

EXPLORING THE ROLE OF PARENTAL INVOLEMENT IN LEARNER'S ACADEMIC  
EXPERIENCES IN SEMI-URBAN ENGLISH MEDIUM SCHOOLS

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

BRAC Institute of Educational Development  
BRAC University  
April, 2025

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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.

**Student's Full Name & Signature:**

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## Approval

The thesis titled “Exploring the role of parental involvement in their children’s academic experiences in semi-urban English medium schools” submitted by

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of fall, 2022 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Education in Educational Leadership & School Improvement on August 4, 2025.

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## **Ethics Statement**

This study carefully considered a number of ethical concerns. These included protecting participant privacy, getting informed consent, keeping participants comfortable during interviews, and controlling how my own work experience may impact the research process. In order to maintain anonymity, all participants received undertakings that their names would be kept anonymous and that none of the parts of the thesis would reveal any personal data about them. Transcripts and analysis were conducted under unique identifiers using letters and numbers in order to protect privacy.

All participants received a written consent letter, which was used to acquire their informed consent. Additionally, participants were given the choice to skip any question that they felt was vulnerable or uncomfortable. Before every interview, this assurance was restated to make sure their involvement remained stress-free and voluntary. Based on the participants' answers, I occasionally added quick impromptu questions or reorganized some questions by segmenting them into manageable chunks to acquire the broad spectrum of their lived experiences. Careful consideration was given to the participants' comfort level and willingness to continue.

All interviews were recorded with permission and transcribed verbatim to ensure trustworthiness to participants' voices and to minimize the impact of personal interpretation during analysis. Before the study was conducted, a thorough ethics review form was submitted to and approved by BRAC University's M.Ed. thesis committee.

It's also crucial to bear in mind that one of the participating schools was just founded and was still developing its parental involvement strategies and school policies. This contextual factor was taken into consideration while analysing the findings.

Throughout the data collection process, I consciously made efforts to minimize this potential bias by creating a neutral and supportive environment during interviews.

## **Abstract**

This study investigates how parental involvement shapes students' academic experiences in semi-urban English-medium schools in Bangladesh, focusing on two case schools in Narayanganj. The purpose was to examine the extent, nature, and barriers of parental involvement and to identify strategies schools might adopt to strengthen parent–school partnerships. Coleman's Social Capital Theory provided the conceptual framework, highlighting how networks, trust, and shared norms influence collaboration between home and school. A qualitative case study design was employed, using semi-structured interviews with parents, teachers, and school administrators, alongside focus group discussions with students. This multi-perspective approach enabled a deeper understanding of how parental involvement is perceived, practiced, and constrained in the semi-urban context. Findings reveal that although parents demonstrate strong emotional commitment and a genuine desire to support their children, their involvement is often limited by time constraints, parents' educational backgrounds, and restrictive school procedures. Purposeful engagement is further hindered by deficient communication strategies, a lack of structured extracurricular activities, and the underutilization of platforms such as Parent-Teacher Associations (PTAs) and School Management Committees (SMCs). Teachers and administrators similarly reported difficulties in engaging parents consistently, citing socio-economic conditions and cultural expectations as key factors. The study concludes that schools can strengthen parent–school partnerships by adopting inclusive communication practices, building parents' capacity, and implementing culturally responsive strategies. Such measures can foster collaborative educational environments that support not only students' academic outcomes but also their overall growth and well-being.

## **Keywords**

parental involvement; semi-urban schools; academic experience; English medium schools; social capital; home-school partnership/parent-school relationships.

## **Dedication**

For the unrelenting efforts and strong dedication requisite to finish my thesis while juggling a full-time job and parenting, I would want to sincerely thank myself. Resuming formal education after a lengthy break required courage, willpower, and consistent self-work-qualities I take pride in. Therefore, this thesis is dedicated to myself.

I also want to express my gratitude to my spouse for his everlasting conviction in me and support during this journey.

## **Acknowledgement**

My sincere gratitude goes out to Ms. Nafisa Anwar, my academic supervisor, for her continuous support, insightful advice, and analytical feedback during this course of study. The direction and the quality of this study have been significantly shaped by her mentorship.

I also want to express my gratitude to Mr. Riham, the principal of School 2, whose helpful assistance was essential in making the data collection process go more smoothly. His assistance in setting up interviews with school participants, serving as a gatekeeper in the Narayanganj area, and providing support to facilitate the interview process all greatly aided in the successful completion of this study.

In addition, I extend my heartfelt appreciation to all the participants who generously dedicated their time and shared their experiences, making this research possible.

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## List of Acronyms

|       |                                                           |
|-------|-----------------------------------------------------------|
| SMC   | School Management Committee                               |
| PTA   | Parent Teacher Association                                |
| DFAT  | Department of foreign Affairs and Trade (Australian Gov.) |
| CAMPE | Campaign for Popular Education (Education Watch Report)   |
| NAPP  | National Academy for Parenting Practitioners (India)      |
| FGD   | Focus Group Discussions                                   |
| AERA  | American Educational Research Association (council)       |
| ECA   | Extra Curricular Activities                               |

# **Chapter 1**

## **Introduction and Background**

### **1.1 Introduction**

Empirical studies have demonstrated the correlation between effective teaching, enhanced academic achievement and accountable parental involvement. Additionally, collaboration between teachers and parents is vital for effective teaching and learning to take place in schools (Bhengu,2003). In my twenty years as a teacher and two-term school head in a semi-urban English-medium school in Bangladesh, I have observed that children's educational experiences tend to vary due to a lack of significant parental involvement. Despite the fact that schools often provide updates or hold parent-teacher conferences, these initiatives frequently struggle to establish sustainable and meaningful relationships with families. As a school administrator, I experienced that while school heads and teachers seldom understood or enforced School Management Committees (SMCs) or Parent-Teacher Associations (PTAs), many parents considered their involvement in their children's education to be limited to sending them to school and attending a few meetings. Furthermore, there were still no structured workshops, training sessions, or opportunities for learning to enable teachers and parents to collaborate in children's learning journey. These ongoing inconsistencies influenced my decision to carry out this study.

Based on the various study findings, it became evident that socioeconomic factors (DFAT,2016; Afrin H. and Chowdhury R . ,S. , 2019), cultural norms (Rahman, Rashid, and Khan 2021) or organizational processes (Bailey 2017) continue to limit parents' involvement, even when they show concern and positive outlook for their children's future. In many instances, my own experiences as an educator and administrator have shown me that, parental participation was often limited to brief conversations during result days or compliance with school events or meetings. Yet, families—especially mothers—expressed a strong emotional and aspirational connection to their children's education, even if time, literacy, or digital access limited their capacity for direct academic support.

This study researches how parental involvement affects students' performance in English-medium schools, in semi-urban settings in Araihaazar Thana, Narayanganj.

Schools in semi-urban areas often represent a combination of the advantages of the city and the limitations of the countryside, greater access to resources than in rural areas, but also

difficulties like low parental literacy, a shortage of teachers, and sociocultural limitations. There has been little research on semi-urban settings in Bangladesh, despite studies on rural schools' challenges (Biswas, 2021) and urban schools' comparatively structured parental involvement initiatives (Hasan, 2020).

This research builds on previous research that showed the beneficial effects of parental communication, emotional support, and involvement in school events on student achievement (Epstein, 2002; Bailey, 2017). In contrast with prior research, my study focuses on the perspectives of stakeholders in semi-urban English-medium schools, which is a specific and more significant aspect of Bangladesh's educational landscape. This study examines how parent-school relationships—which are characterized by norms, trust, and shared expectations—affect children's academic achievement using Coleman's Social Capital Theory. Divided into five chapters, this thesis first outlines the study's context, problem statement, purpose, and significance. It then explores a literature review and the conceptual framework grounded in Social Capital Theory. The methodology chapter explains the qualitative approach used in the study. Findings are thematically presented in the fourth chapter, while the final chapter connects these findings with the literature and offers conclusions and practical suggestions.

## **1.2 Research Topic**

### **The Role of Parental Support in Students' Academic Progression: A Study in Semi-Urban Bangladesh**

Parental involvement plays a critical role in shaping students' academic learning and overall development (Wanda I., B. December 2007). Numerous studies (Wanda I., B.2007; DFAT, 2016; Cano, J., K., et. al, 2016; Fan X. and Chen, M. 1999; Kabir A., H, and Akter F.,2014), have demonstrated a positive association between active parental engagement and improved academic performance among students. Research emphasizes that students with involved and supportive parents tend to achieve higher levels of academic success and exhibit enhanced learning capabilities. When parents hold higher expectations for their children, students are more likely to perform better academically (Caño et al., 2016, p. 143). Similarly, Bailey (2017) highlighted that high parental involvement, irrespective of background factors, positively correlates with academic achievement. Furthermore, Hussein (2024) emphasized that consistent parental engagement fosters stronger learning attitudes and effective partnerships between home and school, ultimately enhancing student outcomes.

In the context of Bangladesh, several studies have explored the relationship between parental involvement and students' academic performance, with a particular focus on urban and rural areas. Biswas (2021) noted that “parents are not that aware of how their time and assistance can contribute to the holistic growth of their children” (p. 34), highlighting a lack of meaningful parental engagement in rural schools. Similarly, Rahman, Rashid, and Khan (2021) found that “rural parents are less involved than urban parents in children’s study” (p. 2), and recommended greater parental participation given their role as primary educators.

Afrin and Chowdhury (2019) emphasized that, “children whose parents were involved in the education showed a significant improvement in behaviour” (p. 36), although they also acknowledged variations in the extent of parental involvement depending on socio-cultural contexts (p. 34). Hasan (2020) explored the situation during the COVID-19 pandemic in urban settings and noted that the crisis provided an “enhanced opportunity “for parents” to influence their child’s learning” (p. 3), especially in Dhaka city government schools.

Limited studies have been conducted to investigate how parental involvement manifests in semi-urban areas and how it differs from urban and rural regions. This study aims to explore the influence of parental roles on students’ academic experiences in English medium primary schools located in semi-urban area of Bangladesh.

### **1.3 Statement of the Problem**

In order to support children's academic growth and overall educational experience, parental engagement is essential. Research, such as studies funded by DFAT (2016) and those by Kabir and Akter (2014), highlights the positive impact of parental engagement on children's academic outcomes regardless of socio-economic conditions. Parental involvement in school activities, formal meetings, and at-home learning activities is often inadequate, (Ahmed, M., & Nath, S. 2005) despite its prevalent significance (Wanda I., B.2007; DFAT, 2016). In some places, parents might not fully comprehend the importance (Afrin H., and Chowdhury R .,S. , 2019) of their involvement or may encounter limitations including limited school-led engagement programmes (Kabir and Akter, 2014), insufficient literacy levels, (Ahmed, M., & Nath, S. 2005) socioeconomic issues, (Bhengu, T. 2003; Ahmed, M., & Nath, S. 2005) and time constraints (Bailey, T., 2017; Afrin H., and Chowdhury R .,S. , 2019).

The School Management Committee (SMC) was created by the National Education Policy 2010 to encourage parental involvement in school governance, but its actual execution has been less than ideal, with participation rates below expectations. (Ahmed, M., & Nath, S. 2005).

