

Crafting Policies and Practices: Encouraging Academic Environment with Parental Support

Bishnu Prasad Pokharel 

Associate Professor of English

Tribhuvan University, Saraswati Multiple Campus, Kathmandu, Nepal

bishnu.pokharel@smc.tu.edu.np

Yadav Mani Upadhyaya* 

Assistant Professor of Economics

Tribhuvan University, Saraswati Multiple Campus, Kathmandu, Nepal

yadav.upadhyaya@smc.tu.edu.np

Sultana Banu 

Assistant Lecturer of English.

Srijana College of Fine Arts, Kathmandu

sultana.banu822@gmail.com

Type of Research: Original Research

Corresponding Author*

Received: March 01, 2025

Revised & Accepted: April 21, 2025

Copyright: Author(s) (2025)



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

Abstract

Background: This study aims to investigate and identify the important aspects affecting educational quality in schools, emphasizing legislative provisions, infrastructure development, teaching-learning activities, and the role of school administration.

Methods: The research used a qualitative methodology to examine the obstacles and opportunities within community school education. Data was gathered from parents and students via group discussions, interviews, and written responses. Three distinct districts—Banke, Rupandehi, and Kaski—were purposively picked, with four schools from each district. Convenience sampling has been employed to include parents and students from grades eight to twelve.

Results: The results indicate that participants are mostly focused on policies concerning the establishment of the School Management Committee, the organization and substance of the school curriculum, and the local curriculum. Deficiencies in legal and educational policies

impede quality improvement. Moreover, respondents emphasize the necessity for enhanced school infrastructure, teachers' commitment and attentiveness, and impartial oversight and discipline by head teachers to guarantee quality education.

Conclusion: Community schools in Nepal face criticism due to subpar results and inadequate performance in school-level education. To meet the stakeholders' requests, parents, students, and school families must maintain a coherent relationship.

Novelty: This study identifies the pressing necessity for developing policy provisions within the School Management Committee, revising the curriculum to integrate skills and knowledge, and local curriculum adjustments to ensure that skills are deemed as essential as knowledge and information. In contrast to prior studies, it employs thematic analysis and deduces the necessity for administrative discipline, impartial yet consistent teacher evaluations, and infrastructure refurbishment to ensure quality assurance.

Keywords: Curriculum revision, infrastructure renovation, parents' satisfaction, quality education, students' satisfaction

Introduction

Quality education is a vital factor in attracting parents and students, the primary stakeholders in school education. Concrete and credible aspects of social legitimacy and transformation impact them. Quality is generally signified by the average results of the educational institution, the effectiveness of the school management committee, the performance of teachers and administrators, and the satisfaction levels of students and parents. The number of students, the quality of their performance, their results, and their presentation upon completion of the level indicate their caliber. However, the satisfaction of both parents and kids is crucial in assessing the school.

This study gathers qualitative data from parents and students. The current system requires the development of policies and practices to improve the credibility of secondary education in the hilly region of Kaski, the East-West highway area of Rupandehi, and the southern border regions of Banke. The parents' and children's disinterest in community schools encouraged the researchers to examine the concerns of the major stakeholders, specifically parents and students.

Although the emphasis on parents and kids offers essential perspectives on educational quality, it is crucial to recognize the impact of additional stakeholders, including teachers and administrators. Educators are pivotal in influencing the educational experience via their teaching strategies and classroom governance. Administrators, conversely, guarantee the efficient functioning of the school and the execution of educational policies. Their participation could yield a more thorough comprehension of the aspects influencing educational quality as delineated by this study.

The commencement of public education, marked by a profound concern, began in the 1950s with the proclamation of "education for all." [Andersson and Lindkvist \(2000\)](#) assert that, "In 1951, the right to education for every citizen was established in Nepal." This was a crucial

advancement in the extension of public education. Sebaly (1988), as referenced by [Andersson and Linkkvist \(2000\)](#), asserts that "In 1951, the right to education was conferred upon citizens." Education is accessible to everyone. Prior to this alteration, education was exclusively accessible to the royal family or the elite class of Nepalese society" (p.12). The Sanskrit gurukula served as the principal foundation for the populace's literacy. They would gather beneath a tree or in a public space to receive instruction from gurus. This oral transmission method endured for an extended period. Prior to this paradigm shift, education was exclusively accessible to the elite, specifically the Rana family and the royal family. [Bajracharya \(2020\)](#) states that Nepal inherits Gurukul traditions of Vedic education and a Buddhist educational system rooted in the historic traditions of esteemed learning centers such as Takṣaśīlā (Taxila), Nalanda, and Vikramaśīlā. These systems primarily pertain to philosophy, religion, astrology, health, and economics" (p.4). These measures pertain to the expansion and enhancement of the educational system in Nepal. From this juncture, the nature and quality of the educational system have been enhanced.

The integration of information communication technology instigates a paradigm shift in education, enhancing the auditory and visual components inside contemporary classrooms. [Bhatta \(2008\)](#) elucidates the influence of ICT on education, stating, "Effective use of ICT-based teaching-learning can potentially have a profound impact on the classroom/teacher-level processes and student-level processes" (p.7). Information and Communication Technology integrates audio-visual learning and multimedia methodologies to augment students' learning capabilities. It disrupts the conventional method of learning that relies solely on reading, recitation, and text-based review.

