

Dec 02, 2025

Assessing the Quantitative Relationship Between School Leadership Practices, Parental Engagement, and Student Performance: A Systematic Review

DOI

<https://dx.doi.org/10.17504/protocols.io.81wgbwj6ygpk/v1>

Mary Grace B. Villaronte¹, Sherwen Gales¹, Ermie P. Amper¹, Rolly D. Llanos¹, Mayzette Garcia¹, Bonifacio Rudella Jr.¹, Amethyst Mahubay¹, MIRALUNA L. HERRERA, PhD¹, mgvillaronte²

¹Caraga State University, School of Graduate Studies; ²Doctor in Educational Management

mgvillaronte : This protocol created for our systematic review.;

Theme3



mgvillaronte

Create & collaborate more with a free account

Edit and publish protocols, collaborate in communities, share insights through comments, and track progress with run records.

Create free account

OPEN  ACCESS



DOI: <https://dx.doi.org/10.17504/protocols.io.81wgbwj6ygpk/v1>



Protocol Citation: Mary Grace B. Villaronte, Sherwen Gales, Ermie P. Amper, Rolly D. Llanos, Mayzette Garcia, Bonifacio Rudella Jr., Amethyst Mahubay, MIRALUNA L. HERRERA, PhD, mgvillaronte 2025. Assessing the Quantitative Relationship Between School Leadership Practices, Parental Engagement, and Student Performance: A Systematic Review. **protocols.io**
<https://dx.doi.org/10.17504/protocols.io.81wgbwj6ygpk/v1>

License: This is an open access protocol distributed under the terms of the **Creative Commons Attribution License**, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited

Protocol status: Working

We use this protocol and it's working

Created: December 02, 2025

Last Modified: December 02, 2025

Protocol Integer ID: 233957

Keywords: quantitative relationship between school leadership practice, school leadership practice, parental engagement, parental engagement interact, student success, predicting student success, student performance, leadership, using systematic review method, systematic review method, consistent conclusions about the quantitative relationship, quantitative relationship

Abstract

However, despite abundant literature, fragmented methodologies and diverse contexts make it difficult to draw consistent conclusions about the quantitative relationships among these three constructs. This review seeks to provide an empirical synthesis using systematic review methods to understand how leadership and parental engagement interact in predicting student success.

Rationale

- 1 Student performance remains a critical indicator of educational success, yet disparities persist due to varying leadership practices and levels of parental engagement (Li et al., 2023; Naguit, 2024). Numerous studies suggest that effective school leadership directly shapes teacher practices and learning environments that influence student outcomes (McBrayer, 2020; Akins, 2019). Meanwhile, parental engagement has consistently been associated with academic achievement, motivation, and socio-emotional development (Castro, 2015; Erdem, 2020).
- 2 However, despite abundant literature, fragmented methodologies and diverse contexts make it difficult to draw consistent conclusions about the quantitative relationships among these three constructs. This review seeks to provide an empirical synthesis using systematic review methods to understand how leadership and parental engagement interact in predicting student success.

Description of the Intervention

- 3 The intervention involves identifying and quantifying the influence of school leadership practices—such as instructional supervision, shared vision, and teacher empowerment—and parental engagement strategies, including home-based support, communication, and involvement in school activities (Epstein, 2002; Hoover-Dempsey & Sandler, 2005). These interventions are examined across quantitative studies that utilize validated measurement tools such as the Leadership Practices Inventory (Kouzes & Posner, 2015), Parental Involvement Scales, and academic performance metrics (test scores, attendance, engagement surveys).

How the Intervention Might Work

- 4 Leadership practices influence the school's instructional climate, motivating teachers to adopt effective pedagogies that enhance student learning outcomes (Starks, 2018; Parker, 2020). Similarly, parental engagement reinforces students' learning habits and academic motivation by strengthening the home-school partnership (Zhang, 2017; Kim, 2018). Together, these factors form an integrated ecosystem where leadership and family involvement jointly shape student achievement through improved communication, shared accountability, and learning reinforcement both at school and at home (Fan, 2024; Lara, 2019).

Why It Is Important to Do This Review

- 5 Conducting this systematic review is essential for evidence-based educational policy and leadership development. By synthesizing quantitative evidence, this review clarifies which leadership and engagement practices have the strongest measurable effects on student performance.

The findings can guide school administrators, teacher-leaders, and policy makers in designing professional development and parental programs that are empirically grounded. Furthermore, the review addresses a gap in Philippine educational literature where integrated analyses of leadership and parental engagement remain scarce (Naguit, 2024; Rivera, 2021).

Ultimately, the study contributes to the advancement of quantitative methodologies in educational management research, aligning with the principles of systematic, replicable, and data-driven inquiry (Li 6 Karanxha, 2022).

Inclusion and Exclusion Criteria

6

Domain	Inclusion	Exclusion
Population/s	Studies involving school leaders, teachers, parents, or students in K–12 or basic education settings.	Studies involving corporate, tertiary, or non-educational populations.
Intervention/s	School leadership practices, parental engagement strategies, or combined leadership-engagement interventions.	Non-leadership or non-parental variables unrelated to school outcomes.
Comparator/s	Studies comparing high vs. low leadership or engagement levels; studies with control groups or correlation models.	Studies without clear comparison groups or lacking quantitative design.
Outcome/s	Quantitative measures of student performance (achievement, engagement, attendance, motivation).	Qualitative-only outcomes or studies with no measurable student performance indicators.

Protocol references

- Akins, C. B. (2019). Relationship between instructional leadership practices and self-efficacy [Doctoral dissertation, Georgia Southern University]. Georgia Southern Commons.
- Castro, M. (2015). Parental involvement and student academic achievement: A meta-analysis. *Educational Review*, 67(2), 135–156.
- Erdem, D. (2020). The effect of parental involvement on student achievement: A meta-analysis. *Educational Sciences: Theory 26 Practice*, 20(3), 60–75.
- Fan, X. (2024). Parental involvement and student creativity: A three-level meta-analysis. *Frontiers in Psychology*, 15, 121–138.
- Hoover-Dempsey, K. V., & Sandler, H. M. (2005). Final performance report: The social context of parental involvement: A path to enhanced achievement. U.S. Department of Education.
- Kouzes, J. M., & Posner, B. Z. (2015). The leadership practices inventory (LPI): Theory and evidence behind the five practices of exemplary leaders. Wiley.
- Li, X., & Karanxha, Z. (2022). Models and effects of instructional leadership on student achievement: A review (2006–2019). *Journal of Educational Administration*, 60(3), 320–340.
- McBrayer, J. S. (2020). Instructional leadership practices and school leaders' self-efficacy. *Educational Leadership Research and Practice*, 5(2), 21–33.
- Naguit, J. Z. (2024). Instructional leadership practices of school heads and teachers' performance. *International Journal of Advanced Multidisciplinary Studies (IJAMS)*, 6(2), 45–56.
- Parker, S. L. (2020). Elementary school principals' instructional leadership practices and student achievement. Scholar Works at Walden University.
- Zhang, Y. (2017). Parental engagement and academic success of students. *Journal of Educational Research and Practice*, 7(1), 30–44.
- Li et al., 2023; Naguit, 2024; McBrayer, 2020; Akins, 2019; Castro, 2015; Erdem, 2020; Epstein, 2002; Hoover-Dempsey & Sandler, 2005; Kouzes & Posner, 2015; Starks, 2018; Parker, 2020; Zhang, 2017; Kim, 2018; Fan, 2024; Lara, 2019; Rivera, 2021; Li & Karanxha, 2022.