

Parental Engagement to Promote a Reading Culture in the Tharu Community

Tripti Chaudhary

M.Phil. Scholar, Kathmandu University, Nepal

Corresponding author: tripti.chaudhary015@gmail.com

Abstract: This study adopted an ethnography approach to dig into the reading culture among parents of the public school in Kalilai district of Nepal. By examining the role of parents in creating a conducive reading environment at home and in school, the study aimed to highlight the impact of parental engagement on enhancing reading literacy and academic achievement. It looked into how parents of the Tharu community establish a reading culture in their homes. The findings underscore the crucial role of parents in nurturing a love for reading and strengthening children's interest in education. The findings of the study show the crucial role of parental engagement in nurturing a love for reading and strengthening children's interest in education within the Tharu community. The findings show the impact of parental involvement in creating a conducive reading environment at home and in school, emphasizing the significance of parental engagement in enhancing reading literacy and academic achievement. It is evident that parental participation, both home-based and school-based, plays a fundamental role in fostering a culture of reading and positively influencing students' academic success. This research contributes to a better understanding of how parental engagement can effectively promote a reading culture within the Tharu community and potentially in other similar contexts.

Keywords: Culture, Early, Education, Engagement, Formative, Parental, Reading

Conflicts of interest: None

Supporting agencies: None

Received 30.1.2024

Revised 10.5.2024

Accepted 15.5.2024

Cite This Article: Chaudhary, T. (2024). Parental Engagement to Promote a Reading Culture in the Tharu Community. *Journal of Multidisciplinary Research Advancements*, 2(1), 14-25.

1. Introduction

Reading is the process of decoding a message from the given text. Going through a written text to understand and comprehend its message can be called reading. Eye movement and word recognition are essential factors in the reading process. Reading is the main source of information and a means of consolidating and extending our knowledge. It is a kind of practice of using text to create meaning. If there is no meaning being created, there is no reading taking place (Ghimire, 2022). Similarly, reading is recognizing a written text to understand its contents. In the same line, Collins English Learner's Dictionary (1987) defines reading as an act of glancing and insight into the meaning of words and sentences. This can be done silently or orally (silent reading and oral). In 'reading habit', it has two words 'reading' and 'habit'. Reading is an act of a person of reading and habit is a creation of reading/ action. Like all other habits, reading is an individual habit that develops from regular practice (Thanuskodi, 2011). Reading habit also provides experience by which an individual can increase his/her knowledge and strengthen their interest (Chettri & Rout 2013). Reading culture is a culture of reading educational materials and it is a joined pattern of reading behaviour, practice, belief, perception, and knowledge (Olasehinde, 2015). In this regard, culture is understood as consisting of people's ways of living in the world, performing, and acting, based on what they have observed in society. It refers to the knowledge, behaviors, arts, attitudes, manners or habits shared by a given group of people to achieve common goals (Reterana, 2012). For this matter, a reading culture refers to the response that family members accord to reading and writing in their everyday lives. A reading culture development depends upon the response of family members to their daily needs and purposes developing a reading culture raises a love for reading and a habit of reading among learners. Parental engagement refers to a parent's participation in children's education either in school or at home. Parents 'engagement could be home-based, which includes parental assistance with homework and assignments, creating a

