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Parental Involvement on Children's Success: An Exploration of School Administration's Role from parental perspectives

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Abstract

It is frequently acknowledged that parental involvement is an essential component in determining a child's academic success. School administrators show an essential role in encouragement of parental involvement in school activities, identifying that active participation enhances students' academic and social development. This study highlights how major stakeholders, such as teachers and school administrators, can promote parental involvement in their children's learning. The primary objective is to explore how school leaders and administrators may involve parents in the educational process. Furthermore, the study aims to identify the key factors which affect the involvement of parents and suggest practical recommendations to accomplish accordingly. The study was carried out at community schools in Kathmandu district using a general qualitative techniques that integrated observations and interviews to collect information from parents and school administrators. Assessing the level of parental involvement alongside looking at how school administrators perceive about fostering collaboration with community were the furthestmost focus of the study. The results of the study show that views regarding school leadership and parental involvement are substantially interconnected. The study however, show a concerning absence of parental involvement in the educational process. Insufficient resources, cultural barriers and communication gaps are some of the elements that foster the existence of this concern. The study addresses the critical role that school administration performs in encouraging and promoting parental involvement with the goal to enhance students' academic performance. School administrators need to set a high priority on open discourse and cooperative efforts with parents in order to address the observed lack of parental involvement. In summary, parental involvement is a major predictor of children's academic success, and school administration's dynamic contribution is significant for enriched involvement of parents in children's learning.

Key words: School administrators, Engaging parents, School leaders, Active participation, Educational success.

Introduction

It is often acknowledged that parental involvement is essential to children academic success and personal development (Barger et al., 2019). Active parental involvement in their children's education creates a supportive learning environment that promotes social development, academic achievement, and emotional wellness in general (Alharthi, 2022). School administrators and leaders possess the key for stimulating parental involvement. The degree of involvement of parents can be strongly influenced by their perspectives, ways of interacting, and willingness for embracing parents' unique background.

Administrators may strengthen the parent-school relationship through encouraging parents to participate enthusiastically in their children's education by promoting an inclusive and friendly learning atmosphere (Mensink et al., 2012). Thus, this research try to examine the crucial roles of school leaders and managerial staff in promoting parental involvement and create a nurturing environment for students.

However, a number of obstacles hinder parents from actively participating in their child's education, even in spite of the apparent benefits of parental involvement (Basnyat, 2023). These obstacles include a wide range of challenges, including busy time schedules, communication difficulties, cultural imbalances, and a lack of knowledge about the positive aspects of participating actively in school activities. Furthermore, parents' willingness to participate in the school community may be influenced by unpleasant past encounters with educational institutions (Oranga et. al., 2022). A strong parent-school association depends on open and effective communication. To notify parents about school events, academic successes, and upcoming activities, schools can use a variety of communication methods, including newsletters, school websites, social media platforms, and parent-teacher conferences (Khanal, 2017). Furthermore, regardless of a parent's linguistic background, disseminating information in multiple languages can help reduce the language barrier and increase communication (Verstraeten et al., 2014). Schools can promote feelings of ownership and commitment to every member of the school community through providing parents an opportunity to decide their children's learning process (Alkhateri et al., 2019).

Parents may face constraints that hinder them from completely participating, even in spite of the acknowledged benefits associated with parental involvement. Language barriers,

cultural differences, or time constraints caused by employment obligations may all serve as challenges to parental involvement (Papadakis et al., 2019). It is important that educational institutions acknowledge these obstacles and implement strategy into action to overcome them, like presenting material in many languages to promote communication and flexible participation possibilities. Schools can actively motivate parents to take part in a variety of school events and activities with the aim to promote parental involvement (Papadakis et al., 2019). The parent-school connection can be strengthened and communication promoted by hosting frequent parent-teacher conferences, workshops, and open-house events. Involvement can also be increased by fostering a friendly environment where parents are treated with respect and feel appreciated as collaborators in their child's education.

An important factor in determining a child's academic performance and overall development is parental involvement in their education. However, there are a number of circumstances which may hinder parents from being involved in their child's education. All of these variables fall into three categories: student, school, and parent-related factors. It is essential to recognise these obstacles in order to create strategies that effectively increase the involvement of parents (Epstein, 2018). The socioeconomic status of parents is one important factor that influences their involvement. Low-income parents may find it difficult to allocate time as well as money to school-related activities, which may restrict their involvement. Furthermore, parents may be hesitant to get involved in their child's school activities if they have had unpleasant encounters with the school system in general (Myo et al., 2019; Trung & Khalifa, 2019).

