

Leadership Competence, Teacher Collaboration, and Parental Engagement in Public Basic Educational Institutions: Basis for School Improvement Plan

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Abstract

The concept of the school improvement plan has gained significant attention in enhancing student achievement, school climate, and overall educational quality. This research focuses on three critical variables: leadership competence, teacher collaboration, and parental engagement as the basis for improving schools in the public basic educational institutions. This study aimed to determine the relationship between leadership competence, teacher collaboration, and parental engagement as vital components of a school improvement strategy. Employing a descriptive research design facilitated a structured investigation into these relationships. Data were collected via a questionnaire distributed to 405 school heads and teachers in Public Primary & Secondary Schools in a City Schools Division. Demographic analysis revealed predominantly female respondents with bachelor's degrees, aged 31-40, and with 6-10 years of service experience. Findings indicate strong agreement regarding leadership competence, particularly in instructional leadership. Teacher collaboration was highly valued, especially in teamwork for achieving educational excellence. Similarly, parental engagement emphasized communication and information sharing. Importantly, the study identifies significant relationships among leadership competence, teacher collaboration, and parental engagement, highlighting their interconnectedness in driving positive outcomes for school improvement. These insights illuminate the diversity and experiences of individuals involved in education and offer valuable guidance for enhancing school effectiveness and community involvement. Additionally, the results of the test of significant difference revealed that age and years of service significantly impact leadership qualities within the school setting, while sex and educational attainment do not exhibit significant associations. Moreover, educational attainment in professional learning communities showed a notable association with feedback exchange. Age and sex also appeared to influence communication patterns within the school community, particularly between parents and the school. However, years of service and educational attainment did not significantly impact collaborative practices within the educational setting.

Keywords: Leadership competence; Teacher collaboration; Parental engagement; School improvement plan; academic excellence

INTRODUCTION

Education plays a pivotal role in shaping individuals and societies, with schools serving as primary institutions for imparting knowledge, skills, and values. The School Improvement Plan (SIP) has emerged as a crucial framework for enhancing student achievement and overall educational quality. Central to SIP are three fundamental variables: leadership competence, teacher collaboration, and parental engagement.

Leadership competence involves the ability of school leaders to effectively lead initiatives for school improvement, encompassing decision-making, strategic planning, fostering a positive school culture, communication, and collaboration. Within this framework, competent leaders demonstrate strategic foresight, instructional guidance, resource management, and a commitment to continuous improvement.

Teacher collaboration entails educators working together to achieve common goals related to student learning and overall school improvement. It fosters a sense of community, promotes ideas and best practices and the exchange of ideas and best practices, and facilitates data-driven decision-making to meet the diverse needs of students.

Parental engagement refers to the active involvement of parents or guardians in their children's education and the school community. It includes communication, collaboration with teachers, support for learning at home, and participation in school activities. Parental engagement contributes to improved academic achievement, behavior, and attitudes towards learning.

The integration of leadership competence, teacher collaboration, and parental engagement within SIP remains underexplored, particularly in public basic educational institutions facing unique challenges. Addressing these gaps requires context-specific approaches tailored to the needs and conditions of the education system.

Research aims to bridge this gap by examining the relationship between these variables and their inputs to continuous school improvement. By identifying effective strategies for fostering school improvement, the findings contribute to evidence-based recommendations for policymakers, school leaders, teachers, and parents.

Objectives of the Study

This research study was designed to determine the relationships between leadership competence, teacher collaboration, and parental engagement as vital components of a school improvement plan.

Specifically, it sought to describe the socio-demographic profiles of school leaders and teachers in terms of age, sex, years of service, and educational attainment; assess the level of leadership competence exhibited by school leaders in diverse areas like decision-making, strategic planning, fostering a positive school culture, and communication; determine teacher collaboration in lesson planning, teamwork, shared reflection, feedback, and involvement in professional learning communities; identify parental engagement, ranging from communication and information sharing to involvement in school activities and decision-making; analyze the significant differences between the three variables; test the relationship among the three variables; propose a school improvement plan for public basic educational institutions based on the result of the study.