A component of enhancing public education quality is the technological change in the teaching and learning process. Investment has been allocated for infrastructure enhancement, professional development training, and technological transformation to increase quality. Nonetheless, social credibility has diminished, leading parents and children to distrust the quality of education offered by community schools. The prevalent issues have directly influenced social perception and consumption levels. This study seeks to identify the shared concerns of parents and students regarding strategies to enhance the quality of education in community schools.

Review of Literature

The enhancement of school education has emerged as a critical concern within Nepal's contemporary educational framework, since a significant portion of the population expresses dissatisfaction with the existing curriculum, pedagogical methods, and pass rates. This research aims to ascertain the causes of dissatisfaction among key stakeholders, specifically parents and students, and to propose a path forward. The recent works have been evaluated to enhance understanding of knowledge generation and research over the past few years.

[Hamidu et al., \(2014\)](#) examined the impact of laboratory teaching methods on enhancing educational quality. Educators, laboratory technicians, and horticulturists should be required to participate periodically in pertinent workshops, seminars, conferences, and short courses to

enhance and refresh their knowledge and skills” (p.81). The laboratory method acclimates them to the present circumstances and introduces them to interventions for quality enhancements.

[Stojanovic et al., \(2018\)](#) emphasize the significance of educators asserting that “organizational, intellectual, social, and emotional cognitive-affective teaching, along with interactive and creative communication between teachers and students” facilitate the transformation of the educational paradigm.

[Ishak et Al., \(2020\)](#) examined Malaysia's education system and identified the predicament faced by families that had relocated to metropolitan regions. The interplay between income and dual-earner attributes indicated that families with both parents employed are classified inside a higher income bracket, which does not adversely affect their children's schooling, whereas middle-income families experience a quandary. This study examines the correlation between income and its effect on education.

[Wang \(2022\)](#) deduces from the study that the mono-educational system nationwide fails to meet public demand due to varying contexts and requirements. “Posits that employing the critique tool, parents who support Confucian education have developed into discerning citizens who contemplate how to resist mainstream educational governance” (p.325). He appreciates the regionalized educational system.

[Cetin and Demircan \(2022\)](#) posited that "The qualified relationships between parents in their parenting associated with their individual motivational beliefs can enhance parental involvement in education" (p.1292). The positive correlation is upheld, but diminishing its value incurs a detrimental effect.

[Batra et al., \(2023\)](#) emphasize the significance of teachers in educational reform, stating, “Teachers’ perceptions regarding the essence of quality education and the significance of in-service programs and seminars that enhance the teaching and learning process.” They underscore the roles of teachers, parents, and students in ensuring the education system functions harmoniously” (p. 44). The school system is enhanced by empowering educators.

[Ansari et al., \(2023\)](#) emphasize the significance of head teachers, school management committee members, and social leaders as pivotal agents of educational transformation. They assert, “Leaders and managers of higher education institutions (HEIs) play a crucial role in influencing students’ academic self-concept based on the technological resources in the learning environment, particularly in alignment with HEI Vision 2025 and the UN Sustainable Development Goal of quality education” (p.20). Sustainable development is the fundamental principle endorsed by educational leaders.

[Ghanmein et al. \(2023\)](#) posited that an institution's quality is evaluated based on its perception and actions, stating, “The satisfaction of students with the Academic Advising system is influenced by trust, network quality, advice quality, system quality, information quality, and perceived risk” (p. 1838).

[Maimad et al., \(2023\)](#) investigated and discovered a negative link between academic accomplishment and parental support, stating, “There was no satisfactory correlation between parental involvement and students’ academic achievement.” Parents exhibited minimal

engagement in home learning, volunteer activities, and school governance” (p.76). The parents' disinterest towards academic pursuits results in diminished academic engagement among children.

[Sharim et al. \(2024\)](#) examined the correlation between socioeconomic status and education, stating, “Families with higher socioeconomic status generally possess greater resources and opportunities to support their children’s artistic growth, enrolling them in art classes, providing quality art supplies, and facilitating cultural exposure” (p. 76). Their research finds a correlation between socioeconomic structure and the level of children's exposure. The low-income family may experience reduced exposure, whereas the high-income family encounters significant exposure.

[Morangwe and Mutesasira \(2024\)](#) assert the importance of parental involvement in educational reform, stating, “Parental involvement is a potent catalyst for educational equity and sustainable development in South African schools.” An inclusive education system promotes the Sustainable Development Goals and guarantees a more promising future for all children in South Africa and beyond. Parents in South Africa must serve as a catalyst for transformation.

[Rijal et al., \(2024\)](#) emphasize the importance of student discipline and the school-parent relationship in sustaining quality, stating, “Fostering collaborative partnerships between parents and schools as well as implementing effective discipline practices to enhance educational quality in high schools in Central Java” (842). Their arguments emphasize student discipline and joint efforts for quality improvement.

Researchers have examined the importance of income in education, teacher training, the influence of mainstream education across nations, students' intelligence and performance in a competitive market, trust, quality, systems, and risk as factors impacting the credibility of education. Their analysis emphasized the impact of parental involvement, both positive and negative, on the quality of students' education, the commitment of dual-earner families to educational investment, the quandary faced by urban middle-income individuals regarding educational expenditures, and the role of parental engagement as a catalyst. This study is innovative as it conducts a comprehensive thematic analysis of the critical observations made by parents and students, advocating for educational reform and suggesting that the revision of current policies and in-school activities enhances the quality of education.

