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HEAD TEACHERS, PARENTS, AND LEARNING OUTCOMES IN PUBLIC ELEMENTARY SCHOOLS

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Abstract

The study was conducted to explore the role of head teachers, parental involvement and learning outcomes of students in public elementary schools. The main objective of the study was to examine the relationship between head teachers' leadership, parental involvement, and learning outcomes among pupils in public elementary schools. The research question which was to be answered was to what is the relationship between role of head teachers, parental involvement, and students' learning outcomes in public elementary schools? Quantitative research approach with survey technique methods were used for data collection in the study. Populations of the study were all the elementary schools of District Mandi Bahauddin. To collect the sample stratified random sampling technique was used. 48 primary schools was randomly selected. From, each elementary school, 1 head teachers and 5 parents of their students were selected. Total 288 respondents were selected. For the collection of data a questionnaires was used. Descriptive and inferential statistics were used to analyzing data and reporting the study findings, chi square test of association was used to establish the extent of association between role of head teachers, parental involvement and students' learning outcomes. The conclusion of the study was that there was a clear and significant association between role of head teachers, parental involvement and learning outcomes of students in public elementary schools. On the basis of conclusion it was recommended that encourage effective leadership practices among head teachers, including supportive supervision, motivation of teachers, effective use of school resources, and creation of a positive learning environment and develop parental awareness programmes to guide parents on effective ways of supporting their children's learning at home, including monitoring homework, encouraging reading, and maintaining regular communication with teachers.

INTRODUCTION

High quality education in the 21st century is an inherent human activity that cannot be debated without the notion of social equity, economic mobility, as well as sustainable national development. The debate on educational

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efficiency has been transformed at a basic level in the globe. The culture of qualification of the old, i.e. enrollment rates, availability of infrastructure, teacher to student ratios etc., has been offset, and in many places supplanted, by a qualitative means of the actual learning outcomes. Education is no longer predetermined as the passive imitation of the contents of the syllabus but rather as the construction of transferable ability and emergence of the critical ability that will enable people to find their way in this increasingly complex, interdependent and technologically-oriented world. The numerous tests of international benchmark, such as the Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS), and a robust body of educational research have reiterated a very crucial fact: high achievement is not an outcome of institutional or personal effort. Instead, they are the result of a dynamic, synergistic and typically fragile ecosystem where school and home environment interact, work together, and mutually support each other (Epstein, 2018; Organization for Economic Co-operation and Development [OECD], 2019).

In this critical learning environment, the teacher and the parent are two agents which cannot be excluded in the architecture of student success. The teacher, being the pedagogical expert and instructional designer in the formal schooling system, employs methodological, curricular, and assessment strategies to assist the students to grow cognitively and acquire skills. At the same time, the parent or the main caregiver serves as a support system as it offers the emotional stability, inspirational momentum, access to resources, and affirmation of values that support the learning process beyond the classroom settings (Hattie, 2012; Wilder, 2014). The interaction between teaching activities and parental involvement creates a powerful influence that can significantly impact student engagement, perseverance, and academic achievement.

This holistic support paradigm is particularly important at the elementary level of education. It is in these formative years that the schema of the major academic disciplines are put in place. An ideal case in point is the subject of General Science. Such literacy encompasses the ability to reason through evidence, think critically about cause-and-effect problems, solve emerging problems through an iterative inquiry, and understand the underlying concepts of technological and natural systems (National Research Council, 2012). These are not the skills of some future scientist anymore; they are minimum skills to be a knowledgeable citizen, make personal choices and to be a working adult in the contemporary world. Consequently, the two processes that have been recently seen as paramount in the context of educational policymakers, practitioners, and researchers alike, are the dual processes of the teaching of science in the formal classroom (the domain of teacher instructional practice) and the way science is reinforced, valued and contextualized outside of school (the domain of parental involvement).

The theoretical models of sociological and psychological education have solid frames of comprehension of this nexus of home-school. One of the potent prisms is the School-Family-Community Partnerships theory that was created by Joyce L. Epstein. Epstein (2011) assumes that the three giant spheres of influence that affect the development of a child—the school, the family and the community—are not distinct but instead, they are overlapping and interactive. The model recognizes six different spheres of engagement: parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community, which schools can facilitate to create what it terms as overlapping spheres of influence. The crux of the matter is that when it is assumed that these spheres tend to happen fruitfully and frequently, they will produce a strong and coherent child environment. A unified

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message is given to the students about the significance of education, every student shares high expectations and support systems which, in the long run, work wonders in enhancing the level of motivation, reducing behavioral issues and maximizing academic success. The principle of teacher-parent cooperation by this is not a consenting lapse to schooling, but a pre-structuring, propelling point of good schooling.

