

Transformational Leadership of School Heads and Teachers in Parental Engagement Practices

Monica M. Arcillo., Gail D. Abasolo, DBA

Mabini Colleges, Incorporated, Daet, Camarines Norte

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ABSTRACT

This study examined the transformational leadership practices of school heads and teachers and their relationship to the implementation of parental engagement practices in selected secondary schools in the Basud District, Camarines Norte. It specifically assessed the level of transformational leadership in terms of building trust, acting with integrity, encouraging others, innovative thinking, and coaching, the level of implementation of parental engagement practices along volunteering, empowering parents, communication, attendance at parent organization meetings, and parental support, the significant relationship between transformational leadership and parental engagement, the challenges encountered in implementing parental engagement practices, and the intervention that may be proposed to enhance parental engagement. A quantitative descriptive-correlational design was employed involving 189 teachers composed of Teacher I–III, Master Teachers, and Head Teachers. Data were gathered using a researcher-made questionnaire and analyzed through weighted mean and Pearson Product-Moment Correlation. Results revealed that the transformational leadership of school heads and teachers was very much practiced across all dimensions, with building trust obtaining the highest mean, while innovative thinking and coaching, though lowest, remained highly practiced. Parental engagement practices were assessed as always implemented, with communication as the most implemented and parental support as the least. Pearson correlation analysis showed a significant positive relationship between transformational leadership and parental engagement ($r = .202-.594$, $p < .01$), indicating that stronger leadership practices are associated with higher levels of parental engagement. Respondents encountered moderately to very challenging difficulties, particularly financial constraints, parents' competing commitments, and low participation. Based on the findings, an intervention plan was developed to address identified challenges and further strengthen and sustain parental engagement practices in the secondary schools in Basud District.

Keywords: Transformational leadership; parental engagement; school heads; teachers; challenges; outcomes; secondary schools; Basud District

METHODOLOGY

This study employed a quantitative descriptive-correlational research design to examine the transformational leadership practices of school heads and teachers and their relationship to the implementation of parental engagement practices in selected secondary schools in Basud District, Camarines Norte. The descriptive component determined the level of transformational leadership, the extent of parental engagement practices, and the challenges encountered, while the correlational component examined the relationships between leadership practices and parental engagement using Pearson Product-Moment Correlation.

The respondents consisted of 189 educational stakeholders, including Teacher I–III, Master Teachers, and Head Teachers from five public secondary schools, selected through total enumeration to ensure full representation of the target population. Data were collected using a researcher-made survey questionnaire with a four-point Likert scale, designed to measure transformational leadership dimensions, parental engagement practices, and challenges encountered. The instrument was validated by five experts and pilot-tested among 20 teachers outside the study area, with reliability established using Cronbach's alpha ($\alpha = .868-.961$ across variables). The questionnaires were administered face-to-face and retrieved after completion. Data were encoded and analyzed using SPSS version 21, employing weighted mean to summarize the levels of transformational leadership,

parental engagement practices, and challenges, and Pearson Product-Moment Correlation to determine the strength and significance of relationships between transformational leadership and parental engagement practices.

RESULTS AND DISCUSSION

Level of Transformational Leadership of School Heads and Teachers in Basud District. Promoting transformational leadership in secondary schools involves deliberate strategies that motivate staff, foster innovative ideas, and build a culture of cooperation. In the secondary schools of Basud, Camarines Norte, school heads and teachers implement approaches that strengthen trust, encourage collaboration, and enhance professional engagement, particularly through advisory responsibilities and programs that promote parental participation. Additionally, teachers engage in advisory roles and implement programs that encourage meaningful parental participation, strengthening the connection between the school and the wider community.

Building Trust. Table 1 presents the level of transformational leadership of school heads in Basud District in terms of building trust. Among the indicators, building strong, supportive relationships with team members and creating a sense of trust in their leadership received the highest weighted mean of 3.45, interpreted as Very Much Practiced, indicating that school heads actively maintain professional and supportive connections with their teachers. This suggests that teachers have strong confidence in their school heads' decisions and leadership actions. It also implies that trust is well established within the school environment, allowing professional relationships to flourish. This reflects their consistent effort to establish reliability and mutual respect, which strengthens confidence and cohesion among staff members. Such relationships encourage teachers to collaborate openly and contribute meaningfully to school initiatives. Also their consistent effort to establish reliability and mutual respect, further strengthening confidence and cohesion among staff members. School heads create an environment where teachers can freely express ideas and concerns. Staff are empowered to try innovative teaching strategies, knowing their efforts are supported. Teacher morale and job satisfaction improve as staff feel valued and respected. Strong professional relationships contribute to a cohesive school community focused on shared goals and collective success.

Table 1 Level of Transformational Leadership of School Heads along Building Trust

Indicators	Weighted Mean	Verbal Interpretation
1. Consistency in their actions and decisions, earning the trust of their staff.	3.41	VMP
2. Fostering an environment where open and honest communication is encouraged.	3.38	VMP
3. Demonstration of transparency in decision-making, providing reasons for their choices.	3.44	VMP
4. Building strong, supportive relationships with team members, creating a sense of trust in their leadership.	3.45	VMP
5. Acknowledging the contributions of each team member, enhancing mutual trust within the organization.	3.42	VMP
Overall Weighted Mean	3.42	VMP

Rating Scale: Descriptive Interpretation

3.25-4.00 -Very Much Practiced (VMP)

2.50-3.24 -Practiced (P)

1.75-2.49 -Less Practiced (LP)

1.00-1.74 -Not Practiced at All (NPA)

Contrarily, fostering an environment where open and honest communication is encouraged obtained the lowest mean of 3.38, also interpreted as Very Much Practiced. This suggests minor limitations in fully achieving transparent communication, likely influenced by time constraints or competing administrative priorities. Nonetheless, school heads continue to promote dialogue and sharing of ideas, ensuring staff remain informed and involved in decision-making. The overall weighted mean of 3.42, interpreted as Very Much Practiced, reflects that school heads generally exhibit strong transformational leadership in building trust, fostering relational leadership, and promoting staff collaboration. This highlights their ongoing commitment to creating a supportive and transparent work environment, which nurtures professional relationships and motivates active participation in school and community programs. As a result, trust and engagement are reinforced throughout the school, contributing to a positive and collaborative culture.