Research Methodology

This study employs a research technique that guarantees a thorough examination of the difficulties and opportunities for enhancing educational quality in community schools. The study delineates practical proposals for policy formulation, curriculum modification, infrastructure enhancement, and administrative reforms by concentrating on the viewpoints of parents and students. Despite its limits, the study provides significant information for parties dedicated to reforming secondary education in Nepal.

Research Design: The study used a qualitative methodology to examine the viewpoints of parents and students, facilitating a more profound comprehension of their experiences, concerns, and suggestions. Qualitative data was gathered via group discussions, individual

interviews, and written responses. This method captures participants' subjective experiences in their own words, allowing researchers to discern patterns and themes pertaining to the academic environment and educational procedures.

Sampling Data: Three districts, Banke, Rupandehi, and Kaski, have been deliberately selected to examine the reactions concerning the policies and practices of community school education. Four schools from each district have been randomly chosen for data collecting. The data was gathered from parents and students using convenience sampling methods, focusing on two stakeholder groups: parents of children enrolled in community schools and students attending community schools from grades eight to twelve. Parents and children have been selected for the sampling as they are the principal stakeholders in education within the school context.

Study Area Selection: Three districts—Banke, Rupandehi, and Kaski—have been intentionally chosen for their geographical and socio-economic diversity. These districts exemplify distinct regions of Nepal: the southern border area (Banke), the East-West highway region (Rupandehi), and the highland region (Kaski). This selection guarantees that the results represent the many contexts of community schools in Nepal.

School Selection: A total of 12 schools have included in the study, with four schools randomly selected from each district. The names of these schools are enumerated in the annex part of the text.

Participant Selection: Two categories of stakeholders have been selected as respondents:

- Parents: Parents who enrolled their children in community schools and possess the ability to express their opinions both verbally and in writing.
- Students: Individuals enrolled in grades eight through twelve at the designated community schools. These groups have been selected as they are the principal stakeholders directly engaged in the educational process.
- Convenience sampling has been employed to pick participants, facilitating accessibility while preserving relevance to the study aims.

Data Collection Methods: Data gathering was undertaken utilizing various ways to acquire distinct perspectives:

- Focus group conversations have been conducted with parents and students to promote open dialogue regarding their issues and suggestions for enhancing the academic environment.
- Personal Interviews: Comprehensive interviews have been conducted with chosen individuals to obtain extensive insights into personal experiences and perspectives.
- Participants have requested to submit written input regarding particular elements of school policies and practices. This facilitated more organized and contemplative replies.

Ethical Considerations: To uphold ethical norms in data collecting and analysis:

- Anonymity: The identities of pupils and parents have not been revealed. During the analysis, just the names of the schools were referenced to safeguard the identities of the participants.

- **Subjectivity Minimization:** Subjectivity has been reduced by categorizing comments into topics and utilizing direct quotations from participants to guarantee authenticity.
- **Informed Consent:** Participants have been apprised of the study's purpose, and their consent has been secured prior to data collection.

Thematic Analysis Framework: The qualitative data obtained from participants was examined utilizing a thematic analysis framework. This framework encompasses the subsequent steps:

- Responses have been categorized based on common themes and trends. The investigation revealed themes like "policy change for SMC," "curriculum reform," and "infrastructure development."
- **Theme Identification:** Essential topics have been identified to meet the research objectives. These topics have emerged from participants' critical observations and recommendations for educational reform.
- The coded data has been analyzed to derive significant conclusions regarding the determinants affecting the quality of education in community schools.

The results have been examined through many principal topics, highlighting the primary concerns and recommendations of the participants.

Table 1

Interpretation of Participants Concern

Theme	Key Findings and Recommendations
Policy Change for SMC	Revise policies to ensure only parents of current students are part of the School Management Committee (SMC), promoting direct involvement and accountability.
Curriculum Reformation	Overhaul the curriculum to include practical skills (e.g., sewing, weaving, plumbing) along with theoretical knowledge. Incorporate local products and cultural aspects into the curriculum.
Infrastructure Development	Build compound walls, maintain clean toilets, and provide updated science and computer labs. These improvements are seen as essential for a conducive learning environment.
Teaching-Learning Activities	Encourage inclusive teaching practices, regular evaluation of homework, and timely completion of courses. Reduce political inclinations and maintain discipline within the school administration.
Administrative Role	Maintain discipline, conduct objective teacher evaluations, and reduce political interference to enhance the quality of education.

Limitations: The study offers significant insights; nonetheless, it possesses specific limitations:

- **Subjectivity:** The inherent subjectivity of qualitative research may lead to interpretation bias. The researchers mitigated this by meticulously using the thematic analysis model.
- **Sample Size:** The research is confined to 12 schools among three districts, thereby failing to adequately represent the wider context of community schools in Nepal. An

increased sample size with prolonged sampling could improve the reliability and generalizability of the results.

- The study concentrates exclusively on parents and pupils, omitting other possible stakeholders such teachers, school administrators, and local government officials.

Ethical Consideration: The names of the pupils and parents have not been disclosed, as stipulated during the group discussion and personal introductions; just the names of the schools have been provided. Via programming. Subjectivity has been mitigated by utilizing their precise data version.

Analysis and Interpretation

Table 2 encapsulates the study and interpretation of the policy provisions and recommendations.

