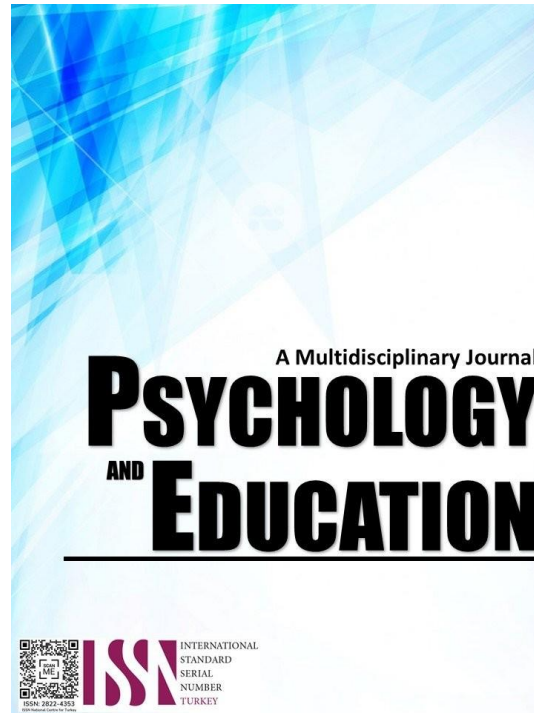


STAKEHOLDERS' SATISFACTION ON SCHOOL CLIMATE



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 15

Pages: 178-185

Document ID: 2023PEMJ1351

DOI: 10.5281/zenodo.10140708

Manuscript Accepted: 2023-15-11

Stakeholders' Satisfaction on School Climate

Joven M. Mogol *

For affiliations and correspondence, see the last page.

Abstract

This study focuses on the level of satisfaction of stakeholders on the five basic areas related to school climate such as pupil services and activities, teacher performance and behavior, physical environment, materials and equipment and miscellaneous (general impact.) The main instrument used in this study was a survey questionnaire. The data were analyzed using mean, standard deviation and ANOVA. The significant findings revealed that stakeholders are extremely satisfied with teachers' performance and behavior, physical environment and miscellaneous (general impact) and highly satisfied with student services and activities and materials and equipment. There is no significant difference in all areas based on sex.

Keywords: *stakeholders, satisfaction, pupil services and activities, general impact*

Introduction

Listening to the opinion, comments and suggestions of the people inside and outside the school vicinity is a way of exercising a democratic transformational form of leadership. If transformational leadership is aiming to inspire followers to change expectations, perceptions and action to work towards common goal, then reaching out and nurturing their feelings are ingredients for its success. More so, the participation of stakeholders in determining the effectiveness and efficiency of system and services being delivered by the school is one way of winning the trust, respect and support from them. Above all, the data generated directly from stakeholders are essential in designing the school's Priority Improvement Areas (PIAs). Annex 6 of the new Enhanced School Improvement Plan (ESIP) recognizes the importance of listening to the voice of stakeholders. Stated in SIP Guidebook page 17 is that every school should and must ask the stakeholders on how they feel about the system, and how they could help the school. The insight generated from them becomes the baseline data for a feasible plan for the succeeding activities. Glancing at the different MOV's needed in the process of validating the SBM Level of Practice, Record of Feedbacks of Stakeholders is one of the salient documents on the area of Accountability and Continuous Improvement, Indicator 4 which deals on the accountability assessment criteria and tools, feedback mechanisms and information collection and validation techniques and process which are inclusive and collaboratively developed and agreed upon.

Capturing the feedbacks of stakeholders is a challenging adventure that really tests the virtue of humility and acceptance in assessing the real scenario

of identifying the needs, the gaps, the strength and future actions. The process of engaging the stakeholders is important to improve the general system and quality services to its immediate clientele, the pupils and parents respectively.