According to research, parents in rural areas face multiple barriers. Wanda (2007) highlighted that many rural parents are “illiterate” and thus “struggle to participate in school activities” due to a lack of resources and support from educational authorities (p. 118). “The lack of awareness of both parents and schools and overloaded teaching staff are found as the major challenges of involving parents at the secondary level” (Kabir & Akter, 2014, p. 2). A similar statement about parents’ lack of awareness was found in Biswas (2021), revealing a disconnect between national policy goals and ground realities. Rahman, Rashid, and Khan (2021) also emphasized that “rural parents are less involved than urban parents in children’s study” (p. 2), and suggested that parents in these settings need to be more engaged, given their foundational role in early education. Bhengu (2003) supported this view, noting that “active involvement in the teaching programmes in rural schools by illiterate parents is not possible” (p. 71), and that the majority avoid school meetings due to a perceived lack of knowledge (p. 97).

In contrast, parents in urban locations experience different kinds of challenges at home and in school. Urban parents show relatively higher levels of engagement, although challenges remain. Yulianti, Denessen, and Droop (2018) observed that “parents in urban schools show higher involvement compared to parents in rural schools” (p. 23), but acknowledged that socio-economic status still plays a role in determining the depth of involvement. In the context of Dhaka, Hasan (2020) found that the pandemic gave urban parents “the enhanced opportunity to influence their child's learning” (p. 3). However, he also stressed the need for structured communication from teachers to maintain this involvement during normal times, recommending that “parents should generally be more informed about their child's learning process” through guided interactions (p. 20).

Similarly, parents in semi-urban surroundings may also encounter specific challenges that hinder their active participation. However, there remains a gap in understanding the specific challenges faced by parents in semi-urban English medium schools and the strategies schools can employ to promote parental involvement. Effective parental engagement both at home and in school, plays a vital role in enhancing children's learning by fostering collaborative relationships among parents, teachers, and schools (Hussein, 2024) I have been involved in school teaching and management for last 21 years and I have experienced that this can restrict

children' access to holistic schooling, which may have an impact on their academic motivation and progression. Lack of support and encouragement from the parents may influence the students' engagement in other school activities and overall school life.

Ineffective parent participation (Epstein, J. L., et al. 2002) limits the development of successful school-home partnerships, which affects community involvement and school administration as a whole. Kabir and Akter (2014) highlight, although initiatives aligned with the National Education Policy 2010 have been introduced, parental engagement in most schools remains limited and undervalued.

Lack of support and encouragement from the parents may influence the students' engagement in other school activities and overall school life. (Suryadi, Y., Sari, H. P., & Nurdin, D. 2024). Teachers may find it difficult to connect the home and school environments, as cited by (Bhengu,2003) which could hinder parent-teacher collaboration and communication. This also limits the execution of educational policies meant to improve student outcomes and fails to take advantage of parental insights in school improvements (Kabir and Akter, 2014). They also emphasize the need for policymakers and educators to reconsider strategies for promoting meaningful parental involvement in schools to support student development and school improvement.

Hence, this problem needs to be explored to find the key factors to parental involvement in semi-urban English medium schools to foster stronger partnerships between schools and parents for better educational outcomes.

### **1.3 Research Questions**

Exploring parental involvement and its influence on academic experience in semi-urban English medium schools, the study addressed the following research queries:

- 1. How do parents engage in their children's academic experience?**
- 2. What are the key factors contributing to Parental Involvement in semi-urban school settings?**

These research questions, which highlighted the significance of parental involvement in their children's educational journey, served as guidelines for the study, which intended at exploring the role of parental engagement and its major challenges. The study also delved into the relationships between parental involvement and academic experiences and aimed to provide

recommendations for effective practices tailored to the socio-economic and cultural dynamics of semi-urban schools in Narayanganj.

### **1.5 Purpose of the Study**

This study was aimed to explore the importance of parental involvement in relation to students' academic experiences in semi-urban schools in Bangladesh.

The purpose of this study was to examine the role of parents in their children's academic performance and the various ways they engage in both school and home settings, specifically within the context of semi-urban schools. In addition, the study was conducted to identify and understand the barriers that limit parental participation in their children's education in semi-urban areas. In order to determine the role that parents play in their children's education; this study was intended to address these factors.

Additionally, the study identified gaps in school strategies, practices, and policies, offering recommendations to address these gaps and enhance parental involvement for improved academic outcomes.

The primary objectives of this research were to expand our knowledge of parental involvement in children's education, explore areas for improvement in the way schools currently function, and provide suggestions for how schools and parents could collaborate more effectively.

### **1.6 Significance of the Study**

This study is significant because it helped identifying the key factors that usually keep parents from being active in their children's education, which may improve primary school students' learning experiences. By encouraging regular parental involvement, this research strives to promote student performance, strengthen ties between teachers and parents, and foster a more collaborative learning environment in schools.

This study proposes to promote semi-urban school practices and policy through tailored approaches based on research findings because there hasn't been any noteworthy research in semi-urban areas before, especially in Bangladesh. By analysing current levels of parental involvement, the study will explore insights into feasible strategies for increasing parental involvement in their children's education.

By exploring and evaluating the existing levels of parental involvement, this study may offer beneficial insights into strategies for strengthening the practice of SMC as outlined in the

National Education Policy 2010. The results may also inform educational policies and practices, addressing disparities in parental participation and fostering more effective and inclusive educational approaches in semi-urban schools.

## **Chapter 2**

### **Literature Review and Conceptual Framework**

To understand the parental involvement in semi urban area in Bangladesh, I have reviewed several articles, online journals, web contents, state policies including National Education Policy 2010. All these literatures have provided insight into parental involvement in a diversity of contexts, urban, rural, and semi-urban areas. It also identified the key factors to parental involvement faced by stakeholders, strategies and practices that limit parental involvement, and areas for improvement in the school policies.

"Parental involvement" in my study describes how parents regularly provide assistance at home and in school activities to support them in their learning journey. It is considered to be a "prerequisite" in the learning process of children's education. (Wanda, I. B., 2007)

In the context of Bangladesh, the studies on "Parental involvement" by Rifat Hasan, (2020) and Biswas, S., (2021) were also significant and pertinent analysis from BRAC IED. The first one dealt with parental involvement in the context of rural primary schools, while the second one was in the context of government primary schools in Dhaka during the covid-19 pandemic.

The excerpts from several relevant literature, formed the themes for my study, namely:

1. Parental Involvement and its Contribution to students' success
2. Factors for limited or insufficient parental involvement
3. Challenges in implementing existing school strategies
4. Strategies to increase parental involvement for students' overall academic experience

#### **2.1 Parental Involvement and its Contribution to students' success**

Parental involvement has a noticeable and beneficial effect on students' academic progress. A mixed-method study, (Bailey, 2017) found that active parental involvement, such as assisting with homework and attending school events, significantly enhances student's academic performance.

The students are among top five in the class whose parents spend more than two hours in a day to support with the school work at home. Also, the students are academically sound when their

parents regularly communicate with their teachers in schools. (Rahman M., Rashid M., Khan, M. S, 2021)

In addition to that, regular parental involvement increases higher motivation, a better attitude, (Padam Poudel, 2024, January) and higher attendance in class.

## **2.2 Factors for limited parental involvement**

Literature review put forward discussion on several factors that refrain parents from being involved in their children's education. Factors like social barriers, cultural practices, and ineffective communication strategies in schools, can potentially impact the level of parental engagement in their children's academics.

Socio-economic condition and educational background of parents, (Education watch report 2003/4, CAMPE, Ariful Haq Kabir, January 2014) geographical location of schools, a limited number of activities in schools for Parental involvement, teachers' extensive workload and other administrative duties (Kabir A. H, Akter F) are found to be major challenges here. The case study, (Padam Poudel, 2024) highlights that parents' inflexible work schedule and lack of awareness hinder the ability to engage in the students' academics. Kabir, A. H., and Akter F, (2014) found lack of awareness of both parents and schools as a key obstacle to parental involvement. McCoach et al. (2010) found that "a lack of knowledge around the diverse cultural backgrounds in the classroom on the teacher's part resulted in the lack of parental involvement." (T Baily, 2017, p-34). Baily (2017) also states, as cited from a descriptive case study (Okeke, 2014; Yoder & Lopez, 2013), parents are overwhelmed with organizational structures of schools and they do not always know the educational process of involvement. According to Byrd (2011), educational jargons can also be the reasons for parental intimidations. Factors significantly impeded parental involvement identified by Okeke (2014), cited in T. Baily (2017, p-35), a lack of time, lack of childcare, no school-parent welcoming policy, little parental understanding of how to get involved, and intimidating school operational structures.

Language barriers, family resource limitations, the immaturity of the parent due to their age, and feelings of marginalization were found as intimidating obstruction between school and parents (Yoder and Lopez 2013, cited in T. Bailey, 2017).

## **2.3 Challenges in implementing existing school strategies**

It is reported in Education Watch, CAMPE (Ahmed M., Nath S. R, 2003/4, P-144), although SMCs (School Management Committee) possess a broad and significant role in school management, but it has minimal governing authority in reality.

“Most of the stakeholders including teachers, head teachers, SMC and PTA (Parent Teacher Association) parent’s members are not well informed about forums and education policy”, (Afrin H., Chowdhury S. R, September, 2019, p-38), a significant view found in an explorative study conducted in Khulna.

The same research identifies the need to form more forums for parents’ easy and enthusiastic access and the existing forums, SMC and PTA should be more active in this regard. (p-28). The research indicated that despite policies for PTA committee and SMCs, these forums are inactive or not fully functioning, schools are not practising them due to time constraint, awareness or inadequate monitoring (P-38). Ineffective communication, teachers’ additional workload, a lack of knowledge around the diverse cultural backgrounds in the classroom on the teacher’s part are the strategic factors, which reflect the same concerns that were highlighted previously.

Education is viewed primarily as the school's responsibility, which leads to lower levels of parental engagement in secondary school education (Ariful Haq Kabir, 2014). Therefore, parents might be reluctant to change, and consistency in providing additional support from home can be another challenge in this regard. In Baily’s dissertation paper, it is stated, “To bridge the gap between the school and home environments, communication is represented as a form of involvement that parents and school personnel must engage” (Epstein, 2009; Manz, 2012). To involve parents in school activities, trainings for educators and parents should be arranged by the department of education. (Bhengu T B, January, 2003). There are lack of parental awareness programmes, seminars, workshops and training programmes for parents and teachers in schools of Bangladesh.

## **2.4 Strategies to increase parental involvement for students’ overall academic experience**

The literature suggests that allowing parents to volunteer and participate in school activities can help foster more involvement and interest in their child's education. For a stronger relationship and bonding, this study findings will suggest ways to build trust and network between teachers and parents by bringing them together working for children’s benefits.

From the study, (Chindongo I. C, Mbukusa N R, December, 2015) it is evident that “Schools should include families as partners in school organizations, advisory panels, and similar committees, including work that relates to the operations of the school. A study funded by DFAT (2006, Monash University) demonstrated evidences, despite economic conditions of parents, children’s academic improvement is possible through active parental engagement.

Effective communication channels, parent education programmes, flexible schedules, and strong school-community partnerships can help to overcome these factors. (Kabir A. H., Akter F. 2014)

The partnership through effective collaboration between parents and teachers can build mutual trust and respect, which will boost academic success of students in schools. (Wanda, I. B. December, 2007)

According to research by Caño K. J. et. al, (October,2016, p-149) on "Epstein's framework", parents should be provided with a platform to express their opinions about parent involvement and fostering school-parent partnerships through extension programmes or activities in schools.

