**ABSTRACT**

This study was conducted to determine the extent of support of school’s selected stakeholders and its relationship to academic performance as perceived by the students. The subjects of the study are the 6 selected school’s stakeholders of La Granja National High School while the respondents of the study were the Grade 9 students of La Granja National High School enrolled in S.Y. 2015-2016. Descriptive research design was used. An adapted and modified standardized questionnaire was used in determining the extent of support, and school documents for the academic performance were secured to acquire the needed information for the study.

The data gathered were analyzed and interpreted using descriptive statistics such as frequency counts, percentage and mean. The chi-square test was applied to find out whether or not the variables were significantly related.

Results of the study revealed a moderate extent of support for the school’s stakeholders namely: Local Government Unit/Local School Board, Parents-Teachers Association, and Students’ Organizations. High extent of support was perceived by the students for school’s stakeholders namely: school administrator/principal, teachers and parents.

For the academic performance, the overall mean posted a very satisfactory rating.

As to the significant relationship between the extents of selected schools stakeholders support as perceived by the students and the academic performance, only one has shown a significant relationship and that was the Parent-Teacher Association (PTA).

Lastly, the overall extent of school’s selected stakeholders support as perceived by the students, has no significant relationship to academic performance.