

Competencies of School Heads, Engagement of Parents, and Performance of Teachers: Basis for Professional Development Plan

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ABSTRACT

This study entitled “Competencies of School Heads, Engagement of Parents, and Performance of Teachers: Basis for Professional Development Plan” examined the competencies of school heads, the engagement of parents, and the performance of teachers in selected public schools in the Negros Island Region. Educational leadership and stakeholder collaboration remain essential determinants of school effectiveness as they influence instructional quality, school improvement, and learner outcomes. Using a descriptive-correlational research design, the study involved 603 respondents composed of 102 school heads, 205 parents, and 296 teachers. Data were collected using standardized instruments derived from the Office Performance Commitment and Review Form (OPCRF), parental engagement indicators based on Epstein's Framework of Parental Involvement, and teacher performance measures aligned with the Philippine Professional Standards for Teachers (PPST) and the Results-Based Performance Management System (RPMS). Frequency counts, percentages, means, standard deviations, Chi-square Test of Independence, and Goodman-Kruskal Gamma Coefficient were used in the analysis of data. Findings revealed that school heads demonstrated an Outstanding level of competencies ($M = 4.61$, $SD = 0.37$), parents exhibited a Very High level of engagement ($M = 3.67$, $SD = 0.32$), and teachers obtained an Outstanding level of performance ($M = 4.77$, $SD = 0.23$). A significant relationship existed between school heads' competencies and age ($p < .001$) and between parent engagement and age ($p = .021$). Teacher performance showed no significant relationship with age, sex, educational attainment, or years of service. The findings served as the basis for a proposed Professional Development Plan intended to sustain leadership excellence, strengthen parent-school partnerships, and maintain outstanding teacher performance.

Keywords: School Heads' Competencies, Parental Engagement, Teacher Performance, Educational Leadership, Professional Development Plan

BACKGROUND

Education serves as a cornerstone of national development, and school effectiveness largely depends on the quality of leadership, stakeholder participation, and instructional performance. Across educational systems, effective school leadership and meaningful parental involvement have consistently been identified as important factors influencing teacher effectiveness and student achievement. School heads contribute significantly to organizational effectiveness through instructional leadership, resource management, and stakeholder collaboration, while parents provide support systems that strengthen student learning and teacher motivation.

Within the Philippine educational context, school heads are expected to demonstrate competencies in instructional leadership, management, governance, and community engagement. These competencies directly affect the performance of teachers and the implementation of school improvement initiatives. Likewise, parental engagement through communication, participation in school activities, and support for learning at home strengthens educational partnerships that foster academic success. However, variations in leadership competencies, parental participation, and the increasing demands placed upon teachers continue to present challenges to educational quality and effectiveness.

This study is anchored on Transformational Leadership Theory, Epstein's Framework of Parental Involvement, and Social Systems Theory. These theories emphasize that school effectiveness emerges through collaborative interactions among school heads, teachers, parents, and learners. Effective leadership promotes teacher growth and organizational success, while active parental engagement contributes positively to educational outcomes.

Despite the recognized importance of leadership and parental involvement, limited empirical studies have examined their relationship with teacher performance in selected public schools within the Negros Island Region. Consequently, this study investigated the competencies of school heads, engagement of parents, and performance of teachers as the basis for a Professional Development Plan aimed at sustaining educational excellence.

METHODS

This study employed a descriptive-correlational research design to determine the levels of school heads' competencies, parental engagement, and teachers' performance, as well as to examine the relationships between these variables and selected demographic characteristics. The findings served as the basis for developing a professional development and capacity-building plan.

The study was conducted in selected public schools in three municipalities of the Negros Island Region and involved 102 school heads, 205 parents, and 296 teachers, for a total of 603 respondents. A total enumeration method was used, wherein all members of the target population were included, eliminating the need for sampling procedures.

Data were collected using a standardized survey questionnaire consisting of four sections: (1) respondents' demographic profile, (2) school heads' competencies based on the Office Performance Commitment and Review Form (OPCRF), (3) parental engagement indicators adapted from Epstein's Framework of Parental Involvement, and (4) teachers' performance indicators anchored on the Philippine Professional Standards for Teachers (PPST) and the Results-Based Performance Management System (RPMS). The instrument was adapted from previously validated and reliable sources, including TALIS, PPST, and established parental involvement frameworks.