RESEARCH ELABORATIONS

The School Improvement Plan (SIP) is a crucial framework in education, emphasizing leadership competence, teacher collaboration, and parental engagement as key variables for enhancing performance and student success. Leadership competence, as researched by Mintrop and Sunderman (2018), involves decision-making, strategic planning, fostering positive school culture, communication, and instructional leadership, all contributing significantly to school improvement. Teacher collaboration, as discussed by Patel (2021), enables collaborative lesson planning and shared reflection among educators, leading to enhanced pedagogical practices and student learning outcomes. Understanding parental involvement, as highlighted by Hill (2022), encompasses engagement with teachers, participation at school, involvement at home, and interactions with children, with considerations for ethnic, racial, and cultural backgrounds and evolving roles throughout child development, thus contributing to holistic educational development.

METHODS

Research Design

The study employed a descriptive research methodology to explore the relationship between leadership competence, teacher collaboration, and parental engagement in public basic educational institutions, informing a school improvement plan. Through a quantitative research design, numerical data were analyzed to measure key constructs such as leadership competence, teacher collaboration, and parental engagement, utilizing standardized data collection instruments and statistical analysis techniques.

Participants of the Study

The study employed a proportionately allocated stratified random sampling method, selecting 405 respondents, including school heads and teachers from elementary and secondary schools in SDO Calamba City. Utilizing Raosoft Calculator, respondents were chosen from a population of 3,242 individuals, ensuring representation across school categories (mega, large, medium, and small schools). Selection criteria required respondents to have at least one year of service in a permanent position within a public school. The allocation method resulted in varying numbers of respondents from each school category, with 37 from each secondary mega school, 26 from each large school, 4 from each medium school, and 1 from each small school, and similar proportions for elementary schools.

Instrument

The study utilized a questionnaire developed through adaptation from various sources, with dimensions derived from extensive literature review. Divided into two sections, the instrument gathered demographic data and assessed leadership competence, teacher collaboration, and parental engagement to inform the school improvement plan. The questionnaire comprised four parts, covering demographic information and dimensions adapted from previous studies. Responses were structured using a Likert scale for major variables, ensuring clarity and reliability. A test of reliability yielded a Cronbach Alpha coefficient of 0.906, indicating strong consistency across the 105 items.

Procedure

In this study, the researcher obtained official endorsement from the Superintendent of SDO Calamba before seeking permission from School Heads, Principals, and teachers to participate. Data collection utilized a survey questionnaire distributed via Google Forms, accompanied by a cover letter and data privacy agreement. Respondents completed Likert scale questions assessing leadership competence, teacher collaboration, and parental engagement for the school improvement plan, alongside providing demographic information.

Data Analysis

The researcher employed descriptive and inferential methods to analyze participant profiles and responses. Frequency and percentage distributions of demographic variables were used to characterize the participants. Weighted and composite means were calculated for leadership competence ratings across various indicators. One-way ANOVA was utilized to assess differences in leadership competence ratings among demographic groups, while Pearson correlation coefficients were employed to explore relationships between leadership competence and other indicators. Positive correlations indicated factors influencing leadership competence positively, while negative correlations suggested factors affecting it negatively.

Ethical Considerations

Ethical considerations were paramount throughout the research, with strict adherence to ethical rules. Informed consent was obtained from all participants, ensuring voluntary involvement and understanding. Measures were taken to ensure confidentiality and anonymity, protecting sensitive information. The study prioritized avoiding harm to participants, adhering to ethical standards and guidelines with integrity and respect for all involved parties.

