

Principals' Leadership Practices in Encouraging Parental Involvement in School Activities: Basis for a Proposed Shared Management Framework

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Abstract. This research focuses on principals' leadership strategies in fostering parental involvement in school events, which will serve as the foundation for a shared management framework that will be developed. In this context, the researcher will apply Bourdieu's theory of social practice to discover the objective circumstances of the field where parental engagement is generated and experienced, both now and in the future. The study will then look at how different types of home-school ties grow by examining the leadership behaviors and capital deployment of the principals. The researcher collected quantitative data using a descriptive method to determine the principals' leadership practices in encouraging parental involvement in school activities. The descriptive design is an acceptable strategy for gathering trustworthy and accurate data through survey measurement of two or more variables to determine or estimate the extent to which the variables' values are related or vary in an identifiable pattern. As a sampling design, the researcher utilized a purposive sampling strategy. The questionnaire is a researcher-modified tool based on Epstein's Theoretical Model (2016) and Burns' Transformational Leadership Theory (1978). The first section establishes the profile of parents and principal respondents in terms of age, sex, and highest educational attainment. It was revealed that there was no significant relationship between principals' leadership practices according to the findings. However, a strong association was discovered between principals' leadership practices in terms of intellectual stimulation and parental involvement in school events regarding children's mental and physical health.

Keywords: Leadership strategies; Bourdieu's Theory of Social Practice; Transformational leader.

1.0 Introduction

Parental involvement in children's education at home and school has grown as part of the current worldwide decentralization reform movement in different parts of the world (Beattie, 2018; Brown, 2015, 2015; Ho, 2016, 2016). Growing evidence of the positive impacts of parental involvement on children's learning and school success has prompted politicians, educators, and educational researchers to look for ways to increase parental involvement, especially among poor parents (Comer, Haynes, Joyner, & Ben-Avie, 2016, Coleman, 2015; Henderson, 2015; Henderson & Mapp, 2016, Ho & Willms, 2016). Until the School Management Initiative was announced in Hong Kong, parental involvement in their children's education was not formally recognized in educational policies (Education and Manpower Branch & Education Department, 2015). Since their inception, these policies have sparked a surge in interest in increasing parental involvement as one of the most important techniques for improving children's education and community school responsibility. However, according to several studies, Asian parents are only willing to assist their children's learning at home (Ho, 2016; Shen et al., 2015).

Furthermore, these studies claim that school administrators and teachers are often resistant to parental involvement (Pang, 2016; Shen, 2015; Shen et al., 2015). People appear to have varied conceptions of the phrase "parental involvement," as well as diverse ideas about the extent to which parents can become involved in their children's schools and the level of commitment that parents are willing to undertake. Indeed, little is known about how schools, teachers, and parents interpret the term "parental participation" and what value they place on it, and academics have yet to characterize or account for many different types of home-school interactions that exist in Asian schools.

With strategic planning and inviting parent participation in school concerns, school leaders can build meaningful parent relationships. By lowering barriers to parental involvement, principals can have a positive impact on parent-student relationships and achievement (Epstein, 2016). As a result, leadership attitudes must respect and value families and expectations must be adjusted in light of family demands.

On the other hand, the importance of parental involvement in schools to the achievement of education cannot be overstated (Henderson, 2015). Parents are their children's first and most influential teachers, and support from the school administration, particularly the principal, is critical (Sattes, 2018). Parental involvement gives schools the broad-based support they need to teach today's students. The quality and character of a child's home-school relationship have a significant impact on his education and academic success.

Furthermore, current concerns like site-based management, shared decision-making, and schools of choice need significant levels of parent involvement at the local level (Clinchy, 2015; Henninger, 2015; Taylor and Levine, 2015). Shared decision-making has the potential to be a crucial factor and parents' motivation and commitment. Similarly, in terms of parent involvement in today's local schools, school choice provides both opportunity and cause for concern (Nathan, 2015). Parent involvement programs have proven to be successful in several schools. However, the level of parental involvement varies from school to school.