Prior to data collection, permission was obtained from the concerned school authorities. The questionnaires were administered through both Google Forms and face-to-face distribution. Participation was voluntary, informed consent was secured, and confidentiality of responses was strictly observed. Retrieved questionnaires were checked, encoded, and prepared for statistical analysis.

Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to describe the respondents' profiles and determine the levels of school heads' competencies, parental engagement, and teachers' performance. To test the significance of relationships between demographic variables and the major variables of the study, the Chi-square Test of Independence and Goodman-Kruskal's Gamma Coefficient were employed at the 0.05 level of significance. The results provided empirical evidence for the formulation of interventions aimed at strengthening school leadership, enhancing parental involvement, and sustaining teacher effectiveness.

RESULTS AND DISCUSSION

Table 1 illustrates the distribution of the demographic profile of school heads across various categories.

Table 1. Frequency and Percent Distribution of the Demographic Profile of School Heads.

Profile	Category	f	%
Age	20–29 years old	0	0.00
	30–39 years old	5	4.90
	40–49 years old	14	13.73
	50 years old and above	83	81.37
	Total	102	100.00

Sex			
	Male	25	24.51
	Female	77	75.49
	Total	102	100.00
Educational Attainment			
	Bachelor's degree	3	2.94
	With Master's Units	52	50.98
	With Master's Degree	32	31.37
	With Doctorate Units	11	10.78
	With Doctorate Degree	4	3.92
	Total	102	100.00
Years of Service as School Head			
	1-5 years	16	15.69
	6-10 years	21	20.59
	11-15 years	58	56.86
	15-20 years	6	5.88
	21 and above years	1	0.98
	Total	102	100.00

The data reveal that the majority of the school heads were female (75.49%), indicating strong participation of women in educational leadership. This finding reflects the substantial role of female educators in school administration and decision-making processes.

Most respondents were aged 50 years and above (81.37%), suggesting that school leadership positions in the participating schools were largely occupied by experienced educators who have accumulated extensive administrative and instructional expertise. This highlights the importance of succession planning and continuous leadership development for future school leaders.

In terms of educational attainment, the largest proportion of school heads had master's units (50.98%), demonstrating their commitment to advanced studies and professional growth.

Regarding length of service, most respondents had served as school heads for 11 to 15 years (56.86%), indicating substantial leadership experience. The findings suggest that experienced school heads play a vital role in maintaining effective school governance, although continuous professional development remains essential for addressing emerging educational challenges.

The findings imply that the participating schools are led by experienced and academically prepared school heads who possess substantial leadership expertise. The dominance of female leaders, the prevalence of advanced academic preparation, and extensive years of service suggest a strong leadership workforce capable of supporting school effectiveness and improvement. Nevertheless, the results highlight the need for continuous professional development and leadership succession planning to sustain effective school governance and address evolving educational demands.

Table 2 illustrates the frequency and percent distribution of the demographic profile of parents.

Table 2. Frequency and Percent Distribution of the Demographic Profile of Parents.

Profile	Category	f	%
Age	20–29 years old	21	10.24
	30–39 years old	111	54.15
	40–49 years old	69	33.66
	50 years old and above	4	1.95
	Total	205	100.00

Sex			
	Male	78	38.05
	Female	127	61.95
	Total	205	100.00
Educational Attainment			
	Elementary	8	3.90
	Elementary Graduate	38	18.54
	High School	125	60.98
	High School Graduate	32	15.61
	College Graduate	2	.98
	With Master's Units/Degree	0	0.00
	With Doctorate Units/Degree	0	0.00
	Total	205	100.00

As shown in Table 2, the majority of the parents were female (61.95%), indicating that mothers were more actively involved in their children's educational activities and school-related concerns.

Most respondents belonged to the 30-39 years age group (54.15%), suggesting that parents in early to middle adulthood demonstrate active participation in supporting their children's education and maintaining school involvement.

In terms of educational attainment, the majority had reached the high school level (60.98%). Despite their varied educational backgrounds, parents remained important partners in supporting student learning and school programs.

