

**PARENTAL ENGAGEMENT IN CHILDREN'S EDUCATION IN
PRIMARY LEVEL: A STUDY IN GOVERNMENT PRIMARY
SCHOOL IN DHAKA**

By

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A thesis submitted to the BRAC Institute of Educational Development in partial
fulfillment of the requirements for the degree of
Master of Education in Educational Leadership & School Improvement

BRAC Institute of Educational Development
BRAC University
June 2021

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Approval

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Ethics Statement

Ethical issues mean that steps were taken in my research in an unbiased mode and drew each conclusion to the best of my ability and without introducing my own vested interest (Kumar, 2005). I conducted my study following the ethical issues as ethical issue means code of conduct based on moral principles which should be followed by the researcher (Rossman & Rallis, 2003). Before going to start the interviews and FGD, I gave a consent letter to the participants and got it signed by them. I gave a short brief about the topic and took the permission from the participants for taking notes of their discussion before starting the discussion. I conducted all the interviews and FGD according to the participants' preferred time, schedule and physical settings. I also tried my best not to influence them. Besides, I was friendly and showed respect to all of my participants. Moreover, I did not mention participants name or institution's name in my report.

Abstract

This study has found that along with teachers' teaching at schools, parental engagement in children education is an essential way to improve children education since children spend the lion share of their time at homes with parents, and the children whose parents are involved in their learning in any way perform far better than those who have received no parental guidance at homes. This study explored the existing practices of parental engagement in children learning, how parents and teachers consider this, how parents get involved in children learning and the problems and prospects of parental engagement in children learning. The study adopted qualitative research approach and data were collected through interview and focus group discussion. SMC members, HT and assistant teachers were interviewed while parents took part in the FGDs. The study revealed that both teachers and parents acknowledge that parents highly require to have strong connection with their children education. It was also found that there are some communication gaps between the teachers and parents because of some valid reasons like parents' apathy to children learning, parent's poor economic condition and their ignorance and teachers disrespect to parents. Besides, it was said that teachers have many supplementary work other than regular teaching in the classroom as teachers have to show up in some local governmental occasions like observing days, and teachers are assigned in various activities of elections which break their attention to teaching. This study also revealed that dropout rates, a major concern for all educators around the globe especially countries like Bangladesh, can easily be reduced if children find their education joyful, smooth and stress less. And this will happen when parents are substantially involved in their children learning and both parents and teachers have respectful and faithful relation to each other for the betterment of children education and overall growth.

Dedication

This thesis is dedicated to my wife, Halima Akter and daughter, Tajkia Sultana for their endless love, support and inspiration.

Acknowledgement

I am grateful to the Almighty who gave me the strength to finish the study successfully. I would like to express my gratitude and thanks to my supervisor, Sima Rani Sarker for her positive and proactive attitude, valuable suggestion and continuous support and encouragement. I would like to acknowledge Ikhtiarul Arefeen, for his valuable contribution to build my foundation for conducting a research study. I am thankful to all my research participants who volunteered me to conduct this research by sacrificing their important time and providing valuable opinions. My warmest gratitude goes to my colleague Jisan Mahmud for helping and inspiring me all the time. Finally, I would like to thank all the well-wishers who I could not mention here individually.

At the end, I want to take the responsibility for any mistake in the study.

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List of Acronyms

AUEO	Assistant Upazila Education Officer
BRAC IED	BRAC Institute of Educational Development
FGD	Focus Group Discussion
GPS	Government Primary School
HT	Head Teacher
M Ed	Master of Education
MOPME	Ministry of Primary and Mass Education
PTA	Parent-Teacher Association
PTI	Primary Teachers' Training Institute
SMC	School Management Committee
UEO	Upazila Education Officer

Chapter 1

Introduction and Background

1.1 Introduction

Parental involvement in children's education is an essential issue to ensure effective teaching-learning process. Parental involvement refers to all kinds of liaison among the stakeholders who are related to children and work with children (Wolfendale,1983). According to Garcia and Thornton (2014:1) family's involvement in children's learning motivate children to study well, attend school regularly which positively influence on children's overall performance and restore the confidence of parents in their children's learning . A study by Maina (2010) reveals that since parents are involved in their children's literacy activities, they are the children's first teacher. According to Teale and Sulzby (1987) as cited in Maina (2010), involvement of parents in the development of children' reading at home is crucial especially in the early years. Although Bangladesh has been gaining momentum in higher achievement in recent years, there still exist several drawbacks in participation of parents in schools, especially government primary schools. Somewhere it is still symbolic based on school authorities' will. The study investigated the aspects related to parental involvement in schooling in primary level in Dhaka by focusing on the current practices and the challenges. A qualitative approach was used and data was collected through in-depth interview and focus group discussion from different stakeholders involved with primary school. In the following chapter one, the sections are organized as research topic, statement of the problem, research questions, purpose of the study and significance of the study. Literature review is mentioned in the following chapter two. In the following chapter three, the sections are organized as research approach, research site, research participants, sampling procedures, data collection methods, role of the researcher, data analysis, ethical issues and concerns, credibility and

rigor and limitations of the study. Results were mentioned in the following chapter four. Finally, in the fifth chapter, the sections are organized as discussion, conclusion and recommendations.

1.2 Research Topic

‘Parental engagement in children’s education in Primary Level’ is the topic of this research. Parental involvement in schooling in primary level is considered to be a crucial issue. This is because parents are the individuals with whom children spend most of their time. In fact, children are more likely to be influenced by them. Besides, research also suggests that with the active engagement of parents in children learning, children can perform well and get motivated towards learning (Kabir & Akter, 2014). However, it is ignored in most of the cases. Hence, it is highly required to discuss and promote parents’ involvement in children’ education to ensure effective learning of children.

1.3 Statement of the Problem

Existing practices of parental involvement in the education of children are not satisfactory at all. Schooling capacity is growing day by day in a faster pace but has little in improvement in ensuring participation and democratization of the schooling process. Different institutional mechanisms like parents’ meeting and Parent-Teacher Association (PTA) have failed to involve parents in their children’s schooling (Islam & Helal, 2018). Scopes for the parental involvement are not extensively explored to use for the betterment of the school performance. When anyone from family encourages children to be academically successful, children get benefitted extensively. Even if involvement of family is minimal in children’s learning, it still plays a vital role in children’s daily lives and their performance. Partnerships among all stakeholders working for children’s learning and their thorough development are indispensable (Ferguson, 2008).

Sarason (1995) explained that if we adhere to democratic political principle, community involvement is mandatory. You need to maintain relationship to the decision-making process while you are directly or indirectly affected by a decision. (Macfarlane, 2007) added that school teachers and parents must put effort together for a learning-friendly environment for children because neither school teachers nor parents can provide proper education to children solely. There is a huge value of home-school relationships because school teachers don't know about children's family perspective. Therefore, parents can inform school teachers about the perspective of children's family which lowers the hiatus among school teachers, parents and children (Macfarlane, 2004).