Table2

Interpretation of the Policy Provisions

Policy Provision	Key Findings and Recommendations	Participants
Policy Change for SMC	The existing committee formation needs revision. Only parents of current students should be part of the School Management Committee (SMC).	Mahendra, Baraha, Janakalyan, Paschim Parroha, Baraha Janakalyan, Machapuchhere, Paschim Parroha, Sahid Smarak, Gyan Deep Shree Secondary (Parents and Students)
Policy Change for Curriculum Reformation	The current curriculum does not include local products (e.g., paddy, potato, milk, maize) or skill transformation topics (e.g., sewing, weaving, electricity work, plumbing). It should combine skill transformation and knowledge creation.	Mahendra, Machapuchhere, Baraha, Saraswati, Gyan Deep, Ramapur (Students)
Policy Change for Local Curriculum	Local curriculum, structured by the local government, should include local dairy and agricultural products (e.g., milk, elaichi, amriso, cucumber seeds), but it currently focuses only on geography.	Mahendra, Baraha, Janakalyan, Machapuchhere, Paschim Parroha, Gyan Deep, Ramapur (Students and Parents)
Policy Change for Skill Transformation	The current curriculum is not fostering skill transformation in students. There should be mandatory content on culture, festivals, and rituals.	Mahendra, Baraha, Janakalyan, Machapuchhere, Paschim Parroha, Gyan Deep, Ramapur (Students and Parents)
Policy Change for	The curriculum should balance theory and practice, with a 50-50 split, based	Nispakshya, Mahendra, Baraha, Janakalyan, Machapuchhere,

Incorporating Theory and Practice on student interests. However, it is not currently structured to meet student needs. Paschim Parroha, Shree Secondary, Ramapur (Students)

Table 3 summarizes the students' concerns regarding infrastructure development for quality enhancement.

Table 3

Students' Concerns Regarding Infrastructure Development

Infrastructure Development Concern	Key Findings and Recommendations	Participants
Building for Classroom	A good building with a compound wall creates a peaceful environment for teaching and learning.	Paschim Parroha, Shree Secondary, Saraswati (Students)
Updated Science and Computer Lab	Updated science and computer labs with sufficient practical resources are essential for our learning.	Mahendra, Janakalyan, Ramapur, Gyan Deep (Students)
Compound Wall	Lack of compound walls leads to animals entering classrooms and students skipping school.	Annapurna, Shree Secondary, Paschim Parroha, Saraswati (Students)
Toilet	Toilets should be clean and well-maintained; currently, one toilet is used as a wood store and the girl's toilet has broken pans.	Mahendra, Machapuchhere, Janakalyan, Shree Secondary, Paschim Parroha (Students)
Health and Hygiene	The school should provide fresh drinking water, an updated first aid box with medicine, and a treatment room.	Mahendra, Janakalyan, Machapuchhere, Sharada Shree Secondary, Ramapur (Students)
Technology-Driven Education	ICT-friendly schools promote quality education, and the municipality should invest in these resources.	Sharada, Mahendra, Janakalyan, Paschim Parroha, Shree Secondary (Students)

Table 4 summarizes the teaching-learning activities for quality, based on participants' feedback.

Table 4

Teaching Learning Activities for Quality

Teaching-Learning Activity Concern	Key Findings and Recommendations	Participants
---	---	---------------------

Parents as Change Agents	Parents rarely visit the school to obtain educational information about their children, resulting in teachers giving less attention to students.	Nispakshya, Mahendra, Baraha, Janakalyan, Machapuchhere, Paschim Parroha, Shree Secondary, Ramapur (Students)
Teachers as Change Agents	Teachers should stop viewing community school students as below poverty level or of low competency, and instead, encourage their potential.	Nispakshya, Mahendra, Baraha, Janakalyan, Machapuchhere, Paschim Parroha, Shree Secondary (Students)
Regular Class as Change Factor	There should be replacement classes when teachers are absent, and course completion on time must be mandatory.	Nispakshya, Mahendra, Baraha, Janakalyan, Machapuchhere, Paschim Parroha, Sahid Smarak, Gyan Deep, Shree Secondary, Ramapur (Students)
Homework Evaluation as Change Factor	Teachers should evaluate homework regularly for students to correct mistakes and improve their learning.	Mahendra, Paschim Parroha, Nispakshya, Baraha, Janakalyan, Machapuchhere, Sahid Smarak, Gyan Deep, Paschim Parroha, Shree Secondary (Parents and Students)

Table 5 summarizes the concerns regarding teachers' professional activities for quality assurance.

Table 5

Teachers' Professional Activities for Quality Assurance

Teachers' Professional Activity Concern	Key Findings and Recommendations	Participants
Social Media Distraction	Teachers give attention to social media and spend time making TikTok videos, which distract students and divert their attention.	Nispakshya, Mahendra, Baraha, Janakalyan, Machapuchhere, Paschim Parroha, Shree Secondary, Sahid Smarak, Gyan Deep, Ramapur (Students)
Demotivation of Less Bright Students	Teachers demotivate less bright students about reading and writing; they should motivate all students through encouraging words.	Nispakshya, Mahendra, Baraha, Janakalyan, Machapuchhere, Paschim Parroha (Students)