RESULTS

Table 1. Demographic Profile of the Respondents

Age	Frequency	Percentage
21 – 30 years	120	29.63
31 – 40 years	142	35.06
41 – 50 years	90	22.22
51 – 60 years	50	12.35
61 and above	3	0.74
Sex		
Male	87	21.48
Female	318	78.52
Years in Service		
1 – 5	117	28.89
6 – 10	133	32.84
11 – 15	62	15.31
16 – 20	50	12.35
21 and above	43	10.62
Highest Educational Attainment		
Bachelor's Degree	215	53.09
Master's Degree	178	43.95
Doctorate Degree	12	2.96

Table 1 presents the demographic profile of respondents, indicating that the majority were aged between 31 to 40 years, followed by those aged 21 to 30 years, with fewer respondents in older age brackets. Most respondents were female, reflecting a gender imbalance within the population. Regarding years of service, a significant portion had served for 6 to 10 years, suggesting a mix of experienced and newer educators. The majority held bachelor's or master's degrees, with a small percentage holding Doctorate degrees. Epstein's (2018) research suggests that age influences perspectives and approaches to leadership, while gender dynamics and educational qualifications also impact leadership competence and collaboration, as emphasized by Pomerantz et al. (2002) and Rechsteiner et al. (2022).

Table 2. Summary Table of Leadership Competence

Indicators	Weighted Mean	Verbal Interpretation	Rank
Decision Making	3.69	Strongly Agree	5
Strategic Planning	3.70	Strongly Agree	4
Fostering Positive School Culture	3.72	Strongly Agree	2.5
Communication and Collaboration	3.72	Strongly Agree	2.5
Instructional Leadership	3.73	Strongly Agree	1
Composite Mean	3.71	Strongly Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Table 2 shows the assessment of leadership competencies within the school context revealed a strong consensus among respondents, with a composite mean of 3.71 indicating overall agreement. The study conducted

by Gumus et al. (2018) highlights the significant impact of instructional leadership on teacher motivation and collaboration in educational settings. Through activities such as overseeing student learning and promoting professional development, instructional leaders foster an environment conducive to effective collaboration among educators, aligning with the positive perceptions of leadership competence observed in assessment results. However, areas such as strategic planning and decision-making received slightly lower ratings, suggesting room for improvement within school leadership. Addressing these deficiencies is crucial for ensuring alignment with stakeholder expectations and organizational goals. Failure in decision-making processes, as emphasized by Akinci and Sadler (2019), can have severe implications for organizational success and sustainability, underscoring the importance of sound decision-making practices to maintain stakeholder trust and confidence.

Table 3. Summary Table of Teacher Collaboration

Indicators	Weighted Mean	Verbal Interpretation	Rank
Collaborative Lesson Planning	3.70	Strongly Agree	3.5
Teamwork	3.73	Strongly Agree	1
Shared Reflection	3.70	Strongly Agree	3.5
Feedback Exchange	3.71	Strongly Agree	2
Professional Learning Communities	3.69	Strongly Agree	5
Composite Mean	3.71	Strongly Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Table 3 summarizes respondents' perceptions of teacher collaboration, indicating a high level of agreement and positive ratings across various aspects. The findings highlight the effectiveness of teacher collaboration in promoting positive outcomes for students and fostering a supportive learning environment. Kunnari and Toom (2018) emphasized the pivotal role of teacher collaboration in empowering educators to address challenges and enhance student outcomes, underscoring the importance of collective efficacy and resilience. However, lower ratings for collaborative lesson planning, shared reflection, and professional learning communities suggest areas for improvement within teacher collaboration. Addressing these challenges, as discussed by Chen (2020), can lead to enhanced instructional practices and student outcomes by fostering a culture of collaboration and continuous learning among educators.