The educational background of parents is another important factor influencing involvement from parents. People with higher educational qualifications are more likely to be involved with their children about their education and to get involved with school functions and meetings. In contrast, parents with low educational levels may experience less self-confidence in communicating school and contributing in school-related occasions (Hossain et al., 2018; Widjaja et al., 2019). Parental involvement is also influenced by the structure of the family. Compared to children from families with two parents, children from single-parent households may get less assistance, which could influence how involved they are in school activities overall. Limited involvement additionally arises

from marital disturbances since parents, especially fathers, may have less time to spend with their children (Paudel, 2021). Parental involvement experiences during their child's school years may also have an influence on how parents involve themselves in their children's education (Basnyat, 2023). Parental involvement in their child's school life may be hindered by adverse experiences, but positive ones can encourage a greater degree of involvement.

Beyond parent-related factors, parental involvement may also be influenced by school-related instances. Academic language can be employed in schools, making it challenging for parents from diverse linguistic backgrounds to communicate with teachers in an effective manner (Alderei et al., 2022; Alnuaimi et al., 2022). The involvement of parents is also greatly influenced by the attitudes and approaches to communication of teachers. Parents are more likely to be involved when they realize that the school, teachers, and administration appreciate them and when teachers provide concise descriptions of parents' roles and responsibilities.

Additionally, parental participation may be influenced by the elements relating to students. While parents of students with poor performance may be less likely to participate, parents of high-achieving students are more likely to attend school-sponsored programs (Mohamed et al., 2019). In addition, additional factors that may hinder parental involvement include cultural influences, parents' beliefs regarding their roles, school demands, time constraints, curriculum inexperience, and negative experiences in the past, and difficulty with transportation (Dagnoush & Khalifa, 2021). Schools and educators require to consider these different issues into consideration and use specific techniques to overcome the insufficient parental involvement in education. Creating a welcoming and inclusive school atmosphere, providing resources and assist parents with less education, and establishing positive channels of communication between parents and teachers are all essential components in encouraging parental involvement (Papadakis et al., 2019).

A child's overall development and academic achievement depend significantly on the involvement of parents in their educational experience. Researchers offered numerous ideas and suggestions to increase parental involvement in schools, identifying the obstacles that may prevent parents from actively participating. For parents who do not speak the language of instruction used in schools, language barriers can be a major

challenge. Schools can address this issue by providing family literacy or multiple languages programs that are appropriate to these parents' demands. Parents can become more confident and have greater knowledge of their children's school experience if they are given learning opportunities. Providing childcare, conducting regular meetings, and scheduling these activities around the availability of the families may all assist in further increase parental involvement (Alneadi et al., 2020).

Furthermore, it might be challenging for large families with lots of children to devote time and energy to each child's education, particularly if the parents are married again and have a lot of children from different relationships. Furthermore, some parents may assume that the school alone is responsible for their child's education, which results in a lack of initiative in establishing connections with the school community (Khanal, 2017). Additionally, undesirable past experiences, either with school system or teachers, can influence parental involvement. If parents have had unpleasant encounters with teachers or administrators, they can be prevented from attending school functions in the future. Another factor that may contribute to the lack of parental involvement is financial limitations. For various events or activities, some schools can impose fees that some families are unable to pay thus they decide not to get involved (Jeynes, 2018).

In Nepal, Parental involvement in their children's education has been widely recognised since ancient times. Education systems like Gurukul, Devkul, Rishikul, and Pitrikul were common in earlier times. One of these, referred to as Pitrikul education, was the tradition of fathers or ancestors educating their children about the trades of their family members (Shah, 2020). It is still common to observe that children continue on their ancestors' profession. In these situations, it is the obligation of parents to ensure that their children receive the knowledge as well as skills appropriate for these professions (Shah, 2024). Parents play a more significant role in teaching in such forms of education than educational systems do. Without a question, parents have a significant impact on what children are capable of teaching them. Furthermore, the mother is frequently seen as the first teacher and home as the first the school setting. Parents typically engage in an active role in the education of their children (Shah, 2019)

In Nepal, basic school teachers frequently believe that parental involvement is essential to enhance students' academic achievement and overall development. Many elementary

school teachers believe that a child's progress is directly influenced by active parental involvement, which includes helping with homework, attending parent-teacher meetings, and promoting continuous participation. However, they also emphasize difficulties, especially in rural and low-income communities, where parents do not have the time, expertise, or awareness to actively participate in their children's education (Shah, 2019; Maharjan, 2016). Students frequently struggle academically and emotionally as a result of this feelings of estrangement underscoring it's essential for schools to increase awareness and support strategies that encourage parents to play an active role.