Acting with Integrity. Table 2 presents the level of transformational leadership of school heads in Basud, Camarines Norte along the dimension of Acting with Integrity. Among the indicators, maintaining fairness and equity in interactions with staff and students received the highest weighted mean of 3.43, interpreted as Very Much Practiced, indicating that school heads consistently uphold ethical standards and transparent decision-making in daily operations. This suggests that school heads serve as role models of ethical behavior, reinforcing honesty and accountability within the school community. Such practices strengthen teachers’ trust in leadership and promote a culture of professionalism and respect. Fair and equitable treatment also motivates teachers to perform their duties responsibly and adhere to institutional values. Integrity in leadership helps prevent conflicts and ensures that decisions are accepted and supported by all stakeholders. Consistent ethical behavior fosters a sense of fairness that encourages collaboration and commitment among staff and students alike.

Table 2 Level of Transformational Leadership of School Heads along Acting with Integrity

Indicators	Weighted Mean	Verbal Interpretation
1. Following ethical principles and practices in all school activities.	3.39	VMP
2. Doing what they say they will do, showing reliability and honesty.	3.31	VMP
3. Maintaining fairness and equity in their interactions with staff and students.	3.43	VMP
4. Upholding professional standards, even in challenging situations.	3.38	VMP
5. Modeling ethical decision-making by always considering the long-term impact of their actions.	3.42	VMP
Overall Weighted Mean	3.39	VMP

Rating Scale: Descriptive Interpretation

3.25-4.00 -Very Much Practiced (VMP)

2.50-3.24 -Practiced (P)

1.75-2.49 -Less Practiced (LP)

1.00-1.74 -Not Practiced at All (NPA)

Conversely, doing what they say they will do, showing reliability and honesty obtained the lowest mean of 3.31, also interpreted as Very Much Practiced. This points to occasional challenges in fully following through on commitments, likely influenced by multiple responsibilities and pressing administrative tasks that demand attention. Despite these minor gaps, school heads continue to maintain overall reliability, ensuring that essential promises and responsibilities are met. The overall weighted mean indicates that school heads generally act with integrity, fostering trust, respect, and a positive school climate. This reflects their dedication to sustaining ethical and transparent practices, which cultivates confidence among teachers, students, and parents, strengthens collaborative relationships, and supports a stable and accountable school environment. As a result, the school community experiences a strong foundation of trust and professionalism that guides daily interactions and decision-making.

Encouraging Others. Table 3 presents the level of transformational leadership of school heads in Basud, Camarines Norte along the dimension of Encouraging Others. Among the indicators, providing positive reinforcement and appreciation for staff efforts received the highest weighted mean of 3.45, interpreted as Very Much Practiced, indicating that school heads consistently recognize teachers' contributions. This reflects their deliberate effort to motivate staff and sustain high morale through regular acknowledgment and praise. Recognizing teachers' efforts fosters a sense of value and belonging, encouraging staff to maintain enthusiasm and commitment in their work. It also inspires teachers to take initiative and contribute innovative ideas, knowing their contributions are noticed and appreciated. Such encouragement strengthens professional relationships and builds a supportive school culture where collaboration and teamwork thrive. Positive reinforcement contributes to a work environment characterized by trust, mutual respect, and active participation among staff members.

Table 3 Level of Transformational Leadership of School Heads Along Encouraging Others

Indicators	Weighted Mean	Verbal Interpretation
1. Providing positive reinforcement and appreciation for staff efforts.	3.45	VMP
2. Creating opportunities for others to take on leadership roles and responsibilities.	3.42	VMP
3. Offering support and encouragement during challenging or stressful situations.	3.36	VMP
4. Empowering others to believe in their own abilities and encourages personal growth.	3.42	VMP
5. Showing interest in the personal and professional development of their team members, motivating them to improve.	3.35	VMP
Overall Weighted Mean	3.40	VMP

Rating Scale: Descriptive Interpretation

3.25-4.00 -Very Much Practiced (VMP)

2.50-3.24 -Practiced (P)

1.75-2.49 -Less Practiced (LP)

1.00-1.74 -Not Practiced at All (NPA)

Conversely, showing interest in the personal and professional development of team members obtained the lowest mean of 3.35, also interpreted as Very Much Practiced. This suggests minor gaps in individualized attention,

likely due to administrative workload, time constraints, and competing priorities. While school heads provide general support for professional growth through workshops and mentoring, they may not always have sufficient time to tailor guidance to each teacher’s specific needs. The overall weighted mean of 3.40, interpreted as Very Much Practiced reflects that school heads actively encourage teachers through recognition, support, and empowerment. This highlights their consistent focus on fostering collaboration, motivation, and a positive school climate, which enables teachers to actively participate in school programs and engage meaningfully with parents. These practices foster motivation, collaboration, and a positive school climate, enabling teachers to take initiative, participate in school programs, and contribute meaningfully to parental engagement activities. The emphasis on structured recognition and general support ensures that staff remain engaged and confident, even when individualized attention is occasionally limited.

Innovative Thinking. Table 4 presents the level of transformational leadership of school heads in Basud, Camarines Norte along Innovative Thinking. Among the indicators, encouraging creative thinking and new ideas from all team members received the highest weighted mean of 3.41, interpreted as Very Much Practiced. This indicates that school heads actively foster creativity and collaborative problem-solving as they create an environment where teachers feel empowered to share ideas, propose improvements, and participate in school initiatives.