School climate can take years or a short period to change, for better or worse, for progression or regression. School climate consists of shared beliefs and attitudes about the school, hence, the stakeholders reflect shared beliefs and attitudes each day in the school. The perceptions, whether positive or negative and the level of satisfaction, whether high or low generally give feedback for how the school as an institution operates. Jesse Morse (2016) in his dissertation borrowed the words of Hoy and Sabo in 1992 who believed that success within the school is a reflection of stakeholders' perceptions, student achievement, relationships, school environment, school leadership and many other attributes. These related school attributes and characteristics, on which stakeholders' perception was on top of the list clearly define the over-all structure and determine the degree of success experienced by the school on which the stakeholders are the primary witness.

In a Non-BERF basic research of the same title conducted by the researcher before the occurrence of COVID-19 malady, he found out that parents and pupils are both highly satisfied with regards the general impact of the school. The impressive ratings attributed to areas such as pupil services and activities, teacher performance and behavior, physical environment and school facilities are motivating factors for the school personnel to sustain the effort and initiatives. However, as the new normal approaches and controls the educational set-up, a different school atmosphere has changed the entire

system. Modular Distance Learning-Print has been an urgent response to ensure continuity of education (Dangle 2020). Now, that the implementation of Modular Distance Learning-Print reaches its end, it is so timely to find the level of satisfaction of the key players to determine concrete springboard for school innovation. Certainly, the school is always aiming for improving continuously (KRT 1 of BESRA) and observes quality education from whatever level it begins and regardless of prevailing condition (School First Initiative Principle).

It is for this reason that the researcher attempted to make follow up from the recommendation of the previous study to assess quality of school climate and its effect on stakeholders' satisfaction during the pandemic season.

Research Questions

Specifically, this research sought answers the following questions:

1. What is the level of satisfaction among the stakeholders during the pandemic in terms of the following areas:
 - 1.1 Pupil Services and Activities;
 - 1.2 Teacher Performance and Behavior;
 - 1.3 Physical Environment;
 - 1.4 Materials and Equipment; and
 - 1.5 Miscellaneous (General Impact)?
2. What is the difference in the level of satisfaction based on sex?

Methodology

Sampling

The total number of population was 261 respondents. The key respondents were 168 parents from Kindergarten to Grade 6 and 80 intermediate pupils. A complete enumeration of the 13 school personnel was included to balance and validate the responses of the key respondents.

Sampling Method.

This basic research made use of the stratified random sampling using proportional allocation. The grade level from K to 6 serves as the stratification variable. From the total enrolment of 296 a sample size of 168

using the stratified sampling was generated. Calculator was used to facilitate computation. After obtaining the required sample size, each stratum was computed using proportional allocation. Then a simple random sampling was applied in order to determine the sample respondents.

Research Design

This study employed qualitative-quantitative design. Qualitative design freely described the level of satisfaction of teachers, parents and pupils on the five basic areas comprising a school climate. The five areas are Pupil Services and Activities, Teacher Performance and Behavior, Physical Environment, Materials and Equipment and Miscellaneous (General Impact). Likewise, quantitative research was utilized to determine the number of respondents who felt extremely satisfied, highly satisfied, satisfied, slightly satisfied, and not satisfied to a particular indicator in every area. Items from the questionnaire that require scale system are associated to quantitative research while its descriptive interpretation is leading to qualitative one.

This study is descriptive-inferential in nature which aimed to determine the extent to which the quality of school climate during the pandemic affected on stakeholders' satisfaction and the difference in the level of satisfaction between male and female stakeholders. The research method used was survey-based questionnaire that measures perception and expectation. The general perception of the school's immediate stakeholders, both teachers, parents, and pupils respectively gave input on how to improve the current system and services of the school through the crafted Tanzanian School Climate Innovation.

