

PARENTAL INVOLVEMENT IN RURAL GOVERNMENT PRIMARY SCHOOL: CURRENT PRACTICES, PROBLEMS AND PROSPECTS.

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Abstract

The importance of parental involvement as a necessary and essential factor in children's education is well evidenced. Parental involvement is very essential for children's learning. participation of parents in their children's learning at school and at home might not be clear in rural primary school. An explorative study was conducted in three primary schools of Digholia upazila in Khulna district. It was conducted nine interviews, three with head teachers, and six with SMC parent's members of selected three schools. Considering more importance, it was conducted also six FGDs, three with assistant teachers and another three with PTA parent's members. Purposive sampling technique and semi structured interview guides and guides for FGD was used and the sample was collected from teachers and parent's members who were to some extent representative of rural primary school in Bangladesh. In-depth interview and focus group discussion were exercised as research methods to conduct the study. All the data have been organized and categorized for the results of the study. It was conducted the research under qualitative research approach.

The research project provides an analysis of what teacher's and parents' view as parents' role in their children's education. Here discussed about influence of parental participation where most participated parents agreed that parental involvement affects student academic success. It also discussed the barriers to parents' involvement as well as explores possible ways to ensure their involvement. Most of the participants emphasized on the importance of

building up good relationship, regular communication between teachers and parents, training, arranging for poor and working parents so on. The findings illustrate that teachers and parents are well aware of the importance of parental involvement in their students' learning. Most of the stakeholders establish at home support for children within the sphere of parents' role and consider support for children's learning at other settings such as school and community. Furthermore, the reasons for which teachers contact parents are largely with regards to issues such as child's absence and problem with behaviors and performance. Calling them through phone were the ways selected by teachers to contact parents. The results of the study identified that parental involvement is not adequate and there are gaps in certain areas.

The research also identifies the need for schools to increase more forums in where literate and enthusiastic parents can easily access as well as existing structures such as SMC and PTA making more active.

Keyword: *Activities, Awareness, Evidenced, Involvement, Government primary school (GPS), Emphasized, Relationship, Adequate.*

1.INTRODUCTION

In Bangladesh, most of the rural children are underprivileged and have parents from relatively low socio-economic backgrounds compared to urban children. However, ensuring quality of primary education is one of the priorities of our government in the recent years. To enhance quality of primary education, lots of program interventions have been

introduced and practiced by the primary education system. Involving parents in education is one of such programs to ensure parental involvement in education to support children's learning both at home and in the school. Researches are consistently bestowing strength of working together parents and school that enhances academic performance of the children and reduce dropout at schools. Primary school system of Bangladesh has some forums and programs for parental participation to achieve goals and objectives of primary education. Therefore, it is important to explore how these forums are contributing to ensure parental involvement in children's learning and what are the potentials and gaps in expanding parents' engagement in their children's education in general. Elementary education is central component of any kind economic development; and primary education is the first stage of formal education system in Bangladesh. Therefore, primary education is the foundation of all education system and to make the foundation strong, parent's participation in children's education has to be prioritized and improved. Parental involvement has a significant influence on student's learning. Recognizing the reality, in many countries, education community has reformed parental participation concept giving a more important role to parents to foster parental involvement.

Parents are the first and continuing educators of their children. Their presence creates a more positive experience for their children and helps children to perform better when they are in school. When parents are involved in their children's education, children acquire higher grades and scores on exams, attend school more regularly, complete more homework, display more positive attitudes and behaviors, and are more likely to enroll in higher education than children's with less involved parents. Parents create a more positive experience for children and help them perform better when they participate in their children's education. The non-involved parent's children are relatively lagged behind and come to the school irregularly and sit in the backbenches. They cannot read and write well and don't like the school so much and many of them drop out later. Education Watch report (2004) showed that 37.5% students left the school because they disliked it.

To understand the issue in the rural context, I have selected the present research topic to determine current practices of parental involvement and its problems and

prospects. This concept is not completely new in Bangladeshi context; however most of the ideas focus on the partnership between parents and school, parent's contribution to school development and school management. However, there is no/little study has been done on the parental participation in students' learning. Therefore, the main element of this research is to find out the present engagement of parents in children's learning and the problems and prospects of parental participation in education. I was interested to know what supports are needed for effective parental participation in education. My research participants were head teachers, assistant teachers, parent-members of PTA and SMC members of a school in an Upazila in Khulna district. This study will help in understanding the effectiveness of parental participation in children's learning and help to assure quality education.

2.PURPOSE OF THE STUDY

The aim of this thesis is to explore views about parental involvement in children's education in the rural context of Bangladesh. The present study explored parental involvement from different perspective on the roles those parents play in their children's learning.

The purpose of the study is to investigate current practices, problems and prospects of parental involvement in rural government primary school. To know the perception of different people about this parental involvement and its influence on student's learning and school improvement, the present study was initiated. More specifically, my intention was to know how parents were engaging themselves in school activities, their roles and responsibilities, and their participation to school activities through different forums. It was also intended to know how parents see the role of a school and school teachers in the process of school community relationship. The present study also tried to understand the possible role of parents in their children's education both at home and in the school and the scope and ability of parents to help students with school-based works. To identify the challenges that faced by the teachers to involve parents. All these understanding would help to create new knowledge on parental involvement by focusing on participation through the lens of parents and teachers.

3.SIGNIFICANCE OF THE STUDY

The findings of this study will contribute to the benefit of primary education system considering that parental participation plays an important role in education in general and quality education in particular. The greater demand for community participation in education justifies the need for more effective parental participation both at home and in the school. Thus, the schools that apply the recommended approach derived from the outcomes of this study would be able to engage more parents in the school management and operation process as well as in the learning of their children.

The parents will be able to understand how much attention they should have given to their children's homework preparation and how to keep close contact with the teachers to understand their children's achievement status and becoming a good human being. On the other hand, teachers and school authority will also be benefitted from the backing from the families to get more support in terms of preparing homework, sending children to the school regularly and keeping them abreast of the progress of their children regularly.