Kabir’s (2014, p-10 and 13) literature reveals that schools have limited number of activities to involve parents in academics. And, unlike many other countries, there are no strict national policies for parental involvements in schools (Kabir, 2014). The authors recommended to introduce “National Academy for Parenting Practitioners’ (NAPP in India) to develop effective parental involvement programmes and thus ensure better academic outcomes for children.

## **Conceptual Framework**

In order to comprehend the significance of parental involvement in their child's academic success in semi-urban English-medium schools, this study builds upon Coleman's (1988) Social Capital Theory. The resources instilled in social connections that support particular characteristics and actions in people are referred to as social capital. In the context of education, the relationships that develop among communities, schools, and parents provide social capital that is essential in determining the academic success of pupils (Lareau & Coleman, 1988).

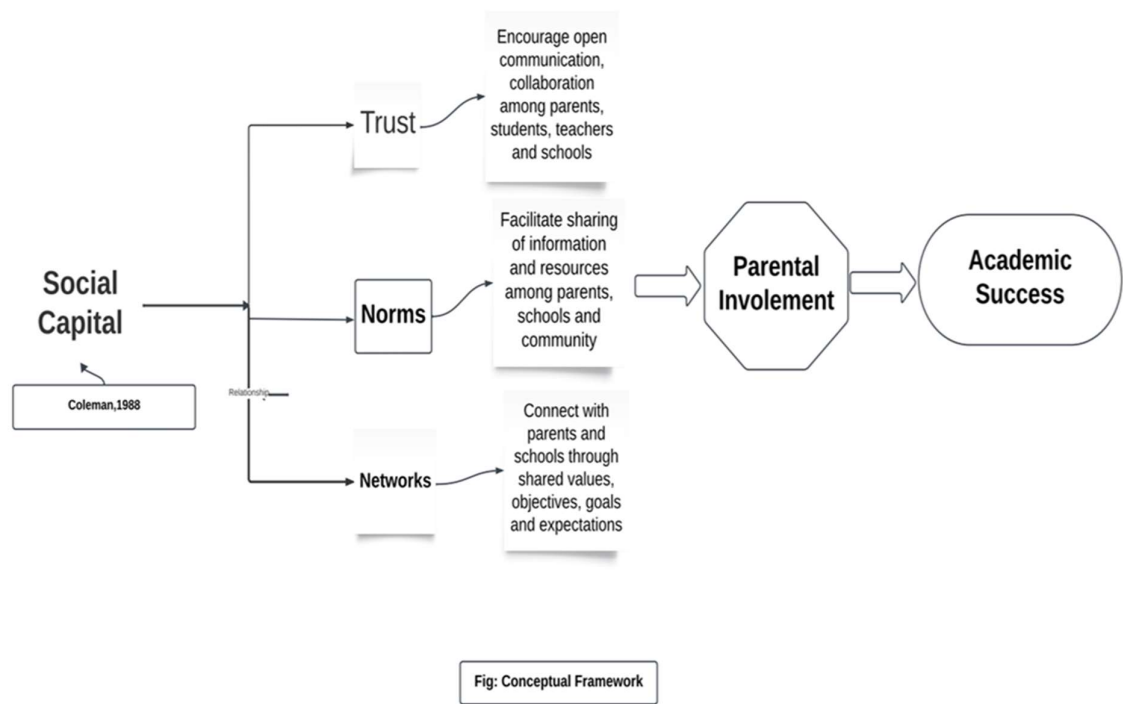
Numerous scholarly articles highlight, in particular, the importance of the connection between an individual's educational achievements and social capital (Parcel & Dufur, 2001; Pishghadam & Zabihi, 2011; White & Glick, 2000, cited in Rogošić and Baranović, 2016) This study

incorporated Coleman's theory as its conceptual framework and theoretical model to examine parental involvement in relation to student experiences in schools.

Social capital in the family, community, and school has a significant impact on a student's development (Acar, 2011), as stated in Rogošić and Baranović, 2016. By promoting cooperation and shared objectives among families, schools, and communities, these components contribute to the development of an environment that supports the academic success of students (Rogošić and Baranović, 2016). This framework focuses on the relationship between parental involvement in education through three significant social capital components: trust, networks, and norms. These three components converge into Parental Involvement, which leads to better Academic Outcomes of students. This survey-based analysis made a close inspection of existing social capital of parents and families and the effects of social capital on the children's academic experiences in semi-urban schools.

Hence, I have employed this theory to guide my study on parental involvement in the context of semi-urban schools in Bangladesh, aiming to create more supportive and equitable learning environments for students by understanding and leveraging existing social capitals.

**Visual Presentation of the Framework**



This flowchart is showing the key concepts of the study based on Coleman's Social Capital Theory (Coleman,1988) and how these components interconnect to influence students' academic outcomes in schools through trust, networks, and norms.

A key component of social capital in this flow chart that promotes cooperation between parents and schools is "Trust". (Coleman, 1988) Schools cannot function if there is no trustworthiness among the stakeholders. (Coleman, 1988). Open communication is facilitated by trust, which helps parents feel comfortable enough to voice their concerns and seek help when needed. Trust among parents in the community, like Parent-Teacher Associations (PTAs) and School Management Committees (SMCs), promotes information exchange and collaboration to boost the learning of students. Better academic results emerge from parents who actively participate in their child's education and who have trust in the educational system.

A strong "Network" of interactions amongst students, parents, (Coleman, 1990) and teachers becomes vital for promoting both the academic and individual growth of students. Parental networks offer platforms for sharing strategies, resources, and information that increase children learning. Examples of these networks include PTA meetings, open day, sports events, cultural programmes and community clubs. These networks extend the impact of the school community outside its physical boundaries in addition to motivating parents to get more involved in their children's education.

Active parental involvement is also motivated by shared "Norms" regarding the value of education and family involvement. When family and school norms and principles (Coelman,1988), are in harmony, students gain access to a well-organized environment that facilitates their academic progress. In order to create an equitable and encouraging learning environment, parents and schools must share common norms and values. Students receive constant reinforcement about the value of education when parents and schools have similar expectations for them, and this has a beneficial effect on their academic performance. These standards may include a commitment to regular attendance at school, completing homework, showing interest in education, participating in school events and parent-teacher conferences, and a shared goal of achieving academic success. Therefore, schools are significantly aided by community norms that encourage and provide rewarding benefits for excellent academic achievement. (Coleman,1988)

All things considered, this theory suggests that social capital—which is represented by Trust, Networks, and Norms—is a major factor in promoting parental involvement in school.

Consequently, it has a beneficial effect on the academic success of students. This research, thus, explored the ways in which these social capital components collaborated with parental involvement in establishing an environment conducive to students' academic experiences in schools.

## **Chapter 3**

### **Methodology**

This chapter outlines the qualitative research methodology which was employed in the study. The chapter shared the detailed of the methodology including the study's approach, participant and location selection, and data collection methods. The role of the researcher, data analysis methods, and ethical considerations are also covered. It also discusses the measures taken preserve the study's validity and rigor with a review of its shortcomings.

#### **3.1 Research Approach**

In order to investigate and understand the lived experiences of parents, students, and teachers concerning to parental involvement in their children's academic performance in semi-urban English-medium schools in Bangladesh, this study followed qualitative research approach. This approach is appropriate for this study because it offers an in-depth investigation of the participants' subjective experiences and perceptions, which are essential for comprehending the process of parental involvement and how they affect the academic outcomes (Creswell, 2013).

The obstacles and challenges concerning this area of study require a more qualitative, in-depth research methodology than a quantitative one. In the context of the research, semi-urban schools in Bangladesh present a unique backdrop where urban advantages and rural challenges converge (Kabir, 2013).

This methodology guided the study to capture how various social capital factors shape the parental involvement and its effect on their children's academic experiences in semi-urban English medium schools.

This approach was dedicated on understanding an individual's experiences of a phenomenon. The study involved in-depth interviews to explore the essence of experiences which provides a rich description of the findings (Johnson, 2004). According to Marshall and Rossman (2006), interviews are effective methods for gathering data for qualitative research. "Combined with FGDs, interviews allow the researcher to understand the meanings that people hold for their everyday activities." (Catherine Marshall, 2006)

Therefore, in order to better understand how to promote parental involvement in semi-urban situations, several viewpoints have been explored employing the qualitative data from in-depth interviews and focus-group discussions. These interview data led to specific viewpoints concerning academic experiences of students in semi urban English medium schools.

### **3.2 Research Site**

The study has been carried out in two purposively chosen English-medium schools in Narayanganj, in the outskirts of Dhaka. In order to investigate specific viewpoints on parental involvement and students' academic experiences in semi-urban school contexts, Araihaazar Thana was chosen as the study site.

These schools were chosen because they are easily accessible from Dhaka, which made data collection easier and more efficient in terms of time. Notably, most of the students were from middle class or lower-middle-class socioeconomic backgrounds. The students of both the schools are first generation learners of English medium schools. One of the schools follow English version of the national curriculum and the other one modelled Early Years of Cambridge Curriculum.

Araihaazar Thana, Narayanganj, was, therefore, justified as ideal research site due to its accessibility, familiarity, and socio-economic relevance.

### **3.3 Research Participants**

Before conducting interviews, the study locations were visited to consult with the principals and teaching staff of the selected schools. The principal of School 1 coordinated with the selection process to ensure the requirements for the selection were followed and that the participants and school authorities gave their consent.

Participants were selected based on pre-defined criteria with consultation from school principals, ensuring eligibility and diversity in perspectives. Following initial verbal consent, all participants' written consent was obtained as part of the processes. Selected participants received written notices from the principal of School 2, whereas School 1 participants were notified by phone two to three days before the interviews. Written consent forms were also sent to parents of FGD participants.

Two parents from each school were selected for in-depth interviews in order to reflect the levels of involvement in school activities. Additionally, one primary school teacher from each school

who taught a variety of grade levels and subjects took part in one-on-one interviews to offer an array of viewpoints. To gather student insights, focus group discussion, consisting of 5-6 students of mixed grade levels from primary school were organized in each case school.

In total, the study comprised six in-depth interviews with a participant composition consisting of two female teachers, one male parent involved in local business, and three female parents who are all homemakers. Focus group discussions involved 11 students from grades 3, 4, and 5 who were between the ages of 8 and 13.

### **3.4 Sampling Procedure**

The study used a purposive sample technique because of the nature of the research questions. Purposive sampling is very useful for qualitative research since it helps to better comprehend the study topics, according to Creswell (2014). The sample consisted of three distinct groups: teachers, parents, and students, all selected based on their direct engagement with English-medium education in semi-urban contexts.

Araihazar Thana, Narayanganj is an area chosen for its accessibility, socio-economic relevance, and proximity to Dhaka. The parents chosen belong to middle to lower-middle socio-economic backgrounds and all parents attended Bangla medium schools in their childhood.

The selected two teachers were actively engaged in teaching at different primary grades, thereby offering diverse yet contextually grounded viewpoints on instructional practices and parental engagement. Their roles within their respective schools and their familiarity with students' academic and social contexts made them valuable informants for this study.

These shared demographic and educational characteristics made the sites and participants well-suited for homogeneous purposive sampling, which helps ensure consistency and depth in qualitative inquiry (Creswell, 2002, Chapter 7, p. 208).