In conclusion, parental involvement is a strong motivator for students' academic achievement and overall improvement. Schools can aspire to create an enjoyable and welcoming environment that actively encourages parents to participate in their children's education by acknowledging the significance of parental involvement and overcoming the obstacles that stand in their way of it. By means of efficient communication, willingness to implement inclusive policies, and comprehension of successful efforts, educational institutions can establish a stronger parent-school collaboration that enhances children' experiences and simultaneously creates an improved future for everyone. Schools may promote a welcoming and encouraging environment that motivates parents to get involved in the education of their children (Jeynes, 2018). Schools must collaborate with parents to ensure the best possible outcomes for students and promote their overall academic success and development because they realize the significance of parental involvement really.

Objectives of the Study

The current study strives to investigate the essential roles that school leaders and administrators play in encouraging parental involvement in their children's education and uncovering barriers to parents' involvement. By doing this, I intend to provide a practical solution that can strengthen the relationship between the home and the school and foster an encouraging learning environment for the children. The main objective of this research is to examine how school administrators involve parents in school activities for the enhancement of their child's education. Furthermore, the research attempts to identify the basic components that influence the involvement of parents and suggest practical strategies of improving it.

Methods

This study procedure involved general qualitative approaches applying interviews with parents to gain insights in the school administrator's perspectives on parental involvement. The study included ten parents from various socio-economic backgrounds in an effort to represent the influence of multiple aspects on parental involvement. Purposive sampling was employed to select respondents who fulfilled specified requirements for purposefully contribute information about an issue that the study addressed (Creswell, 2012). Study was conducted in the two community schools of Kathmandu district.

Additionally, the interview's time management has been carefully selected considering the participants' convenience and availability. In order enhance participation and collect beneficial data on parental involvement in diverse settings, interviews were conducted both during and after the parent's working hours. An interview was audio recorded for the purpose to collect information. Each parent was questioned for 25 to 30 minutes in Nepali, with one or two parents interviewed each day. All of the information is employed to draw the conclusions. Lastly, a research article that provides a clear explanation of the findings is given here.

Ethical Issues: Respecting Participants and Confidentiality

Throughout the research process, ethical standards were strictly adhered to during the interviews. I took steps to make sure all participants were fully informed about the purpose of the study and their position in responding to the research before conducting information gathering procedure. Open and authentic communication was employed when interacting with the participants, focusing on that their participation would be crucial to understand the rationale behind parental involvement in schooling.

During the interviews, I ensured accuracy and captured significant insights into the causes of the inadequate involvement of parents through taking comprehensive notes on the participants' responses. The use of note-taking as a tool for information recording complied with ethical standards and respect participants' privacy. Conforming to these ethical guidelines ensures the confidentiality of the research and fosters an adequate understanding of factors influencing parental involvement in schools.

Findings and Discussion

This study contributes to a deeper understanding of school administrator's role on parental involvement in children's education enclosed by the parental viewpoint, by offering insight into the experiences of parents of school-age children in Kathmandu, Nepal. The present study mirrors the parents' languages of confidence in school administration, their belief in the importance of the administrator's effort towards and safeguarding a successful future for their children. At the same time, it focuses on their concerns about school administrator's responsibility in engaging parents in the educational process and highlights the factors influencing on parental involvement in children's education. The school administrator's positive role and behavior leads towards parents hope and believe that their determinations would help their children succeed.