reading environment, providing reading material, and providing educational exposure. Similarly, engagement could be school-based, which means parents participate in school events such as parent meetings, parent-teacher conferences, and any events related to education. Moreover, different researchers have defined parental engagement in different ways. According to Fan and Chen (2001), parental engagement is the involvement of parents in the rearing of their own child in the reading environment for their educational career. In the same line, Gayle (2010) states that parents who introduce their preschool-aged children to books and read them every day have a kind of readiness for enlarging their knowledge and links with the books. Geske & Ozala (2020) research findings stated that a family has a considerable impact on the student's academic achievement. The role of parents is fundamental for enhancing reading literacy and developing a reading culture. Sometimes students' reading skill achievement is related to academic achievement and success in the education process. Families and their undertaken activities, schools, and libraries have an important role in the improvement of the reading skills of children and in creating a culture of reading either at home or in schools. Consequently, Shahi (2021), the role of parents toward their children's education is more important. It is necessary to develop the academic level and enhance the learning achievement of the children. Children's educational level could not be increased without the help, role, and support of their parents. Children can succeed and improve their reading and learning as well as education by the positive and continuous support of their parents. Parents should be worried, conscious, and alert to their children's education by creating a reading environment and reading culture. Parent, family, and community are integral parts of society that are closely linked with the children's learning. Parents have aspirations that their children's education plays a vital role in their future social and economic status, and others do the same. School education is also one of the primary focuses of local government in the changing context. However, the current educational policies and programming are indifferent to parental engagement, thinking that classroom teaching and system strengthening are enough for students' academic attainment. Subsequently, there is little and limited attention to reinforcing parental engagement in children's learning. The Global Family Research Project (2018), based on various research and literature, confirms that family engagement is a most powerful approach to the integral development of children, their academic achievement, and their successful lives. Moreover, Parents' involvement in their children's reading is significant, and it brings a change in academic achievement and better attendance and creates positive behavior in children like the willingness to read and to do work of study. Kurgar (2002) also proved that a mother or father who reads books or any reading materials to his/her children regularly, togetherness of them will create a kind of special bond between parents and children. Resultantly, it builds a culture of reading, which is significant in promoting the reading level of children (Yadav, 2018). Despite this fact, the current educational plans, policies, and programming focus on classroom teaching and learning improvement and embedding them in the system. The government of Nepal has provisioned the School Management Committee (SMC) and Parent Teacher Association (PTA) as educational wings to ensure quality school education by increasing schools' accountability towards parents and communities. However, a lack of effective policies to govern and mobilize those forums led to ineffective SMC and PTA in terms of their role in bridging the school system and parents. On the other hand, the parents of the Tharu community, due to their illiteracy and low literacy level, do not know the importance of their engagement in children's education, and they lack the confidence to support them either. Hence, these multiple factors seek an intensive focus on parental engagement to contribute to quality children's learning. My own experience as a member of the Tharu community indicates that parental engagement in developing reading culture increases the chances of retaining and continuation of further study despite other socio-cultural factors such as poverty and marginalization of ethnic communities encourages or discourages.

2. Relevant Literatures

Bailey (2017) found that parents could play a key role in the level of success of students, whether parental involvement comes in different amounts for each student, due to diversity in family structures and their abilities. However, parental involvement has the ability to alter a student's trajectory and lead them to success. The researcher has seen the perspective of the teachers and students where; my aim is to see it through the parents' perspective, too, using the qualitative research paradigm.

Bano et al., (2018) carried out a study on 'perceptions of teachers about the role of parents in developing reading habits of children to improve their academic performance in schools.' This paper discussed the perceptions of teachers about parental role in developing reading habits and its effects on the academic achievements of their children. The study revealed that reading is the foundation of literacy skills and the gateway to academic success in the life of children; therefore, reading appears to be one of the powerful activities that enable a child to make meaning of a text, develop vocabulary, and help to communicate easily in his/her life. However, in this research, the researcher has not tried to dig out the perception of parents about their involvement and making reading habits of children. This is a weak area of this research.

In the same background, Akindele (2012) studied reading culture, parental involvement, and children's development in formative years. Research has concluded that reading culture and parental involvement in the development of children in their formative years are the most crucial factors that form the foundation for a child's education. So most of the

respondents are of the opinion that learning activities provided by school are not sufficient for children's development without parental involvement. Similarly, on average, parents in this study spend at least one hour reading to their children, but mainly during the weekends due to time constraints during the week. Parents who devote time to reading to their children observed more developmental changes than those who do not. So, my aim was to find out the major obstacle to devoting time to parents to their children's reading culture at home.

In the same connection, Mudzielwana (2014) conducted research on the role of parents in developing the reading skills of their children in the foundation. The study sought to look at the role of parents in developing the reading skills of their children to understand the perspective of parents and learners who were selected from the primary school. The results showed that parents do not involve themselves and they become reluctant to help their children to do their school work at home. Some of the parents state that they are not teachers – after all, they pay school fees, which helps to supplement the government subsidy. So, I wanted to study to understand the role of parents in developing reading culture from the perspective of the Nepalese context.

2.2. Theoretical lens

Humans are social beings; we have grown to be social. People help each other and receive in kind. Many things that we want and need cannot be created simply by our efforts, so we require some form of collaboration or reciprocity. The benefits we get from that sociability we could call social capital. Social capital arises from the human capacity to consider others and to think and act generously and cooperatively. James Coleman is one of the contributors to social capital theory. Coleman (1988) has two types of perspectives the first one is family members, who are the social capital providers, and the next one is the family environment. Thus, he also gives particular emphasis on the role of family and the significance of family life in producing social capital. He also believes that family members and the environment are important for building a healthy generation and ensuring a healthy society. Social capital is impossible in the family only, so it requires an outsider environment that includes all associational and relational networks. Thus, we can observe that schools, neighborhoods, and other organizations provide individuals with different levels of social capital.