However, this perfectly idealized view of harmonious, uninhibited collaboration is usually fraught, fragmented or even rendered useless by the rough systemic and sociocultural realities, especially in the multi-faceted context of developing nations.

A critical and salient case study of such challenges is the Islamic Republic of Pakistan. The system of structural inequalities in the country that is deep-rooted and longstanding disintegrates the system on three major planes: geographic (the deep urban-rural gap), gendered (the highly segregated system of boys and girls schools, with its own specific sociocultural dynamics), and administrative (the bifurcated system of the public and the private sectors, with their various resource bases). They are directly translated into inequality in access to qualified and trained teachers, inequality in access to pedagogical materials, science laboratories, digital tools and textbooks, and vastly diverse capacities and possibilities of meaningful and sustained parental involvement.

The proposed forms of engagement, including parent-teacher meetings, helping with homework, involving the use of technology, or volunteering to help with school activities, may be culturally alien or logistically impossible. In contrast, parents at an urban private school, who may be highly educated and financially empowered, may engage with the school in a more demanding, consumer-oriented manner. The same is also palpable on the pedagogical side. Probably a teacher in a large, well-equipped, urban, and privately funded school can have professional development, access to scientific materials, and electronic projectors than his or her counterpart in a rural, publicly funded school who is struggling with overcrowding, inability to access simple teaching materials, and in-service training (Westbrook et al., 2013). This inequality not only creates a national learning ecosystem, but a patchwork of unequal and varied micro-systems. Such heterogeneity makes a uniform and undifferentiated application of collaborative models such as Epstein's potentially ineffective or even counterproductive since highly contextualized constraints and facilitating factors of each setting are not addressed.

Statement of the Problem

Despite continuing attention to educational development in Pakistan, concerns remain regarding students' learning outcomes, particularly in science. Previous explanations have emphasized infrastructure, overcrowded classrooms, curriculum demands, and shortages of educational resources. At the same time, the quality of school leadership and the nature of relationships between schools and families may also be relevant to students' educational experiences. The thesis identifies a need for contextual empirical evidence concerning the relationship between head-teacher leadership, parental involvement, and learning outcomes within public elementary schools in Pakistan. The present study addressed this need by examining these variables in District Mandi Bahauddin.

Objectives of the Study:

To measure the relationship among head teachers, parents .and learning outcomes in public elementary schools.

1.To examine the role of head teachers in improving learning outcomes in public elementary schools.

2.To assess the level of parental involvement in the education of elementary school pupils.

3.To examine the relationship between head

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teachers' leadership, parental involvement, and learning outcomes among pupils in public elementary schools.

Review of Related Literature

Bronfenbrenner's (1979) Ecological Systems Theory provides a comprehensive framework for understanding human development within nested environmental systems. The theory explains that children's development is influenced by interconnected systems, including the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. In education, the microsystem includes immediate settings such as the home and classroom, while the mesosystem refers to the relationships between these settings, particularly the relationship between parents and teachers. The exosystem includes external influences such as school policies and administrative practices, whereas the macrosystem encompasses broader cultural, economic, and policy conditions. The chronosystem incorporates changes over time, including educational reforms and major events such as the COVID-19 pandemic. Tudge et al. (2022) emphasized the usefulness of this framework in educational research by demonstrating that academic outcomes are influenced not only by classroom practices but also by the interaction among different environmental systems.

This theory is particularly relevant to the present study because Grade 8 students' science achievement is influenced by several interconnected factors. Teachers' instructional practices represent the classroom microsystem, while parental support represents the home microsystem. The relationship between parents and teachers constitutes the mesosystem and may influence the effectiveness of both instructional and parental support. School policies concerning parent-teacher meetings, communication, and community involvement represent exosystem influences, while cultural attitudes toward education, gender roles, authority, and science form part of the Pakistani macrosystem. Recent educational policy changes and increasing digitalization also demonstrate the importance of the chronosystem. Thus, students' learning outcomes cannot be understood by examining teacher or parental practices separately; rather, the interaction among these factors must be considered.

