

Beyond the Schools: How Parental Involvement Affects the Academic Performance of Nepali Public School Students?



Padam Poudel¹, Dhanapati Subedi², Niroj Dahal³

^{1,2,3}Kathmandu University School of Education, Lalitpur, Nepal

ABSTRACT: Parental involvement is crucial for achieving academic excellence and fostering personal development in contemporary educational institutions. Involving parents in their children's education promotes cognitive and interpersonal growth and improves academic achievements.

The involvement of parents in their children's education in Nepali public schools is the focus of this qualitative case study. Adopting social capital theories, this study explores engagement through interviews, documentation, and observations at a single school with four selected participants. Evidence indicates that active parental involvement has a substantial positive impact on student's academic achievement and acquisition of knowledge. The following are important ways parents can become more involved: a) enhancing children's education through SMC and PTA activities; b) fortifying the parent-teacher bond; c) boosting the home environment in comprehensive education; and d) enhancing school governance and management. The study emphasizes the necessity of implementing a comprehensive framework for parental involvement that supports decentralized management and encourages innovative adaptability. The network cooperation between schools, teachers, and parents is critical. Promoting parental involvement and cultivating connections among parents is essential for improving the educational atmosphere and ensuring academic excellence in public schools.

KEYWORDS: parental involvement, public school, school performance, student performance

INTRODUCTION

The potential beneficial impact of parental involvement on children's academic attainment has long piqued the curiosity of educational scholars (Epstein, 1991; Fan & Chen, 2001). There is a wealth of research on parental participation due to the widespread belief that it positively impacts students' educational performance (Hill & Tyson, 2009; Patal et al., 2008). Research has demonstrated that when parents are actively involved in their children's education, it greatly impacts their academic achievement (Boonk et al., 2018) and the improvement of children's literacy (Cole, 2011). However, studies show that students' low engagement and achievement are associated with parents' lack of involvement or inadequate involvement (Bower & Griffin, 2011). Research by Rowley and Schulenberg (2007) found that early intervention and positive parental involvement were significant predictors of academic performance for children. Tran et al. (2020) found that parental involvement in their children's education substantially influenced their academic achievement. Parents can support their children's learning by assisting with schoolwork, attending school events, engaging in decision-making processes, and maintaining open lines of contact with teachers (Cusinato et al., 2020). Parental involvement helps keep kids in school more frequently, lower dropout rates, and boost academic performance (Emerson et al., 2012). Similarly, only the parents' involvement can promote their children's learning and development (Sk et al., 2019). According to developmental psychologists, parental involvement in education provides "support" for children's growth and boosts children's interest in education (Dogomeo & Aliazas, 2022). Similarly, parents who are actively involved in their children's education are more likely to share information, collaborate on decisions, donate their time, and work alongside teachers to foster their children's growth (Morrison et al., 2011). According to Epstein et al. (2018), parental involvement means that parents are involved in their children's education and consistently show excellent parenting skills. This includes talking to the school staff, volunteering their time at school, helping their children learn at home, being involved in school decisions, and working with the school community on a regular basis. However, Dawadi, 2020; Castro et al., 2015; and Trinick, 2015 have used the term "parental involvement" to describe various actions and procedures that parents may take at home or school. Therefore, parental involvement is defined as parents' commitment and active engagement in both the school and their children's education

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(Senge et al., 2012). Khajehpour and Ghazvini (2011) found that parental involvement at home, such as homework review, school-related conversations, or active participation in educational activities, enhances children's academic performance. Studies have demonstrated that when parents are actively involved, their children exhibit better social functioning, develop more consistent approaches to discipline at home and school, do better academically, are more active and ready to learn, and exhibit fewer problem behaviors (Nokali et al., 2010; Sapungan and Sapungan, 2014).