Hence, the DepEd Order No. 13, s. 2022 orders regarding parental involvement in schools, and the need to update the operating manual of PTA, which will serve as a guide to collaborate and engage among education stakeholders. Another DepEd Order No. 54, s. 2009, parents are encouraged to be involved and participate in school activities have knowledge of learners' performance, volunteer themselves as teacher aids, and provide support to other parents.

2.0 Methodology

2.1 Research Design

The researcher collected quantitative data using a descriptive method (Siedlecki, 2020) to determine the principals' leadership practices in encouraging parental involvement in school activities. The descriptive design is an acceptable strategy for gathering trustworthy and accurate data through survey measurement of two or more variables to determine or estimate the extent to which the variables' values are related or vary in an identifiable pattern (Creswell, 2016). The descriptive research project can be done in three ways: (1) observational, which is defined as observing and recording participants; (2) case study, which is defined as an in-depth study of an individual or group of individuals; and (3) the survey which is defined as a research instrument containing the use of supply chain management in increasing customer value and cohesion.

2.2 Research Locale

This study will only focus on the principals' leadership practices in encouraging parental involvement in school activities in consideration of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration as well as extra-curricular, students' mental and physical health and school development plan, respectively. Further, this research will employ purposive sampling which covers 7 selected secondary schools from City of Mandaluyong, District I and District II, namely City of Mandaluyong Science High School (CMSHS), Hulo Integrated School (HIS), Mandaluyong High School (MHS), Jose Fabella Memorial High School (JFNHS), Addition Hills Integrated School (AHIS), Highway Hills Integrated School (HHIS), and Bonifacio Javier National High School (BJNHS).

2.3 Research Participants

Seven (7) secondary school principals from the Schools Division Office of City of Mandaluyong from District I and District II are chosen as respondents based on the following criteria: 1) length of service as principal 2) school classification (medium and large), and 3) strategic location. While the ten (10) parent-respondents from each of the seven (7) schools are chosen based on 1) availability (Patton, 2015), 2) proximity, and 3) quality. As a sampling design, the researcher utilized a purposive sampling strategy. It is a purposive sampling approach, as defined by Easton & McColl, in which the researcher picks a group of participants (a sample) for study from a wider group (a population). Because everyone will be chosen by random and each member of the population has an equal probability of being included in the sample, this sampling method will choose to offer an equal chance to every conceivable sample.

2.4 Research Instruments

The questionnaire is a researcher-modified tool that is based on Epstein's Theoretical Model (2016) and Burns' Transformational leadership Theory (1978). Members of the review panel and experts in the field of research will serve as critics or perform face validation. The researcher is open to comments and will make any necessary changes to ensure the instrument's validity.

2.5 Data Gathering Procedure

There are two sections to the instrument. The first section establishes the profile of parents and principal respondents in terms of age, sex, and the highest educational attainment. The second section involved the respondents' assessments of the principals' leadership practices in encouraging parental involvement in school activities in terms of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration as well as the extent of parental involvement in school activities as to extra-curricular, students' mental and physical health and school development plan. The Statistical Program for Social Sciences (SPSS) version 20.0, developed by the International Business Machines Corporation (IBM), processed the data collected in the first and second sections.

2.6 Data Analysis

The quantitative data was analyzed using Statistical Package for the Social Sciences (SPSS) software. Statistical tools such as frequency distribution, percentages, weighted mean, t-Test, and ANOVA (analysis of Variance) to process the raw data into meaningful information.

2.7 Ethical Considerations

When conducting this study, the researcher will adhere to all ethical norms, including the following: The research strategy of this study is focused on answering specific research questions. As a result, the study's findings and conclusions must be in line with the research questions. Furthermore, according to research ethics, the methodology used must be closely related to the research objectives. Nobody should ever feel obligated to take part in a research study. This category includes any type of persuasion or deception used to gain someone's trust. To participate in a study employing informed consent, people must give their explicit consent. The researcher will present a consent form as a trust agreement between the researcher and the participants. The confidentiality of study subjects' information, as well as the anonymity of responses, must be respected.