There is hardly any practices of parental involvement in the learning of children in GPS which is a must in terms of development of children. Whatever practices are there in the schools is not enough to have strong communication and relationship with parents and teachers. And both teachers and parents have some barriers to have a healthy relationship among them for the betterment of children. It is seen from the literature that children perform well when parental involvement is higher. In my context, parents are not also that much involved in their children's learning, and they don't maintain regular communication with school teachers which causes serious problem in the learning of children from various aspects.

1.4 Research Questions

The study looked into the current practices of parental participation in schooling in primary level in Dhaka and the challenges of parents' involvement. Research questions were:

1. What are the current practices of parental involvement in schooling in primary level?
2. What are the challenges of parental involvement in schooling?
3. How can we involve parents in schooling?

1.5 Purpose of the Study

Primary school is the first formal education setting for children where they need support to complete their regular studies from their parents on a regular basis. Learners achieve higher grades in the exams, have better social behavior and skills, when parents are involved in their education (Ntkein, 2018). The purpose of this study was to find out how much parents were involved in their children's learning. The study also sought to establish the existing strategies of communication between parents and teachers on children's learning in order to suggest practices that could improve children's learning achievement. This study aimed to find out problems what work as barriers to have an effective parental involvement in children's learning, and parent-teacher communication. The study also sought to know the ways how to reduce the gap between teachers and parents in order to involve parents in children learning.

1.6 Significance of the Study

Parents are the ones who are the first teachers of each child as children start learning alphabets, basic numeracy and basic human behavior from them. Children are most likely to be influenced by parents hence try to follow their instructions. Although parents are careful about their children's food, clothing sustenance and so on, they hardly think of involving themselves with their children learning and having a good relation with children's teachers. This research is crucial in education context especially for underserved primary schools because our education system has been greatly impacted by parents provided they are involved in children's learning. Besides, during my two years of teaching career in an under resourced government primary school in Dhaka, I've experienced several times the need of parental involvement in children learning and at the same time, how students can bring out wonderful performance when their parents are involved in their children education and maintain proper communication with school teachers.

Since there is a few study conducted on parental involvement in children learning in Bangladesh, lack of awareness about parental involvement among teachers, parents, SMC members is noticed. Therefore, I believe that this study will enlighten the issues related to parental involvement in children learning. The findings of the study may help in redesigning parental involvement practices from both teachers and parents' sides. Moreover, the findings of the study may also help the policy makers to rethink about the existing practices of parental engagement in children learning and ways of communication among teachers, SMC members and parents. Beside these, this study will help researchers who want to conduct study on this area.

New ideas were developed and sorted out through this study to bring innovations in ensuring the effectiveness of stakeholders' participation in schooling affairs. Schooling is very important issue in ensuring quality education in all educational levels. In primary level, school authorities led by a Head Teacher are the key driving forces in schooling, thus got new ways of how to efficiently accommodate the efforts of all stakeholders considering the studied case. As parents' are one of the major stakeholders of ensuring participation, identifying the gaps between institutional provisions and practices are significant to find out the existing loopholes of this framework of parents' involvement in schools. This research tried to figure out gaps in practices that would help to improve the situation so that schools and its kids can have proper fruition of the participation avenues of schooling in primary level. SMC members, school teachers and children's parents may find these findings very useful to establish a combined effort among themselves for children's learning. Findings gathered from this study may also be extremely important to make parents a very crucial part of children's learning.

Chapter 2

Literature Review

To get to know my research topic of parental engagement in children education thoroughly, I have discussed information from different sources like books, articles and documents. These are points that I discussed under literature review: 1) participation, 2) trend of parental participation in Bangladesh, 3) role of PTA, 4) parent-teacher relationship, 5) Factors affecting the development of effective parent-teacher relationships, 6) Benefits of involving parents in children's schooling, and 7) Challenges of parental engagement.

2.1 Participation

Participation is “a process through which the stakeholders influence and share control over development initiatives and the decisions and resources which affect them” (The World Bank Participation Sourcebook, 1996, P.3). When both school teachers and parents put their effort together for betterment of children's learning and overall growth is considered to be parent engagement. As this is a shared responsibility, school teachers and SMC members communicate with parents so that they are engaged in their children' learning. Parents also respond to them and work accordingly to support children's learning (Epstein, 2011).

Morgan (2006) describes that community participation improves children's learning and democratizes the education system of the community. Some common types of parents' involvement in schooling accompanying children to school, providing school fees and tuition, attending meetings requested by teachers for children children's learning or any behavioral issues. Parental participation in schooling is not being present in school meeting and accompanying children in the school rather being active and helpful about children's regular learning both at school and home like monitoring and encouraging children' to attend school regularly, and completing homework given by teachers (Morgan, 2006).

2.2 Trend of parental participation in Bangladesh

Schools authorities need to critically think and incorporate various techniques like arranging informal gatherings, cultural activities and food sharing in order to build strong relationships with parents. This is because it will give stakeholders to understand other views and help individual child according to needs (Melnechenko & Horsman, 1998). However, a limited number of prescribed activities are available and practiced in the schools of Bangladesh to involve parents in their children's learning.

Kabir & Akter (2014) states that urban schools arrange various types of programs with parents so that they feel motivated to engage themselves in their children's learning. School teachers share their planning for a specific time for any specific target with parents in the meetings. Teachers also inform about the performance of the children for any academic timeframe, and describe how parents can help and guide children to perform well academically and grow their social and behavioral skills. Besides, teachers also interact with parents about numerous types of problems related to children and school.

Rural parents often give importance to arrange meetings with mothers as mothers spend more time with children, and they opine school should play the vital role here to arrange meetings to make parents aware of children's learning. Home-visit is another important aspect which is helping to create good relationship between school teachers and parents. School teachers can visit children's home to get to know students and their perspective clearly and talk to parents about children learning. Parents can share children's weak point with teachers, and teachers can ask for help from parents to improve children's learning and overall development in their discussion. Rural parents think this initiative should be taken and monitored regularly by school teachers (Kabir & Akter, 2014).

2.3 Role of PTA

The NEP- 2010 proposes Parents Teacher Association (PTA) which consists of both teachers and parents where they arrange meetings about students' performance and work for the development activities of the school. However, this doesn't determine any regulatory body to observe the meetings and look after its regular activities. Hence, No one is directly responsible for its activities and improvement (Islam & Helal, 2018). Majority of the parents and teachers don't know about PTA and its activities. They are unaware of this important aspect due to the lack of relationships among stakeholders like teachers, SMC members, parents, and higher education officers (UNICEF, 2009). In most of the cases, school teachers don't give that much focus on the parents while they are one of the most important stakeholders of the school improvement (Islam & Helal, 2018).

Parents-Teachers Association (PTA) plays an important role in the development of school. Those who participate in the PTA are more likely to be engaged in the planning of school improvement and children proper learning. When parents are engaged there, they know about schools and its functions, support students to achieve their desired goals (Morgan, 2006). Stakeholders have the due rights and responsibilities to engage themselves in school improvement plans and activities. Children' education and their overall development should be the prime focus of stakeholders' involvement (Gordon, M. F. & Louis, K. S., 2009). When parents are involved in schooling, a culture of accountability and answerability will be developed which will help students to improve their performance and achieve goals. (Halse, C., Kennedy, K. & Cogan, J. J., 2004).

