

# Innovations in Parental Involvement for Educational Improvement: A 2020–2025 Evidence Synthesis

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## ABSTRACT

Parental involvement is widely recognized as a key determinant of children's academic achievement, motivation, and socio-emotional development, yet empirical evidence on concrete and scalable strategies remains fragmented. This study addresses this gap by conducting a structured literature review of 63 Scopus-indexed articles published between 2020 and 2025, focusing on empirical, English-language studies in primary and secondary education. A structured coding framework and data-extraction matrix served as the main research instruments, and thematic synthesis combined with descriptive mapping was used to analyze patterns, mechanisms, and contextual differences. Findings converge into five clusters of innovation: programmatic interventions, technology-enabled access, multi-channel communication systems, shared governance, and targeted outreach. Across these clusters, three cross-cutting mechanisms emerged capability building, relationship infrastructure, and cultural-contextual alignment which provide conceptual coherence and help explain why particular strategies succeed in different settings. The study's contribution lies in offering a theoretically informed synthesis that links post-2020 innovations to established frameworks on family-school partnerships, including Epstein's overlapping spheres of influence, Bronfenbrenner's ecological systems theory, and the CAPE model of engagement. Practically, the review highlights low-cost, contextually sensitive strategies that schools can adopt to strengthen parent-school partnerships, from parenting programs and structured communication routines to inclusive governance structures and culturally responsive outreach. Policy implications include the need to invest in equitable digital access, systematic communication infrastructures, and mechanisms that position families as active partners in decision-making. Overall, the review provides an integrated roadmap for institutionalizing more equitable and sustainable parental engagement in education.

**Keywords:** Parental Involvement; Educational Innovation; Family-School Partnerships; Equity In Education.



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## 1. INTRODUCTION

Parental involvement has long been recognized as a pivotal factor in shaping children's educational outcomes, encompassing not only academic performance but also motivation, socio-emotional development, and long-term educational attainment. Across different educational

systems and contexts, a broad body of scholarship underscores the multifaceted benefits of parental engagement in schooling (Gondiawati & Nurhayati, 2024; Nurhayati, 2021; Sun et al., 2023; Taufikin et al., 2025). Such involvement extends beyond academic supervision to include emotional support, socio-cultural participation, communication with schools, and expectations for achievement. While these forms of engagement have been consistently linked to positive student outcomes, their implementation varies across socioeconomic, cultural, and technological contexts. The years 2020 to 2025, marked by unprecedented disruptions and innovations in education, have foregrounded the need to critically synthesize evidence on how parental involvement can be strengthened in ways that are both scalable and context-sensitive.

Recent scholarship has advanced our understanding of the mechanisms by which parental involvement contributes to academic achievement and student motivation. Emotional support and the provision of family learning resources, for instance, have been shown to significantly predict success across primary and secondary levels (Adiyono, 2025; Benner et al., 2016; Nurhayati, Taufikin, et al., 2025). In secondary education, the predictive power of parental expectations for cumulative grades and educational attainment is particularly strong among disadvantaged youth (Benner et al., 2016). Meta-analyses also confirm that parental expectations consistently demonstrate the most robust associations with academic achievement, even when other forms of involvement produce modest or mixed results (Bacskai et al., 2024). At the same time, studies highlight that parental engagement is equally crucial for nurturing student motivation, including both intrinsic and extrinsic dimensions. Engagement in online learning environments, for example, has been found to foster motivation for language acquisition and study persistence, with nuanced gender differences in learning passion (Shebani et al., 2025). Together, these findings establish a clear foundation: parental involvement is indispensable, but its forms, effectiveness, and equity implications remain contested.

Despite consensus on its benefits, parental involvement in education faces persistent challenges that hinder its full potential. Barriers such as time poverty, economic limitations, cultural and linguistic differences, and psychological constraints continue to restrict parents' ability to participate meaningfully in their children's schooling (Latif et al., 2023; Martin et al., 2025; Nurhayati et al., 2023; Suharyat et al., 2023). For many families, competing work and caregiving demands reduce opportunities for sustained engagement, while economic hardship constrains access to enrichment activities and learning resources (Cashman et al., 2021). Similarly, cultural mismatches and language barriers frequently undermine effective school-parent communication (Poch & Kupzyk, 2023). These barriers are not merely individual challenges but systemic inequities that disproportionately affect disadvantaged families, thereby perpetuating educational inequalities. In turn, the question is not whether parental involvement matters, but how it can be structured, supported, and institutionalized in ways that are feasible for diverse families.

