

Bridging home and school: Parental involvement strategies from international and Philippine contexts

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ABSTRACT

This study explores parental involvement in education by analyzing global research and Philippine experiences. It identifies four key domains: home-based academic support, school-based participation, socio-emotional encouragement, and home-school communication. Home support, such as homework help, is common and beneficial but influenced by parental education and resources. School participation enhances outcomes but is limited by socioeconomic constraints. Socio-emotional support boosts student confidence, while effective communication is essential yet often lacking in under-resourced areas. In the Philippines, strong home support exists, but rural and low-income families face challenges with school engagement. The study recommends institutional support to strengthen involvement across all domains and improve student outcomes.

Keywords: parental involvement, student learning and achievement

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INTRODUCTION

Parental involvement in education is widely recognized as a critical factor influencing students' academic achievement and overall development (William et al., 2025). International research highlights that parents support their children's learning through various dimensions, including home-based academic assistance (e.g., helping with homework or reading), participation in school activities, emotional and motivational encouragement, and ongoing

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communication with teachers (William et al., 2025). Each form of involvement thus plays a unique role in promoting students' engagement and educational success.

In the Philippine context, parental involvement is similarly valued, though practices vary considerably between urban and rural communities (William et al., 2025). Filipino parents often emphasize home-based support—supervising homework and encouraging reading habits—especially at the elementary level (Naungayan et al., 2024). However, direct participation in school-based activities is frequently limited by demanding work schedules, transportation challenges, and financial constraints, particularly in rural areas (Jabar, 2023). Emotional support and motivational encouragement at home remain strong, reflecting the country's close-knit, family-centered culture (Naungayan et al., 2024). Structured home–school communication, by contrast, is inconsistently implemented: Department of Education policy formally defines the PTA as a cooperative partner promoting open dialogue (Department of Education, 2022), but many schools still rely primarily on face-to-face parent meetings (Naungayan et al., 2024). Despite DepEd initiatives to foster home–school collaboration, practical barriers—such as unreliable internet access and limited learning resources—continue to hamper widespread implementation in under-resourced schools (Naungayan et al., 2024).

This analysis synthesizes international research alongside Philippine experience to categorize parental involvement into four key domains: home-based academic support, school-based participation, socio-emotional encouragement, and home–school communication. By examining global patterns and comparing them with Philippine practices, this study aims to identify actionable strategies to enhance parental engagement in diverse educational settings, particularly addressing the challenges faced by under-resourced Filipino schools.

Statement of the problem

This analysis synthesizes international research alongside Philippine experience to categorize parental involvement into four key domains: home-based academic support, school-based participation, socio-emotional encouragement, and home–school communication. By examining global patterns and comparing them with Philippine practices, this study aims to identify actionable strategies to enhance parental engagement in diverse educational settings, particularly addressing the challenges faced by under-resourced Filipino schools.

METHODOLOGY

This study adopted a qualitative data mining approach using document and content analysis. Text-based data mining techniques were applied to systematically extract patterns and trends from published international and Philippine-based literature on parental involvement in education. This approach enabled the identification of recurring themes and categorized practices without direct field data collection, supporting comprehensive analysis across multiple educational contexts.

The study was conducted through extensive mining of literature sourced from online academic databases, peer-reviewed journals, educational policy reports, and institutional documents. As a secondary analysis study, no human participants were involved. Instead, the data sources consisted of documented parental involvement practices, school-community engagement models, and educational policy frameworks implemented across various countries and within the Philippine education system.

The data analysis involved systematically collecting and reviewing relevant international and Philippine studies on parental involvement. Using text data mining techniques, key information was extracted and thematically coded to identify patterns and categorize parental involvement into four areas: home-based academic support, school-based participation, socio-emotional encouragement, and home–school communication. Similarities and differences in implementation and outcomes were analyzed across countries. The findings were then synthesized into descriptive summaries, highlighting effective practices and areas for improvement, particularly within the Philippine context.

RESULTS AND DISCUSSION

This section presents the analyzed variables, focusing on the different modes of parental involvement in supporting student learning across various international contexts and the Philippines. The analysis identified four key dimensions of parental involvement: home-based academic support, school-based participation, socio-emotional encouragement, and home–school communication. By examining how these forms of involvement are practiced and implemented globally, the study revealed common patterns, challenges, and effective strategies.

Parental support within the home, such as helping with homework and promoting literacy, emerged as a widespread factor. In China, parental involvement through homework assistance was prevalent, though it sometimes led to parent–child conflict due to high academic expectations (Gao et al., 2025). Similarly, in Kenya, parents assisting with academic tasks at home significantly influenced participation in learning activities (Nzina et al., 2024). Ghanaian parents likewise supported children's study habits and homework at home, contributing positively to academic performance (Kwarteng et al., 2022). In South Africa, however, rural parents often struggled to provide home-based academic support due to their own educational limitations (Chauke et al., 2025). In Fiji, home reading practices and learning routines were essential for primary school students' literacy development (Chand & Chand, 2024). Research from Brazil and Colombia also underscored that when parents help with schoolwork at home, student performance and motivation improve (Oliveira et al., 2025; Piskorz-Ryń & Chikwe, 2024). Similarly, USA parents who monitor and assist with schoolwork were found to enhance student achievement, although engagement varied across ethnic and socioeconomic lines (Kantova, 2024; Parmar & Nathans, 2022).

In the Philippines, research echoes these trends. Bartolome and Mamat (2020) identified structured at-home learning as a key form of involvement. Jabar (2023) found that even low-income parents take on tutoring roles by monitoring homework and offering rewards. Similarly, children with parents who actively support early literacy perform better in reading and writing (William et al., 2025). Like in Kenya and Ghana, strengthening home-based involvement—through reading routines and homework support—is essential in the Philippine context.