According to this theory, parents and family members are significant and crucial for producing social capital of the younger generation, so my belief towards social capital theory is that children's education is possible with the parents and social engagement, and it is a social phenomenon. Thus, I believe this theory is helpful in my research to establish a reading culture in the family and community.

2.2. Status of Reading and parental engagement at a policy level

The constitution of Nepal, 2015 has ensured free and compulsory basic education. Guided by the sustainable development goals and commitment in international conventions and treaties the government of Nepal has developed the School Sector Development Plan (SSDP) with a key focus on improving educational quality. In the past, the GoN developed and implemented different education-related strategies and programs such as the Seti project, the Basic and Primary Education Program (BPEP), the Education For All (EFA), and the School Sector Reform Programme (SSRP) which proved effective in terms of increasing children's enrolment in schools. Based on these regular initiatives undertaken by the GoN, it can be claimed that the nation has perceived quality education as a tool to gain economic development from a least-developed country to a middle-income status by 2030 (Ministry of Education, 2016). One of the key focuses of the SSDP is to increase investment in basic education for quality education. The newly formulated, School Education Sector Plan (2022/23-3031/32) focuses the quality and inclusive education and teachers' professional development.

To improve learning outcomes in basic education, the GoN has developed and implemented the National Early Grade Reading Program (NEGRP) between 2015 and 2020 focusing on improving children's reading and comprehension skills from one through three. One of the components out of seven of the NEGRP is to increase family and community engagement in early-grade reading (Ministry of Education 2014)

As the above-mentioned information, I found that the Government has focused on school enrolment, quality education, teacher's professional development, and infrastructure program. Parental involvement is not mentioned clearly, but some clauses have given a sense of parent's involvement in school through the School Management Committee and Parent Teachers Association. There is not any intensive plan for increasing parent's involvement and developing a reading culture. However, the National Early Grade Reading Program has mentioned an agenda on SSDP to increase family and parent engagement in Early Grade Reading activities.

As I reviewed national and international research studies mentioned above, I found that most of the research studies were carried out focusing reading habits of children and the involvement of parents at the school level. Researchers have done this to get a perception of teachers and parents. However, I did not find the exploration of parents' real stories regarding their engagement and promoting reading culture in the context of Nepal. Consequently, different educational policies have not focused on the issue of parental engagement in promoting reading culture although it plays a crucial role in forming a culture of reading habit.

3. Materials and methods

3.1. Research Paradigms: Interpretivism

I used an interpretive paradigm in my study as this research paradigm is a perspective on research held by a community of researchers and is based on a set of common assumptions, concepts, values, and practices (Willis, 2007). He further explained that the research paradigm refers to the belief system, worldview, or framework about what research is and how it is to be conducted that directs research and practice in the field of teaching and learning. As a philosophical perspective of social and educational research, the paradigm gave me the fundamental convictions I needed to hold my ontological, epistemological, and methodological positions (Guba & Lincoln, 1994). My research was subjective. Therefore, I collected the data from the parents and students to explore the understanding and ways of their engagement in reading culture. I explored how parents and students are trying to establish a reading culture. I also explored their simple method of establishing a reading culture and the challenges parents face in their lives and families.

My research was based on the interpretive paradigm because without immersing in the culture of community practice and interpreting it in terms of different ways, I could not explain the different methods of establishing a reading culture that the parents employed. I tried to understand the culture or traditions of using different ways of using their roles based on observation and interaction with the parents. In this research, realities, as Neuman (2016) argued, are what people perceived to be different from participant to participant regarding the ways of establishing reading culture and their engagement. I used an interpretive paradigm to generate meanings and actions of parents while using methods or approaches to establishing reading culture.

I was with my participants for a prolonged period in the student's home. I tried to expose their understanding regarding the parent's engagement and reading culture. Therefore, I constructed insightful understandings, ideas, beliefs, values, and world views of parents' (Taylor, 2014). I carefully documented the context shaped by participants' interactions and generated knowledge. I interpreted with an interpretive approach and portrayed a socio-cultural world. In my research, I reviewed journals and articles, similarly observed, listened, asked, recorded, and examined to explore the challenges of establishing a reading culture in the parent's homes.

