

***Siddhajyoti Interdisciplinary Journal (SIJ)***

Vol. VII, January 2026

(A Peer Reviewed Open Access Research Journal)

ISSN: 2645-8381

Published by Research Management Cell, Siddhajyoti Education Campus, Sindhuli, Nepal

**Article History: Received: 30 June 2025; Reviewed: 30 November 2025; Accepted: 01 December 2025**

**Parents' Involvement in Children's Schooling: Narratives of Optimism and Frustration**

**Samjhana Basnyat**

Sanothimi Campus Bhaktapur, Tribhuvan University, Nepal

ORCID: 0009-0009-1328-2717

Email: basnyatsamjhana@gmail.com

DOI: <https://doi.org/10.3126/sij.v7i1.92553>

**Abstract**

Parental involvement in their children's education has a great impact on the child's success. Involving parent's efforts, teacher collaboration, and administrative support can improve the academic success of children. The study explored the lived experiences and challenges of parents from socioeconomically disadvantaged rural areas of Nepal in supporting their children's education. The study used a qualitative design, interviewing nine parents in rural Gorkha to understand their views on participating in their children's education. Facts and information have been given to a thematic analysis through the method of narrative inquiry. Two different narratives of parental involvement were found through an extensive examination of the data. One is optimistic narrative that showed parents' confidence in children's schools and their dedication to offering their children a better future, and other is a narrative of frustration that showed frustration resulting from a number of factors, such as parents' socioeconomic status, fears about schools, and the influence of local social norms. It was evident that, despite challenges, parents viewed education as a means for their children's success and strongly desired their school attendance. By uncovering and highlighting all of the context-related challenges the parents experienced the findings enrich the recognition of parents' involvement in their children' schooling in rural, impoverished geographical areas.

**Keywords:** Parents, parental involvement, parental frustration, children's education, rural community

**Introduction**

Parental involvement in school is essential to children's all round development and better academic achievement. It includes attending school functions, interacting with instructors, and offering learning support at home, among other forms of involvement. Children's academic achievement depends on parental involvement in their education, which promotes improved learning outcomes, motivation, and socioemotional growth (Epstein, 2011). Research suggests that students whose parents actively take part in their education have a tendency to perform better academically, exhibit positive attitudes toward learning, and develop strong social skills (Fan &

Chen, 2001). Parental involvement varies in Nepal because of cultural norms, literacy levels, and variations in socioeconomic status. Research shows that whereas parents in urban areas are actively involved in their children's schooling, parents in rural areas experience difficulties like limited understanding and financial limitations (Maharjan, 2016). The government's School Sector Development Plan (SSDP) emphasizes community participation in education, yet implementation remains inconsistent (MoEST, 2016). Encouraging parental participation through promotional efforts and modifications to legislation can improve the educational system in Nepal.

In the Nepalese context, parental involvement varies significantly due to socio-economic inequalities, literacy rates, and cultural factors. Many parents, particularly in rural areas, face challenges in supporting their children's education due to financial constraints and inadequate formal education (Koirala, 2017). However, initiatives by the Nepalese government and non-governmental organizations have sought to enhance parental engagement through literacy programs, school management committees, and community involvement in education (Maharjan, 2016). Despite these efforts, traditional beliefs often place greater emphasis on education for boys, leading to gender inconsistencies in parental support (Sharma & Sharma, 2019). Encouraging active parental involvement, particularly among marginalized communities, remains essential for improving Nepal's overall education system.

Involving parents in their children's education has been considered to be essential to provide them with a strong basis for success and independence in their careers (Epstein, 2018; Goodall & Montgomery, 2014; Uusimaki et al., 2019). Parents' engagement and curiosity can help and motivate children to do better in their studies, regardless of their social, educational, or cultural background (Dahie et al., 2018). Parents can be involved in their children's education in a variety of ways, such as through attending school-related events, supporting with homework, and negotiating with teachers (Hill & Tyson, 2009; Park & Holloway, 2013). A supporting attitude from parents towards the academic success of their children strengthens both the home and school learning environments and makes it easier for parents to understand how their children learn (Arapı & Hamel, 2021; Bartnikowska et al., 2022). In a similar vein, constructive communication and effective parent-teacher relationships are beneficial in straightening any misunderstandings or mistrust that might develop between teachers and parents (Orell & Pihlaja, 2020; Puccioni et al., 2020).

