

CHAPTER II

LITERATURE REVIEW

According to this study, the researcher has used various theories, related research, journals and articles to discuss the following topics of the research;

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Background History of Education in Bhutan

Bhutan is a very small South Asian landlocked country located between China and India. It has an area of 38,394 square kilometers. History of establishment of hereditary monarchy dates back in 1907. In 1907, Trongsa Penlop Ugyen Wangchuck became the first hereditary king of Bhutan, thus, instituting the monarchical system of government in the country. The country opened its door to the outside world only in 1960s during the reign of third Druk Gyalpo Jigme Dorji Wangchuk by ending the country's state of long isolation. After 1960s, the country had begun to plan its developmental activities for five years and the first five year development plan (1961-1966) was launched with many developmental activities in place. Bhutan is almost entirely mountainous; with altitude varying from about 200m above sea level in the south to 7,500m in the north and more than 60% of land is covered by forests. The country is divided into 20 Dzongkhags (Districts) that are further divided into 205 Geogs, to facilitate equitable economic development and for administrative purposes. The national language of Bhutan is Dzongkha, which is also the official language, while English is increasingly used as the language of communication. Besides, Buddhism, other religion like Hindu and Christianity are also in practiced. More than 70 % of the people depend on agriculture which is also the backbone of the country. The concept of Gross National Happiness (GNH), propounded by the fourth Druk Gyalpo Jigme Singye Wangchuk, is the guiding principle for the development of Bhutan. His Majesty believes that, "Gross National Happiness is more important than Gross National Product, and the ultimate purpose of the government is to promote the happiness of its people." The statement clearly defines that the spiritual and emotional development is also a very important aspect of human life like material development. In the year 2008, under the Royal order, Parliamentary Democracy was instituted, giving power to people to have active participation of people at all levels [7].

Education is recognized as a basic rights and a very important factor in the wholesome development of an individual. Modern Education in Bhutan started very late. Before the introduction of modern education in Bhutan, monastic education was only the form of education where students learning were focused on religious studies. The introduction of formal monastic education was started in the year 1623 with the

establishment of formal monk body at Chari monastery by great Drukpa saint Zhabdrung Ngawang Namgyel. The students at that time learnt religious scripts through memorization. It was during the time of first king Gongsar Ugyen Wangchuk that the schools were opened in the country. He opened the first school in Haa in 1914 followed by Bumthang Thinley Rabten School in 1915. Different subjects like Hindi, English, Arithmetic and Dzongkha were taught, this gave birth to the modern education in Bhutan. It differed considerably from the monastic education because it gave more importance to the development of skills and knowledge, which they believed would produce citizens like doctors, engineers, administrators which would be useful for the development of the country. Many Bhutanese students were even sent to Kalimpong and Darjeeling for further studies under the royal government scholarship. Bhutan's educational system has changed drastically since 1960s during the reign of third king Jigme Dorji Wangchuk who was also regarded as father of Modern Bhutan. By the early 1960s Bhutan had established 59 schools in different places across the country of which 29 were private schools and 30 government schools. The successive five year plans brought tremendous progress in education, increasing number of schools from 59 (1961) to 193 in 1989. On other hand the enrollment rate in the schools in the country had increased from 400 students in early 60s to 70,415 in 1989, this lead to the establishment of department of education in Thimphu, mainly to monitor the schools [12].

Currently, the total number of schools in the general education system in Bhutan consists of 336 Primary Schools, 12 private Primary Schools, 91 Lower Secondary Schools, 1 private Lower Secondary Schools, 59 Middle Secondary Schools, 2 private Middle Secondary Schools, 36 Higher Secondary Schools, 17 Private Higher Secondary Schools and 165 ECCD centers. The total school enrolment for the 2013 academic year was 1,72,391 which include 47,511 in primary schools, 47,246 in Lower, 41,153 in Middle Secondary Schools, 33,520 in Higher Secondary Schools, 2,961 in ECRS and 32 in Muenseling Institute [13].

1. General Education Structure, Organization and Challenges of Bhutanese Education System

There are three major systems of education in Bhutan: monastic education which includes Shedras and Dratshangs, formal Institution based like schools, vocational institutes and colleges, and Non-formal and continuing education for school drops outs and illiterates. The formal education system covers all institution-based education from pre-primary to tertiary education. Bhutan currently has a 7-year primary education cycle, including one year of pre-primary education, followed by 6 years of secondary education leading to tertiary education. The secondary education programme comprises two years of junior secondary school, two years of middle secondary and two years of higher secondary education. Children begin their schooling at the age of six when they enter the pre-primary class (PP). Free basic education in Bhutan extends from PP to Class X. After Class X, students continue their specialized education in Classes XI and XII in higher secondary schools, join vocational training institutes, or enter the labour market. Entrance to Class XI in government schools depends upon the students' performance in the Bhutan Certificate for Secondary Education (BCSE) at the end of Class X. Students who attain the required percentage set by the board are either selected for in-country, government funded education or receive scholarships to study abroad. Students who are not selected for government-funded education can attend private higher secondary schools in Bhutan or abroad, at their own expense. Others have the option of joining vocational courses that are state-funded or organized by private firms. All publicly financed tertiary education in Bhutan is under the umbrella of the Royal University of Bhutan. At the moment 10 different institutes and one private Tertiary Institute constitute the Royal University of Bhutan. Every year the Royal Government of Bhutan provides scholarships for class XII graduates to study various professions abroad. A significant number of students also study abroad through private funding [7].

The Ministry is headed by a Minister. The Minister is supported by the Ministry Secretariat, headed by a Secretary. The Secretariat comprises of the following divisions; (a) Administrative and Finance Division (AFD), (b) Human Resource Division (HRD), (c) Policy and Planning Division (PPD), (d) Information

and Communication Division (ICD), and (e) National Commission for UNESCO and (f) Internal Audit Unit (IA). There had been changes in the structure of the Ministry as a result of the creation of a new department and Divisions and expansion of existing divisions. This has been done to enable the Ministry to respond effectively to the demands and challenges arising from the ever growing education system. The Ministry now comprises of four Departments namely the Department of School Education, Department of Youth and Sports, Department of Adult and Higher Education and Department of Curriculum Research and Development (formerly known as CAPSD). Furthermore, the Bhutan Board of Examinations has been reconstituted as the Bhutan Council for School Examinations and Assessment (BCSEA) and delinked from the Ministry to function as an autonomous agency. The Department of School Education is organized into six Divisions. The Divisions are the School Liaison and Coordination Division (SLCD), the School Agriculture, Feeding and Environment (SAFED), the Education Monitoring and Support Service Division (EMSSD), the School Planning and Building Division (SPBD), the Private School Division (PSD) and the Early Childhood Care and Development and Special Educational Needs Division (ECCD and SEN).

The Department of Adult and Higher Education is organized into the Scholarship and Student Support Division (SSSD), the Non Formal and Continuing Education Division (NFCED), Higher Education and Planning Division (HEPD) and Quality Assurance and Accreditation Division (QAAD). This department is also responsible for liaising with the Royal University of Bhutan. The Department of Youth and Sports is organized into the Career Education and Counseling Division (CECD), Games and Sports Division (GSD), Scouts and Culture Education Division (SCED) and Comprehensive School Health Division (CSHD) and Youth Centre Division. The Games and Sports Division also works closely with the National Sports Federations. The Youth Centre Division (YCD) is further supported by the Youth Information Centers (YIC) for delivering youth related information and services [13].