Epstein's Theory of Overlapping Spheres of Influence provides another important framework for understanding home-school collaboration. Epstein (2011, 2018) argues that the school, family, and community are interconnected environments that share responsibility for children's development and education. Her framework identifies six forms of parental involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. These forms of involvement provide schools with a structure for strengthening relationships with families and supporting students' academic development. Research by Jeynes (2020) and Wilder (2014) indicates that meaningful parental involvement is associated with positive academic and behavioral outcomes.

However, the application of these theories requires contextual consideration in Pakistan. The assumptions underlying school-family partnerships may not operate similarly across different social, cultural, and economic settings. In many Pakistani communities, particularly rural areas, teachers and school authorities may be viewed as figures of authority, which can limit two-way communication between parents and teachers. Parents with limited formal education may also feel less confident participating in school decision-making or supporting curriculum-related activities. Cultural expectations and gender roles may further influence parental participation, particularly mothers' ability to attend school meetings and other activities. In addition, limited

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school resources, large student-teacher ratios, inadequate infrastructure, and insufficient administrative capacity can restrict the implementation of collaborative practices. Therefore, Bronfenbrenner's and Epstein's frameworks should be applied as contextual tools rather than universal models, with attention to the specific conditions of District Mandi Bahauddin.

Parental involvement is increasingly understood as a multidimensional process rather than a simple list of activities. Hoover-Dempsey and Sandler (2005) proposed that parental involvement is influenced by parents' understanding of their role, their belief in their ability to support their children, and invitations from children and schools. Grolnick et al. (1994) similarly identified behavioral, cognitive-intellectual, and personal dimensions of parental involvement. This perspective is important because parents may contribute to children's education even when they cannot directly assist with difficult science homework. Providing encouragement, communicating the value of education, maintaining high expectations, and creating a supportive home environment can also contribute to students' learning.

Parent-teacher meetings remain an important channel of home-school communication in Pakistan. However, their effectiveness may be limited when meetings occur infrequently and focus primarily on examination results, discipline, or attendance rather than collaborative planning for student learning. Digital communication has introduced additional opportunities for interaction. Platforms such as WhatsApp can allow teachers and parents to exchange homework, information about student progress, and other educational materials. Nevertheless, digital communication also creates challenges. Unequal access to smartphones, internet connectivity, and reliable information can exclude disadvantaged families. Continuous digital communication may also create expectations of constant teacher availability. Consequently, both traditional and digital channels need to be considered when examining parent-teacher collaboration.

Socio-economic and cultural conditions further shape parental involvement. Bourdieu's (1986) concepts of economic, cultural, and social capital provide a useful explanation of these differences. Economic resources may enable parents to purchase books, digital devices, tutoring, and other learning materials. Cultural capital can help educated parents understand school expectations, communicate effectively with teachers, and support curriculum-related activities. Social capital can provide families with information and connections that facilitate interaction with schools. These resources are unevenly distributed across urban and rural communities, social classes, and gender groups in Pakistan. Therefore, differences in parental involvement may reflect broader inequalities rather than differences in parents' willingness to support education.

The school environment also determines the opportunities available for effective teaching and learning. In science education, laboratories, libraries, textbooks, classrooms, electricity, clean water, and other basic facilities can influence students' learning experiences. Inadequate infrastructure can restrict teachers' ability to use practical and inquiry-based approaches. Overcrowded classrooms and limited teaching materials may further reduce opportunities for individual attention and active learning. These constraints are particularly important when examining science instruction because practical activities and experimentation require appropriate resources.

The public-private division of education represents another important structural factor in Pakistan. Differences between public and private schools can involve teacher-student ratios, accountability, instructional time, resources, and parental expectations. However, these differences

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are not uniform, as the quality of private schools also varies according to location and resources. The public-private distinction therefore needs to be examined within the broader socioeconomic and institutional context rather than treated as a simple explanation of differences in student achievement.

Assessment practices also influence classroom teaching and learning. Standardized examinations can provide information about student achievement and identify learning gaps, but excessive emphasis on examination performance may encourage teaching to the test. Teachers may devote greater attention to tested content and examination techniques, potentially reducing opportunities for inquiry, experimentation, critical thinking, and conceptual understanding. This concern is particularly relevant to science education, where effective learning requires students to investigate problems, interpret evidence, and apply scientific concepts rather than simply memorize information.