Various terms, such as home-school cooperation, have been employed in the literature to describe the role that parents play in their children's education (Orell & Pihlaja, 2020), parent engagement (Goodall, 2021) and parent involvement (Epstein, 2018; Wilder, 2014). The term "home-school cooperation" refers to a cooperative working collaboration where parents and teachers share equal responsibility for the education of their children (Westergard, 2013). Parents' engagement to their children's education at home, at school, and in the community is typically mentioned in definitions of parental involvement (Goodall, 2021). When parents and teachers collaborate with one another, they generate mutual understanding and make decisions about issues related to a child's education and development (Basnyat, 2025). This is known as parental involvement. When schools and educational authorities attempt to engage parents in their children's education at school and teach them how to support their children's learning at home, this is termed as parental involvement (Durisic & Bunijevac, 2017; Epstein, 2018; Fan & Chen, 2001).

Although there has been plenty of study on the significant influence parents perform in their children's education (Arapı & Hamel, 2021; Wilder, 2014), in the context of lower-income

nations, this problem has attracted little consideration (Ahmed et al., 2022). By assessing parental participation in rural areas, the study described in this paper seeks to support initiatives to close this gap. Due to a lack of resources, parents in Nepal particularly those who are disadvantaged, have low literacy levels, and reside in rural areas frequently fail to recognize the value of being active in their children's education. For these parents, being involved is more likely to include dealing with everyday issues, such as providing for their children, removing them from waged or unpaid employment, and sending them to school (Ahmed et al., 2021; Mughal, 2020). While there are several factors that contribute to poor grades, dropout, or absenteeism, one of the most frequently mentioned reasons behind children's poor academic performance or their decision to leave formal education is parents' lack of interest in their education (Malik et al., 2020; Yousaf, 2019).

To better reflect the situation and experiences of parents in rural areas and regions that are socioeconomically disadvantaged, the definition of the term "parental involvement" has been broadened for the purposes of this study. For example, what could be called parental interference, like parents keeping their children out of school, can be caused by the socioeconomic status of the parents or by unpredictable external factors that hinder the educational opportunities of the children (Shah, 2019). Therefore, the concept of parental interference with their children's education is also included in the definition of parental involvement in this study. Bridging and connecting children's learning at home and at school can be enhanced by parents' active participation and positive attitude. (Puhrova, 2018; Schmid & Garrels, 2021). Similarly, parental actions such as participating in children's learning, helping with homework at home, and regularly visiting their school, monitor children with message that learning is essential in life (Shah et al., 2024).

According to Hasnat (2015), parents in Bangladesh who are less educated or illiterate could be unwilling to get in connect with the schools where their children attend and, as a result, stay out of or be less involved in their education. Similarly, in India, low educational and economic status of parents sometimes leads to poor school connectedness and school dropout rates (Kumar et al., 2023). In Nepal, parents who frequently feel disconnected from the school or who don't get enough information about the education of their children may disconnect themselves from their children' education and become less involved in it (Shah, 2019). Research highlights that when parents are able to support their children's education by being involved in the educational process and keeping in touch with their children's schools, they can help the children develop a better understanding of their difficulties with learning (Bempechat & Shernoff, 2012; Puccioni et al., 2020).

In lower-income nations, a large population lives in rural areas, which are more economically and educationally underprivileged than urban areas (UNESCO, 2020). It is frequently the case that parents find it very difficult to dedicate their limited resources to their children's education since they are so engaged managing their homes and earning a living (Malik et al., 2020; Mughal, 2020). It is challenging for parents to be involved in their children's education due to a number of variables such as poverty, a lack of financial resources, little access to information, and a lack of awareness (Williams & Sanchez, 2013). In rural areas, domestic environments are often unsuitable to children's learning and overall development (Mughal, 2020). It is clear that a family's size, parents' educational backgrounds, and their financial situation may all have significant effects on how well their children learn and how engaged their parents are (Malik et al., 2020).