Table 4. Summary Table of Parental Engagement

Indicators	Weighted Mean	Verbal Interpretation	Rank
Communication and Information Sharing	3.75	Strongly Agree	1
Parent-teacher Collaboration	3.73	Strongly Agree	2
Parental Involvement in School Decision-making	3.64	Strongly Agree	3
Parental Support for Learning at Home	3.58	Strongly Agree	5
Parental Involvement in School Activities and Events	3.61	Strongly Agree	4
Composite Mean	3.66	Strongly Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Table 4 provides a summary of parental engagement, reflecting a positive perception of parental involvement within the school community. While communication and information sharing received high ratings, parent-teacher collaboration ranked lower, suggesting opportunities for improvement in fostering collaborative relationships between parents and teachers. Jaynes (2018) emphasizes the strong connection between parental involvement and student achievement, underscoring the importance of nurturing partnerships between schools and parents. Despite challenges highlighted by Hornby and Blackwell (2018), such as time constraints and limited resources, addressing these barriers can empower parents to play an active role in supporting their children's academic development, ultimately contributing to improved educational outcomes.

Table 5. Difference of Responses on Leadership Competence When Grouped According to Profile

Age	F-value	p-value	Interpretation
Decision Making	4.322	0.002	Significant
Strategic Planning	3.514	0.008	Significant
Fostering Positive School Culture	4.733	0.001	Significant
Communication and Collaboration	3.717	0.006	Significant
Instructional Leadership	4.306	0.002	Significant
Sex			

Decision Making	0.030	0.863	Not Significant
Strategic Planning	0.001	0.970	Not Significant
Fostering Positive School Culture	0.008	0.931	Not Significant
Communication and Collaboration	0.027	0.870	Not Significant
Instructional Leadership	3.470	0.063	Not Significant
No. of Years in the Service			
Decision Making	4.180	0.003	Significant
Strategic Planning	3.016	0.018	Significant
Fostering Positive School Culture	3.366	0.010	Significant
Communication and Collaboration	3.645	0.006	Significant
Instructional Leadership	5.550	0.000	Highly Significant
Educational Attainment			
Decision Making	1.961	0.142	Not Significant
Strategic Planning	2.196	0.113	Not Significant
Fostering Positive School Culture	1.498	0.225	Not Significant
Communication and Collaboration	1.342	0.263	Not Significant
Instructional Leadership	1.892	0.152	Not Significant

Legend: Significant at $p\text{-value} < 0.05$

Table 5 compares responses on leadership competence grouped by various demographics, revealing significant differences based on age and years of service but not on sex or educational attainment. Age and tenure within the educational system are associated with enhanced leadership qualities, particularly in decision-making, strategic planning, fostering positive school culture, communication and collaboration, and instructional leadership. De Guzman's (2020) research supports these findings, indicating that teachers in the 31-40 age range demonstrate high levels of competence and effectiveness, likely due to accumulated experience and ongoing professional development throughout their careers.

Table 6. Difference of Responses on Teacher Collaboration When Grouped According to Profile

Age	F-value	p-value	Interpretation
Collaborative Lesson Planning	1.429	0.224	Not Significant
Teamwork	1.139	0.338	Not Significant
Shared Reflection	1.458	0.214	Not Significant
Feedback Exchange	2.007	0.093	Not Significant
Professional Learning Communities	1.374	0.242	Not Significant
Sex			
Collaborative Lesson Planning	0.000	0.989	Not Significant
Teamwork	1.033	0.310	Not Significant
Shared Reflection	0.408	0.523	Not Significant
Feedback Exchange	0.571	0.450	Not Significant
Professional Learning Communities	0.684	0.409	Not Significant
No. of Years in the Service			
Collaborative Lesson Planning	2.141	0.075	Not Significant
Teamwork	1.617	0.169	Not Significant
Shared Reflection	1.226	0.299	Not Significant
Feedback Exchange	2.048	0.087	Not Significant
Professional Learning Communities	0.867	0.484	Not Significant
Educational Attainment			
Collaborative Lesson Planning	2.108	0.123	Not Significant
Teamwork	2.234	0.108	Not Significant
Shared Reflection	1.834	0.161	Not Significant
Feedback Exchange	4.076	0.018	Significant
Professional Learning Communities	3.449	0.033	Significant