About the regular PTA meetings and its effectiveness (Islam & Helal, 2018) points out that:

PTA meetings are to be in place on a regular basis to involve the parents in the governance process as well. SMC members as well as education officers need to attend this meeting. Parents need to know the progress report of their kids so that they

understand their duty. Moreover, annual budget and expenditure report of the school need to be presented in the meeting so that parents feel more belonged to the school. Parents are to be given the right to raise any irregularity issue, if they find, in the meeting. Every teacher should remain open and warm to reply to the questions to be made by the parents. Such open and direct feedback and engagement of the parents in the school governance process will ensure more transparency and accountability. (P, 3920)

2.4 Parent-teacher relationship

Teachers always have to maintain relationship with parents and families of the students. They have mixed feelings when they think about working with them. Those mixed feelings can be both positive and negative. With some parents these feelings include mutual efforts and collective achievements in schooling. With others, the feelings are full of frustration, helplessness, conflicting situations and disagreements over how to teach the kids. The most comfortable and successful relation mostly depends on the development of mutually agreeable situations. Partnership development between both groups requires unity in concerns. Unlike other kind of relationships in the society among people, the parent-teacher partnership develops through assignment and engagement rather than by choice. There is a common interest in the schooling of a kid, which is also the driving force in maintaining the relationship. Good parent-teacher relationships have a common feature in all aspect that is the "absence of conflict". This absence of conflict is the result of mutual trust and respect which build a consensus among the parents and teaching on building the life of their kids (Keyes, 2000). Parental involvement happens when both teachers and parents share their responsibilities and understand what they need to do. Teachers help students at school while parents help at home. It happens when teachers respect and give importance to parents' opinions and parents respond to teachers call, attend meetings and discuss issues related to children' education (Waterford.org, 2020).

Home environment for learning is very much essential. There is strong co-relation between home environment and children's reading scores (Dowd et al., 2017). Four basic parental roles were identified by Turnbull (1983). They are; educational decision makers; parents;

teachers and advocates. School teachers and parents highly require to plan and work together as parents play a major role in children's learning and development. The Warnock Report (1978) put emphasis on parents to act as partner for their children's education, and parents should actively teachers to plan for their children. Korth (1981) put that parents should work as the prime teacher of their children and school teachers should instruct parents how to teach students at home along with their regular teaching students at school. Tait (1972) states that children are highly influenced by their parents' psychological well-being, and children start learning socialization from parents. Parents have directly influenced their children from birth to maturity, and majority of the parents' habits and attributes are inherited. Along with primary school students, parents' involvement have profoundly impacted children of secondary level to perform well academically (Dornbusch & Ritter, 1988; Plank & Jordan, 1997).

There is a co-relation between higher levels of parents' involvement and students' performance (Epstein, 1991). Parents' involvement make a close connection between two important context of children, and they are the homes and schools.

2.5 Factors affecting the development of effective parent-teacher relationships

Keyes (2000) outlines some major factors that widely impact the teachers' capacity to build an effective parent-teacher relationship. In building that partnership, some factors cause problems where challenges come with posing a question of how to build an effective working relationship in between despite of the existing problems. The factors that affect the development of parent-teacher partnership include- matching in cultures and values, societal factors and how parents and teachers see their role from their own view point.

According to Epstein (1995), schools teachers can come up with ideas and suggestions for parents so that they can develop better parenting skills, help children to read at home and perform well. For this, school teachers can arrange workshops for parents, send computerized

messages, provides books related to children's education and offer training for parents where parents can get to know how to help children at home. Home visit is another important way to help parents where teachers can show parents how to support children's reading using various techniques.

(Sahni, n.d.) nicely explained the expectation of parents and teachers. Both parents and teachers have some expectations from each other, they put their effort together for the betterment of their children. The teacher needs to behave with child considering him or her as a parent and the teacher must honor children's virtues to know them well and appreciate the importance of each child. The teacher should be friendly, amicable, neutral and observer. The teacher will praise students when someone has done something exemplary so that others get motivated to imitate that good attributes. The teacher shouldn't confined his mind to any specific idea about child, and should believe everyone has potential to grow. This will bring respect and love for the teacher from children and parents. The teacher ought to point out and students' mistakes and that should be done privately so that students doesn't worthless, and teacher have to point out students weak points with a polite and warm voice. The teacher should have the mindset to work with parents and respect their opinions about their children since children spend more than at home than at school. Hence, they are highly influenced by their parents.

The teacher also wants parents to be respectful to them, and talk to them freely about their children. Parents must discuss weak points of school and teachers privately with respect. Parents require to provide quality time with children, and go outside with children so that children don't get bored. Parents should inform teachers everything about their children honestly so that teachers can keep students' perspective in mind while teaching them in the class. Parents need to be very careful about their children's regular attendance at school, and home environment should be student-friendly (Sahni, n.d.).

2.6 Benefits of involving parents in children's schooling

When parents are involved in children's education, they get motivated, study regularly and improve their academic results. Policy maker should take necessary steps, apply various techniques to involve parents in children's learning, aware parents and teachers about its positive consequences. It will also provide necessary supports to schools and parents so that they make sure parental engagement (Kabir & Akter, 2014).

Doherty-Derkowski (1995) stated that one of the prerequisites for high-quality care and education of young children is good understanding between schools and homes. Strong relationship between school and home extensively impacts on children's cognitive and social development which is very useful for the success in reading. The relationship between parents and teachers can have a profound influence on children's learning outcome. Parents feel happy when they are invited by the school to involve their children's learning. Parents good understanding and relationship with school teachers improves children's academic performance (Llamas and Tuazon, 2016).

Gelfer (1991) has also mentioned that Parents can get clear idea about educational practices and help their children at home when parental involvement is ensured. Teachers' performance also improve due to parental involvement as when parents are involved they know how teachers are working hard for their children. Hence, parents will automatically respect teachers which motivate teachers to effectively impart lesson in the classroom and plan for that beforehand (Paulette Delgado, 2019). According to Desforges & Abouchar (2003), parental involvement inspires children to improve their overall learning as well social skills and norms like honesty, sympathy, group work, tolerance and positive peer relation.

Bailey, Silvern, Brabham & Ross (2004) describes that children complete their homework with clear understanding and develop cognitive skills when parents are involved.

Ediger (2001) shows that teachers can create a strong timely and student-friendly lesson plan when parents share students' strength and weakness with the teachers in parents meeting.

There is a strong co-relation between higher levels of parents and teachers relationship, and adaptive behavior of children (Marcon, 1999). Children whose parents are actively engaged in their learning activity, monitor students regular attendance and assist to complete homework have higher education outcome (Hawkins, Catalano, Kosterman, Abbott, Hill, 1999).

2.7 Challenges of parental engagement

Various problems have noticed from both teachers and parents end to have a good relationship. Some teachers don't like to involve parents and don't like to talk to them while others struggle how to interact with parents in an effective way (Laloumi-Vidali, 1997). Since not all parents and teachers live in the same area, they have their own way of understanding which is considered as a barrier to school-parents relations. Many rural parents and teachers don't know about parental involvement and its importance. Often schools don't feel like communicating with parents if child doesn't confront any difficulties at school. Hence, parents barely got invitation to join meeting and involve with the decision making process in the school (Kabir & Akter, 2014).

