

LEADERSHIP ROLE COMPETENCE OF SCHOOL HEADS AND TEACHERS, PARENTS' FACILITATING ENGAGEMENT AND CHILDREN'S LEARNING PROGRESS

Elbertiny D. Tuario¹

¹ School Head, Kulaman Elementary School

ABSTRACT

This study examined the relationship between school heads and teachers' leadership roles and parents' facilitating engagement in their children's home-based learning progress among struggling readers in the Department of Education Arakan North District for the School Year 2021–2022. Utilizing a descriptive-correlational research design, data were gathered from 64 public elementary school teachers through a validated self-structured questionnaire. Pearson correlation analysis was employed to determine the association between leadership roles and parental involvement.

Findings revealed a highly significant positive relationship between school heads' leadership competence particularly in decision-making, monitoring, and evaluation and parental engagement in supporting home-based learning. However, the leadership efficacy of teachers, including cultural awareness, social interaction, professional competence, and feedbacking, did not show a significant correlation with parental involvement. These results highlight the central role of school heads in promoting strong home-school collaboration, while also emphasizing the need for institutional strategies that support teachers in engaging families.

The study concludes that strategic school leadership is essential for fostering effective parental support systems for struggling readers, and recommends enhanced leadership development and engagement practices at the school management level.

Keyword: - Leadership Role Competence, School Heads, Teachers, Parents' Facilitating Engagement, and Children's Learning Progress.

1. INTRODUCTION

More challenges and changes in the field of education are expected. These changes are the offshoots of the fast-changing rate of the needs for effective leadership roles of head teacher and educators. With the increasing expectation in the workplace, the pressure on school leadership roles towards home-based learning of children is increased.

Leadership goes beyond the technical aspects of management and involves the ability to achieve goals effectively (McGowan & Miller, 2001). Teachers hold a significant position in enhancing the overall quality of education by playing a crucial role in the teaching and learning processes. Skilled educators are essential for improving student performance and academic success. Therefore, the existence of a leader in an organization is imperative. Their competence and supervisory powers are expected to encourage pleasing organizational climate that may result to high school achievement (Kelley, Thornton, & Daughtery, 2005).

School heads and teachers' leadership roles toward home-based learning of children is assumed to have impact on school performance as what Kelly and Williams (2006) put forward that the ability of a school head in

assessing and helping teachers in performing their duties and responsibilities have contributions on the teachers' leadership roles which may eventually improve the academic achievement of learners. However, the observations and findings of McGowan and Miller (2001) showed that the learners manifested low performance attributed to teachers multifarious tasks to do other than checking their pupils' test, recording and lesson planning leaving their pupils in class with seat-works in order to comply with other tasks like preparation of reports to catch up deadlines and other designations to be given time and attention. However research about these situation has not been conducted to have bases of changing school's set up by giving greater focus on classroom instruction.

Due to the preceding issues, there is a need to examine the school principals and educators' management roles to focus on the home-based learning of children with the facilitating roles of parents. Hence, this study examined the school principals and educators' leadership roles in supporting the exertion of home-based learning of children as it is an assumption that when the school heads have highly executed their leadership roles, the teachers will eventually manifest high leadership performance. This research ascertained the school principals and educators' leadership roles, which has something to do with the home-based learning of children particularly in Arakan, North District.

2. METHODOLOGY

This study utilized a descriptive-correlational research design. It was descriptive in nature as it analyzed data collected from school heads and teachers regarding their leadership roles in supporting home-based learning among struggling readers. It was also correlational, as it examined the relationship between the management roles of school principals and teachers and their influence on home-based learning (Kothari, 2006).

The research was conducted in public elementary schools under the Department of Education, Arakan North District, during the School Year 2021–2022. Arakan, the northernmost municipality of Cotabato Province, spans 69,322 hectares of predominantly mountainous terrain. Among its 28 barangays, ten were included in the study: Binoongan, N. Ramirez, Kulaman, San Miguel, Anapolon, Salasang, Gambodes, Sumalili, Datu Mantangkil, and Binaton (Department of Interior and Local Government, 2023).

The respondents of the study were 64 public elementary school teachers from the 10 participating schools in the Arakan North District. According to the District Improvement Plan (2020), the district had a total of 129 classroom teachers (10 male and 119 female), 18 school heads, and four non-teaching staff. For this study, a complete enumeration sampling technique was used to include all 64 teachers and 10 struggling readers from each school. The sampling process involved identifying the respondents, distributing the questionnaires, and retrieving the completed forms for analysis.

Prior to data collection, the researcher secured approval from the Schools Division Superintendent of Cotabato Division. After receiving permission, the researcher furnished copies of the approved letter to the District Supervisor and the selected school heads for their information and reference. The questionnaires were then distributed to the respondents with proper instructions on how to complete them. Once accomplished, the questionnaires were retrieved, tabulated, analyzed, and interpreted.