This targeted sampling approach ensured that all participants could meaningfully contribute to exploring the research focus on parental involvement and student academic experience in English-medium semi-urban schools.

Since the participants were specifically selected based on similar traits, homogeneous sampling was justified as an imperative sample technique for the present study (Creswell, 2002)

### **3.5 Data Collection Methods**

Semi-structured interviews and Focus Group Discussions (FGDs) were the main data gathering tools in this study. First, the selection of semi-structured interviews was influenced by several noteworthy criteria found in the literature. According to Johnson and Christensen (2004), interviews are appropriate for use with probability samples because they facilitate the collection of rich, detailed information from participants (p. 307). Both exploratory and confirmatory in nature, they provide an in-depth understanding of participants' perspectives and ensure the phenomenon being studied is carefully investigated as experienced by the participants (Rossman & Rallis, 2003).

To capture varied qualitative data, the interview guide approach was employed, which used open-ended questions to assist participants express themselves in their own words (Johnson & Christensen, 2004, p. 302). By allowing participants to openly express their ideas and experiences, this approach produced deep insights into the subject of the study.

Focus Group Discussions (FGDs) were used to supplement the information gathered from the interviews. According to Johnson and Christensen (2004), focus group discussions (FGDs) are very useful for investigating group viewpoints and obtaining profound understanding of how people interpret experiences.

Furthermore, this study benefited greatly from naturalistic observation, which helped to comprehend participant behaviours and contextual factors in their real world. Naturalistic observation, according to Johnson and Christensen (2004), requires recording interactions and nonverbal clues during FGDs and interviews, supported by thorough field notes and, when applicable, audio or video recordings.

The goal of this methodological approach was to ensure thorough collection of data and analysis.

#### **3.5.1 Interview**

Following the recommendations by Clarke and Braun (2006), a semi-structured interview approach was utilized as the main method for collecting data for the effectiveness of the study.

In line with Rossman and Rallis's (2003), a guided interview technique was used to conduct in-depth interviews. This approach was selected in order to obtain contextually diverse and rich information that is essential to comprehending all aspects of parental involvement in semi-urban areas.

Johnson and Christensen's (2004, p. 302) questionnaire creation recommendations were followed to develop the interview guide which included open-ended questions intended for gathering data in the participants' own words. Prior to each interview session, informal discussions were held with parents and teachers to establish rapport and ensure participant comfort.

Each interview session lasted an average of forty-five minutes and was done separately in quiet, specified areas to reduce distractions and improve discussion facilitation.

This method worked well for a number of reasons: it allowed participants to talk about real-life experiences in a comfortable and flexible setting; it made it easier to take into account different viewpoints for a thorough understanding; it allowed me, as a researcher, to prob, based on participant responses, and it also helped me to incorporate impromptu prompts and probes to clarify ambiguous answers and sought detailed responses.

As a result, the semi-structured interviewing technique was essential in gathering detailed and insightful information that reflected the realities of parental involvement in semi-urban settings.

### **3.5.2 Focus Group**

Two focus group discussions (FGDs) were held for this study to investigate students' views regarding the importance of parental involvement in their learning experiences. Students from Grades 3, 4, and 5 in both of the selected schools participated in these informal discussions. There were eleven students in all, eight boys and three girls, with five to six students in each group, aged eight to thirteen. The duration of each session was approximately fifty minutes.

In accordance with the recommendations made by Rossman and Rallis (2003), a pleasant and conducive environment was planned to promote authentic and collaborative conversations. In order to ensure alignment with the research focus on parental involvement at home and in schools, a structured questionnaire consisting of eight questions was developed for the focus

group discussions. In line with Rossman and Rallis's (2003) suggestions, the questions were made simple to encourage active student participation. Supplementarily, probes and cues were incorporated as needed to prompt further discussion and clarify responses.

The student participants' verbal consent and their parents' formal written approval were obtained before the conversations were videotaped for transcription and further data analysis.

### **3.6 Role of the Researcher**

A concept taken from Krieger (1991), Mehra (2002) emphasizes that a researcher's etic perspective is invariably influenced by their experiences and expertise. Mehra continues on to argue that the researcher is a crucial component of the process in qualitative research since knowledge is jointly created by the researcher and the participants. As a result, despite efforts to uphold impartiality, researcher bias is unavoidable.

With over 21 years of experience in the education sector, including 12 years as a teacher, 7 years as a supervisor and segment head, and nearly 2 years as a principal in various English-medium schools, I have gained insights into the custom of parental involvement in education. My tenure as a teacher and supervisor allowed me to closely observe parental roles, while my experience as a principal provided opportunities to address instances where parental engagement fell short of expectations. I have also observed the potential for teachers to influence parental involvement, a strategy I implemented during my principalship. However, my study of parental roles in semi-urban settings may be influenced by my preconceptions and biases, which I have tried to mitigate throughout the research process.

I was careful to avoid prejudice of any kind during the data collection and transcription process, and I maintained a friendly, kind and focused attitude toward participants to make sure their viewpoints were well communicated. Despite these efforts, the study process may still have been influenced by personal experiences, and knowledge, therefore, my role as a researcher needs to be scrutinized.

"The integrity of the research equals the integrity of the researcher," according to a PhD reference paper titled "The Role of the Qualitative Researcher" from Capella University. Therefore, I made an effort to stay open to the information that participants offered, and I

depended on my skill, honesty, and openness to assure the study's credibility. Nevertheless, even though I was careful, my prejudices might have unintentionally or intentionally affected the study. I made a conscious effort to recognize these constraints during transcribing and data processing, clarifying my positionality to improve transparency, even if this does not ensure enhanced research quality.

### **3.7 Data Analysis**

In qualitative research, data processing is a continuous and iterative process that allows researchers to interpret collected data and extract meaningful insights (Johnson & Onwuegbuzie, 2004).

In this study, thematic analysis, as developed by Braun and Clarke (2006), was employed to identify patterns and themes emerging from the data. This approach facilitated the systematic coding and categorization of responses, particularly in relation to parental involvement, academic experiences, and factors contributing to non-involvement.

The analysis process involved multiple stages. Initially, all interviews and focus group discussions were transcribed verbatim to ensure accuracy in capturing participants' responses (Creswell, 2002). Key phrases, words, or statements relevant to the research questions were highlighted and used to generate initial codes. The objective of this systematic approach was to derive specific codes from the dataset.

These codes were then systematically grouped into broader themes such as "Parental Involvement at Home" and "Parental Involvement at School." These broader themes were further refined into sub-themes.

To further structure the analysis, these themes were categorized using the concepts of "Trust, Norms, and Networks" from social capital theory, allowing the study to address its core research questions. This categorization also helped in identifying the various challenges affecting parental involvement, such as socioeconomic conditions, cultural norms, and the relationships between home, school, and community.

Following the thematic analysis framework, the coded data were systematically processed and organized to develop a coherent interpretation. The findings were integrated to offer new perspectives on the role of parental involvement in children's academic experiences.

### **3.8 Ethical Issues and Concerns**

The Code of Ethics of the American Educational Research Association (AERA) (Council, 2011) emphasizes that educational researchers must recognize and respect the diversity of opinions, views, and perspectives. In adherence to these ethical principles, I obtained written consent and approval from the MEd Research Ethics Committee of BRAC University. Throughout the research process, I maintained regular communication with my thesis supervisor, Ms. Nafisa Anwar, for guidance.

Prior to data collection, I visited the selected schools twice and engaged in multiple phone and text message exchanges with the principals to communicate the purpose of the study and seek their cooperation. I ensured that no school authority personnel were present during the interviews, allowing participants to share their lived experiences in a natural and comfortable setting without external influence.

Participants were fully informed about the study's objectives, possible benefits, and challenges before obtaining their written consent. They were also assured that their participation was entirely voluntary and that they could withdraw at any time without facing any consequences. To safeguard their identities and maintain confidentiality, pseudonyms were used (Marshall & Rossman, 2014), and all personal data were handled with the utmost care. The integrity of the findings was prioritized, ensuring accurate data representation without any intentional manipulation.

As a researcher, I remained responsible for presenting an unbiased evaluation of the data, actively acknowledging and minimizing any personal biases to uphold the credibility of the study.

### **3.9 Credibility and Rigor**

In qualitative research, credibility ensures that the study captures the phenomenon being studied and appropriately reflects real-life experiences of participants (Patton, 2015). As long as the researcher's interpretation and representation are transparent, it calls for demonstrating how the results support the viewpoints of the participants. This study used a variety of techniques to ensure rigor in both data collection and analysis in order to establish trustworthiness (Rossman & Rallis, 2003).

A well-supported research methodology appropriate for the study's context is an essential approach for establishing credibility. Making the researcher's viewpoint transparent strengthens the study's rigor (Rossman & Rallis, 2003). Furthermore, a variety of data collection techniques were used to increase credibility through triangulation, such as focus group discussions (FGDs), observations, and interviews (Rossman & Rallis, 2003). Triangulation supports confirmability by allowing cross-validation of data, which confirms that outcomes are constructed on feedback from participants rather than the researcher's subjective interpretation.

Additionally, in order to boost rigor, field notes and analytical memos were recorded in a separate notebook, in accordance with Erickson's (1986) recommendation to ensure a "natural history of the inquiry" (as cited in Rossman & Rallis, 2003). Transcripts were emailed to the participants for scrutiny and validation as part of the member verification process (Rossman & Rallis, 2003). Multiple visits were made in order to establish rapport with participants and collect rich data in order to acquire deeper insights (Lincoln & Guba, 1985).

Throughout the research process, I asked my thesis supervisor for expert input to validate findings to ensure sure they were in line with the study goals (Creswell, 2013). Confirmability was further ensured via conversations with an academic expert, which reduced potential biases and promoted neutrality (Creswell & Poth, 2017).

The research techniques, participants, and context were thoroughly described to promote transferability, facilitating other researchers to evaluate their suitability in similar environments. By maintaining the research method consistent, reliability was guaranteed.

### **3.10 Limitations of the study**

Despite the ethical considerations, this qualitative study has certain limitations that should be acknowledged. The findings may be constrained due to the diversity of semi-urban parents' attitudes toward their involvement in their children's academic activities. Notably, one of the schools was newly established in June 2024, and its limited experience in teaching and school policies may have influenced the findings. More comprehensive results could have been obtained if the study had included 2–3 additional schools or extended to another area with a similar setting.

Additionally, participant biases may have unintentionally affected the study's outcomes, and their responses might have been influenced by my professional background as an educator in a semi-urban school. Differences in school environments and external factors could also complicate comparisons, thereby impacting the reliability of the study's conclusions in such dynamic circumstances.

## **Chapter 4**

### **Results**

This chapter summarizes the results of focus group discussions (FGDs) with students and parents and teachers' interviews gathered from two semi-urban English-medium schools. Key findings from in-depth interviews and focus groups with parents, teachers, and students have been presented in the chapter. The findings are organized around five main themes: Perceptions and Understanding of Parental Involvement, Key Factors to Effective Involvement, School Communication and Collaboration Practices, Influence of Home Environment and Cultural Norms on Academic Engagement, Engagement in Extracurricular Activities.

These findings are arranged in line with the major themes that emerged from the data analysis and are consistent with the research questions on parental involvement in the education of their children. Excerpts from the interviews and focus group discussions are used to support each area of study.

Several recurring themes reflecting the efforts and challenges regarding parental involvement in children's academic lives emerged from the analysis.