The findings indicate that parental engagement is strengthened by active family participation, emphasizing the importance of effective home-school partnerships in promoting positive educational outcomes.

Table 3 shows the frequency and percent distribution of the demographic profile of teachers.

Table 3. Frequency and Percent Distribution of the Demographic Profile of Teachers.

Profile	Category	f	%
Age			
	20–29 years old	29	9.80
	30–39 years old	103	34.80
	40–49 years old	141	47.64
	50 years old and above	23	7.77
	Total	296	100.00
Sex			
	Male	53	17.91
	Female	243	82.09
	Total	296	100.00
Educational Attainment			
	Bachelor's degree	13	4.39
	With Master's Units	241	81.42
	With Master's Degree	34	11.49
	With Doctorate Units	7	2.36
	With Doctorate Degree	1	.34
	Total	296	100.00
Years of Service as Teachers			
	1-5 years	20	6.76
	6-10 years	59	19.93
	11-15 years	143	48.31

	15-20 years	57	19.26
	21 and above years	17	5.74
	Total	296	100.00

As shown in Table 3, the majority of the teachers were female (82.09%), indicating the strong representation of women in the teaching profession. Most respondents belonged to the 40-49 years age group (47.64%), suggesting a workforce characterized by professional maturity and substantial teaching experience. Furthermore, the largest proportion had served for 11-15 years (48.31%), reflecting established instructional competence and classroom expertise. In terms of educational attainment, most teachers had master's units (81.42%), demonstrating their commitment to continuous professional growth and advanced learning. These findings suggest that the teaching workforce is composed largely of experienced and academically prepared educators capable of sustaining quality instruction and supporting school improvement initiatives.

This finding is supported by recent research emphasizing that experienced teachers are more likely to demonstrate effective instructional practices, stronger classroom management, and greater resilience in responding to educational challenges (Wilfried Admiraal et al., 2021).

Table 4 below shows the level of competencies of school heads.

Table 4. Level of Competencies of School Heads.

Level of Competencies	f	Mean	SD	Interpretation
Outstanding	87	4.61	0.37	Outstanding
Very Satisfactory	12			
Satisfactory	2			
Unsatisfactory	1			
Poor	0			
Total	102			

Legend:(4.5-5.0)-Outstanding;(3.50-4.49)-Very Satisfactory;(2.50-3.49) Satisfactory (1.50–2.49) Unsatisfactory;(1.00 – 1.49)-Poor

As shown in Table 4, school heads obtained an overall mean of 4.61 (SD = 0.37), interpreted as Outstanding. The majority (85.29%) were rated Outstanding, indicating a consistently high level of competence in leadership, school management, and instructional supervision. The findings suggest that school heads possess the necessary knowledge and skills to effectively support teachers and implement school improvement initiatives. Continuous professional development is recommended to sustain and further enhance leadership effectiveness.

The finding supports the study of Lazenby et al. (2022) and Faizuddin et al. (2022), which emphasized that continuous professional development is essential for sustaining effective school leadership. The Outstanding competency level of the school heads suggests strong leadership capacity; however, ongoing professional learning and capacity-building initiatives remain necessary to maintain leadership effectiveness and responsiveness to emerging educational challenges.

Table 5 below shows the level of parents' engagement.

Table 5. Level of Parents' Engagement.

Statements	Mean	SD	Interpretation
I monitor my child's academic progress, homework, and projects daily.	3.80	0.41	Very High
I provide a quiet, conducive environment for my child to study at home.	3.67	0.49	Very High

I encourage and motivate my child to maintain good behavior and study habits.	3.56	0.52	Very High
I attend General Assembly, Homeroom PTA meetings, and Parent-Teacher conferences.	3.54	0.51	Very High
I volunteer my time, skills, or resources to support school programs (e.g., Brigada Eskwela, school festivals).	3.70	0.46	Very High
I actively communicate with my child's teacher regarding their academic performance and behavior.	3.76	0.45	Very High
Overall Mean	3.67	0.32	Very High
Legend: (3.26-4.00)-Very High; (2.51-3.25)-High; (1.76-2.50)-Low; (1.00-1.75)-Very Low			

As presented in Table 5, parents demonstrated a Very High level of engagement, with an overall mean of 3.67 (SD = 0.32). Monitoring their children's academic progress received the highest rating (M = 3.80), while attendance in PTA meetings obtained the lowest mean (M = 3.54), although still interpreted as Very High. The findings indicate that parents are actively involved in supporting their children's education through home supervision, communication with teachers, and participation in school activities, thereby strengthening home-school partnerships and promoting positive learner outcomes.