Results and Discussion

Table 1 presents the level of satisfaction on Pupil Services and Activities which also shows high satisfaction from the respondents ($m=4.47$, $sd=.766$). This only means that the school remains sincere in providing quality services among the learners despite of the pandemic. The situation of a new normal school is totally different from before, but the stakeholders were still happy with the different activities such as school monitoring, assessment and pupil recognition. The highest mean ratings were attributed in the conduct of CARDS OUT ($m=4.65$, $sd=.587$) and the issuance of graded modules ($m=4.63$, $sd=.603$) as concrete ways of communicating the achievement of learners to the parents. Both parents and learners are

desirous to know the school achievement, thus, the issuance of cards every quarter and graded modules a week after the submission are ways of tracking learner's progress. Part of Cards Out is the Reading of Honors, but since only those who reached the general average of 90% every quarter were recognized, it seems that the non-awardees are subjective with regard it. The conduct of home visitation, individualized instruction and assessment received highly satisfied from the respondents. With the restriction of the Department of Health to conduct face-to-face contact, teachers limit the frequency of going out and remain active doing the monitoring and assessment of learners using the virtual mode. In general, Adams (2001) said that both parents and pupils were very satisfied with student services and activities especially when parent-teacher-pupil engagement was involved (Mccladdie 2017) and when learning progress is communicated and recognized constantly (Better Care Pamphlet 2005).

Table 1.1. *Level of Satisfaction on Pupil Services and Activities*

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Level of Satisfaction (Interpretation)</i>
The school monitors learning activities through:			
1.1 home visitation	4.36	.956	Highly Satisfied
1.2 individualized teaching	4.16	1.013	Highly Satisfied
The school measures learning achievement through:			
2.1 written test	4.55	.730	Highly Satisfied
2.2 performance task	4.48	.737	Highly Satisfied
The school recognizes learning achievement through:			
3.1 graded modules	4.63	.603	Extremely Satisfied
3.2 cards out	4.65	.587	Extremely Satisfied
3.3 reading of honors every quarter	4.43	.739	Highly Satisfied
Average	4.47	.766	Highly Satisfied

Table 1. 2. *Level of Satisfaction on Teachers' Performance and Behavior*

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Level of Satisfaction (Interpretation)</i>
1. Teachers respond immediately to queries, needs and concerns of parents and pupils.	4.59	.742	Highly Satisfied
2. Teachers communicate clear schedule of activities (distribution & retrieval of modules, monitoring & giving of assessment).	4.75	.516	Extremely Satisfied
3. Teachers are accommodating, caring, patient, and resourceful.	4.72	.579	Extremely Satisfied
Average	4.69	.612	Extremely Satisfied

It is reflected in Table 2, the level of satisfaction on teachers' performance and behavior. Regarded as the second parent, the image of teachers remains very influential and contagious to every pupil, particularly in the elementary level. Parents also hold positive feedback to the school personnel whom they entrusted the education of their children. Data show that the respondents are extremely satisfied with regard communication ($m=4.75$, $sd=.516$) and behavior ($m=4.72$, $sd=.579$). Reported in the study of Barrows, Peterson & West (2017) that majority of stakeholders are satisfied with the school, particularly on teachers' quality and communication practices. In fact, these group of respondents argued that school communication in the public school is more extensive than in the private institution. In addition, Mccladdie (2017) also impressed the way teachers conduct the communication process with the parents and pupils. Samosir and Zursi (2005) added that satisfaction from stakeholders comes out from being reliable, responsive or emphatic of the service provider. However, the number of pupils, the stability of internet connection and other related tasks are hindering factors that cause delay in some transactions and in giving of immediate responses to the concerned parents and pupils. It is also the reason why the response is only highly satisfied on item 1- Teachers to respond immediately to queries, needs and concerns of parents and pupils ($m=4.59$, $sd=.742$). To balance teachers' strength and weaknesses in this area, teachers of Tanza ES regularly post clear announcement of information and updates to the Grade Level group chat and the Public Information Bulletin Board. In that way, school personnel could reach out the parents, pupils and other stakeholders with the school updates. As public figure, teachers maintain positive behavior and open communication expected of them in dealing the stakeholders. In fact, teaching is the noblest profession and teachers should always be cautious, sensitive and vigilant with their action as pupils and parents are best observers of their performance.