(Kabir & Akter, 2014) further stated that:

Parents' in the rural Bangladesh are not enough aware about their children's education and their involvement in children's education at school. As a result, school authority often does not get respond from the parents' about students' education and school related problems. This situation discourages school to take initiative to engage parents' in school. (p,12)

Shortage of time is another barrier of Parental involvement since parents have to work to satisfy their family's needs and work outside of the home, and there is any death or divorce in

any family, they have to work for longer hours. Next, some parents may not feel attached with the school to remind their nightmares or bad experiences that they had earlier (Salin, n.d.).

In order to avoid clash and involve parents, meetings and activities needs to be scheduled considering varying parent schedules. Meetings can be scheduled in a number of times to ensure parental involvement. Incentives like child care, refreshment should be provided so that parents can feel welcomes and respected to visit schools. Parents should be given the opportunities to communicate with other parents and school teachers, and they need to be informed about school activities (Centers for Disease Control and Prevention, 2012).

Chapter 3

Methodology

3.1 Research Approach

Merriam (1998) has defined the term research design as an “architectural blueprint” (p.8). Therefore, it is a way of organizing information in a systematic way which ends up with a final product or report. In my study, I wanted to explore the existing practices of parental engagement in children learning, how parents and teachers consider this, parental engagement in the learning process and the problems and prospects of parent’s engagement in children learning. In order to know the ins and outs about the parental involvement, interviews, focus group discussion were used to collect in-depth information from the participants. In these circumstances, this thesis was based on qualitative research method.

Gay & Airasian (2003, p.169) said, “Qualitative research focuses on the genuine world situation, natural, non-manipulated settings. Its data are descriptive and it emphasizes a holistic approach, focusing on processes as well as outcomes”. So, I used qualitative approach of research to conduct my study as its characteristics went with my research motive and intended process of the study.

3.2 Research Site

The research topic was directly linked with Government Primary Schools. In this regard, this study was based on the findings from government primary schools and randomly two schools in Dhaka’s Lalbag area were finalized as my research site. These schools are similar in nature in terms of their administration and management and different aspects of parents’ involvement. Considering all these, these schools were selected for this research. These two GPS were established in 1987 and 1989, and both schools have over 600 students and 5

teachers. Government Primary Schools are controlled by relevant ministry of education in Bangladesh.

3.3 Research Participants

Different types of participants were selected for this research. They were 2 head teachers from Two GPS's. First one was thirty two year's experienced and second one was five years in this profession. One of them held Master's Degree from National University and another one held Masters Degree from Rajshahi University. Among the two head teachers, one was male and another was female. They were trained on diverse areas by the government. They were very much relevant person to my topic as they were the administrative as well as academic authority of GPS, and they could provide overall rich data on the topic.

2 assistant teachers from two GPS's. One of them was male and one was female. One has twenty years of experience as an assistant teacher and another one for four years. Both of them have honors degree from National University and completed PTI training. They were very relevant persons to my topic as both of them were well aware of primary school teaching-learning process, and they had in-depth understanding of context and stakeholders which is immensely important for this research. 2 SMC members from two GPS's. Both of them were male. One of them held master degree from Jagannath University who has his business, and another one held honors degree from National University and working as an office staff in BUET (Bangladesh University of Engineering and Technology). As both of them educated and have regular communication with head teachers, and school affairs, they were relevant persons to my topic.

12 parents, 6 from each GPS. They were selected for Focus Group Discussion. Among 12 parents, 8 were female and 4 were male. In this case, the ratio of female is higher as most of the cases mothers maintain communication with school teachers. Among the parents, 7 of them completed grade 5, 2 of them till grade 3, the remaining 3 couldn't go to school due to

poverty. Among them, 08 were aged between 30 and 40, and 04 were aged between 25 and 30. Since they were active in terms of children's learning, appeared in school meetings, they could provide valuable information about parental involvement based on their experience. Research participants have shared valuable. The site, the participants, documents and materials were identified for this qualitative study 'purposefully 'to "provide best help" in order to provide best help for the "researcher understand the problem and the research question" (Creswell, 1994, p.178).

3.4 Sampling Procedure

Sampling carries much importance in terms of research design. It is related with a process to identify a group a people from a specific group of population to consider for a study (Silverman, 2006). Purposeful sampling method was used for this research considering the nature of it.

Purposeful sampling is defined as a sampling technique that is considered to recruit participants who can share relevant, in-depth and detailed information regarding the research. (Rossman & Rallis, 2003).

My targeted populations were 2 head teachers, 2 assistant teachers and 2 SMC members from two homogeneous GPS for interview. The criteria for the participants for interview was a few years teaching experience in GPS, and awareness and eagerness about parental involvement in children's learning for head teachers and assistant teachers. And for the SMC members, the criteria was at least honors degree as educational qualification, active involvement in school affairs and frequent communication with school teachers and parents. And for Focus Group Discussions, my targeted populations were 12 parents from two from GPS, 6 from each school. For FGD participants, the criteria was involvement in children' learning, frequent visit to schools, and showing respect to education, educated people and school teachers. The

purpose to select the participants for both the interview and FGD was to know about the existing practices and different aspects of our research topic in GPS.

3.5 Data Collection

I used interview and focus group discussion for this research conduction.

3.5.1 Interview method

“Interview gives in-depth information about different aspects and way of living of research participants” (Johnson & Christensen, 2004, p.45). This process helps me to collect necessary information regarding of my study. “The interview guide approach is typically used in qualitative studies. The researcher develops categories of topics to explore but remains open to pursuing topics that the participant brings up ...” (Rossman & Rallis, 2003, p. 181). And in total 02 head teachers, 02 assistant teachers, 02 SMC members from two schools were interviewed where they felt comfortable to converse with me. These interviews engaged me in a one to one discussion through interview guide for detailed information about my study. Each interview took around one hour.

All 6 interviews were taken physically as the participants were not familiar with Zoom or Google Meet. As other teachers and I had to visit school once every week amid the covid19 outbreak, I interviewed them in two schools maintaining proper social distance, wearing masks and using hand sanitizers. I did not record their interviews as per their request so that they could express their views very easily and freely. However, I took notes during the interviews and wrote down the detail conversation of the interviews immediately after the interviews.

3.5.2 Focus group discussion

A Focus Group Discussion (FGD) denotes as a qualitative research method to collect necessary information from a selected group of people discusses a given topic or issue in-depth, facilitated by a professional, external moderator. (Silverman, 2006).

FGD was used for this research as it is “useful for exploring ideas and concepts, provides window into participants' internal thinking, can obtain in-depth information and can examine how participants react to each other” (Johnson & Christensen, 2004, p. 52). So, two FGDs were conducted with purposively identified twelve parents from two GPS's. In this way I got the information about parental involvement from different perspectives in a short period.

