understand English grammar, vocabulary, and syntax and can effectively communicate their ideas in English (Abdullah et al., 2020).

On the other hand, **Satisfactory** in Science as indicated by the mean grade of 84.72 (SD=4.679). This further means that learners manifested **To a Moderate Extent** academic performance in Science subject. Some leaners were not able to get higher scores. Teachers' adoption of creative tactics and methodologies in their daily activities may have an impact on their students' academic achievement. Indexes developed to characterize how teachers approach new teaching challenges can measure the links between teaching activities and academic outcomes. Because eighth grade mathematics and science are taught by two separate teachers, the data may demonstrate if the teachers' original tactics influence their pupils' results. The other two tactics, passive instruction and active assessment, were more commonly negatively associated with student achievement than favorably. For strengthening students' critical thinking ability, the most effective teaching approaches were the teacher asking open-ended questions to the class, focusing on performance challenges, and associating and differentiating unique views.

Furthermore, according to Dugan (2020), students who are positive about science and want to learn

more about it are more likely to succeed. Learners who have prior knowledge or experience in science, whether from official education or personal interest, may be better equipped to understand and apply the principles. Hands-on exercises, real-world examples, and collaborative learning are effective teaching tactics that can help students understand and recall scientific topics. Students' science performance can be enhanced by providing a suitable learning environment, such as well-equipped laboratories, access to resources, and supportive peers. Clear and timely feedback on student performance can help pupils acknowledge their abilities and weaknesses, change their learning methods, and enhance their overall science performance.

Furthermore, according to Yildrim and Aşikoy (2018), Science is a core subject that is essential for a variety of careers, such as medical, engineering, and technology. Students who succeed in science may have more opportunity to pursue these vocations and contribute to society. Students learn critical thinking abilities such as observation, analysis, and problem solving through science education. These skills are advantageous not just for academic success but also for personal and professional success. Academic performance in science that is satisfactory can lead to future research and innovation as students gain a deeper comprehension of scientific themes and seek out new knowledge and discoveries.

During the First Grading, the learners showed **Very Satisfactory** academic performance in Mathematics and Filipino, as indicated by their overall mean grades of 85.10 (SD=4.754) and 85.22 (SD=4.789), respectively.   This further means that learners manifested **To a Great Extent** academic performance in Mathematics and Filipino. This further reveals that learners who achieve very good academic performance in mathematics and Filipino are likely to have strong academic skills such as critical thinking, problem-solving, and communication skills. These abilities are required for success in higher education and in future careers. Learners who excel in these subjects are more likely to be admitted to advanced courses and academic opportunities such as math competitions, writing contests, and academic scholarships. Excellent academic performance in mathematics and Filipino can boost students' confidence and motivation, resulting in greater success in other subjects and activities.

Henceforth, the teachers who are well-trained and use effective teaching strategies can assist students in achieving very satisfactory academic results in Mathematics and Filipino. They can make these subjects interesting and engaging by employing various teaching techniques that cater to various learning styles. Consistent practice is required to achieve excellent academic performance in Mathematics and Filipino. Learners who are problem-solving the subject matter and applying what they have learned in real-life situations can effectively build their skills and knowledge. A welcoming learning environment that encourages students to ask questions and participate in class can also contribute to excellent academic performance in Mathematics and Filipino. Positive feedback from teachers and peers who encourage learners to challenge themselves can help build confidence and motivation (Jansson & Forsman, 2019).

However, learners showed **Satisfactory** in Science, English, and Araling Panlipunan as indicated by their overall mean grades of 84.37 (SD=4.715), 84.96 (SD=4.571), and 84.90 (SD=4.562), respectively. This further means that learners manifested **To a Moderate Extent** academic performance in Science, English, and Araling Panlipunan during the first quarter. These further reveal that Javier (2018) learners may struggle in science, English, and Araling Panlipunan if they do not have the prerequisite knowledge. This can lead to a lack of confidence and motivation, making participation in the learning process difficult. Language barriers can also be difficult for learners, especially for those learning a language that is not their first language. This can impair their ability to understand and communicate effectively in class, affecting their academic performance. Learners may face difficulties if they do not have easy access to resources such as textbooks, reference materials, and technology. This can limit their ability to engage in self-directed learning and practice the skills necessary for success in science, English, and Araling Panlipunan.

Yap and Dimaano (2018), on the other hand, claimed that complex concepts in science, English, and Araling Panlipunan may be difficult for kids to grasp. As a consequence, students may find it difficult to apply what they've learned and gain the critical thinking and problem-solving abilities that are needed for success in these fields. Students may struggle if assessment methods are inconsistent with their learning goals

and standards. As a result, individuals may receive little feedback on their achievements or fail to identify areas for development. Academic achievement in science, English, and Araling Panlipunan may be evaluated overall.