For the researcher community, this study will be helpful in uncovering critical areas in parental participation in education that many researchers might not be able to explore. Consequently, a new approach to effective parental participation in education can be established through this study.

4.OBJECTIVE

- (1) To find out the current practices of parental involvement in rural GPS of Bangladesh?
- (2) How can overcome the challenges to ensuring parental involvement to influence child's learning at home and in the school.

5.RESEARCH QUESTIONS

- (1). What are the current practices in involving parents in rural government primary school in Bangladesh?
- (2). How parental participation influence child's learning at home and in the school?
- (3). What problems the rural primary schools are facing to involve parents in education?
- (4.) What are the possible ways to improve parental involvement in their children's education?

6.METHODOLOGY

Qualitative approach: I wanted to investigate this issue to have an in-depth understanding of the current practices, perception of the stakeholders of the concept and influence of the issue on overall education system. Parental involvement in rural govt. primary school in Bangladesh has very distinct connotations for different group of stakeholders including teachers, head teachers, parents and various committee members, which have a diverse and personal meaning to each group. Therefore, to capture those subtle personalized meaning of respondents, it is necessary to go for qualitative research approach. The problems and challenges related to this topic deserve more qualitative in-depth investigation approach than quantitative one. Therefore, I used qualitative research approach. According to Patton (2002) qualitative research allows researcher to understand the unique interaction in particular situation. In selecting this research approach, I emphasized the importance given to the aspect of voice for all participants; categories of knowledge were not imposed on respondents by the use of closed questions or scales; rather, knowledge was gained and constructed by interview and group discussions (Cohen et al. 2000). Qualitative research is exceptionally suited for exploration, for beginning to understand a group or phenomenon and such exploration often results in development of new theories (Gay & Airasian, 2003, p.163). This research was done in a natural setting and researcher became a part of the process (Rossman & Rallis, 2003). Therefore, I chose qualitative research approach and gained a deeper understanding of the perspective of head teachers, assistant teachers and parents and its influence on student's achievement and school management. Here, the possibility of a deep understanding and rich descriptions of human action was greatly enhanced (Banfield & Cayago, 2006, p.512).

7.DATA COLLECTION METHODS AND TOOLS.

It had done two types of tools. They are: (1) Interviews-6 and (2) FGD-6.

One of the aims of the research was to investigate the current practices of parental engagement on student achievement, as understood by the four respondent

groups: Head teachers, assistant teachers, parent's members of SMC and PTA, the semi-structured interviews were intended to elicit information on a four main issues. What are the current practices of parental engagement? What barriers are there to parental engagement? How does parental engagement impact on student's achievement? What are the possible ways to involve parents in education? To get proper answers of my research questions, it was collected data using interview and FGD. Because, FGD and interviews are the interactive technique to data collection for qualitative research (Wiersma & Jurs (2005).

Interviewing method: The importance of interviewing method is not only shows us a holistic snapshot, message, news and reports but also give the interviewees the opportunities to express and illustrate the right situation and circumstance of that problem or issue. (Alshenqeeti, p. 39). Interview is an interactive technique to data collect for qualitative research that brings real life experiences from the dialogue of the participants (Wiersma&Jurs,2005). The qualitative research interview seeks to describe the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say. (Kvale,1996). A qualitative interview question could include queries and allows the subject to provide a more elaborative response when a primary question is raised to discuss related issues and It got an opportunity to follow up with a secondary line of questioning. In some cases, the experiences of the interviewees would need to be explored. The interview method here was helpful in this regard. As the study required information about the condition of the parental involvement, its problems and challenges, therefore asking people face-to-face helped to gather information and there was a great chance that the information remained unbiased. Semi-structured interview was more suitable for this kind of data collection.

Focus group discussion (FGD) method: Human feelings, emotion, belief, interest and its range can be explored by FGD. FGD depends on the participants to agree or disagree with each other so that it expresses a deeper insight into how all participants thinks about an issue. Their way of thinking, range of opinion and ideas, differences and variation, their beliefs and practices that exist in that community cannot be measured numerically. My topic is related to the emotion, belief,

feelings, practice, views, opinions and interest of the community and so, I think, FGD method of qualitative research is appropriate for data collection. Focus group provides a rich and detailed set of data about perceptions, thoughts, feelings and impressions of people in their own words (Stewart & Shamdasani, 1990, p.140). The FGD can explore the scenario, problems, and challenges closely in a group. The participants can tell their regular problems better than any other can and provide great insight and in-depth understanding impartially on the issues.

8.RESEARCH SITE

The importance of research site selection is enormous to report not only actual practices but also the cultural, social and economic conditions that shape those practices. Place contextualizes where policy decisions are to be implemented and it helps identifying the kind of steps to be taken to overcome barriers. For my research, three rural government primary schools at Digholia Upazilla in Khulna district were selected. The local education authority (UEO and AUEOs) were involved in the school selection process. First of all, I went to the Upazila education office and talked with them about my requirements that I needed three types of schools. One category was "A" grade school and another was "B" grade school and another was recently nationalized RNGPS school with "no category". According to their suggestion, It was selected three primary schools from the rural areas and collected all of my necessary data from those schools.

9.DATA COLLECTION PROCEDURE

It has used in depth interview, informal discussion with the students and observation methods to collect the data. It interviewed two Head Teachers and two assistant teachers of Government Primary Schools of the same schools. It developed an observation guide for observation of the school and teaching learning process. It conducted an informal discussion with the students of class one to five.

Each interview sessions continued for 40 minutes with both the Head Teachers and assistant teachers of the schools in rural and urban areas.

We can get a real description and analysis of a research topic, within short facility of the research and the nature

of responders (Collis & Hussey, 2003). The targeted groups were Head Teachers. It had developed an observation guide and observed the classroom and the whole school environment according to the guide line. It helped me not only in collecting the factual data but also understanding the deep feelings of the participants. In addition, it helped me to realize if there were any gap between the data collected from the interview and the actual scenario.