Legend: Significant at $p\text{-value} < 0.05$

Table 6 compares responses on teacher collaboration grouped by demographic factors, revealing significant differences based on educational attainment but not on age, sex, or years of service. Individuals with higher educational attainment show greater involvement in professional learning communities and feedback exchange within the educational context. Martirena (2021) highlights the importance of professional learning communities in fostering a culture of continuous improvement among educators, facilitating collaboration and feedback exchange to enhance teaching practices and ultimately improve student learning outcomes. This collaborative process enables teachers to refine their methods, address areas for improvement, and embrace innovative strategies for effective instruction, contributing to both collective and individual professional development within the educational setting.

Table 7. Difference of Responses on Parental Engagement When Grouped According to Profile

Age	F-value	p-value	Interpretation
Communication and Information Sharing	2.426	0.048	Significant
Parent-teacher Collaboration	1.743	0.140	Not Significant
Parental Involvement in School Decision-making	2.012	0.092	Not Significant
Parental Support for Learning at Home	1.612	0.170	Not Significant
Parental Involvement in School Activities and Events	1.034	0.389	Not Significant
Sex			
Communication and Information Sharing	5.764	0.017	Significant
Parent-teacher Collaboration	0.680	0.410	Not Significant
Parental Involvement in School Decision-making	0.029	0.864	Not Significant
Parental Support for Learning at Home	0.164	0.686	Not Significant
Parental Involvement in School Activities and Events	1.025	0.312	Not Significant
No. of Years in the Service			
Communication and Information Sharing	2.343	0.054	Not Significant
Parent-teacher Collaboration	1.255	0.287	Not Significant
Parental Involvement in School Decision-making	0.165	0.956	Not Significant
Parental Support for Learning at Home	0.193	0.942	Not Significant
Parental Involvement in School Activities and Events	1.066	0.373	Not Significant
Educational Attainment			
Communication and Information Sharing	1.022	0.361	Not Significant
Parent-teacher Collaboration	1.195	0.304	Not Significant
Parental Involvement in School Decision-making	0.260	0.771	Not Significant
Parental Support for Learning at Home	0.419	0.658	Not Significant
Parental Involvement in School Activities and Events	0.055	0.946	Not Significant

Legend: Significant at $p\text{-value} < 0.05$

Table 7 compares responses on parent engagement grouped by demographic factors, revealing significant differences in communication and information sharing based on age and sex. Age influences communication effectiveness, while sex impacts communication patterns within the school community. De Guzman (2020) suggests that teachers aged 31-40 demonstrate high competence, likely due to their experience and communication proficiency, enhancing interactions with parents. Furthermore, García et al., (2021) highlight how gender norms shape parental communication styles, contributing to these observed differences. Overall, these findings underscore the importance of considering age and sex dynamics in understanding parental engagement and communication patterns within the school setting.

Table 8 below shows the strong association between Leadership Competence and Teacher Collaboration, indicating that better leadership competence correlates with improved teacher collaboration. Significant positive correlations were found between decision-making processes and various collaborative practices, such as collaborative lesson planning, teamwork, shared reflection, feedback exchange, and participation in professional learning communities. Similarly, strategic planning, fostering positive school culture, effective communication, and instructional leadership all exhibit highly significant positive correlations with collaborative practices. These results underscore the importance of effective leadership in promoting collaboration among teachers, as emphasized by research by Smith et al., (2021) and Johnson (2020). Schools that prioritize leadership development are likely to foster a culture of collaboration, leading to more effective educational outcomes.