3.0 Results and Discussion

Table 1. Frequency distribution of the respondents' profile in terms of age

Age	Principals		Parents		Total	
	f	%	f	%	f	%
20 years old & below	-	-	1	1.4%	1	7.8%
21-30 years old	-	-	15	21.4%	15	19.5%
31-40 years old	-	-	28	40.0%	28	36.4%
41-50 years old	5	71.4%	20	28.6%	25	32.5%
51 years old & above	2	28.6%	6	8.6%	8	10.4%
Total	7	100%	70	100%	77	100%

Table 1 presents the frequency distribution of the respondents' profiles in terms of age. Most (f=28, 40.0 percent) of the respondents are 31-40 years old, followed by 41-50 years old (f=20, 28.6 percent); 21-30 years old (f=15, 21.4

percent); 51 years old & above (f=8, 8.6 percent); and 20 years old & below (f=6, 1.4 percent). These results show that the majority of the respondents are young professionals and most likely have experienced leadership challenges at school involving both the school heads and teachers.

Table 2. Frequency distribution of the respondents' profile in terms of sex

Sex	Principals		Parents		Total	
	f	%	f	%	f	%
Male	4	57.1%	22	31.4%	26	33.8%
Female	3	42.9%	48	68.6%	51	66.2%
Total	7	100%	70	100%	77	100%

Table 2 exhibits the frequency distribution of the respondents' profile in terms of sex. Most (f=51, 66.2 percent) of the respondents are female and the rest (f=26, 33.8 percent) is male. This is a female-dominated study.

Table 3. Frequency distribution of the respondents' profile in terms of educational attainment

Educational Attainment	Principals		Parents		Total	
	f	%	f	%	f	%
High School graduate	-	-	17	24.6%	17	22.1%
Bachelor's degree	-	-	37	52.9%	37	48.1%
w/ MA units	2	28.6%	14	20.0%	16	20.8%
Master's degree	1	14.3%	-	-	1	1.3%
w/ PhD units	1	14.3%	2	2.9%	3	3.9%
PhD degree	3	42.9%	-	-	3	3.9%
Total	7	100%	70	100%	77	100%

Table 3 reveals the frequency distribution of the respondents' profiles in terms of educational attainment. Most (f=37, 52.9 percent) of the respondents have a Bachelor's degree followed by High School graduates (f=17, 24.6 percent); w/ MA units (f=16, 20.0 percent); w/ PhD units and PhD degree (f=3, 2.9 percent) and Master's degree (f=1, 1.8 percent). Based on the results it can be seen that School Heads have continuously improved their craft by continued education like some parents.

Table 4. Summary of the respondents' assessment of the principals' leadership practices in encouraging parental involvement in school activities

Leadership Practices	Weighted Mean	SD	Interpretation	Ranking
1. Idealized Influence	3.71	0.38	Strongly Agree	3
2. Inspirational Motivation	3.69	0.36	Strongly Agree	4
3. Intellectual Stimulation	3.90	0.13	Strongly Agree	2
4. Individual Consideration	3.94	0.10	Strongly Agree	1
Over-all Mean	3.81	0.20	Strongly Agree	

Note: 3.51-4.00 Strongly Agree; 2.51-3.50 Agree; 1.51-2.50 Moderately Agree; 1.00-1.50 Disagree

Table 4 presents the summary of the respondents' assessment of the principals' leadership practices in encouraging parental involvement in school activities with an overall composite mean of 3.81 with SD of 0.20 and is interpreted as Strongly Agree. Respondents strongly agree that individual consideration (x=3.94) with SD of 0.10 and rank 1 is prominent about principals' leadership practices followed by intellectual stimulation (x=3.90) with SD of 0.13 and rank 2, idealized influence (x=3.71) with SD of 0.38 and rank 3, and inspirational motivation (x=3.69) with SD of 0.36 and rank 4. Parental involvement is critical for effective schools, and transformational leadership enhances teacher and staff participation. Parental engagement is also essential for transformational leadership. Practices that reinforce school culture, establish successful organizational structures, and foster collaborative processes are used by a charismatic and image-conscious transformational leader.