Formative assessment provides an alternative approach by allowing teachers to gather evidence of student learning during instruction and modify teaching accordingly (Black & Wiliam, 2018). In science classrooms, formative assessment can include questioning, observation of investigations, examination of student models, and feedback on practical activities. Effective feedback should identify areas for improvement and guide students toward better understanding. However, evidence from Pakistan suggests that formative assessment practices remain limited, with feedback often focusing on marks, ticks, or crosses rather than providing detailed guidance for improvement. This gap between recommended pedagogical practices and classroom realities is important when examining the relationship between teacher instructional practices, parental involvement, and students' science learning outcomes.

Research Design

A quantitative descriptive and correlational research design was used. The design enabled the researcher to describe the existing situation and examine relationships among the study variables without manipulating them. The study used three sources of quantitative information: teacher perceptions, parental perceptions, and students' academic achievement measured through a standardized Grade 8 General Science achievement test.

Population and Sample

The population comprised public elementary schools in District Mandi Bahauddin, together with head teachers, parents/guardians, and Grade 8 students.

A stratified random sampling procedure was employed. Forty-eight public elementary schools were selected, with 16 schools from each of the three tehsils. The sample was balanced by school gender, comprising 24 boys' schools and 24 girls' schools. The school distribution also incorporated urban and rural locations.

Table 1: Distribution of Schools by Tehsil and Gender

Tehsil's Name	Boys' Schools	Girls' Schools	Total Schools
(i) Phalia	08	08	16
(ii) M.B. Din	08	08	16
(iii) Malakwal	08	08	16
Total	**24**	**24**	**48**

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Table 2: Distribution of Schools by Tehsil, Gender, and Locality

Tehsil's Name	Boys' Urban	Boys' Rural	Boys' Total	Girls' Urban	Girls' Rural	Girls' Total	Grand Total
(i) Phalia	04	04	08	04	04	08	16
(ii) M.B. Din	04	04	08	04	04	08	16
(iii) Malakwal	04	04	08	04	04	08	16
Total	**12**	**12**	**24**	**12**	**12**	**24**	**48**

Table 3: Sample Size by Respondent Category

Respondent Category	Sample Size	Description
Head Teachers	48	One from each school, targeting Grade-8 Class Teachers utilizing tablet/digital data tools
Parents	240	5 parents from each school
Students	Varies	Grade-8 students administered the Science achievement test

Research Instruments

Two principal questionnaires were used. The head-teacher questionnaire consisted of 20 statements measured on a five-point Likert scale and was designed to assess instructional leadership. The parental-involvement questionnaire also contained 20 statements measured on a five-point Likert scale and assessed parental involvement in children's education. The instruments were reviewed by subject and research experts for content relevance, clarity, language, and alignment with the research objectives. Pilot testing was conducted in three public elementary schools that were not included in the main sample. The teacher questionnaire produced a Cronbach's alpha coefficient of .87, while the parent questionnaire produced a coefficient of .81, indicating acceptable internal consistency.

Head Teacher Questionnaire

The head teacher questionnaire contained 20 statements measured through a five-point Likert scale and was designed to measure instructional leadership.

Response	Value
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

Parental Involvement Questionnaire

The parental involvement questionnaire consisted of 20 statements measured on a five-point Likert scale and was designed to measure parental involvement in children's education.

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Validation of Instruments

A panel of subject and research experts validated the research instruments to ensure content and face validity. The experts reviewed the instruments for content relevance, clarity of items, appropriateness of language, and alignment with the research objectives.

Reliability of the Questionnaires

Pilot testing of the teacher and parent questionnaires was conducted to determine the reliability of the instruments using Cronbach's Alpha coefficient for internal consistency.

Table 4: Reliability Coefficients of Research Instruments

Instrument	Cronbach's Alpha	Interpretation
Teacher Questionnaire	0.87	Acceptable
Parent Questionnaire	0.81	Acceptable

The teacher questionnaire demonstrated satisfactory internal consistency with a reliability coefficient of 0.87. Similarly, the parent questionnaire produced an acceptable Cronbach's Alpha value of 0.81. Since a coefficient of 0.70 or greater is generally considered acceptable in social science research, both instruments were considered reliable for final data collection.

Data Collection and Analysis

Data were collected through school visits and, where physical access was difficult, through WhatsApp. Parent questionnaires were distributed and collected through the respective schools. The data were organized and analyzed using SPSS. Frequencies, percentages, means, and standard deviations were used as descriptive statistics. Chi-square tests were used to examine associations between head-teacher roles, parental involvement, and students' learning outcomes. Pearson correlation was also reported as part of the analysis procedures.