In this study, the term "parent" is broadly defined to encompass all individuals who participate in the upbringing and care of young children. This includes not only parents but also older siblings, grandparents, cousins, and other extended family members. This inclusive definition acknowledges the diverse family structures that are especially prevalent in Nepali contexts, where terms like "involvement," "participation," and "engagement" are often used interchangeably (Hoover-Dempsey & Sandler, 1997; Hornby & Lafaele, 2011). Parents play a critical role in their children's development, serving as their primary educators and mentors. Similarly, Emerson et al. (2012) state, "Parents play an important role in providing learning opportunities at home and in linking what children learn at school with teachers and what happens elsewhere." The shift from traditional to flexible education in the educational system has impacted educators, learners, and parents alike. Parents can help their children by attending school functions, supporting the school, and helping with their academic assignments. They can also assist with the school's assigned work, deliver words of praise, provide a positive study environment, and act as inspiration for morals and conduct (Nisbet, 2021).

Understanding the roles of parents and the nature of parental involvement becomes even more critical when we consider the diverse educational systems globally. Each system has its own distinct characteristics and potential for improvement (Blossing et al., 2014). In the United States, children have access to various educational opportunities, including public, private, religious, and homeschooling programs, along with magnet, charter, online, and vocational schools (Belfield, 2004; Carper, 2001). Similarly, Indonesia's education system includes general, vocational, academic, professional, religious, special, and official education (Septiani, 2023). Publicly sponsored, privately operated, independent schools are becoming prevalent worldwide (Hentschke & Brewer, 2010). However, Nepal's education system is simpler and consists of three main types: public schools, private schools, and religious schools (MoEST, 2021). According to the most recent Flash Report I for the 2021–2022 academic year, Nepal has a total of 34,816 schools, with the government publicly sponsoring approximately 80% and the private sector accounting for the remaining 20% (CEHRD, 2022). In Nepal, the government directly manages and funds public schools (Khanal et al., 2020). The Nepalese Ministry of Education further categorizes public schools into funded public schools, which receive regular government funds for staff salaries and administrative expenses, and unfunded public schools, which rely on community contributions, donations, and other sources of support (Thapa, 2013).

Using quantitative methods, a number of studies have focused on parental involvement in their children's schooling. However, few qualitative studies examine the role of parents in their children's education, particularly in the context of public schools. This research intends to address that knowledge vacuum by investigating how parents in Nepal may motivate their children to succeed academically in public schools. This study aims to explore how parental involvement affects children's academic achievement in one public school in Nepal. The research's specific goal is to investigate the relationship between various forms of parental involvement and students' academic outcomes. It also seeks to identify the various forms of parental involvement within a Nepalese public school setting. To accomplish the purpose of our research, we have posed the following research question:

- a) How does parental involvement affect public school students' academic performance?

Theoretical Perspectives

The theoretical foundation of this study is social capital theory. The term "social capital" refers to the sum of a person's real and potential resources associated with their participation in a group, specifically with their interactions with other group members, whether those relationships are formal or informal. A broader framework of capital consists of social capital, economic capital, cultural capital, and symbolic capital (Bourdieu, 1986). Conversely, Coleman examines social capital through a functionalist lens, emphasizing its usefulness in enabling collective activity and upholding social norms. Coleman (1988) characterizes social capital as a group of entities that originate from social structures and facilitate specific activities of individuals or organizations within those systems.

Coleman's theory emphasizes the advantages of social networks, including trust, information flow, and rules of reciprocity, which facilitate the attainment of shared gains and collective objectives. This expands the idea of social capital beyond the elites to include the powerless and disenfranchised (Coleman, 1988). Coleman (1988) argues that social capital is useful since it facilitates people or groups in accomplishing tasks that would be beyond their individual capabilities. Social capital can be defined as the amalgamation of individual and collective knowledge (McElroy et al., 2006). Links, bridges, and bonds comprise

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social capital. Sharing an identity creates bonds. All partners share resources and information through bridges. However, links connect people across social classes (Brian, 2007). According to Dika and Singh (2002), social capital consists of trust, conventions, and networks that empower people to work together for the common good. Supportive interactions between homes, neighborhoods, and educational institutions are an example of social capital in the context of children's growth and development.

METHODOLOGY

We employed a qualitative case study methodology, which involves thoroughly investigating a current occurrence within its real-life setting while examining the relationship between the phenomenon and its context. Furthermore, a case study serves as a research tool and a means to analyze and scrutinize qualitative content (Kohlbacher, 2006). A case study is an empirical investigation that explores a current phenomenon in its actual setting when the distinctions between phenomenon and setting are ambiguous and when various sources of evidence are incorporated (Yin, 1989, p. 23). We adopted the qualitative case study approach to explore a rich, intricate, systematic, and interpretive environment (Stake, 2005). Our study selected a single case study because it addresses real-world issues and offers a comprehensive understanding. We discovered that case studies can assist us in exploring the complex and diverse realities of the respondents (Flick, 2018). A case study, in essence, is an intensive description and analysis of a single individual or group (Yin, 2009).