This is a paradigm that aims to understand other cultures from the inside and learn to stand in their shoes, look through their eyes, and feel their pleasure or pain (Taylor & Medina, 2011). Therefore, in this study, I have deeply immersed myself in the field of being an insider, or in other words, wearing their shoes to feel their pains and pleasures. I visited for a prolonged period to derive a deep sense of their traditions of reading culture and became one of the members of the family so that I was aware of every context happening inside and outside the home and community. In addition to looking at the strategy from the researcher's perspective, I also looked at the issues from the perspectives of the parents and children. I went to the field and kept in touch with my participants to understand their knowledge. I maintained a good relationship with them and they helped me in the process of collecting data when I visited. I tried to understand their culture and reflect my understanding along with their view and understanding after spending a significant amount of time observing their activities and asking them for their opinions.

3.2. Ethnography as a Research Method

Ethnography as a research method is a type of qualitative research that focuses on exploring accounts of different social phenomena in social and cultural contexts. The study employed an ethnographic research method to explore parents' understanding and different ways of engaging and reading culture for their children. The main goal of ethnography is to offer rich and comprehensive insights into people's views and actions as well as the nature (i.e., sights, sounds) of the environment they inhabit (Reeves et al., 2008). This view focuses that ethnographic study provides rich and holistic descriptions of the actions and data in ethnography are collected through detailed observations and interviews. Flick (2009) argues that a key focus of ethnography is on the writing and reporting of experiences from the field.

Ethnographic research explores the behavior or patterns of understanding or social practice in detail of being a member of that community. Palfreyman (2015) states that an ethnographic study aims for an emic (insider) perspective: a view of what is going on in terms of the participants' understandings. Likewise, Richards (2003) claims that it attempts to define and comprehend the actions of a specific social or cultural group. Researchers attempt to understand situations from the viewpoint of the group in order to accomplish the study.

The ethnographic study is natural and holistic. This idea is emphasized by Angrosino (2007) who argued that ethnographic research is conducted on-site or in a naturalistic setting in which real people live and the researcher is both observer and participant in the lives of those people. He further explained that in ethnography, we collect data in multiple ways and the process is inductive, holistic and requires a long-term commitment from the researcher. Sangasubana (2009) claimed that ethnographic research is longitudinal which allows the researcher to observe and record changes over time. I, as a researcher, explored the understanding, beliefs, experiences, and practices of parental engagement for reading culture through prolonged observation and interviews with my participants, and therefore, I believed the ethnographic research method suited my study.

3.3. Selection of Research Site and Participants

Tharu communities lie in the southern part of Nepal covering the Terai (plain) area from the Western to the Eastern part. I purposefully selected one of the public and secondary schools of the Kailali district as it is the area where I have been living as a permanent abider. In other words, Maxwell (1996) mentions, "it is better to choose the place where anyone can enter easily, or it should be the place where anyone can enter" (p. 54). The research participants were students of grade 10 and parents of the same children. A purposive sampling method was employed to select the students, so automatically, parents were also selected. So, the particular 4 children of secondary level and 4 parents of those children were the main participants of my research. Cohen, Manion, and Morrison (2007) state that the researcher takes a small population from whom he/she expects enough information in qualitative research. Observation along with field notes, interviews with participants, photographs, audio-video recordings, documents, realia or relevant sources were used for data collection purposes.

3.4. Meaning Making Process

One of the most crucial components of research is meaning. It does much more than just convey ideas. Meaning is the underlying motivation behind thoughts, actions, and even the interpretation and application of knowledge (Krauss, 2005). In qualitative research, deriving meaning from participants' views gathered from interviews, observations, and field notes is perhaps one of the important tasks. Making sense of the research is just as important as reading, writing, conducting interviews, and creating field notes. I really worked hard on this.

In order to organize the gathered data into a comprehensive form, I had to go through and try a number of steps. After the generation of data through prolonged observation, interview, field notes, and school documents available, as a qualitative researcher, I selected the relevant information from observation and interview, going through it over and over. Then, I transcribed the interview scripts, observation records, and field notes into English. I then arranged the information under different headings and sub-headings without modifying it as Cohen, Manion, and Morrison (2007) state that qualitative data analysis involves organizing, explaining, and making sense of the data in terms of the participant's definition of the situation while noting different patterns themes, groups, and regularities meaning. All interviews and observed data were transcribed verbatim and these transcriptions comprising the texts were used for data analysis.