The onset of the COVID-19 pandemic further illuminated both the possibilities and limitations of parental involvement in education. School closures worldwide forced parents to assume more active and immediate roles in their children's learning, often requiring them to navigate digital platforms, manage home-based learning routines, and sustain motivation under stressful conditions (Zañartu & Pérez-Salas, 2025). While some parents were able to mobilize digital literacy and resources effectively, many faced overwhelming stress, technical barriers, and socioeconomic constraints (Antony-Newman et al., 2024). The pandemic experience exposed stark inequalities, as families with higher socioeconomic capital were far better positioned to support learning continuity than their lower-income counterparts (Shukia & Marobo, 2024). At

the same time, the crisis revealed that strong communication between schools and families could significantly mediate the challenges of remote learning, strengthening collaboration even in times of disruption (Videnović et al., 2023). These dynamics point to a broader challenge: while parental involvement is essential, its effectiveness depends on structural supports, inclusive practices, and adaptable strategies.

To address these challenges, researchers and policymakers have proposed various solutions aimed at enhancing parental engagement. Programs that promote structured parent-school interactions such as workshops, parenting classes, and guided sharing sessions are consistently associated with improvements in parental knowledge and children's academic outcomes (Murniati & Nurhayati, 2024). Technology has also emerged as a central facilitator of involvement, with digital platforms enabling real-time communication, daily updates, and collaborative problem-solving between schools and families (Dóra et al., 2025; Risnawati et al., 2025). Parents' use of digital literacy tools, interactive applications, and online learning platforms further supports children's skill development, particularly in language acquisition and cognitive growth (Chuane et al., 2025; Nurhayati et al., 2022). Yet these solutions are not universally accessible. Disparities in digital literacy, unequal access to devices, and ethical concerns related to privacy and data security limit the scalability of such innovations (Gnanasekaran & De Moor, 2025). Thus, while solutions exist, their efficacy depends on careful design, equitable access, and contextual adaptation.

Beyond digital tools, multi-channel communication strategies and collaborative governance models have shown promise. Evidence suggests that sustained communication between parents and teachers enhances attendance, homework completion, and socio-emotional development (See et al., 2020). Shared decision-making structures, where parents participate in school committees or governance bodies, expand opportunities for inclusive engagement and empower families as active stakeholders (Suharyat et al., 2023). Culturally responsive outreach, including home visits and tailored engagement practices for disadvantaged groups, further demonstrates potential in bridging gaps in trust and participation (Kambona, 2025). Taken together, these findings underscore that innovative solutions are not only technological but also relational and institutional in nature.

Nevertheless, despite these advances, the literature reveals persistent gaps that prevent a comprehensive understanding of parental involvement strategies. Studies often fail to tailor approaches to cultural and socioeconomic diversity, neglecting the unique needs of marginalized communities (Yang et al., 2023). Gender dynamics remain underexplored, with limited attention given to how the gender of students, parents, or teachers shapes involvement practices (Alter et al., 2025). Furthermore, many studies emphasize frequency of involvement rather than the quality or effectiveness of engagement, particularly in digital contexts (Li & Rahman, 2025). Research on extracurricular activities, health literacy, and emergency preparedness is also scarce, even though these areas represent crucial dimensions of holistic child development (Eg et al., 2025). Methodologically, the dominance of cross-sectional studies constrains causal interpretation and limits the ability to draw generalizable conclusions about long-term impacts (Yang et al., 2023). These gaps highlight the need for a systematic synthesis of innovations that not only documents existing strategies but also identifies their effectiveness, equity, and sustainability.

