

# Parental Involvement and Education Development in Nepal

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## Abstract:

Schools, families, and community groups are an essential factors to work together to support learning in schools, family and community. Children tend to do better in school, stay in school to learn something and they like schools when there is a child friendly environment with parental involvement. Even INGOs and NGOs are working on children, family, community people for their entire change in their day to day life. Mainly, schools are involving parents to earn higher grades, test scores, school's enrollment programs, showing promotion in result of students and money led from parents. The culture and train is going as teachers are just in school, parents are just in family and people are just in community but the reality should be parents, teachers and people must be connected with schools, family and community. However, this article highlighted the important of parental involvement for betterment of children in schools, community and family and the reality of parental involvement in schools for child development, their improvement in learning, role of parents, teachers, school management committee, the government of Nepal, INGOs and NGOs and challenges for parental involvement in education.

**Keywords:** Parental involvement, education, performance, monopoly.

## 1. Introduction

Parent centric program is known as parental led program and it is an involvement of parents in social change activities. According to the (EW, 2015; Rabadi, 2014) say that parental involvement is an important and essential to make a good performance in education to their children. However, parents are guardians, care takers, directors for improving and developing their children physically, mentally, socially and educationally.

There are 199 International Non Governmental Organization (INGOs) registered in the Government of Nepal (OpenNepal, 2013; SWC, 2015) and 6,000 Non Governmental Organization (NGOs) recognized by the Government (VisitNeoal, 2012; SWC, 2015) and it is estimated that more than 15, 000 NGO's in Nepal are working with different groups in various sectors. However, there are others unregistered INGOs and NGOs rapidly increasing day by day. They are working with INGOs and NGOs led and their monopoly in different areas of Kathmandu valley and out of Kathmandu and very few are working on parent's interest and parent's centric in Nepal.

Nepal is a developing country and being one of the poorest countries in the world. NGOs play a vital and pivotal role in the socioeconomic structure of the country (VisitNeoal, 2012). However, people had started to raise a question on INGOs and NGOs that are they really a nonprofit organization or with the name of nonprofit they are doing business in Nepal for their benefit rather than helping to poor people? And INGOs and NGOs led are for their development or they are virus for national development? INGOs and NGOs are increasing but results in social development and change in behaviors of beneficiaries are unsatisfied in Nepal. However, there are some good organizations which are really working on value of money and need based group.

In real field, INGOs and NGOs of Nepal are going base on job oriented rather than issue base and issue oriented. Many employees of INGOs and NGOs whom are working in social field with mentality of saving their job rather than solving the existing social problems in society and they desire there should be problems as it is so that they secure from their job where they are working.

INGOs are playing important role in the development of education, health and environment in Nepal and coming with innovative and creative programs for social development like child to parents program, child friendly education, and community mobilization and so on. The child-parent relationship is a factor to motivate and influence on aspects of child development and parenting skills and behaviors are the positive impact on children's self-esteem, school achievement, cognitive development and behavior (Tremblay, 2015). However, parents' knowledge is essential for child development in education that attributes, and increases parents' capacity to regulate their own emotions to their children (Matthew & Morawska, 2014).

There is a strong positive relationship between parental education, or parental involvement and time spent with children (Guryan & Hurst & Kearney, 2008). However, parenting education programs offer multiple benefits to parents as well as to their children like new skills that increase competence and positive parenting practices (PerformWell, n.d.).

Parents are socialized to change the society (Dubow & Paul & Huesmann, 2009). However, parent involvement in the education is necessary. There are many ways like parents guide their kids during studies, play with children, aware on wrong habits, socialized with children in community and involving in schools activities but mainly from school size they are not giving more important on parental involvement among their children in

schools.

## **2. Roles of parents**

Parents are equally important in family, schools and community (Garnia & Thornton, 2014). So, all schools promote parent involvement in schools for better education of children. There should be parental involvement programs rather than school led program. Partnership of family and community helps to children to socialize in learning and teaching among the teachers, parents and students in school. The role of Parent can be involved on following categories (CPE, 2011):

**2.1 Parenting**, in which schools help families with their parenting skills by providing information on children's developmental stages and offering advice on learning-friendly home environments;

**2.2. Communicating**, or working to educate families about their child's progress and school services and providing opportunities for parents to communicate with the school;

**2.3. Volunteering**, which ranges from offering opportunities for parents to visit their child's school to finding ways to recruit and train them to work in the school or classroom;

**2.4. Learning at home**, in which schools and educators share ideas to promote at-home learning through high expectations and strategies so parents can monitor and help with homework.

**2.5. Decision-making**, in which schools can include parents and families to participate in decision making as partners with school organizations, advisory panels, and similar committees.

**2.6. Community collaboration**, a two-way outreach strategy in which community or business groups are involved in education and schools encourage family participation in the community.