#### 4.1. Perceptions and Understanding of Parental Involvement

#### 4.2. School Communication and Collaboration Practices

#### 4.3. Influence of Home Environment and Cultural Norms on Academic Engagement

#### 4.4. Limited emphasis on Holistic Development

#### 4.5. Key factors to Effective Involvement

Each theme is discussed below with supporting data from the interviews and focus group discussions.

### **4.1 Perceptions and Understanding of Parental Involvement**

#### **4.1.1 Diverse Definitions and Indifferent Awareness**

The participants exhibited varying opinions about what parental involvement entails. Some parents emphasized academic and emotional support, while others viewed their responsibility as providing resources (books, fees, uniforms) to support their academic learning. A parent from school 1 shared their personal experience of engaging with their child's daily routine and well-being.

"I always make sure she finishes her homework, and I talk to her about what happened in school that day."(Personal communication: Parent 2, Interview #2, 13-11-24)

However, teachers observed the level and nature of parental involvement across different families. Reflecting on their classroom experience, a teacher from school 1 commented on the patterns of parental engagement:

"Some parents are very supportive. They ask about their child's behaviour and how they are doing in class. But a few only show up when there are PTMs or results are published."  
(*Personal communication: Teacher 1, Interview #3, 13-11-24*)

Students in the FGDs shared similar mixed perspectives, acknowledging parental support and absence. In one such conversation, a student explained how their parents' packed schedules often limited the support they could offer at home.

"My parents help me sometimes, but they are often busy. I mostly finish my homework alone."  
(*Personal Communication, FGD # 1, 13-11-24*)

These differences imply that many participants still have a narrow perspective on parental involvement, which might hamper the strong home-school partnerships and holistic development of children.

#### **4.1.2 Emphasize on academic success**

The data also revealed a strong emphasis on academic achievement as the primary (and occasionally the only) goal of parental participation. The primary areas of discussion between parents and teachers are grades, assessments, and homework. Mental well-being, social

behaviour, and activities outside of school receive a lower priority. A school 1 teacher brought attention to this tendency by highlighting how many parents emphasize their child's academic performance.

“Parents want to know about marks. That's what they care about the most.”(*Personal communication, Teacher 1, Interview #3, 13-11-24*) This opinion was also shared by several children who mentioned feeling pressured at home to do well in school, often in lieu of other interests. A participant in FGD # 2 shared their experience, how other aspects of their development were overlooked or received little attention at home.

“I like drawing and playing sports, but my parents tell me to focus only on studies.”

(*Personal Communication, FGD #2, 28-01-25*) Such an emphasis on academic results at the expense of broader goals reveals a limited understanding of involvement. This practice could unintentionally limit children's creative potential, social learning and holistic development.

## **4.2 School Communication and Collaboration Practices**

### **4.2.1 Multi-Channel and Responsive Communication**

Findings from both schools show that a variety of communication techniques are in use, and parents were mostly pleased with these approaches, despite early preconceptions about communication gaps. The school's proactive outreach through written and direct communication channels for activities and programmes was appreciated by a parent from School 1: “They call us directly for school programmes, big events. They also send letters in the school diary to invite us for school events.”

(*Personal communication: Parent 1, Interview # 1, 13-11-2024*)

Another parent explained how the school made an effort to communicate with them on a regular and responsive basis about student performance and academic concerns:

“They call us regularly. Like, if the child is not doing well in the class, or, they keep us updated once or twice every other week.”(*Personal communication: Parent 2, Interview # 2, 13-11-2024*) A parent elaborated further on this by pointing out that, communication is not only teacher-initiated but also open to parent concerns, especially around examination periods:

“The class teachers call us to complain if there are any academic concerns. We, too, call them for taking suggestions before the tests or exams.”(*Personal communication: Parent 1, Interview # 1, 13-11-2024*)

In order to contact parents on multiple occasions, the schools use a variety of methods, including phone calls, diary entries, printed notices, and online tools like WhatsApp or virtual groups. How these multi-channel approaches support regular communication and productive school-home collaboration has been stated by a teacher from School 2:

“We are communicating with the parents through diary notices, printed letters, online groups, direct phone calls, home visits and face-to-face meetings. We are satisfied with our school communication methods”(*Personal communication: Teacher 1, Interview # 3, 13-11-2024*)

Another approach mentioned by teacher that was beneficial at School 1 was the use of “Saturday home visits”. Parents greatly valued these visits, which were made to talk about the school performance of their children or other academic concerns.

A parent appreciated such one-on-one encounters and highlighted how they affected academic guidance: “Teachers, Sirs, sometimes visit our home to see what students are doing after school hours. They share their concerns and advise us to get more involved.”(*Personal communication: Parent 2, Interview # 2, 13-11-2024*)

A student also gave an example of how the school made an effort to meet parents' schedules by having the principal visit a parent at their workplace:

“Principal visits my father, sometimes, he goes to my father’s shop in the market and share academic concerns with him.”(*Personal communication: FGD 2, 28-01-2025*)

Additionally, parents specified that the school administration respects their opinions and regularly integrates them into educational approaches. One parent reflected on how certain advice was implemented by the teachers, suggesting a positive two-way communication loop:

“Teachers do not get angry when we give any suggestions. We suggested them to teach verbally besides writing the spellings in the notebook. They implemented that.” (*Personal communication: Parent 1, Interview # 1, 13-11-2024*)

Similar opinions were expressed by teachers, who emphasized the value of establishing two-way communication and creating an environment of partnership with parents.

According to these results, the parent-school relationship is strengthened and trust enhances when schools maintain openness and implement a variety of communication methods. These strategies foster proactive collaboration and confidence, both of which are required for productive educational partnership.

#### **4.2.2 Parental Trust and Approachability of Teachers**

According to the findings, parents' high degree of trust in schools and the staff's approachability are important variables in both case schools' successful communication and parental involvement. Many parents reported that their concerns were seriously and thoroughly considered, and that they felt comfortable approaching teachers even beyond scheduled meetings.

A parent from School 2 portrayed their profound gratitude for the teacher's dedication, comparing their concern for the students to that of a parent. “Teachers take the responsibilities for the development of the children. They consider them as their own children, like the way, he is my child, teachers too, see them as their own.” (*Personal communication: Parent 3, Interview #4, 28-01-25*)

The same parent shared how teachers often initiate individual conversations, reinforcing a sense of attention and individualized care.

“I also come to school to meet the teachers personally; teachers call me separately to share academic concerns of my child. They call the parents individually and share their concerns with us.” (*Personal communication: Parent 3, Interview #4, 28-01-25*)

In addition to one-on-one interactions, the school also encourages parents to attend all meetings and school events. These further nurtures trust and accountability. Regarding this

practice, the parent mentioned the school's stringent yet effective strategy for preserving higher involvement.

“We don’t miss meetings. There’s an instruction from Sirs; we should be present for all school meetings. It is mandatory”. (*Personal communication: Parent 3, Interview #4, 28-01-25*)

Another parent indicated that teachers follow up to ensure no parent is disregarded from school events or communications. “Teachers are doing good job. Suppose I couldn’t come one day, Sirs will call immediately and inform if there’s any school programme next day and ask us to attend”. (*Personal communication: Parent 4, Interview #5, 28-01-25*)

Teachers, particularly in School 1, shared that they encouraged parents to engage in open dialogue to support their child’s learning experience. As the child progresses through school, these dynamic aids to build deeper partnerships. A parent from School 1 illustrated how collaborative decision-making between teachers and parents has become a norm. “If there any concerns or complaints, we talk to the teachers directly. When they have issues, they call us. We sit together and take decision together.” (*Personal communication, Parent 2, Interview #2, 13-11-24*)

Mutual respect and casual interactions have facilitated a culture of relational trust that fosters both academic and emotional growth, and this openness seems to have contributed to a welcoming school climate. Instead of being passive observers, some parents, here, experienced and acted like "collaborators" in their child's education. These insights demonstrate that mutual respect and informal, approachable interactions have cultivated a culture of relational trust in school.

## **4.3 Influence of Home Environment and Cultural Norms on Academic Engagement**

### **4.3.1 Gendered Roles and Expectations**

Subtle signs of gendered roles appeared, even though they weren't mentioned by everyone. Mothers were typically cited as the major caregivers in charge of overseeing children's schoolwork.

One father from School 1 openly acknowledged this division within his household, who attributed it to time constraints related to his job.

"My wife handles the school matters. I am usually busy with work."(*Personal communication: Parent 2, Interview #2, 13-11-24*)

Teachers acknowledged the same pattern. This recurring pattern reflecting traditional caregiving roles of mothers who are primarily accountable for managing their children's school-related matters. During parent-teacher contacts, a teacher from School 2 expressed the usual pattern of maternal involvement.

"Usually, mothers come for the meetings or enquire us about school issues."(*Personal communication: Teacher 1, Interview #3, 13-11-24*)

For some families, this division of responsibilities may be convenient, but it can also limit opportunities for more inclusive and balanced parental involvement. In particular, this division may restrict comprehensive involvement by parents, potentially affecting the overall quality of parental engagement and collaboration with schools.

### **4.3.2 Home Support and Value for Education**

The majority of parents stated that they had a profound role in their children' educational achievement, regardless of their economic or educational constraints. Their dedication to

fostering their children's education was frequently demonstrated by their guidance, encouragement and emotional support.

Due to their own inadequate educational experience, a parent from School 2 considered the challenges of supporting their child succeed academically, especially the language barrier.

“We were not in English medium schools; we did not learn these that is why I always cannot ask about the lessons he is learning in class.”(*Personal Communication, Parent 4, Interview#5, 28-01-25*)

Students were also aware of the sacrifices made by parents. During a focus group discussion, one student described how their mother motivates them through acts of celebration and emotional support

“My mother encourages me more if I do not do well in exams. If I do well, she cooks special food for me, take me out and buys gifts for me.”

(*Personal Communication, FGD 1, 13-11-24*)

Another student emphasized how, in spite of a busy schedule, their mother helped them with their schoolwork every day, particularly during exam periods. “My mother teaches me every day; she tries to finish her household work early and gives me more time during the exam time.”(*Personal Communication, FGD 2, 28-01-25*)

In a few instances, students mentioned that fathers also played significant roles in promoting academic responsibilities and discipline. A student described, despite limited involvement, how their father showed compassion for their academic progress.

“My father is very serious about my studies. If he hears anything from school that I didn't do homework or lessons, he scolds me a lot.”(*Personal Communication, FGD 2, 28-01-25*)

Parents' emotional support, discipline, and time investment, these narratives illustrate how families actively participate in their children's education and value education despite challenges. Such home-based support builds a solid foundation for students' enthusiasm and academic resilience.

#### **4.4 Limited emphasis on holistic development**

Though many parents did not emphasize extracurricular activities (ECAs) because of lack of available resources or no scheduled ECAs in schools, they did exhibit overall interest in them.

A parent from School 2 expressed how their child liked drawing different things on their own, even though the results weren't always flawless, showing excitement in spite of the lack of formal guidelines.

“He wants to draw many things. He draws cow, sheep, village scenery, birds, fruits on his own. The drawings are not that good, but he wants to try.”

*(Personal Communication, Parent 3, Interview # 4, 28-01-25)*

Another parent commented that while their child likes to draw, the school does not offer dedicated time for these kinds of activities:

“He draws at home. They do not have any scheduled drawing class or Sports class in school.”