Women have historically been excluded from many aspects of rural life due to the strong male domination reflected in the community's structure (Abbas et al., 2018). As an illustration, mothers' involvement in their children's education is limited, and girls are frequently discouraged from attending school, particularly after primary school (Agha, 2021; Shah & Shah, 2012). Community and family members often disappoint the education of girls (Agha, 2018), and as a replacement for of receiving higher education girls are commonly trained in household responsibilities (Shah, 2012). These standards frequently compel girls marry when they are young and deny them their fundamental right to an education (Abbas et al., 2018). In accordance to research, children cannot develop physically and intellectually at an appropriate for their age's level in households where poverty, low literacy, and inadequate food and health services are predominant (Abid et al., 2021; Erdener & Knoepfel, 2018; Mughal, 2020). Furthermore, UNESCO's (2007) report states that little research has been done on parents' low socioeconomic status and the lack of parental motivation and support that results from it. Unstable socioeconomic circumstances and a lack of collaboration between teachers and parents have clearly discouraged parents, which may eventually cause them to discontinue their children's education (Malik et al., 2020; Mughal, 2020). Considering the research landscape and socioeconomic disadvantages outlined above, this study examines to explore the lived experiences of parents in rural Nepal concerning their involvement in their children's education. This study attempted to answer the following research questions:

1. How do parents of rural Nepal perceive their involvement with their children's education?
2. What types of obstacles hinder parents in rural Nepal from assisting their children's education?

### **Methods and Procedures**

This study adopted a narrative inquiry-based qualitative research design. Exploring lived experiences and identifying subtleties in people's stories are made possible by methods of narrative (Ntinda, 2019). People may talk about their surroundings and how they perceive their lived experiences in narratives (Nuran, 2015; Riessman, 2008), it was believed to be an appropriate approach to accomplish the purpose of the study. Therefore, assessing rural parents' perceptions of involvement in their children' schooling was an essential feature of this study's design.

Interviews were conducted with parents living in Siranchowk rural municipality of Gorkha district, Nepal. Technique based on purposive sampling was used to select participants for this study (Creswell, 2018). The major criteria for inclusion were: participants living in a rural area of Gorkha, Nepal, and having school-going aged children with them. A total of nine parents were interviewed, of whom three were not literate, four had completed basic school and two had completed high school. The participants included six mothers and three fathers whose children were enrolled in basic-level school. The interviews with fathers were conducted in various settings, such as their farm, shop or home, whereas the interviews with mothers took place in their homes, with their permission and at their accessibility.

The parents' opinions were obtained by conducting semi-structured, audio-recorded interviews. An interview guideline based on certain aspects of parental involvement in their children's education was drawn up beforehand of data collecting (Epstein, 2018; Kim, 2018). Information about demographics and important themes for conversation with the participating parents were included in the interview guideline. The interviews focused on a number of aspects of parental involvement in the education of their children, such as parents' participation in school

events, their interactions with teachers, supporting their children's education at home, and challenges that get to their involvement.

The participants' perspectives were organized through close reading, wherever similar thematic codes relevant to the study's aim were identified and highlighted (Glesne, 2006; Riessman, 2008). The next stage was categorized the concepts and subjects that were found in the stories of the parents who were interviewed. Several sub-storylines and two main narratives were produced as a result of this approach. After verifying these results, the author reread the transcripts to assess its relevance to the study topics. In this step, appropriate labels for the various narratives and sub-narratives were further searched. To ensure accuracy, the author repeatedly reviewed the transcripts to confirm the data matched the narratives and sub-narratives.

The prospective study participants confirmed their informed consent just before data collection. Before beginning each interview, the interviewer talked about the study's goals and consent form with the parents, the majority of whom were illiterate. This ensured that they understood their rights as research participants and the purpose of the study. The parents were informed that their perspectives, views, and opinions were acknowledged. The interviewer was informed about the relevant traditions and sociocultural norms. Some interviewees expressed extreme feelings while they conveyed their experiences. The interviewer handled these feelings with elegance. In particular, strategy of encouraged mothers remains open, maintaining a verbal flow, and made accessible to discuss gender-sensitive issues. With their permission, every single interview was audio recorded, and interviewees were ensured the confidentiality of their information.

### **Results and Discussion**

This study provides insight into the lived experiences of parents of school-age children in rural Nepal, which enhances the understanding of parental involvement in children's education in impoverished circumstances. The majority of family members and interviewees had been living on below the poverty line. A narrative of optimism and a narrative of frustration emerged from the analysis, both of which were different yet interconnected. The parents' statements of optimism regarding educational institutions, their confidence in the value of education, and the encouragement they received from their extended family to set goals and fight towards securing a prosperous future for their children are all expressed in the first narrative. Simultaneously, the second narrative highlights the unstable circumstances of rural parents, which is shown in their socioeconomic vulnerability, their opinions and worries regarding teachers and schools, and their views on gender-based discrimination. These two entangled narratives reveal both parents' hopes and their worries. Despite their difficulties and the arguments and fears they shared about, the parents' hope and belief that their efforts will help their children to succeed was visible. Some parents agreed that they had recently experienced inconsistent progress in their children's education.