In the same line, Nolasco and Tandug (2020), learners may encounter a variety of difficulties in their academic performance in Science, English, and Araling Panlipunan. These difficulties in understanding scientific concepts and principles, interpreting data, and conducting experiments are examples of scientific challenges. Furthermore, students may struggle with remembering scientific terminology and facts and applying mathematical concepts to scientific problems. Learners of English may struggle with developing their reading comprehension and communication skills, comprehending complex texts, and using proper grammar, punctuation, and spelling. Furthermore, learners may struggle with a lack of exposure to English-language media outside of the classroom, as well as a lack of opportunities for authentic language use and exposure to a variety of texts and genres.

Furthermore, during the Second Grading, the learners showed **Very Satisfactory** academic performance in Mathematics, Science, English, and Araling Panlipunan as indicated by their overall mean grades of 85.01 (SD=4.680), 85.06 (SD=4.643), 85.23 (SD=4.629) and 85.11 (SD=4.806), respectively. This further means that learners manifested **To a Great Extent** academic performance in Math, Science, and English. This further reveals that educators who use effective teaching strategies such as active learning, cooperative learning, and inquiry-based instruction can help students develop critical thinking and problem-solving skills, which are required for success in these subjects. Learners who have access to quality resources such as textbooks, technology, and learning materials can develop a deeper understanding of these subjects and perform well on assessments. Parents who are involved in their children's education and provide support and encouragement can positively impact their academic performance.

Subsequently, Francisco and Celon (2020) state that learners who excel in these essential disciplines are more likely to get higher grades and academic accolades, which can lead to scholarships, advanced placement, and college admission. Mathematics, science, English, and Araling Panlipunan are all topics that demand a high level of critical thinking. Pupils that excel in these disciplines have most likely refined their analytical and problem-solving skills, which they can apply to other study areas and life. Many jobs today require high Math, Science, English, and Araling Panlipunan skills. Pupils who excel in these disciplines may have an edge in pursuing careers in engineering, medicine, law, or education. Overall, strong academic achievement in Mathematics, Science, English, and Araling Panlipunan can greatly impact a student's academic progress, personal growth, and future professional chances.

On the other hand, learners showed **Satisfactory** in Filipino as indicated by their overall mean grade of 84.78 (SD=4.638). This further means that learners manifested **To a Moderate Extent** academic performance in Filipino during the second quarter. These further reveal that understanding and engaging with the subject matter can be difficult for learners who do not speak Filipino at home or have had limited exposure to the language. Filipino grammar can be difficult to learn because of the various verb tenses, gendered nouns, and other grammatical structures. In addition, some students may not have a strong connection to the Filipino language or culture, making the subject uninteresting or irrelevant to their lives. Reading comprehension is an important component of Filipino language instruction, and students who struggle with reading may struggle to keep up with the material. Teachers need to recognize and address these issues in order to provide all students with the support and resources they require to succeed in Filipino language instruction. This may include providing targeted instruction in areas where students are struggling, fostering a welcoming and inclusive classroom environment, and emphasizing the value and significance of the Filipino language and culture.

Henceforth, it can be difficult for learners who are not regularly exposed to the Filipino language and culture outside of the classroom to develop a strong command of the language. Learners may be unmotivated to learn Filipino if they do not see the relevance or importance of the language in their lives or if they do not receive encouragement or support from family or peers. Depending on the teacher's training, experience, and

teaching style, the quality of Filipino language instruction can vary greatly. Learners may struggle if their teacher is inept at presenting material in an engaging or effective manner. In some cases, schools may lack adequate resources or materials to support effective Filipino language instruction, making it more difficult (Mariano & Roque, 2021).

Problem 4: Is there a connection between stakeholders' school participation and students' academic performance?

Table 8
Relationship between Stakeholder's Level of School Participation and
Learner's Academic Performance

Stakeholder's School Participation Indicators	Learner's Academic Performance		OVERALL r-value p-value
	First Grading r-value p-value	Second Grading r-value p-value	
Planning	0.156 (WPR) 0.047* S	0.098 (NLR) 0.233 NS	0.178 (WPR) 0.029* S
Decision-Making	0.150 (WPR) 0.036* S	0.103 (WPR) 0.209 NS	0.178 (WPR) 0.022* S
Information Drive	0.226 (WPR) 0.005* S	0.123 (WPR) 0.133 NS	0.246 (WPR) 0.002* S
Implementation	0.153 (WPR) 0.041* S	0.087 (NLR) 0.290 NS	0.169 (WPR) 0.039* S
Resource Management and Utilization	0.117 (WPR) 0.154 NS	0.070 (NLR) 0.393 NS	0.132 (WPR) 0.107 NS

Legend: *significant at p<0.05 alpha level   S – significant   NS – not significant