The research was carried out at a single exemplary public school located in Chitwan, Nepal. Between 2013 and 2023 AD, the school consistently achieved the highest score on the grade ten exam known as SLC and got the SEE excellence award from the federal, provincial, and local authorities. Similarly, between the years 2007 AD and 2022 AD, the case school was the sole public school in the district to consistently rank first in SLC/SEE. Additionally, the bulk of the district's highest-achieving kids exclusively attended the case school. The Case School has consistently received numerous national accolades and recognition from the federal, provincial, and local governments for its active engagement with parents, the community, and the school in various elements of school management, governance, and involvement within the area. An incentive for the top-performing public school that actively engages community stakeholders, including parents, educators, benefactors, and influential figures. In addition, the Case School has received recognition for being the top public school in terms of its collaboration with parents, the community, and the school's program development, implementation, monitoring, and evaluation. During the academic year 2023, the school had a student population of roughly 2600 in kindergarten through grade 12 and a faculty of 180 or more teachers spanning from primary to secondary levels. The SLC/SEE test results have shown exponential growth, with a pass rate of nearly 100% per year from 2013 to 2023.

According to the Ministry of Education (MOE) (2015), the Nepali School Education Examination (SEE), formerly known as the School Leaving Certificate (SLC), is equivalent to the 10th grade. At the end of the tenth grade, students take the School Education Examination (SEE) rather than the School Leaving Certificate (SLC) exam (MoEST, 2019). In Nepal, SLC/SEE is regarded as the most important test. Students in Nepal between the ages of 15 and 16 who have completed ten years of education take the SEE exam, which is given by the SEE examination Board, a constituent body under the Ministry of Education (MOE, 2015). The SLC/SEE exam continues to be accorded a lot of weight.

Table 1: Description of Participants

S. N	Pseudo-name	Sex	Age	Position
1	Tanka	Male	66	Head Teacher
2	Santosh	Male	40	Parent
3	Rita	Female	15	Student
4	Hari	Male	38	Teacher

Purposive sampling was used to choose the samples. Four different types of informants—parent, student, teacher, and head teacher—were chosen, and a sample was included. A semi-structured interview protocol was used for the study. By identifying the respondents by their pseudo-names, reliability has been preserved. We gathered data through in-depth interviews, student observation, and examination of their academic performance. The main components of observation research are participant-administered audio and video recording, diaries, and observer notes.

My data-gathering methods included observation, document reviews, and interviews. My personal reflections on the observations and interview prompted me to create reflective notes. During the data processing procedure, we looked over my own reflections and field notes. We typed in all the information I'd gathered from my research participants. Next, we cross-checked all the transcriptions with the original record to ensure accuracy. We then started a thorough investigation by coding

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various subjects or themes (Creswell, 2007). We combined those themes into a narrative so that the conclusions would emerge logically and naturally from the participants' responses and expressions. We verified those themes by comparing them to my field and reflection notes. Throughout the process, we combined and evolved certain concepts that were extremely close to each other into final themes. We then analyzed the data using relevant theories, policies, and literature.

Key Insights and Discussions

We developed the findings and discussion section in accordance with the formulated research question and the purpose of the paper. Four major themes display the findings: a) enhancing children's education through SMC and PTA activities; b) fortifying the parent-teacher bond; c) boosting the home environment in comprehensive education; and d) enhancing school governance and management.

Enhancing Children's Education Through SMC and PTA Activities

All participants in the interview, including the parent, teacher, student, and head teacher, acknowledged that parental involvement in school-related events can enhance the bond between home and school and demonstrate a commitment to their children's education. The study's participants indicated that parental engagement in their children's education through School Management Committees (SMC) and Parent-Teacher Associations (PTA) is crucial in ensuring elevated levels of instructional advancement and enhanced academic performance among pupils. According to multiple studies, parental involvement in school activities, such as joining a PTA or School Management Committee (SMC), positively affects students' academic performance (Zellman & Waterman, 1998; Karsidi et al., 2013). Similarly, Fan and Williams (2010) also claim that by participating in school activities, parents can improve the relationship between the home and the institution and demonstrate how much they care about their kids' education.