Table 5: Data Collection Timeline

Activity	Mode of Administration	Duration
Permission from Headteachers	In-person	1 Week
Teacher Questionnaires	In-person/WhatsApp	2-3 Weeks
Parent Questionnaires	Via Teachers/WhatsApp	2-3 Weeks
Student Achievement Test	In-person	5 Weeks
Data Compilation	Digital	Week 6

Data Analysis and Results

4.1 Levels of Roles of Head Teachers

Research Question 1

To what extent do the roles of head teachers contribute to improving learning outcomes in public elementary schools?

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Table 6: Analysis of role of head teachers with respect to different levels

Role of head teachers	Levels	Mean score	Frequency	Percent	Weighted mean	SD
	Very poor (0.01–1.80)	0	0%	3.42		0.87
	Poor (1.81–2.60)	6	12.5%			
	Neutral (2.61–3.40)	22	45.8%			
	Good (3.41–4.20)	14	29%			
	Excellent (4.21–5.00)	6	12.5%			
Total		**48**	**100%**			

Table 6 shows that 45.8% of head teachers (22) reported a neutral level regarding their role in contributing to students' learning outcomes. A further 29% (14) reported a good level, while 12.5% (6) reported excellent and 12.5% (6) reported poor levels. The overall mean was 3.42 with a standard deviation of 0.87, indicating a moderate level of perceived contribution by head teachers.

Levels of Parental Involvement

Research Question 2

To what extent is parental involvement evident at the elementary level?

Table 7: Analysis of parental involvement with respect to different levels

Parental involvement	Levels	Mean score	Frequency	Percent	Weighted mean	SD
	Very low (0.01–1.80)	2	0.8%	3.97		.767
	Low (1.81–2.60)	4	1.7%			
	Moderate (2.61–3.40)	49	20.4%			
	High (3.41–4.20)	127	52.9%			
	Very high (4.21–5.00)	58	24.2%			
Total		**240**	**100%**			

Table 7 indicates that 52.9% of parents (127) reported a high level of involvement, while 24.2% (58) reported a very high level. A further 20.4% (49) reported a moderate level. Only a small proportion reported low or very low involvement. The overall mean score was 3.97 with a standard deviation of 0.767, indicating a generally high level of parental involvement in children's education.

Role of Head Teachers at Public Elementary Schools

Research Question 3

To what extent does the role of head teachers differ with respect to gender at public elementary schools?

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Table 8: Cross tab of role of head teachers with respect to gender

Gender	Excellent	Good	Moderate	Poor	Very poor	Total
Male	0 (0%)	4 (8%)	10 (21%)	1 (2.1%)	0 (0%)	15 (31%)
Female	6 (13%)	10 (21%)	12 (25%)	5 (10%)	0 (0%)	33 (69%)
Total	**6 (13%)**	**14 (29%)**	**22 (46%)**	**6 (13%)**	**0 (0%)**	**48 (100%)**

Table 8 shows that 15 (31%) respondents were male and 33 (69%) were female. Overall, 22 respondents (46%) rated the role of head teachers as moderate, 14 (29%) as good, and 6 (13%) as excellent. Six respondents (13%) rated it as poor, while none selected very poor. Thus, the overall responses were concentrated in the moderate and good categories.

Research Question 4

To what extent does the role of head teachers differ with respect to age at public elementary schools?

Table 9: Cross tab of role of head teachers with respect to age

Age	Excellent	Good	Moderate	Poor	Very poor	Total
21–30 years	0 (0%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)	1 (2.1%)
31–40 years	0 (0%)	4 (8.3%)	5 (10%)	0 (0%)	0 (0%)	9 (19%)
41–50 years	5 (10%)	3 (6%)	8 (6%)	2 (4.2%)	0 (0%)	18 (38%)
Above 50 years	1 (2%)	6 (13%)	9 (19%)	4 (8.3%)	0 (0%)	20 (42%)
Total	**6 (13%)**	**14 (29%)**	**22 (46%)**	**6 (13%)**	**0 (0%)**	**48 (100%)**

Table 9 indicates that the largest group of respondents was above 50 years (42%), followed by those aged 41–50 years (38%). Across the age groups, the largest overall category was moderate, with 22 respondents (46%), followed by good with 14 (29%) and excellent with 6 (13%). Six respondents (13%) selected poor, while none selected very poor. The responses therefore remained concentrated in the moderate and good categories across age groups.