In my analysis and discussion part, I visualized a picture in my mind in a dramatic form that I described the research contexts and particularities of the classroom as I entered the school, and secondly, I found the participant and presented my participant's profile. Third, I entered the classroom and observed for two months, and I discussed this in the process of parents' engagement and establishment of a reading culture. Finally, as I came out of the community, I interviewed the participants, and based upon the reflection of the observation and interview, I discussed the understanding of parent's engagement to promote reading culture, which tried to answer my second research question. Discussion of the activities and understanding was based on several themes and sub-themes according to the research questions and the activities done by parents and children. In doing so, when I felt any kind of doubt and dissatisfaction regarding the information, I made several phone calls to the participant and even visited the school time and again to bring authentic information for my study.

The nature of the information the participants shared with me was highly sensitive at personal, professional, and institutional levels. Considering the same ethical issue in my mind, I ensured that their information was not disclosed. In order to maintain the confidentiality of the schools and participants, I gave pseudonyms. I gave pseudonyms to Students Munna, Archana, Leshu and Subas and for parents Mrs Khushmani, Mr. Lautan, Mrs Manturni, Mrs Kala and Mangali. Similarly, I promised to my research participants that I would not show their interview to anyone else. As Eby (2000) provides some ways to maintain confidentiality, like keeping the recording file safe, and giving a number or pseudonym, I maintained all these throughout this research. In the below section, I have discussed and analyzed data of parents by creating different themes based on my research topics.

4. Results and discussion

4.1. Parents' Educational Level

Educated parents could assist children in doing school homework. Educated parents can be second teachers, and can even guide and counsel the child on the best way to perform well in education (Anyanwu, 2016). Exploring the issues of parents' educational background my research participant, Mrs Manturni explored her feelings and said *I was born into a joint family and I did not find anyone literate. You know that my father, mother, and other family members always worked hard in the field so they never imagined getting an education. But, when I was a child, I saw my brothers going to school but not in a proper way. Sometimes they went to school and sometimes returned from the way and lied to their parents because nobody went to school asking about them and the school was a bit far from the village. They were enrolled in school but due to a lack of education and less attention from my parents, they left school at the basic level(maybe two/three classes). She thinks that 'education, particularly of girls is not in the priority of her*

community. Mrs. Manturni goes on with her narrative that she never had been to school, her parents did not send her to school, instead, they got married when she was just 14.

Mrs Manturni's narrative revealed that she was a victim of her community's sociocultural tradition. Her community never considered girls' education a priority because girls' education is still ignored in Nepal, particularly in remote villages among poor families. Many parents feel that investing money in their daughters' education is a waste of money (Nepal Village Foundation, 2011). Mangali also has a bitter experience and shared that *she had also a large and joint family. No one was educated by her family members. Her cousin (brothers) were enrolled in school and there was no culture of sending girls to school so villagers used to tease us (both sisters while going to school. There were more than 30 girls in the village but only a few (three/four) girls were enrolled, so it was challenging job to remain in school. She noticed that due to the lack of education of parents, daughters were not enrolled in school but other sons were also unable to continue their education because parents did not have any idea to teach their children.* The narrative of Mr. Lautan is slightly different from them. He said, *I was born into a large family. We had more than 40 members. Nobody had gone to school from my family. I was the first boy in my generation who got a connection with school. So, I did not get adequate support from my family. I had very difficulties in reading, I used to seek support from educated people but except school teacher, I did not have anybody. No one was there to mentor the problem of reading. I passed the primary level (grade 5) with my hard labour.* According to the narration of Mr Lautan, he was good at reading and had good performance. He passed the School Leaving Certificate (SLC) in 2045. During that, only a few students had the opportunity to attend a secondary level. On the other hand, the narration of Mrs Khushmani is quite different than others and her narrative goes like she is 35 years old. She has still a fresh memory of schooling time. She did not get school enrolment on time because her parents did not shed light on her education, and they did not want to send her to school. Fortunately, there was a kind of informal literacy class called Kishori class (girls' class) conducted by an organization, and due to that class, she studied for 3 months. After that, she became eligible and got enrolment at 12 years old; however, Mrs Khshuhmani passed grade 6, and her parents looked like a boy and got married because her parents did not want to invest money in her. Now analyzing the current situation, the son of Manturni is studying in grade 10. He goes to school but he dropped in grade 1 and left school for a few years. Due to pressure from the community people, he enrolled again at school. But, his parents are completely unable to guide him in creating a reading environment at home. Manturni stated that *we both (husband and wife) are illiterate and could not teach him from his childhood. Nowadays he does not like to read any book including course of study. He does not have fixed time for reading and writing whenever he likes, he sits with books and spends few hours otherwise he sits without doing anything.* While doing observation of Manturni's family, I found that she has three daughters. She got married to her daughter when she was studying in grade 7, and she was very good at studying. Likewise, the second daughter is Niru and I met her frequently during my visits she completed her SEE 2 years ago and sat without enrolling in grade 11 because her parents could not pay money for her admission because she is a daughter on other hand, Manturn, and her husband want to educate only their son but he is not interested in education. But, Lautan has two sons. The first one is literate (grade 8 passed), and the other has done Bachelor level. Now, his grandchildren have a kind of schedule of reading and writing after school time. Only due to the interest and knowledge of their grandfather, they have a kind of reading culture. In the same line, Kushmani shared his feeling that *We both husband and wife could not continue their education. I left from grade 6 and my husband from grade 9 . Our parents also did not have any idea of educating their children . My parents used to think that if we educate you, no one will marry you and you will be older without marriage.* Unlike Mrs Manturni, Mr Lautan's parents were eager to educate their son. So, he enrolled in a school and completed her secondary education. Similarly, the son of Manturni does not have a habit of reading and sitting with his parents. On the other hand, the grandchildren of Lautan are very different from the son of Manturni. They have their schedule for reading after school time. Likewise, Mrs. Khushmani's son is very good in his class, and he has obeyed his parent's schedule of reading since his childhood because his parents' level of education is one of the most important factors influencing children's reading levels and other school achievement (Nelson,2009). Parents' socioeconomic background can have a positive impact on the child in terms of gaining educational opportunities and achieving academic success. The study observed such opportunities gained by children due to their parents' educational level. It has been proved that parents with better educational backgrounds invest the values they have gained from their education in their children in the form of confidence and participation, which allow for the development of aspirations and academic success (Velleymalay,2011) The more knowledge parents have the higher their involvement in their children's education through various strategies. The education level of parents determines the ability of the child to acquire the skills and knowledge from home that are required for academic success.