The findings indicate that parents actively support their children's education through regular monitoring, communication with teachers, and participation in school activities. This high level of involvement strengthens home-school partnerships and contributes to improved student achievement and overall development. These results support Epstein's (2022) Framework of Parental Involvement, which emphasizes that meaningful parental engagement plays a vital role in enhancing students' academic success and school-family collaboration.

Table 6 below shows the level of teachers' performance.

Table 6. Level of Teachers' Performance.

Teaching Performance	f	Mean	SD	Interpretation
Outstanding	283	4.77	0.23	Outstanding
Very Satisfactory	10			
Satisfactory	2			
Unsatisfactory	1			
Poor	0			
Total	296			

Legend:(4.5-5.0)-Outstanding;(3.50-4.49)-Very Satisfactory;(2.50-3.49) Satisfactory (1.50 – 2.49) Unsatisfactory;(1.00 – 1.49)-Poor

As presented in Table 6, teachers obtained an overall mean score of 4.77 (SD = 0.23), interpreted as Outstanding. The majority of the respondents were rated Outstanding, indicating a high level of instructional competence and professional commitment. The findings suggest that teachers consistently deliver quality instruction and effectively perform their professional responsibilities, contributing to positive learner outcomes and school effectiveness.

The Outstanding level of teaching performance indicates that teachers are highly competent in delivering quality instruction and supporting learner achievement. Sustaining this performance requires continuous professional development and instructional support. This finding is consistent with Admiraal et al. (2021), who emphasized that continuous professional learning strengthens teachers' instructional competence and effectiveness.

Table 7a below shows the relationship between the level of competencies of school heads when grouped according to age.

Table 7a. Relationship between the Level of Competencies of School Heads when grouped according to Age.

Variable	Test Statistics (G)	p-value	Decision for H ₀	Interpretation
Level of Competencies vs. Age	1.000	<0.001	Reject H ₀	Significant

As shown in Table 7a, a significant relationship was found between school heads' competencies and age ($G = 1.000$, $p < .001$). This indicates that age is significantly associated with leadership competencies, suggesting that accumulated experience and continuous professional growth contribute to the development of effective school leadership.

The significant relationship suggests that school heads' competencies vary according to age, with professional experience contributing to leadership development. This finding supports UNESCO (2022) and OECD (2023), which emphasized that effective school leadership is strengthened through continuous learning, professional experience, and leadership development opportunities.

Table 7b shows the relationship between the level of competencies of school heads when grouped according to sex.

Table 7b. Relationship between the Level of Competencies of School Heads when grouped according to Sex.

Variable	Test Statistics (χ^2)	p-value	Decision for H ₀	Interpretation
Level of Competencies vs. Sex	1.004	0.800	Fail to Reject H ₀	Not Significant

As shown in Table 7b, no significant relationship was found between school heads' competencies and sex ($\chi^2 = 1.004$, $p = .800$). This indicates that male and female school heads demonstrate comparable levels of competencies, suggesting that effective school leadership is influenced more by professional experience and development than by sex.

This finding is consistent with the OECD (2023), which emphasized that effective school leadership is shaped by professional learning, leadership practices, and opportunities for development rather than by demographic characteristics alone. Similarly, UNESCO (2022) highlighted the importance of strengthening leadership capacities and ensuring that education systems provide school leaders with the support and professional development needed to respond to complex educational demands. These perspectives support the present finding that school heads' competencies may be more closely associated with professional development, experience, and leadership opportunities than with sex. The result further suggests that leadership development initiatives should be inclusive and competency-based, ensuring that both male and female school heads are given equal opportunities to enhance their leadership capabilities.