Teacher Discipline and Time Management	Teachers' punctuality and time management (entering and exiting on time) influence students' discipline and behavior in school.	Nispakshya, Mahendra, Baraha, Janakalyan, Machapuchhere, Paschim Parroha, Sahid Smarak, Gyan Deep (Students)
Bias Towards Strong Students	Teachers often focus on students who are already good, leaving weak students behind. Equal and unbiased treatment should be encouraged.	Nispakshya, Mahendra, Baraha, Janakalyan, Machapuchhere, Paschim Parroha, Sahid Smarak, Gyan Deep, Ramapur (Students)
Political Inclination of Teachers	Teachers overtly express their political inclinations and frequently discuss current political developments at school.	Nispakshya, Mahendra, Baraha, Janakalyan, Machapuchhere, Paschim Parroha, Sahid Smarak, Gyan Deep, Ramapur, Janakalyan, Parroha (Students)
Homework Evaluation and Teacher Rewards	Teachers should regularly evaluate homework and be rewarded annually based on their performance in tasks like results, homework, and devotion.	Himalaya Danfe, Annapurna Basic, Mahendra, Baraha, Janakalyan, Machapuchhere, Paschim Parroha, Shree Secondary, Sahid Smarak, Gyan Deep, Ramapur, Parroha (Parents and Students)

Table 6 summarizes the concerns regarding the school administration's role for quality enhancement.

Table 6

School Administration's Role for Quality Enhancement

School Administration Concern	Key Findings and Recommendations	Participants
Maintaining Discipline	Maintaining discipline is crucial for quality, but our school lacks proper discipline.	Nispakshya, Mahendra, Baraha, Janakalyan, Machapuchhere, Paschim Parroha, Sahid Smarak, Gyan Deep, Ramapur, Parroha (Students)
Punishment for Bunking Classes	Students who bunk classes do not face any punishment from the administration.	Nispakshya, Mahendra, Baraha, Janakalyan, Machapuchhere, Bhumeswor, Paschim Parroha, Sahid Smarak, Gyan Deep (Students)
Objective Evaluation of Teachers	The headteacher must objectively evaluate all teachers without bias.	Nispakshya, Mahendra, Baraha, Janakalyan, Machapuchhere, Paschim Parroha, Sharada, Sahid Smarak, Gyan Deep, Parroha (Students and Parents)

Time-Bound Action Contract for Headteacher	The headteacher should be appointed with a time-bound action contract, and achievement should be the main evaluation parameter.	Nispakshya, Mahendra, Baraha, Janakalyan, Machapuchhere, Paschim Parroha, Barahi, Krishna (Parents)
Fear of Headteacher Among Teachers	Teachers are afraid of the headteacher, leading to a lack of direct interaction and communication among them.	Nispakshya, Mahendra, Baraha, Barahi, Machapuchhere (Students)
Bias in Prize Distribution	The headteacher shows bias when distributing prizes to teachers.	Barahi, Machapuchhere, Krishna, Nispakshya, Mahendra, Baraha, Janakalyan, Paschim Parroha, Shree Secondary (Students)
Maintaining Unity Among Teachers	The headteacher must maintain unity among teachers.	Nispakshya, Mahendra, Baraha, Janakalyan, Machapuchhere, Bhumeswor, Paschim Parroha, Shree Secondary (Students)
Diminished Motivation Due to Bias	Teachers' motivation is diminished by the headteacher's biased and subjective actions.	Nispakshya, Mahendra, Baraha, Janakalyan, Machapuchhere, Paschim Parroha (Parents and Students)
Personal Guidance of Headteacher's Activities	The headteacher's activities are often personally guided, rather than being objective.	Indrayeni, Kailash, Nispakshya, Mahendra, Baraha, Janakalyan, Machapuchhere, Paschim Parroha, Parroha (Parents and Students)
Updating Headteacher with Time and Technology	The headteacher needs to be updated with modern practices and technology.	Nispakshya, Mahendra, Baraha, Janakalyan, Machapuchhere, Paschim Parroha (Students)
Cleanliness and Hygienic Food	Cleanliness and hygienic food should be a core concern of the administration, but the administration allows junk food, which is not healthy.	Nispakshya, Mahendra, Baraha, Janakalyan, Machapuchhere, Paschim Parroha, Sharada, Ramapur, Parroha (Students)
Discipline and School Attraction	Discipline enhances the attraction of community schools, but our school does not maintain discipline.	Nispakshya, Mahendra, Baraha, Janakalyan, Machapuchhere, Paschim Parroha, Sharada, Shree Secondary (Students)

Results

The findings reveal that participants primarily concentrate on policies related to the formation of the School Management Committee, the structure and content of the school curriculum, and the local curriculum. Inadequacies in legal and educational policies hinder quality enhancement. Furthermore, respondents underscore the imperative for improved school infrastructure, teachers' dedication and vigilance, and equitable supervision and discipline by head teachers to ensure quality education.

Direct statements from participants are essential for effectively illustrating these findings. For example, one parent stated, "Only parents of current students should participate in the School Management Committee (SMC) to promote accountability and engagement." This sentiment emphasizes the subject of policy reform in the SMC establishment. A student remarked on curriculum reformation, stating, "The curriculum omits local products such as paddy, potato, milk, and maize and lacks practical skills including sewing, weaving, plumbing, and electrical work." Such an observation underscores the necessity for a curriculum revision to incorporate local products and practical competencies.