#### **The Narrative of Optimism**

The narrative illustrated that, in spite of a number of challenges, the parents who were interviewed had some optimism regarding community schools and believed they had a chance for children to have better futures. Furthermore, it was evident from the study that the parents were making reference to the opportunities for other family members and neighbors to help their children's education.

The parents reported that the education provided by community schools in rural areas was gradually getting better. Increased interaction between parents and teachers, attention to issues avoiding children from learning, and, to some extent, the implementation of strategies to facilitate parent-teacher collaboration and the children's education were among numerous positive developments addressed. A number of parents reported feeling satisfied with their increased familiarity or even intimacy with teachers, which appeared to increase their confidence. As an illustration, it was clear that parents who transferred their children from private to community schools believed the educational system had been improved. In this regard, M2 commented as follow:

The teacher can make notes in the student's notebook indicating that the student is struggling with learning or support him with the homework if there is a problem with his learning. Schools are, in my opinion, a little bit improved now. My child is doing better now.

Consequently, supporting the same view a father F3 reflected as follows:

In some ways, community schools are now doing better, and teachers are focusing on the education of the students. I am happy because I sometimes go to the school to see exactly how well my children are doing and I see that the teachers actually spend the time to talk with them. I sometimes call teachers I know to learn more about my children's education.

Similarly, M1, M3 and M4 have the same supporting statements. The inquiry highlighted a feeling of change, as parents observed some degree of coordination and feedback regarding their children's education, replacing what they had previously perceived as a lack of cooperation between teachers and parents. The gradual shift from traditional, conservative ideas about education to a relatively modern method of teaching and learning was a further illustration of this incremental change. As illustrated, some parents reported that teaching and learning in community schools was gradually getting better, unfolding how teachers transform from time to time, keep them up-to-date about their children's education through such means as phone calls and teacher's notes. Some parents expressed how much they appreciated the role that teachers currently perform. According to the parents' opinions, even when these changes were insignificant, they demonstrated the efforts of parents and teachers in rural areas. This was performed in an effort to enhance children's learning and to incorporate innovative methods, like feedback and direct or indirect home-school collaboration. For instance, another mother M4 designated upgraded interaction with her daughter's school, explaining that:

Since, I am the sole provider of food for my family, I advise authorities that I cannot be free even for a single day. They support me, and as a result, school authorities now talk on the phone about concerns regarding to my daughter's schooling and overall learning condition.

The parental view regarding their hopes for a better future for their children has been exciting. Although furthest of the parents were economically poor and not enough literate, they contended that they desired their children to be well educated, and explained that they were demanding their greatest to support their children in all potential ways. Their narratives provided examples of how they tried to inspire their children to learn. Some outlined, for example, how they told children about those who failed to gain education and hence had to face difficulties like extended hours of work and hard labor. More specifically, some parents expressed concerns about their daughters' higher education. Their stories revealed the belief that education can help to

promote lifestyle of children, particularly daughters, in conditions of life when life inspiration not go on plan; indeed, this was considered as major motives for promoting girl's education. Regarding this, F1 conveyed his feelings as follows:

We want children to go to school. I think my daughter will continue her education and choose a career in science. Every parent thinks the future of their children, but considering our society, I believe that a daughter's future should be a greater concern. If daughters receive an appropriate education, they will at least be capable of overcoming any problems that could happen in the future.

The study showed how large families may, in a way, make up for parents who challenged with involvement. It was clear that many respondents stated that they were occasionally unable to be self-reliant when it came to assisting their children with their schoolwork due to a lack of skills or stressful working conditions. Parents often turned to their more educated family members in these circumstances, such as when their children needed help with their schoolwork. According to the parents' identities, this opportunity was made possible by their collaborative, socio-domestic culture. In an attempt to meet their children's educational needs, the majority of them stated that they turned to neighbors or more educated family members for support (such as their children's uncles, aunts, or cousins). For instance, F2 stated to support from an educated neighbor:

Because I have trouble understanding their written work, I am helpless to support my daughter with her homework. They frequently complete their homework at a neighbor's house because the woman there is educated and a friend of family. She helps her children with their homework, and my girls complete it with them. Likewise, F3 mentioned help assumed by a family member:

The children love studying, and they often stay at home and study. I spend the most of my time at work, and I have no educational qualifications necessary to support them. However, they go to their uncle's house to study when their tests come up or they need to be prepped for an exam.