According to a high-level National Education Commission report published by MoEST (2019), effective coordination and cooperation between all school stakeholders, including head teachers, SMC members, PTA members, and teachers, could aid in creating a successful and supportive educational environment in public schools. Similar to this, the SSRP program 2009–2016 and Final Report (2016) indicated that improving the accountability and capability of PTAs and SMCs in Nepal's public schools was necessary for ensuring the quality of education provided.

The case school's head teacher claims that the PTA and SMC members were chosen in accordance with the rules. The head teacher, Mr. Tanka, stated that:

We have high parent attendance at every meeting. Monthly meetings on the last Sunday. After reviewing school and student agendas, PTA and SMC members approved the meeting decision and issued the minutes to parents. Our school constantly includes parental feedback in selecting teachers, setting regulations, offering child-oriented teaching and learning tools, and creating a learning environment.

Parental engagement in Nepal's public schools has traditionally been a customary procedure. Factors such as active family involvement, strong parental orientation, parental knowledge, and assistance from the school's management have facilitated the efficient running of the school's agenda. The case school has implemented active PTAs (Parent-Teacher Associations) and SMCs (School Management Committees) to ensure family participation in fostering high-quality education in public schools. This illustrates the policy's substantial impact on the involvement of parents in the management and operation of public schools. According to Bunijevac (2017), schools can greatly benefit from parental involvement because it helps incorporate parents into the educational process, which in turn enhances existing school programs.

In a similar vein, Santosh, a parent, was questioned about how the SMC and PTA came to be.

Child success requires parental love and support. Effective parents safeguard their kids' intellectual development. Neither principals nor instructors should only enhance the academic performance of their students. I joined PTA, school council, etc. to enhance students' performance. A low-income chair was proposed this year. To help our kids flourish, he visited schools regularly and urged parents to attend PTA, SMC, and other parent-teacher conferences. To protect pupils, his group collaborated with school administration and teachers. I supported him at school. Parental policy benefits young people. Parents' inquiries, guidance, and comments improved student performance.

The school rallied parents and established an active SMC, PTA, and other school councils to keep them informed about their children's academic progress, school events, and any problems that may arise. Parental involvement is essential in enhancing school programs, as it cultivates a prosperous learning environment (Bunijevac, 2017). After talking with all four interviewees, I realized that parents' involvement in SMC and PTA significantly contributed to the school's expansion and students' academic achievement. When parents actively participate in school, they invite them to engage in classroom and other activities honestly. Parents have faith in schools when they display honest concern for their children's well-being. Cohn et al. (2019) propose that

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honesty plays a crucial role in establishing trust between individuals, which is vital for creating and sustaining social capital. In this way, parents and the school collaborate through SMC and PTA to enhance meaningful participation, guaranteeing students high academic performance. According to Kimaro and Machumu (2015), a strong and meaningful connection exists between parents' involvement in school activities and their children's academic success. Additionally, providing essential school supplies also has a substantial impact on educational outcomes.

Opportunities for parental involvement in their children's education increase their social capital, which is linked to a network of interactions between parents and positively impacts their children's education. Coleman (1988) described social capital as a network of social institutions that serve as informational gateways and enable student achievement. This helps the kids achieve their higher academic goals. I also learned that social capital is linked to the social and intellectual abilities of the parents, enabling their children to learn better as they are routinely monitored in their academic pursuits and learning process.

In my research, I also noticed that parents' social connections enable them to support their kids' education more, giving the kid access to a better educational experience. My finding aligns with the social capital theory that the relationships and links between parents and schools only serve as social capital for educational endeavors. Coleman (1988) argues that social capital is advantageous since it empowers individuals or collectives to accomplish objectives that would otherwise be unattainable alone.