4.2. Parental Engagement and Reading Culture for Academic Achievements

Parents could play a key role in the level of success of students (Bailey, 2017). Parents' level of involvement in developing a reading culture affects the children's academic performance. The community that never prioritized reading at home and society had a great impact on the young mind of Mrs. Manturni's narration specified that she did not see anybody reading in her home and around her village because she was abiding totally in the Tharu village where no one had an interest on education. She expressed that the people of the Tharu community enjoyed agriculture work and their traditions. They never went beyond their work. Thus, she also attributes the poor academic performance of her siblings

due to a lack of reading culture, they failed in the examination of primary level and left the school. Mrs Khushmani's narrative indicates around 35 years ago they were the first batch of school children and who created a reading environment. Unwillingly parents enrolled them school but there was not any involvement of the2 however sometimes girls group used to sit together for reading. Mrs Kala explores that *in our school age, only a few girls were enrolled in school. Though our brother used to support us. The majority of students were boys so we had shame while going to school. I did not see the reading culture in the village because all household family members had the occupation of agriculture. Children of farmers never got the reading culture. Even though we had a little bit learning environment. We two sisters and one brother (son of uncle) used to read together in the evening time. We used to support to each other. In our childhood, we saw the culture of schools sending their children. It was just started but did not see reading culture in the village. I saw that our community people spent whole night in Tharu cultural singing and dancing program in the festival but I did not see them sitting with their children for reading some books.* Mr Lautan shared his experience, *I faced difficulties with reading at the primary level but a teacher arrived in a village from the east part of Nepal. Mr.M became an ideal person for us. He started running a class in his rented room for all school-going children of the villae Janakipur. Then we started gathering in a place and reading in a group in a village. I got reading culture and it built a habit of reading. Nowadays also I like reading religious books.* In the discussion with my participants (parents), I analyzed that before three/four decades people of the Tharu community of Janakipur seemed very unaware of education. Almost all family members were uneducated although they tried to enroll their children (basically to son) in the school. Only a few girls were sent to school. Except for Lautan, who passed the SLC from my participants, and as per their story, no other family member completed the basic level of education. Tharu community did not have the idea of giving time to their children and creating a reading culture that supported the habit of reading. Similarly, due to the lack of a reading culture and reading environment, they could not perform well in the schools. To talk about the reading culture in the Tharu community and the academic performance of the children of my participants (parents), *Mrs Manturni attributes that my son is not doing well in his academic career. My husband works whole day to manage money and I do not give any household work and other business but unfortunately, he is just in grade 10 and does not have good competency. Khushmani shared that in his lower classes, I used to teach him. I taught him reading English and Neapli. But nowadays he is in the upper class so I do not have ability to support him but sometimes he asks his father and takes some support. My son is very good in his class and obedient so sometimes he teaches us and shares his new learning. He is just like our friend.* Mr Lautan:*Time is very different from my childhood. All my grandchildren are enrolled in school. They have a regular schedule for school from 10 to 4. We manage school uniforms, books, note copies, and other reading materials whatever they want. But in my school life, I did not have a book and note copy. I used to write on a kind of ready board (Slate). I never got a new book.* Actually, their father and mother always remain busy with their work so I mentor them for reading. The elder daughter is in grade 10, and her performance is average, though she is laborious. The next second granddaughter is in grade 7 and she is quite good at studying. My younger granddaughter and son are a bit younger of their age so I provide more time for them. A teacher, Mr Mohan, has been teaching there for a long time, and he is a local but from the small city where the Rural Municipality is located. He can speak very good Tharu language and he has very good experience of the catchment of the area of that school. He stated, I have been here for 10 years, madam, and I know the eating and sitting habits of the community people (malai ta yaha ko lawai, khawai sabai thaha xa). In my experience, those students who come to this school, they are from an economically poor and somehow average family. Economically sound family's children go to private schools and comparatively, boys are also in boarding schools. Parents come to school once a year and just participated in the program. They prefer singing and dancing programs. (nach gan karyakram). To increase parents' participation, the school has to organize different types of cultural programs in the school. Most of the parents live in the Dhangadhi and city area to get different types