The educational system in Bhutan is young and improving but still in need of serious reforms and enhancement, and the nation's leaders are searching to find lasting answers to the problems faced by the education ministry. Although, huge progress has been made during past few years, the education system in Bhutan still

faces several challenges as it seeks to further enhance educational access and quality at all levels of school education. The research data indicates that there is a relatively lower basic education completion rates, regional disparities in enrolment, the phenomenon of under achievement, low adult literacy rates and marginal improvement in examination, difficulty of access to school, inadequate supply of school space and resources, class size, teacher and student ratio and the quality of learning [7]. The Changes and progress in education are taking place along with the other social, cultural and economic development in the country.

However, with this transition in the country, the youth related issues in the schools and Bhutanese society has been increasing yearly. They face with many challenges and vulnerability as they move from dependent child to a responsible and autonomy adulthood. In contrast to their parents, young people in Bhutan, today grow up in a different and complex world because of globalization and the rapid spread of mass communication, multimedia, changing global economy, political crisis, global violence and increasing access to drugs and alcohol. In addition, with limited life experience, inadequate resources and decision making skills, they are exposed to the risks of neglect, abuse and exploitation. Recent statistics indicate that they are most at risk from major socio-economic challenges including unemployment, low income, physical and sexual abuse, substance abuse, crime and violence and a wide range of health issues, significantly HIV/AIDS and reproductive health with young women being most disadvantaged [14]. The national youth report (2011) states that “there are still issues in relation to provision, access and quality of education across the country particularly for young women. These issues include literacy levels (lower for women especially in rural areas), access to higher secondary school and tertiary education (lower rates of access for young women), costs of education and the delivery of life-skills and livelihood skills within the curriculum” [15].

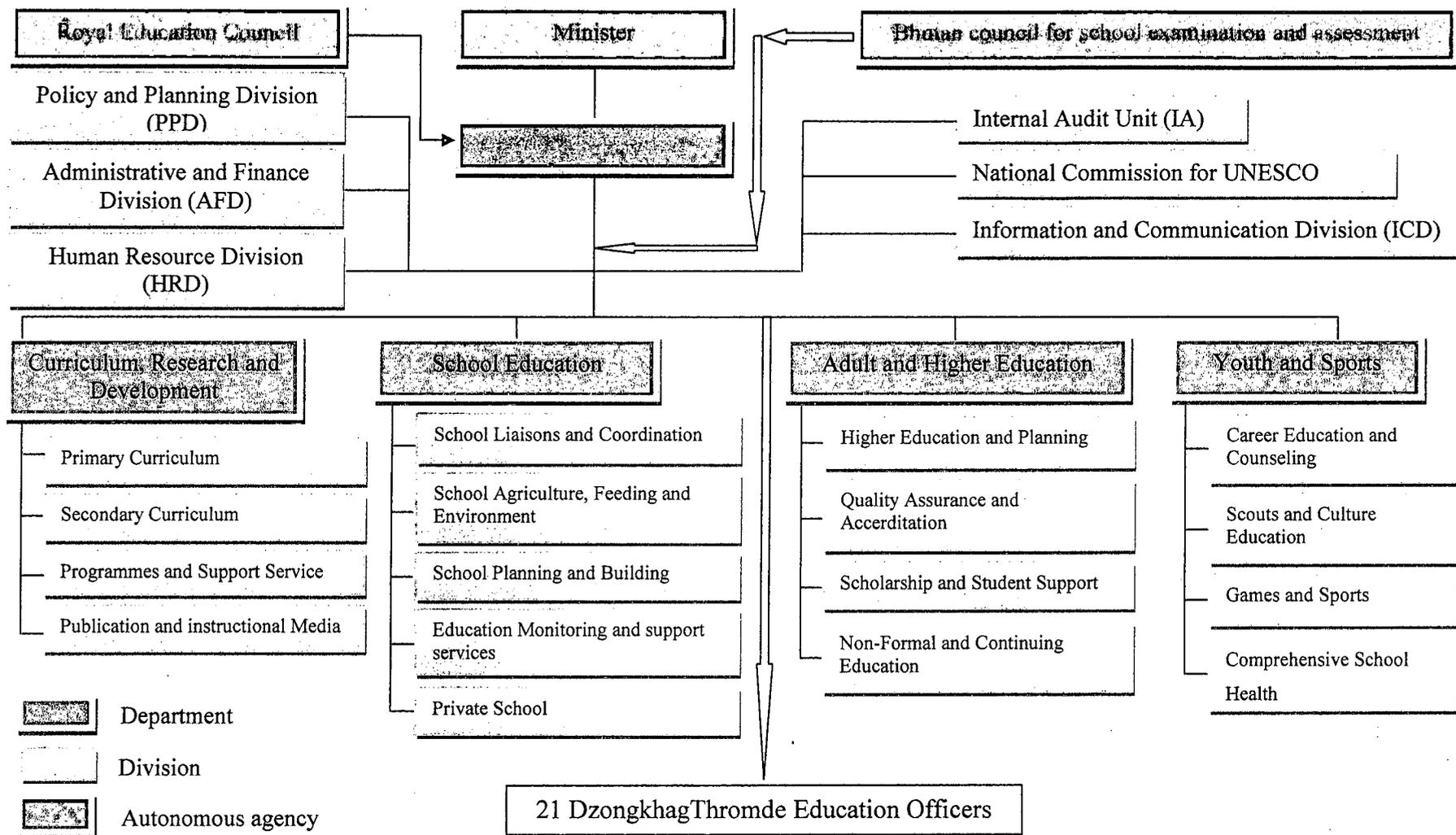


Figure 2 Organization Structure of Ministry of Education, Bhutan

2. Primary Education in Bhutan and its Major Challenges.

The Primary education in Bhutan follows the seven years of schooling which starts from Pre-Primary to grade six (PP-VI). Bhutan's aspiration in achieving educational goals are defined in the "Education Sector Strategy: Realizing the Vision 2020". This strategy forms the basis for achieving Universal Primary Education (UPE) by 2015 under the Millennium Development Goals (MDGs), and for achieving the fundamental goal of equity under the Dakar Declaration. UPE means "that all children of primary-school participate in the school system and complete primary school" [2]. The MDG goal indicates that all Bhutanese children are becoming "primary graduates" by 2015 and this requires: (a) beginning pre-primary (PP) enrolment of all children for the academic session 2009 at the officially prescribed age, i.e., 6 years; and (b) the acquisition of these children of basic skills-reading, writing and numeracy- and their progression from PP to Class VI within a national time frame of 7 years. This further implies that the school system will have the capacity to accommodate entire cohorts of children, as well as to provide a quality education. In other words, for UPE quantitative and qualitative objectives are inseparable [8].

As of 2013, there are 348 primary schools with 104323 students in Bhutan. Of this 348 schools, 69 schools are urban schools with 32 180 students. The total enrolment in primary school in 2013 was 47,511. There is no doubt that Bhutan government has been successful in reaching almost all the children, still than primary education in Bhutan faces major challenges like achieving of universal primary education, non-enrolment, enrolment age, gender Parity, quality of learning, and low academic performances. It has been observed that the pre-primary (PP) enrolment growth has been on the decline with an average growth rate of (-) 3.2% since 2008. The new entrants in PP have decreased from 15,242 in 2008 to 11,813 in 2013. Similarly, the enrolment in primary education (PP-VI) has also decreased from 106,100 in 2008 to 104,323 in 2013 with an annual growth rate of only 0.6%. While the government has been successful in reaching almost all the children, ensuring right age admission has always remain a challenge since children enroll in school at different ages due to various factors such as parental preference, walking distance, illness, special needs etc. The above data indicates that enrolment of children in the primary schooling is still an issue and growing concern in Bhutan.