I also conducted an informal discussion with the students of class of Three to Five. It was selected 10 students randomly and from every class minimum two students were selected. For this informal discussion and developed a guide including five questions.

10.DATA ANALYSIS

The data analysis involves the development of grounded categories that arise directly from the data (Freeman 1998). The qualitative data analysis is thematic in nature and grounded in orientation (Burgess 1984; Freeman 1998; Gough et al. 2000; Kvale 2002; Shkedi 1998). Qualitative data analysis is “working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned and deciding what you will tell others” (Bogdan & Biklen, 1982, p. 145). The informal, semi-structured nature of the interviews of the present study allowed for wide ranging discussion with various groups of respondents. This gave me a chance to articulate and develop collected data from my participants. During the data collection period I transcribed and analyzed my collected data. At first I categorized my data by the name of participants and put date such as 10-10-18 – Interview 1: head teacher of “A” school; Interview 2: SMC parent’s member (1); Interview 3: SMC parent’s member (2), and similarly 11-10-18 FGD 1: assistant teachers and FGD2: PTA parent’s members and so on. In this way, I completed all interviews and FGDs.

After completing these, it categorized and collected data according to the themes. To understand these themes clearly, I read again and again and I also used colored high lighter to highlight theme and subthemes. After that I sorted the data according to the themes, leveled them and finally interpreted them. This process allowed immediate and close examination of the data; code, order and reorder the data as new constructs are

emerged (Carney et al. 1997). It was used Microsoft Word for preparing transcription, coding, storing and saving of information.

11.ETHICAL CONCERN

During administrating my research, I took permission from the respondents using consent letter. I explained to my respondents the purpose of the research clearly and the benefits of the research for the future. I also fairly explained that the identity of the participants will be kept anonymous. It was clearly stated that the respondents have the right to say no or withdraw from the research whenever they want (Bryman, 2012). It was very careful about any kind of biasness in the process of data collection and data presentation. I behaved friendly to the informants and gave full attention to their words and expressions.

12.CREDIBILITY AND RIGOR

Previous experience has helped me correctly preparing my research. Besides, rigorous field testing of data collection tools that have made my research more credible and reliable. Moreover, in every step of the research, I have got feedback from my thesis committee members. Rigor is part of the iterative, self-correcting nature of research. It has made my research credible and valid. I have selected different people involved in primary school. Their points of view and opinions have helped my study in triangulation of the data and enhanced its credibility.

About rigor, Tobin and Begley (2004) said, “Rigor is the means by which we show integrity and competence” (p. 390). In the field, I was totally engaged in collecting data. I recorded all the data and transcribed them very carefully. I have collected data from participants following strictly the procedures of qualitative research.

13.Demographic profile of the participants

Head teachers, assistant teachers, representative of parents of PTA (both male and female) and two representative members of parents of SMC (both male and female) were selected as research participants for the present study. These research participants were directly involved in this study and provided required data for answering the research questions which were related to their

experience, reflection, opinion, perception, and views regarding parental participation in education.

Research participants

Type of participants	Number of participants	Tools of the research.
Head teachers	2	Interview, FGD
Assistant teachers	2	Interview, FGD
Students	9	Interview, FGD

14.RESULTS

In this chapter, it has presented the findings of the research by analyzing the data that I gathered from the field. It was informed earlier that I selected three rural governments primary school (A, B and no-category) from Digholia Upazilla in Khulna district. It is worth mentioning that the newly nationalized schools are termed here as no category school while presenting the findings as it has not yet categorized. There are eleven main criteria for categorizing schools such as 1. Infrastructural, environment of the school, leadership and management, teacher evaluation, student evaluation, information about students, teaching-learning activities, co-curricular activities, social involvement, special achievement of the school, and miscellaneous.

(Grading table of primary school, Government of the People’s Republic of Bangladesh, Primary and mass education ministry, Primary school grading policy, 2017) In this chapter, I have presented the findings of this study by categorizing and summarizing the data according to the theme and to find out answers of my research questions.

14.1 Existing practices for parental involvement in education

The study shows that there are some selected forums for parental participation such as School Managing Committee (SMC), Parents Teacher Association (PTA), Mother Assembly (MA) and Uthan Boithak for the selected schools. The respondents of school ‘A’ and ‘no category’ mentioned the result publishing day, book festival day and stipend payment days as parental participation forums and programs however no

stakeholders of school B mentioned those as a parental participation forum. This indicates that the stakeholders of the school “A” and “no category” are more aware of the rule than the respondents of school ‘B’. The school B was located in a comparatively remote area in comparison with school A and ‘no category’ schools. This remoteness of the school may cause less frequent supervision and lower level awareness among the stakeholders as a result.

The most common areas of parent’s involvement were mentioned by the respondents as helping children reading in the morning and at night, homework preparation, checking results, checking exam scripts, and solving the math problem at home, etc. However, it was also reported by the teachers that they were not quite satisfied with the parental involvement in education. The head teacher said in a negative tone, “porate basanor kono somoy nei karon coto bacca ache abong songsarer kaj korte hoy”. (they have no time to give their children’s education as they are busy to handle their little kids and household chores.

On the other hand, one parents said ‘amar somoy nei ay jonno privet master rake diyechi; sei sob deke’ (I have no time for that and so I have provided privet teacher who does everything.

Assistant teacher of “B” school stated that if parents are unable to solve the problem then other members of the family help them. (elder sister, brother, uncle, aunt or privet tutor)

According to Ministry of Primary and Mass Education, the structure of School Management Committee (Notification no 15 November, 2012) should consist of 11 members. The structure of Parent Teacher Association Should Ensure survey, enrollment and presence of the students of all school going children and prevent drop out of the students.

Every school is working under the same forums, rules and regulations of government. But from this study I have found that most of the stakeholders including teachers, head teachers, SMC members and general parents are not well informed of these existing forums. The parent members of SMC “A” and “B” school could not tell how many parents are included in the SMC committee as parent member. One member answered that “money hoy car patch Jon” (I guess, four to five persons!). But the parent members of SMC of ‘no-category’ school were able to mention the exact number.