Table 4 Level of Transformational Leadership of School Heads along Innovative Thinking

Indicators	Weighted Mean	Verbal Interpretation
1. Encouraging creative thinking and new ideas from all team members.	3.41	VMP
2. Challenging existing practices and encourages staff to explore alternative solutions to problems.	3.37	VMP
3. Fostering a culture where innovation is welcomed, and risk-taking is supported.	3.34	VMP
4. Actively seeking opportunities to apply innovative approaches to improve school performance and outcomes.	3.35	VMP
5. Involving others in discussions about innovative practices, facilitating a collective approach to change	3.36	VMP
Overall Weighted Mean	3.37	VMP

Rating Scale: Descriptive Interpretation

- 3.25-4.00 -Very Much Practiced (VMP)
- 2.50-3.24 -Practiced (P)
- 1.75-2.49 -Less Practiced (LP)
- 1.00-1.74 -Not Practiced at All (NPA)

In contrast, fostering a culture where innovation is welcomed and risk-taking is supported obtained the lowest mean of 3.34, also interpreted as Very Much Practiced. This suggests minor limitations in supporting risk-taking, likely due to concerns over accountability, adherence to existing policies, or limited resources, which can make some teachers hesitant to try unconventional strategies. The overall weighted mean of 3.37, interpreted as Very Much Practiced reflects that school heads generally promote innovative thinking. By encouraging new ideas, involving staff in collaborative discussions, and supporting experimentation, leaders cultivate a proactive and

adaptive school culture. These practices enhance teacher confidence, motivation, and engagement, enabling staff to actively contribute to school improvement and problem-solving initiatives.

Coaching. Table 5 presents the level of transformational leadership of school heads in Basud, Camarines Norte along the dimension of Coaching. Among the indicators, fostering a growth-oriented mindset by encouraging reflection and self-improvement among staff received the highest weighted mean of 3.30, interpreted as Very Much Practiced. This indicates that school heads actively promote continuous professional growth as they consistently encourage teachers to reflect on their instructional strategies, evaluate student outcomes, and set personal and professional goals. Such reflective practices motivate teachers to improve their skills, adopt innovative approaches, and enhance classroom effectiveness.

Table 5 Level of Transformational Leadership of School Heads along Coaching

Indicators	Weighted Mean	Verbal Interpretation
1. Providing timely and constructive feedback to staff to support their professional development.	3.22	P
2. Actively mentors and coaches team members, helping them refine their skills and abilities.	3.24	P
3. Creating a culture of continuous learning by sharing best practices and providing professional guidance.	3.29	VMP
4. Investing time in understanding individual team members' professional goals and provides tailored support.	3.24	P
5. Fostering a growth-oriented mindset by encouraging reflection and self-improvement among staff.	3.30	VMP
Overall Weighted Mean	3.26	VMP

Rating Scale: Descriptive Interpretation

3.25-4.00 -Very Much Practiced (VMP)

2.50-3.24 -Practiced (P)

1.75-2.49 -Less Practiced (LP)

1.00-1.74 -Not Practiced at All (NPA)

In contrast, providing timely and constructive feedback to staff obtained the lowest mean of 3.22, interpreted as Practiced. This suggests that while feedback is regularly provided, it is not always immediate or individualized, likely due to administrative workload, time constraints, or addressing issues collectively during staff meetings rather than individually. Despite this, school heads make deliberate efforts to provide constructive guidance during one-on-one coaching sessions, departmental meetings, or mentoring activities, ensuring teachers receive support for professional growth.

The overall weighted mean reflects that school heads generally practice coaching, emphasizing self-reflection, continuous learning, and skill development. This is because they consistently guide teachers to evaluate their instructional strategies, identify areas for improvement, and set professional goals, which creates a supportive environment that strengthens teacher effectiveness and ultimately improves student outcomes. By guiding

teachers to assess their performance, reflect on practice, and improve professionally, school heads foster a supportive environment that enhances both teacher effectiveness and student outcomes.

Level of Implementation of Parental Engagement Practices. Promoting effective parental engagement in schools requires teachers to deliberately implement strategies that strengthen collaboration among parents, teachers, and the wider school community. In the secondary schools of Basud, Camarines Norte, teachers carry out various approaches that encourage parents’ active participation in communication, shared decision-making, and student support initiatives. These practices emphasize consistency and quality in implementation, ensuring that parental engagement goes beyond mere participation toward meaningful collaboration. Assessing the level of implementation provides insight into how effectively teachers facilitate parental engagement, highlighting its role in supporting student learning, enhancing school–home partnerships, and fostering a cohesive and supportive school environment.

Volunteering. Table 6 presents the level of implementation of parental engagement practices in Basud, Camarines Norte along the dimension of Volunteering. Among the indicators, teachers regularly ask parents to participate in volunteering activities, such as assisting during school events or field trips, received the highest weighted mean of 3.43, interpreted as Always Implemented. This indicates that teachers consistently provide opportunities for parents to be involved in school activities, recognizing volunteering as a practical and visible form of parental engagement. Such participation strengthens school–home partnerships, fosters a sense of community, and supports students’ learning and well-being.