The primary enrolment age for children in Bhutan is another concern of the Bhutan government. It is found that on average, only 39.3% of primary enrolment is of right age and about 61%, which is more than half the primary enrolment comprises of over aged and under aged children. The percentage of right age enrolment has increased by 4.6% as compared to 2012. As off 2012 year, the primary Net Enrolment Rate (NER) stands at 96%, which is an increase of eight percent as compared to 2008. The Net Primary Enrolment Rate (NPER) for boys and girls grew by eight percentage points and seven percentage points respectively over the five-year period. Similarly, the primary Gross Enrolment Ratio (GER) stands at 116% for this year, which is an increase of four percent compared to 2008. The Gender Parity Index for this year stands at 1.01, which indicates that for every 100 boys there are 101 girls at the primary level. The adjusted net enrolment ratio (ANER) for primary education is estimated at 98.5%, which indicates that approximately 1.5% of the primary age children are out of school or not enrolled in any forms of learning. Adjusted 6-12 primary age children includes 1.8% of the of the 6-12 years old children in secondary schools, 0.6% of 6-12 years in traditional learning and 0.4% of 6-12 years old children studying outside Bhutan [13].

Bhutan's status and quality of primary education have been assessed through the key Determinants of retention, grade repetition and learners' academic achievements. According to Education Sector Review Commission report, 2008, the repetition rate is 8.5 percent in every grade level. Among all grade level in primary school, grade four has high repetition rate. The data shows that girls repetition rate in primary classes is slightly lower than boys. The report further states that there is a high level of children who are not mastering the curriculum. Alarmingly, mean test scores in literacy and numeracy are very low, and the "learning rate" is so slow that an extra year in each grade is required to reach the average competency for that grade. Urban students outperformed semi-urban, rural and remote students in all cases. Urban students' better performance in all areas means that the system must be made more effective in reducing inequalities of educational opportunity [8].

3. Parent and Family Education Program in Bhutan

Education in today's world is increasingly viewed as a shared responsibility of educators, families and parents. The schools and families have essential roles to play in overall development of the children. There is no doubt that when parents, families, communities and school work together as partner, it can immensely benefit the children in terms of social, emotional and academic performances. The effective collaboration between parents, families and school is a gateway to the proper learning of students in the school. Family and parental involvement in the education of children is not a new concept, indeed, for a year; educators have a strong sense of belief in the involvement of parents in the learning of their children to their full potential. Many research studies described that positive collaboration between school and family has a greater and wider impact on the future success of the child as an individual in the society. The Education ministry has a policy in placed on the Early Childhood Care and Development program. This policy supports that parents need to provide nurturing care to their child from conception to 8 years, which is essential for the overall development of the children. Early Childhood Care and Development refers to the program and services that are concerned with the physical, cognitive, social and emotional development of the child which are essential for their primary education. Many researches show that proper care during the early childhood has greater benefits and impact on children during their schooling life.

His Majesty in his address at the 3rd convocation of the Royal University of Bhutan, Paro College of Education, February 17, 2009 states that "our education system built and nurtured with your hard work and dedication has served us well. But we must understand that the times have changed here in Bhutan and all around us in the world. We cannot face new challenges with the same tools. Thus, every person and institution must evolve to meet the aspiration of our people and the changing needs of our nation. Further, His Majesty re phrased the noble word of Fourth King 'the future of our nation lies in the hands of our children' His Majesty mentioned that it is the duty of today's parents, leaders and citizens to provide quality of education for our young Bhutanese" [16].

The Education Sector review Commission Report [17] recognizes the significant of early stimulation and education of young children and its critical link with enrollment, retention and learning and learning outcomes in primary education. Education sector Strategy 2020 states “All children aged between 3-5years will be supported to enhance their intellectual, emotional and physical development through a program that enables them to grow in their familiar and natural environment. Priority will be given to home based approaches, with additional inputs from institutional structures and options, which recognizes the increasing diversity of life styles and settings in which children are now being raised”. This clearly indicates the importance of the involvement of families and parents in children’s education. Involving in children’s education by the parents and families is not new idea in Bhutanese social context, infact traditional way of involvement have been practicing since the beginning of monastic education in Bhutan. Dorji [18] states that “our parents took turns to cook for ten of us...I just remember watching my mother staggering up the hillsides with a heavy basket of ration on her back, perspiring...she would ask me whether I had finished my foodstuff, or whether I was hungry”. This statement clearly states that although Bhutanese parents were not engaged in the formal learning of children in the school, they have been supporting their children once they were in school. However, with the educational transaction in the country, the concern stakeholders felt the need of parents, families and school to work collaboratively towards educating the Bhutanese children. The National Education Policy [11], states that “the concern school must involve parents, families, and communities in the learning and teaching of the children in the school”. The child friendly school further enhanced the role of schools and families in educating children in Bhutan. In 2004, Ministry of education has step up with new approaches of child friendly school (CFS) task force to achieve basic quality education for all the children in the country. The concept of the child friendly school is based on five dimensions which are focused on the convention on the rights of the children (CRC). The convention on the rights of the child was signed in the year 1989 and it was ratified in 1990. The main aim of Convention on the Rights of the Child is develop awareness on CRC and to develop a system for self-assessment of the school children, parents, teachers, and administrators through participatory approach. The child friendly school approach is governed under

five important dimensions; inclusive of all children, effective child centered teaching and learning, promoting safe, protective, and healthy environment, gender responsiveness and effective collaboration with students, teachers, parents and community. A child friendly School is to ensure full school enrollment, retentions, and school completion of all children within their specific schooling age. A child friendly school can always respond to individual needs of children and be able to prepare children with right attitudes and skills that will enable them to achieve their full potential for growth and development. Thus, child friendly school aims to facilitate families, teachers, parents, community and children for further development. CFS recognizes both the participatory role of parents and community as a building block for children's over all development. The positive participation of parents through mutual trust and respect between parents and school staff is very crucial in promoting child friendly school. The CFS insist schools to develop collaborative relation with community and parents, thereby involving parents in school management and in making decisions that affect their children's education [19].

4. The Role of Bhutanese Parents

The changing education system and socio-economic development of the country has changed the educators and parents thinking of children's education. During the monastic education system in the country, the role of parents was to provide constant support with every necessary item until the child attained a certain level of monk hood. However, with the introduction of modern education in the country and its new approaches in educating children, parents had felt different experiences and educators felt the need of working collaboratively. In the Quality of Education of Bhutan, Jagar gave a brief description on the role of parents. Jagar said that "with the beginning of modern education in Bhutan aiming at wholesome education of children, parents must now provide support creating an enabling environment in a school where children are enrolled. They need to participate in school activities by providing moral support to teachers and not join the cynics in lashing unwholesome criticism at them. There must be a healthy and trusting relation between parents and teachers and both must work towards creating a lively environment. He further states that educating children is a common responsibility of all adults and not the teachers alone". However, he states that community with

scattered settlement, low literacy rate, followed by poverty has left many Bhutanese parents without proper educational background to provide effective academic support and guidance towards their children's learning and education in the school. Poor parenting education has not only undermined parent's rights towards their children's education but also isolated themselves from many daily activities of the school [12]. Therefore, building school collaboration with the family has seen as a very important component of educating the child in the school. The career and counseling division under the Department of Youth and sports (Ministry of Education, Bhutan) is entrusted with the responsibility to coordinate parenting program in the country to make parents more aware on their role in child's development and education.

In 2000 the School-based Parents Education and Awareness (SPEA) program was started by save the children to help the government's department of youth and sports address the emerging problems facing Bhutan's youth as they struggled to cope up with the exposure and changing environment brought about by development and other influences. SPEA gives parents and teachers a forum where they discuss child-rearing experiences, learn about new issues/problems in the lives of their children, and be educated on the special needs of today's youth in Bhutan. It also enhances parents'/guardians' and teachers' ability to communicate more comfortably with their children on any issues concerning these adolescents/youth including sensitive topics such as teenage pregnancy, relationships, reproductive health [20].