Parents members of PTA 'no category' school could not tell anything and answered 'sotti katha bolte amra committeer kaj niomkanun kichui jani na' (to be sure, we don't know the functions and rules and regulations of the committee). They don't know the rules and regulations of the committee and number of members. But the parent's members of SMC "A" and "B" school told something about it. The head teacher of "A" and "B" school mentioned that when they need then they will read it but "C" school mentioned she have a little knowledge about it. Assistant teachers "A" school said that though it's not our function yet we know something about it. But assistant teachers "B" "no category" school did not tell about it. Head teachers of all schools do not take any initiatives to make them aware about it. Here any stakeholders did not think that it was their duty to know about it. There was no obligation from authority to practice it.

Head teacher, assistant teachers, PTA and SMC parent's members of "A" school focused on Co-curricular activities, sports, art competition, starting midday meal, result based award, attendance based award, best parent's awards, small regional representatives and building up good relationship with parents. They have started these practices in their school regularly.

All the mentioned activities are the outcomes of good relationship and co-ordination among all stakeholders of "A" school.

One PTA parent's members said "when I found any student outside in the school then ask her/him why she/he did not go to school and inform her/his parents as well as try to send her/him to school." Another parents of B school said, "if she found a student is playing/moving in the study time, she send him/her at home to study." From this study it was understand that SMC and PTA parent's members of A and B are more conscious about children education. Here SMC and PTA parent's members are playing important role for child learning. They do like social work. But actually concept of parental participation is not clear to them.

All the stakeholders of school "A", "B" mentioned that upazila education officers attend monthly meeting, mother assembly and uthan boithak and give some motivational speech, children's learning and school development. PTA members of "no category" school reported that upazila education officers attend their meeting may be once or twice in a year. From this study I found that upazila education officers attend meeting

more in "A" and "B" school than "no category" school. This school is not far from upazila headquarter but why education authority was not regular there. SMC and PTA committees are not active.

14.2. Parental participation influence child's learning at home and in the school

Here the data showed that SMC and PTA members of "A" are more educated and conscious than the school of "B" and "no category". Head teacher of "B" school focused on that mothers take care more than others members of the family. Head teacher and assistant teachers of "A" school focused on conscious parents. They educate their children at home and communicate with school. They have a contribution to their children's education at home. On the other hand, head teacher of "no category" identified parents as different categories that other head teachers did not mentioned. Head teacher of "B" school mentioned that mothers educate their children more than fathers or other members of the family. One PTA parents said i. (chele poray barite" amar boro) she does not get time, her elder son teach her child at home. No category school, among of PTA parent's members, three said "amra valo lekha pora Janina ajonno privet master rekhechi" they cannot teach their children because they are not well educated. They have engaged privet tutor. Here I found that lack of time and illiteracy was the main hinderance at home.

All the participants touched the common area of influence was doing well in the exam. "A" school mentioned that parental participation brings social and mental growth among their children as well as they do well in the exam. But "B" and "no category" school mentioned that parental participation builds up confidence and create positive environment for children's learning and do well in the exam. In A school, Parents participate more in children's learning and conscious than B category school. For more parental participation, their result is better than B and No category school.

The reviewed data showed that there is a Variation in parental participation. All the stakeholders mentioned that all parents do not participate in a same way. They mentioned that economical problem, illiteracy, mentality, lack of time, lack of conscience, household work, having little kids and social barriers those are the main causes for variation in parental participation but

"B" and "no category" school more focused on illiterate, unconscious and working parents.

From this study I found that "A" school revealed that children in participated parents in education more develop in verbal, mental and physical than the children in non- participated parents. On the other hand, "B" and "no category" school revealed that children in participated parents well in the exam but the children in non- participated parents drop out at last.

Common areas of involvement are result out ceremony, homework, leave approval, seeing exam script, knowing busabout sylla, solving math or English problem. They also attend the meeting, cultural functions, Milad Mahfil, National days, sports, cultural programs, Shure cash, Sub cluster training, picnic, mother assembly. They provide monetary support for sports and picnic, help for maintaining the school boundary and football tournament. Head teacher of "A" school mentioned "Some parents come to school to observe that the class is going on or not. If not, they come to me and ask why is not going the class" It was found that parent's members of "A" school is more conscious than "B" and "no category" school because they come to school for complaining against teachers if the teachers do not take class properly.

A research participant of SMC of A school responded in such a way, "class thik moto cloche kina ta dekhte ami schoole ashi. Zodithik moto class na cole takhon ami head sir ke boli keno class cloche na" looking after learning and investigating that the class is going properly or not. If the class is not properly going on then I ask the head teacher, why is the class not going? From this study I understand that Parents members are more conscious about children education which inspires them to do various activities. From this study I found that parents of "B" and "no category" school are involved knowing homework, seeing the exam script, attending result publication day. One participant of SMC said "ami amar cheleke niomito schoole pathanor cestakori .sikkhaker dayeotto take porano" I send my child to school and try to attend school regularly. It is the teacher's duty to educate them. Head teacher of "no category" school said that "Jodi tara osikhito hoy takhon tara sathе privet tutor niye ase je somossa bujhte pare" If they are illiterate, then they come with another person /privet tutor who can understand the problem. Assistant teachers of "no category" said, "zakhon tader shishu osustho hoy othoba berate zayattior barite takhontara

chute nit ease schoole.abar zakhon tader shishu parikkhay fail kore takhon khata dekhote ase schoole" When their child become sick or go for visit any relatives then parents come to school for leave. When any child fails in the exams, then his/her parents come to the school and see the exams paper.

They also attend sports, cultural programs, Slip activities, school maintenance, meeting, and picnic, they don't money for these purpose. Here the data showed that the parents of "A" school participate in more functions or activities than "B" and "non category" school.

