

Strengthening Parental Involvement to Enhance Learner's Academic Achievement: A Case Study Analysis

Author:

Wenses S. Nojara
Realy R. Ewa
Jenny E. Bacor

Abstract

Purpose. This literature review synthesizes global and Philippine research on parental involvement and learners' academic achievement, integrating case-study illustrations to identify which forms of involvement matter most, for whom, and under what conditions. **Design/methodology.** An integrative review was conducted using meta-analyses, theoretical frameworks (Epstein; Hoover-Dempsey & Sandler), large-scale assessments (PISA/SEA-PLM), and Philippine policy/program cases (e.g., Brigada Eskwela). **Findings.** Consistent evidence links parental involvement to improved achievement and non-cognitive outcomes, with parental expectations/academic socialization showing the strongest associations; routine homework help is less reliably beneficial. Contextual barriers (time, SES, communication quality) and enabling structures (welcoming school climate, flexible modalities, PTA/partnership tools) shape effects. Philippine studies show mixed correlations; however, targeted engagement (literacy support, expectations, monitoring) and system initiatives (Brigada Eskwela; PTA partnership) can strengthen learning, especially in elementary grades. **Practical implications.** Schools can prioritize academic socialization, two-way communication, interactive homework, and culturally responsive partnership structures, aligning with DepEd guidance. **Originality/value.** The review integrates cross-national evidence with Philippine case examples to offer actionable, context-sensitive strategies for strengthening parental involvement.

Keywords: parental involvement; academic achievement; academic socialization; expectations; school-family partnerships; case study; Philippines; Brigada Eskwela; PISA; SEA-PLM.

Introduction

Parental involvement is widely recognized as a lever for boosting students' academic achievement and broader outcomes (motivation, self-regulation, belonging). Meta-analytic syntheses consistently report positive associations between parental involvement and achievement across K-12, with especially strong effects for parental expectations and academic socialization (e.g., discussing goals, linking schoolwork to futures) (Fan & Chen, 2001; Jeunes, 2005, 2007, 2024). Cross-national analyses from OECD/PISA similarly show that frequent home learning conversations and supportive family routines are associated with higher performance and well-being, net of SES (OECD, 2010s; OECD, 2024). In the Philippine context, parental engagement is emphasized in national programs (e.g., PTA partnerships; Brigada Eskwela) and highlighted in SEA-PLM reporting, which finds large achievement gaps between learners with highly engaging parents and those without, particularly in reading and mathematics (UNICEF & DepEd, 2021). Local empirical results vary: some studies report no significant correlation between involvement and achievement, while others find robust links to reading performance and engagement—suggesting the form and quality of involvement matter more than mere frequency (Villegas, 2023; Clapis & Bautista, 2025; Matiga & Dioso, 2025). This review addresses three questions: (1) Which parental involvement practices most enhance achievement? (2) How do context and program design moderate effects? (3) What actionable strategies can schools adopt to strengthen involvement in elementary settings?

Methodology (Integrative Review with Case-Study Illustrations)

We conducted an integrative literature review combining: meta-analyses (e.g., Jeynes; Fan & Chen; Hill & Tyson) on parental involvement and achievement; theoretical frameworks (Epstein's Six Types; Hoover-Dempsey & Sandler model); evidence syntheses/benchmarks (Henderson & Mapp; Hattie's Visible Learning; OECD/PISA/SEA-PLM); and Philippine policy/program cases (DepEd's Brigada Eskwela and related case studies). Inclusion prioritized peer-reviewed articles, reputable institutional reports, and program guidelines (2001-2025). We then developed case vignettes (illustrative, not exhaustive) to show how findings manifest in practice. Limitations include heterogeneity of measures, predominance of correlational designs, and context specificity.