of jobs so they could not manage their time. Due to the scarcity of income source they go outside of rickshaw driving, mason work, and daily wage labor. Some of them go to India for work. However, parents do not give time to their children. Even we teachers have very difficult because students do not read in their home. Only a few students are good in grade 10. I also went through the learning achievement of last year on the School Improvement Plan and it indicates that students of secondary level have only 45 learning achievements in English and Nepali which is a satisfactory level in comparison to other schools in the rural municipality(SIP,2079) Myberg and Rosen(2009) stated that students have lower results in reading if their parents have a lower level of education. Parents are the major factor who could contribute to students' learning achievement by creating a reading habit in the home.

4.3. Time management by parents (Parents involvement)

I have visited and interacted with many parents' homes about parental engagement and reading culture with children. During my field visit, I found that only a few parents have a vision to make their children's careers as much better as they desire. They think their children will have better life and independent lives having good jobs, businesses, and good professions like people of other communities. I also found most parents just send their children to schools; They do not care whether they study or not. Parents do not reinforce their children for reading because they themselves remain unable to get involved while children study. Even creating a reading culture at home does not need money; it is about having the will and the determination to carry on. But parents do not ensure reading activities, whether children write

homework or read books because parents cannot manage time to sit with them and another reason is some parents are low literate. Mrs Kala and Mangali; *We provided more time and supported a lot in the primary level of our children. At the beginning of their study, we used to teach line by line. We taught them all subjects like English, Nepali, and others. We all used to enjoy ourselves a lot while sitting together because it created a kind of reading habit. But nowadays children are in higher classes so sometimes we sit with them and sometimes they do not like us sitting together. They feel disturbed. Besides, we could not teach them because our level of study is not enough. Khushmani also attributes her feelings in the same line: there are only 3 members, and it is a single family. You know that my husband is a Barber and I work on the farm and at home? We both remained busy the whole day time however, we both are very conscious and serious regarding the study of our son. We believe he is doing good and he will do his best. Though we know he is a teenager and he seeks guidance from us, so basically, in the evening time after dinner, we pay attention and manage time for him. Sometimes we gossip and have fun and sometimes our son shares new things. Except it, he does study and we stay with him* Manturni: *Subas hamar sang baithak man nai karat. Hamra padh likh nai janthi uh mar ho ki . Ratwat ko ghum ta kau nai jait tar sutal rahat ota parnas nai lagthis kin naijanta padh.* (Subas does not like to sit with his parents because they are illiterate and they cannot teach him. He does not go anywhere in the evening but he does not read and write. He lies on the bed for a long time without any study. Lautan *I do not have fix a schedule for sitting and providing coaching support to them. According to requirements, they call me and I provide support to them. Sometimes, granddaughters and sons get support from each other.* Most often time they study together. They have fixed morning time for reading and evening time for doing homework. Time investment by parents in reading to their children is a crucial factor in cultivating a reading culture at an early age of their children. According to Akindele (2012), parents must dedicate time and energy if they want to achieve the best for their children. Exploring the issue of time management, Mrs Manturni's narrative indicates that she is not literate; she does not have an idea of teaching and supporting him. On the other hand, Khushmani has some difficulties because she cannot teach her son. After all, he is in grade ten. Although she arranges time in the morning and evening for her son. She said that when her son was small, he used to tell story whatever she heard from her grandparents, and sometimes he used to share some stories from his book. As their narration, during this time parents managed time for SEE. Besides this, parents are unable to give the different types of reading materials which could create a kind of extensive reading. Children have only course books and some extra book which are developed based on the examination. Most male parents seem busy outside of the home, and children do not get time from fathers. According to a report by UNICEF (2019), it is found that parents' occupation is also linked with their engagement and they have different practices of engagement. Parent (father) who works in domestic work, agriculture, and other skilled labor, children get less support from parents. Parents who have paid jobs, their engagement is more with children. Similarly, time is focused only on the final examination. I found that only Khushmani and her husband have given their son a reading environment since childhood. Mr Lautan has created a habit of reading for his granddaughters, and they have a fixed time for reading. Grandfather is a leader for the family members and granddaughters. He has managed time for everyone.