Here I found that according to the head teacher and parent's members of PTA and SMC Parental participation of "A" school is about 60% both in school and management. But assistant teacher mentioned that only those parents participate whose children took part different programs. About 40% parents participate. There is a infomation gap between assistant teacher and other stakeholders of "A" school. I found another phenomenon --

One SMC Parent's member said that they try their level best. Not more than 60%. In management: not significantly. 60%

PTA parent's members: They said---They come regularly. All of them participate.

Most of us busy with their own work. So they cannot come regularly. Besides, there is no benefit to present in the meeting. That's why they are not interested in the meeting.

When they were asked "You are the member of parent's representative. Isn't it your duty to attend meeting regularly and participate your child's learning?" They said, yes, but it is not possible regularly. One of them said "shikkahk jathesto amar shishur jonno" They think teacher is enough for my child.

The reviewed data showed that heat teachers, assistant teachers and parents have delivered different information. There is no match one to another. Head teacher said 50%, SMC members said 55% PTA members mentioned 60% and assistant teachers mentioned 30%. There is a big among the information. Actually parents do not attend regularly that;s why they could not tell the exact figure.

All the stakeholders of "A and B" schools reported that parent's attendance at school has great influence students. According to their views parent's attendance enhance children's learning. Assistant teachers

mentioned that parents are the first and continuing educators of their children. Their presence creates a more positive experience for their children and helps children to perform better when they are in school. When parents are involved in their children's education, children earn higher grades and receive higher scores on exams, attend school more regularly, complete more homework, demonstrate more positive attitudes and behaviors, children whose parents were involved in the education showed a significant improvement in behavior and are more likely to enroll in higher education than children's with less involved parents. Children feel secure and proud, get homely environment, be more social and follow discipline. On the other hand, parents can understand their child's gap and can take proper step to fill up the gap. But head teacher also added that sometimes parent's attendance disturbs teacher's activities.

"B" school added also help disabled child more, ensure attendance and their presence brings overall growth of their children.

All the stakeholders of "no category" school reported that parent's attendance at school brings overall development of their children.

14.3. Challenges the rural primary schools are facing to involve parents in education

From this study every "school mentioned some problems such as lack of time due to household work, illiteracy, having little kids, lack of conscience and be workers, working parents become tired so they cannot give time. Some interesting information from head teacher and SMC parent's members. According to their views some parents watch TV serial in the evening and don't educate their children. Assistant teacher also told that Some parents are careless, they watch TV serials. Sometimes, parents do not arrange proper environment to study their children because they live in a combined family. They live in a small house. After evening others watch TV, so it creates hamper.

According to the head teacher, assistant teachers, parent's members of SMC and PTA parents mentioned that some parents face some problems as for example lack of time, Lack of ability to talk in front of audience, having little kids, extra family household work, illiteracy, social barrier. Both SMC Parents members of "B" school said that teachers are not so cooperating. Assistant

teachers mentioned family barrier (specially to mother, laws' do not allow her to go to school.)

All the participants said that there is no obstacle on behalf of school as well as said teachers were not cooperated. There is a gap found in their speech. On the other hand, head teacher said, we are always ready to welcome them". They said that sometimes teachers do not give time to the parents for extra burden of work. There was something mismass among them. Lack of good relationship was found there. According to policy, circular rules and regulations there is no obstacle.

Head teachers of "A" "B" and "no catagory" school mentioned about political problem. Sometimes parents cannot come to school for political situation and power. Head teachers of "A" "B" and "no catagory" school mentioned about political problem. Sometimes parents cannot come to school for political situation and power). One head teacher said that, "Bortoman commetter mead sesh hoe gache 6 mash age kintu natun MP er permission chara notun commette gothon kora samvob na ar tini kauke cenen na bole permission dischen na somoy lagobe." (The time duration of the present committee already has been ended six month ago but without his permission it's not possible to form new committee. As he is new and doesn't know one that's why he is not giving permission. It will take time. Others said there is no reason.

14.4. Possible ways to improve parental involvement in their children's education:

Most of the participants of "A, B and no category" school mentioned existing parental participation system is not enough. They thought that more participation is needed and school should increase the number of parents in SMC and PTA committee. They suggested making more different forums and including parents in those forums and regular meeting. Two head teachers B, no category) and assistant teachers (A, B) focused on Parent-teacher conference, seminar and workshop. SMC parent's members Focused on remuneration and distribute some responsibility. Assistant teachers (A) added more steps such as- visiting different developing school and follow their activities, making support homework (parents helps in homework), motivating them and making leaflet and distribute to parents "Come with Your Child to School ready to Learn." All the assistant teachers emphasized on allocating time for home visit during school time.

They also said "after school they become tired and some parents house is nor near. So it becomes very difficult to visit and talk to them easily." Assistant teachers (B) added more steps such as enlisting their support in helping their children succeed, giving them priority whenever they come, giving time them and talking with them whenever they come to school. giving away prizes those children who are doing well in the monthly tests. Parents will be inspired. PTA parent's members (no-category) also suggested such as showing respect them and behave with cordially and during home visit, talking with them and trying to motivate them. This finding showed that there was a shortage of respect and good relationship among teachers and parents. Assistant teachers stressed on more and more allocating time for home visit during school time. It showed that they did not go to home visit during school time and after school they are not interested.

All the participants suggested for arranging a snack and remuneration for attending meeting excepting assistant teachers. PTA parent's member's emphasis on including literate parents minimum SSC pass, regular monthly meeting, best participation prize and best parent's prize. Assistant teachers (A) mentioned many ways such as- keep a notebook or register and keep parents contact numbers. Whenever needed call them, establish a homework hotline where parents can call for missed assignments, create a comfortable atmosphere, send class newsletters and performance reports, share good news and arrange prize for highest attendance. PTA parent's members (B) focused on creating comfortable atmosphere and give them importance and respect and (no category) school focused on making a good relationship with them, discussing with them frankly and make them understand they will do it for the betterment of their child. Excepting above suggestions participants suggested more some steps such as--

Head teachers and SMC parent's members suggested for arranging regular weekly or monthly meeting

- Making different committees
- Motivation and making good relationship
- Giving best conscious parents and best participation prize
- Communicating with them regularly.
- During home visit talking with them.