Fortifying the Parent-Teacher Bond

All four interviewees said that the efficacy of communication and collaboration between parents and teachers significantly influenced children's academic performance, conduct, and social growth. The findings indicate that the case school exhibits enhanced parent-teacher connections and relationships, leading to improved school performance and student outcomes. According to Clarke et al. (2010), healthy parent-teacher relationships are those in which both parties recognize the significance of the relationship, work together to build and sustain a positive rapport between the home and the school, and use continuity and reliability across systems to help the child adapt positively. Interaction between teachers and parents is crucial for children to learn, develop, and succeed in school (Washigton, 2011). According to Llamas and Tuazon (2016), there is a strong correlation between the quality of the parent-teacher connection and their children's academic success. Research has shown that parent-teacher interactions are just as important as student-peer relationships regarding academic success. Findings from this study emphasize the value of parent-teacher partnerships by showing that positive, mutually respectful interactions significantly impact adolescents' academic performance (Yu et al., 2023).

Rita, a ninth-grade student, shared a similar experience. She said:

Even though my parents are uneducated, they understand my need for education. My father has always encouraged me to study. He suggested I take more time to think about it. He believes that solid academic credentials are necessary for higher education and a successful profession. My parents knew about my school struggles. My parents collaborated, participated in the school's teacher-parent interaction program, and helped me overcome problems and improve my education by gathering educational resources.

Parent-teacher relationships may affect a student's academic achievement. Parents become more responsible for their children's growth and pay more attention to their learning, activities, and behavior when teachers communicate with them. Students who know their parents and teachers are close and interact often perform better academically. Establishing positive relationships between parents and teachers has a major impact on pupils' academic achievement (Miller et al., 2016). Parents and instructors boost students' academic achievement, personal conduct, and learning through positive relationships. This boosts students' positive attitudes and school enthusiasm. Strong relationships between parents and educators are crucial to a school's growth, just as is the learning community itself (Schussler, 2003).

A parent, Santosh, was questioned regarding the development of the relationship and interaction between parents and teachers in a similar manner. As he stated:

We convey the message through face-to-face interaction. To stay updated about the children, we communicated through various channels, such as phone calls, text messages, and social media. Due to the extensive collaboration and sharing between parents and teachers, we have begun utilizing several mediums to communicate with teachers. If any difficulties arise, the teachers would convene a meeting where we felt comfortable discussing them.

When parents and teachers collaborate, children succeed. Due to mutual respect and trust, shared goals for each student's academic and personal growth, and an environment that encourages discussion, strong parent-teacher relationships are linked to higher student achievement. If school instructors respect and create relationships with parents, parents are more likely to be involved in their children's education. According to Swanson et al., (2010), for the educational process to be successful, the

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teachers' and students' parents' cordial connections must be the backbone. Similarly, the presence of consistency in parent-teacher relationships, specifically in shared favorable views, is associated with positive results for children (Minke et al., 2014).

I also discovered that parents' social and intellectual qualities, specifically their close supervision of their children's schoolwork, contribute to social capital. Social capital refers to the amalgamation of individual and collective knowledge (McElroy et al., 2006). Social capital theory also advocates that the relationship between educators and parents creates connections, partnerships, and links supporting children's education (Coleman, 1988).

Boosting the Home Environment in Comprehensive Education

All parties involved, including parents, teachers, students, and the head teacher, emphasized the importance of a nurturing home environment and parental involvement in their children's at-home education. Furthermore, parents who took an active role in their children's education at home understood the need to provide learning opportunities and make connections between classroom instruction and real-world applications. According to Henderson and Berla (1994) and Sanders and Sheldon (2009), all children have a better chance of academic success if they come from an encouraging home environment. Children can mimic the actions of those around them at home. Lehl et al. (2020) found that children's academic performance is influenced by their home learning environment.

A similar experience is shared by a teacher named Hari. He said that

Parents' involvement at home helps children meet their fundamental and learning needs. It aids in creating an environment that is conducive to learning. Despite being literate and illiterate, the parents were aware of the importance of education in their children's lives and tried to assist in any way they could. Parents provided emotional encouragement to all of the students in their endeavors at home.

When his many children helped out around the house, he noticed a marked improvement in their academic performance. He also showcases success stories from a variety of socioeconomic backgrounds. When asked about additional parental aspects that affect their children's academic performance, he emphasized the need to actively participate in the creation of a nurturing household. According to Kamaruddin et al. (2009), there is a positive correlation between pupils' academic achievement, their housing environment, and the motivation of their parents.