Review of Related Literature

- 1) Effects and Components of Parental Involvement
Meta-analytic evidence indicates small-to-moderate, practically meaningful effects of parental involvement on achievement. Components with stronger associations include parental expectations/aspirations and academic socialization (Fan & Chen, 2001; Jeynes, 2005, 2007, 2024). In middle school, academic socialization has the strongest positive association with achievement, while routine homework help often shows weak or null effects (Hill & Tyson, 2009). In elementary grades, reading with children and establishing routines show consistent links to literacy and engagement (OECD, 2010s). Hattie's synthesis situates home influences and expectation-setting within the zone of desired effects (Hattie, 2009).
- 2) Frameworks Explaining Why and How Involvement Works
Epstein's Six Types of Involvement-Parenting, Communicating, Volunteering, Learning at Home, Decision-Making, Collaborating with Community-provide a comprehensive design guide for schools, alongside tools such as Action Teams for Partnerships and interactive homework strategies (Epstein, 2002). Hoover-Dempsey & Sandler's model explains parents' decisions to engage (role construction, efficacy), forms of engagement (home/school communication, activities), and mechanisms (encouragement, modeling, reinforcement, instruction) by which involvement influences student motivation, self-regulation, and achievement; subsequent work operationalizes these constructs with validated scales (Hoover-Dempsey & Sandler, 1997; Walker et al., 2005).
- 3) Cross-National Evidence and Equity Considerations
OECD analyses indicate variability in levels and forms of parental involvement across countries; discussion-based engagement and sustained reading at home correlate with higher cognitive and non-cognitive outcomes (OECD, 2010s). Recent OECD work highlights parental emotional support as a determinant of well-being and scores, with SES and gender gaps in support levels-suggesting policy levers around time, services, and supportive climates to close support gaps (OECD, 2024).
- 4) Philippine Evidence and Programs
SEA-PLM Philippines (2019) shows substantial performance differences associated with parental engagement in academic activities (homework monitoring, talking about learning), with larger gaps observed in the Philippines than in peer countries (UNICEF & DepEd, 2021). Local studies present mixed findings: in some peripheral communities, overall parental involvement shows no significant correlation with achievement, potentially due to low engagement in learning at home and decision-making (Villegas, 2023). Other studies report positive associations between involvement, engagement, and reading outcomes (Phil-IRI), especially where communication and support are high (Clapis & Bautista, 2025). Research in Caraga notes limited parental involvement alongside proficient reading but weaker numeracy, underscoring the need to examine quality and alignment of involvement (Matiga & Dioso, 2025). Policy/program context-Brigada Eskwela-mobilizes parents and communities for school readiness; studies note high engagement in pre-implementation and implementation phases, with room to strengthen post-implementation learning supports (DepEd, 2025; Solidarios & Espia, 2024; Dubas, 2025; Juanillo & Salcedo, 2024).

Discussion (with Case Study Illustrations)

Case 1: School-Level Partnerships using Epstein's Framework (Elementary)

An elementary school forms an Action Team for Partnerships, mapping activities across Epstein's six types: parent education sessions (Parenting), SMS/FB/print updates (Communicating), volunteer reading circles (Volunteering), interactive homework linked to local routines (Learning at Home), PTA roles in standards/assessment briefings (Decision-Making), and barangay/library tie-ups (Collaborating). Over one year,

teachers report higher reading engagement and more consistent goal-oriented conversations at home-consistent with meta-analytic findings on academic socialization and expectations (Epstein, 2002; Hill & Tyson, 2009).

Case 2: Middle Grades Transition-Refocusing from Homework Help to Academic Socialization

A Grade 6-8 team replaces direct homework oversight with goal planning, study-strategy coaching, and future-pathway talks with families. This shift mirrors evidence that academic socialization-not homework help-predicts achievement during early adolescence; teachers note fewer conflicts over homework and better self-regulation, mechanisms highlighted in Hoover-Dempsey & Sandler's model (Hill & Tyson, 2009; Hoover-Dempsey & Sandler, 1997).

Case 3: Philippine Programmatic Context-Brigada Eskwela Beyond Maintenance

Schools extend Brigada Eskwela from infrastructure to learning routines: parent orientations on reading/math games at home, "family learning corners," and micro-workshops on monitoring progress. Case studies show strong pre-implementation engagement; integrating learning-at-home components may sustain benefits post-implementation (Solidarios & Espia, 2024; DepEd, 2025). Aligning with SEA-PLM findings, such activities aim to reduce gaps by upgrading home learning supports where they are least present (UNICEF & DepEd, 2021).

Case 4: Low-Income Families-Culturally Responsive Supports

Phenomenological work with low-income Filipino parents shows emphasis on motivating children, providing structure, and traditional beliefs shaping communication with teachers. Programs that build parental efficacy, offer time-flexible engagement, and respect cultural norms can increase participation and benefits to learning; OECD analysis points to policy levers around time, services, and supportive climates to close support gaps (Garcia, 2018; OECD, 2024).

Conclusion

The evidence base demonstrates that strengthening parental involvement can enhance academic achievement, particularly when schools prioritize parental expectations and academic socialization, enable two-way communication, and design culturally responsive, flexible partnership structures. In the Philippine context, the potential impact is high but uneven; Brigada Eskwela and PTA structures are valuable platforms that can be leveraged to embed learning-focused activities beyond school maintenance.

Recommendations

1. Center Academic Socialization. Facilitate parent-child conversations about goals, strategies, and the relevance of schoolwork (e.g., quarterly learning-goals conferences; take-home prompts).
2. Strengthen Two-Way Communication. Use multilingual, low-bandwidth channels (SMS/print/FB), with clear, actionable messages and feedback loops; designate family liaisons.
3. Adopt Interactive Homework. Replace generic homework help with structured, teacher-designed activities linking concepts to home routines (reading aloud, counting in markets, journaling).
4. Build Parental Efficacy. Offer micro-workshops on study strategies, reading/math games, and positive reinforcement; recognize parents' contributions to reinforce role construction.
5. Leverage Brigada Eskwela/PTA. Extend activities to include learning corners, family literacy nights, and progress monitoring; align with DepEd guidance for sustainability.
6. Target Equity Gaps. Prioritize support to families with time/SES constraints (take-home kits; flexible schedules), guided by SEA-PLM/OECD insights on disparities.
7. Monitor and Evaluate. Track short-cycle indicators (home reading logs, goal-setting fidelity, attendance at family sessions) and achievement outcomes (reading fluency, numeracy) to iteratively improve.