*(Personal Communication, Parent 4, Interview #5, 28-01-25)*

The students shared their views about ECAs. They echoed the same concerns, explaining that while some sports activities occur, they are mostly limited to annual events and not encouraged throughout the academic year.

A student from FGD #2 expressed how playing was discouraged by both the school structure and parental priorities:

“We practise some sports only before Annual Sports Day. Parents want us “not to play” all the time. They ask me not to play.”

*(Personal communication, FGD 2, 28-01-25)*

Teachers also acknowledged this imbalance. They concurred that the schools emphasize on academics more and push ECAs on the sidelines.

One teacher from School 1 indicated how extracurricular activities are not incorporated into the regular routine, rather seen as limited or seasonal events:

“We do Sports only once, in a specific time of the year, before the Annual Sports Day. There are Art classes only for PG and Nursery, there is no scheduled ECAs in school.”

*(Personal Communication, Teacher 1, Interview#3, 13-01-24)*

In conclusion, even while parents frequently encourage their children's personal interests at home, there is an apparent tendency to place a higher priority on academics than on planned extracurricular activities. This illustrates a lack of understanding regarding the significance of ECAs in fostering children's holistic development, an area that need for increased structural support and guidance within the context of holistic education.

#### **4.5 Key factors to Effective Parental Involvement**

The robust work schedules of parents were a major hurdle to active parental involvement. Many parents acknowledged that they have little time to participate in the school activities of their children due to their hectic daily schedules.

One parent from School 1 explained their challenges in maintaining a balance between their desire to support their child's education and their job obligations. “I work in another place; I have to maintain time. When I come home from my own business work, I come at night. Sometimes, I try to sit with her studies. I ask her, what did you learn today?”

*(Personal communication: Parent 2, Interview #2, 13-11-24)*

Teachers also expressed similar concerns, pointing out that parental availability for school interactions is sometimes limited by time constraints resulting from job responsibilities. A teacher from school 2 expressed their observations about how it can be difficult for working parents to continue being involved.

“Parents are mostly working, Sometimes, both parents work. So, they cannot always be available to assist and communicate with us.”

*(Personal communication: Teacher 2, Interview #6, 28-01-25)*

Students also indicated that although their parents care, time is a significant limiting factor. “My mom wants to help, but she works a lot. She tells me to be careful and do everything properly.”

*(Personal communication, FGD #2, 28-01-25)*

Students also indicated that although their parents care, time is a significant limiting factor: One student expressed understanding of their mother's work pressure, noting that her guidance is usually verbal due to lack of time.

"My mom wants to help, but she works a lot. She tells me to be careful and do everything properly."

*(Personal communication, FGD #2, 28-01-25)*

Another significant obstacle to parental involvement in semi-urban contexts is the socio-educational gap between parents and their children. Many parents find it difficult to get involved in their children's academic journeys, especially those with limited education. This gap is often expended by the nature of English medium curriculum, where the use of another language and unfamiliar pedagogical approaches can be intimidating or daunting for parents. Their lack of confidence in navigating the curriculum, especially when it is in English, often discourages active participation beyond basic support.

As a teacher from School 1 pointed out how the English-medium curriculum can feel intimidating to parents with limited formal education.

"Many parents think that their children are in English medium, so, they may get nervous as the books are in English."

*(Personal communication: teacher 1, Interview #3, 13-11-24)*

This highlights a prevalent problem in semi-urban areas, where deeper engagement may be impeded by this socio-educational gap between students and their parents.

A parent from school 2 shared a similar limitation about language barrier. The parent admitted the difficulty of engaging due to a lack of English language fluency, which affects confidence during interactions with their child. "I think, if I could speak proper English with him, it would be better. If I could communicate in English with him, it would be better."

*(Personal communication: parent 3, Interview #4, 28-01-25)*

Teachers also noted that some parents openly admit to not understanding the school syllabus or the teaching methods being used, which further discourages them from taking an active role. Some parents of school 1 find it difficult to follow the course or replicate at home.

"Some parents say they don't understand the syllabus or feel they can't teach the way we do in school."

*(Personal communication: Teacher 1, Interview #3, 13-11-24)*

These comments reflect another more widespread problem, parents' lack of academic expertise can undermine their self-esteem and ability to make significant contributions to their children's learning experiences, especially in English-medium schools. This may further widen the gap between the home and school environments by making even compassionate parents feel unprepared to make a significant contribution.

## **4.6 Summary**

It is clear from both case schools that although parents have the intention and sincere dedication to be involved, the extent and consistency of their involvement are impacted by structural and contextual limitations, including time, educational background, and inadequate grasp of the concept of holistic education. Addressing these challenges will require a comprehensive approach, incorporating enhanced school awareness of holistic education.

## **Chapter 5**

### **Discussion and Conclusion**

#### **5.1 Discussion**

In this chapter, the research findings from Chapter 4 are considered and discussed. In light of the study goals and associated literature, this section addresses the central research questions and the findings' significance, focusing on the themes that emerged from thematic analysis and connecting them to the conceptual framework based on Coleman's Social Capital Theory. It also identifies areas for further study and emphasizes the implications for practice and policy.

The purpose of this study was to explore how parental involvement contributes to children's academic experiences in semi-urban English-medium schools. The data gathered from interviews and focus group discussions in two case schools made it quite apparent that, despite the fact that all the participants agreed that parental engagement is beneficial, its implementation varies greatly and is frequently limited by contextual factors. Considering the reality that every participant expressed an interest in their children's education, the level of substantive involvement varied depending on family context, time constraints, socioeconomic challenges, and modes of communication between the house and the school.

As to Coleman's theory, social capital is found in relationships between people, particularly in families and schools. This capital makes it possible to take specific actions that support the growth of human capital, in this case, the academic growth of children. The results presented in Chapter 4 demonstrate the existence and lack of social capital in various family situations. The cases where parents actively engaged with children's assignments or participated in school activities exemplify the transmission of educational values through strong family-school ties - a concrete example of social capital. On the other hand, a lack of contemplative communication, inconsistent participation in ECAs, and insufficient knowledge of school rules or lack of awareness of school expectations show areas where social capital is limited or not functional. In both case schools, the absence of organized extracurricular activities was another revelation. Although students and parents expressed enthusiasm, there was minimal

organizational support. This highlights a gap in recognizing the importance of extracurricular activities (ECAs) in nurturing children's overall growth in holistic education.

The findings showed that the majority of parents link their involvement to either material support (such as sending them to English Medium school or keeping private tutors at home) or direct academic supervision (such as checking school diaries, handwriting practices). Mothers also mentioned moral support and emotional support as important aid, although direct academic planning and involvement in school governance were exclusively lacking.

Coleman's Social Capital Theory aids in the interpretation of these patterns. A number of examples, including home visits, personalised teacher feedback, and open parent-school communication in School 1, exhibited social capital in the form of trust, shared norms, and healthy parent-teacher networks. These factors had a clear effect on improved academic accomplishments and behaviour. As also, noted by Wanda, I. B. in December 2007, one of the most important advantages of parental supervision is to enhance learning. The results do, however, also show that indirect involvement—such as providing emotional support—has identical influence. The data, however, further reveal that schools often overlook these types of involvement and do not formally include them in their official strategies. This tends to have a narrow understanding of what parental involvement from both parents and teachers' end.

One important finding from this study was how parental involvement is influenced by cultural roles and socioeconomic constraints. Several mothers stated that they were primarily in charge of assisting their children with their schoolwork, while fathers were generally engaged with demanding livelihoods. This indicates that there is a gender-specific division of labour. This is in line with cultural norms in the research of Baharudin et al. (2010) and Ariful Haq Kabir (2019), where parental roles in education are often shaped by traditional gender expectations.

In addition to this, fathers' busy work schedules constrained their time and energy from being routinely involved in their children's education. These results support the findings of DFAT (2014) and Afrin Chowdhury (2020) about the challenges of parental time commitment and involvement in education in rural or urban contexts. Similar results were reported in Cano, J., K., et al. (2016), and the results further supported the idea that parents' low literacy levels are

one of the primary obstacles to their successful involvement. This study adds subtle differences by demonstrating how semi-urban families tend to be somewhere in the middle of this spectrum—aspiring for modern education but lacking the social capital to fully participate—even though such patterns are in line with findings from rural (Biswas, 2021) and urban (Hasan, 2020) contexts.

Limited knowledge of the role and function of PTAs and SMCs was shown to be a significant yet subtle barrier. The non-function or non-existence of SMC and PTA in both case schools was a noteworthy finding of this study. The Education Watch report (Ahmed, M., & Nath, S. 2005) revealed the same trend. It seemed that neither parents nor teachers were aware of or misinformed about these organizations' capacity to improve parent-school collaboration. This lack of organizational awareness suggests that deeper structural involvement is still hampered by gaps in policy implementation. Ariful Haq Kabir (2019) made same argument in his paper. Both parents and teachers in this study emphasized the importance of communication, yet, lack of structured and well-planned communication were disregarded. Many of parents voiced their concerns, expectations, and aspirations for enhanced interaction between the school and parents. They often emphasized that they needed regular instructional sessions and specific guidance from schools to assist their children at home.

In contrast, instances of passive involvement, like, only attending PTMs, major school events or assisting only during exam periods were associated with indifference. This highlights a need for responsive parental involvement in schools. Without a strong relationship between the school and home, students are left with fragmented support systems. The data showed the lack of a structured, two-way communication system—a critical component of Coleman's (1988) idea of social capital concept. These findings are also consistent with those of Epstein et al. (2002), who emphasized that sustained and reciprocal communication is foundational for effective parental involvement.

The emphasis on academic achievement above overall development was a significant theme. Test scores, schoolwork, and discipline were prioritized by both parents and teachers, but students' interests in extra-curricular activities, musical instruments, sports, and other creative pursuits were frequently disregarded or bypassed. This pressure to perform academically reflects wider cultural expectations in Bangladesh and supports previous research findings (Padam Poudel, 2024; Afrin & Chowdhury, 2019). Such standards might strengthen a student's

dedication to their studies, but they can also lead to stress or limited ideas of what defines holistic growth.

This study supports the findings of Saykat Biswas (2021), which shown that although families continued to put a high value on education, low parental literacy and a lack of organizational inclusivity limited academic success. The findings support the initial assumption that parental involvement exists but is often inconsistent, or influenced by external factors such as socio-economic status, gender roles, and limited school outreach. The results reinforced that although parents place significant value on education, their ability to participate in it holistically—academically, emotionally, and socially—is often restricted. Conversely, the assumption that most parents are completely unaware or indifferent, is challenged. This study shows that in modern-day semi-urban Bangladesh, parental involvement exists but are not always necessarily institutionally supported or operationalized through effective school policy.

The high degree of parental trust in teachers, especially in cases where interaction was more informal, was an unexpected but significant discovery. This trust could serve as a foundation for future approaches of parental engagement strategies in semi-urban schools. Building on this goodwill, schools could implement parental empowerment initiatives that go beyond conventional PTMs and meetings. The results highlight the necessity of school-based initiatives, such as workshops, simplified communication tools, or guided homework support sessions, to empower parents with hectic work schedules or modest educational backgrounds.