Table 8. Relationship Between Leadership Competence and Teacher Collaboration

Decision Making	r-value	p-value	Interpretation
Collaborative Lesson Planning	.573**	0.000	Highly Significant
Teamwork	.527**	0.000	Highly Significant
Shared Reflection	.476**	0.000	Highly Significant
Feedback Exchange	.530**	0.000	Highly Significant
Professional Learning Communities	.467**	0.000	Highly Significant
Strategic Planning			
Collaborative Lesson Planning	.608**	0.000	Highly Significant
Teamwork	.579**	0.000	Highly Significant
Shared Reflection	.564**	0.000	Highly Significant
Feedback Exchange	.585**	0.000	Highly Significant
Professional Learning Communities	.522**	0.000	Highly Significant
Fostering Positive School Culture			
Collaborative Lesson Planning	.585**	0.000	Highly Significant
Teamwork	.582**	0.000	Highly Significant
Shared Reflection	.532**	0.000	Highly Significant
Feedback Exchange	.560**	0.000	Highly Significant
Professional Learning Communities	.496**	0.000	Highly Significant
Communication and Collaboration			
Collaborative Lesson Planning	.572**	0.000	Highly Significant
Teamwork	.585**	0.000	Highly Significant
Shared Reflection	.555**	0.000	Highly Significant

Feedback Exchange	.568**	0.000	Highly Significant
Professional Learning Communities	.501**	0.000	Highly Significant
Instructional Leadership			
Collaborative Lesson Planning	.617**	0.000	Highly Significant
Teamwork	.629**	0.000	Highly Significant
Shared Reflection	.583**	0.000	Highly Significant
Feedback Exchange	.607**	0.000	Highly Significant
Professional Learning Communities	.519**	0.000	Highly Significant

Legend: Significant at $p\text{-value} < 0.01$

Table 9. Relationship Between Leadership Competence and Parental Engagement

Decision Making	r-value	p-value	Interpretation
Communication and Information Sharing	.580**	0.000	Highly Significant
Parent-teacher Collaboration	.553**	0.000	Highly Significant
Parental Involvement in School Decision-making	.484**	0.000	Highly Significant
Parental Support for Learning at Home	.495**	0.000	Highly Significant
Parental Involvement in School Activities and Events	.471**	0.000	Highly Significant
Strategic Planning			
Communication and Information Sharing	.614**	0.000	Highly Significant
Parent-teacher Collaboration	.587**	0.000	Highly Significant
Parental Involvement in School Decision-making	.545**	0.000	Highly Significant
Parental Support for Learning at Home	.531**	0.000	Highly Significant
Parental Involvement in School Activities and Events	.500**	0.000	Highly Significant
Fostering Positive School Culture			
Communication and Information Sharing	.608**	0.000	Highly Significant
Parent-teacher Collaboration	.581**	0.000	Highly Significant
Parental Involvement in School Decision-making	.496**	0.000	Highly Significant
Parental Support for Learning at Home	.482**	0.000	Highly Significant
Parental Involvement in School Activities and Events	.477**	0.000	Highly Significant
Communication and Collaboration			
Communication and Information Sharing	.619**	0.000	Highly Significant
Parent-teacher Collaboration	.567**	0.000	Highly Significant
Parental Involvement in School Decision-making	.506**	0.000	Highly Significant
Parental Support for Learning at Home	.507**	0.000	Highly Significant
Parental Involvement in School Activities and Events	.488**	0.000	Highly Significant
Instructional Leadership			
Communication and Information Sharing	.646**	0.000	Highly Significant
Parent-teacher Collaboration	.618**	0.000	Highly Significant
Parental Involvement in School Decision-making	.512**	0.000	Highly Significant
Parental Support for Learning at Home	.503**	0.000	Highly Significant
Parental Involvement in School Activities and Events	.512**	0.000	Highly Significant

Legend: Significant at $p\text{-value} < 0.01$

Table 9 reveals a strong correlation between Leadership Competence and parent engagement, suggesting that effective leadership is associated with increased parental involvement. The results indicate significant relationships between various aspects of parental engagement and dimensions of school functioning, emphasizing the importance of communication and collaboration between parents and educators. These findings underscore the role of school leaders in fostering partnerships between home and school, involving parents in decision-making processes, and creating a supportive learning environment. Research by Brown et al., (2020) and Wilson (2021) supports the idea that effective leadership encourages parental participation, leading to improved school outcomes and enhanced trust between parents and school leaders. Overall, the results highlight the vital role of parental engagement in promoting school effectiveness and stress the importance of fostering strong communication channels and collaborative efforts between parents and educators.