Research Question 5

To what extent does the role of head teachers differ with respect to teaching experience?

Table 10: Cross tab of role of head teachers with respect to teaching experience

Teaching Experience	Excellent	Good	Moderate	Poor	Very poor	Total
1–10 years	1 (2%)	3 (6%)	4 (8%)	0 (0%)	0 (0%)	8 (17%)
11–20 years	2 (4%)	6 (13%)	7 (15%)	3 (6%)	0 (0%)	18 (38%)
21–30 years	3 (6%)	5 (10%)	11 (30%)	3 (6%)	0 (0%)	22 (46%)
Total	**6 (13%)**	**14 (29%)**	**22 (46%)**	**6 (12%)**	**0 (0%)**	**48 (100%)**

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Table 10 indicates that 22 respondents (46%) had 21–30 years of teaching experience, 18 (38%) had 11–20 years, and 8 (17%) had 1–10 years. Overall, 46% rated the role as moderate, 29% as good, 13% as excellent, and 12% as poor. None selected very poor. The findings therefore show that the responses were mainly concentrated in the moderate and good categories.

Research Question 6

To what extent does the role of head teachers differ with respect to professional qualification?

Table 11: Cross tab of role of head teachers with respect to professional qualification

Professional Qualification	Excellent	Good	Moderate	Poor	Very poor	Total
B.Ed	2 (4%)	5 (10%)	4 (8.3%)	0 (0%)	0 (0%)	11 (23%)
M.Ed	4 (8%)	9 (19%)	18 (38%)	6 (13%)	0 (0%)	37 (77%)
Total	**6 (13%)**	**14 (29%)**	**22 (46%)**	**6 (13%)**	**0 (0%)**	**48 (100%)**

Table 11 shows that 37 respondents (77%) possessed an M.Ed qualification and 11 (23%) possessed a B.Ed qualification. Overall, the moderate category received the highest response, with 22 (46%), followed by good with 14 (29%) and excellent with 6 (13%). Six respondents (13%) selected poor, while none selected very poor.

Research Question 7

To what extent does the role of head teachers differ with respect to location?

Table 12: Cross tab of role of head teachers with respect to location

Location	Excellent	Good	Moderate	Poor	Very poor	Total
Urban	0 (0%)	4 (8%)	10 (21%)	1 (2%)	0 (0%)	15 (31%)
Rural	6 (13%)	10 (21%)	12 (25%)	5 (10%)	0 (0%)	33 (69%)
Total	**6 (13%)**	**14 (29%)**	**22 (46%)**	**6 (13%)**	**0 (0%)**	**48 (100%)**

Table 12 indicates that 33 respondents (69%) were from rural schools and 15 (31%) from urban schools. Overall, 46% rated the role as moderate, 29% as good, and 13% as excellent. Another 13% rated it poor, while none selected very poor. The responses from both locations were therefore mainly concentrated in the moderate and good categories.

Parental Involvement at Public Elementary Schools

Research Question 8

To what extent does parental involvement differ with respect to qualification?

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Table 13: Cross tab of parental involvement with respect to qualification

Educational qualification	Excellent	Good	Moderate	Poor	Very poor	Total
Bachelors	23 (10%)	61 (25%)	27 (11%)	2 (0.8%)	2 (0.8%)	5 (3.3%)
Masters	31 (13%)	58 (24%)	17 (7%)	2 (0.8%)	0 (0%)	53 (35%)
PhD	4 (1.7%)	8 (3%)	5 (2%)	0 (0%)	0 (0%)	42 (28%)
Total	**58 (24%)**	**127 (53%)**	**49 (20%)**	**4 (1.7%)**	**2 (0.8%)**	**240 (100%)**

Table 13 shows that the good category received the highest overall response, with 127 (53%), followed by excellent with 58 (24%) and moderate with 49 (20%). Only 4 (1.7%) responses were poor and 2 (0.8%) were very poor. Across the qualification categories, responses were therefore predominantly concentrated in the good and excellent categories.

Research Question 9

To what extent does parental involvement differ with respect to occupation?