Each FGD consisted around 90 minutes and it was arranged in different places. At first, I thought I could manage to conduct the FDG's online using Zoom or Google Meet. But after talking to the participants, I got to know that they would be more comfortable in face to face discussions. Following that, as per the preference and consent of the participants, I decided to conduct the discussions physically amid the outbreak of covid19. This had become possible for me as I had healthy communication with them, and I had to visit school once every week as a teacher to meet students and parents maintaining social distance. Hence, I conducted 2 FGD's in two schools maintaining social distance, wearing masks and using hand sanitizer often during the discussions. The number of participant of each FGD was 6. Data were collected within different themes through those FGDs. There was a pre-prepared FGD guide to run the FGDs. I took notes during the discussions and wrote down the detail conversation of the discussions immediately after the FGDs. At the beginning, we were introduced among each other and the norms, guidelines, expectations etc. for the effective outcomes for this research.

3.6 Role of the Researcher

I have experience to work in government primary school as assistant teacher for last 2 years. During my data collection stages, I acted in a way to keep my biases away and I have to maintain a good relationship with research participants. I created a mild environment before starting interview and Focus group discussion, and showed respect to all participants. Then, I easily introduced the topic to them, and ask the questions to them the way they felt comfortable. I did this thesis under the direct supervision of a supervisor. I worked as data collector and field visitor for this study. And, then I analyzed the data and wrote the whole writing part.

According to Silverman (2006), role of a researcher is to make participants clearly introduced and thoroughly addressed regarding our research topic and expectation.

3.7 Data Analysis

After collecting data I followed some systematic steps to analyze the data. At first I transcribed field note. Then I went through the data several times and marked the data with different colors which were related with my research questions.

Data collected were analyzed by thematically and descriptively. Thematic and descriptive study were chosen because of the nature of the study. All the data collected from interview and focus group discussion were first grouped together and compared with each other towards finding the predefined research questions under the themes and then the themes were analyzed again for their validity and pertinence. Then, the data were analyzed to find the underlying information for each of the themes. Data were also triangulated among several respondents and variables to find the correlations between current situation and challenges. Besides, data collected were read a couple of times and shared with others followed by a peer debrief. In the last step, I presented my data to summarize the main point under each theme.

3.8 Ethical Issues and Concerns

Ethical issues involve steps those were taken for making the research as an unbiased mode (Kumar, 2005). As a researcher, I went through this research following the ethical issues as those are based on moral principles which should be followed by the researcher (Rossman & Rallis, 2003). I shared a consent letter to the participants and had those signed by them. I made a short brief regarding the research and took their consent for taking notes before the discussion. I conducted all the interviews and FGD according to the participants' convenience. I also focused on not to put influence them in any way. Lastly, I did not mention participants name or institution's name in my report.

3.9 Credibility and Rigor

Trustworthiness and rigor helps to make a research more dependable and authentic in its examined field. As researcher, I strictly followed the whole process of this research by the guideline. I gathered all the data and analyzed those properly as the meaning of that. Similarly, I wasn't biased while conducting interview and focus group discussions towards any specific points. In addition, while working as a fellow of Teach for Bangladesh at GPS, I became familiar and trusted with all the participants of my research. Alongside, I conducted interviews and Focus Group Discussions with friendly and transparent manners which helped me to find reliable data and findings from the participants.

3.10 Limitations of the study

Every work might have some limitations. My study was not an exception. The first and foremost limitation of the study was school closure. During my data collection period, schools were closed due to covid19 pandemic and teachers didn't come to school on a regular basis. In addition, due to the pandemic, majority of my FDG participants lost their official job and started their own small business. Hence, they were busy to earn their livelihoods, and it

was difficult for me to get all of them together in a place. If schools were open, I could interview more teachers and invite more parents to join FGD.

Chapter 4

Results

4.1 Introduction

This chapter illustrates the findings that I gathered from in-depth interviews and focus group discussions (FGD). These findings have been categorized into three main themes and there are also some sub themes under each main theme.

4.2 Parental involvement and its importance

4.2.1 Parental involvement in children education

In response to my question of the concept of parents' engagement, one participant said parents' engagement refers to parents close attachment and care for children education. In addition, they help children to study regularly according to the instructions of teachers so that children can complete their homework and perform better at school (Interview #1, 04-03-21). Another participant added that besides academic progress, parents look after children's overall progress since everything goes hand in hand and for that they visit school frequently to get to know about their children from their teachers, and share children's weak points with teacher so that teacher can help the students to overcome (Interview #2, 04-03-21).

While discussing the regular practices of parental involvement, parents shared that teachers don't like to call or invite parents in schools, and they hardly arrange any meeting with parents. Teachers only tell the students to bring their parents while publishing the results or any emergency issues comes but no discussions happen there since only teachers declare the results and tell parents to give time to students at home. They don't ask any questions to parents about the children, and they even don't pay heed to the objections and parents' opinion in the meeting if happens (FGD #1, 06-03-21). When parents come to school to meet

teachers for any issue related to their children, teachers usually tell parents that they are busy with lots of work or tell parents the next day. Whenever parents try to request teachers to give emphasis on any child for better education, most of the teachers said that they have many years of teaching experience hence they know exactly what to do (FGD #2, 14-03-21).

On the other hand, teachers also have a great deal of objections against parents and their attitudes towards their children's learning and teachers. One participant said that parents give importance to their children's education only when exams are closer (Interview #4, 13-03-21). Another participant echoed with the previous one and said most of the parents only think about their children's food and sustenance, they don't involve them with their children's education, it is also true for those as well who have financial stability (Interview #2, 04-03-21). Another participant shared that when teachers call parents to come to school to discuss children's learning, they hardly show up, and many parents even don't come to school in six months. However, the participant admitted that teachers can't arrange parents meeting in every three or six months as they also have limitations and workloads to maintain (Interview #5, 13-03-21). Another one added that some parents hardly visit school but when they do, they come up with lots of complaints, suggestion and criticisms, and most regrettably they like to talk aloud, enter office room without teachers permission and share all those things together in front of all without any proper evidence (Interview #6, 13-03-21).

4.2.2 Importance of parental involvement in children education

In response to my question about the importance of parental involvement in children education, one participant described that parental involvement in children education is a must to have a mild ambience for quality education as both parents and teachers have their own set of responsibilities to perform for the betterment of children, and this won't happen provided parents consider that it is the sole responsibility of school and teachers. She further added that

if parents are engaged in children education, they will know how to help their children in terms of achieving mastery in any subject which then leads children to grow their interests in learning. Without growing interest towards learning in children, children may find learning and learning environment boring and which is why it would be cumbersome to achieve mastery. Besides, a large proportion of students in primary level fear education, going to school and being in class for a great deal of reasons. They may find their class and learning environment difficult as they can't perform well due to the lack of parental guidance at their homes after school hour. When parents will make them engaged in children education, children will perform well accordingly and the fear of education will be removed from the minds of children. She also said that any child having apathy or fear towards any issue cannot achieve mastery on that very issue (Interview #5, 13-03-21).