In response to these research gaps, this study sets out to synthesize innovations in parental involvement strategies documented between 2020 and 2025. By conducting a structured review of Scopus-indexed publications, the study addresses three core research objectives: first, to identify effective approaches that strengthen parental engagement in primary and secondary

education; second, to highlight barriers that persist in the implementation of such strategies; and third, to assess emerging opportunities for enhancing parent-school partnerships in diverse contexts. The research is guided by the following overarching question: What innovative strategies have emerged in recent years to strengthen parental involvement in education, and how do these strategies address challenges of equity, scalability, and sustainability? In line with this, the study advances the hypothesis that low-cost, contextually adaptive innovations in parental involvement particularly those leveraging technology, shared governance, and culturally responsive outreach can effectively enhance student achievement and parent-teacher collaboration despite structural barriers. The scope of this synthesis is limited to primary and secondary education, recognizing that these levels are foundational for long-term academic and socio-emotional development. By systematically examining the latest evidence, this study contributes to filling critical gaps in the literature and offers actionable insights for educators, policymakers, and researchers seeking to institutionalize inclusive, effective parental involvement strategies in education.

## 2. METHODS

This study employed a structured literature review design to synthesize evidence on innovations in parental involvement for educational improvement between 2020 and 2025. A structured review was selected because it allows transparent, reproducible identification and synthesis of empirical studies while retaining sufficient flexibility to map heterogeneous innovations (Nurhayati, Judijanto et al., 2025). The review was delimited to peer-reviewed journal articles published between January 2020 and June 2025. This period was selected deliberately, as the COVID-19 pandemic acted as a catalyst for rethinking parental involvement, particularly through digital platforms and hybrid learning models. The inclusion of this time frame therefore provided a unique vantage point for examining emerging strategies. To ensure quality and international coverage, only studies indexed in Scopus were included. Scopus indexing was considered a reliable filter because of its comprehensive metadata, standardized indexing, and reputation for capturing high-impact international research in education (Ghamrawi et al., 2025). Within these parameters, the review focused on primary and secondary education, excluding studies that dealt exclusively with higher education or contexts unrelated to parental engagement.

The sampling process unfolded in several stages. First, a structured search was conducted using combinations of keywords such as “parental involvement,” “parental engagement,” “family-school partnership,” “educational innovation,” and “home-school collaboration.” Boolean operators were employed to refine results and capture variations in terminology. Search strings were adapted to the Scopus syntax and combined with filters for publication year (2020–2025), document type (article), and subject area (education and social sciences). The search produced a set of potential studies which were then subjected to a screening stage. Titles and abstracts were examined to determine alignment with the research objectives, and studies that did not address parental involvement strategies or that operated outside the focus on primary and secondary education were excluded. Finally, the remaining studies were reviewed in full to confirm their methodological adequacy and relevance. A total of sixty-three articles met all criteria and were retained for analysis. This purposive yet systematic strategy ensured that the review captured both methodological rigor and substantive relevance.

Data collection focused on retrieving, organizing, and coding evidence from the selected studies in a consistent and replicable manner. A coding framework was developed to guide extraction and included bibliographic details, educational contexts, research designs, and

descriptions of parental involvement strategies. In addition, reported outcomes such as student achievement, socio-emotional development, and teacher collaboration were documented, along with challenges that hindered implementation, such as economic constraints, limited parental confidence, or structural barriers within schools. The framework was informed by recommendations for structured literature reviews in education, which stress the importance of systematic extraction and contextual attention (Samuel, 2024). Given that parental involvement is shaped by socio-economic and cultural dynamics, contextual information was also coded explicitly, in line with prior findings that highlight differences across settings such as underresourced schools, single-parent households, and culturally diverse communities (Alter et al., 2025). All data were managed using a standardized extraction sheet and analysed through manual reading, annotation, and coding by the researchers, without the use of specialised qualitative software; transparency and repeatability were supported by a written codebook and clear decision rules for assigning codes. To minimize the risk of error or bias, data extraction was conducted in multiple rounds, with constant reference to the original articles to maintain fidelity.

