
Parental Roles for Their Children's Educational Activities in Nepal

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ABSTRACT: Education for children is the universal right where the nation, community, school and parents have the major responsibilities and play the crucial roles. Among all, parents are the most responsible and play the vital roles for their children's education. Hence, focusing on the foremost roles of the parents, the study was conducted to find out the parental roles for their children's educational activities.

The study was carried out at Laboratory Higher Secondary School, Kirtipur, Kathmandu, Nepal with cross sectional descriptive research design. Data were collected from 45 parents of students of grades 7, 8 and 9 by using self-administered questionnaire. Parents from Brahmin, Janajati ethnicity of ≥ 35 years with higher secondary level education, housewives, permanent job holders and from single families were found to be the most involved in children's education. The parents had managed their time at home for their children's study. They facilitated children's study at home by helping in difficult homework, doing family interaction regarding children's study, providing facilities as children needed, fixing schedule for study, finding out weaknesses, counsel and then help them accordingly, clarifying theory and practical and provide general knowledge. They also had created favorable learning environment for children by maintaining sound home environment, managing separate rooms for study, providing physical facilities, behaving friendly with children, doing family discussion on general knowledge and avoiding pressure only on bookish knowledge. The parents had also involved at school for their children's education by visiting school, interacting with principal, class coordinators, subject teachers and their children's friends, communicating periodically by doing face to face meeting or phone calls. The parents have found that their visit to school have motivated their children for study, have got moral support and confidence in study, have chance to find out weakness in their children's study and to improve on time and become well-disciplined. Additionally, the parents had adopted numerous strategies to motivate their children to study well.

It is concluded that the parents were playing multi dynamic roles as helper, guide, teacher, supporter, facilitator, motivator, manager, advisor, investor, communicator, counselor, consoler and evaluator at home and school with different ways and various strategies. Such findings can be implicated for good parenting education, include on school curriculum, development of harmonious society and conduct further research on such related issues.

KEYWORDS: Parental roles, children, educational activities

INTRODUCTION

Parents are the ones who reproduce the human kind in a given society; and contribute to the development of the human world. Parents or family as a whole, are one of the direct role player and effector in educational works and other aspects of children's life¹. Globally, it is advocated that education is also one of the fundamental needs and rights of children. The issue is raised in every universal agenda. For instance, education was given priority in Millennium Development Goal of 2000-2015, number 2 i.e. universal primary education² and also have given priority in Sustainable Development Goal of 2016-2030, number 4 i.e. for quality education³. Save the Children Sweden, Regional Office for South and Central Asia (2008) has highlighted "The UN Convention on the Rights of the Child (UNCRC, 1989) has stated that the family has the key responsibility to ensure the fundamental rights of children as it is the primary setting within which children are cared for and parented and where first significant relationships develop and the foundations of their development take place" (p. iii)⁴.

Everyone is aware that education is the basic tool for making life comfortable and successful. Hence, for children's educational achievement in future; parents invest their money, time, efforts and provide facilities. However, lacking of involvement in proper guidance and motivation to the children due to some circumstances, some children may fail to achieve their educational goals⁵.

A child broadens knowledge on different aspects firstly from parents; therefore it is said that parents are the first teachers in children's life⁶. It is generally said that the main two educators for the children's life are parents and teachers who can make the children's life creative, productive and successful through formal as well as informal education process^{7, 8}.

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The parents involve in guiding and teaching their children in many ways, but the matter is that how the parents are involved and what the consequences are seen in children's education. Many background variables of the family and home environment such as socio-economic status, level of parental education, family type have been found to be influenced in children's education⁶. Likewise parental attitudes, behavior and parents' involvement in teaching learning activities at home have seen strong impact on children's academic achievement^{9, 10}.

The parents are the most influential in their children's life for shaping their thoughts, feelings and behaviors⁴. Hence, parental involvement in children's education has a significant effect on educational achievement, from an early age to adolescence and till to the adulthood stage⁸. The initial education at early age impacts the rest of the children's life and consequently the future of society and the nation¹¹.

METHODOLOGY

A cross sectional descriptive research design was adopted for this study. The study was conducted at Laboratory Higher Secondary School which is situated at Kirtipur, Kathmandu, Nepal. The school was established in 1956 with the support from United States of America and the Government of Nepal. There were total 997 students from grade 1 to grade 10 and among them 253 students were in grade 7, 8 and 9 during the period of data collection. The data was collected from 45 parents i.e. 23 fathers and 22 mothers of students of grade 7, 8 and 9. The parents who used to involve on their children's study were selected through systematic random sampling of the students.