Meaning of Parent and Family Involvement in School

There is a voluminous body of research literature supporting the involvement of parents and families in school to improve child's academic performance in the school. Since there are very large existing literature based on parent and family involvement, I have presented only a summary of selected research findings and relevant literature in order to support a framework that is most appropriate and relevant to the Bhutanese school system. Rapid economic development all over world, have caused alteration in the way people live and educate their children in the school. Education in every country is now facing with major challenges, with special focus on student academic performance in the school. There are growing concerns on how to improve academic performance of student and who should be responsible. The role of

parents in children's education has become a general debate and discussion in education system and research field. Mostly, concerning with how to improve student academic performance and reduce educational inequities.

The 21st century is the century of knowledge and innovation. Societal change and educational transformation are taking place all over the world. Education systems are facing with major challenges. Educating young generations with proper knowledge and skills has become central issues in every country. Fueled by concern of how to improve students' academic achievement in school, parent and family involvement in school are considered the most important and successful educational strategies. The term parent and family involvement in school is used in a broad way depending on the culture and societal status. The term parent and family are used interchangeably in my research to accommodate modern diversities in family system. Various meaning of parent and family involvement were discussed by many educational researchers.

Hara and Burke [21] defines parent involvement as families and communities who take an active role in creating a caring educational environment. She further asserts that parents who are involved with their children's education are those who consistently demonstrate good parenting skills, communicate with the school staff, volunteer their time in the school, help their children learn at home, take an active role in school-related decision making, and who regularly collaborate with the school community.

Choden [22] argues that "the parent involvement is not limited to those who gave birth to the child but extends to the family members who live with child and care them". Choden [22] explains that the "parents" in parental involvement encompass "biological parents, step-parents, grandparents, primary caretakers, older siblings, aunts, and uncles". Family system has changed drastically all over world. Traditionally, the mothers stay at home and look after the child but this phenomenon has now altered with mothers going to work. In the western world, family has become extended with every members of the family working; therefore, responsibility of raising child has now shifted to other family members and child care workers.

Rafiq [23] states that parent involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside the four walls of their house, and providing coaching services for improving their learning in different subjects.

The term parental involvement is the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child Department of Education in United States 2004 [24].

Gestwicki [5] defines term 'family' as an "any combination of two or more persons who are bound together over time by ties of mutual consent, birth, and/or adoption of the placement and who together assume responsible for variant combinations of some of the following: physical maintenance and care of group member, addition of new members through procreation or adoption, socialization of children, social control of members, production, consumption, distribution of goods and services, and affective nurturance-love".

Hoover-Dempsey and Sandler [25] defines "parent involvement in two broad categories: home based activities and school based involvement. According them, home based activities includes reviewing the child's work and monitoring child progress, helping with homework, discussing school events or course issues with the child, providing enrichment activities pertinent to school success, and talking by phone with the teacher. Whereas school based involvement includes driving on a field trip, staffing a concession both at school games, coming to school for scheduled conferences or informal conversations, volunteering at school, and serving on a parent-teacher advisory board.

Gestwicki [5] defines "parent involvement as an all purpose term used to describe all manner of parents program interaction: Policy making, parent education, fund raising, volunteering time, and even simple exchange of information of various sorts with staff". The modern family has become very complex and extended. Thus parent and family involvement in children's education in school not only means

involving direct parents; infect all those members in the family who support and rear the child at home or school. Parent and family involvement in school is an overall participation or involvement by parents or any family members directly or indirectly in educating children in the school. The involvement of parent and family can be at home and school related to academic and non academic activities of their children in the school designed by respective school. Powell [26] suggest that “ the parental involvement is really concerned with solving the problems that families and child care program encounter when working together to care for young children, including defining the boundaries of family day care interaction and roles of parents in coordinating the relationship between the family and child care program”.

Redding [27] pointed out that “the parent involvement is concerned with parent engaging in learning activities, mostly although not exclusively in the home. Involvement is not limited to actual learning tasks. It includes the notion of the “curriculum of the home”-“the patterns of habit formation and attitude development that prepares a child for academic learning and sustain the child through years of schooling”. Parents and school is co-producer of education when they work collaboratively with each other on children’s learning either at home or school. Many researchers have found that parent and family involvement in children’s education has direct benefits on the children’s learning in school.

A common definition of the term “Parent and Family Involvement in School” is to work together with parent and family or the participation of parent and family in educating children at home and school.

General Perspective on Parent and Family Involvement in School

Education is a key to positive change in human being. The quality of life and society in the country depends on how well the citizens are educated particularly, the young children’s in the school. These young children’s in every country are viewed as major assets for socioeconomic and human resources development. They are recognized as key agents for social change, economic development and technological innovation. The way the government, parents, families and communities educate them will have direct impact on their wholesome development and their school success. Parent and family Involvement in school is considered as invaluable factor behind the

success of children in the school and life. Like teachers and educators, many researchers found that parents and families are the experts who can provide better and critical information about the child.

Generally, every people in the society believe that the educating of child is the responsibility of the school and teachers, once the child is enroll in the school. However, the world in which we live at present has changed and the family too. Educating of children in the school has now become very challenging and the way the child is brought up in the family at home will have great impact on child's learning at school. By focusing on modern diversity in family system and challenges that the school faces, we need to re-confine our thinking about how to educate the child in the school. Schools need to work as open system inviting different stakeholders to teach and learn with their children at home and school. On other hand, every member of family or community must actively participate in children's education.

Speaking of parental involvement in particular, Marzano [28] explains "it is clear that Parent involvement in such areas as criticism of the school or visit to school to complain are likely to generate negative effectiveness at the school level ...on other hand , there is too much evidence of the positive effect of the parental involvement" The scholars also argues that not all types of parental involvement are beneficial to effective running of the school. Coleman [29] found that quite consistently that parents prefer to be involved in students learning rather than in school governance or other activities that focus on the school in its entirety. Berger [30] suggest that Parents may be cast in variety of roles from experts (own their own children) to students, thus putting staff in positions ranging from servants to savants. Infect many teachers are convinced that working with parents will help them to create a more supportive environment for children in their care.

Atkin [31] highlights that the families and schools have much to offer each other and yet "there is still plenty of evidence of schools that fail to keep parents informed, of parental anxieties that go unrecognized or of home and school continuing to harbor gross misconception about each other". Educators, researchers, policy makers and other stakeholders have now come to realize the need for child's family and community to have active roles in the school process. The relationship between family and school has been seen as one of key factor behind children's success in

school. Rappaport [32] states that “Developing family school relationship is a means of promoting the ability of family to negotiate its developmental course as it encounters life events”. Rappaport further emphasizes the acquisition of further knowledge and skills that promote parent decision making, choice, and self determination. Trivette [33] reach the same conclusion that responsive and individualized family school programs address the family’s priorities and concerns by promoting both families and school’s ability to identify and meet the family’s and child’s goal within and empowerment framework. Similar conclusion was also made by Dunst [34], arguing the schools and educators to see child and their families as a part of larger social system and see child’s family in a very broader perspective and thus change their role in educating child and their families. Although parent and family involvement in school is a complex process which requires much hard work and commitment from parents, families, community, policy makers, and school. Extensive research links parental and family involvement to improved students learning and increased in student achievement.

The CCSSO [35] report states that “each type of family involvement is recognized as important and valued. To make successful family involvement an integral component of school functions, it is necessary to enhance teacher capacity to work with families as partners in the improvement of their children's education, to make family involvement key to school improvement, and to encourage families in making decisions that affect the quality and content of educational programs for their children”. Many research indicates that school practice to increase active parental involvement is more effective if teacher attitude, beliefs, and behaviors are associated with empowering influences and effective family involvement practice leads to opportunities for parents to choose various kind of involvement with the schools; there is the recognition that any contact schools and parents share is positive and important.