He also said that

At our school, the majority of parents create a supportive environment for their children. Students from disadvantaged backgrounds generally face more difficulties compared to students from privileged backgrounds. For example, kids from supportive home situations receive assistance from their parents in completing their homework. This includes assistance with reading and guidance to complete tasks, reducing the workload they have to do independently. Parents also ensure their children's hygiene, offer timely and nutritious meals, supply essential resources upon request, and seek counseling to promote good behavior and academic achievement.

Parents who actively participated in their children's tasks encouraged and nurtured academic excellence (Epstein, 2018). Parental involvement in schooling at home and connecting school lessons to teachers and other events is critical. A child's academic achievement depends on their home environment. According to numerous studies, children who receive parental guidance at home perform better academically (Harris & Godall, 2008). Similarly, according to Lehl et al. (2020), the home learning setting is a positive indicator of how well children will do in school.

Social capital refers to parents' relationships with their children, which influence how well they do in school (Coleman, 1988). As a result, the parent, teacher, student, and head teacher who participated in the interview agreed that maintaining an atmosphere at home conducive to enhanced pupil achievement is crucial. The study's findings demonstrated that students who experience a positive home environment and whose parents actively foster this environment excel in their academic pursuits. According to Melhuish et al. (2008), a greater home learning environment is the largest influence on a child's cognitive development. Parents are excellent sources of real-world wisdom and experience. Parents can participate in their children's education by ensuring they have access to the required learning resources, as social capital suggests.

My finding aligns with social capital theory, highlighting that high parental encouragement and support in a child's education are essential for their academic development (Coleman, 1988). The high parental contribution at home enhances student performance in school (Coleman, 1988).

Enhancing School Governance and Management Better

Research conducted by Shatkin and Gershberg (2007) has demonstrated that when parents and community members actively participate in school governance, it leads to improved school performance and community development. Engaging in this participation can result in enhanced teacher efficacy and learner achievement (Boaduo et al., 2009), and is a fundamental element

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of making education more democratic (Parker & Raihani, 2011). All four participants believed that students' academic performance would improve if parents were more actively involved in the school's governance and management process, which includes creating, implementing, evaluating, and reviewing policies, plans, activities, and programs.

The head teacher, Mr. Tanka, stated that

Parental engagement is essential for the school to effectively manage the academic year. Parents who actively engage in school governance enhance the probability that a school will demonstrate transparency and accountability. Consequently, communication among the community, parents, and school has improved. Engaging in planning processes such as the School Improvement Plan (SIP), policy development, and strategy creation enhance the efficiency and effectiveness of resource management in schools. By leveraging their connections and influence, parents can provide financial support and resources to the school. When parents participate in school governance, they can enhance the quality of learning by properly conducting social audits.

Parental participation promotes better cooperation between the school, the community, and the community at large, as well as more transparent and accountable school governance. According to the literature, parents' involvement in their children's school fosters improved parent-school communication and transparent and accountable school governance (Agbo, 2007). Evidence from my research shows that when parents are actively involved in their children's schools, programs like the School Improvement Plan (SIP) and social audits, which aim to boost student achievement, work better. Kimokoti and Kibera (2007) found that a strong correlation exists between a significant degree of parental participation in school governance and the academic achievement of the institution.

A teacher named Hari shares a similar experience:

We invited parents to watch a class at the school. We sought parental counsel and judgment. Parents routinely attended classes to evaluate teaching and learning. Our school will not tolerate parental superiority or other barriers to parental involvement. To boost learning, we collaborated with parents and the community on all school activities.

By involving parents in creating, executing, and evaluating the school's policies, plans, and priorities, school governance can make the school more accountable, forthright, and careful with its results, such as enhancing students' learning. Epstein (2011) asserts that parental participation in school administration and management benefits kids' education and raises their performance. Similarly, academic achievement is positively correlated with parental participation in school governance (Kibera and Kimokoti, 2007). Along with these advantages, it also helps students study more and positively impacts children's social development (Altschul, 2012).