Table 7c below shows the relationship between the level of competencies of school heads and educational attainment.

Table 7c. Relationship between the Level of Competencies of School Heads when grouped according to Educational Attainment.

Variable	Test Statistics (G)	p-value	Decision for H ₀	Interpretation
Level of Competencies vs. Educational Attainment	-0.116	0.249	Fail to Reject H ₀	Not Significant

Table 7c shows no significant relationship between school heads' competencies and educational attainment ($G = -0.116$, $p = .249$). This finding indicates that leadership competencies did not significantly vary according to

educational qualifications, suggesting that effective school leadership is influenced not only by academic attainment but also by professional experience, training, and leadership practice.

This finding suggests that professional development programs for school heads should focus not only on pursuing higher academic qualifications but also on developing practical and context-specific leadership competencies that can be applied directly to school operations and instructional improvement. This finding is supported by Caingcoy and Lepardo (2020), who examined whether a higher degree matters in school performance, leadership, and core behavioral competencies among school heads. Their study specifically considered the role of advanced degrees in relation to school leadership and competency, providing relevant support for the present finding that educational attainment alone may not be sufficient to explain differences in school heads' competencies.

Table 7d below shows the relationship between the level of competencies of school heads and length of service as school head.

Table 7d. Relationship between the Level of Competencies of School Heads when grouped according to Length of Service as School Head.

Variable	Test Statistics (G)	p-value	Decision for H_0	Interpretation
Level of Competencies vs. Length of Service as School Head	0.402	0.061	Fail to Reject H_0	Not Significant

Table 7d shows no significant relationship between school heads' competencies and length of service ($G = 0.402$, $p = .061$). This indicates that leadership competencies did not significantly differ based on years of service, suggesting that effective school leadership is developed through continuous professional learning, mentoring, and leadership experiences rather than tenure alone.

Similarly, Lepardo and Caingcoy (2021) found that specific leadership competencies, particularly the ability to lead people, were important in explaining school performance, suggesting that the quality and nature of competencies may be more consequential than length of service alone. These findings support the present result by emphasizing that leadership competency is a continuing developmental process that requires intentional learning, professional support, and opportunities to strengthen specific leadership skills.

Table 8a below shows the relationship between the level of parent engagement when grouped according to age.

Table 8a. Relationship between the Level of Parent Engagement when grouped according to Age.

Variable	Test Statistics (G)	p-value	Decision for H_0	Interpretation
Level of Parent Engagement vs. Age	-0.505	0.021	Reject H_0	Significant

Table 8a reveals a significant relationship between parent engagement and age ($G = -0.505$, $p = .021$). This finding indicates that parental engagement varies across age groups, suggesting that parents' age influences their level of participation in school activities, communication with teachers, and support for their children's learning. The result highlights the need for age-responsive and inclusive parent engagement programs to strengthen home-school partnerships.

This finding is consistent with the study of Green et al. (2021), which reported that parents' demographic characteristics, including age, influence the extent and type of their involvement in their children's education. Similarly, Kim and Hill (2021) found that parental engagement differs across age groups because parents' life experiences, available time, and family responsibilities shape how they participate in their children's learning.

Table 8b shows the relationship between the level of parent engagement when grouped according to sex.

Table 8b. Relationship between the Level of Parent Engagement when grouped according to Sex.

Variable	Test Statistics (χ^2)	p-value	Decision for H_0	Interpretation
Level of Parent Engagement vs. Sex	0.372	0.542	Fail to Reject H_0	Not Significant

Table 8b shows no significant relationship between parent engagement and sex ($\chi^2 = 0.372$, $p = .542$). This indicates that both fathers and mothers demonstrated comparable levels of involvement in supporting their children's education, suggesting that parental engagement is a shared responsibility regardless of sex.

This finding is consistent with Mapp and Bergman (2021), who emphasized that effective family-school partnerships encourage meaningful participation from parents across diverse family backgrounds. The result supports the importance of inclusive family engagement practices that encourage participation from both mothers and fathers and strengthen school-family relationships.

Table 8c below shows the relationship between the level of parent engagement when grouped according to educational attainment.

Table 8c. Relationship between the Level of Parent Engagement when grouped according to Educational Attainment.