Table 6 Level of Implementation of Parental Engagement Practices along Volunteering

Indicators	Weighted Mean	Verbal Interpretation
1. Teachers regularly ask parents’ participation in volunteering activities such as helping during school events or field trips.	3.43	AI
2. Teachers ensure that parents engage in classroom volunteering activities, such as assisting with lessons or student supervision.	3.25	AI
3. Teachers Parents offer their time to help in extracurricular activities, including sports, arts, or cultural events.	3.28	AI
4. Teachers ensure that parents contribute their skills by running specific workshops or educational sessions for students.	3.22	I
5. Teachers encourage parents to offer support for fundraising and organizing community-based school events.	3.29	AI
Overall Weighted Mean	3.29	AI

Rating Scale: Descriptive Interpretation

- 3.25-4.00 -Always Implemented (AI)
- 2.50-3.24 -Implemented (I)
- 1.75-2.49 -Moderately Implemented (MI)
- 1.00-1.74 -Not Implemented (NI)

In contrast, parents contributing their skills by conducting workshops or educational sessions obtained the lowest weighted mean of 3.22, interpreted as Always Implemented. This suggests that while parents’ involvement is

still consistent, participation in technical or instructional roles is less frequent, likely due to limited availability, lack of confidence, or insufficient training opportunities. Parents are occasionally invited to conduct brief workshops or mentoring sessions, but attendance is limited due to work commitments, time constraints, or apprehension about leading instructional tasks. Despite this, teachers make deliberate efforts to encourage skill-based contributions whenever possible. The overall weighted mean of 3.29, interpreted as Always Implemented, indicates that volunteering practices are generally sustained and widely practiced. Teachers consistently provide accessible opportunities for parental involvement, emphasizing roles that require minimal preparation, allow direct interaction with children, and enable meaningful contribution to school programs.

Empowering Parents. Table 7 presents the level of parental engagement practices in Basud, Camarines Norte along the dimension of Empowering Parents. Among the indicators, parents are given opportunities to provide input in decisions concerning their child’s education received the highest weighted mean of 3.42, interpreted as Always Implemented. This indicates that schools actively involve parents in participatory governance by consulting them on classroom activities, student behavior strategies, and school programs. This finding highlights that parents are meaningfully engaged in decision-making processes, fostering mutual trust, shared responsibility, and active collaboration between parents and teachers.

Table 7 Level of Implementation of Parental Engagement Practices along Empowering Parents

Indicators	Weighted Mean	Verbal Interpretation
1. Parents are given opportunities to provide input in decisions concerning their child’s education.	3.42	AI
2. The school facilitates workshops to help parents develop their ability to support children’s academic success.	3.25	AI
3. Parents actively participate in sessions on ways to better engage with teachers and school staff for a more positive learning environment.	3.28	AI
4. The school provides resources for parents to better understand curriculum changes and how they can help at home.	3.22	I
5. Parents are encouraged to take leadership roles in decisions related to academic programming or student welfare.	3.29	AI
Overall Weighted Mean	3.29	AI

Rating Scale: Descriptive Interpretation

- 3.25-4.00 -Always Implemented (AI)
- 2.50-3.24 -Implemented (I)
- 1.75-2.49 -Moderately Implemented (MI)
- 1.00-1.74 -Not Implemented (NI)

In contrast, providing resources for parents to understand curriculum changes obtained the lowest weighted mean of 3.22, interpreted as Implemented. This indicates that support for curriculum-related understanding is not consistently applied, as guidance on how to use this information to support learning at home is often limited due to time constraints or lack of structured resources. This finding highlights the need to strengthen practical tools and support for parents, enabling them to effectively apply curriculum updates at home and ensuring that empowerment extends beyond consultation to meaningful action in support of student learning. The overall

weighted mean of 3.29, interpreted as Always Implemented, indicates that empowering parents is generally sustained and widely practiced. This finding highlights that parents are consistently engaged in discussions concerning their child’s learning, school programs, and decision-making processes, demonstrating active participation and fostering collaboration, shared responsibility, and accountability between home and school.

Communication. Table 8 presents the level of parental engagement practices in Basud, Camarines Norte along the dimension of Communication. Among the indicators, teachers send regular updates on student achievements, challenges, and development to parents received the highest weighted mean of 3.47, interpreted as Always Implemented. This indicates that teachers consistently provide timely feedback on student progress, keeping parents informed and enabling them to support their children’s learning and address challenges promptly. This finding highlights that consistent and timely communication strengthens parent–teacher collaboration, fosters shared accountability, and ensures parents are actively involved in their children’s academic development.

Table 8 Level of Implementation of Parental Engagement Practices along Communication

Indicators	Weighted Mean	Verbal Interpretation
1. Parents communicate directly with teachers about their child’s academic performance, behavior, and general well-being.	3.36	AI
2. Parents are proactive in seeking clarification on school policies, classroom routines, or educational concerns	3.27	AI
3. The school facilitates regular communication, encouraging parents to be involved in conferences or other meetings about academic progress.	3.42	AI
4. Parents are consistently invited to participate in surveys or questionnaires about school programming and effectiveness.	3.33	AI
5. Teachers send regular updates on student achievements, challenges, and development to parents.	3.47	AI
Overall Weighted Mean	3.37	AI

Rating Scale: Descriptive Interpretation

- 3.25-4.00 -Always Implemented (AI)
- 2.50-3.24 -Implemented (I)
- 1.75-2.49 -Moderately Implemented (MI)
- 1.00-1.74 -Not Implemented (NI)

In contrast, parents are proactive in seeking clarification on school policies or routines obtained a weighted mean of 3.27, interpreted as Always Implemented. This indicates that while communication is strong, not all parents independently seek information, as some tend to wait for announcements, conferences, or teacher-initiated updates before asking questions. This finding highlights the need to encourage parents to take a more proactive role in seeking clarification, further strengthening engagement and ensuring two-way communication. The overall weighted mean of 3.37, interpreted as Always Implemented, indicates that communication practices between schools and parents are generally sustained and consistently applied. This finding highlights that teachers’ deliberate efforts to maintain clear, timely, and meaningful communication enable parents to stay

informed, actively participate in their child’s learning, and address challenges collaboratively. However, the slightly lower score on parent-initiated inquiries emphasizes the need to empower parents to engage more actively, moving beyond passive receipt of information toward meaningful participation in school discussions and decision-making

Parent Organization Meetings. Table 9 presents the level of parental engagement practices in Basud, Camarines Norte along the dimension of Parent Organization Meetings. Among the indicators, parent meetings encourage positive dialogue between school leadership and parents, received the highest weighted mean of 3.33, interpreted as Always Implemented. This indicates that schools create opportunities for meaningful interaction during parent meetings, allowing parents to voice concerns, ask questions, and provide suggestions regarding school programs and student welfare. In practice, principals and teachers facilitate structured discussions during monthly Parent-Teacher Association meetings, where parents share feedback on student behavior, suggest improvements for classroom activities, and participate in planning school programs and events. This demonstrates that active participation in these meetings fosters mutual trust, and collaboration between parents and school leaders.