When talking about parent and family involvement in school, different individual perceive the meaning differently, some think as parent involving in meeting and making decision program, while some think as parents learning from school and help their child in learning. Some consider parental involvement in school as helping school volunteering work. Gestwicki [5] states that “there is no single model of parent involvement. Schools have to choose to address the issue of family involvement in

variety of ways ranging from a low level to a high level of involvement". He further argues that schools with a low level of family involvement such as newsletter, parent meetings, or individual parent conferences allow parents to take part in activities that do not challenge the expertise of a teacher or the decision making power of the school. On other hand he says that school with high level of family involvement like parents visit to school, observations, and volunteer assistance provide opportunities for parents to make their presence know, particularly in educational settings as parents are seen as source of help. Recent studies have focused on the positive relationship between strong relationship between parental and family involvement in school and students' academic success in the school. However, that success depends on how school, parents and families perceive their role in educating children in the school. Marilyn-Price [36] stated that "on surface, parent involvement in education seems uncontroversial. If you are a parent or educator, you most likely believe parent-teacher conferences are important, a good home work is essential, and teaching respect and discipline at home is likely to affect student learning. But there is more to parent involvement than meets the eye-and the topic can stir fierce debate among educators and scholars". This clearly states that involving of parents and families in school is not an easy task. Every stakeholder must put their effort to make this program a successful.

Brief History of Parent and Family Involvement in Education

Berger [30], states that "The family is first in time and in many ways the most important teaching agency in the society. Involving of parents and family members in educating child is not a new phenomena, it has been practicing ever since the beginning of human civilization. Although, the level of parent and family involvement were simple but over a years the program has grew from simple to complex with changing society and education system". He further mentions that "A study of contemporary primitive groups near Amazon in Brazil substantiates the fact that no literate people use the oral tradition to pass on accumulation of time tested wisdom and practices. The education was more primitive where education aims to transmit unchanged from the adults to the young, the beliefs, practices and attitudes that have stood the test of time and proved successful in the environment in which one's

ancestor lived". During prehistoric times, just as today, the first teachers were parents and families.

With rapid changes all over the world, social problems, poverty, and political unrest produce turbulence for families, their need for stabilizing forces increases. So in the 1960s, with the call for "War on Poverty" and the achievement of a "Great society", there emerged a focus on the family as one institution that could affect the lives of millions of disadvantaged children. The call was strong and resulted in renewed interest in programs in child centers; home based education, and combined home school intervention [30].

An interest in the involvement of parents in early childhood education is not new. Parents were involved in some of the first nursery education movements in America in the earliest decades of this century. For middle class parents, parent cooperative nursery school blossomed throughout the 1920s, 1930s, and 1940s, reached a peak around 1960 and continues today to lesser degree. Parents from lower socioeconomic backgrounds were involved in the nursery schools and child care centers set up the government to supply children's nutritional and health care needs in families disrupted by the depression (Works progress administration, or WPA, Centers) Later in World War II, the Lanham Act child Care Centers offered child care for parents working in the war effort. It was another twenty years or so before the field of the early childhood education expanded again, and with this expansion came renewed interest in efforts to work with parents. Parents were closely involved in the first community public schools established in early America, and then lost that involvement as schools increasingly adopted the factory model of nineteenth and early twentieth century. The National Parent Teacher Association (NPTA) was established in 1987, with a view to advocating for children. The history of real parental involvement in the public schools is actually fairly recent. In 1964, the secretary of health, education and supported the concept of parental involvement in a report. In 1968, the Kerner Commission, investigating urban riots, reported that increase community and parent participation in the school system was essential to successful functioning of inner city schools. Then in 1968, the U.S. Office of education program guides suggested that education agencies establish parent advisory council (PAC) for title 1 program. The in 1972, the U.S. office of education required each Local

Education Agency (LCA) to established district wide parent advisory councils. In 1986, *Beyond the Bake Sale: An educator's Guide on Working with Parents* was published, a first guide for educators. In 1988 the Hawkins Stafford Amendments provided more specific parental involvement; timely information to parents, in a language and form parents can understand; assessing effectiveness of parents of parent's involvement and determining what needs to be done to increase parent participation, and holding parent-teacher conferences. Goal 2000 was passed into law under President Bill Clinton: *Educate America 1994*. Goal one states, "By the year 2000, all children in America will start school ready to learn." Parents are specifically mentioned in one of the three objectives to meet the first goal: "Every Parent in the United States will be a child's first goal. The most recent legislation that links parents with the educational process is the No Child Left behind Policy (NCLBP), signed into law in 2002. This law mandates the home-school communication and cooperation between parents and educators. It was provides information to parents and families on quality of education and the strength of the school. In addition, Goal 8 of the 1999 National Education Goals report concerns parental participation and states, "By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children." Parent and family Involvement in school have been seen as a most important educational tool for imparting better knowledge and skills in children in the school by many educational researchers and educational policy makers. In USA, to ensure right to free and appropriate public education for all individuals, United States has brought many educational reforms, most importantly; enacting and passing of federal legislation of education such as Individuals with Disabilities Education Act (Education for All Handicapped Children Act (EAHCA) also referred to as Public Law). This law regards the active participation of parents and mandates parental rights and responsibilities in child's education [5].

Educating of child in the school has become challenging in the recent decades. The rapid evolution of the education system due to rapid economic development in the country, the need for educating children's in the school has given out most important by every government. Every country's education system has opted best strategies for teaching and learning of the children in the school. Of many

changes, the schools now focus on educating children as the responsibility of every individual and stakeholders. Many educational policies were put into place to involve and work collaboratively with the parents, families, and different stakeholders in educating the child.

The Role of Parents

Educating of child is a shared responsibility of every individual, family and society as a whole. Formally, child come to school to learn but true learning begins at home with their parents and families, thus, positive and very supportive family atmosphere at home can make a child to learn better at school. Parents and families have better ways to mold and develop the child into most successful person in life through many roles;

1. Parents as Nurturer

Gestwicki [37] points out that “Being nurturer is the parent’s primary role in providing a psychological environment of emotional interaction in which the child can thrive”. Child learns everything at home and parents must nurture them with proper care. How a parents care of them will influence their physiological, physical, and emotional well being as a grown up adult. Many researchers have found that there is an important correlation between warm and responsive parent care and child’s development. Gestwicki [37] studied the development of infants cared in a founding home with an adult child ratio of one to eight, and those cared for by their own mothers in a prison nursery. The finding concluded that lack of attention and handling in the founding home produced severe physical symptoms of depression.

Gestwicki [5] underline the vital importance of consistent, caring relationships in the early years to foster the emotional interaction that is the most critical primary foundation for social and intellectual growth. Brazelton points out that “emotional learning comes first through warm interaction and cognitive learning follows”. The nurturing role is very crucial for the optimum development of the child.

2. Parents in Adult relationship

Gestwicki [37] states that “Parents are people first, and there is evidence that those who are fulfilled and contented as individuals are better able to function effectively as parents than those who are disappointed in their personal lives”. It is

evident that the support one's parents give to the other facilitates the development of the parenting role as well as optimizing conditions for nurturing the child.

He further points out that although primary adult relationship may be with a marriage partner, the adult's life may be crisscrossed with a network of adult relationships-parents, former spouses. He explains that the relationship with one's child is an extremely important relationship, but it begins out of the context of relationships with other.

3. Parents as an Individual

Gestwicki [5] points out that "Americans have come to value the development of the individual persons. We are now aware that this personal development is a lifelong process. Parents concerned with nurturing their children's development are also encountering growth in their own lives". The way the people live is changing everywhere in the world. Every parent started working and engaged themselves with lifelong learning process. Many mothers find their self esteem being attacked, whether they have chosen to fill the traditional role of home maker or have joined the majority of mothers working outside the home. "In the national conversation we have been having in this country about work and family life, having a working mother alternates between being seen as being either good or bad for the children". Gestwicki [5], states that there is no difference in the assessment of children with employed mothers and those of children's whose mothers is at home. What matters most is how children are being parented, rather than whether their parents are working outside or home. Ellen Galinsky's more recent theory looks at family life from parent's perspective, outlining a six stage model to describe parent's development.