Variable	Test Statistics (G)	p-value	Decision for H_0	Interpretation
Level of Parent Engagement vs. Educational Attainment	-0.213	0.306	Fail to Reject H_0	Not Significant

Table 8c shows no significant relationship between parent engagement and educational attainment ($G = -0.213$, $p = .306$). This indicates that parents demonstrated similar levels of involvement in their children's education regardless of their educational background, suggesting that parental engagement is influenced more by commitment and support than by formal educational attainment.

This suggests that parental engagement is influenced more by parents' commitment, sense of responsibility, and desire to promote their children's success than by the level of formal education they have completed. The result also indicates that meaningful parental involvement can be achieved across all educational levels when parents recognize the value of their role in their children's education.

This finding is consistent with Mapp and Bergman (2021), who emphasized that effective family-school partnerships foster meaningful parent engagement across diverse family backgrounds. The result supports the view that schools can promote active parental participation regardless of parents' educational attainment by providing accessible and inclusive engagement opportunities.

Table 9a below shows the relationship between the level of teachers' performance when grouped according to age.

Table 9a. Relationship between the Level of Teachers' Performance when grouped according to Age.

Variable	Test Statistics (G)	p-value	Decision for H_0	Interpretation
Level of Teachers' Performance vs. Age	-0.303	0.253	Fail to Reject H_0	Not Significant

Table 9a shows no significant relationship between teachers' performance and age ($G = -0.303$, $p = .253$). This indicates that teaching performance remained comparable across different age groups, suggesting that instructional effectiveness is influenced more by professional competence and continuous development than by age.

The findings suggest that schools should continue promoting professional development opportunities that are accessible to teachers of all age groups. Programs such as instructional coaching, learning action cells, mentoring, and continuous capacity-building initiatives can help sustain high levels of teaching performance regardless of teachers' age. This finding is consistent with the study of Wendy Admiraal et al. (2021), which found that teachers' professional learning and collaborative school cultures contribute more significantly to teaching effectiveness than demographic characteristics such as age.

Table 9b below shows the relationship between the level of teachers' performance when grouped according to sex.

Table 9b. Relationship between the Level of Teachers' Performance when grouped according to Sex.

Variable	Test Statistics (χ^2)	p-value	Decision for H_0	Interpretation
Level of Teachers' Performance vs. Sex	0.687	0.876	Fail to Reject H_0	Not Significant

Table 9b shows no significant relationship between teachers' performance and sex ($\chi^2 = 0.687$, $p = .876$). This indicates that both male and female teachers demonstrated comparable levels of performance, suggesting that teaching effectiveness is influenced more by professional competence and continuous development than by sex.

The findings indicate that schools should continue implementing equitable professional development programs and performance enhancement initiatives that are accessible to all teachers regardless of sex. Providing equal access to training, mentoring, instructional coaching, and leadership opportunities can further strengthen teaching effectiveness across the workforce. This finding is consistent with the study of Klassen and Kim (2021), which reported that teacher effectiveness is associated more with professional competence, self-efficacy, and workplace support than with demographic characteristics such as sex.

Table 9c below shows the relationship between the level of teachers' performance when grouped according to educational attainment.

Table 9c. Relationship between the Level of Teachers' Performance when grouped according to Educational Attainment.

Variable	Test Statistics (G)	p-value	Decision for H_0	Interpretation
Level of Teachers' Performance vs. Educational Attainment	-0.343	0.308	Fail to Reject H_0	Not Significant

Table 9c shows no significant relationship between teachers' performance and educational attainment ($G = -0.343$, $p = .308$). This indicates that teachers demonstrated comparable levels of performance regardless of their highest educational qualification, suggesting that teaching effectiveness is influenced more by instructional competence, experience, and continuous professional development than by educational attainment alone.

The findings imply that teachers demonstrate similar levels of teaching performance regardless of whether they hold a bachelor's degree, master's units, a master's degree, or doctoral qualifications. This suggests that while advanced academic studies enhance teachers' professional knowledge and specialization, they do not automatically translate into higher levels of teaching performance. Instead, effective teaching appears to be influenced by a combination of pedagogical competence, instructional experience, continuous professional development, and the ability to apply knowledge effectively in the classroom. The result highlights that teachers

from different educational backgrounds are capable of achieving high levels of performance when supported by appropriate professional learning opportunities and favorable school environments.