Creating welcome environment for parents and encouraging them to raise questions and voice their concerns and inviting to participate in decision making.

Distributing their work (according to their ability, educational) maintaining a register for attendance

Including those parents who can attend regularly and literate

Inviting parents to share hopes for and concerns about children, work together to set student goals, Print and send home,

All headmasters, assistant teachers and some SMC parent's members focused on motivation by saying how benefit will be if they participate in their child's learning. Assistant teachers and some SMC parent's members of A School mentioned home visit and not criticizing their children. PTA and SMC parent's members stressed on good relationship and showing proper respect. To grow confidence in them. Assistant teachers of "A" school suggested that arrange different training for them as per example "Look, listen and say, see the pic and say."

Over all they suggested few steps such as— Here some stakeholders mentioned regular monthly meeting that's mean in their school regular monthly meeting was not held. Another point I noticed that Assistant teachers and some SMC parent's members mentioned not criticizing. Here It was expressed that they criticized children's in front of their parents.

Head teacher, assistant teachers and parent's members of PTA and SMC mentioned about possible ways of participating in non-advanced parents for children's learning. Regarding this view some important ideas they shared—All the stakeholders of "A" "B" and "no category" school focused on motivation, remuneration, and good relationship as well as giving importance and respect them. Assistant teachers mentioned that stop criticizing their children, proposing them coming school in free time and arranging training for them (how they will participate). Here I found that Motivation, good relationship, respect, criticize are the main factors where we should improve.

From this study I found that Head teacher, assistant teachers and parent's members of PTA and SMC are also thinking about ways of involvement of working parents for children's learning such as ---

- communicating with their in off day,
- convincing them by counseling,
- contacting with them at night by mobile,
- sending a letter to child for giving their parents,

Every school mentioned about some remuneration and call meeting in their off day. One head teacher mentioned to meet with them at market place. On the above discussion I found that all stakeholders wanted that all parent's participant in their child's learning. For working parents, they focused on sending information and news and communicating with them at night or off day.

15.DISCUSSION

2.1 In this section I would like to present a detailed discussion on the basis on the findings. In this discussion section, I would like to interpret the research findings according to the research question and also to the literature review and hypothetical perspectives.

15.1. Existing practices for parental involvement in education

There are two forums and some programs for parental participation such as School Managing Committee (SMC), Parents teacher Association (PTA), Mother assembly and yard meeting (Uthan Boithak), book festival, stipend program, Annual sports, annual picnic and cultural functions and football tournament in rural government primary school. Every school is working under the same forums, rules and regulations of government.

The study revealed that most of the respondents were not well informed about the functions, rules and regulation regarding different forums for parental participation. Even the parent members of the PTA and SMC are not well informed of their roles and responsibilities in the committee. The ignorance of the teachers and head teachers were also glaring in some cases in this regard.

I found an important view from this study that most of the stakeholders including teachers, head teachers, SMC and PTA parent's members are not well informed about forums and education policy. But some researchers think they should know the terminology and education laws to facilitate in their self-confidence to advocate (Whitby et al., 2013). Though all rural primary schools are working under the same forums, rules and regulations of government but all the activities they are not practicing in a same way. All the stakeholders have no clear idea about policy and rules of PTA and

SMC. Head teachers and assistant teachers revealed that they have little knowledge about this but when they are needed then they read it. Parents have no idea about its function and structure.

They participate in forming different committees but they are inactive. Most of the parents (70%) do not participate in guardians meeting and those who are appeared in meeting, most of them do not express their views and decisions because lack of consciousness, lack of education and language barriers. Most of them (8 out of 11) of SMC members do not know their roles and responsibilities and mostly they are not active in school developing activities. (Mallik ,2012). Even head teachers did not take any initiatives to make other stakeholders aware about their duties. Participation at community and school level Ministry of Primary Education requires all schools to have an active School Managing committee(SMC). MoMPE continuously strives to strengthen SMC on their roles and responsibilities. From this study It also revealed that upazila education officers do not attend meeting in a same way in every school. They attended more in some school than others. Monitoring system is not active and even the authority does not think that they should know it. They should do their duties according to the policy. All the stakeholders are not taking this seriously. They are giving less important. So, it is clear that if they do not know the responsibilities and duties how will they do those things?

According to Ministry of Primary and Mass Education the structure of Parent Teacher Association (Notification no 05.11.2000) should Ensure Building up well relation between teachers and guardians, ensuring mother gathering, guardian gathering and home visit but in practically it is seen that parent's members of PTA do not know their duties and responsibilities. Without knowing, how will they ensure mother gathering, guardian gathering. Schools are not practicing this regularly. For this do not know about it. In spite of being PTA committee and also have policy, they are not practicing because lack of time or weak monitoring system or lack of awareness.

There are two types of educators of children one is parents and another is their teachers. Learning begins at home. Parents are the first educators for their children. From this study it is seen that parents ensure children study in various ways such as study at night and in the

morning, help doing homework, evaluate results, check exam scripts, provide private tutor, solve the math problem at home. Parents say that they do all kind of things but teachers say another things. Teachers are not satisfied with parents. According to their view, parents participation in children's learning is not enough. Every school has different perception .

Research has demonstrated that every school focused on differently such as one focused on conscious parents, one focused on homework, hand writing and private tutor another school focused on elder sister, brother, uncle, aunt or private tutor if parents are unable to read. The findings illustrate that the parents allow particularly illiterate ones, to seek support for their learning from other family members such as elder sister, brother, uncle, aunt or private tutor who are more educated. Private tutor is focused on repeatedly. Teaching of school is not enough for students. Along with school teaching extra assistance is needed at home.