In order to pay for expensive tuition, the parents acknowledged putting in additional hours at work. Accordingly, the data analysis indicated that parental initiatives, such as parent-initiated assistance from others, assisted in minimizing those barriers to their children's education in a number of ways. Even though the majority of the parents studied were in poor financial situations and had not had access to education themselves, they continued to desire to see their children succeed in receiving an education.

According to research, extended family members may be able to compensate or make up for parents' absence of involvement in their children's schooling (Ahmed et al., 2022). Furthermore, the parents emphasized the unequal relationship of power between parents and teachers, with the majority reflecting the belief that they and their children had been treated inappropriately and unequally. This emphasizes how crucial it is for teachers to create a learning environment and for parents to be able provide their children the educational resources they desire (Orell & Pihlaja, 2020). If these situations are not addressed, the learning procedure may be negotiated and uncompleted.

The parents reported that teachers started to provide them with feedback on their children's schooling as well as occasionally supported them to visit the school, among other good improvements. Previous research studies show that government funding and control of formal education, as well as local governments' efforts to develop teachers, are the foundations of the

improvements in schools and have increased teachers' attendance (Ahmad & Ali, 2018; Ullah et al., 2020).

### **The Narrative of Frustration**

The parents' underprivileged personal circumstances and the unequal balance of power between parents and teachers were significant elements that they thought decreased or minimized their interaction (Basnyat, 2025). Parental involvement with their children's education, particularly for girls, was hindered by local customs, trends, and male dominance, according to the parents interviewed. Even though the data demonstrated that parents were aware of a slow improvement in teaching and learning in community schools, as previously mentioned, they also talked about difficulties to their involvement, assuming that these were caused by inadequate levels of coordination and miscommunication between the home and the school.

These encounters shaped the narrative which focused on parents' particular state of affairs and teachers' behavior towards children's learning. The analysis presented that most parents supposed the community school teachers as non-professional and look upon the teachers as acting impertinently towards parents and learners. The parents fingered that such behaviors reduced collaboration between home (parents) and school (teachers). Parents believe that teachers at community schools consider themselves superior to their children's parents and, as consequence, are unwilling to allow parents to speak out against them. These perspectives reflect the belief of disparate relationships of power between teachers and parents. Furthermore, the interviewed parents whispered that teachers' reduced performance in their job was a most important cause of their children's unfortunate and non-productive learning. For illustration, a father F1 articulated his views as follows:

We want teachers to teach honest facts to our children. Because the teacher failed to attend class on a regular basis, we didn't get any cooperation from the school or the teachers. Since we are illiterate and deprived of children's books, how can we guide them? They sometimes ask an outside person to attend the school only for attendance issues and to teach nothing in place of the teachers who skip one or two weeks of class.

It shows that parents were dissatisfied with their children's teachers' performance, thinking that the instruction was far below what they expected. As previously said, this highlights the perception of a major gap between home and school and, particularly, the parents' belief of a conflict of power between parents and teachers. Some parents remarked that since they were dissatisfied with the standard of teaching provided in community schools, community school teachers frequently sent children to private schools. Parents' observations included the belief that children were accustomed to doing chores for teachers, who frequently attend school just for spare time.

The stories highlighted the challenges faced by many low-income families who nevertheless made an effort to meet the requirements of financing their children's education, in addition to the parents' perceptions of the teachers' inadequate and inconsiderate behavior. For example, the majority of parents stated that they frequently found it challenging to cover the expenses of their children's schooling, particularly when classes started and their children needed new uniforms, books, baggage, and other necessary school supplies. The stories made it clear that there were many significant barriers to education, such as the fact that some parents were struggling to feed their families a healthy diet due to food poverty or that they forced their children to work to help support the family. These examples showed why students might leave school too soon. In addition, parents believed that one of the primary causes of children's lack of guidance and

appropriate guardianship was their own a lack of education. The parents believed that "they were educated" so they could properly nurture children of their own. The interviews demonstrated how the parents' individual situations influenced their involvement in school and, consequently, the education of their children. All things considered, the study of parents' stories of their real-life circumstances reveals a cycle in which parents in poverty struggle to provide for their children, a situation which causes children to land up in the same socioeconomic predicament as their parents (Kumar et al., 2023).