## **3. Roles of teachers**

Teachers are respected people in schools and community for students and people of all areas. They are directed to their students that what to learn and what not to learn. They guide students to be right and strong person in our society so that students can play vital role in changing society. So, the role of teachers should be worked together with parents in teaching and learning activities of schools. Teachers need to make a good relationship with parents so that they can understand and interact to each other about children's problems and achievements in school and develop and design more innovative activities for betterment of students in school.

## **4. Roles of school management committee**

The school management committee needs to recognize the important of parental involvement to achieve the good results in education rather than understanding of money led from parents and children are equally important for schools and parents in their day to day life. All schools need to survey on understanding of parents and teachers perspective on parent involvement and should investigate how parents want to be involved, and how teachers want parents to be involved. Need to work and create a common understanding of parental involvement in supporting children's education and communicate with discuss among parents, teachers and community people. Schools can identify problems and barriers to achievement within schools and can help of parents to reduce existing problems and challenges in schools. Teachers and parents training can be organize for developing and understanding of involvement of parents. School can help to involve parents in their child's homework, school extra activities and report and results of children. Schools arrange the regular meeting where they can discuss on existing problems of students for betterment of education in school.

## **5. Roles of INGOs and NGOs**

The parental involvement is an important rather than INGOs and NGOs led programs for education development in Nepal. INGOs and NGOs need to evaluate their programs and activities while working target people for their betterment in our society. We cannot deny of vital roles of INGOs and NGOs in social change and education change in Nepal. However, we are not fully satisfied on designed programs of INGOs and NGOs and its achievements in education. So, the INGOs and NGOs should link with ordination, networking, collaboration and helping hand with working together among stakeholders in education sectors.

## **6. Roles of government of Nepal**

In Nepal, education act 1971, School sector reform program (SSRP 2009 to 2015), School sector development program(SSDP 2016) have been introduced but due to political influence and bad beaurocratic system in Nepal,

the education development of Nepal is not highly satisfied. So, the government of Nepal is an important organization and decision maker for changing and developing better education in Nepal. Therefore, the government of Nepal needs to play neutral rolls to make and create good link to all the stakeholders in education sectors.

## **7. Challenges and difficulties**

Many studies did not ignore and isolate that the effect of parent involvement from the benefits of learning (Amy & Laura, 2001). However, getting parents involved has been a problem and solution (Diggs, 2015). Even do, there are some challenges on parental involvement in education. for a while

### **7.1. School and home education environment**

Still there is a problem in education to the people of Nepal and they are not educated yet. The illiterate of Nepalese people are 34.1% in Nepal (CBS, 2012) and poverty rate is about 25.16 percentages (CBS, 2011). So, the home education environment might be a major problem for involving parents to the school. Parents are not fully educated and they might not be aware on important of parental involvement for betterment of children in schools due weak school and home education situation in Nepal.

### **7.2. Parental expectations on children's performance**

Parents have many expectations on their children like good result in education, low fee in education. Due to these expectations they might have less aware on important of parental involvement in school for children. It is true that they might have high expectation about benefit on their children from schools but it can be a problem when they do not aware on being with children is improvement of their children in education.

### **7.3. Development of children's language**

Nepal is a diversity of caste, language, class, religion and so on, there are 123 languages in Nepal and 48.61% speak Nepali language and other speaks their own language (Lewis, 2009). However, language might have a problem to communicate to each other in school. Many poor people they are weak in Nepali language and teachers are weak in local language. Thus, it is creating challenge for making parental involvement in school.

### **7.4. Parent-child attachment relationship**

Parents have their own attachment with their children. They would have emotional attachment with their children that might create a problem to utilize the parent's involvement with children for education in school.

### **7.5. Parent involvement in school and school programs**

School and school management committee needs to design and develop that how to involve parent in education for betterment of students in schools. Still parents might not be able to involve in school programs due to language, education and their own social culture situation in Nepal. So, School, teachers and school management committee need to study about local culture, language and need to aware to parents for involvement of parents in education.

## **8. Conclusion**

Parental involvement for higher earnings or earnings potential is associated with more time spent with children and for positive education among their children in schools is the production of good results in education. The reality and fact that the education is an essential for betterment of children that is for development of present and future. However, parental involvements with children in schools are also more important to be a right person in future for national development.

Parents want to be involved in their child's learning and betterment of their children. Parental meeting is an important to understand and discuss their problems and betterment of children in schools. Creating a partnership between schools and parents can have a significant impact on student achievement (CPE, 2011). However, partnership between schools and parents can help to improve learning activities of children in schools.

Lastly, parent involvement is to solve a existing problems and difficulties of students, teachers and schools. So, all the schools, parents, teachers, government of Nepal, INGOS and NGOS need to promote parental led programs for children's future in Nepal.

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