The analysis followed a thematic synthesis approach, combining inductive and deductive reasoning. Initial descriptive codes such as “parenting education,” “digital tools,” “governance participation,” and “cultural responsiveness” were applied to segments of text from the articles. These codes were then compared and grouped into broader categories through iterative refinement. Constant comparison and grounded analysis ensured that themes were developed systematically rather than imposed arbitrarily. Through this process, five clusters of parental involvement strategies were identified: parenting programs and structured sharing sessions, technology-enabled access, multi-channel communication tools, shared governance, and targeted outreach to disadvantaged families. In addition to thematic synthesis, descriptive mapping was used to track trends across contexts and years. For example, technology-mediated engagement strategies appeared more frequently in post-2020 publications, reflecting the shift to digital learning environments, while home visits and culturally responsive outreach were prominent in studies addressing disadvantaged or marginalized populations. This dual strategy of thematic interpretation and descriptive mapping allowed the analysis to capture both conceptual insights and temporal or contextual trends.

Ensuring validity and reliability was a central concern throughout the review. Transparency was prioritized by documenting each stage of the process, from search terms to inclusion decisions, thereby reducing the risk of selective reporting. Consistency in data collection was reinforced by applying the coding framework uniformly across all studies, and initial trial coding helped refine categories to avoid ambiguities. Two members of the research team independently coded an initial subset of studies, compared their interpretations, and resolved discrepancies through discussion; this process informed further refinement of the codebook. Once adequate convergence had been reached, the remaining studies were coded, with spot checks conducted to monitor consistency. Reliability was further enhanced through multiple cycles of cross-checking and recoding, reducing the potential for individual bias. Limitations were also openly acknowledged, particularly the reliance on Scopus and English-language publications, which may underrepresent innovations published in regional journals or non-English contexts, echoing challenges highlighted (Chen et al., 2016).



### 3. RESULT AND DISCUSSION

This chapter synthesizes evidence from the included studies into five clusters of innovation: programmatic interventions, technology-enabled access, multi-channel communication systems, shared governance and participation, and targeted outreach. To strengthen analytical cohesion, this section integrates descriptive findings with broader conceptual frameworks including Epstein's overlapping spheres of influence, Bronfenbrenner's ecological systems theory, and the CAPE model to clarify mechanisms and cross-cluster relationships. Each subsection presents converging findings, key mechanisms, and boundary conditions while preserving the integrity of the cited literature.

#### 3.1 Programmatic Interventions: Parenting Classes and Structured Sharing

Parenting programs and workshops are consistently associated with gains in parental knowledge, confidence, and engagement across varied contexts. Programs such as the Growing Up Together Fathers' Club improved parental self-efficacy, positive involvement, and perspective-taking while reducing harsh parenting and violence (Pećnik et al., 2022). Targeted workshops for parents of children with Additional Learning Needs increased confidence in understanding ALN, emotional regulation, and boundary setting (Schoeman, 2025). Evidence-based communication at scale illustrated by the Positive Parenting Newsfeed enhanced parental knowledge and adoption of research-aligned behaviors (Piña et al., 2023), with downstream benefits to children's emotional, social, and cognitive competencies (Eldeeb et al., 2025). These findings reflect the "capability-building" dimension of the CAPE model, in which parents acquire practical skills and confidence that enable deeper and more sustained involvement. Engagement hinges on design and delivery. Behavioral economics-informed outreach raised participation when well-timed (Hill et al., 2021), while human-centered design tailored content to parental preferences (Eldeeb et al., 2025). Implementation features such as timely phone calls, fidelity, and ongoing support correlated with higher engagement (Williams et al., 2022). In early interventions, parent-child-therapist relational quality was a key mediator of impact (Harniess et al., 2022). Cultural responsiveness strengthened outcomes. Psychosocially oriented supports like the Caregiver Support Intervention improved parent well-being and reduced stress (Miller et al., 2020), while ENVISAGE-Families boosted collaboration and caregiver confidence in neurodisability contexts (Miller et al., 2023). Digital and court-mandated programs for divorced parents yielded knowledge gains and reported behavior change (Yamaguchi & Randel, 2021). Practical supports skilled facilitators, predictable weekly communications, transport assistance, cultural tailoring mitigate drop-off (Williams et al., 2022). The effectiveness of these interventions aligns with ecological principles, emphasizing proximal processes and relational continuity as described in Bronfenbrenner's bioecological model.