Most of the participants viewed that parents don't have that much strong relation with their children, and children don't feel comfortable to share anything, especially what makes them happy or what brings sadness in their life with their parents. While helping children with their learning and home task, parents can easily develop bondage with their children and make them feel comfortable to share any issue that bothers him or her (FGD #1, 06-03-21). If parents remain conscious about children's education, try to help them all possible ways and understand how to inspire children towards education and bring out their best, then learning will be long-lasting and enjoyable. When both school and parents are well aware of students' learning pattern and habit, they can mutually keep students on track which will help students to set up future plan and achieve that (Interview #2, 04-03-21).

Parental involvement in children education comes forth a myriad of benefits for all beneficiaries especially children. Children become attentive to learning as they get their required assistance from both parents at home and teachers at school. When children are attentive, automatically they feel confident about their learning and they can easily feel that

they can achieve and be whatever they want (Interview #3, 04-03-21). Alongside, this create strong parents-teacher relation and both can readily keep trust on each other, and when children notice their parents respect their teachers and they will normally follow teachers guideline. At the same way, when children notice that teachers closely discuss students' issue and show respect towards parents, children will spontaneously become active in learning. All these things can bring joy in children's learning and learning environment (FGD #2, 14-03-21). Besides, once children find learning joyful, they will come to school regularly and this will certainly lead to the reduction of dropout rate which is a major concern for all educators. In a word, through this practice, the primary beneficiaries, children, are being highly motivated towards learning and shine in their future life (Interview #4, 13-03-21).

It is parents' responsibility to participate in children's education and if parents don't try for their children, then who will do for children? (Interview #6, 13-03-21). Parents don't want to see their children illiterate or see their children going through problems like them that's why they think they are bound to take regular participation in children's education. In addition, parents want their children self-independent through having proper education and for that they highly require to have close eyes to their children's education. Moreover, social status is a very important identity for an individual which is feasible to achieve through proper education (FGD #1, 06-03-21).

4.2.3 Arrangement for parental involvement in the school

Parents are involved in children education in many ways. Firstly, parents Meeting which usually happens once each month or every one month based on the local context of the school and community. This is a type of formal setting between school teachers and parents where both parents and teachers can share their concern about their children's growth and come up with solution to the concern (Interview #3, 04-03-21). Mother Gathering is another way of parents' involvement in children education and it happens since most of the cases mothers are

closer to children. Thus, they play an important role in children's overall improvement. Sometimes either parents or teachers can't share some issues in parents meeting or Ma Shomabesh, they set a meeting to have a One-To-One Parents-Teacher Conversation where both sides can frankly discuss the issue and find a fruitful solution to that issue. This kind of One-To-One Parents-Teacher Conversation held when something arises abruptly or unexpectedly that bothers and hampers learning environment (Interview #2, 04-03-21).

Note book is another important way how parents get involved in children education since children are required to write class work and home work in their dairy to track on their learning and parents can easily identify what their children are learning at school and help children to complete their home work that can eventually improve students' performance. Besides, sometimes parents are also invited to join in school gathering like result giving ceremony, sports competition and prize giving ceremony where they can know what is happening in the school and how other children perform (FGD #1, 06-03-21)..

Parents help their children to study at home and prepare for the school. In addition, they accompany children to school for their safety and to know about them from the teachers on a regular basis (FGD #2, 14-03-21). Similarly, parents provide private tuitions for their children if children aren't performing well or don't concentrate on education individually or parents can't help children with education due to their ignorance or any other reason so that children perform well and remain motivated towards learning (Interview #6, 13-03-21).

Moreover, parents inspire their children to study well showing examples of educated people around them, and parents fulfill all the demands of children so that they go to school regularly and perform well (FGD #2, 14-03-21).

Parent-teacher association is one of the most important platforms to discuss students' issues and come up with new ideas to resolve those. PTA is an association where all teachers and parents' voice are heard and they all can share their opinions about any concern about school

and students' learning (Interview #5, 13-03-21). It is a platform where both parents and teachers can get clear idea about children as help children to improve together. When both stakeholders can share their opinions about any specific issue or child's behavior or performance, a sense of respect is created in both teachers and parents mind which is extremely useful to have good parent-teacher relation. Therefore, emergency issues and conflict can be solved readily and joyful learning happens in the classroom (Interview #2, 04-03-21).

4.3 Barriers of parental involvement in children's education

School teachers come across a number of hurdles to ensure parental involvement in children learning. There are diverse types of parents and teachers coming from different region, culture, religion, economic and family backgrounds having their own context which differs from one another. Thus, it is difficult for teachers to mingle and cope up with all varieties of parents and organize all of them in a unique stream (Interview #2, 04-03-21). Not all the parents are literate and know the importance of education which is why they send their kids to school but don't attend any parents' meeting. Besides, some parents have severe economic problem and even can't take enough rest that is why they remain busy all the while with their job and business (FGD #1, 06-03-21). Moreover, some parents don't have the idea that they need to have a profound relation with teachers for their children's better performance and overall improvement (FGD #2, 14-03-21).

Some parents are illiterate and they don't show respect to teachers. Similarly, it is sometimes observed that teachers are threatened by parents when parents are forced to attend parents meeting or take care of children or parents are informed children's rude behavior which creates a huge barrier to create mutual understanding between parents and teachers (Interview #6, 13-03-21). Besides, as some parents have severe economic crisis, they can't give time to children at home and some of them don't visit school as they know they will be forced by

teachers to pay fees (FGD #1, 06-03-21). On the other hand, teachers have also huge workloads other than teaching in the class and in some cases teachers don't respect parents and ignore parents' opinion (FGD #2, 14-03-21). Parents' illiteracy is the major reason behind those challenges along with poor economic condition of parents. Loads of work, which keeps teachers busy, is another vital reason behind the challenges (Interview #2, 04-03-21).

4.4 Ways to ensure parental involvement in children education

As parents are the first and foremost responsible individuals for children's learning and overall growth, and they spend majority of their time at home with parents, they are also responsible to have a sound relation with teachers by all possible ways (Interview #5, 13-03-21). They can visit school physically for any concern related to their children or they can make a phone call to teachers based on the emergency of the issue (Interview #1, 04-03-21). Parents meeting is called and arranged by school teachers to discuss students' overall performance and growth, parents need to be present there on time and be active in the meeting since it is seen that parents don't respond to teachers and attend parents meeting due to their job, apathy and ignorance (Interview #2, 04-03-21).

Both parents and teachers should be proactive to maintain a healthy relationship among themselves to have a clear idea about children's education and all kinds of improvements (Interview #3, 04-03-21). In addition, teachers need to make the parents aware how important it is for parents to help their children at home after school hour to complete their homework and study at home. Moreover, parents' voices and opinions should be heard and respected by school teachers (FGD #2, 14-03-21).

Parents need to visit school frequently to talk to teachers about children whereabouts. Similarly, both teachers and parents can communicate with each other to know about children and guide them properly (Interview #3, 04-03-21). At the same way, teachers can visit

children home and look after their education and personal and family life, and parents can also invite teachers to visit home if they find something exceptional or not good in their children so that teachers can realize the problem directly and provide solutions to sort out this (Interview #4, 13-03-21). One of the most important points to ensure parents' involvement in children education is strong parent-teacher relation and both stakeholders ought to show respect to each other. Furthermore, teachers need to arrange monthly and weekly parents meeting where parents should be present giving higher importance over other activities (Interview #6, 13-03-21). Moreover, teachers can set up a criticism box where all parents can give their opinions regarding any issue that bother them or their children's education or they can criticize school teachers for any actions taken by teachers or school in a whole without mentioning their names (FGD #1, 06-03-21).