References (APA 7th)

Epstein, J. L. (2002). School, family, and community partnerships: Your handbook for action (2nd ed.). Corwin Press.

Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1–22. <https://www.jstor.org/stable/23358867>

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge. <https://inspirasifoundation.org/wp-content/uploads/2020/05/John-Hattie-Visible-Learning -A-synthesis-of-over-800-meta-analyses-relating-to-achievement-2008.pdf>

Henderson, A. T., & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. SEDL. <https://sedl.org/connections/resources/evidence.pdf>

Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45(3), 740–763. <https://www.apa.org/pubs/journals/releases/dev453740.pdf>

Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? *Review of Educational Research*, 67(1), 3–42. <https://cpb-us-w2.wpmucdn.com/u.osu.edu/dist/8/41057/files/2017/10/Hoover-Dempsey-and-Sandler-1997-1rggst8.pdf>

Jeynes, W. H. (2005). Parental involvement and student achievement: A meta-analysis. Harvard Family Research Project. <https://www.readingrockets.org/resources/resource-library/parental-involvement-and-student-achievement-meta-analysis>

Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis. *Urban Education*, 42(1), 82–110. <https://eric.ed.gov/?id=EJ748034>

Jeynes, W. H. (2024). The parental expectations component of parental involvement and students' academic achievement: A meta-analysis. *Urban Education*, 59(1), 63–95. <https://journals.sagepub.com/doi/pdf/10.1177/00420859211073892>

OECD. (2010s). Parental involvement in selected PISA countries and economies. https://www.oecd.org/en/publications/parental-involvement-in-selected-pisa-countries-and-economies_5k990rk0jsjj-en.html

OECD. (2024). Parental emotional support and adolescent well-being: A cross-national examination of socio-economic and gender gaps based on PISA 2018 surveys. <https://doi.org/10.1787/2b7a2ac6-en>

UNICEF Philippines & Department of Education. (2021). SEA-PLM 2019 Philippines: Parental engagement brief. <https://www.unicef.org/philippines/media/6116/file/Parental%20Engagement.pdf>

Department of Education (DepEd). (2025). DM 042, s. 2025—Brigada Eskwela implementing guidelines. <https://www.deped.gov.ph/2025/05/09/may-9-2025-dm-042-s-2025-2025-brigada-eskwela-implementing-guidelines/>

Solidarios, J. R. S., & Espia, G. D. (2024). Fostering collaborative governance: Stakeholders' engagement in DepEd-Brigada Eskwela. *Psychology and Education: A Multidisciplinary Journal*, 21(1), 1–7. <https://scimatic.org/storage/journals/11/pdfs/3086.pdf>

Dubas, M. A. C. (2025). Experiential mindsets in the implementation of Brigada Eskwela program. iJOINED ETCOR, 4(1), 388–401. <https://etcor.org/storage/iJOINED/Vol.%20IV%281%29,%20388-401.pdf>

Juanillo, D. V. B., & Salcedo, B. F. (2024). Multiple case study on Brigada Eskwela implementing guidelines among elementary stakeholders. *International Journal of Multidisciplinary Educational Research and Innovation*, 2(4). <https://ejournals.ph/article.php?id=24965>

Villegas, J. (2023). Parental involvement and academic achievement in Philippine peripheral communities. *Journal of Teacher Education for Sustainability*, 25(2). <https://reference-global.com/pdf/10.2478/jtes-2023-0017>

Clapis, B. C., & Bautista, S. C. (2025). Parental involvement, student engagement, and academic performance of struggling readers (Phil-IRI). *Multidisciplinary Journals*. <https://multidisciplinaryjournals.com/wp-content/uploads/2025/04/Full-Paper-Parental-Involvement-Student-Engagement-and-Academic-Performance-of-Struggling-Readers-Based-on-Philippine-Informal-Reading-Inventory-PHIL-IRI.pdf>

Matiga, J. D., & Dioso, E. D. (2025). Parental involvement and study habits: Influence on students' academic achievement (Caraga). *IJARIIE*. https://ijariie.com/AdminUploadPdf/Parental_Involvement_and_Study_Habits_Their_Influence_in_Students_Academic_Achievement_ijariie27325.pdf

Garcia, A. S. (2018). Parental involvement among low-income Filipinos: A phenomenological inquiry (Doctoral dissertation, University of Nebraska–Lincoln). <https://digitalcommons.unl.edu/cehsdiss/304/>