The role of school administrators in appealing parents in their children' learning

After interviewing participants, a recurring theme emerged, emphasizing that parents' time constraints particularly those who are employed, are the primary root cause of the lack of involvement from parents (Hong et al., 2022; Khalifa et al., 2021). In order to attend their children's schools, working parents convinced for greater flexibility with scheduling. They proposed offering a specific time during working hours for parents to communicate with their children's schools. By fostering open communication, conducting workshops, and developing inclusive policies, school administrators play an important part in involving parents. Parents express challenges: "I want to support school program, but I don't have any encouragement from school side." "School meetings feel frightening and school authority just want to show power." Supportive leadership develops parental involvement. School administrator/leader bridge gaps between home and school, guaranteeing parents feel appreciated. One of the respondent female parent indicated: "I want to collaborate with school to assist my child, so I take concern on the lessons which the school deliver".

In order to accommodate the schedules of working parents, some participants suggested organizing regular meetings that would permit them to participate fully in school events and discussion regarding the development of their children progress. Parents also indicated that they were excited to observe schools adopt social media to improve communication. By using these platforms, parents would have an additional means for

staying informed about their child's education without physically attending all of the meetings. Ten people were interviewed in order to learn more about the underlying reasons of the low level of parental involvement in schools and the responsibility that school administration plays in addressing this problem. School authority engage parents through regular communication, such as newsletters, emails, and parent-teacher meetings, to keep them informed about school events and student progress. Organizing workshops, volunteer programs, and open events also encourages parents to participate actively in their child's education.

By creating a welcoming environment, enabling flexible involvement opportunities, and providing assistance services, school administrators may address the issues related to parental involvement. Parent uncovered the version: "I want to stay involved, but I don't know how to support. School administration do not offer any support program for the parents like us". Parents appreciate the efforts made by school administration to connect with them through open communication, workshops, and meetings. But they frequently believe that more engagement and customization will be necessary. Relationships between parents and schools are strengthened when administrators actively listen and offer assistance. Parental view regarding this issue: "The school makes an effort, but perhaps we require more support to fully understand what we are responsible for."

By establishing inclusive regulations that are planning parent-friendly occurrences, and enhancing communication, school administrators can overcome insufficient parental involvement. Giving parents access to workshops, support networks, and flexible meeting hours encourages them to become involved. One of the parents' view regarding this issue as stated: "Involvement in school activities would increase if the school undertook more efforts to connect with us and provide guidance." Furthermore, administrators collaborate with parent-teacher associations (PTAs) to create a platform where parents can voice their concerns, share suggestions, and contribute to decision-making processes.

A comprehensive analysis of the elements that may influence parents' involvement at school was made possible by the wide variety of questions, which took into consideration the viewpoints of participants from different socio-economic backgrounds and both genders. Parents generally view involvement in school activities as a positive opportunity to support their children and build a strong school community. Many appreciate the

chance to interact with teachers and understand their child's learning environment better. However, some parents may face barriers such as time constraints, lack of confidence, or language barriers, which administrators should address by offering flexible engagement options. Schools that successfully involve parents often experience improved student performance, higher attendance rates, and stronger relationships between teachers and families. Overall, fostering parental involvement benefits not only students but also the school as a whole, creating a more supportive and collaborative educational environment.

Factors Influencing on Parental Involvement in Children's education

A child's academic success and overall well-being are greatly influenced by the involvement of parents. Parents' and schools' relationship has a significant impact on learner's academic performance and personal progress. This study talked about a number of variables which influence parental involvement and how it affects children's academic performance. This portion identify the encounters faced by parents in engaging with schools and propose effective solutions to boost this connection.

Language of communication. Additionally, one major barrier to communication between parents and schools was identified as linguistic boundaries. For example, it can be difficult for parents whose mother tongue is different than the language employed in schools to communicate with teachers and administrators. Parental involvement has been demonstrated to be influenced by school rules and attitudes, with some schools having rigorous guidelines for parent-school communication and staff members behaving inappropriately towards parents. The involvement of parents is greatly influenced by the language of communication, particularly in multicultural and multilingual communities like Nepal. Parents may find it difficult to comprehend school policies, academic expectations, and activities if they do not speak the school's language. This could limit their involvement. Multilingual texts and interpreters should be made available in schools to promote effective communication. Regarding this issue parent 1 said: "I want to attend meetings, but the language barrier makes it hard to understand what's happening in the conversation". Supporting the same version parent 2 stated: "If the school offered information in easily understood language, it would be easier for me to help my child

with their homework." These evidence prove that clear and accessible communication encourages active parental involvement.