P-values	Description	r- Values	Description
0.00 – 0.09	No Linear Relationship (NLR)	0.10 – 0.49	Weak Positive Relationship (WPR)
0.50 – 0.69	Moderately Positive Relationship (MPR)	0.70 – 0.99	Strong Positive Relationship (SPR)
1.00	Perfect Linear Relationship (PLR)		

Table 8 shows the relationship between the stakeholder's level of school participation and the learner's academic performance. Overall, the stakeholder's level of school participation based on planning, decision-making, information drive, and implementation showed a weak but **Significant** relationship on learner's academic performance as indicated by the **Correlation R-value and probability value less than 0.05 alpha level, which led to the rejection of the null hypothesis**. This further means that when stakeholders are actively involved in the planning, decision-making, and implementation of educational programs, learners' academic performance improves. This implies the stakeholders' level of school participation based on planning, decision-making, information drive and implementation was somewhat

weakly related to the learner's academic performance. The participation of stakeholders such as parents, teachers, school administrators, and government officials is regarded as critical in ensuring learners' academic success. Stakeholder participation in planning, decision-making, information drive, and implementation has been shown in studies to have a significant impact on learners' academic performance. Involving parents in the educational process can improve student outcomes. This could result in a greater emphasis on parental involvement in schools, with more efforts to involve parents in their children's education. Parent-teacher conferences, volunteering, and workshops may be offered by schools as additional ways for parents to participate.

According to Villar (2021), the participation of stakeholders such as parents, teachers, school administrators, and government officials is regarded as critical in ensuring learners' academic success. Stakeholder participation in planning, decision-making, information dissemination, and implementation has been shown in studies to have a significant impact on learners' academic performance. Involving parents in the educational process can improve student outcomes. This could result in a greater emphasis on parental involvement in schools, with more efforts to involve parents in their children's education. Parent-teacher conferences, volunteering, and workshops may be offered by schools as additional ways for parents to participate.

In the same table, stakeholder involvement in **Implementation** demonstrated a weak but **Significant** relationship with learners' academic accomplishment, as indicated by the **Correlation P-value and probability value less than 0.05 alpha level, resulting in the rejection of the null hypothesis**. Parents, community members, and educators, for example, can provide valuable insights and perspectives on the needs of learners. Their participation in both the planning and execution phases ensures that resources are deployed effectively and efficiently, with the most critical sectors receiving priority. Stakeholder participation also raises accountability for the educational program's efficacy. When stakeholders have a vested interest in the program's success, they are more likely to hold educators and administrators accountable for favorable outcomes.

Subsequently, stakeholders can provide valuable insights and feedback on educational policy and program design and implementation, ensuring that they are relevant and effective in meeting the needs of learners. When stakeholders are involved in educational decision-making processes, they can help to create a sense of ownership and accountability for the program's success. This can encourage stakeholders to collaborate to ensure that students meet their academic objectives. Involving stakeholders in the implementation of educational policies and programs can result in more resources and support for students. Parents and community members, for example, may be more willing to provide additional resources, such as volunteer time or financial support, if they are invested in the program's success (Cabahug & Paslian, 2020; Oco & Comahig, 2023).

Stakeholder engagement in **Planning** was found to have a weak but **Significant** relationship with learners' academic attainment in the same table, as evidenced by the **Correlation P-value and probability value less than 0.05 alpha level, leading to the rejection of the null hypothesis.** Involving stakeholders in decision-making processes increases their investment in the success of the program. As a result, student motivation and support could increase. Involving stakeholders in decision-making can lead to more resources and assistance for children. If parents and community members are involved in decision-making and are invested in the program's success, they are more inclined to give additional resources, such as volunteer time or money. Parents and educators can work together to develop a more relevant curriculum.

In the same table, stakeholder participation in **Decision-making** was found to have a weak but **Significant** link with learners' academic achievement, as evidenced by the **Correlation P-value and probability value less than 0.05 alpha level, resulting in the rejection of the null hypothesis**. This also implies that involving stakeholders in decision-making processes can lead to improved academic outcomes for kids. When stakeholders are involved in decision-making, they are more likely to be invested in the program's success, to offer useful insights and perspectives, and to supply additional resources and support to

learners. Overall, integrating stakeholders in decision-making can help create a more collaborative and supportive educational environment, which can help kids perform better academically. Participation by parents in decision-making was associated with children's academic achievement in both reading and mathematics, even after controlling for additional factors such as socioeconomic status and prior achievement. Parental involvement in school governance and decision-making improved children's math, science, and reading achievements. Parents who participate in school decision-making can work with teachers and administrators to make their children's learning environment more supportive and successful.