FINDINGS

Table 1. Demographic Characteristics of Parents

Characteristics	Frequency	Percentage
Ethnicity		
Brahmin	19	42.2
Chhetri	7	15.6
Janajati	9	20.0
Newar	6	13.3
Madhesi	4	8.9
Age of Respondents		
<35 Years	12	26.7
≥35 Years	33	73.3
Age of Partners		
<35 Years	11	24.4
≥35 Years	34	75.6
Education Level of Respondents		
≤Grade 10	15	33.3
Higher Secondary Level	20	44.4
Bachelors Level and above	10	22.2
Education Level of Partners		
≤Grade 10	16	35.6
Higher Secondary Level	20	44.4
Bachelors Level and above	9	20.0
Occupation of Respondents		
Housewife	14	31.1
Permanent job	13	28.9
Temporary job	10	22.2
Business	4	8.9
Other	4	8.9
Occupation of Partners		
Housewife	13	28.9
Permanent job	13	28.9
Temporary job	11	24.4
Business	5	11.1
Other	3	6.7
Family Type		
Single Family	32	71.1
Joint Family	13	28.9

Table 1 shows that 42.2% respondents were Brahmin, 20% were Janajati, 73.3% belonged to ≥35 Year's age group, 44.4% had higher secondary level education, 31.1% housewives, 28.9% had permanent job and 71.1% were from single family.

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Table 2. Usual Time Managed by Parents in Children's Study at Home

Parent's Managed Time	Frequency	Percent
On every homework doing time	13	28.9
Whenever their children need help	11	24.4
In the morning and evening	10	22.2
In the weekends	6	13.3
Whenever have free time	5	11.1
Total	45	100.0

Table 2 depicts that all parents managed their time for their children's study where 28.9% parents managed their time on their children's homework time.

Table 3. How the Parents Facilitated Children's Study at Home

Facilitated by	Frequency	Percentage
Helping in difficult homework	14	31.1
Family interaction regarding children's study	8	17.8
Providing facilities as children need	6	13.3
Fixing schedule for study at home	5	11.1
Finding out weakness, counsel and help them accordingly	4	8.9
Clarify theory and practical	4	8.9
Provide general knowledge	4	8.9
Total	45	100

Table 3 represent 31.1% parents facilitated their children on difficult homework and other parents also facilitated on different ways.

Table 4. Ways of Creating Favorable Learning Environment by Parents at Home

Ways	Frequency	Percent
Maintain sound home environment	17	37.8
Manage separate place/room for study	11	24.4
Provide physical facilities	6	13.3
Behave friendly with children	5	11.1
Family discussion on general knowledge	3	6.7
Avoid pressure only on bookish knowledge	3	6.7
Total	45	100

Table 4 shows how the parents created favorable learning environment for their children at home where 37.8% maintained sound environment at home.

Table 5. Occasions of Usual School Visits by Parents

Occasions of Visit	Frequency	Percent
Report card distribution day	30	66.7
Annual day of school	9	20.0
Parents' meeting	6	13.3
Total	45	100.0

Table 5 represents that all the parents used to visit their children's school on different occasions where 66.7% used to visit mainly on report card distribution day.

Table 6. Parents' Interacting Persons in School Visit

With Whom Parents Interact Mostly	Frequency	Percent
Subject teachers	13	28.9
Class coordinators	12	26.7
Principal	10	22.2
Children's Friends	10	22.2
Total	45	100.0

Table 6 shows that the parents interacted mostly with different personnel at school where 28.9% interacted with subject teachers.

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Table 7. Approaches of Communication with Teachers

Communication approaches	Frequency	Percent
Face to face meeting	35	77.8
Phone calls	10	22.2
Total	45	100.0

Table 7 represents that majority of parents i.e. 77.8% communicated with teachers by face to face meeting.

Table 8. Parents' Views on Effects of School Visit on Children's Education

Parents' Views	Frequency	Percent
It has motivated children in their study	15	33.3
It has given moral support and confidence to children in study	14	31.1
It has given chance to find out weakness in study and improve on time	9	20.0
The children have become well disciplined	7	15.6
Total	45	100.0

Table 8 depicts how the parents view on effects of school visit on children's education where they have experienced good outcomes.

Table 9. Parents' Strategies for Motivating Their Children on Studies

Strategies	Frequency	Percent
Behave friendly with children	9	20.0
Provide psychological support	8	17.8
Motivate children for application of theoretical knowledge in practice	7	15.6
Visit school regularly to check children's progress	6	13.3
Always keep promises to help children as needed	6	13.3
Appreciate children as they perform well and correct as needed	5	11.1
Involve children on exploration of general knowledge	4	8.9
Total	45	100.0

Table 9 shows parents' different strategies for motivating their children on their studies where 20% behaved friendly with children and other parents adopted various strategies.

DISCUSSION

The study shows that parents' involvement was found on various ways on their children's education. The findings is similar with the report by Berthelsen and Walker that a global rating of involvement of parents on which the teachers had indicated that almost two-thirds of the parents were very involved in their children's education. On the report, the teachers had reported that 60% of parents were very much involved in their children's education⁸.

The parents have adopted the strategies by themselves and also have given their additional ideas for motivating children for educational activities. Similar findings with the study by Vellymala who had found that all of the Indian parents regardless of their education status, had used various strategies to help their children to achieve success in school¹².

CONCLUSION

On the basis of findings, it can be concluded that the parents had involved on their children's educational activities at home and school with different ways and various strategies. Such findings can be implicated for good parenting education, include on school curriculum, development of proper society and conduct further research.

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