The respondents highlighted the problem of girls' education in relation to gender discrimination. According to the enquired about parents, and especially mothers, it was not only parental poverty and lack of literacy, but unequal gender power relations as well that could result in the neglect of children's education and other fundamental rights, particularly for girls. For instance, according to most of the mothers, girls are frequently discouraged from studying since they get less attention and given fewer resources than boys. In general, gender disparity is demonstrated by the rural mother's concern about their daughters' early marriage and school dropout, which further serves to explain why particular families could be concerned about girls being married than continuing their formal education. The following quotes from the interviews make it clear how the parents believed that gender differences hindered females from pursuing higher education. For instance, M5 presented the following description of the family situation:

My daughter completed the sixth grade. She enjoys learning and wants to continue her education till she graduates. I asked if she was interested in studying. Although her father claims that our living circumstances will remain the same whether the girls receive an education or not, I would still encourage her because she has ambitious goals.

The narrative shared by M6 further adds the light on the differences in the educational experiences of boys and girls:

While my sons attend school and study, but we only allow our daughter to continue her education until the ninth grade. She enjoys learning and wants to learn more, but her father thought that she would take care of the household if she received an education. Grandparents of children discourage girls' education in addition.

Parents' perceptions of teachers' inadequate professionalism, lack of trust, and misunderstanding have been highlighted by the story of dissatisfaction and inequality. These parents believe that this has led to a lack of cooperation between the house and the school. It indicated how poverty, illiteracy, and social customs were the main factors hindering them from being involved in their children's education.

When it came to the matter of girls' education, the mothers who were interviewed for this study articulated more specific concerns than the fathers. This demonstrated an understanding of the detrimental effects of a culture that frequently restricts girls the opportunity to receive an education. Regarding the mothers' concerns, the majority were relying on their parents, which restricted their ability to meaningfully participate, particularly in their daughters' schooling. As a result, the parents' statements were not only subjective in that each person expressed their own opinions, but also, more generally, they provided insight into the male-dominated, hierarchy structure of their society (Agha, 2018; Shah & Shah, 2012).

Overall, this study highlights the reality that, for the reasons previously mentioned, parents' involvement in the education of their children appears to be quite limited. It highlights how important it is to provide parents the resources and encouragement they need to be fully involved in

their children's education (Puhrova, 2018; Tekin, 2011). If parents are delighted to visit their children's school and get welcomed by the teachers, they are likely to establish a relationship with the school and remain supporting and helping with their learning experience (Durisic & Bunijevac, 2017; Puccioni et al., 2020). A lack of qualified teachers, parents' limited educational knowledge, and families' fluctuating financial circumstances are some examples of these, which frequently hinder collaboration and interaction between parents and schools (Kumar et al., 2023; Lechuga-Pen & Brisson, 2018; Malik et al., 2020).

Thus, in the wider context of rural, underdeveloped communities around the globe, the results of this study point to a number of beneficial consequences for teacher preparation and the administration of schools. This could include enhancing the quality oversight of the teacher supply and offering teachers training to help them communicate and collaborate with parents. Developing parental involvement strategies and operational procedures that address all families fairly, as well as making it more straightforward for parents to access information about their children's academic progress, could also be part of school management. This would facilitate parents to express their concerns with optimism, without regard of their professional, academic, or economic backgrounds.

### **Conclusion**

When it comes to giving children an acceptable beginning in life, involvement from parents in their education is essential. Better understanding of less privileged circumstances is of critical importance as the majority of research on involvement of parents has been carried out in normal situation. This study contributes with this by focusing illumination on parents' real-life experiences of being involved in the education of their children in a rural, socioeconomically disadvantaged area of Nepal. Understanding the challenges that these parents experienced in supporting the education of their children was made possible with the research. Two distinct perspectives of parental involvement have been identified through this analysis: one of optimism, which showed parents' optimism regarding community schools and their eagerness to give their children a better future, and the next of frustration, which demonstrated parents' poverty, anticipates about schools, and their influence of local social norms.

The term "parental involvement" to better reflect the various, typically context-related constraints to parental involvement and the role of the extended family for assisting parents with their children's education that distinguish low-income parents in underprivileged rural areas. Parental involvement in underprivileged Nepali communities faces challenges like poverty, illiteracy, lack of awareness, limited resources, time constraints, and cultural factors further hinder parental engagement in school and home learning of their children. Addressing these barriers through policy support, community programs, and awareness initiatives is vital for improving children's educational consequences. The findings unfilled in the present study will be of attention to those who are involved in planning education strategies to support for children and families living in disadvantaged communities.