Infrastructure development constituted another major problem. A student remarked, "Schools lack perimeter walls, resulting in animals entering classrooms, and restrooms are unsanitary or utilized as storage areas." This response underscores the pressing necessity for the construction and upkeep of compound walls, sanitary facilities, and ICT-compatible infrastructure. A significant conclusion pertains to teaching-learning activities, wherein a participant noted, "Educators concentrate solely on high-achieving students, disregarding those who struggle, and homework is infrequently assessed." This underscores the imperative for training educators in inclusive pedagogical methods and conducting consistent assessments of homework.

Discussion

The examination of the diverse concerns raised by children, parents, and educators within the school context uncovers multiple areas for enhancement in policy frameworks, infrastructure, pedagogical practices, faculty professional development, and administrative operations. The recommendations based on these findings provide a means to improve the overall quality of education.

1. Policy Provisions and Recommendations: The results indicate that significant modifications are required in essential policy provisions to meet the present needs of the school community. A primary concern is the composition of the School Management Committee (SMC). A multitude of participants, particularly parents, advocated for restricting the committee's membership to parents of present students to guarantee direct engagement with the school's daily operations and issues. The curriculum reform was emphasized, with recommendations to include local products and classes focused on skills transformation, such as sewing, weaving, and electrical work. This modification would enhance the curriculum's relevance and foster practical learning that students can immediately implement in their communities ([Rijal et al., 2024](#); [Ishak et al., 2020](#)).

Moreover, the incorporation of local curricula pertaining to agriculture and dairy production is essential. This curriculum must emphasize local produce and agricultural competencies to bolster the community's economy and culture ([Ghanmein, 2023](#)). The importance of skill transformation was highlighted, with parents and children advocating for information related to local culture, festivals, and rituals. This would assist kids in preserving their heritage while developing practical life skills.

Ultimately, the integration of theory and practice continues to be a challenge. Participants, particularly students, indicated that the existing curriculum inadequately reconciles theoretical knowledge with practical skills, which could more effectively align with student interests and future work requirements.

2. Infrastructure Development for Quality Enhancement: The infrastructure issues highlighted by the students were substantial. Numerous pupils underscored the necessity for a robust building and perimeter wall, which would foster a secure and tranquil atmosphere for both instruction and education. The lack of an adequate compound wall is detrimental, as it permits animals to access classrooms and leads to increased student absenteeism ([Ishak et al., 2020](#)). Furthermore, the necessity of a modernized science and computer laboratory with adequate resources was acutely recognized, as it would more effectively prepare students for contemporary education.

A significant concern was the upkeep of toilets, which are presently in disrepair, with one utilized as a wood storage area and damaged fixtures in the girls' restroom. The kids requested improved health and hygiene facilities, including potable water, an upgraded first aid kit, and a designated treatment room. The need to integrate ICT-friendly education emerged, with students urging investment in technology-based instructional tools.

3. Instructional Activities for Quality: The instructional environment is a crucial determinant of educational quality. Participants identified multiple areas for enhancement. Parental engagement is essential; however, parents infrequently attend the school to acquire educational information regarding their children, leading to diminished attention from educators. Conversely, educators ought to perceive community school pupils more favorably and acknowledge their potential rather than regarding them as disadvantaged. This change in viewpoint would result in enhanced encouragement and assistance for students ([Hamidu, 2014](#)).

The necessity for consistent classes and prompt course completion was a prevalent subject. The pupils stated discontent with professors' absences and the absence of substitute classes, which impede the prompt fulfillment of coursework. Students expressed worry regarding homework evaluation, demanding that teachers consistently analyze assignments, offer feedback, and present possibilities for enhancement.

4. Educators' Professional Engagements for Quality Assurance: Educators' professional behavior is crucial to the quality of education. Concerns were expressed on social media distractions, since educators are allocating time to sites such as TikTok rather than concentrating on their instructional duties. Moreover, there exists a perception that less

academically inclined pupils frequently experience demotivation due to teachers' inadequacies in fostering their skill development. Teacher discipline and time management were essential, as teachers' timeliness directly influences student discipline and classroom conduct ([Ishak et al., 2020](#); [Wang, 2022](#)).

Teachers' favoritism towards more capable students and their political biases also surfaced as concerns. It was observed that educators frequently prioritize academically proficient children, overlooking others that necessitate additional assistance. The political biases of educators were regarded as unsuitable in the classroom environment, where education had to maintain neutrality.

Furthermore, the assessment of homework and the incentivization of instructors for their commitment and performance were emphasized as viable ways for enhancing teacher quality. Consistent assessment of assignments and acknowledgment of educators for their contributions could improve teaching quality and student performance.

5. The Role of School Administration in Quality Enhancement: The school administration's function in cultivating a high-quality educational atmosphere is essential. The absence of discipline was recognized as a significant concern, with pupils indicating that the school's inability to impose discipline diminishes the quality of instruction. Consequences for class truancy and other forms of student misconduct were insufficient, prompting students to advocate for more consistent rule enforcement ([Maimad et al., 2024](#)).

The necessity for impartial teacher assessments and a time-sensitive action agreement for the headteacher was emphasized. The headteacher's partial conduct and inability to foster cohesion among educators were identified as elements that undermine motivation and collaboration within the teaching team. Moreover, the headteacher's personal oversight of operations was perceived as negative due to its lack of objectivity and fairness ([Bajracharya, 2021](#); [Sharim et al., 2024](#)). It was also a crucial advice to update the headteacher on contemporary methods and technologies to improve the school's leadership.