Table 10. Relationship Between Teacher Collaboration and Parental Engagement

Collaborative Lesson Planning	r-value	p-value	Interpretation
Communication and Information Sharing	.589**	0.000	Highly Significant
Parent-teacher Collaboration	.644**	0.000	Highly Significant
Parental Involvement in School Decision-making	.598**	0.000	Highly Significant
Parental Support for Learning at Home	.550**	0.000	Highly Significant
Parental Involvement in School Activities and Events	.537**	0.000	Highly Significant
Teamwork			
Communication and Information Sharing	.580**	0.000	Highly Significant
Parent-teacher Collaboration	.653**	0.000	Highly Significant
Parental Involvement in School Decision-making	.568**	0.000	Highly Significant
Parental Support for Learning at Home	.544**	0.000	Highly Significant
Parental Involvement in School Activities and Events	.546**	0.000	Highly Significant
Shared Reflection			
Communication and Information Sharing	.567**	0.000	Highly Significant

Parent-teacher Collaboration	.636**	0.000	Highly Significant
Parental Involvement in School Decision-making	.605**	0.000	Highly Significant
Parental Support for Learning at Home	.588**	0.000	Highly Significant
Parental Involvement in School Activities and Events	.587**	0.000	Highly Significant
Feedback Exchange			
Communication and Information Sharing	.589**	0.000	Highly Significant
Parent-teacher Collaboration	.670**	0.000	Highly Significant
Parental Involvement in School Decision-making	.612**	0.000	Highly Significant
Parental Support for Learning at Home	.589**	0.000	Highly Significant
Parental Involvement in School Activities and Events	.572**	0.000	Highly Significant
Professional Learning Communities			
Communication and Information Sharing	.571**	0.000	Highly Significant
Parent-teacher Collaboration	.621**	0.000	Highly Significant
Parental Involvement in School Decision-making	.648**	0.000	Highly Significant
Parental Support for Learning at Home	.578**	0.000	Highly Significant
Parental Involvement in School Activities and Events	.600**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 10 demonstrates a strong correlation between teacher collaboration and parent engagement, suggesting that effective collaboration is associated with increased parental involvement in education. The results reveal statistically significant relationships across various dimensions, emphasizing the importance of communication and collaboration between parents and teachers in enhancing different aspects of educational involvement and support. Specifically, communication and information sharing consistently exhibit strong correlations, highlighting its pivotal role in fostering collaboration. Moreover, parent-teacher collaboration, parental involvement in decision-making, support for learning at home, and involvement in school activities demonstrate significant associations, underscoring the multifaceted benefits of collaborative approaches to education. Overall, these findings underscore the significance of establishing robust partnerships between educators and parents to promote student success and engagement both inside and outside the classroom.

Table 11. Proposed School Improvement Plan for Enhancing Leadership Competence, Teacher Collaboration, and Parental Engagement