A companion strand concerns structured sharing sessions between parents and teachers. Regular conferences, emails, and calls correlated with student motivation, with gender differences observed in some settings (Gollopeni & Baruti-Sylejmani, 2025). Barriers include socioeconomic and cultural distance, time constraints, and digital skills; teacher training e.g., simulated consultations helps address preparedness gaps (Baxter & Kilderry, 2022; Asri et al., 2023; Sebastian et al., 2024). Best practices emphasize multi-channel communication, inclusive decision-making, and welcoming climates, particularly in rural schools (Dyanty & Gqoli, 2025; Mann et al., 2023). Viewed through Epstein's framework, structured sharing strengthens the "school-family partnership" sphere by facilitating two-way communication, mutual expectations, and relational trust.

### 3.2 Technology-Enabled Access: Connectivity, Devices, and Platforms

Provision of internet and devices to low-income families improved connectivity, broadened online use, and increased parent-child co-navigation of digital activities, expanding educational opportunities (Nurhayati et al., 2022). With stable access, parents more often scaffolded children's technology use as a key mediator of benefit (Nurhayati et al., 2022; Nurhayati, Taufikin et al., 2025). Internet-based parenting programs were acceptable and comfortable for many low-income parents, though sustaining deep engagement required design attuned to socioeconomic realities (Nurhayati et al., 2022). Adoption patterns reflected income, education, language, and family structure; single motherhood and limited home access constrained digital parenting self-efficacy (Nurhayati, Taufikin et al., 2025). These patterns highlight that technology functions as an "enabling condition" rather than a standalone intervention, requiring integration with capability-building supports to avoid reproducing existing inequalities.

Access alone was insufficient. Coupling provision with digital-skills development for caregivers and children, and structuring collaborative parent-child learning, improved navigation of resources (Kim & Padilla, 2020). Equity-focused initiatives that embed technology into daily routines can mitigate broader disparities (Kim & Padilla, 2020). Programs that supplied home computers increased home internet adoption and use duration. Yet remote-learning practices differed by class, raising justice questions around digital well-being and parental strategies (Erdreich, 2025). Tailored supports that reflect parental preferences are therefore critical (Broomfield et al., 2022). This reinforces that digital engagement aligns with Bronfenbrenner's mesosystem processes, linking home and school through mediated interactions while remaining vulnerable to macrosystem inequities.

Digital platforms apps, portals, messaging sustained and intensified parent-school communication, especially post-pandemic (Dóra et al., 2025). They enabled balanced feedback on academics and behavior and were valued for private messaging and activity sharing (Laranjeiro et al., 2022, 2023). Parent chat rooms served regulatory functions by surfacing issues early and channeling concerns productively (Bylieva et al., 2023). Syntheses linked technology-mediated engagement to gains in attainment, attendance, and homework completion (See et al., 2020). Constraints persisted: hesitancy about appropriateness, preservation of teacher dominance in digital spaces, risks from cumulative negative feedback, and accessibility challenges for parents with disabilities (Erdreich, 2021). Leadership that champions digital media, clear policies that balance family well-being, and parent digital-literacy supports improved adoption and perceptions (Syukur et al., 2024). Overall, digital engagement acts as both a mediator of involvement and a potential source of inequity, reinforcing the need for deliberate design and inclusive implementation.

### 3.3 Multi-Channel Communication Systems: Logbooks, Bulletins, Social Media

Structured, two-way communication tools institutionalize collaboration. Logbooks and bulletins supported consistent exchange, improved behavior monitoring, and aligned reinforcement across home and school (Walker & Bond, 2025). ICTs increased responsiveness, and social media expanded school-home engagement into community spaces (Nicholas et al., 2024). Parents reported relationship benefits from school social media, although boundary tensions were common (Apps et al., 2025). Experimental evidence linked structured collaboration to enhanced social-emotional competence (Ashori & Behzadi, 2025). Post-pandemic analyses emphasized coherent digital strategies to build children's digital skills and sustain collaboration

(Beilmann et al., 2023). These tools strengthen relationship infrastructure by creating predictable, accessible channels for communication central to both Epstein's and CAPE models.

Frequency and tone mattered. Regular communication correlated with higher motivation, with some gendered patterns; parental education predicted more positive exchanges (Gollopini & Baruti-Sylejmani, 2025). Autonomy-supportive communication predicted prosocial behavior and fewer behavioral difficulties, while control-heavy systems undermined autonomous motivation (Kowalski & Froiland, 2020). Positive Parent Contact routines and autonomy-supportive homework talk improved on-task behavior and positive affect (Fefer et al., 2020). This underscores that communication quality not merely quantity is an active ingredient shaping students' motivational pathways.