Gestwicki [5] states that "A majority of working mothers and fathers feels that it's bad for the family for mothers to be at work. When mothers return to work, they do so in the climate of subtle societal disapproval. And some of the criticism is directed back and forth between working mothers and stay at home mothers, each resenting the other's choice and judging their performance and contribution". With rapid globalization, the way people live has changed and there is a drastic change in the way children are brought up at home.

4. Parents as a community member

With the increasing complexity of life, a growing of family function has been taken over by community institutions and organizations: education by the school system; recreation and entertainment by the youth and other clubs, as well as the church. Parents are asked to support the organization that benefits their children as well as themselves. As a community member, parents may not only give but also receive help to form the social network of community organizations. It is also important for the parents to realize that their actions within the community can help shape opinion and policies on the issues of importance to both teachers and families. Parents need communities that care for children and families and that make children a high priority. As advocates in their own communities, families speak out on behalf of their children and themselves and as well as on the behalf of all children and families. No one has as much interest in their children as do parents; therefore they have right and obligation to stand up for their children [5].

5. Parents as an Educator

Perhaps the role for which parents feel most unprepared is the role of educator. (Guiding and stimulating the child's development and teaching the skills and knowledge that children need to eventually become effective adult in society. Yet families teach their children from the time they are babies and continue to teach them what they consider important throughout their life in the home. The primary task of parents is 1) the socialization of their children to the values held by family, as well as 2) assisting and monitoring children's development as learners and providing preparation for schooling [38].

Benefits of Parent Involvement in Children's Education

Many researchers have found that there are immense benefits to the child when their parents or families get involved in their learning at school and home. Gestwicki [37] has did a studies in mid sixties and he suggested that the early years are of the outmost importance in setting learning patterns for children's and families; that parents' style (particularly mothers') is the key to children's learning style; and that mothers' aspirations and self confidence are the key to children's sense of confidence and competence as well. Lareau [39] states that "the idea that parents should be

involved in their children's education has attained the level of an institutionalized standard...espoused by a wide variety of social institution (with) very little opposition to the idea"

Gestwicki [37] points out that when parents intervene in educational programs, it improves children's total learning environment by stimulating changes within key elements of environment, particularly in parental behaviors. Research evidence suggests that there is a close connection between the development of children's IQ scores and learning potentials to opportunities within the home to learn, explore, use language, and to have these learning activities positively reinforced. A substantial amount of research on specific factors in the home that influence children's behavior, found that maternal warmth, high levels of emotional involvement and interaction, and parental interest are positively associated that differences achievement. Gestwicki [37] came to similar conclusion that the differences in academic performances among children are related to the value in the home placed on school learning.

Gestwicki [37] states that "There is affirmation that parent involvement is positively related to children's scores, academic achievement, verbal intelligence, and self concept, as well as to parental feelings of success and involvement in community activities". Gestwicki [37] offer more optimistic findings about long term effects on the school performance, confidence, and self image, up to fifteen years after children participated in the preschool intervention program. Gestwicki [5] states that the participation and active involvement of the parent in the school is perceived and appreciated by the child, who can derive from it a sense of security besides seeing it as a model and incentives for his or her own personal growth.

Gestwicki [5] explains that many teachers of school aged children believe that children at later periods of development do not have the same need or their parents in the school setting in order to build their confidence. However, all the research proves over and over again that when families are involved, not only is child's performance enhanced, but also they have more positive attitude about school. Gestwicki [5] indicates that the school success of African American children is directly related to their parent's value and expectations, as well as the active participation and emotional availability of their parents. Gestwicki [5] came to similar conclusion that children

gain in academic skills, positive self concept, and verbal intelligence when extensive family participation with teachers is required. Gestwicki [40] found that when parents and families gets involved in student learning, the children are benefited in three areas: Increased security in the new environment, increase feeling of self worth, and increased number of helpful responses and appropriate experiences due to adults' sharing of knowledge.

Olsen and Fuller [41] states that "the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to: create a home environment that encourages learning, express high (but not unrealistic) expectations for their children's achievement and future careers, and become involved in their children's education at school and in the community. They reviewed and analyzed eighty-five studies that documented the comprehensive benefits of parent involvement in children's education. This and other studies show that parent involvement activities that are effectively planned and well implemented result in substantial benefits to children, parents, educators, and the school. The researchers found that when parents and families get involved, the children are benefited in numbers of ways; children tend to achieve more, regardless of ethnic or racial background, socioeconomic status, or parents' education level, children generally achieve better grades, test scores, and attendance, children consistently complete their homework, children have better self-esteem, are more self-disciplined, and show higher aspirations and motivation toward school, children's positive attitude about school often results in improved behavior in school and less suspension for disciplinary reasons, fewer children are being placed in special education and remedial classes, children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the gap between the culture at home and the culture in school, and junior high and high school students whose parents remain involved usually make better transitions and are less likely to drop out of school.

Potential Barriers to Parent Involvement in School

Although, it is clear that when parents and families get involved in children's education, there are immense benefits for children. However, in reality, it was found that there are always some barriers to involvement of parents and families in the school. Gestwicki [40] suggests that most of the barriers of effective parent teacher relationship can be separated into three categories: 1) those caused by human Nature such as fear of criticism, fear hidden behind a "Professional "Mask: teacher who develops, fear of Failure, and fear of Differences; 2) those caused by communication process such as reaction to role, other emotional responses, and personal factors and, 3) those caused by external factors like time, busyness, old ideas of parental involvement, administrative policies, and personal problems.

Moles [42] in his report identifies five major kinds of barrier; lack of time and other resources, lack of information and training, school organization and practices, family-school differences, and lack of external support for family-School partnerships. Khan [43] states that barriers to parent and family involvement are associated to themselves only such as associated to family's health problems, economic differences between parents and teachers, and working responsibilities.

Khan [43] points out that the parents and family's having feeling of inadequacy, failure, and poor self-worth, as well as negative experiences with school as barriers. He further suggests that "parents with certain cultural backgrounds as well as many low-income parents consider schools as institutionalized authority, hence leaving the responsibility solely to the teachers to educate their children. Furthermore, many parents of cultural minority groups also face language barriers". Khan [43] reports the teacher's perception of barriers to parental involvement includes parents' unrealistic expectations of the school's role, large families, parents' attitude that school isn't important enough to take time from work, parents' inability to help with the school work, parental jealousy of teachers' upward mobility, apathy of long-time teachers and their lack of responsiveness to parents, absence of activities to draw parents in, and teachers' resentment or suspicion of parents who are involved. Parental involvement in child's education is a pivotal factor in children's success in school. Many researchers have indicated the benefits of parent and family involvement for their children in school. However, with rapid changes in the educational settings, the

level of involvement of parents in the school also faces many barriers. Reynolds [44] highlights that “Findings based on data from the large-scale longitudinal studies such as NCDS, indicate that parents who are less involved in their children’s education tend to be from poorer social classes, impoverished, and suffering from poor physical or mental health”. Similar conclusion was made by Cooper and Crosnoe [45], that the “lack of money, time, and energy limit economically disadvantaged parents’ involvement in their children’s education.

Harry [46] noted that African American parents reported feelings of isolation, alienation, disengagement, and an array of other negative feelings regarding interactions with personnel at their child’s school. Prater [47] noted that it is difficult for some African American parents to dispel the misconception that they do not care about their children’s education if the parent was not successful in school. Thus, negative interactions with school personnel and negative experiences during childhood also serve as potential barriers to parental involvement among African American parents. Looking at all those barriers, it is no way easy to involved parents and families in the school. However, this barriers can be overcome if school, parents and community works collaboratively. The school must design the program to overcome these barriers and the parents and families must support the school in overcoming those barriers.