Ultimately, sanitation and hygienic food were identified as significant concerns. The administration must provide adequate hygiene; yet, the presence of junk food at the school is perceived as detrimental and unhelpful to safeguarding pupils' well-being ([Wang, 2022](#)).

The analysis indicates that legislative reforms, along with enhancements in school infrastructure, pedagogical methods, and administrative functions, are essential for improving educational quality. A comprehensive approach that addresses these diverse issues would enhance the learning environment and better prepare students for their future pursuits ([Andersson & Lindkvist, 2000](#); [Ansari, 2023](#)). The suggestions from students, parents, and educators indicate a pronounced demand for a more inclusive, pragmatic, and supportive educational framework that promotes growth and development for every kid.

Conclusion

This study aims to identify critical elements influencing educational quality in schools and to offer ideas for enhancing curriculum, pedagogical practices, infrastructure, and administrative processes to improve the learning environment and educational outcomes. Community schools

in Nepal face criticism for their subpar results and inadequate performance in meeting educational standards. To fulfill the stakeholders' demands, parents, students, and school families must sustain a cohesive relationship.

Integrating the findings with proposed policies, targeted modifications can result in quantifiable enhancements. Revising procedures to ensure that the School Management Committee includes exclusively current students' parents will enhance responsibility and engagement. Revamping the curriculum to incorporate local products and practical skills would enhance the relevance and engagement of schooling. Enhancements to infrastructure, including the construction and upkeep of compound walls and sanitary facilities, as well as the provision of modern science and computer laboratories, will foster an optimal learning atmosphere.

Educating teachers in inclusive pedagogical methods and guaranteeing the prompt fulfillment of coursework and consistent assessment of assignments will improve educational quality. Designating head teachers with fixed-term contracts contingent on performance and fostering impartial oversight will enhance administrative functions. Facilitating parental involvement through consistent meetings and their participation in school governance will close the divide between home and school.

Tackling these essential areas through a collaborative approach with all stakeholders will cultivate a more dynamic and supportive educational climate, leading to improved academic achievement and a more engaged, healthier student body. The active participation of students, parents, educators, and administrators will be essential for attaining substantial and lasting enhancements in the educational system.

References

- Andersson, J., & Lindkvist, J. (2000). *Education in Nepal: A study of Nepalese teachers' views on their School Situation*. Institutionen för utbildningsvetenskap. <https://www.diva-portal.org/smash/record.jsf?pid=diva2%3A22833&dswid=-3719>
- Ansari, A, Shah, S S & Khoso, I (2023) A Pathway leads to Quality Tertiary Education via the change in Learning Technologies and Students' Academic Self-Concept with the intervention of Students' Creativity. *International Journal of Contemporary Business and Economics (IJCBE)*, 1(02), 20–32 . <https://doi.org/10.61338/ijcbe.v1i02.15>
- Bajracharya, H. R. (2021). Nepal's higher education system and policy. In *Handbook of education systems in South Asia* (pp. 949-975). Singapore: Springer Singapore. https://doi.org/10.1007/978-981-15-0032-9_63
- Batra, P., Pillai, P., & Kaim, P. (2023). Quality Education from Teachers' Perspective. *RESEARCH REVIEW International Journal of Multidisciplinary*, 8(6), 44–52. <https://doi.org/10.31305/rrijm.2023.v08.n06.007>.
- Bhatta, S. D. (2008). Tackling the problems of quality and disparity in Nepal's school education: The OLPC model. *Studies in Nepali History and Society*, 11(1), 00-00. https://wiki.sugarlabs.org/images/2/28/SDBhatta-2008-OLPC_model.pdf

Nepal Journal of Multidisciplinary Research (NJMR)

Vol. 8, No. 2, Special 1, 2025. Pages: 73-92

ISSN: 2645-8470 (Print), ISSN: 2705-4691 (Online)