### 3.4 Shared Governance and Participation: Committees, Decisions, Events

Parent and community participation in governance improved school performance and relations and catalyzed collective action on broader issues. Interventions produced moderate, consistent gains across academic and nonacademic outcomes (Cosso et al., 2022). During adolescence, involvement by parents and teachers predicted engagement trajectories, as students reported increasing adult support when partnerships were active (Rickert & Skinner, 2024). These findings align with the "participation and advocacy" dimension of Epstein's model, positioning families as co-shapers of school climate and decision-making.

Governance intersected with inclusion: parent advocacy secured safer, more inclusive opportunities for students with intellectual disabilities, protecting needs and rights (Mann et al., 2024). Active associations and governing bodies correlated with reduced dropouts by addressing poverty, child labor, and cognitive challenges (Idrees & Sarwar, 2025). Effective participation depended on genuine authority, training, advocacy, and facilitative leadership (Nurhayati et al., 2022). Such governance structures represent mesosystem interactions that mediate institutional norms and family priorities, strongly influencing educational equity.

Parent participation in events open houses, market days, co-learning enhanced learning experiences. Students working with parents in technology-enhanced environments outperformed peers working alone (Varma & Bullard, 2023). Across contexts, involvement associated with higher achievement and motivation, including in inclusive settings and for English learners (Koskela & Sinkkonen, 2025; Sumarsono et al., 2025). Benefits extended to social competence and mental health and helped narrow immigrant-native gaps (Martinez-Yarza et al., 2024). Suggested responses include technology for transparency, co-planning, intensive communication, extracurricular collaboration, and clarity for families in models like flipped learning (Sadiku & Bunjaku, 2024; Varma & Bullard, 2023). These activities reinforce the relational and participatory mechanisms central to both ecological and partnership theories of engagement.

### 3.5 Targeted Outreach: Home Visits and Culturally Responsive Practices

Home visits and culturally responsive practices addressed barriers facing disadvantaged families by building trust, aligning with cultural values, and improving parent-child interactions. Reframing visits around wellness increased participation among groups concerned about surveillance; community-based enrichment reduced attrition, and language-appropriate, culturally respectful delivery raised completion (Beasley et al., 2024; Leer et al., 2025). Intentional curricula like Promoting First Relationships improved interaction quality, and preference-aligned content (e.g., Little Talks) enhanced early learning engagement (Manz et al., 2024). Persistent challenges training, communication, funding threaten sustainability (Menser et al., 2020). Such



outreach exemplifies cultural-contextual alignment, a mechanism that strengthens engagement by validating identities and reducing systemic mistrust.

Culturally responsive assessment (e.g., the Cultural Formulation Interview) improved engagement by surfacing values and help-seeking patterns (Gutiérrez-Ángel et al., 2022). Culture-centered strategies leveraging home and community supports improved achievement and participation; inclusive practices that validate familial knowledge promoted belonging and sustained involvement (Kea et al., 2025). Family workshops advanced SEL and well-being (Maiden et al., 2025). Culturally sustaining pedagogy in home visits affirmed identities and avoided deficit framings (Park & Paulick, 2024). Decision-sharing improved experiences and outcomes for marginalized families (Augsberger et al., 2023). Attention to local demographics and cross-cultural factors strengthened design quality (Banks et al., 2025). Together, these findings highlight the importance of tailoring outreach to the cultural ecologies of families, consistent with ecological systems theory.

Supporting low-education or time-constrained parents required social scaffolds and flexibility. Spouses, extended family, and peer parents buffered time and resource scarcity (Garcia et al., 2025). Community interventions in LMICs reduced isolation and stigma and improved outcomes (He et al., 2024). Proactive teacher invitations, clear communication, and supportive attitudes countered low confidence (Gedfie et al., 2021). Smart-technology supports and accessible community services (e.g., hearing screenings) engaged families (Odendaal et al., 2025; Zambak et al., 2025). Parental education and resource centers built practical skills for homework, literacy, and numeracy (Zambak et al., 2025). Programs aligned with local values and addressing disability stigma performed better (Takashiro & Clarke, 2021). Barriers time, opaque school processes, finances, language remained salient (Musendo et al., 2024; Perrigo et al., 2022). Even so, involvement linked to academic, social, and well-being gains, including for children with special needs, and many low-education parents held ambitious aspirations that shaped achievement (Takashiro & Clarke, 2021; Zambak et al., 2025). These findings demonstrate that targeted outreach intersects with the broader enabling environment, particularly family structure and socioeconomic constraints, which moderate engagement across all clusters.