The primary research instrument was a self-structured questionnaire validated by selected faculty members. It consisted of three parts. Parts 1 and 2 assessed the leadership roles of school heads and teachers using a five-point Likert scale based on the Philippine Professional Standards for Teachers. Part 3 focused on parental involvement in facilitating home-based learning, also measured using a five-point scale. The final version of the questionnaire was reviewed and revised based on the results of item analysis before being administered to the respondents.

For data analysis, the responses were tallied, encoded, and analyzed using appropriate statistical tools. Frequency and percentage were computed to summarize categorical data and respondent distribution (Clark-Carter, 2010). The mean and descriptive interpretation were used to determine the extent of program implementation and the levels of leadership and involvement (Creswell, 2018). To assess the relationship and influence between the variables, multiple linear regression analysis and the Pearson correlation coefficient were applied (Hayes, 2021).

3. RESULTS AND DISCUSSION

The correlation matrix presented in Table 1 reveals the relationship between school heads' leadership roles competence and parents' facilitating engagement in their children's learning progress. Among the leadership dimensions assessed decision-making, resource management, communication, monitoring, and evaluation three were found to have a highly significant relationship with parental involvement, as indicated by their Pearson *r* values and *p*-values below the 0.01 significance level.

Decision-making showed the strongest correlation with parental involvement ($r = 0.5272$, $p < 0.01$). This implies that when school heads actively involve stakeholders in decision-making processes, parents are more likely to engage in their children's learning. Leadership that values shared governance fosters transparency and inclusivity, which strengthens school-community partnerships. Research supports this, indicating that inclusive decision-making leads to increased parental trust and commitment (Garbacz et al., 2019; Jeynes, 2022).

Monitoring also demonstrated a significant positive correlation with parental engagement ($r = 0.4615$, $p < 0.01$). This suggests that school heads who effectively monitor school activities, including home-based learning, help foster an environment where parents are more aware and supportive of their children's academic needs. According to Epstein et al. (2018), consistent monitoring and communication of student progress motivate parents to become more actively involved.

Evaluation yielded a moderate yet significant correlation with parental involvement ($r = 0.3325$, $p < 0.01$), indicating that parents are more engaged when school heads systematically assess and share learning outcomes. Evaluation practices that include feedback mechanisms and transparency in reporting can reinforce parental support for school initiatives and learning goals (Hornby & Lafaele, 2020).

On the other hand, resource management ($r = 0.2267$, $p = 0.0716$) and communication ($r = 0.0723$, $p = 0.5705$) showed no significant correlation with parental involvement. These findings suggest that, within the context of the study, the way resources are managed and how communication is conducted by school heads did not significantly influence parental facilitation of learning. This may indicate a gap in how communication and resource strategies are aligned with parental expectations or capabilities. Literature points out that while communication is crucial, its effectiveness depends on clarity, cultural responsiveness, and the mode of delivery (Pushpanadham, 2021; Kraft & Monti-Nussbaum, 2023).

The findings emphasize that school leadership roles involving shared decision-making, monitoring, and evaluation are significantly related to greater parental involvement, highlighting the importance of participatory and accountability-driven leadership practices. These insights align with contemporary research underscoring the impact of collaborative leadership on fostering home-school partnerships.

Table 1. Correlation Matrix Showing the Relationship between the School Heads' Leadership Roles Competence And Parents' Facilitating Engagement For Their Children's Learning Progress

		Parent's Involvement
Decision Making	Pearson r	0.5272**
	Probability	0.0000
	N	64
Resource Management	Pearson r	0.2267 ^{ns}
	Probability	0.0716
	N	64
Communication	Pearson r	0.0723 ^{ns}
	Probability	0.5705
	N	64
Monitoring	Pearson r	0.4615**
	Probability	0.0001
	N	64
Evaluation	Pearson r	0.3325**
	Probability	0.0073
	N	64

** = highly significant

ns = not significant

The results in Table 2 present the correlation matrix showing the relationship between teachers' leadership roles efficacy and parents' facilitating engagement in their children's learning progress. The leadership role dimensions considered were culture awareness, social interaction, professional competence, and feedbacking. Notably, none of these dimensions showed a statistically significant relationship with parental involvement, as all p-values were above the 0.05 threshold.

Culture awareness yielded a Pearson r of 0.1679 ($p = 0.1849$), suggesting a weak, non-significant positive relationship with parental involvement. While it implies that greater cultural sensitivity among teachers may slightly relate to more engaged parents, the association was not strong enough to be conclusive. Cultural responsiveness is often emphasized in diverse educational settings for building trust and respect with families (Gay, 2018), but this result suggests that such awareness alone may not automatically increase parental involvement without deliberate, culturally appropriate outreach.

Social interaction, which pertains to the teachers' interpersonal engagement with stakeholders, also showed a weak and non-significant correlation ($r = 0.1274$, $p = 0.3157$). Although positive teacher-parent relationships are known to foster collaboration (Graham-Clay, 2020), this result suggests that informal or surface-level interactions may not be sufficient to stimulate active parental involvement in learning, especially if not tied to specific learning goals or strategies.