Table 5. Summary of the respondents' assessment on the extent of parental involvement in school activities

Parental Involvement in School Activities	Weighted Mean	SD	Interpretation	Ranking
1. Students' Extra-Curricular	3.51	0.44	Full Extent	1
2. Students' Mental and Physical Health	3.49	0.48	High Extent	2
3. School Development Plan	3.47	0.50	High Extent	3
Over-all Mean	3.50	0.43	High Extent	

Table 5 shows the summary of the respondent's assessment of the extent of parental involvement in school activities with an overall composite mean of 3.50 with SD of 0.43 and is interpreted as 'High Extent'. Parents believe that their involvement can be seen most in supporting their children's extracurricular ($x=3.51$) with SD of 0.44 and rank 1 and then on their mental and physical health ($x=3.49$) with SD of 0.48 and rank 2 and school development plan ($x=3.47$) with SD of 0.50 and rank 3. According to Seeley (2015), there has been a societal movement toward seeing parental involvement in schools as critical. As a result, schools freely and consciously abandoned the delegation model in favor of the value of parental involvement in goal setting and achievement, which has since become more well-documented and widely accepted. Even though the delegation model is losing favor, Seeley explained that many US societies still have a strong commitment to it. Furthermore, as Seeley (2015) explained, some educators may believe that moving away from the delegation model is impractical and would need a significant amount of additional labor and finance.

Table 6. Differences in the assessment of respondents on the principals' leadership practices according to age

Leadership Practices	Age	Weighted Mean	SD	t-value	Sig	Decision on Ho	Interpretation
1. Idealized Influence	41-50 y/o	3.76	0.36	0.47	0.66	Accepted	Not Significant
	51 y/o & above	3.60	0.57				
2. Inspirational Motivation	41-50 y/o	3.72	0.33	0.37	0.73	Accepted	Not Significant
	51 y/o & above	3.60	0.57				
3. Intellectual Stimulation	41-50 y/o	3.90	0.15	-0.13	0.91	Accepted	Not Significant
	51 y/o & above	3.92	0.12				
4. Individual Consideration	41-50 y/o	3.96	0.09	0.70	0.51	Accepted	Not Significant
	51 y/o & above	3.90	0.14				
Over-all	41-50 y/o	3.84	0.16	0.46	0.66	Accepted	Not Significant
	51 y/o & above	3.76	0.35				

Table 6 presents the differences in the assessment of respondents on the principals' leadership practices when grouped according to age. The computed Sig. values for Idealized Influence (0.66), Inspirational Motivation (0.73), Intellectual Stimulation (0.91), and Individual Consideration (0.51) accepted the null hypothesis of no significant difference. This means that the respondents' assessments of the principals' leadership practices and their age are significantly the same.

Table 7. differences in the assessment of respondents on the principals' leadership practices according to sex

Leadership Practices	Sex	Mean	SD	t-value	Sig	Decision on Ho	Interpretation
1. Idealized Influence	Male	3.70	0.38	-0.11	0.92	Accepted	Not Significant
	Female	3.73	0.46				
2. Inspirational Motivation	Male	3.65	0.34	-0.28	0.79	Accepted	Not Significant
	Female	3.73	0.46				
3. Intellectual Stimulation	Male	3.88	0.16	-0.65	0.54	Accepted	Not Significant
	Female	3.94	0.10				
4. Individual Consideration	Male	3.95	0.10	0.21	0.85	Accepted	Not Significant
	Female	3.93	0.12				
Over-all	Male	3.80	0.15	-0.26	0.81	Accepted	Not Significant
	Female	3.84	0.28				

Table 7 shows the differences in the assessment of respondents on the principals' leadership practices when grouped according to sex. The estimated Sig accepted the null hypothesis of no significant difference. values for Idealized Influence (0.92), Inspirational Motivation (0.79), Intellectual Stimulation (0.54), and Individual Consideration (0.85). This suggests that the respondents' opinions of the principals' leadership styles and gender are remarkably similar.