Table 9 Level of Implementation of Parental Engagement Practices along Attendance to Parent Organization Meetings

Indicators	Weighted Mean	Verbal Interpretation
1. Parents attend regular meetings such as Parent-Teacher Associations (PTA) to engage with teachers and school leadership.	3.19	I
2. Parents share their views during meetings, contributing to decisions that affect the school’s academic and extracurricular operations	3.22	I
3. Parent meetings encourage positive dialogue between school leadership and parents, building trust and collaboration.	3.33	AI
4. Parents make an effort to attend PTA or Parent Advisory Council (PAC) meetings even outside of regular school hours.	3.19	I
5. Parents actively participate in the decision-making processes during parent organization gatherings, such as voting or contributing ideas.	3.31	AI
Overall Weighted Mean	3.25	AI

Rating Scale: Descriptive Interpretation

- 3.25-4.00 -Always Implemented (AI)
- 2.50-3.24 -Implemented (I)
- 1.75-2.49 -Moderately Implemented (MI)
- 1.00-1.74 -Not Implemented (NI)

In contrast, parents attend regular meetings such as PTA or PAC sessions and make an effort to attend even outside regular school hours obtained the lowest weighted mean of 3.19, interpreted as Implemented. This indicates that although parents participate in school meetings, attendance is not consistently high, often due to work schedules, household responsibilities, or transportation challenges. In practice, some parents are unable to attend every meeting, but when they do, they actively engage in discussions, share insights, and contribute ideas that shape school decisions. This reflects that logistical barriers may limit consistent attendance, yet the

engagement of participating parents remains meaningful and impactful. The overall weighted mean of 3.25, interpreted as Always Implemented, indicates that parental participation in school meetings is generally sustained and widely practiced. This reveals that while schools effectively encourage involvement, attendance can vary due to external commitments, emphasizing the need for flexible and accessible engagement strategies to ensure broader parent participation and sustained collaboration in school programs.

Parental Support. Table 10 presents the level of implementation of parental engagement practices along the dimension of Parental Support. Among the indicators, parents assist in organizing or providing community resources that help enhance overall student well-being received the highest weighted mean of 3.13, interpreted as Implemented. This indicates that parents are more likely to participate in activities that have clear, immediate, and visible effects on student well-being, as such involvement allows them to see the direct impact of their contributions. This demonstrates that parental engagement in practical activities reinforces a sense of purpose and motivation to contribute to school initiatives.

Table 10 Level of Implementation of Parental Engagement Practices along Parental Support

Indicators	Weighted Mean	Verbal Interpretation
1. Parents regularly participate in school-organized support groups, which address student health, special needs, or personal development challenges	3.12	I
2. Parents connect with other families to share advice or best practices for supporting students academically or emotionally.	3.08	I
3. The school facilitates workshops that help parents build skills in managing their child’s education and behavior.	3.08	I
4. Parents actively engage in special needs support networks aimed at assisting children with specific academic or behavioral challenges.	3.12	I
5. Parents assist in organizing or providing community resources that help enhance overall student well-being.	3.13	I
Overall Weighted Mean	3.10	I

Rating Scale: Descriptive Interpretation

- 3.25-4.00 -Always Implemented (AI)
- 2.50-3.24 -Implemented (I)
- 1.75-2.49 -Moderately Implemented (MI)
- 1.00-1.74 -Not Implemented (NI)

In contrast, delays in implementing inclusive policies and bureaucratic hurdles in policy integration both obtained the lowest weighted mean of 2.56, although still interpreted as Implemented. This suggests that administrative processes slow implementation but are not the most significant barriers, as schools are generally able to initiate inclusive policies once issued. The overall weighted mean of 2.61 indicates a moderate level of challenge in aligning policies with inclusive leadership goals. Challenges are more evident in monitoring and sustaining policy implementation than in policy formulation, highlighting the need to strengthen accountability systems and regular policy review to ensure consistent inclusive practices across schools. The overall weighted mean of 3.10, interpreted as Implemented, indicates that parental support practices are moderately implemented.

This shows that parents tend to respond more to short-term or task-specific activities while engagement in long-term collaborative or skill-building programs remains limited.

Relationship Between the Level of Transformational Leadership and the Level of Implementation of Parental Engagement Practices. Exploring the relationship between transformational leadership and parental engagement involves understanding how leadership practices influence teachers’ efforts to involve parents meaningfully. In the secondary schools of Basud, Camarines Norte, school heads and teachers demonstrate transformational leadership through building trust, acting with integrity, encouraging others, promoting innovative thinking, and coaching. These leadership approaches guide and motivate teachers in implementing strategies that foster parental participation, strengthen home–school partnerships, and support students’ academic and social development.