Table 14: Cross tab of parental involvement with respect to occupation

Occupation	Excellent	Good	Moderate	Poor	Very poor	Total
Government employee	10 (4%)	27 (11%)	11 (5%)	0 (0%)	1 (0.7%)	49 (20%)
Private employee	12 (5%)	33 (14%)	16 (7%)	0 (0%)	1 (0.4%)	62 (26%)
Business	10 (4%)	41 (17%)	11 (5%)	1 (0.4%)	0 (0%)	63 (26%)
Others	26 (11%)	26 (11%)	11 (5%)	3 (1.3%)	0 (0%)	66 (28%)
Total	**58 (24%)**	**127 (53%)**	**49 (20%)**	**4 (1.7%)**	**2 (0.8%)**	**240 (100%)**

Table 14 shows that the good category received the highest overall response, with 127 (53%), followed by excellent with 58 (24%) and moderate with 49 (20%). Only 4 (1.7%) respondents selected poor and 2 (0.8%) selected very poor. The results indicate that parental involvement was generally reported positively across occupational groups.

Chi-Square Test for Association

4.5.1 Association between Role of Head Teachers and Students' Learning Outcomes

H01: There is no significant association between the role of head teachers and learning outcomes of students at public elementary schools.

Table 15: Association between role of head teachers and learning outcomes of students at public elementary schools

Variables	Chi-square value	Df	Asymp. Sig
Role of Head Teachers	14.667a	3	.000
Students' learning outcomes	36.750b		

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0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 24.0.

Table 15 shows a statistically significant association between the role of head teachers and students' learning outcomes. The chi-square value for the role of head teachers was 14.667 with 3 degrees of freedom and a p-value of .000. Since the p-value is below the 0.05 significance level, the null hypothesis was rejected. The findings therefore indicate a statistically significant association between the role of head teachers and students' learning outcomes.

Association between Parental Involvement and Students' Learning Outcomes

H02: There is no significant association between parental involvement and students' learning outcomes.

Table Association between parental involvement and students' academic achievement

Variables	Chi-square value	Df	Asymp. Sig
Parental involvement	216.542a	4	.000
Students' learning outcomes	198.017b		

0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 37.5.0.

Table presents the chi-square results for parental involvement and students' learning outcomes. The calculated chi-square value for parental involvement was 216.542 with 4 degrees of freedom and a p-value of .000. Since the p-value is below the 0.05 significance level, the null hypothesis was rejected. The results indicate a statistically significant association between parental involvement and students' learning outcomes.

Findings

The findings indicate that both head teachers and parents are associated with students' learning outcomes at the elementary level. Head teachers reported a moderate level of contribution, with a mean score of 3.42 and SD = 0.87. The largest proportion of head teachers, 45.8% (22), selected the neutral category, while 29% (14) selected good and 12.5% (6) selected excellent.

Parental involvement was reported at a comparatively high level. More than half of the parents, 52.9% (127), reported high involvement, while 24.2% (58) reported very high involvement and 20.4% (49) reported moderate involvement. The overall mean was 3.97 with SD = 0.767.

The cross-tabulations showed that perceptions of head teachers' roles were mainly concentrated in the moderate and good categories across gender, age, teaching experience, professional qualification, and school location. Similarly, parental involvement was predominantly reported as good across educational qualification and occupational groups.

The chi-square analysis further indicated statistically significant associations between the role of head teachers and students' learning outcomes (χ^2 = 14.667, df = 3, p = .000) and between parental involvement and students' learning outcomes (χ^2 = 216.542, df = 4, p = .000). Thus, the findings indicate that both head-teacher roles and parental involvement have statistically significant associations with students' learning outcomes in public elementary schools.

Conclusions

The results show that head teachers had a big impact on what students learned in public elementary schools.The findings tell us that

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parents were really involved in their kids education when they were in school. This means parents were doing a lot to help their kids learn and grow. People from backgrounds like men and women old and young teachers with a lot of experience or not much and people from different places generally thought things were okay to good. Most people thought things were just okay some thought they were good and a few thought they were great. Not many people thought things were bad. Nobody thought they were really bad. Overall people thought things were pretty good but they could still get better.

Recommendations

On the bases of conclusion following recommendation were made

1. Improve the instructional leadership of head teachers through frequent professional development, training and capacity building programmers on supervision, academic planning, and teacher support and improving learning outcomes of students.
2. Increase parents' engagement, and ensure that there is regular communication and collaboration between schools and parents, including through parent-teacher meetings, progress updates, and awareness programmes.
3. Encourage school–community partnership through collaboration between head teachers, teachers, parents and community members in identifying and responding to factors that impact on student learning.

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