Theoretical Framework of Epstein's Six Types of Parent Involvement

Joyce Epstein of Johns Hopkins University has developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs. She has come up with the model of parent and family involvement practices in the schools with its benefits to the students. In 1987, Epstein first presented the five functional types of parental involvement in their children’s education. However, later she and her colleagues at John Hopkins University expanded these five types of parental involvement into six types of parent involvement.

1. Parenting: Help all families establish home environments to support children as students. The sample practices of parenting in school which includes; suggestions for home conditions that support learning at each grade level, workshops,

videotapes, computerized phone messages on parenting and child rearing at each age and grade level, parent education and other courses or training for parents (e.g., GED, college credit, family literacy, family support programs to assist families with health, nutrition, and other services, home visits at transition points to pre-school, elementary, middle, and high school and neighborhood meetings to help families understand schools and to help schools understand families.

2. Communicating: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress. Sample Practices of communication in school includes; conferences with every parent at least once a year, with follow-ups as needed, language translators to assist families as needed, weekly or monthly folders of student work sent home for review and comments, parent/student pickup of report card, with conferences on improving grades, regular schedule of useful notices, memos, phone calls, newsletters, and other communications, clear information on choosing schools or courses, programs, and activities within schools and clear information on all school policies, programs, reforms, and transitions.

3. Volunteering: Recruit and organize parent help and support in school and classroom volunteer program to help teachers, administrators, students, and other parents. The sample Practices of volunteering in school includes; school and classroom volunteer program to help teachers, administrators, students, and other parents, parent room or family center for volunteer work, meetings, and resources for families, annual postcard survey to identify all available talents, times, and locations of volunteers, class parent, telephone tree, or other structures to provide all families with needed information and parent patrols or other activities to aid safety and operation of school programs.

4. Learning at home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. The sample Practices of Learning at home includes; information for families on skills required for students in all subjects at each grade, information on homework policies and how to monitor and discuss schoolwork at home, information on how to assist students to improve skills on various class and school assessments, regular schedule of homework that requires students to discuss

and interact with families on what they are learning in class, calendars with activities for parents and students at home, family math, science, and reading activities at school, summer learning packets or activities and family participation in setting student goals each year and in planning for college or work.

5. Decision making: Include parents in school decisions, developing parent leaders and representatives. Sample Practices of decision making includes; active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety, personnel) for parent leadership and participation, independent advocacy groups to lobby and work for school reform and improvements, district-level councils and committees for family and community involvement, information on school or local elections for school representatives, and networks to link all families with parent representatives.

6. Collaborating with the community: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. Sample Practices of collaboration with community includes; information for students and families on community health, cultural, recreational, social support, and other programs or services, information on community activities that link to learning skills and talents, including summer programs for students, service integration through partnerships involving school; civic, counseling, cultural, health, recreation, and other agencies and organizations; and businesses, service to the community by students, families, and schools (e.g., recycling, art, music, drama, and other activities for seniors or others), and participation of alumni in school programs for students [48].

Education in this 21st century has become very important means of survival. The roles of different stakeholders in education are considered as very important aspect of 21st century teaching and learning, in particular the role of parents and families. The growing interests in more effective parent and family involvement have produced several ways to classify or describe ways that parents are or should be involved in children's education. There are various systems which focus on the role of parents in children's education through collaboration with school and the ways school gets parent involve in children's learning at home and school. Epstein states that parents and families can involve in school activities through six main roles; parenting,

volunteering, communicating, learning at home, decision making and community collaboration. Each type of involvement encompasses a variety of practices to be undertaken by teachers, parents, and students and is theoretically linked with a variety of distinct outcomes for students, teachers, and parents as well. Educators, along with parents, are encouraged to select those practices likely to produce the types of outcomes that coincide most closely with their needs, goals, and capacities. Epstein emphasizes that not all parental involvement leads to improve student achievement; the selected results (produced by each of six types) that should help correct the misperception that any practice involves families will raise children's achievement test scores. She further notes that while certain practices are likely to influence students' test scores, others are designed to produce outcomes related to attitude and behaviors. Epstein notes that many of the possible secondary or indirect effects of a particular parental involvement practice are not yet understood. For example, parent involvement in type three (Volunteering) or type five (Decision-making) activities may result first in parents' feeling more connected with their children's schools, which may, in turn, lead to other types of involvement that will eventually produce outcomes related to student achievement [49].

There are various models of Parent and family involvement in the children's education at school and home proposed by different researchers. Among all the models, The researcher have picked up the model of Epstein's six type of parent involvement and her strategies of involving parents or families in children's education because it summarizes all most all other models of parent and family involvement. Furthermore, it is more suitable for Bhutanese education system as it supports the involvement of parents and families from simple level of involvement to greater roles of different stakeholders in educating the child. Bhutan's education policy of 2012 clearly states that "Every school must work together with different stakeholders; policy makers, parents, families and community, to educate and nurture children in the school".

Since all the sample practices under each factor were not applicable to Bhutanese educational context, the researcher has selected those sample practices which were relevant and applicable to educational settings of Bhutan and were used for framing operational definition and developed research instrument based on those

sample practices. In summary, Parent and family involvement in School refers to the parent and family participation in their children's education following Epstein model of parent and family involvement factors of parenting; communication, volunteering, learning at home, decision making and collaboration-with-community. Parenting refers to parent and family helping their child to improve his or her learning through regular monitoring of learning. Parent and family monitor child's television viewing habits, providing nutritious meals at home, ensuring child to have adequate time for sleeping, positive values and attitudes through counseling and positive disciplining and discussing on importance of good education. Communication refers to two way communication from school to home and home to school. Parent and family visit child's school and teachers to share their goal for their child's learning, communicate with school teachers to ensure their child's excellent attendance at school, discuss with child about his or her academic weaknesses and strengths. Parent and family members visiting school to know about their child's performance in school or class, stay contact with child's school teachers through various means of communication (e.g. phone calls, letters, and emails), and communicate with school and teachers on their child's problem in learning and behavioral issues. Volunteering refers to parent and family helping child's school and teachers in their child's academic teaching and learning (e.g. making and donating of teaching learning aids, class decoration, and helping child to learn in class), helping child's school in non academic activities when school and teachers ask them (e.g. donating money, cleaning of classroom, providing free transportation during school or class picnic, games and sports events, etc), and Parents voluntarily aid in safe operation of child's school (e.g. Traffic control during school hours). Learning at home refers to parent and family helping their child to making regular schedule at home to do homework, monitor child's work at home to improve child's learning in subject, helping child to set up their academic goals, guiding child to do their homework and school assignment on time, and encouraging child to read at home. Decision making refers to parent and family attending in parent school meeting and parent teacher conferences to know and discuss about child's school policy and issues, and support and reinforce the school discipline policy by attending in school parent meetings. Collaboration-with-Community refers to parent and family getting involved in child's school in school community services that helps community and

families (e.g. school support poor family, health and youth awareness program, environmental program, etc)

When school gets parents and families through these levels of involvement, the children's are benefited in many. Although, there are many benefits, my research will focus on the relationship between parent and family involvement in school and student's academic performance in the school and which factors of parent and family involvement best predicts the student academic performance in the urban primary schools of Bhutan . Academic performance of the students in the school is one of the key determinants in measuring school and student success in Bhutanese education system. Quality of learning and education has become a key issue of debate and discussion in the country. There is a growing concern on how to bring quality of education and meet the aspiration of parents', families, communities, and nation. Not many researches were carried out on parent and family involvement in school and student academic performance in Bhutan.