Table 11 Test for Significant Relationship between the Level of Transformational Leadership and the Level of Implementation on Parental Engagement Practices

Parental Engagement Practices	Transformational Leadership									
	Building Trust		Acting with Integrity		Encouraging Others		Innovative Thinking		Coaching	
	r	p-value	r	p-value	r	p-value	r	p-value	r	p-value
Volunteering	.389**	.000	.381**	.000	.543**	.000	.468**	.000	.475**	.000
Empowering Parents	.443**	.000	.424**	.000	.534**	.000	.426**	.000	.594**	.000
Communication	.230**	.003	.202**	.008	.330**	.000	.217**	.005	.235**	.002
Attendance to Parents Organization Meeting	.316**	.000	.266**	.000	.321**	.000	.258**	.001	.288**	.000
Parental Support	.363**	.000	.289**	.000	.363**	.000	.360**	.000	.425**	.000

*Correlation is Significant @ 0.05

**Correlation is Significant @ 0.01

Table 11 presents the test of significant relationships between transformational leadership of school heads and teachers and the level of implementation of parental engagement practices using Pearson Product-Moment Correlation. Results show that all relationships between transformational leadership components and parental engagement practices were statistically significant ($p < .01$), with correlation values ranging from weak to moderate ($r = 0.202$ to 0.594). This indicates that transformational leadership is consistently associated with the implementation of parental engagement practices across all domains. Among the parental engagement practices, empowering parents showed the strongest relationships, particularly with coaching ($r = .594$), encouraging others ($r = .534$), and building trust ($r = .443$). This suggests that when school leaders exhibit transformational leadership—especially in coaching, encouraging others, and building trust, parents tend to feel more confident and capable in participating in their child’s learning. Volunteering also demonstrated moderate positive relationships with encouraging others ($r = .543$), coaching ($r = .475$), and innovative thinking ($r = .468$). This implies that parents are more likely to engage in volunteer activities when school leaders actively motivate, guide, and support them. Parents participated more in school programs and community activities, such as Brigada Eskwela, when they felt encouraged and supported by school leadership. Communication showed significant but weaker correlations, with the highest correlation in encouraging others ($r = .330$) and the lowest in acting with integrity ($r = .202$). This indicates that while parents respond positively to leadership efforts to promote open

and timely communication, contextual factors like availability and accessibility can limit engagement. Overall, the findings suggest that transformational leadership significantly influences all parental engagement practices. The consistent statistical significance across all variables indicates that school heads and teachers' transformational leadership plays a crucial role in motivating parental involvement, strengthening home-school partnerships, and supporting student learning outcomes in the Basud District.

Challenges Encountered by the Respondents in Implementing Parental Engagement Practices. Implementing parental engagement in schools involves various challenges that can limit the effective involvement of parents. Teachers and school heads often face constraints related to parents' availability, conflicting commitments, inconsistent participation, limited resources, and institutional support. Recognizing these difficulties is essential to develop targeted strategies that strengthen home and school partnerships and promote meaningful parental involvement.

Communication Barriers. Table 12 presents the challenges related to communication in parental engagement. The highest-rated challenge, parents being unable to attend scheduled events due to scheduling conflicts or lack of transportation, obtained a weighted mean of 3.07, interpreted as Challenging. This indicates that parents' work commitments, limited transportation options, and busy schedules hinder their participation in school activities. In practice, some parents were unable to attend consultations, PTA meetings, or respond promptly to school announcements because of work obligations, transportation difficulties, or untimely notifications. This demonstrates that logistical and scheduling constraints continue to limit effective parental involvement in school programs.

Table 12 Challenges Encountered in the Implementation of Parental Engagement Practices along Communication Barriers

Indicators	Weighted Mean	Verbal Interpretation
1. Difficulty in reaching out to parents due to lack of contact information.	2.64	C
2. Language barriers hinder effective communication with parents.	2.45	SC
3. Parents are unresponsive to messages, calls, or school invitations.	3.05	C
4. Parents show little interest in discussing their child's academic progress.	3.04	C
5. Parent cannot make a scheduled event at the school due to scheduling conflict or lack of transportation.	3.07	C
Overall Weighted Mean	2.85	C

Rating Scale: Descriptive Interpretation

3.25-4.00 -Very Challenging (VC)

2.50-3.24 -Challenging (C)

1.75-2.49 -Slightly Challenging (SC)

1.00-1.74 -Not Challenging (NC)

The lowest-rated challenge, language barriers impeding effective communication with parents, had a weighted mean of 2.45, interpreted as Slightly Challenging. This indicates that while communication is occasionally affected by unclear messages, limited access to phones or the internet, and parents' busy schedules, these barriers are less severe than logistical constraints. In practice, some parents were unable to attend consultations or

respond to announcements due to poor network coverage, work commitments, or delayed notifications. This reflects that communication difficulties, though present, are relatively minor compared with scheduling and transportation issues.

The overall weighted mean of 2.85 indicates that communication barriers are generally perceived as challenges. This suggests that a combination of factors—including busy schedules, transportation limitations, limited access to communication tools, language differences, and remote locations—moderately hinder timely and effective parent–school interaction. These findings reveal that while parents remain willing to participate, practical barriers continue to affect their engagement, emphasizing the need for flexible communication strategies and alternative methods to ensure consistent parental involvement.

Parental Availability and Participation. Table 13 presents the challenges related to parental availability and participation in school activities. The highest-rated challenge, parents prioritizing other commitments over school engagement, obtained an overall weighted mean of 3.15, interpreted as Challenging. This indicates that parents’ work schedules, household responsibilities, and personal obligations limit the time they can dedicate to school activities. The findings highlight that competing priorities remain a key barrier to parental participation, directly affecting the consistency of involvement in school programs.

Table 13 Challenges Encountered in the Implementation of Parental Engagement Practices along Parental Availability and Participation

Indicators	Weighted Mean	Verbal Interpretation
1. Parents' work schedules limit their availability for school activities.	3.12	C
2. Low parent attendance in meetings, workshops, and school events.	3.14	C
3. Parents show reluctance to participate in classroom-related volunteering	3.13	C
4. Parents prioritize other commitments over school engagement.	3.15	C
5. Lack of parent awareness about engagement opportunities at school.	3.08	C
Overall Weighted Mean	3.12	C

Rating Scale: Descriptive Interpretation

3.25-4.00 -Very Challenging (VC)

2.50-3.24 -Challenging (C)

1.75-2.49 -Slightly Challenging (SC)

1.00-1.74 -Not Challenging (NC)

The lowest-rated challenge, lack of parent awareness about engagement opportunities, had a weighted mean of 3.08, interpreted as Challenging. This indicates that although parents are generally informed of school events and programs, external constraints such as distance, transportation issues, or overlapping commitments limit their participation. The findings reveal that low participation is more influenced by practical availability than by lack of information, emphasizing the need for strategies that accommodate parents’ schedules. Collectively, the Overall Weighted Mean of 3.12 indicates that parental availability and participation are generally perceived as Challenging. This suggests that work obligations, household responsibilities, transportation difficulties, and competing priorities affect parents’ active engagement in school programs. Overall, these findings emphasize

the importance of designing parent engagement initiatives that are flexible and accessible, ensuring that all families can participate meaningfully in their children’s education.