Head teachers, assistant teachers and parent's members were well aware of the importance of parental involvement in their children's education as evidenced by the findings of this study where all participants considered parental involvement is very important. It is well recorded that "the more intensely parents are involved, the more beneficial the achievement effects" (Cotton & Wikelund, 2001). The governments of Bangladesh and India has taken programs to promote effective parenting. Bangladesh and India has recognized that parents need assistance to strengthen their role in guiding their children, enhancing gratification development and also preventing abuse and discrimination of their children. (Jabeen & Karkara, 2005). Head teacher, assistant teachers, PTA and SMC parent's members revealed that they have taken some steps for enhancing parental participation such as Co-curricular activities, sports, art competition, Midday meal program, result based award, attendance based award, best parent's awards, regional representatives and building up good relationship with parents. From this study I understand All the mentioned activities are the outcomes of good relationship and co-ordination among all stakeholders. SMC and PTA parent's members are more conscious about children education. Here SMC and PTA parent's members are playing important role for child learning. Parent's members of A and B schools are more conscious than no category because parent's members of A and B schools are working as a regional

representative. But another finding is that all the stakeholders are not conscious about children education.

15.2. Parental participation influence child's learning at home and in the school

It is revealed by the result that children in participated parents in education more improve in verbal, mental and physical than the children in non-participated parents. To other important results of this study is that most of the teachers were of the view that parents can reduce the students' drop-out ensure quality education which can be assigned to the advocacy role of parents for their children's education within the extended family context. They can suggest their children to read extra objects such as different types of books at home. This practice can help them develop language and reading skill which can be important for children's learning at school. According to Bower & Griffin, Parents who valued their children's education and provided home-based learning activities as part of the literacy plan announced a marked improvement in their children's reading success (Bower & Griffin, 2011).

According to the findings teachers and parents were of the view that encouraging children to study, seeking homework, helping to read English and to do math, eating, giving tiffin for lunch before leaving for school and dressing properly for school. All things are mostly part of mothers' role. Mothers' responsibilities are largely domestic. Some participants mentioned that mothers educate their children more than fathers or other members of the family. In terms of whose involvement is more important, teachers considered that involvement of both parents is very important. Other findings found that Conscious parents educate their children, illiterate parents depend on other members or private master but poor parents depend on school. Those parents did not have time they engaged private master for their children's learning at home. Some parents are doing everything except helping child's learning. It shows that they are not conscious. Here the data showed that SMC and PTA members of "A" are more educated and conscious than the school of "B" and "no category". They have a little contribution to their children's education at home. On the other hand, head teacher of "no category" identified parents as

different categories that other head teachers did not mentioned. Head teacher of "B" school mentioned that mothers educate their children more than fathers or other members of the family.

Another issue revealed that children in participated parents study well, do homework, go to school regularly and do better in the exams, Social and mental growth happen in them and build up confidence among their children. They learn about social rules and regulations and obey it. So, from this study it is revealed that parents have a great influence in child's complete growth. Social and mental development removes moral decadence from the society which is very badly needed.

The reviewed data showed that there is a variation in parental participation. All parents do not participate in a same way. There are some reasons not to participate in a same way such as economical problem, illiteracy, mentality, lack of time, lack of conscience, household work, having little kids, social barriers and political issues but some participants more focused on illiterate, social issues, unconscious and working parents. It also reveals that children in participated parents well in the exam but the children in non- participated parents do not well in the exam drop out at last. To ensure 100% primary completion and fight back drop out, parental participation plays a vital role.

From this study It is found that parents involve in different activities. They see exam script, come to take result, know about syllabus and homework, leave approval of their children and solve math or English problem. They also attend the meeting, cultural functions, annual picnic, Milad mahfil, school establishment, sure cash program, sub-cluster training, national days and sports. mother assembly, provide monetary support for sports and football tournament. According to head teacher of school "A" sometimes they come to school for complaining against teachers or another student. Parents of this school are active. "A" school mentioned that parental participation brings social and mental growth among their children as well as they do well in the exam. But "B" and "no category" school mentioned that parental participation builds up confidence and create positive environment for children's learning. One participant of SMC of "B" said "ami amar cheleke niomito schoole pathanor cestakori. sikkhaker dayeotto take porano" They also attend sports, cultural programs, Slip activities, school maintenance, meeting, picnic,

In practically, they do not attend these functions regularly. But they are saying, they take part.

The reviewed data show that Parents of "A" school participate more than "B" and no-category school. It may be "A" school is situated in a developed environment where most of the people are educated and conscious. For this reason, they are careful about their children learning.

Here I found different information from different stakeholders head teacher and SMC members of "A" mentioned 50%, PTA members mentioned 60% and assistant teachers mentioned 30% and mentioned that only those parents participate whose children took part different programs. I found another phenomenon --- One SMC Parent's member said that they try their level best. Not more than 60%. (Most of us busy with their own work. So they cannot come regularly. Besides, there is no benefit to present in the meeting. That's why they are not interested in the meeting.) Here I found different information from different stakeholders head teacher and SMC members mentioned 50%, PTA members mentioned 60% and assistant teachers mentioned 30%. There is a big gap among the information. I found different information from different stakeholders head teacher mentioned 50%, PTA and SMC members mentioned 40% and assistant teachers mentioned 35%. There is a big gap among the information. They actually do not present in the meeting regularly. They do not get any snacks or remuneration that's why they are not interested to attend the meeting or any function. Some parents are interested to donet but most of the parents are not interested.

It is seen that participation percentage of "A" school is more than "B" and "no-category" school. Parents of "A" school is more conscious for that they participate more. Participation of no category school supposed to be more but in practically it was seen different scenario. After being nationalized, parental participation has become less. Because most of the stakeholders think that it is government's duty to do everything.