This finding is consistent with the study of Admiraal et al. (2021), which reported that collaborative professional learning and supportive school environments contribute more substantially to teacher effectiveness than academic qualifications alone.

Table 9d below shows the relationship between the level of teachers' performance when grouped according to years of service as teachers.

Table 9d. Relationship between the Level of Teachers' Performance when grouped according to Years of Service as Teachers.

Variable	Test Statistics (G)	p-value	Decision for H ₀	Interpretation
Level of Teachers' Performance vs. Years of Service as Teachers	-0.294	0.222	Fail to Reject H ₀	Not Significant

Table 9d shows no significant relationship between teachers' performance and years of service ($G = -0.294$, $p = .222$). This indicates that teachers demonstrated comparable levels of performance regardless of their teaching experience, suggesting that instructional effectiveness is influenced more by professional competence and continuous development than by length of service alone.

The findings suggest that schools should continue providing continuous professional development, mentoring, instructional coaching, and collaborative learning opportunities to teachers at all career stages. Such initiatives can help sustain high levels of teaching performance regardless of the length of service. This finding is consistent with the study of Admiraal et al. (2021), which emphasized that collaborative professional learning communities play a vital role in improving teachers' instructional effectiveness regardless of experience. Similarly, Collie (2021) reported that supportive school environments, ongoing professional learning, and organizational support have a greater influence on teacher performance and well-being than demographic or career-related characteristics, including years of teaching service.

Limitations of the Study

Although the study provides empirical evidence on school heads' competencies, parental engagement, and teachers' performance, several limitations should be considered in interpreting the findings. First, the demographic distribution of respondents was not evenly represented across categories. The school-head and teacher groups were predominantly female, and a large proportion of school heads were aged 50 years and above. These distributions may limit the extent to which the findings can be generalized to younger or male school leaders and teachers. Second, the study relied primarily on survey responses, which may be affected by self-report bias, including the possibility that respondents may rate their competencies, engagement, or performance more favorably. Third, the quantitative design did not capture qualitative perspectives that could provide deeper insight into the experiences and interactions among school heads, parents, and teachers. Finally, because the study used a descriptive-correlational design, the reported relationships should not be interpreted as evidence of causation.

These limitations do not diminish the value of the findings but provide important context for their interpretation. Future studies may address these limitations by broadening respondent representation, incorporating multiple sources of evidence, and using research designs that allow more detailed examination of the factors underlying the observed relationships.

Proposed Professional Development Plan

Based on the findings, the following Professional Development Plan is proposed to sustain the Outstanding competencies of school heads, maintain the Very High level of parental engagement, and support the Outstanding

performance of teachers. The plan emphasizes continuous professional learning, strengthened home-school partnerships, and systematic monitoring and evaluation.

Table 10. Proposed Professional Development Plan.

Priority Area	Proposed Training/ Activity	Objective	Timeline	Persons Responsible	Evaluation Mechanism
School Heads' Competencies	Instructional Leadership and Strategic School Management	Sustain strong leadership competencies and strengthen instructional supervision, planning, and decision-making.	Quarter 1–2	School heads; school leadership team; designated resource persons	Pre-/post-training assessment; coaching logs; review of school improvement and instructional supervision outputs.
School Heads' Competencies	Leadership Succession, Mentoring, and Continuous Professional Learning	Develop mentoring practices and prepare emerging leaders for future school leadership responsibilities.	Quarter 2–3	School heads; master teachers; senior/experienced school personnel	Mentoring records; participant reflection; competency monitoring and feedback.
Parental Engagement	Strengthening Home–School Communication and Parent Participation	Sustain high parental engagement through regular communication, accessible school activities, and responsive partnership practices.	Quarter 1–4	School heads; teachers; PTA officers; parent representatives	Attendance and participation records; communication logs; parent feedback survey.
Parental Engagement	Age-Responsive Parent Engagement Activities	Provide flexible and inclusive opportunities for parents across age groups to participate in learner support and school activities.	Quarter 2–4	School heads; teachers; PTA; guidance/designated school personnel	Participation rates by activity; feedback forms; monitoring of parent-school interactions.
Teachers' Performance	Collaborative Professional Learning, Coaching, and Instructional Support	Sustain Outstanding teacher performance through peer learning, mentoring, instructional coaching, and sharing of effective practices.	Quarter 1–4	School heads; master teachers; LAC facilitators	Coaching records; LAC outputs; classroom-based evidence; periodic performance monitoring.
Program Monitoring and Evaluation	Quarterly Review of Professional Development Outcomes	Determine whether professional development activities are being implemented and identify areas requiring adjustment.	Every quarter	School head; school monitoring team; teacher and parent representatives	Quarterly accomplishment report; participant feedback; implementation review; action points for the succeeding quarter.