Direct participation in school-organized activities was emphasized across several countries. In Sri Lanka, parental attendance at school events and teacher–parent meetings correlated with improved student achievement (Wedikandage&Gunawardana, 2021). Ghanaian schools benefited from PTA involvement, as parents attending school meetings and participating in activities helped improve students' outcomes (Kwarteng et al., 2022). In Australia, policy documents promote school-based parental engagement through workshops and volunteer opportunities (Emerson et al., 2019). Similarly, Kenyan schools encouraged parents to attend academic clinics and volunteer at school functions to foster greater student participation (Nzina

et al., 2024). Albanian parents often participated actively in school workshops and volunteered in school events, contributing to their children's education (Thartori, 2019). In Mexico and Peru, parental participation in school-related activities showed a direct positive link to math achievement (Hernández-Padilla et al., 2023). However, in parts of South Africa and the USA, low school-based participation was observed due to logistical challenges or cultural disconnection between schools and families (Ndwandwe, 2023; Kantova, 2024; Parmar & Nathans, 2022).

In the Philippines, school participation is evident but often shaped by socioeconomic factors. Bartolome and Mamat (2020) highlighted “collective in-school engagement” through class events, workshops, and committees. Many parents attend meetings and contribute to school decisions (Naungayan et al., 2024), a role reinforced by DepEd Order No. 54 (2009, reiterated in 2022), which recognizes PTAs as key school partners. Still, like in South Africa and the U.S., economic constraints limit some parents' physical presence, with many compensating through home-based support (Jabar, 2023). Overall, research affirms that school-based participation enhances student outcomes, though access remains unequal.

The emotional and motivational role of parents was especially highlighted in studies from Israel, where emotional encouragement and motivational conversations improved students' self-regulated learning behaviors (Saa'da, 2021). In Chile, parental involvement was linked to higher life satisfaction in students, which in turn enhanced achievement orientation, showing that affective support mediates academic outcomes (Yáñez-Cancino et al., 2024). In South America, particularly Brazil and Colombia, providing motivation, celebrating achievements, and fostering a positive emotional environment were found to boost student success (Oliveira et al., 2025; Piskorz-Ryń & Chikwe, 2024). Similarly, in Fiji, encouraging perseverance and celebrating small literacy achievements played a key role in supporting young learners emotionally (Chand & Chand, 2024). In South Africa, although less formalized, parental emotional support – such as showing interest in children's school experiences – was recognized as important by both teachers and parents (Chauke et al., 2025).

In the Philippines, research reflects similar trends. Naungayan et al. (2024) reported that parents during distance learning were highly engaged in motivating their children—monitoring progress, tutoring, and celebrating successes. Many used praise or small rewards to reinforce effort, focusing more on encouragement than on completing tasks for their children. Jabar (2023) noted that especially among low-income families, parents emphasized perseverance and motivation over direct involvement in school functions. Like their counterparts in Latin America, Filipino parents view emotional support and positive communication as essential to their children's learning journey.

Effective two-way communication between parents and schools was a recurring theme globally. In South Africa, weak parent–teacher communication (missed meetings, lack of updates) was noted as a barrier to parental involvement (Ndwandwe, 2023). Similarly, Kenyan schools faced challenges in maintaining consistent communication channels with parents (Mutua & Nzina, 2023). Conversely, in Albania, strong parent–teacher interactions (regular updates and consultations) were reported as important for parental involvement (Thartori, 2019). In Australia, structured communication strategies, including digital platforms, were recommended to keep parents informed and engaged (Emerson et al., 2019). USA studies emphasized that marginalized families often experienced limited school outreach, with schools failing to foster communication effectively, leading to parents feeling excluded (Kantova, 2024; Parmar & Nathans, 2022). In

Singapore, parents used digital platforms for regular engagement with teachers, supporting both home learning and school communication efforts (Jocson& Karuppiah, 2024).

In the Philippines, two-way communication is similarly emphasized. Bartolome and Mamat (2020) highlighted “meaningful home–school interaction” as central to parental involvement. DepEd’s 2020 guidelines urge parents to monitor learning progress through regular contact, and PTA policies promote open, cooperative dialogue. Despite resource limitations that hinder consistent updates—similar to challenges in the U.S. and Singapore—Filipino studies stress that regular communication through meetings, texts, or online platforms is key to keeping parents engaged in their children’s education.

Parental involvement in education is a multi-dimensional factor that significantly enhances student learning outcomes. Globally, four main forms—home-based academic support, school-based participation, socio-emotional and motivational support, and home–school communication—are consistently emphasized. Home-based support, such as homework help, is the most common, though its impact depends on parental education and household resources. While school-based involvement is encouraged, barriers often hinder parent participation. Socio-emotional support, though less formalized, plays a crucial role in student confidence and motivation. Effective communication between home and school underpins these efforts, though disparities in access to technology and resources remain.

CONCLUSION

Across many countries, four complementary modes of parental involvement consistently emerge as vital to supporting student learning: (1) home-based academic support, (2) school-based participation, (3) socio-emotional encouragement, and (4) effective home–school communication. Global meta-analyses confirm that students benefit most when these dimensions are fostered in a balanced and coordinated manner.

Filipino schools can build on the country’s strong family culture by institutionalizing structured frameworks—such as parent workshops, digital communication platforms, and community-based participation initiatives—that encourage consistent engagement across all four areas. Special attention should be given to addressing participation barriers in rural and under-resourced communities, where practical challenges often limit parental involvement.

Ultimately, strengthening and diversifying parental involvement strategies offers a clear pathway to enhancing student achievement and well-being, both in the Philippines and worldwide.

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