Student Academic Performance

It is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examination and continuous assessment in school. According to Magnuson [50] "Parent's academic socialization with their children can influence students' academic achievement by shaping students' skills, behaviors and attitudes towards school. Parent influence students through the environment and discourse parents have with their children. Academic socialization can be influenced by parents' socio-economic status.

The efficiency of the Education System in Bhutan is monitored by efficiency indicators such as repetition rate, dropout rate, promotion rate, test scores or examination, and survival rate at various levels of education. In Bhutan, academic performances are measured in test score where students write exam in school and national level board exam. The test score are recorded as average percentage. The efficiency indicators give quantitative information on the quality of the system. If children come to school, remain in school without repeating much, it gives an indication of the accessibility and the efficiency of the system. The role of parent and

family plays important factor in enhancing academic performance of the child in the school. However, bringing improved and better academic performance of the child depends on many factors. Research evidences on what affects the academic performance of the student in the school has revealed that many factors like income of parents, parents educational background, behavior of teacher and school environment affects the academic performance of the child in the school.

Azhar [51] concluded that the students whose parents are well educated perform better than those students whose parents are less educated. Further he stated that higher the income of family, better would be students' availability of resources and consequently better would be academic achievements.

According to Dantesy [52], complementing environmental and socio-economic factors to produce high academic achievement and performance include good teaching, counseling, good administration, good seating arrangement and good building also affects the academic performance. He further argues that dilapidating buildings, lacking mental stimulating facilities that are characterized with low or no seating arrangement will also be destructive.

Khan [52] found that students' performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer lab and etc. in the institution.

Penny [54] found that parents' marital status actually has effects on pupils' performance. She emphasized that children living with their stepmothers are targets of misdirected emotion and mistreatments while children from stable families tend to perform far better in schools. Li-Grining [55], suggests that the problem starts with the parents and their lack of education and understanding of the needs of children. Economic conditions of families and the need to work on farms beside studies are some reasons why children feel de-motivated to study repeat and fail in the end [9].

Susan and Kinley [56] in their research finding concluded that major chunk of the Bhutanese students come from illiterate family background and this is one major factor that causes inefficient parental involvement in children's education in Bhutan. They found that parents were not able to perform their roles adequately in the areas of creating conducive home learning, proper parenting, regular guidance, and supervision over homework and maintaining contact with the teachers or the school at large. Most

of the parents including literate parents in this 21st century are aware of the value of education but they lack required knowledge and skills to guide and support their children's educational programs beyond the classroom situation. The teachers are also in the view that they have been facing inadequate shared responsibilities from the parents in education. Most of the parents including the literate parents lack parenting skills. They study further found that Parents' act of voluntarism in most of the schools is low as Bhutanese parents lack skills, knowledge and competence to visit schools and help in educational programs. They also found out that establishing effective communication between teachers and parents has been a challenge.

Thus, it can be concluded that academic performance of the child's depends on parent and family involvement in their child's learning, however, many factors such as parent's education level, income and marital status do affect their level of involvement in school. Furthermore, academic performance of child also depends on many other factors related to school and teacher.

Related Research, Articles and Journals on Parent and Family Involvement and Student Academic Performance in School

The role of parents in children's education has become a general debate and discussion in education system and research field. Mostly, concerning with how to improve student academic performance and reduce educational inequities. Educational policy maker, scholars and researchers have found parent involvement and family involvement as very important and successful educational strategies to solve the issue. Research also indicates that Student's improves their Academic performance when parents and family gets involved in the children's' learning in the school. For many years, parent and family involvement in children's education has been viewed as one of the very important factor behind child's success in school. Volumes of research have been carried out by educational researchers and theorist on benefits of parents and family involvement in school. Infact the parent and family involvement has gained a strong momentum in recent decades.

Choban and Khan [57] conducted a study on the impact of parent support on the academic performance and self concept of the student of grade 4 public school students. The data was collected from 305 parents of grade four students in the urban

primary and elementary public schools and they found that parents' contribution to their children's education has consistent and positive effect on the academic achievement and on self concept.

Rafiq, et al. [23], conducted a research in public and private schools of Allama Iqbal Town, Lahore city , after the data analysis, it was found that parental involvement has significance effect towards better academic performance of their children.

The meta-analysis of 41 studies examining the relationship between parental involvement and the academic achievement of urban elementary school children was carried by Jeynes [58] and it was found that there was a significant relationship between parental involvement in school and academic achievement. He found that Parental involvement, as a whole, was associated with all the academic variables by about 0.7 to 0.75 of a standard deviation unit.

Topor, et al. [59] did a study on a multiple meditational analyses on parental involvement and student academic performance. They used a sample of 158 seven-year-old participants, their mothers, and their teachers and they found that there is a statistically significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence. A multiple mediation model further indicated that the child's perception of cognitive competence fully mediated the relation between parent involvement and the child's performance on a standardized achievement test.

Halle, et al. [60] carried out a study in 41 low income African American Children and caregiver found out that Parents expectations for their children's future success in the school and parents perceptions of their children's academic skills were positively correlated with their children's achievement scores. The study also indicated that the children who had more books at home read at a higher level than those with fewer books.

Carter [61], have found out that the parent and family involvement in the school has positive impact on the student's homework completion, however, parents may need guidance and assistance in order to work effectively with their children. Callahan, et al. [62] states that homework completion and quality increased significantly for the students whose parents are consistently working and involving

with their child's school. Numerous studies also indicated that additional factors related to later school success may be indirectly influenced by parent's involvement in their children's program.

Gestwicki [5] children's whose parents are involved have more positive attitudes about school, improved attendance, and better homework habits than children whose parents are less involved. Marzano [28] states that the schools that involve parents and community in their day to day operations have reported lower absenteeism, truancy, and dropout rates. According to the research conducted by North Central Regional Educational Laboratory indicates that when school involves parents in children's education through various strategies, it improved the learning of the students like; Higher student test scores and grades, better school attendance, more completion of homework, more positive attitude and behavior, higher graduation rates, greater enrollment in higher education, more opportunities for meaningful and engaged learning.

Luneburg and Irby [63] discuss the benefits of parental and family involvement for students, schools and the Parents themselves: The studies have documented the following benefits for students; Higher grades and test scores, better attendance and more homework done, fewer placements in special education, more positive attitudes and behavior, Higher graduation rates and Greater enrollment in post secondary education.

Hara and Burke [21] suggested that parents' active involvement results in greater recognition of teachers' skills, better teacher evaluations from their principals, enhanced parental understanding of the inner workings of the school, and higher school ratings in effectiveness and program success.

Hara and Burke [21] states that in schools where student achievement was reported, parent involvement was found to be significant factor in both accelerated and sustained student academic performance.

Kashahu, et al. [64] explored the relationship between demographic characteristics, parenting styles and academic achievement involving elementary school students. Their study found that parenting styles and demographic characteristics were associated primarily with the educational level of parents. Children's academic achievements are related to parenting styles. McCroskey, et al. [65] conducted a four year longitudinal

study of the impact of communication apprehension on grade point average and persistence at the university level. The study conducted by them indicated high CA students were significantly more likely to drop out and attain lower grade point averages compared to low CA students.

Kraft and Dougherty [66] did a study on the effect of teacher-family communication on student engagement indicated that “the frequent teacher-family communication immediately increased student engagement as measured by homework completion rates, on-task behavior, and class participation”.

All those researches clearly indicated that Parent and family involvement in the school has positive impact on the children’s success in the school. It was found that when school involves parents and families in the learning and teaching activities at school and home, it helps to improve children’s attitude towards learning like completion of homework on time, regular attendance, positive attitude towards school, lower absenteeism and good working habit, which all contribute towards the improved academic performance and success of the student in the school.