A parent named Santosh shed light on the school's success factor, stating, "*Collaborative efforts among all parents and other stakeholders develop the school's purpose, vision, and objectives. Consider the following as an example: student conduct codes; student assistance funds; school infrastructure improvements; program and facility enrichment; use of information and communication technology; curriculum implementation; and the use of both formal and informal teaching and learning methods to improve students' academic performance.*"

Effective collaboration between parents and school management can lead to enhancements in the school's academic performance. As a result, school administrators must motivate parents to actively engage and contribute towards achieving the school's mission and objectives (Sapungan & Sapungan, 2014). All parties' participation in school matters can facilitate the school's ability to make wise decisions that enhance student achievement (Abebe, 2012). Parental involvement in school governance that is both meaningful and accountable has the potential to improve student achievement and foster growth within the local community (Shatkin & Gershberg, 2007).

According to my findings, schools often seek parental input when developing school improvement plans (SIPs), social audits, and other related policies and strategies. In line with social capital theory, which emphasizes the value of all parents' relationships with the school and one another as social capital, my findings support the idea that these relationships improve educational activities (Coleman, 1988). Warner (2001) asserts that one can cultivate social capital within their local community. Schools are also part of larger communities, so they can do a lot to foster social capital among their students and staff through various interventions. Parents' social capital consists of their relationships within the school and larger communities. The school's efforts to promote social capital will result in stronger ties between parents and community members. These relationships are impacted by how well their kids do in school (Coleman, 1988).

LIMITATIONS

There were a few restrictions on the study. This study utilized the viewpoints of a single parent, a teacher, a student, and the head teacher regarding parental involvement practices. Despite previous research focusing on parents' viewpoints and

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impressions, we have questioned the reliability of participants' reported actions compared to their actual actions. Our study's findings are applicable only in the Nepali setting. It has also failed to consider that Nepal is home to a wide range of geopolitical situations. The conclusions are thus not easily generalizable, even though they may hold water in related settings. The most glaring restriction is that data collected from a small sample cannot be used to make inferential or descriptive conclusions. The results of our study suggest that additional research is required to address the numerous issues raised by the gaps that our study did not cover. Despite these caveats, the study fills a gap in the literature by providing a more nuanced picture of the views of parents, educators, students, and principals on the importance of parental participation in high-achieving public schools.

CONCLUSIONS

The active involvement of parents remains crucial in guaranteeing their children's academic achievement in Nepal's public schools. The findings resulted in the parents who attended the school in question showing significant concern and commitment towards their children's academic endeavors. In addition, they made every effort to optimize their children's academic achievement. As a result of the parent's involvement, the case school has performed well over a longer period of time. There is little doubt that children whose families provided them with emotional and physical assistance did better academically. When it comes to improving their children's academic performance, parents who are enhancing their children's education through SMC and PTA activities, fortifying the parent-teacher bond, boosting the home environment in comprehensive education, and enhancing school governance and management employ all possible tactics. Nevertheless, it is imperative for school management to acknowledge the evolving requirements of the educational institution and its children and consequently adapt the practices and policies related to parental involvement in the school. When parents are involved in school events and the school acknowledges and appreciates it, it makes kids feel positive about themselves and makes them want to learn. Parents experience a similar surge of pride and engagement in their children's schooling when they see major improvements in their own academic achievement. Generally speaking, these strategies help improve students' academic performance. Parents' active participation is the only way to improve students' academic performance and the quality of instruction in schools. Solid communication between schools and parents fosters greater participation from parents.

IMPLICATIONS

The importance of parental involvement in increasing academic standards and student accomplishment cannot be overstated. We need to establish a variety of other study areas under parental engagement in education for it to be effective and relevant. Numerous policies have been formulated to encourage parental involvement, yet the policies and the realities do not align. Hence, it seems like a good field for future research to investigate the reasons behind the gap between policy and practice. Schools can also do more to involve parents in their children's education by providing them with opportunities for involvement inside and outside the classroom. Modern educational policies also put parents' involvement in the classroom in the hands of instructors through the formation of committees and the delegation of specific tasks. Therefore, parenting programs, conferences, and workshops with teachers on a regular basis are critical steps in recognizing and exploiting parents' strengths in the classroom and boosting students' academic performance. Furthermore, parents may be an integral and valuable part of their children's education if teachers—and especially the head teacher, who has power—involve them in school activities and collaborate with them.

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