## **5.2 Conclusion**

This study was aimed to investigate the ways in which parental involvement influences students' academic journeys in English-medium schools located in semi-urban areas. The results showed that intent, capacity, institutional practice, and cultural norms all interacted in a complex manner. Despite parents show emotional and moral support and clearly value education, their involvement is often limited by structural, educational, and communicative barriers.

In spite of these challenges, parents are generally interested, hopeful, and willing to be active in their children's education. This suggests that with improved school strategies, well-planned communication, and inclusive engagement methods, parental involvement could be significantly enhanced.

Employing Coleman's theory (1988), the study demonstrated how social capital's fundamental components—trust, norms, and networked relationships—can either strengthen or undermine home-school collaborations. Schools that promote transparency and trust inspire greater participation from parents, even when there are limitations.

As an educator and school leader, I now see more clearly that true engagement is built not only through school events or instructions, but through relationships, mutual understanding, and consistent, inclusive practices that enable meaningful involvement. This study deepened my understanding of the subtle forms of “involvement” that go beyond the visible or measurable. The research affirmed that schools must not only invite parents into the schools but also equip and empower them to become co-educators and collaborators.

### **5.3 Recommendations**

In light of the research's findings and reflections, the following suggestions are put out for strengthening parental involvement in semi-urban English-medium schools:

- **Develop regular and diverse communication strategies**

Schools should ensure consistent and varied communication platforms, and in-person meetings, allowing two-way communication that respects parents' preferences and limitations.

- **Encourage the involvement of both parents**

Initiatives should be taken to involve fathers alongside mothers in school meetings and events, breaking gendered norms of educational responsibility.

- **Train teachers to engage parents inclusively**

Teachers should receive training and support to better understand diverse parental backgrounds and promote respectful, inclusive communication with families.

- **Include extracurricular and well-being activities in regular school routines**

Extracurricular activities should be scheduled throughout the academic year, and schools can invite parents to participate or contribute to these activities to foster a holistic educational environment.

- **Conduct further research on school leadership and long-term impact of engagement**

Future studies can explore how school leadership influences parental involvement and assess the long-term effects of family-school partnerships on student outcomes in semi-urban areas.

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## **Appendices**

### **Appendix A:**

#### **INFORMED CONSENT FORM FOR THE PARTICIPANTS**

**Research Title:** Exploring the Role of Parental Involvement in Their Children's Academic Success in Semi-Urban English Medium Schools

**Research Purpose:** An investigation for a deeper understanding of parental engagement in children's education, identifying gaps in current school practices and offering insights into how schools can foster stronger partnerships with parents.

#### **Participation Details:**

- You will be interviewed for about one hour regarding your involvement and awareness of school practices related to parent-school relationships.
- Participation is entirely voluntary, and you can withdraw at any time without any consequences. If you choose to withdraw, your data (including recordings) will be deleted.

The conversation may be audio/videotaped for accuracy. Only the researcher will have access to these recordings. You can request the recorder be turned off at any time.

#### **Confidentiality:**

Your name and any identifying information will be kept anonymous in the final report.

#### **Benefits:**

Your input will help us understand challenges in parental involvement and improve strategies for enhancing student success.

#### **Risks:**

There are no known risks associated with participating.

#### **Contact Information:**

If you have any questions, please contact:

Email: [glosaeth0511@gmail.com](mailto:glosaeth0511@gmail.com)

Phone: 01783989655

By signing below, you agree to participate under the terms mentioned above.

**Participant's Statement**

I have read and understood the information provided. I understand my participation is voluntary, and I can withdraw at any time.

**Full Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Researcher's Statement:**

I have explained the study, and the participant has voluntarily agreed to participate, understanding its purpose and any potential benefits or risks.

**Researcher's Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Thank you for your participation. Your insights are valuable to this study

## **Appendix B: Interview guide for parents**

Sample interview questionnaire for parents of English Medium Schools in Narayanganj, Rupganj

**Date and time:**

**Name of the student-**

**Grade/section-**

**Session:**

**Years enrolled at school:**

- 1.How does your child feel about going to school? Do they enjoy their time there?
- 2.How would you describe your involvement in your child's academic activities? (e.g., attending school meetings, PTMs, helping with homework, communicating with teachers)
- 3.Do you know how your child is doing academically? Could you share any notable achievements in core subjects?
- 4.How satisfied are you with the support your child receives for completing assignments? Could you elaborate?
- 5.What extracurricular activities does your child participate in, either at school or outside school hours?
- 6.How effective do you find the school's communication regarding your child's academic progress and school events? Any examples?
- 7.What resources or support would make it easier for you to stay engaged in your child's academic life?  
  
(Probe: e.g., flexible meeting times/PTMs, additional information on how to help with homework)
- 8.How important (do you think) is your involvement in your child's educational outcomes? Could you share any specific factors influencing your view?
- 9.What suggestions do you have for how the school can better support and encourage parental involvement?

## Appendix C: Transcription

### Interview-1: Parent 1

Date: 13/11/2024

Time: 8:29 am -9:08

Duration: 39 minutes

#### Transcription

**Q-1)** How does your child feel about going to school? Do they enjoy their time there?

Parent: He likes to come to school. I did not teach him at home before enrolling him in this school. He learned many things in school, the things that I didn't teach, he learned in school. I enrolled in this school so that he can learn on his own, so that he can learn independently without my help. Now he can do many things independently.

**Q-2)** How would you describe your involvement in your child's academic activities? (e.g., attending school meetings, PTMs, helping with homework, communicating with teachers)

Ma'am, I taught my first child everything on my own, for him, I am maintaining in a way so that he can learn independently from early stage. So that he takes less help from me, does things on his own, grow interest in doing things. He can take shower alone, only he can't eat by himself. He can study by himself. He sits on his study table alone and completes the tasks given by his teacher.

I: So, when is he studying at home?

P: He takes a nap after lunch. He sits at around 3 pm to study.

I: How long he studies?

P: No much, within half-an-hour, I cover his studies, in two slots.

I: He studies every day? Do you sit with him?

P: Yes, I sit with him. In the late evening, one person (one Apu- "sister") comes, she helps with his studies. She prefers to study with his "Apu" more than me. He covers all studies with her.

P: No, I give him some rest on holidays. One day, I give him rest.

I: Friday?

P: Hmm.

**Q-3)** Do you know how your child is doing academically? Could you share any notable achievements in core subjects?

P: Only in Bangla, he is reluctant, not willing to write Bangla. He is expert in Math and English. Sometimes, he speaks in English.

I: How do you know he is doing well in this school?

P: How? I sent him to school without teaching many things, now he knows many things. That is why I can understand that after enrolling in this school, he learned many things and can do many things.

I: Can you give me one/two examples?

P: He couldn't hold the pencil. He learned writing in this school. He learnt everything in here. Teachers used to tell me to take care of him. I told them, let him learn slowly, I have no hurry/rush.

I did not put him "in place", if I would, then I would give more importance to his studies.

Therefore, I provided him chance to learn on his own.

I: What does it mean to be "In place"?

P: To keep roll number one in class. For that, additional care is needed. So that not even one point is not less.

I: Do you do this?

P: No, not now. My wish is, let him go up a little higher level, now let him learn for 2 more years. From grade 1, I do start that.

**Q-4)** How satisfied are you with the support your child receives for completing assignments? Could you elaborate?

I: Is he doing the HW alone?

P: Yes, I write the given homework at the top of the notebook (like, write this... from this...), he completes the tasks. He writes in the whole page, I show him and tell him, he follows that.

I: Are you satisfied with your child's learning? You are helping him at 3 pm, teacher is teaching in the evening. He is also completing his work independently. Are you satisfied?

P: Yes.

I: Are you satisfied the way you are helping with the school work?

P: Yes, I am.

I: Do you think you are doing enough? Or is there anything you needed to do for your child's learning?

P: Yes, supposed to but he is very young now. I will tell the teachers slowly, at different stages/levels. The teacher taught my elder daughter, I have good relationship with the teacher/Sir.

I: Which Sir?

P: Kamal Sir.

I: He helped my daughter, now my daughter is doing well in studies. That is why I put my son here, with the same teacher to teach him the way he taught my daughter.

I: So, you are telling that you have a schedule? And are you sitting with your child regularly?

P: Yes,

L: Except for holidays?

P: Yes, except for holidays

**Q-5)** What extracurricular activities does your child participate in, either at school or outside school hours?

I: okay, what else he likes? Like football, other sports? At home or after school?

P: He does this at home, he doesn't stay in school after school hours.

I: What kind of activities like these, he does at home?

P: He plays with his sister (Apu) at home. He watches what is good for him. He watches cooking videos on mobile. He suggests me for cooking that food, how to make the food, sometimes. He watches on his own.

I: That means he has interest in cooking?

P: Yes. He has. He loves food.

I: What about any physical activities? Games?

P: He loves to play cricket.

I: In school? Or Home?

P: At home. He has big brothers; he goes to the field to play cricket.

P: in the late afternoon. Mostly on Fridays. Other days, all are busy with work.

I: That means once a week.

I: Okay, he goes to the field than and plays? How long?

P: Until the evening. He goes after Asr prayer.

I: Okay, once or two days in a week, he plays cricket? What about football, or Art work?

P: He draws. He draws flowers.

I: by himself? Does he have a teacher for this?

P: No teacher. The notebooks are there, he draws on his own, whenever he wishes.

I: That means, he is not staying back in school? And not playing after school in school?

P: He plays during the recess in the school field. When others are playing cricket or ball in the field, he joins them.

I: Individual Games class?

P: Yes, they play, also they learn Arabic in that class. And, they do PT (physical training) in the morning before school starts.

P: They play in the recess. Now that winter is approaching, they will give Sports class.

I: How is that?

P: They will teach games/Sports in the field now. So that the children can do it in the final day. There are different kinds of games, they will teach the children.

I: Could you please share the names of the games? One or two?

P: Like, they will give puzzled letters (alphabets), the children will bring those and put them in order. Then, they will submit to their teacher (Madam)

**Q-6)** How effective do you find the school's communication regarding your child's academic progress and school events? Any examples?

I: Your child is doing well in school as you said, there are various programmes in school; for this, school communicates with you. Right?

P: Yes, they do. If he misses school, they call.

I: Okay, how do they communicate with you for various programmes, or meetings?

P: They call over phone. If there are big events, they send letters in the dairy to invite us.

I: How frequent calls you receive and from whom?

P: Ma'am in the accounts who collects school fees, she calls, Ms. Shanta.

I: Dose the class teacher call?

P: Yes, she gives.

I: Why the class teacher calls?

P: Whether my child is doing well, is he attentive in the class, the class teacher calls to complain.

I: Who gives call more often? You or teachers?

P: Teachers call less, they call when there are problems. We call them more.

I: Who do you call? Class teacher and?

P: Class teacher, Sumaiya miss,

I: Who is Sumaiya Ms?

P: Maths teacher

I: English teacher? Who else?

P: Rabiya Miss, English teacher. Fairya Ms, Bangla teacher

I: Share the names of the teachers who you call or who call you?

P: Rabey Ms. (Eng teacher), Fairya Ms. (Bangla teacher) I don't know the name of the Arabic teacher.

I: Do you call the Arabic teacher?

P: Yes, I call the Arabic teacher too.

Because we have to take the suggestions to cover for the exam.

P: No, the exam is at the end of the month. Don't we have to cover the lessons in advance? That is why, we have to take the suggestions before, to prepare him for the exam. And that is why, we stay in communication with Sir.