Table 8 exhibits the differences in the assessment of respondents on the principals' leadership practices when grouped according to educational attainment. The computed Sig. values for Idealized Influence (0.61), Inspirational Motivation (0.58), Intellectual Stimulation (0.27), and Individual Consideration (0.27) supported the

null hypothesis of no meaningful difference (0.46). This shows that the respondents have fairly comparable views on the principals' leadership styles and educational achievement.

Table 8. Differences in the assessment of respondents on the principals' leadership practices according to educational attainment

Leadership Practices	Educational Attainment	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Idealized Influence	w/ MA units	3.80	0.28	0.71	0.61	Accepted	Not Significant
	Master's degree	4.00	.				
	w/ PhD units	3.20	.				
	Doctoral degree	3.73	0.46				
2. Inspirational Motivation	w/ MA units	3.70	0.14	0.77	0.58	Accepted	Not Significant
	Master's degree	4.00	.				
	w/ PhD units	3.20	.				
	Doctoral degree	3.73	0.46				
3. Intellectual Stimulation	w/ MA units	3.75	0.11	2.20	0.27	Accepted	Not Significant
	Master's degree	4.00	.				
	w/ PhD units	4.00	.				
	Doctoral degree	3.94	0.10				
4. Individual Consideration	w/ MA units	4.00	0.00	1.14	0.46	Accepted	Not Significant
	Master's degree	4.00	.				
	w/ PhD units	4.00	.				
	Doctoral degree	3.87	0.12				
Over-all	w/ MA units	3.82	0.06	0.54	0.69	Accepted	Not Significant
	Master's degree	4.00	.				
	w/ PhD units	3.60	.				
	Doctoral degree	3.82	0.27				

Table 9. Differences in the assessment of respondents on the extent of involvement in school activities according to age

Involvement in School Activities	Age	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Extra-curricular	20 y/o & below	3.00	.	2.98	0.06	Accepted	Not Significant
	21-30 y/o	3.24	0.44				
	31-40 y/o	3.60	0.44				
	41-50 y/o	3.64	0.38				
	51 y/o & above	3.70	0.39				
2. Mental & Physical	20 y/o & below	4.00	.	1.92	0.12	Accepted	Not Significant
	21-30 y/o	3.25	0.34				
	31-40 y/o	3.47	0.56				
	41-50 y/o	3.64	0.41				
	51 y/o & above	3.63	0.44				
3. School Development	20 y/o & below	4.00	.	2.53	0.09	Accepted	Not Significant
	21-30 y/o	3.19	0.44				
	31-40 y/o	3.45	0.56				
	41-50 y/o	3.61	0.38				
	51 y/o & above	3.73	0.43				
Over-all	20 y/o & below	3.687	.	2.44	0.06	Accepted	Not Significant
	21-30 y/o	3.23	0.37				
	31-40 y/o	3.51	0.48				
	41-50 y/o	3.63	0.36				
	51 y/o & above	3.69	0.41				

Table 9 exhibits the differences in the assessment of respondents to the extent of involvement in school activities when grouped according to age. The computed Sig. values for extracurricular (0.06), Mental & Physical (0.12), and School Development (0.09) accepted the null hypothesis of no significant difference. This means that the respondents' assessments of parents' extent of involvement in school activities and their age are significantly the same.