Socio-Economic and Cultural Factors. Table 14 presents the challenges related to socio-economic and cultural factors in implementing parental engagement practices. The highest-rated challenge, financial constraints preventing parents from participating in school activities, obtained a weighted mean of 3.29, interpreted as Very Challenging. This indicates that parents with limited financial resources face difficulties covering transportation, school materials, or other costs associated with attending meetings, workshops, or volunteer activities. The findings highlight that economic barriers remain a major obstacle, directly limiting parents’ consistent participation in school programs.

Table 14 Challenges Encountered in the Implementation of Parental Engagement Practices along Socioeconomic and Cultural Factors

Indicators	Weighted Mean	Verbal Interpretation
1. Financial constraints prevent parents from participating in school activities.	3.29	VC
2. Parents lack confidence in supporting their child's learning at home.	3.12	C
3. Cultural beliefs influence parents' engagement in school-related matters.	2.86	C
4. Parents tend to prioritize the school matters of their younger children over those of older ones due to limited resources or time.	3.12	C
5. Some parents perceive school engagement as unnecessary or irrelevant.	3.08	C
Overall Weighted Mean	3.10	C

Rating Scale: Descriptive Interpretation

- 3.25-4.00 -Very Challenging (VC)
- 2.50-3.24 -Challenging (C)
- 1.75-2.49 -Slightly Challenging (SC)
- 1.00-1.74 - Not Challenging (NC)

The lowest-rated challenge, cultural beliefs influencing parents’ engagement in school-related matters, had a weighted mean of 2.86, interpreted as Challenging. This indicates that while traditional norms and beliefs may shape some parents’ perceptions of education, most parents participate when programs are accessible and do not conflict with their values. The findings reveal that cultural factors have less impact than financial constraints, and schools can promote participation by respecting cultural practices while reducing other barriers. The Overall Weighted Mean of 3.10 suggests that socio-economic and cultural factors generally pose challenges to implementing parental engagement practices. This suggests that limited financial resources, work obligations, and household responsibilities constrain parents’ availability, while cultural beliefs, though present, do not significantly hinder participation. Overall, these findings emphasize the importance of addressing economic and logistical barriers and designing school programs that are affordable and accessible, thereby enhancing parental involvement and strengthening the impact of engagement on students’ academic, social, and emotional development.

School Support and Resources. Table 15 presents the challenges encountered in implementing parental engagement practices related to school support and resources. The highest-rated challenge, limited resources to

conduct parent engagement programs and activities, obtained a weighted mean of 2.83, interpreted as Challenging. This indicates that insufficient funding, materials, and logistical support constrain teachers' ability to organize meaningful parent involvement activities. The findings highlight that resource scarcity directly affects the scope, quality, and consistency of school–parent collaboration.

Table 15 Challenges Encountered in the Implementation of Parental Engagement Practices along School Support and Resources

Indicators	Weighted Mean	Verbal Interpretation
1. Limited school initiatives to actively involve parents in academic programs.	2.79	C
2. Lack of professional training for teachers on how to engage parents effectively.	2.66	C
3. Inconsistent implementation of school-parent engagement policies.	2.72	C
4. Limited resources to conduct parent engagement programs and activities.	2.83	C
5. The school lacks a structured approach to encourage parental participation	2.82	C
Overall Weighted Mean	2.76	C

Rating Scale: Descriptive Interpretation

3.25-4.00 -Very Challenging (VC)

2.50-3.24 -Challenging (C)

1.75-2.49 -Slightly Challenging (SC)

1.00-1.74 -Not Challenging (NC)

The lowest-rated challenge, lack of professional training for teachers on how to engage parents effectively, had a weighted mean of 2.66, also interpreted as Challenging .This indicates that while teacher competence is important, practical limitations such as inadequate training and limited experience in facilitating parent workshops or guiding parental support at home reduce confidence and preparedness. The findings reveal that professional development alone is insufficient if not paired with adequate material and institutional support, making resources and structured guidance critical factors in promoting effective engagement. Collectively, the Overall Weighted Mean of 2.76 suggests that challenges related to school support and resources are generally challenging. This suggests that resource limitations, inconsistent policies, and insufficient institutional structures hinder the consistent implementation of parental engagement initiatives. Overall, these findings emphasize that ensuring adequate funding, structured programs, and supportive school leadership is essential to foster sustained and meaningful parental involvement, ultimately strengthening home and school partnerships and improving student outcomes.

Teacher-Related Challenges. Table 16 presents the teacher-related challenges encountered in implementing parental engagement practices. The highest-rated challenge, teachers' busy schedules, obtained a weighted mean of 2.72, interpreted as challenging. This indicates that competing instructional, administrative, and supervisory responsibilities limit teachers' ability to communicate and interact regularly with parents. As planned engagement activities are often delayed or given lower priority within the school setting. The findings highlight that structural constraints, such as workload and extracurricular duties, reduce opportunities for meaningful

teacher–parent engagement. Consequently, parental engagement efforts tend to be inconsistent and less sustained despite teachers’ willingness to collaborate with parents.