I: So, you are regularly calling, they are also calling...

P: Yes, we are calling, they are also doing the same, when my child is absent or when needed, they are doing their job.

I: When there are meetings in school, do they call?

P: Yes, they call.

I: Do they ask you to come to school for meeting?

P: They inform us through letter in the diary beforehand, so we come to the meetings, after seeing the letter.

I: Letter only for meetings?

P: For meetings, for students' programmes/events

I: What kind of programmes?

P: Like, we had pithapuli programmes, they invited. All school programmes, the teachers invite us.

I: What else?

P: And there was a programme on "English".

I: What is about?

P: The teachers taught before; they wanted to see how much the students learned in this programme. All students. They take them in an extra classroom. We, all parents sat at the back of the classroom, the teachers made the students perform poems, umm, whatever they taught, the teachers asked them to do.

The teachers made them practise beforehand, later, the students performed. They take the group of students, asked them, to perform (you tell this), and they follow.

I: IS this like a cultural programme? Is it for individual class?

P: Sort of cultural programmes. No, all students together.

I: Together? Do they perform on a stage?

P: Yes, together. Not on the stage. When they perform in the stage, they do it in the field.

I: What do they do in the field?

P: In the field, they teach music (songs), they talk about themselves, these they do.

P: Yes, they have annual sports day.

I: When?

P: After annual exam, by December.

I: Do you all come to school for the programme?

P: Yes, we do.

I: Do you come for all school events? Programmes?

P: Yes, we all are present for the programmes and also the meetings.

**I: School is communicating with you via phone and letters; how effective do you find these?**

P: We come from far, not near to close. Not everyone can afford English medium education.

Those who can, they come from far. That is why teachers (Sir) they communicate over phone.

My house is near Madhobdi. So, communication is to over phone.

I: phone and/or letter? Or else?

P: Yes, it will take one hour for teachers (Sir) to go to my house.

I: So, you find this communication effective for parents? For this you are coming to school programmes?

P: Yes, this is working for us.

**Q-7) What resources or support would make it easier for you to stay engaged in your child's academic life?**

P: If there are any lacking, we tell the teachers. Don't teach in this way, teach them verbally (Mukhay mukhay), they follow. The teachers (Madams) do not get angry, they try to follow as per our suggestions.

P: They used to write in the copy (notebook), I suggested, make them write, also, teach them verbally. The spellings that you give, teach them how to pronounce them. Like, "Apple", teach them how to pronounce it. If you teach this way, they can tell/say (practice) at home. 20.09 mins

P: My child follows the teacher less in the class, he pays attention, he can tell what teacher teaches in the class. But he can't respond when teacher is asking, or doesn't think that let me listen to my teacher. He listens but does not response to teacher. The teacher shared with me. I told, he is like this, he talks slowly (ashtay ashtay kotha bolay), but please you try to help. Teacher told me, you tell him to pay attention in the class follow what teachers say. I said, okay, I will tell him.

P: Madam complained, but he gave exams where he scored (good numbers in exam), the teacher said, I didn't know that Fyzan will do so well in the exam! I told, Madam, even he doesn't talk in the class, he can do (knows the lessons). He can write, he cannot mix (get along or comfortable) with you all, but slowly he will.

I: So, he responds less in class? Answers less to teachers' questions?

But doing well in the exam?

P: Yes.

I: During exam time, do you prepare him for the exams?

P: Yes, I teach him regularly at home. For exam, I prepare a notebook following teacher's suggestions. I teach him according to those suggestions in the notebook. Then he can do it.

I: So you are telling the teachers directly when needed, asking them for required cooperation? And/or also suggesting them?

P: Yes, also teachers (Sirs) are discussing with us, if we teach this way, how this will turn out? They take our permission (feedback), parents give permission (feedback), from that, they take decisions and work accordingly.

I: Okay, did you ever feel that there are lacking of resources for learning, be that in school, or at home?

P: No, so far, I did not find any.

I: So, you do not think that?

P: In school, I am getting everything.

I: At home?

P: At home, whatever I can, I provide.

I Are you satisfied?

P: Yes, I am.

Q- 8. How important (do you think) is your involvement in your child's educational outcomes? Could you share any specific factors influencing your view?

P: As a mother, I have to teach (be involved) but he is learning more from school. He sits with others, together they learn in school. Mother will teach (Ma to shikhaibo), as per her responsibility. In school, students come from various places, they learn more (better) together.

I: You are involved in his studies; do you think it has an effect on his learning?

P: I am not that involved as a mother, (at home), I am getting more from school, now also, I am getting (learning benefits) from school. Now, final exam is coming, there are two exams. He himself made a place; 10<sup>th</sup> place in class. Willingly, I did not pressurize him that much. Only I have made him understand the timing (study time/schedule). That means, I got everything from school.

I: You have a routine at home, he follows. Do you think, without this, without your cooperation, only with the school's support, your child's learning will not be affected?

P: No, both are needed. Teachers and mothers, both. Only then a child can learn holistically, or else not.

I: So, you think that you should continue doing what you are doing besides the school?

P: yes. Besides the school, I need to support too.

P: Yes, I was sick for about 1 week. Umm, 1 month. He used to come to school alone. And went back home alone. There was a vehicle reserved for this. He used to share what teachers taught in class after going home. Teachers called and asked me why you are not coming to school. He is doing.... (incomplete) then I said, I am sick. You please help my child. Then teachers helped him that way in school.

I: Was there less homework or assignments during that time?

P: No, not less. I have my daughter at home, she used to help him to cover the lessons. If he doesn't cover, then teachers would call, that will not do (teacher calls daily, tokohon to hobay nah) that is why we used to cover the lessons. Every day they want the written assignments, we, too, give the completed assignments to them.

Q-9) What suggestions do you have for how the school can better support and encourage parental involvement?

P: For encouraging parents, teachers (Sirs) call us. Or if we have any complaint, we share and tell them, to teach this way

(Avabay aktu poran). There were some issues/concerns regarding teachers few days ago, (Majhkhanay aktu teacher nia jhamayla hoisilo), then, we said, Sir, if this way the school teach, then.....

I: What kind of concerns/issues regarding teachers? Please share

P: Like, the way teachers taught in class, the students asked questions, (bachchara proshno korto) they knew the answers but did not learn the questions (Proshno ta bujhto/shikhto kom). The, we shared with Sir, some/few teachers were asked to leave (koak ta chatai korsay, biday korsay), the teachers who are here now, we are satisfied now with their teachings.

I: Do you have any committee in school? Parents' committee?

P: No, we don't have any committee in school. We discussed, and share/tell, directly to teachers, if we have complaints.

I: Do you share this altogether? Or individually?

P: No, we all share together. We talk to the Sirs. (Principal/VP)

I: Like, two parents, one male, one female, two teachers, VP and Principal. including all of them, there is no such committee in your school? No monthly meeting or...

P: No, no, we don't do committee.

If there are concerns/complaints, we talk to Sir, when Sirs have issues, they call us. We come to school. We sit together, take decision together.

I: Where is the meeting take place?

P: In this room, Sir's (Principal's) room

I: Do you attend individually? One by one?

P: No, we all sit together. Teachers sit at one side of the room; we sit on the other side. Sirs are there too. We share our feedback; they share their ones in the meeting.

I: During exam, special preparation is needed, what do you for your child?

P: During that time, I check diary. Teachers give diary work and they make questions from there.

I: What do you do see the school diary? At home?

P: We follow the diary and teach the child. We make a notebook, (Khatar modhdhay system kori) and teach.

I: So, you make him write in the notebook/copy?

P: Yes, if I make them write at home, then, they can take the exam in school.

I: Following the diary? Do you check the diary every day?

P: Yes, yes.

I: Now, what I wanted to understand, the role of parents in children's academics, at home and in school, is there anything else that can be done or should be done as parents? Besides your experience, you may have heard other parents' experiences.

P: All parents do, there are many schools in this area but only one English medium school here. This school, lessons are less comparing to other schools but they teach the students thoroughly. That means, we don't have to work that hard for our children. Teachers do, we also do, and together, it works well. (Aksathay hoyajai r ki)

But in other schools, parents have to work harder, to teach children. They get less from schools.

Here, the students are less in number, Sirs can maintain and we also can maintain.

P: Two school programmes, I couldn't come due to sickness. And once I was far away, for visiting (Baraitay), I couldn't come. I went during the holiday but couldn't come back and missed the programme.

I: That is for your family/personal reason. But from school? Any?

P: No, no, there is no problem.

I: That is for your family/personal reason. But from school? Any?

P: No, no, there is no problem.

I: Are there any other concerns from school's end?

P: No, but Sirs opened a group for parents. We all are added to this group with Sirs.

I: What group?

P: For school.

I: Where?

P: In messenger.

I: So, you have a group for parents?

P: Yes, with Sirs. Suppose, I won't be able to come today, but sent the child to school. Then, how they taught the lessons, we collect it from here.

I: All parents are together? All grades?

P: Yes, all parents, all grades.

I: From PG to which grade?

P: Here they have up to grade 8.

I: All parents are in the same group in messenger?

P: Yes, we are in messenger.

I: What do you get in the group?

P: We get today's diary work. Those who are absent, they collect the missed work. Teachers give, we too share. Whoever, have the phone, get time, they share the missed work.

I: So, this is another communication channel of school?

P: Yes

I: What do you think, this channel, how fruitful or effective this group is?

P: this is very good. As we are getting everything immediately. Previously, there was no communication if we missed the school (when we didn't come). Now we can collect the work through phone. We can take this immediately (Sathay sathay)

I: Please share if there is anything you missed to share?

P: No, there is nothing else.

I: Do have any suggestions for the school or other parents?

P: No, I do not have. Whatever I have said, that is all I had. I have nothing to share.

Name: XX

M/O: XY

Class: PG, Age-6

## Glossary

| <b><u>Term</u></b>                         | <b><u>Definition</u></b>                                                                                                                                                                         |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic Experiences                       | The range of learning-related interactions, emotions, and activities students encounter within school settings, including classroom instruction, homework, assessments, and peer relationships.  |
| Coleman's Social Capital Theory            | A theoretical framework positing that relationships, networks, shared values, and trust among individuals and institutions promote positive educational and social outcomes.                     |
| Social Capital                             | The collective value of relationships, trust, and networks enables cooperation and resource sharing, supporting positive educational outcomes.                                                   |
| Holistic Development                       | The comprehensive growth of a child includes academic, emotional, social, physical, and creative dimensions.                                                                                     |
| Home-School Partnership                    | Collaborative efforts between families and schools aimed at supporting students' learning and well-being through shared communication and participation.                                         |
| Parental Engagement / Parental Involvement | Active support from parents for their children's learning and school life through academic assistance, emotional encouragement, communication with teachers, and participation in school events. |
| Extracurricular Activities (ECAs)          | Structured non-academic school activities, such as sports, arts, cultural clubs, and competitions, that support students' social, emotional, and physical development.                           |
| Focus Group Discussion (FGD)               | A qualitative data collection method in which a small group participates in a guided discussion to explore shared experiences and perspectives.                                                  |
| Parent-Teacher Association (PTA)           | A formal school-based body designed to strengthen collaboration between parents and educators to support school improvement initiatives.                                                         |
| School Management Committee (SMC)          | A governance body mandated by national policy to promote parental voice and community participation in school decision-making and management.                                                    |