Table 10 shows the differences in the assessment of respondents in the extent of involvement in school activities when grouped according to sex. The estimated Sig accepted the null hypothesis of no significant difference values for Extracurricular (0.07), Mental & Physical (0.24), and School Development (0.69). This suggests that the respondents' perceptions of their parent's level of involvement in school activities and their sexual orientation are quite similar.

Table 10. Differences in the assessment of respondents on the extent of involvement in school activities according to sex

Involvement in School Activities	Sex	Mean	SD	t-value	Sig	Decision on Ho	Interpretation
1. Extra-curricular	Male	3.39	0.44	-1.87	0.07	Accepted	Not Significant
	Female	3.60	0.43				
2. Mental & Physical	Male	3.41	0.32	-1.18	0.24	Accepted	Not Significant
	Female	3.53	0.54				
3. School Development	Male	3.44	0.46	-0.40	0.69	Accepted	Not Significant
	Female	3.49	0.52				
Over-all	Male	3.41	0.35	-1.26	0.21	Accepted	Not Significant
	Female	3.54	0.47				

Table 11. Differences in the assessment of respondents on the extent of involvement in school activities according to educational attainment

Involvement in School Activities	Educational Attainment	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Extra-curricular	High School	3.62	0.41	0.73	0.54	Accepted	Not Significant
	Bachelor's degree	3.47	0.47				
	w/ MA units	3.56	0.42				
	w/ PhD units	3.80	0.00				
2. Mental & Physical	High School	3.56	0.56	1.29	0.29	Accepted	Not Significant
	Bachelor's degree	3.40	0.46				
	w/ MA units	3.61	0.42				
	w/ PhD units	3.88	0.18				
3. School Development	High School	3.53	0.51	0.79	0.50	Accepted	Not Significant
	Bachelor's degree	3.39	0.52				
	w/ MA units	3.59	0.45				
	w/ PhD units	3.70	0.14				
Over-all	High School	3.57	0.41	1.04	0.38	Accepted	Not Significant
	Bachelor's degree	3.42	0.45				
	w/ MA units	3.58	0.42				
	w/ PhD units	3.79	0.01				

Table 12 reveals the differences in the assessment of respondents in the extent of involvement in school activities when grouped according to educational attainment. The computed Sig. values for Extracurricular (0.54), Mental & Physical (0.29), and School Development (0.29) supported the null hypothesis of no significant difference (0.50). This indicates that the respondents' assessments of their parent's involvement in school activities and educational attainment are very comparable.

Table 12. Relationship between the principals' leadership practices and parental involvement in school activities

Principals' Leadership Practices	Parental Involvement in School Activities	Computed r	Sig	Decision on Ho	Interpretation
1. Idealized Influence	Students' Extra-Curricular	-0.13	0.78	Accepted	Not Significant
	Students' Mental and Physical Health	0.43	0.33	Accepted	Not Significant
	School Development Plan	0.33	0.47	Accepted	Not Significant
2. Inspirational Motivation	Students' Extra-Curricular	-0.10	0.82	Accepted	Not Significant
	Students' Mental and Physical Health	0.56	0.19	Accepted	Not Significant
	School Development Plan	0.41	0.36	Accepted	Not Significant
3. Intellectual Stimulation	Students' Extra-Curricular	0.32	0.48	Accepted	Not Significant
	Students' Mental and Physical Health	0.79	0.04	Rejected	Significant
	School Development Plan	0.25	0.60	Accepted	Not Significant
4. Individual Consideration	Students' Extra-Curricular	0.71	0.07	Accepted	Not Significant
	Students' Mental and Physical Health	-0.04	0.94	Accepted	Not Significant
	School Development Plan	-0.36	0.43	Accepted	Not Significant
Over-all Principals' Leadership Practices	Over-all Parental Involvement in School Activities	0.48	0.28	Accepted	Not Significant