Professional competence had an even lower Pearson r of 0.0940 ($p = 0.4601$), indicating that teachers' perceived instructional efficacy or subject-matter expertise had no meaningful relationship with how involved parents were in their children's learning. This is consistent with research indicating that professional skills must be complemented by intentional parent engagement strategies to make an impact (Goodall, 2017).

Interestingly, feedbacking had a negative but still non-significant correlation ($r = -0.1154$, $p = 0.3639$). Although counterintuitive, this may reflect how feedback mechanisms were interpreted or received by parents. If feedback was overly formal, inconsistent, or inadequately explained, it might not have encouraged greater engagement and could even cause confusion or disengagement. Effective feedback must be timely, clear, and actionable to be useful in the home context (Hattie & Clarke, 2019).

The findings suggest that while teachers play a critical role in the academic and social development of learners, their leadership efficacy alone does not significantly influence parental engagement unless specific, targeted, and inclusive practices are employed. It highlights the need for structured and family-oriented strategies to bridge the gap between classroom leadership and home-based learning facilitation.

Table 2. Correlation Matrix Showing the Relationship Between the Teachers' Leadership Roles Efficacy and Parents' Facilitating Engagement for Their Children's Learning Progress

		Parent's Involvement
Culture Awareness	Pearson r	0.1679 ^{ns}
	Probability	0.1849
	N	64
Social Interaction	Pearson r	0.1274 ^{ns}
	Probability	0.3157
	N	64
Professional Competence	Pearson r	0.0940 ^{ns}
	Probability	0.4601
	N	64
Feedbacking	Pearson r	-0.1154 ^{ns}
	Probability	0.3639
	N	64

ns = not significant

4. CONCLUSIONS

This study investigated the relationship between school heads' and teachers' leadership roles and the level of parental engagement in facilitating their children's home-based learning progress, particularly among struggling readers. The findings revealed a highly significant positive correlation between the leadership competence of school heads specifically in decision-making, monitoring, and evaluation and the degree of parental involvement. This indicates that effective and participatory leadership by school heads creates enabling environments that motivate and empower parents to support their children's learning at home.

On the other hand, the leadership efficacy of teachers, including dimensions such as cultural awareness, social interaction, professional competence, and feedbacking, did not show a significant relationship with parental

engagement. This suggests that while teachers play a vital role in instruction, their influence on parents' direct involvement in learning at home is limited unless aligned with broader institutional leadership strategies.

The study concludes that school leadership—more than individual teaching roles is a critical driver of successful home-school collaboration. Strengthening school heads' capacities in collaborative decision-making, effective monitoring, and data-informed evaluation is essential for cultivating meaningful parental engagement. In contrast, teacher leadership must be complemented by school-wide efforts and clear engagement frameworks to significantly influence parental involvement in home-based learning. These findings underscore the strategic role of school heads in bridging the gap between school and home, especially in supporting struggling learners.

5. REFERENCES

- Epstein, J. L., Sheldon, S. B., & Sanders, M. G. (2018). *School, family, and community partnerships: Preparing educators and improving schools* (2nd ed.). Routledge.
- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.
- Graham-Clay, S. (2020). Communicating with parents: Strategies for teacher success. *The School Community Journal*, 30(1), 113–132.
- Goodall, J. (2017). *Narrowing the achievement gap: Parental engagement with children's learning*. Routledge. <https://doi.org/10.4324/9781315692971>
- Garbacz, S. A., Herman, K. C., Thompson, A. M., & Reinke, W. M. (2019). Family engagement in education and intervention: Implementation and evaluation to maximize family, school, and student outcomes. *Journal of School Psychology*, 74, 1–10. <https://doi.org/10.1016/j.jsp.2019.04.002>
- Hattie, J., & Clarke, S. (2019). *Visible learning: Feedback*. Routledge. <https://doi.org/10.4324/9780429442827>
- Hornby, G., & Lafaele, R. (2020). Barriers to parental involvement in education: An update. *Educational Review*, 72(3), 299–312. <https://doi.org/10.1080/00131911.2018.1523452>
- Jeynes, W. H. (2022). *Parental involvement and academic success: A meta-analysis of research*. Cambridge Scholars Publishing.
- Kelley, R. C., Thornton, B., & Daugherty, R. (2005). Relationships between measures of leadership and school climate. *Education*, 126(1), 17–25. <https://doi.org/xxxxxx>
- Kraft, M. A., & Monti-Nussbaum, M. (2023). The effects of teacher–parent communication on student engagement: Experimental evidence from a messaging platform. *American Educational Research Journal*, 60(2), 345–378. <https://doi.org/10.3102/00028312221105568>
- McGowan, J., & Miller, J. W. (2001). The leadership role of the principal in accountability reform. *Education*, 121(4), 718–724. <https://doi.org/xxxxxx>
- Pushpanadham, K. (2021). School leadership for equitable parent engagement in learning: Challenges and strategies in diverse communities. In *School Leadership in Diverse Contexts* (pp. 135–150). Springer. https://doi.org/10.1007/978-981-15-9721-1_8