Table 1.3. *Level of Satisfaction on Physical Environment*

Indicators	Mean	SD	Level of Satisfaction (Interpretation)
1. The school complies to the minimum health and safety standards.	4.83	.426	Extremely Satisfied
2. The teacher structures the classroom suited to the new normal (Printing Area, Sorting Area, Distribution & Retrieval Area).	4.73	.547	Extremely Satisfied
3. The school maintains cleanliness and orderliness of the rooms and surroundings.	4.78	.475	Extremely Satisfied
Average	4.78	.483	Extremely Satisfied

Table 1.3 gives the readers relevant data about the level of satisfaction on physical environment. As gleaned from the table, all indicators are evaluated extremely satisfied by the respondents. Indeed everything that exists in the school vicinity has its relevance and impact, directly or indirectly to both internal and external stakeholders. It is, likewise, the school's responsibility and accountability to maintain a safe, secure, pleasing and child-friendly atmosphere even during the time of quandary. Philips (2014) and Boafi (2020) agreed on the importance of physical environment in creating wholesome school climate. Both of them in their separate write ups pointed out that physical structure of a classroom and the physical environment of the school affects pupils' morale, learning and appreciation towards school. Balmeo, et al (2014) enumerated related predictors associated to physical environment such as student safety, classroom order, pleasing school atmosphere and child care that recapitulate the contents of the three (3) indicators above.

Table 1.4. *Level of Satisfaction on Materials and Equipment*

Indicators	Mean	SD	Level of Satisfaction (Interpretation)
1. The school ensures completeness of learning modules before the distribution.	4.74	.503	Extremely Satisfied
2. The teacher provides references and other supplemental materials for the study.	4.51	.710	Highly Satisfied
3. The teacher attaches Weekly Home Learning Plan to the learning modules.	4.41	.752	Highly Satisfied
4. The school has equipment for the printing and production of the modules like laptop, printer and copier.	4.46	.761	Highly Satisfied
Average	4.53	.682	Highly Satisfied

Table 1. 4 shows the level of satisfaction of the chosen respondents on materials and equipment. Figures attest that the school ensures completeness of learning modules before the distribution with extremely satisfied rating ($m=4.74$, $sd=.503$). It is a habit of the school that after the sorting of modules per learning area, an inventory check of the quantity was done by the teachers to make sure of the completeness and assurance that learning modules will be received by the clients. That simple action was not missed by the respondents as they give impressive ratings to that indicator. In addition, the school also provides books, activity sheets, assessment test, reading test, reading remediation materials, materials downloaded from LR portals, common pictures, real objects and even school supplies to supplement the learning modules. The weekly learning plan and classhome schedule are also attached to provide both learners and parents teaching directions on instructional delivery. The highly satisfied ratings only show that stakeholders appreciate the effort made by school personnel. In the study made by Mogol in 2020, he said that despite limited resources, the school exerted effort to furnish necessary equipment like laptop, projector, printer and others through resourcing and self-initiative to ensure proper delivery of educational services before the pandemic. As the new normal comes in a pandemic educational era, the same situation exists or worsens, but the teachers find means to address the problem of scarcity. This is the reason that despite of limitedness in equipment, the school still receives highly satisfied ratings from the stakeholders who are living witness of teachers' sacrifices.