Key Result Area (KRA) / Objectives	Strategies	Persons Involved	Success Indicator
1. Leadership Competence 1.1 Decision Making Objectives: To enhance decision-making processes by incorporating feedback from staff, students, and parents.	Organize leadership workshops on effective decision-making.	School Head Master Teachers Head Teachers,	20% Improved satisfaction ratings regarding decision-making processes.
2. Teacher's Collaboration 2.1 Professional Learning Communities Objectives: To foster a culture of collaborative planning and reflective practices within PLCs.	Facilitate structured collaborative planning sessions and provide resources and tools for lesson planning collaboration, such as shared online platforms. Establish peer observation and feedback protocols to promote reflection on teaching practices.	School Head Master Teachers Head Teachers, Teachers School Head Master Teachers Head Teachers, Non-teaching Personnel	20% Increase in the number of collaborative lesson plans developed by teachers. 15% Growth in the use of shared reflection practices among teachers. 35% increase in the number of peer observation and feedback sessions conducted annually compared to the previous school year.
3. Parent Engagement 3.1 Parental Support for Learning at Home			

Objectives: To enhance parental support for students learning at home.	Organize workshops and resources for parents on effective study habits and routines.	School Head Master Teachers Head Teachers, Non-teaching Personnel Teachers Guidance Counsellor	Parents Attendance and Commitment form Memorandum of Agreement (MOA)
To strengthen communication channels between school and parents.	Establish clear communication channels between teachers and parent	School Head Master Teachers Head Teachers, Non-teaching Personnel Teachers Guidance Counsellor	Guidelines and clear channels of communication Quarterly Narrative Report of Parent-Teacher Conference

CONCLUSION

1. Majority of the respondents were female, baccalaureate degree holder, 31-40 years old and with 6-10 years' experience in the service.
2. The respondents strongly agree on the Leadership Competence exhibited by school leaders in terms of decision-making, strategic planning, fostering a positive school culture, and communication. However, respondents favored Instructional Leadership and perceived importance in academic excellence and student success within the school community.
3. Strong agreement among respondents regarding Teacher Collaboration in terms of lesson planning, teamwork, shared reflection, feedback, and involvement in professional learning communities. However, Teamwork emerged as particularly robust strongly agreeing that teamwork was important in achieving educational excellence.
4. Respondents strongly agree on Parental Engagement in terms of Communication and Information Sharing, Parent-Teacher Collaboration, Parent Involvement in Decision-making processes, Parental support for learning at home and parental involvement in school activities and events. However, there is a robust agreement that communication and information sharing between parents and the school are effective and informative.
5. The analysis revealed significant differences among the variables of leadership competence, teacher collaboration, and parental engagement, particularly highlighting age, years in service, educational attainment, and sex as influential factors in these dynamics.
6. There were significant relationships among leadership competence, teacher collaboration, and parental engagement within the framework of a school improvement plan. The results demonstrated significant associations, highlighting the interconnectedness of these factors in driving positive outcomes for school improvement plan.
7. The proposed school improvement plan is designed to enhance leadership competence, teacher collaboration, and parental engagement for Public Basic Educational Institutions.

RECOMMENDATION

1. Schools Division Offices may conduct workshop where school leaders participate in activities and discussions to increase awareness of diverse demographic profiles, promote inclusivity, and foster collaboration among leaders with diverse perspectives.
2. School heads may organize seminar specifically designed to provide head teachers as future school leaders with professional development opportunities focused on enhancing instructional leadership skills, with sessions emphasizing academic excellence and strategies for promoting student success.
3. Department Heads may establish regular forums or online platforms for teachers to engage in collaborative activities such as lesson planning, shared reflection, and feedback exchange, supported by resources and guidance from instructional coaches or mentors.
4. PTSA may host forum where parents and school administrators can openly discuss topics related to decision-making, learning support at home, and participation in school activities, fostering transparent communication and active engagement.
5. Teachers may organize parent summit where stakeholders, including school leaders, teachers, parents, and community members, come together to develop comprehensive school improvement plans that integrate leadership competence, teacher collaboration, and parental engagement, ensuring alignment with student success goals and basis for school improvement planning.
6. For the future researchers, they may explore other variables that may impact or influence leadership competence, teacher collaboration and parental engagement such as school culture, socioeconomic status and technology integration.

7. The proposed school improvement plan for basic educational institution may be fabled for discussion, implementation, and evaluation.

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