Table 16 Teacher-Related Challenges Encountered in the Implementation of Parental Engagement Practices

Indicators	Weighted Mean	Verbal Interpretation
1. Teachers' busy schedules make it challenging for them to engage with parents regularly.	2.72	C
2. Teachers lack adequate time to build strong relationships with parents	2.68	C
3. Teachers face difficulties in addressing parents' concerns due to language or cultural differences.	2.59	C
4. Teachers' training does not adequately address how to work with parents effectively.	2.70	C
5. Teachers are unsure of how to encourage parental involvement in their child’s learning at home.	2.60	C
Overall Weighted Mean	2.66	C

Rating Scale:

- 3.25-4.00 -Very Challenging (VC)
- 2.50-3.24 -Challenging (C)
- 1.75-2.49 -Slightly Challenging (SC)
- 1.00-1.74 -Not Challenging (NC)

The lowest-rated challenge, difficulties in addressing parents’ concerns due to language or cultural differences, had a weighted mean of 2.45, interpreted as Slightly Challenging. This indicates that shared language and cultural familiarity, along with established communication routines, minimize misunderstandings and facilitate smooth interaction between teachers and parents. The findings reveal that linguistic and cultural barriers are less influential in this context, allowing other structural and practical challenges to have a stronger impact on parental engagement. Collectively, the overall weighted mean of 2.66 suggests that teacher-related challenges in implementing parental engagement practices are generally challenging. This suggests that structural factors such as time constraints, limited training, and multiple professional responsibilities pose the greatest barriers to consistent parent engagement. Overall, these findings emphasize that addressing workload management, providing targeted professional development, and allocating time for parent collaboration are crucial for enabling teachers to foster meaningful and sustained parental involvement in student learning.

Proposed Intervention to Enhance Parental Engagement Practices. The findings of the study revealed that parental engagement practices in the schools of Basud, Camarines Norte were generally implemented but faced moderate challenges, particularly in areas such as parental availability, participation, and support. These results indicated that while existing practices promoted collaboration and communication, gaps in consistency, sustainability, and institutionalization remained evident. Factors such as limited time, scheduling conflicts, resource constraints, and inconsistent parent participation highlighted the need for a structured intervention to strengthen home–school partnerships. In response, this study proposed a school-based 1-Day Training Workshop on Strengthening Parent and School Partnerships for Student Success cum Year-End Kumustahan and Year-End Review of School Accomplishments. The intervention was designed to reinforce and enhance existing parental

engagement practices through data-informed reflection, expert-guided discussions, and collaborative action planning among the school head, teachers, and non-teaching personnel. It focused on addressing identified barriers by providing practical strategies for overcoming challenges related to scheduling, participation, communication, and parent support, while promoting a culture of shared responsibility between teachers and parents. Anchored on national education policies and research on effective parental engagement, the 1-Day Training Workshop aimed to strengthen home and school partnerships through structured reflection, collaborative planning, and practical outputs. By embedding the workshop into regular professional development and school routines, teachers were equipped to consistently implement engagement strategies, improve collaboration with parents, and support positive student outcomes. Ultimately, the intervention sought to institutionalize parental engagement as a sustained, meaningful, and integral component of everyday classroom and school practices.

CONCLUSIONS

The study concludes that school heads in the Basud District consistently exhibit transformational leadership across building trust, acting with integrity, encouraging others, innovative thinking, and coaching; however, these leadership practices are implemented at a moderate level, indicating that while relational and ethical leadership fosters collaboration, respect, and motivation among teachers, areas such as open communication, supporting calculated risk-taking, and providing consistent feedback are not yet fully institutionalized. Transformational leadership has resulted in positive but moderate outcomes in promoting a supportive, growth-oriented, and collaborative school culture, although the full potential of coaching and sustaining teacher development remains limited. Parental engagement practices in the Basud District were generally implemented but faced moderate challenges, particularly in parental availability, participation, and support. While engagement practices were present, they were concentrated in structured, school-led activities, indicating that parental involvement was responsive to clear and organized initiatives but not yet fully institutionalized. Contextual barriers such as limited parental time, scheduling conflicts, inconsistent participation, and resource constraints affected the consistency and sustainability of engagement, highlighting the need for structured interventions to foster active collaboration and shared responsibility in learning and decision-making. The implementation of parental engagement practices was strongly influenced by the transformational leadership of school heads and teachers; however, challenges related to logistical constraints, teacher capacity, and institutional support moderated the effectiveness of these practices. Leadership grounded in trust, encouragement, and coaching strengthened home-school partnerships and promoted meaningful parental participation, although full sustainability required structured professional development, flexible arrangements, and enhanced institutional support. These findings highlight the importance of interventions such as the 1-Day Training Workshop on Strengthening Parent and School Partnerships for Student Success, which reinforced parental engagement practices and promoted a sustained culture of collaboration, shared responsibility, and student growth.

RECOMMENDATIONS

The study recommends that the Schools Division Office and the Department of Education strengthen parental engagement by providing continuous training and capacity-building programs on transformational leadership and parent-school collaboration strategies, ensuring that school heads and teachers are equipped with updated approaches to sustain effective engagement practices. School heads may enhance coaching and innovative practices by offering consistent feedback, fostering creativity, and implementing flexible scheduling systems that encourage greater parental participation, thereby improving teacher-parent collaboration and overall school climate. Policymakers and educational institutions may develop inclusive and context-sensitive policies and programs that address financial constraints and logistical barriers, ensuring that both schools and parents receive adequate resources and support to maintain sustainable engagement practices. To institutionalize these efforts, the Department of Education may provide funding assistance and support systems for the implementation of parental engagement initiatives, aligning them with leadership development frameworks for school heads to guarantee long-term integration into educational priorities. Future researchers may expand this study by examining additional variables, such as cultural influences, digital engagement strategies, and comparative analyses across districts, to provide deeper insights and guide the development of more innovative, responsive, and contextually relevant intervention programs.

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