In the same table, stakeholders' participation in the **Information Drive** showed a weak but **Significant** relationship on learners' academic performance as indicated by the **Correlation P-value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis.** This further means that when stakeholders participate in information sharing, they can contribute to the creation of a more supportive and collaborative learning environment. This can result in increased motivation and engagement among students, which can improve their academic performance. Participation of stakeholders in information sharing can also help ensure that learners' needs are met. Parents or community members, for example, may be better able to advocate for additional resources or support if they are aware of specific challenges or barriers faced by learners. Acar and Ergene (2021) cited those parents who participate in the implementation of sol programs and activities can help their children perform better in school. Helping their children with homework, attending school events, volunteering in the classroom or school, and advocating for their child's needs are all examples of this. Students are more likely to perform well academically when parents are actively involved in the implementation of school programs and activities.

However, the stakeholder's level of school participation based on **Resource Management and Utilization** showed a **Not Significant** relationship on learners' academic performance as indicated by the **Correlation P-value and probability value higher than 0.05 alpha level which led to the acceptance of the null hypothesis**. This further means that parents' school participation in resource management and utilization is significantly not related to learners' academic performance. It may take some time for resource management and utilization strategies to have an impact on academic performance. The study may not have given enough time for the impact of stakeholder participation to become apparent. The nature of the resources under management may also have an impact on the relationship between stakeholder participation and academic performance. For example, if stakeholders are primarily responsible for managing financial resources, their impact on academic performance may differ from if they are in charge of curriculum development or teacher training programs.

Notably, Perellano and Beck (2019) concluded the degree to which stakeholders were involved in managing and utilizing school resources had no significant impact on students' academic performance. It implies that any relationship discovered between the variables was most likely due to chance and was not statistically significant. As a result, there may still be some relationship between the level of school participation in resource management and utilization and learner academic performance.

Also, Rumbold et al. (2021) found that stakeholders may provide outdated textbooks or instructional materials that are incompatible with the curriculum or learning objectives. Alternatively, stakeholders may provide financial resources for extracurricular activities, but these activities may be poorly designed or inappropriately aligned with the needs or interests of learners.

Furthermore, the effectiveness of stakeholders' participation in resource management may be determined by the quality of partnerships formed among stakeholders, including school administrators, teachers, and students. Mutual trust, shared goals, and open communication channels are required for effective partnerships. Stakeholders and school communities can leverage their respective strengths and expertise to support learners' academic growth and success when they work together to establish shared goals and collaborate on resource allocation decisions.

4. Conclusion and Recommendations

The study's findings lead to the following conclusions:

The majority of respondents from Opol West District have a high school diploma or less, and some have an uncertain employment status and a low family income. This situation may present some difficulties for the students because their families may have limited resources and be unable to provide adequate support for their education. Respondents have a positive attitude toward school participation and have shown a high level of involvement in various aspects of school operations, such as planning, decision-making, information dissemination, implementation, and resource management. This indicates that the respondents are deeply invested in the school and its activities and actively contribute to its success.

The learners have a strong foundation in the following areas: English, Filipino, Science, Mathematics, and Araling Panlipunan and can fulfill the anticipated learning outcomes. The stakeholders' participation in terms of planning, decision-making, information drive, and implementation is significant but weakly related to learners' academic performance. The more active and involved stakeholders are in these areas, the better the learner's academic performance. However, there is no substantial association between a learner's academic achievement and the extent of school participation in resource management and use.

The investigation's findings led to the following recommendations:

1. Establish an effective communication strategy that emphasizes the value of stakeholder participation in supporting children's learning and development. Share updates, opportunities, and success stories on a regular basis to keep stakeholders informed and involved. Implement structured programs in which stakeholders are actively involved in school activities. Parent volunteer programs, mentorship initiatives, and community service projects are among the examples. Ensure that these programs are accessible, flexible, and aligned with the interests and schedules of stakeholders.

2. To effectively reach stakeholders, use a range of communication channels. Incorporate visual and multimedia elements, such as films, infographics, and photographs, in addition to written communication to make information more interesting and accessible. Create a regular plan for communicating changes and major announcements to stakeholders. Weekly or monthly newsletters, email updates, or social media posts could all fall into this category. Regular communication fosters trust, informs stakeholders, and encourages continuous participation.

3. Encourage teachers to use interactive and hands-on teaching methods, especially in Science subjects, to actively engage students in the learning process. In order to make science concepts more tangible and approachable, use experiments, demonstrations, simulations, and real-world applications. Encourage class discussions and active participation. Create a welcoming environment in which students can ask questions, share ideas, and engage in scientific inquiry.

4. Encourage stakeholders to participate in open and inclusive forums where they can contribute their thoughts, ideas, and concerns about academic programs and activities. Allow stakeholders to share their perspectives and expertise during discussions about curriculum creation, resource allocation, and other important choices affecting students. Encourage stakeholders to participate actively in volunteer activities, mentoring programs, or extracurricular projects that improve students' educational experiences.

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