Table 1.5 Level of Satisfaction on Miscellaneous (General Impact)

Indicators	Mean	SD	Level of Satisfaction (Interpretation)
1. The school conducts clear orientation before the implementation of Modular Distance Learning-Print	4.70	.591	Extremely Satisfied
2. The school makes parents and pupils ready for the MDL program.	4.75	.524	Extremely Satisfied
3. The school sustains quality education despite the pandemic.	4.72	.528	Extremely Satisfied
Average	4.72	.548	Extremely Satisfied

Table 1.5 confirms that the school passes the personal standards of the respondents when it comes to miscellaneous (*general impact*) with a general rating of extremely satisfied ($m=4.72$, $sd=.548$) which supports and compliments the previous study of the

same title in 2020 before the occurrence of COVID-19 pandemic. In Mogol's (2021) dissertation, he stressed that the key players of Modular Distance Learning-Print were able to sustain quality education despite difficult situation through sharing of expertise and positive support for each other. Highlighted in the initial implementation of MDL are the orientation, meetings and trainings on MDL processes for school and home readiness. Relative to this, Kutridge (2017), Sapri (2016) and Mossi (2019) acknowledged the impact of school setting and its program in obtaining highest satisfactory rating from the stakeholders. Undoubtedly, results reveal that in whatever situation or circumstance the school is in, the school climate remains the top priority as far as school operations and governance are concerned.

Table 2.1. *Difference in the Level of Satisfaction on Pupil Services and Activities Based on Sex*

Indicators	Means		F-Value	Sig at 0.05	Interpretation
	Male	Female			
The school monitors learning activities through:					
1.1 home visitation	4.36	4.35	.387	.679	Not Significant
1.2 individualized teaching	4.24	4.11	.263	.769	Not Significant
The school measures learning achievement through:					
2.1 written test	4.57	4.54	.356	.701	Not Significant
2.2 performance task	4.48	4.47	.769	.464	Not Significant
The school recognizes learning achievement through:					
3.1 graded modules	4.69	4.61	3.209	.042	*Significant
3.2 cards out	4.71	4.62	.864	.423	Not Significant
3.3 reading of honors every quarter	4.55	4.38	.718	.488	Not Significant
Average	4.51	4.44	.938	.509	Not Significant

Table 2.1 deals on the difference in the level of satisfaction of stakeholders on pupil service and activities based on sex. Based from the data, 6 out of 7 indicators are not significant. Significance lies only in returning graded modules by teachers whose F value is below .05 level of significance in favor of male respondents. That little difference of .08 is not actually associated to parents' perception because both mothers and fathers were reported to have similar level of satisfaction with the grades of their children (McGrath and Repetti 2020). Probably, the differences come from pupil respondents who tend to have opposite characteristics. In fact, Khaleel (2017) claimed that female students care more and become grade conscious than male counterpart. Since girls are more linked with academics while boys are more inclined to technical and non-academic education, the satisfaction

level on graded modules is also affected. Boys are contented with the rating they received while girls vary the responses depending on the ratings they gained. Thus, individual differences among male and female constitute little gap in their responses with regard graded modules. However, with that only 1 not significant indicator, the average mean difference is not affected and marks no significant difference in the level of satisfaction on pupil services and activities based on sex. Hence, the null hypothesis is not rejected.

Table 2.2. *Difference in the Level of Satisfaction on Teachers' Performance and Behavior Based on Sex*

Indicators	Means		F-Value	Sig at 0.05	Interpretation
	Male	Female			
1. Teachers respond immediately to queries, needs and concerns of parents and pupils.	4.57	4.60	.213	.808	Not Significant
2. Teachers communicate clear schedule of activities. (distribution & retrieval of modules, monitoring & giving of assessment)	4.72	4.76	.214	.807	Not Significant
3. Teachers are accommodating, caring, patient, and resourceful.	4.70	4.73	.209	.811	Not Significant
Average	4.66	4.70	.212	.809	Not Significant

Figure 7. .

Table 2.2 explains that there is no significant difference in the level of satisfaction on teachers' performance and behavior based on sex. This result fails to reject the null hypothesis. Regardless of sex, stakeholders are happy with the performance of teachers during the pandemic year of implementing the educational system.