Cultural Context. The involvement of parents was greatly influenced by a nation's cultural setting. Some nations exhibited lower levels of parental involvement in schools, while others showed higher levels. Parents' views on the significance of their involvement in their child's education were influenced by cultural norms and beliefs. Cultural context significantly influences parental involvement, as beliefs, traditions, and values shape how parents engage with schools. In some cultures, there is a strong emphasis on community roles in education, while in others, education is seen as a more reserved matter. Cultural norms can affect communication styles and the perception of a parent's role in their child's learning. In this regard parent 3 exposed: "In our culture, we value respect and don't usually question teachers, but we want to help school."

Accordingly, parental 5 supported: "We believe in family unity, but we feel separated from the school system and its approach adversely impact our tradition."

Obtaining an understanding of these cultural variations can help us develop more successful involvement techniques. Due to linguistic and cultural barriers, some parents found it challenging to connect with them.

Family Characteristics and Stability. Family constancy and interdependence have a deep influence on a student's level of achievement and their parental involvement. Family features, such as socioeconomic status, educational background, and family constancy, meaningfully influence parental involvement in children's schooling. Families with more resources and unchanging environments are more likely to engage actively in their children's education. In contrast, those facing financial stress or instability may struggle to participate. Parent 6 stated: "I work two jobs and barely have time for my children's homework. It's hard." Likewise, Parent 3 exposed: "When things are more stable at home, I can spend time helping my children with school. But when we're worried, it's harder to focus on their learning."

These aspects emphasize how important it is for all families to have supporting educational systems. Children from households with a lot of difficulties and social instability might perform lower academically. When families split up, parents may find it

difficult to provide their children with the support they need in school and other areas, which can have an impact on their academic performance.

School Staff Behavior. One of the primary causes of the lack of parental involvement is the behavior of school administrators. By influencing the degree of trust and communication between parents and the school, the behaviors of school employees has significant impacts on the involvement of parents. More involvement may be promoted by staff members who are friendly, helpful, and have beneficial relationships with parents. A collaborative environment is created when staff members truly concern about the child's development and engage parents in decision-making. In this regard parent 7 viewed: "When teachers greet me warmly and keep me informed, I feel more connected to my child's learning." Likewise parent 9 stated: "I've noticed that when staff are dismissive, I hesitate to engage because I don't feel my involvement matters".

The behavior of school administrators has an enormous effect on parental involvement because it determines a climate for communication and fosters a friendly environment. Parent involvement is encouraged by administrators who actively listen, demonstrate empathy, and provide resources. When administrators exhibit commitment to parent-school collaboration, it promotes trust and assurance. In this issue parent 1 expressed: "When the principal greets us and listens to our concerns, it makes us feel valued and more willing to help". Parent 2 stated: "If the school's leadership didn't reach out or offer guidance, I'd feel disconnected and unsure how to support my child's learning." Parents may be discouraged from further interacting with the school as a result of negative experiences they have with the personnel and administration. Parents may become unhappy and less inclined to get involved in school events if they experience instances of unpleasant behavior, inadequately prepared meetings, and teachers prioritizing some children over colleagues.

Student's Gender. Remarkably, the results of the study indicate that the student's gender has the least influence on the involvement of parents. The majority of participants disagree with this factor, highlighting the reality that parents, regardless of gender, typically care about their children. The gender of a student can affect parental involvement in school; this involvement is frequently influenced by their expectations, cultural norms, and expected opportunities for future success. In communities, parents

may be more spoken for in their sons' education, viewing them as future main source of income, while daughters may receive less academic support due to household responsibilities or traditional roles. Conversely, some parents may be more involved in their daughters' schooling to ensure their security and future independence. Schools can address these disparities by promoting gender-inclusive parental involvement strategies. Some parents argued: "I focus more on my son's studies because he will support our family in future". Adversely, other's viewed: "I want my daughter to study, but she also helps with household responsibilities." Cultural factors and the environment in Nepal forced to promote equal behavior of children, regardless of their gender.

Parents' physical well-being, the hours they work, their increased responsibilities at home, and a lack of awareness on the part of both parents and schools are some of the additional problems that participants stated as affecting parental involvement.

Additionally, the type of employment parents accomplish and the distance between their places of work and school influence how well they communicate with the school. School administrators can encourage a sense of community and collaboration between parents and the school by setting up regular meetings between parents and teachers, offering wide channels of communication, and appreciating family opinion. In order to accommodate working parents' busy schedules, schools should also think about arranging flexible meeting times and employing modern means of communication.