Parent's attendance at school influence students All the stakeholders of "A" school reported that parent's attendance at school has great influence students. According to their views parent's attendance enhance children's learning. Assistant teachers mentioned that parents are the first and continuing educators of their

children. Their presence creates a more positive experience for their children and helps children to perform better when they are in school. When parents are involved in their children's education, children earn higher grades and receive higher scores on exams, attend school more regularly, complete more homework, demonstrate more positive attitudes and behaviors, children whose parents were involved in the education showed a significant improvement in behavior and are more likely to enroll in higher education than children's with less involved parents. Children feel secure and proud, get homely environment, be more social and follow discipline. On the other hand, parents can understand their child's gap and can take proper step to fill up the gap. But head teacher of "A" school also added that sometimes parent's attendance disturbs teacher's activities. When parents present in the class, teachers feel uneasy to conduct the class. Parents give more attention to their children and it disturbs other students. When parents present in the class or near the class, teachers are to take good preparation for conducting the class. So, parent's attendance in the school has two sides one side is positive and other side is negative. Head teacher of "B" and "no-category school mentioned that parents' attendance is very helpful for especial needed child and sick children. Parents are saying that parent's attendance has great influence in child's learning but they are not attending in the school. It shows that they are not conscious and lack of motivation.

15.3 Problems the rural primary schools are facing in involving parents in education

From this study I found interesting information from head teacher and SMC parent's members. According to their views some parents watch TV serial in the evening and don't educate their children. Assistant teacher of "B" also told that Some parents are careless, they watch TV serials. Sometimes, parents do not arrange proper environment to study their children because they live in a combined family. There they do not get a space to create environment to study. They live in a small house. After evening others watch TV, so it creates hamper This is our social problem. Due to illiterate and unconsciousness, it has a great challenge to change this situation. Lack of time due to household work, having little kids and be workers are another problem.

Some parents face problem to participate in the school activities as for example lack of time, Lack of ability to talk in front of audience, having little kids, extra family household work, and illiteracy. But assistant teacher mentioned family barrier (specially to mother, law's does not allow to go to school). Mothers lack of mobility particularly in rural part of the country was an important reason All the participants said that there is no obstacle on behalf of school. Head teacher said, we are always ready to welcome them". Here it is seen that teachers are wishing for parents' participation. Parents say that sometimes teachers do not give time to the parents for extra burden of work. Teachers are to do lots of work that's why they cannot give time to the parents. According to policy, circular rules and regulations there is no obstacle. Literate parents do not come because they neglect school's environment. SMC parent's members of "B" school mentioned that parents feel shy for being illiterate and teachers are not so cooperating. It shows that among SMC members and teachers understanding is not well. Head teacher of "A" school said that Sometimes parents cannot come to school for political situation and power but it's not significant. It is seen that in "A" school has some political influence than other two schools.

15.4. Possible ways to improve parental involvement in their children's education

Existing parental participation forums and programs are not enough. All respondents think that more and active participation is needed and school should increase the number of parents in SMC and PTA committee as well as make different forums and include literate and conscious parents in that forums. Head teachers of all selected school focused on Making more forums and including parents. They realized that existing forums are not sufficient. SMC and PTA parent's members suggested that building up good relationship, giving some responsibility to parents. Here is noticed that parents are suggesting to make good relationship that's mean they are expecting good relationship among them which is not practicing in the school. Another point of view that they are suggesting to give responsibility to the parents but SMC and PTA parents have some responsibilities in spite of having responsibilities they are talking about this. They are expecting but not getting. Parents want to do something for school.

Assistant teachers of "A" school suggested some unique ways which are not mentioned anyone such as— parents-teachers conference or seminar, visiting developed school and following their activities, Support network (parents help children's homework), motivate by making leaflet and distributing to parents. To grow confidence in them. Assistant teachers of "A" school suggested that arrange different

training for parents as per example "Look. Listen and say". Parents will be able to teach their children by this training. But assistant teachers of "B" and "no category" focused on showing respect, cordial behavior, building up good relationship. Here it is found that parents are not getting proper respect for this teachers are expecting their respect. This may be one of the cause of parents not to interest for participating. A" school did not mention about respect but "B" and "no category" school mentioned it. Parents of "B" and "no category" schools are more illiterate and unconscious than "A" school for this they are not getting proper respect.

All the head teachers, SMC and PTA parent's members suggested for snacks and remuneration after meeting. If there is arranged of remuneration working parents will be interested to participate. Assistant teachers focused on comfortable atmosphere so that parents get confidence to attend meeting. So, there is shortage of comfortable atmosphere in the school. Assistant teachers of "A" suggested for sending class newsletter, performance reports, sharing good news. All these activities are practiced in every good school. But in spite of being "A" school, they suggested these. They are not practicing it properly but they expecting it. Most of the respondents suggested for arranging best participant's awards, best parents of the year prize, best performance awards. These awards will inspire parents.

Each respondent talks about regular meeting but it's a part of activities. Why they are talking about this, is the meeting not holding regularly? Another important issue is found that assistant teachers of "A" school suggested that keeping away from the criticism children's in front of their parents. It showed that some teachers criticized students. But most of them do not like it. Motivation, going to parents home and talking with parents are important steps for growing confidence. Home visit is a regular routine work but assistant teachers said that they should give time during school time for home visit. They visit generally after school but most of the time after school they become tired and have no patience for

talking with parents with enthusiastically. Assistant teachers are expecting to change the time. Building up well relation between teachers and guardians, ensuring mother gathering, guardian gathering and home visit; Ensure reading environment of the students at their home by the help of guardian are the steps for involving parents.

16.RECOMMENDATIONS

Based on of the study findings and discussion, it has some recommendations. Considering the data and results and writing the discussion section its recommendations are as follows:

- ❖ Arranging a meeting with parents in class wise at every month.
- ❖
- ❖ Writing home note on the kata and sending day to day news,
- ❖ Informing update information and regarding this view some important ideas are shared.
- ❖ Ensuring welcoming environment in the school for the parents.
- ❖ Teachers should keep close contact with the parents to motivation them and to build up a good relationship.
- ❖ Regular monthly meeting should be ensured by motivating the parents.
- ❖ Include literate and conscious parents in SMC and PTA committees to ensure effective parental participation in education.
- ❖ Give the parents more responsibility in the school related activities.
- ❖ Arranging training sessions to inspire parents on how to engage effectively in child's learning and school related activities.
- ❖ Networking between school and parents
- ❖ Building good relationships between parents and schools.
- ❖ Encouraging schools to systematize and extend their parental involvement activities.
- ❖ Training followed by coaching for the staff in school.

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