Table 2.3. *Difference in the Level of Satisfaction on Physical Environment Based on Sex*

Indicators	Means		F-Value	Sig at 0.05	Interpretation
	Male	Female			
1. The school complies to the minimum health and safety standards.	4.88	4.80	.051	.950	Not Significant
2. The teacher structures the classroom suited to the new normal (Printing Area, Sorting Area, Distribution & Retrieval Area).	4.76	4.71	.327	.721	Not Significant
3. The school maintains cleanliness and orderliness of the rooms and surroundings.	4.83	4.76	.863	.423	Not Significant
Average	4.82	4.76	.414	.698	Not Significant

Table 2.3 affirms that there is no significant difference in the level of satisfaction on physical environment based on sex, and that the result fails to reject the null hypothesis. Both male and female stakeholders see how school personnel structure the classroom set up

and manage the ambiance of school environment.

Table 2.4. *Difference in the Level of Satisfaction on Materials and Equipment Based on Sex*

Indicators	Means		F-Value	Sig at 0.05	Interpretation
	Male	Female			
1. The school ensures completeness of learning modules before the distribution.	4.73	4.75	.330	.719	Not Significant
2. The teacher provides references and other supplemental materials for the study.	4.56	4.49	.749	.474	Not Significant
3. The teacher attaches Weekly Home Learning Plan to the learning modules.	4.51	4.36	.577	.208	Not Significant
4. The school has equipment for the printing and production of the modules like laptop, printer and copier.	4.49	4.44	3.461	.033	*Significant
Average	4.57	4.51	1.529	.359	Not Significant

Table 2.4 points out that there is no significant difference in the level of satisfaction on materials and equipment based on sex. This result fails to reject the null hypothesis. It is a common practice of all teachers to conduct inventory count of learning modules and provide Weekly Home Learning Plan and available references for the learners. However, the status of equipment with regard availability and usability is a case to case basis. Male and female respondents differ in their responses (0.05 gap in favor of male) based on observable situation in the respective grade level. Knowing that males are more concerned on technical aspect of education, they valued more the equipment than female (Khaleel 2020). More so, since mothers are more visible in the school than the fathers, the latter may be unaware of the limitation while the former are more knowledgeable of the real situation. As long as they receive the learning modules, fathers do not give reactions while mothers put their self in place of the teachers who experience little problem. That scenario constitutes minimal difference in the responses of two groups of respondents (Mogol 2021).

Table 2.5. *Difference in the Level of Satisfaction on Miscellaneous (General Impact) Based on Sex*

Indicators	Means		F-Value	Sig at 0.05	Interpretation
	Male	Female			
1. The school conducts clear orientation before the implementation of Modular Distance Learning-Print	4.76	4.67	.700	.497	Not Significant
2. The school makes parents and pupils ready for the MDL program.	4.76	4.74	.016	.985	Not Significant
3. The school sustains quality education despite of the pandemic.	4.78	4.69	.443	.642	Not Significant
Average	4.77	4.70	.386	.708	Not Significant

Table 2.5 reveals that there is no significant difference in the level of satisfaction on Miscellaneous (*General Impact*). This result fails to reject the null hypothesis. Evidently, the school was able to satisfy the needs and expectation of the stakeholders with regard the implementation of Modular Distance Learning-Print during the time of pandemic. The result only confirms the idea of Amos (2015), Pendon (2016) and De Coelho & Aglio (2019), that there is no significant sex differences with regard satisfaction of stakeholders on school setting, status, and performance

Conclusion

A positive school climate is a desire of a school leader and the demand of immediate stakeholders. It is a complete package of an effective management in the different areas such as pupil services and activities, teacher performance and behavior, physical environment, materials and equipment, and miscellaneous (general impact). Likewise, it's a leading factor that calls the maintenance of a proximate attention and positive reaction from both internal or external stakeholders who constantly provide feedback for the improvement of school system and culture. Since, both male and female respondents provided common answers, sex is not a predictor that determines significant difference in the level of satisfaction.