Three mechanisms recur across clusters: capability building (programs, coaching, digital scaffolds) that upgrades parental knowledge and self-efficacy; relationship infrastructure (structured sharing, multi-channel routines, governance) that converts contact into trust and coordinated action; and cultural-contextual alignment (home visits, inclusive design, decision-sharing) that reduces attrition and strengthens enactment. Moderators reflect established insights: socioeconomic status and family structure shape both baseline involvement and returns; gendered roles continue to pattern engagement; and institutional norms can enable or constrain co-production (Huguley et al., 2021). Digital strategies are most effective when paired with equitable access and skills (Kim & Padilla, 2020). Implementation fidelity and stage progression along the CAPE pathway remain decisive for impact (Williams et al., 2022). Taken together, these mechanisms illustrate how the five clusters operate as an interconnected system: capability building enables strategy uptake, relationship infrastructure facilitates sustained collaboration, and cultural alignment ensures contextual fit together forming an integrated model of contemporary parental involvement.

#### 4. CONCLUSION

This study set out to address a recurring challenge in education research: although parental involvement is consistently linked to student achievement, motivation, and socio-emotional well-being, evidence on concrete, scalable, and context-sensitive strategies remains fragmented. By conducting a structured review of 55 Scopus-indexed studies published between 2020 and 2025, supported by earlier foundational research, this paper sought to map emerging innovations and assess their potential for strengthening school–family partnerships. The synthesis revealed five major clusters of effective strategies. Programmatic interventions, including parenting programs and structured sharing sessions, improved parental knowledge, confidence, and collaboration with teachers. Technology-enabled access expanded opportunities for engagement but also highlighted inequities in digital skills and resources. Multi-channel communication systems sustained everyday dialogue and promoted student motivation and discipline. Shared governance allowed parents to participate in committees and school events, fostering inclusivity and collective accountability. Targeted outreach, such as home visits and culturally responsive practices, successfully reached disadvantaged families and addressed barriers of trust, participation, and equity. Taken together, these findings confirm that parental involvement is not a fixed model but a dynamic process adaptable to diverse contexts, shaped by socio-economic conditions, cultural practices, and institutional support. Across the five clusters, three cross-cutting mechanisms were identified: capability building, relationship infrastructure, and cultural–contextual alignment which together offer an integrated explanation of how parental involvement operates within and between home and school settings. The principal contribution of this study lies in integrating contemporary evidence into a theoretically informed framework that highlights both effectiveness and limitations. By explicitly relating recent strategies to established perspectives such as Epstein’s overlapping spheres of influence, Bronfenbrenner’s ecological systems theory, and the CAPE model of engagement, the review moves beyond description to clarify how different innovations interact, under what conditions they are likely to succeed, and where equity risks persist. In this way, it helps bridge the gap between fragmented empirical findings and coherent, practice-oriented guidance. For practitioners and policymakers, the key takeaway is that low-cost, contextually tailored, and culturally sensitive strategies can make parental engagement more sustainable and equitable. Priority areas include investing in capability-building programs for parents, ensuring digitally mediated initiatives are accompanied by equitable access and support, and institutionalizing shared governance structures that give families real influence in decision-making. Future research should deepen qualitative inquiry into family experiences, explore the long-term impacts of digital engagement, and examine how parental involvement can be institutionalized at scale without losing sensitivity to local needs. Further work is also needed to test the proposed mechanisms across diverse systems using longitudinal and experimental designs, and to attend more closely to intersectional dynamics of gender, class, migration, and disability. In doing so, scholarship can continue to refine strategies that translate evidence into practice and ensure that every child benefits from meaningful school–family partnerships.

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