Chapter 5

Discussion and Conclusion

5.1 Discussion

In this chapter I want to discuss my observations and learning from the research based on data and results which already described in the previous section. I would also like to compare the findings of my study with that of other studies presented in literature review section. This study ascertained the practices of parental involvement in children education and the views of the stakeholders like HT, SMC members, Assistant teachers and Parents.

Parents objected that teachers don't call them or invite in any meeting unless anything emergency or what they can't handle. Most of the cases teachers and school authority blamed parents and guardians for not being careful about children education and overall development. It is heard that teachers repeatedly telling children don't perform well due to parents' unconsciousness of parents and lack of guidance at home. Similarly, parents also criticize teachers and school authorities not to carefully teach students at school hence students don't perform well.

Head teachers in my study want parents to be engaged in children education with teachers, and want parents to visit schools to share students' whereabouts and share students' weak points with teachers. I truly believe that if all head teachers think like that, parents will become interested to visit schools and talk to teachers about their children. Both teachers and parents acknowledged that teachers need parental support to improve their children knowledge. Despite some objections from the both end, both parties showed sympathy towards each other and parents believe that teachers have a lot of workload except teaching in the classroom. Thus, they need active participation for their children education alongside school teachers. A lot of problems related to children's education and overall growth will be

solved in all educational institutions provided both parents and teachers feel that they have their own sets of responsibilities for children to perform.

The data what I didn't find in any literature that teachers' are occupied by many other seasonal duties other than teaching in the classroom and operating the school properly as I have found from one FGD that teachers have also huge workloads other than teaching in the class and in some cases teachers don't respect parents and ignore parents' opinion. It is true that most of the government school teachers have to work as government officers in many occasions like election, food distribution, and various government celebration and so on.

5.2 Conclusion

The study explored the concept of parents' engagement in children learning, importance of parental involvement in children education, and various ways how parents get involved in children learning, current practices of parents' engagement in children education, hindrances to involve parents in children education and the ways to make parents engaged in children education. The purpose of this study was to get to know clearly about the current practices of parents' engagement in children learning in government primary in school Dhaka, its problems and prospects. In terms of achieving the purpose, the research has achieved its purpose since it unearthed a lot of genuine information from stakeholders directly related to education like HT, assistant teachers, SMC members and most importantly parents of children.

I have gained multiple learnings from this research study. Firstly, parental involvement in children's learning is ineffective in Government Primary School and parent-teacher relationship is not good at all. However, if both parents and teachers become proactive and respectful to each other, parental involvement in children's learning will be ensured. And there can be different challenges which can be solved by mutual understanding of parents and

teachers. Furthermore, not all the teachers are respectful to parents and give importance to their opinions about children. And some teachers don't like to invite parents to schools because some parents are illiterate and don't know how to talk and respect teachers. Besides, Head teachers want to emphasis parents to involve themselves in children learning but it doesn't happen as it requires collective approach from all the teachers and parents.

5.3 Recommendations

I would like to present the following recommendations on the basis of the findings of my study and discussion which I think would help to improve the existing parental engagement in children learning:

- Education ministry and higher education officers should make sure that each GPS has a well-functioned PTA where both teachers and parents will respectfully discuss the concerning issues related to school and children's learning, and solve those together.
- Education ministry and higher education officers like UEO and AUEO should have close eyes on parental engagement in children's learning in primary schools through HT.
- School authority and teachers should acknowledge parents' role in children learning and parents should be welcomed in the school.
- Parents need to acknowledge teachers' vital role to help their children grow properly, and respect teachers.
- The school authority ought to come up with some techniques considering the social context to make parents' conscious about the advantages of their involvement in education.

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Appendices

Annexure A

Consent Letter

Title: **“Parental involvement in children’s education in Primary Level: A study in Government Primary School in Dhaka”**

Dear Respondent,

Greetings!

I am Md Faiz Ullah here with you for my thesis purpose and seeks your cooperation. My thesis title is “Parental involvement in children’s education in Primary Level: A study in Government Primary School in Dhaka”. I am a Masters’ (M.Ed.) student of BRAC University. In partial fulfillment of my Master’s degree, I must prepare a research monograph. For this purpose, I’m undertaking the above mentioned research project. In this respect, I seek your generous co-operation and you are cordially requested to fulfill this questionnaire. Note that all the information provided by you will be strictly confidential and your answers will not be published in any circumstances. Your kind response will be used only for this academic research and this monograph report will not be published in the future. If you feel uncomfortable to answer any question, feel free to leave them blank. But you are requested to write the correct answer that you believe to be.

Note that all the information provided by you will be strictly confidential and your answers will not be published in any circumstances. Your kind response will be used only for this academic research and this monograph report will not be published in the future. If you feel uncomfortable to answer any question, feel free to leave them blank. But you are requested to write the correct answer that you believe to be.

I would really appreciate if I could take 45-60 minutes of your valuable time.

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Full name of the participant: _____

Signature of the respondent _____

Date _____

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability.

Signature of Researcher /person taking the consent _____

Date _____

Annexure B

In-depth Interview Guide

Date (dd/mm/yy)	Interview number

To be completed by the interviewer

1. What do you know about parental involvement in children education? (WRITE THE RESPONSE BELOW)

5 What is the importance of parental involvement in children education? Explain your answer. (WRITE THE RESPONSE BELOW)

6 How many ways are parents involved in children's education in school and what are they? (WRITE THE RESPONSE BELOW)

7 How do these practices affect beneficiaries? (WRITE THE RESPONSE BELOW)

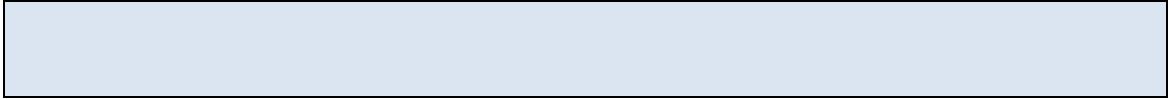
8 What are the roles of parents to ensure partnership with school? (WRITE THE RESPONSE BELOW)

9 What are advantages of parental involvement in schooling? (WRITE THE RESPONSE BELOW)

10 What problems do stakeholders face in ensuring the role of parental involvement?
(WRITE THE RESPONSE BELOW)

11 Please briefly discuss about the role of PTA in involving parents' participation in your school. (WRITE THE RESPONSE BELOW)

12 How improvements can be made in ensuring parental involvement in schooling? (WRITE THE RESPONSE BELOW)



Annexure C

FOCUS GROUP: DEMOGRAPHIC DETAILS QUESTIONNAIRE

Please answer the following questions in the spaces provided (To be completed by the participants), circle or tick the most appropriate options.