Table 12 shows the relationship between the principals' leadership practices and parental involvement in school activities. The result shows that there was no significant relationship between the leadership practices of Principals in terms of idealized influence, inspirational motivation, individual consideration, and parental involvement in school activities in terms of extracurricular, students' mental and physical health, and school development plan. However, a significant relationship was found between Principals' leadership practices in terms of intellectual stimulation, and parental involvement in school activities in terms of students' mental and physical health. The central leadership role of school principals, as indicated by the data given in this literature review, places them in a position of influence and authority when it comes to constructing the relationship between schools and parents. Principals, according to Goldring and Hausman (2016), occupy a "strategic position" for these purposes, with the ability to create an environment conducive to strengthening – or weakening – the school-parent relationship. This highlights the need for more research on the role of principals in including parents, research that recognizes the responsibility that principals bear in light of their relative influence in the educational system.

4.0 Conclusion

The following conclusions are derived from this study:

- a. The majority of parents' respondents are millennials and Generation X. This only shows that these groups of parents are involved in school activities. The principal is female-dominated with bachelor's degrees and Ph.D. units.
- b. The assessment of the respondents on the principals' leadership practices in encouraging parental involvement in school activities in terms of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration was strongly agreed. This implied that they carry out their leadership practices effectively.
- c. The respondents' assessment of the extent of parental involvement in school activities is that there was a full extent on students' extra-curricular and a high extent on students' mental and physical activities and school development plan.
- d. There is no significant difference between principals' leadership practices when grouped according to age, sex, and educational attainment. This only proves that principals, regardless of their profiles, can still attend to their duties and responsibilities as leaders.
- e. There is no significant difference between the parents' extent of involvement in school activities when grouped according to age, sex, and educational attainment. The findings imply that parents do involve themselves in school activities regardless of their profile.
- f. There was no significant relationship between Principals' leadership practices in terms of idealized influence, inspirational motivation, individual consideration, and parental involvement in school activities in terms of extra-curricular, mental and physical health, and school development plan, according to the findings. In terms of kids' mental and physical health, however, a strong association was discovered between Principals' leadership practices in terms of intellectual stimulation and parental involvement in school events. It shows here that the collaboration of the principals and parents plays an important role in the development of the mental and physical health of the students.
- g. The researcher concluded that it simply proves that the cooperation of parents and the school, teacher, and school administration is of paramount importance for the good of the learners, in their development and enhancing the performance of the school. The school admin and teachers must have the knowledge to deal with parents properly. Parent involvement in school activities are part of the school's success, learners's achievement, and the effectiveness of teachers in facilitating learning. As a leader, the skills in inspiring, stimulating, influencing, and motivating parents' involvement in school activities must be included in school priorities.

Based on the findings of the study, the following recommendations are:

- a. The principals can be encouraged to enroll in graduate studies for professional development
- b. The principal may devise and implement an external evaluation to get feedback on how his/her actions affect people's performance.
- c. The principals can also initiate programs, projects, and activities (PPAs) that will articulate the mission and vision of the school, develop teachers' and students' abilities and potential, and will stimulate interest among teachers, students, and parents to view their work from new perspectives.

- d. Strengthen the existing partnership between the school and the community (Catechesis's Program, Youth for Christ Interact Club, and Cornerstone) which focuses on developing life lessons and providing opportunities for the students.
- e. The Schools Division Office (SDO) is encouraged to conduct a seminar or training that will enhance the principal's interrelationship skills to bolster their leadership practices, particularly on individual consideration.
- f. The school can start activities that would encourage parent's involvement in extra-curricular, mental and physical, and school development projects and other undertakings or activities.
- g. The principal may also include programs, projects, and activities (PPAs) that will support the mental and physical development of students and will provide assistance from parents to engage themselves in such school activities.

5.0 Contributions of Authors

All contributions to each part of this work were made by the sole author himself. He reviewed and approved the final version of this work.

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7.0 Conflict of Interests

The sole author affirms the absence of any conflicts of interest.

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