### References

- Abbas, S., Hashim, M., & Alzuhairi, A. M. (2018). Status of rural women: Patriarchy and inevitability of subjugation; a study of rural area in Multan, Pakistan. *Journal of Education & Practice*, 9 (6), 107–114.
- Abid, A., Jan, A., Khan, I. U., Zeb, A., & Ahmad, M. (2021). Role of parental socioeconomic status on their children's education at district Mardan of Khyber Pakhtunkhwa, Pakistan. *Geografia*, 17 (2), 93–101.
- Ahmed, Q. W., Ronka, A., Perala-Littunen, S., & Namaziandost, E. (2022). Parental involvement or interference? Rural teachers' perceptions. *Education Research International*, 20 (2), 1–8.
- Arapi, E., & Hamel, C. (2021). What differences between parents' and teachers' views about their relationships in Quebec (Canada)? *International Journal of Instruction*, 14 (3), 309–326.
- Bartnikowska, U., Cwirynkało, K & Fronck, P. (2022). What do foster parents think about their foster children's education? *Educational Research*, 64 (4), 440–456.
- Basnyat, S. (2023). Parental involvement on home schooling of basic level children in Nepal. *Educational Journal*, 2(2), 111-122.
- Basnyat, S. (2025). Parental involvement in children's learning: Experience from parents on supervising children's learning at home. *ILAM*, 21(1), 115-126.
- Bempechat, J., & Shernoff, D. J. (2012). *Parental influences on achievement motivation and student engagement*. In S. L. Christenson, A. L. Reschly & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 315–342). Springer.
- Bower, H. A., & Griffin, D. (2011). Can the Epstein Model of parental involvement work in a high-minority, high-poverty elementary school? A case study. *Professional School Counselling*, 15 (2), 176-189.
- Dahie, A. M., Mohamed, A., & Mohamed, R. A. (2018). The role of parental involvement in student academic achievement: Empirical study from secondary schools in Mogadishu-Somalia. *International Research Journal of Human Resources and Social Sciences*, 5 (7), 1–24.
- Desforges, C., & Abouchaar, A. (2003). *The impact of parental involvement, parental support, and family education on pupil achievement and adjustment: A literature review*. Vol. 433. London.
- Durisc, M., & Bunijevac, M. (2017). Parental involvement as an important factor for successful education. *Center for Educational Policy Studies Journal*, 7(3), 137–153.
- Epstein, J. L. (2011). *School, family, and community partnerships: Preparing educators and improving schools*. Routledge.
- Epstein, J. L. (2018). *School, family, and community partnerships: Preparing educators and improving schools*. Taylor & Francis.
- Erdener, M. A., & Knoeppel, R. C. (2018). Parents' perceptions of their involvement in schooling. *International Journal of Research in Education & Science* 4 (1), 1–13.
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13 (1), 1–22.
- Ghazi, S. R., Nawaz, K., Shahzad, S., Shahzada, G., & Rukhsar, M. (2013). Relationship between parents' socioeconomic status and their children's academic performance. *International Review of Social Sciences and Humanities*, 5(2), 58–65.