DOI: <https://doi.org/10.3126/njmr.v8i2.76869>

- Çetin, M., & Demircan, H. Ö. (2023). Coparenting and parental involvement in education: the mediating role of motivational beliefs. *Journal of Family Studies*, 29(3), 1292-1318. <https://doi.org/10.1080/13229400.2022.2045210>
- Ghanmein, R A., Aimoghrabi, K.G. & Airawashdeh, T. (2023). Students Satisfaction with the Service Quality of Academic Advising System. *Indonesian journal of electric engineering and computer sciences*.30(3) 2023.1838-1845. <https://doi.org/10.11591/ijeecs.v30.i3.pp1838-1845>
- Hamidu, M. Y., Ibrahim, A. I., & Mohammed, A. (2014). The use of laboratory method in teaching secondary school students: A key to improving the quality of education. *International Journal of Scientific & Engineering Research*, 5(9), 81-86. <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf>
- Ishak, N.A., Satar, N.H.M. & Zakaria, H. (2020). Parental Involvement in Education Among Urban Families in Malaysia. *Journal of Southeast Asian studies*. 25(2) 60-85. <https://doi.org/10.22452/jati.vol25no2.4>
- Maimad, M.T, Dupa, H.J.P. & Villegas, J.P. (2024). Parental Involvement and Academic Achievement: Keys to Transcending No Poverty and Quality Education. *Journal of teacher education for sustainability*. 25(2) 76-88. <https://doi.org/10.2478/jtes-2023-0017>
- Morangwe, N. & Mutesasira, G. (2024). Harnessing Parental Involvement and Educational Equity for Sustainable Development in South African Schools. *Interdisciplinary journal of sociality studies*. 4, 1-15. <https://doi.org/10.38140/ijss-2024.vol4.24>
- Rijal, S. Rukiyanto, B.A., and Siminto, S. (2024). Correlation between Parental Involvement and Student Discipline on the Quality of Education in High Schools in Central Java. *West Science Social and Humanities Studies*, 2(05), 842-848. <https://doi.org/10.58812/wsshs.v2i05.937>.
- Sebaly, K. P. (1988). Tata Steel and higher technical education in India: the Padshah Plan, 1916–21. *History of Education*, 17(4), 309-320. <https://doi.org/10.1080/0046760880170405>
- Sharim, M. A. Bin, Roseli, N. E. binti N., Yasin, S. F. B. M., Kuen, J. H. C., & Wen, E. T. S. (2024). Socioeconomic Barriers to Parental Involvement in Art Education. *International Journal of Academic Research in Business and Social Sciences*, 14(11), 76-88. <https://doi.org/10.2478/jtes-2023-0017>
- Stojanović-Đorđević, T., Ilić, V., & Šikl-Erski, A. (2018). TEACHER IN QUALITY SCHOOL-CHALLENGES AND PERSPECTIVES. *KNOWLEDGE-International Journal*, 23(1), 141-147.
- Wang, C (2022). Resurgence of Confucian Education in Contemporary China: Parental Involvement, Moral Anxiety, and the Pedagogy of Memorization. *Journal of moral education*. 52(3). 325-342. <https://doi.org/10.1080/03057240.2022.2066639>.

Annex-1

Participant Schools and District

S. No	School Name	District
1	Shree Sahid Smarak Secondary School	Banke
2	Shree Gyan Deep Secondary School	Banke
3	Shree Secondary School	Banke
4	Shree Saraswati Secondary School	Banke
5	Shree Machapucchere Secondary School	Kaski
6	Shree Nisapakshya Secondary School	Kaski
7	Shree Mahendra Secondary School	Kaski
8	Shree Baraha Secondary School	Kaski
9	Shree Janakalyan Secondary School	Rupandehi
10	Shree Paschim Parroha Secondary School	Rupandehi
11	Shree Ramapur Secondary School	Rupandehi
12	Shree Parroha Secondary School	Rupandehi

Annex-2

Focus Group Discussion (FGD) Summary Table

Theme	Participants' Responses	Recommendations
Policy Change for SMC Formation	- Parents emphasized that only parents of current students should be part of the School Management Committee (SMC).	- Revise policies to ensure SMC consists solely of current students' parents to foster accountability and involvement.
Curriculum Reformation	- Curriculum lacks local products like paddy, potato, milk, and maize. - Practical skills such as sewing, weaving, plumbing, and electricity are missing. - Students demand equal focus on theory and practice (50%-50%).	- Overhaul curriculum to include local products and practical skills. - Ensure a balance between theoretical knowledge and hands-on learning.
Local Curriculum Revision	- Local curricula only provide geographical information and lack practical connections to dairy, agriculture (e.g., cardamom, maize), and other local resources.	- Mandate local curricula to integrate practical aspects of agriculture, dairy farming, and cultural heritage.

Theme	Participants' Responses	Recommendations
Infrastructure Development	<ul style="list-style-type: none"> - Schools lack compound walls, leading to animals entering classrooms. - Toilets are unclean or used as storage spaces. - Need updated science and computer labs. <p>Demand for clean drinking water and first aid facilities.</p>	<ul style="list-style-type: none"> - Build and maintain compound walls, clean toilets, and ICT-friendly infrastructure. - Provide safe drinking water and basic health facilities.
Teaching-Learning Activities	<ul style="list-style-type: none"> - Teachers focus only on bright students, neglecting weaker ones. - Teachers are often absent without replacement classes. - Homework is not regularly evaluated. - Political discussions by teachers distract students. 	<ul style="list-style-type: none"> - Train teachers to adopt inclusive teaching practices. - Ensure timely completion of courses and regular homework evaluation. - Discourage political inclinations in schools.
Administrative Role	<ul style="list-style-type: none"> - Lack of discipline among students due to weak administrative enforcement. - Head teachers show bias in teacher evaluations and prize distributions. - Teachers fear head teachers, hindering communication and collaboration. 	<ul style="list-style-type: none"> - Appoint head teachers with time-bound contracts based on performance. - Promote unbiased monitoring and foster unity among teachers.
Parents as Stakeholders	<ul style="list-style-type: none"> - Parents rarely visit schools to check on their children's progress. - Low parental involvement in school activities and decision-making. 	<ul style="list-style-type: none"> - Encourage parental engagement through regular meetings and updates. - Involve parents in school management and decision-making processes.
Technology Integration	<ul style="list-style-type: none"> - Schools lack ICT-friendly environments, limiting exposure to modern teaching tools. 	<ul style="list-style-type: none"> - Invest in technology-driven education, including updated labs and multimedia tools.

Theme	Participants' Responses	Recommendations
		- Train teachers to effectively use ICT in classrooms.
Skill Transformation	- Current curriculum does not emphasize skill development or cultural knowledge (e.g., festivals, rituals).	- Introduce mandatory courses on cultural awareness and skill-based learning.