Based from the findings of the study and the conclusion made, the following are hereby recommended:

For the School Officials: (1) They may always consider the voice of the stakeholders who offer substantial thought for the improvement of school climate. (2) They may regularly check the Weekly Home Learning Plan and classroom inventory of teachers. (3) They may constantly provide technical assistance to teachers through brainstorming, orientation, focus group discussion and modeling. (4) They may sustain areas and indicators with extremely satisfied rating and apply some innovation to certain area or indicator with highly satisfied rating.

For the School Teachers: (1) They may plot calendar of activities to facilitate effectively the conduct of home-visitation, individualized instruction, and giving of assessment. (2) They may respond immediately to parents' and learners' queries.

For the Future Researchers: (1) They may conduct follow up study of the same topic in other schools within or outside the District of Boac North.

References

- Amos, P. (2015). A Comparative Study of Factors Influencing Male and Female Lecturer's Job Satisfaction in Ghanaian Higher Education. *Journal of Education and Practice*. 6(4).1-11
- Balmeo, M, et.al (2014). Exploring Major Predictors of Student Satisfaction: An Input Towards A Learning Friendly School Environment. *The IAFOR Journal of Education*.2 (1).173-196
- Barrows, Peterson & West. (2016). What Do Parents Think of Their Children's Schools? *The Journal*. 17(2)
- Better Education Care-HMI 2634 (2005).Parent Satisfaction with Schools.1-16
- Boafi, R.(2020). School Physical Environment and Student Academic Performance.Advance in Physical Education. 10(2).121-137
- Botez, P. (2015). Quality Based Education and Stakeholders Expectations-Romania. *Economy Transdisciplinary Cognition*. 16(1).72-78
- Bucahan, J. (2015). How Our School Can Become Child-Friendly. *The Modern Teacher*. 64(1). 11-12
- Ciobanua, A. (2013). The Role of Student Services in the Improving of Student Experiences in Higher Education. *Social and Behavioral sciences*.92.169-173
- Coelho, C & Dell Agilo D.(2019). School Climate and School Satisfaction Among High School Adoslescent. *Psychology and Education* .21 (1). 265-281
- Darrel, A. (2020). Stakeholders Consultation for Secondary Educational Goals Achievement in Public Schools in Riverstate. *Global Scientific Journal*. 8(2).3408-29
- Dayton Public School. (2017). What is Positive School Climate.[www.dps.k12.oh.us>student –information.student.code-of-conduct](http://www.dps.k12.oh.us/student-information/student.code-of-conduct)
- De Franza A. (2019). The Impact of Innovation in Education.<https://www.northeastern.edu>
- Department of Education , Teacher Education Council and Commision on Higher Education (2009). *Experiential Learning Courses Handbook*
- DepEd Order 44, s.2015. Guidelines on the Enhanced School Improvement Planning (ESIP) Process and School Reprt Card (SRC)
- DFAT Australian Government (2018). The Role of Key Stakeholder in Education and Effectiveness Principle, Foundation Level 1-28
- Encinas, A, et.al (2020).Principles, Values and Beliefs of Student Affairs and Services.University of World News
- Fernandez, et.al (2011). Psychological Well being in Portugues adolescent. *Revisita Lusofona de Educacao* (18).155-172
- Fonseca, L, et.al (2016). Stakeholder's Satisfaction and Sustainable Success. *International Journal of Industrial and System Engineering*. 24(2).144-157
- Gregory, A, Cornell, D. & Fan, X. (2011). The School Climate Theory. *American Educational Research Journal*
- Innovation that Have Reimagined Education During the pandemic. (2020). Ballway Children. Fighting for Street Children.[https://railway/ children.org](https://railway/children.org)
- Innovation:, types of innovation and business examples. (2020).<https://youmatters.world/>
- Khaleel, M. (2017). Female Students Are More Likely To Get Higher Grades Than Male Students. *International Journal of Science and Research Education*. 7(3).378-386
- Kurredge, B. (2017).The Importance of Understanding Parental Satisfaction.<https://empowers.org>
- Maxwell.Reynolds, Lee, Subasic & Bromhead. (2017). The Impact of School Climate and School Identification on Academic Achievement: MultilevelModeling with Students and Teachers, *Psychology*.<https://doi.otg..>
- Mccladdie, H. (2017).A Case Study Focused on the Level of Satisfaction of Select Stakeholders: Parents, Teachers and Community Members on Identified Variables to Improve Academic Performance. Atlanta university.Doctor of Education.1-131
- McGrath E and Repetti R. (2020). Mother and Father's Attitude Towards Their Children's Academic Performance and Children's Perception of Academic Competence. *Journal of Youth and Adolescent*. 29(6).712-713
- Mogol, J. (2021).Practices of the Key Players in the Initial Implementation of Modular Distant Learning Print. Marinduque State College.
- Mogol, J. (2020). Stakeholders Satisfaction on School Climate: Basis for Continuous Improvement. Tanza Elementary School. Basic Research.1-49
- Morse, L 92016). Relationship of Stakeholder Perception of School Climate. University of Findlay. Doctor of Education. 1-124
- Mossi, P. et.al (2019). QUASUS: A Tool for Measuring the Parents'School Satisfaction. Department of History, Society and Human Studies. University of Salento, Lecce, Italy
- Napitupulu, I. (2018). Analysis of Students' Satisfaction Toward Quality of Service Facility. *Journal of Physics. Conference Series* 954. 1-8
- Nizhebetksly, D. (2019). How to Manage Stakeholders Engagement in a Strategic Way: Comprehensive Guide to Staheholders' Management
- Pendon, G.(2016).Student Degree of Satisfaction of Student Services. *Education and Multi disciplinary Study*. 3(3).283-297
- Philippine Professional Standards for Teachers (PPST Resource Package-Module 12)
- Phillips, M. (2014). A Place for Learning: The Physical Environment of Classrooms
- Rajabelee, Y and Santally, M. (2020).Learner Satisfaction, Engagement and Performance on Online Module: Implication for Institutional e-Learning Policy.*Education and Information Technology*.(26),2523-56
- Roundy, L. (2016).What is Stakeholders in Education.<https://study.com>
- Rudazil, K. Et.al (2018). System View of School Climate: A Theoretical Framework of Research. *Educational Psychological*