1. Age:.....

2. Are you: (please tick as necessary) Male Female Other

3. How many years of experience have you had in this current job?

<1 Year

1-2 Years

More than 2 years

Thank you for taking the time to complete this questionnaire

Facilitator’s welcome, introduction and instructions to participants

Welcome and thank you for volunteering to take part in this focus group. You have been asked to participate as your point of view is important. I realize you are busy and I appreciate your time.

Introduction: This focus group discussion is designed to assess your current thoughts and experience about parents’ involvement in schooling in primary level. The focus group discussion will take no more than two hours. May I tape the discussion to facilitate its recollection? (If yes, switch on the recorder)

Anonymity: Despite being taped, I would like to assure you that the discussion will be anonymous. The tapes will be kept safely in a locked facility until they are transcribed word for word, then they will be destroyed. The transcribed notes of the focus group will contain no information that would allow individual subjects to be linked to specific statements. You should try to answer and comment as accurately and truthfully as possible. I and the other focus group participants would appreciate it if you would refrain from discussing the comments of other group members outside the focus group. If there are any questions or discussions that you do not wish to answer or participate in, you do not have to do so; however please try to answer and be as involved as possible.

Ground rules

- The most important rule is that only one person speaks at a time. There may be a temptation to jump in when someone is talking but please wait until they have finished.
- There are no right or wrong answers
- You do not have to speak in any particular order
- When you do have something to say, please do so. There are many of you in the group and it is important that I obtain the views of each of you
- You do not have to agree with the views of other people in the group
- Does anyone have any questions? (Answers).
- OK, let's begin

Warm up

- First, I'd like everyone to introduce themselves. Can you tell us your name?

Introductory question

I am just going to give you a couple of minutes to think about your experience of participatory schooling and its importance in primary level. Is anyone happy to share his or her experience?

Guiding questions

- How do you participate in children's education and school related issues?
- Why it is important for you to participate in children's education?
- What are the barriers of parents' involvement in children's education?
- What are reasons for those challenges?
- What can we do to ensure parents' involvement in children education?
- Anything else any of you want to share regarding this?

Conclusion

- Thank you for participating. This has been a very successful discussion
- Your opinions will be a valuable asset to the study
- We hope you have found the discussion interesting
- I would like to remind you that any comments featuring in this report will be anonymous

Report will be written based on the results of the focus group. And, obviously special focus will be to maintain confidentiality of the participating individuals by not disclosing their names.

Annexure D Interview Transcribe

1. What do you know about parental involvement in children education?

Parental involvement refers to parents close attachment and care for children education. In addition, they will help children to study regularly according to the instructions of teachers so that children can complete their homework and perform better at school.

2. What is the importance of parental involvement in children education?

Parental involvement in children education is a must to have a mild ambience for quality education as both parents and teachers have their own set of responsibilities to perform for the betterment of children, and this won't happen provided parents consider that it is the sole responsibility of school and teachers. It is noticed that parents don't have that much strong relation with their children, and children don't feel comfortable to share anything, especially what makes them happy or what brings sadness in their life with their parents.

3. How many ways are parents involved in children's education in school and what are they?

Parents Meeting which usually happens once each month or every one month based on the local context of the school and community. This is a type of formal setting between school teachers and parents where both parents and teachers can share their concern about their children's growth and come up with solution to the concern.

4. How do these practices affect beneficiaries?

Parental engagement in children education comes forth a myriad of benefits for all beneficiaries especially children. Children become attentive to learning as they get their required assistance from both parents at home and teachers at school. When

children are attentive, automatically they feel confident about their learning and they can easily feel that they can achieve and be whatever they want.

5. What are the roles of parents to ensure partnership with school?

As it is parents who are the first and foremost responsible individuals for their children's learning and overall growth, and children spend majority of their time at home with parents, they are also responsible to have a sound relation with teachers by all possible ways. They can visit school physically for any concern related to their children or they can make a phone call to teachers based on the emergency of the issue.

6. What problems do stakeholders face in ensuring the role of parental involvement?

School teachers come across a number of hurdles to ensure parents' involvement in children learning. There are diverse types of parents and teachers coming from different region, culture, religion, economic and family backgrounds having their own context which differs from one another. Thus, it is difficult for teachers to mingle and cope up with all varieties of parents and organize all of them in a unique stream. Teachers have a great deal of objections against parents and their attitudes towards their children's learning and teachers. Parents give importance to their children's education only when exams are closer.

7. Please briefly discuss about the role of PTA in involving parental participation in your school

Parent-teacher association is one of the most important platforms to discuss students' issues and come up with new ideas to resolve those. PTA is an association where all teachers and parents' voice are heard and they all can share their opinions about any concern about school and students' learning.

8. How improvements can be made in ensuring parental involvement in schooling?

Both parents and teachers should be proactive to maintain a healthy relationship among themselves to have a clear idea about children's education and all kinds of improvements.

Annexure E FGD Transcribe

1. How do you participate in children's education and school related issues?

Parents participate in children's education and school related issues by a number of ways. They help their children to study at home and prepare for the school. In addition, they accompany children to school for their safety and to know about them from the teachers on a regular basis.

2. Why it is important for you to participate in children's education?

It is parents' responsibility to participate in children's education and if parents don't try for their children, then who will do for children. Parents don't want to see their children illiterate or see their children going through problems like them that's why they think they are bound to take regular participation in children's education.

3. What are the barriers of parental involvement in children's education?

There are numerous barriers of parents' involvement in children's education. Firstly, parents are busy with their work that is why they can't concentrate on children's learning and participate in children's education. Secondly, some parents are illiterate and they don't show respect to teachers. Similarly, it is sometimes observed that teachers are threatened by parents when parents are forced to attend parents meeting or take care of children or parents are informed children's rude behavior which creates a huge barrier to create mutual understanding between parents and teachers. Teachers don't like to call or invite parents in schools, and they don't arrange any meeting with parents. Teachers only tell the students to bring their parents while publishing the results or any emergency issues comes but no discussions happen there since only teachers declare the results and tell us to give time to students at home. They don't ask any questions to parents about the children. They even don't pay heed to the objections and parents opinion in the meeting.

When parents come to school to meet teachers for any issue related to their children, teachers usually tell parents that they are busy or tell parents the next day.

4. What are the reasons for those challenges?

Parents' illiteracy is the major reason behind those challenges along with poor economic condition of parents. Loads of work, which keeps teachers busy, is another vital reason behind the challenges. When parents come to school to meet teachers for any issue related to their children, teachers usually tell parents that they are busy with lots of work or tell parents the next day. Whenever parents try to request teachers to give emphasis on any child for better education, most of the teachers said that they have many years of teaching experience hence they know exactly what to do.

5. What can we do to ensure parental involvement in children education?

Parents need to visit school frequently to talk to teachers about children whereabouts. Similarly, both teachers and parents can communicate with each other to know about children and guide them properly. At the same way, teachers can visit children home and look after their education and personal and family life, and parents can also invite teachers to visit home if they find something exceptional or not good in their children so that teachers can realize the problem directly and provide solutions to sort out this. One of the most important points to ensure parental involvement in children education is strong parent-teacher relation and both stakeholders ought to show respect to each other.