- Glesne, C. (2006). *Becoming Qualitative Researchers: An Introduction*. 3rd ed. Pearson Education.
- Goodall, J. (2021). Scaffolding homework for mastery: Engaging parents. *Educational Review*, 73 (6), 669–689.
- Goodall, J., & Montgomery, C. (2014). Parental involvement to parental engagement: a continuum. *Educational Review*, 66(4), 399–410.
- Hasnat, M. (2015). Parents' perception of their involvement in schooling activities: A case study from rural secondary schools in Bangladesh. *Studia Paedagogica*, 21(4), 137–149.
- Hill, N. B., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45 (3), 740–763.
- Jadoon, F. W., Aajiz, N. M., & Khan, N. (2021). Analysis of the causes of barriers in home-school relationship at secondary school level in Pakistan. *Research Journal of Social Sciences and Economics Review*, 2(2), 1–8.
- Kim, S. W. (2018). Parental involvement in developing countries: A meta-synthesis of qualitative research. *International Journal of Educational Development*, 60(1), 149–156.
- Koirala, B. (2017). The role of parental engagement in education: Challenges and opportunities in Nepal. *Nepal Journal of Education Studies*, 2(1), 45-58.
- Kumar, P., Patel, S. K., Debbarma, S., Saggurti, N., & Kumar, C. (2023). Determinants of school dropouts among adolescents: Evidence from a longitudinal study in India. *PLoS ONE*, 18 (3), 111-123.
- La Rocque, M., Kleiman, I., & Darling, S. M. (2011). Parental involvement: The missing link in school achievement. *Preventing School Failure*, 55 (3), 115–122.
- Lechuga-Pena, S., & Brisson, D. (2018). Barriers to school-based parent involvement while living in public housing: A mother's perspective. *Qualitative Report*, 23 (5), 1176–1187.
- Maharjan, S. (2016). Enhancing parental involvement in Nepalese schools: Policies and practices. *Journal of Educational Research Nepal*, 4(2), 23-39.
- Malik, M., Rafique, N., & Qayyum, A. (2020). Parental involvement at home and school at the elementary level: Effect of occupation. *Journal of Elementary Education*, 30 (1), 159–178.
- Mughal, A. W. (2020). Secondary school students who drop out of school in rural Pakistan: The perspectives of fathers. *Educational Research*, 62 (2), 199–215.
- Ntinda, K. (2019). *Narrative Research*. In P. Liamputtong (ed.), *Handbook of research methods in health social sciences* (p.412). Springer Nature Singapore Pvt. Ltd.
- Nuran, E. (2015). The role of narrative methods in sociology: Stories as a powerful tool to understand individual and society. *Sosyoloji Araştırmaları Dergisi*, 18 (1), 103–125.
- Orell, M., & Pihlaja, P. (2020). Cooperation between home and school in the Finnish core curriculum 2014. *Nordic Studies in Education*, 40(2), 107–128.
- Park, S., & Holloway, D. S. (2013). No parent left behind: Predicting parental involvement in adolescents' education within a socio-demographically diverse population. *The Journal of Educational Research*, 106(2), 105–119.
- Puccioni, J., Froiland, J. M., & Moeyaert, M. (2020). Preschool teachers' transition practices and parents' perceptions as predictors of involvement and children's school readiness. *Children and Youth Services Review*, 10(1), 104-142.
- Puhrova, B. P. (2018). Child's home preparation for school-views of parents. Followed or unheeded issues in education. *E-Pedagogium*, 18(2), 74–85.

- Pushor, D. (2007). *Parent engagement: Creating a shared world*. In Ontario Education Research Symposium, Toronto, Ontario.
- Riessman, C. K. (2008). *Narrative methods for the human sciences*. Sage.
- Schmid, E., & Garrels, V. (2021). Parental involvement and educational success among vulnerable students in vocational education and training. *Educational Research, 63*(4), 456–473.
- Shah, R. K. (2019). Impact of parental involvement in implementation of primary education curriculum in Nepal. *International Journal of Law, Education, Social and Sports Studies, 10*(1), 104-142.
- Shah, R. K., Shrestha, C.B., & Basnyat, S. (2024). Beyond the school boundaries and formal curriculum parental involvement in children's learning in the perspectives of teachers. *Journal of Asian American Studies, 27*(3). 365-382.
- Shah, S., & Shah, U. (2012). Girl education in rural Pakistan. *International Journal of Sociology of Education, 1*(2), 180–207.
- Sharma, R., & Sharma, S. (2019). Gender disparity in parental involvement in education: A Nepalese perspective. *South Asian Journal of Education, 6*(1), 15-30.
- Tekin, A. K. (2011). Parent involvement re-visited: Background, theories, and models. *International Journal of Applied Educational Studies, 11*(1), 1–13.
- Ullah, R., Ullah, H., & Ullah, R. (2020). School teachers' perspectives on education reforms at elementary level in Khyber Pakhtunkhwa. *Journal of Elementary Education, 30*(1), 107–119.
- Uusimaki, L., Yngvesson, T. E., Garvis, S., & Harju-Luukkainen, H. (2019). Parental involvement in ECEC in Finland and in Sweden. *Nordic Families, Children and Early Childhood Education, 12*(2), 81–99.
- Westergard, E. (2013). Teacher competencies and parental cooperation. *International Journal about Parents in Education, 7*(2), 91–99.
- Wilder, S. (2014). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review, 66*(3), 377–397.
- Williams, T. T., & Sanchez, B. (2013). Identifying and decreasing barriers to parent involvement for inner-city parents. *Youth & Society, 45* (1), 54–74.

### Author

**Samjhana Basnyat** is an Assistant Professor at Tribhuvan University, Sanothimi Campus, Bhaktapur. She is also a PhD scholar at Graduate School of Education, Tribhuvan University. Her research focuses on education planning, educational leadership, teacher's education, pedagogical practices, community participation in education and parental involvement.