Review. 30.35-60

Saleh, M, et.al (2019). Predictors of School Satisfaction Among Adolescents in Jordan. *Journal of Muliti disciplinary Healthcare*, 12. 621-631

Sapri, M. (2009). Factors that Influence Student's Level of Satisfaction with Regards to Higher Educational Facilities Services, 4 (1).34-50

Sergi, T. (1999). Developing Quality Programs for Pupil Services: A Self Evaluative Guide. Commissioner of Education.Connecticut State Department of Education.1-173

Shurair & Pokharel (2019). Stakeholders' Perception of Service Quality: A Case in Qatar. *Quality Assurance in Education*. 27(4).ISSN 0968-4883

Simon, B. (2018).What is Stakeholder's Theory and How Dies It Impact an Organization.<https://www.smartsheet.com>

Stavely, Z. (2015).The Power of Homevisits to Connect Teachers with Kids and their Families

Students' Degree of Satisfaction of Student Services. (2016). *IRA International Journal of Education and Multi disciplinary Studies*.3 (3)

Toropova, A. and Johansson, MS. Teacher Job Satisfaction:The Impoertance of School Working Conditions and Teacher Characteristics. *Education Review*. 73(1).71-97

Utulo, C. (2020). The Significance of Innovation in the New Normal Education.<https://www.pressreader.com>

Warsi, S. (2018). How Important are Stakeholders in Educational System

Warsi, S. (2018). What is the Importance of Stakeholders in Educational System. *Franchise India Staff Contributing to School Welfare and Success*

Zhai, X. (2020).Interactive Learning Environment.28(5). 586-601

Affiliations and Corresponding Information

Joven M. Mogol

Lupac-Tabigue Elementary School
Department of Education – Philippines