The proposed Professional Development Plan serves as an evidence-based framework developed from the findings of the study on school heads' competencies, parental engagement, and teachers' performance. Given the Outstanding level of school-head competencies, Very High level of parental engagement, and Outstanding level of teacher performance, the plan is designed primarily to sustain existing strengths while addressing emerging professional and organizational needs. It focuses on strengthening instructional and transformational leadership, enhancing school-family partnerships, promoting collaborative professional learning, and sustaining teachers' instructional effectiveness. The plan incorporates targeted capacity-building activities, mentoring and coaching, stakeholder engagement, and periodic monitoring and evaluation to ensure that interventions remain relevant, responsive, and sustainable. Its implementation may be contextualized by participating schools based on identified needs, available resources, and evidence generated through monitoring, thereby supporting continuous professional growth and school improvement.

Recommendations and Future Research

Based on the findings and limitations of the study, the following recommendations are proposed:

1. School heads and teachers may participate in targeted professional development programs focusing on transformational leadership, teacher coaching, parent engagement, and effective school-home communication.
2. Schools may strengthen parent engagement mechanisms through regular consultations, collaborative activities, and communication strategies that encourage meaningful participation of parents in school-related activities.
3. Future researchers may employ a mixed-methods research design by combining quantitative surveys with interviews or focus group discussions to provide deeper contextual understanding of the relationships among school heads, parents, and teachers.
4. Future studies may include a more demographically diverse sample to improve the representativeness and generalizability of the findings.
5. Longitudinal studies may be conducted to examine how leadership competencies, parental engagement, and teacher performance develop and change over time.
6. Future researchers may consider additional contextual variables such as school location, school size, years of teaching experience, administrative support, and school climate to provide a more comprehensive explanation of the observed relationships.
7. The proposed Professional Development Plan may be implemented and evaluated using specific training modules, timelines, performance indicators, and evaluation mechanisms.

CONCLUSION

Based on the findings, the study concludes that school heads, parents, and teachers possess demographic characteristics that contribute to the educational environment. School heads were generally experienced female leaders aged 50 years and above with graduate-level education, while teachers were predominantly female, experienced, and engaged in graduate studies. Parents, on the other hand, were mostly female, aged 30 to 39 years, and had reached the high school level, yet demonstrated active involvement in their children's schooling.

The results further reveal that school heads exhibited an Outstanding level of leadership competencies, parents demonstrated a Very High level of engagement, and teachers attained an Outstanding level of teaching performance. These findings indicate a strong and supportive educational community in the participating schools, where effective school leadership, active parental participation, and high-quality teaching collectively support educational goals and learner success.

Moreover, age emerged as a significant factor influencing both school heads' competencies and parents' engagement. In contrast, sex, educational attainment, and length of service were not significantly related to school heads' competencies, while teachers' performance remained not significantly related to age, sex, educational attainment, or years of service. These results suggest that teaching performance in the participating schools was consistently high across the demographic categories examined.

Overall, the study highlights the importance of fostering strong leadership, sustaining parental engagement, and supporting teacher excellence as essential components of an effective school system. The collaborative efforts of school heads, parents, and teachers can help create a conducive learning environment and support continuous school improvement. The proposed Professional Development Plan provides a practical framework for sustaining these strengths while addressing areas for continued development.

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