The participants shared insightful suggestions as well as plans to solve the issue of inadequate involvement from parents. They highlighted the need of setting dedicated evenings for parent meetings and providing working parents with flexible scheduling for visiting the schools of their children. In these days some private school in Kathmandu valley have the practice of 'parent's night'. From the very beginning, there was a focus on open and honest communication with teachers and administrators at the school, as well as using social media to assist parents communicate (Dahie et al., 2018). Systematic and regular teacher-parent meetings, written student report card, communicate with use of ICT, and feedback from parents in certain working days were suggested to enhance parental involvement.

A student's academic achievement and overall development are greatly influenced by the involvement of parents. This study emphasizes the different aspects, including family

dynamics, school personnel behaviors, and outside variables like working hours and geographical distance, that hinder parental involvement. Understanding these issues can help educational institutions put effective measures into operation to improve parental involvement and have a beneficial impact on students' academic performance. A friendly environment and open means of communication can increase parental involvement as well as student achievements (Khalifa & Ali, 2014; Trung et al., 2021). Furthermore, the study demonstrates the importance of cultural reflections in parental involvement.

Establishing an inclusive and flexible learning environment involves an understanding of and respect for these cultural variations (Barger, et. al., 2019). By offering parents culturally sensitive support and fluent resources, schools may help decrease the cultural gap and promote collaboration and mutual respect.

The finding of this study highlight how important it has become for developing a friendly and courteous environment for parents in schools. Schools may bridge the gap and promote increased parental involvement by establishing positive relationships between parents and school administrators (Durisic et. al., 2017). Additionally, schools should make an organized effort to meet the requirements of working parents through providing flexible meeting schedules and exploiting modern communication techniques to promote effective communication.

Ultimately, parents and schools share responsibilities for parental involvement. Working together, schools may establish a welcoming and motivating environment that encourages parents to get involved in the education of their children. Students who actively participate feel more motivated and like they belong, which enhances their academic achievement and overall growth. Recognizing how parental participation influences the achievement of students is essential for educators, parents, and other stakeholders in the system of education. We can guarantee that each student gets all the support and encouragement they require to reach their full potential and succeed both academically and personally by making efforts in fostering a strong collaboration between parents and schools.

Conclusion & Implications

The multiple factors that influence this essential interaction are clarified by the research on parental involvement in schools. By thoroughly analyzing the causes of the lack of parental involvement, I identified a number of difficulties that parents face, such as socioeconomic circumstances (Alkhateri et al., 2019), learning experience, undesirable school experiences, income level of parents, family structures, and cultural effects. Additionally, parental involvement is greatly influenced by the mindset and conduct of the school administration. Understanding these issues allows educational institutions to create efforts that will increase parental involvement and, consequently, enhance students' academic performance and overall well-being.

The significant influence of school staff behavior on parental involvement is one of the study's main implications. The way parents and school administrators interact can either create obstacles that limit parental involvement or create a welcome and positive environment. Making parents feel respected and appreciated implies that teachers and administrators at schools greet them with respect and dignity.

The results of the study also highlight how important parental education levels are in determining involvement. Higher educational backgrounds are more likely to be involved in their children's schooling. On the other hand, parents with little education could be uncomfortable interacting with school personnel or might not understand the significance their participation is (Epstein, 2018). Schools should address this through setting in place family literacy programs and workshops that provide parents the information and abilities they need to effectively support the education of their children. This study additionally highlights the importance of school administration's role in promoting parental involvement. Establishing a friendly and encouraging school culture is predominantly the responsibility of school leaders.

A significant incentive for raising students' academic performance and overall development is involvement from parents (Goodall, 2021). This study has shown that overcoming the issues preventing parental involvement and cultivating constructive parent-school relationships can have a major positive impact on children, parents, and schools. Colleges can optimize parental involvement and have significant effects on each student's educational journey by fostering a culture of cooperation, understanding, and

respect. Recognizing the critical role parents perform in their children's academic achievement and fostering a friendly and inclusive school climate might help learners have a brighter future. Involving parents is not only crucial to a child's education, but it is also a powerful instrument for transforming the educational environment and building a strong sense of connection in our school system.

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