4.4. Importance of reading culture in the formative age of children

Parents who introduce their preschool-aged children to books and read to them daily leads to greater reading knowledge and link them to school readiness in later years, Gayle (2010). One reason behind is that parents are the first educators of their children. Let me share the view of my parents on how important is reading culture in early age. Mrs. Manturni told that *'I did not get an education in my early age. So, I could not grow my life and remained only a housewife'*. She has observed other women who work in different offices and schools. Their life is different than hers. Socially, they get respect, they look empowered, and economically, they are strong. She thinks that *'it is all because of education in early age.* Mrs. Khushmani believes that when someone gets moral and social value from an early age, his/her manner looks a bit civilized. In the same way when we form a learning and reading culture in the formative age of children, they can achieve good results. It can support them for achieving their educational goal. According to the narration of Kala and Lata, they both are worried about their children's careers because at the beginning (childhood), they could manage time and teach them reading and writing (course of study), but nowadays, children in the secondary level, and they cannot teach them. Similarly, due to poor economic conditions, the father lives outside of the village, and he is a rickshaw driver, and he does not give attention to his children. Nowadays, both mothers are living together; however, the younger mother also goes to Kathmandu to get a daily wage for labor, and the elder mother cannot support them. however, children also work in the field on weekends and on long vacations. Children get time special in the evening. They have four children, Leshu and Prince and they both are going to appear SEE. Leshu is doing well, but their son, Prince, is poor in his studies. In the same line, Lautan added his view and said... *Umm, still, I remember my school day. I was very good in study though I got married in grade 10. After my SLC, I could not continue my education because I had the responsibility of a wife. My parents and other family did not reinforce further study and I left it. I still have lamentation and think that if I would continue my education, I had a very good job. But nowadays I am a farmer only. So, I spend time and money on my son. One elder son passed grade 8 and the younger one completed bachelor level. Due to my own bad experience of not getting support from my parents, I give time to them to manage everything for my granddaughters and grandson.* As for

the opinion of my participants, what I analysed is that Mrs. Manturni has observed other educated women's lives and their life is better than hers. So, she realized that the parent's role is important in providing a reading environment at early age of their children which brings changes in children's careers. As the version of the second participant believes that creating a reading culture for children at home is just like building a strong base of a house. So she thinks that it is important to promote reading culture at home for parents and guardians of early-aged children. Teacher Binu also stated that *reading culture is establishing a trend of conducting reading events and activities in a place either in a classroom, library, learning center, or at home*. Joshi(2024) claimed that the home environment plays an important role in nurturing reading habits in children. Parents should play the role of motivator to encourage them to read from an early age and provide them guidance on selecting books based on their ages. Schools could also provide different types of tips to parents, emphasizing the benefits of a reading culture at home. Collaborative efforts of schools and parents could significantly influence the children's reading habits and create a reading culture in the family and home.

4.5. Key insights

I aimed to explore how parents of the Tharu community support their children's reading habits at home. I got different types of insight while sitting with the family of participants. I had four participants and they all have different family environments. However, they belong to the same Tharu community. They are from various socioeconomic backgrounds and levels of education. Moreover, the parents of my participants (parents) were unaware of the importance of education four decades ago. They depend on agriculture so they never imagined about the reading culture. That was not a cup of their tea. So, my participants never got the opportunity to talk about the reading and learning materials with their parents. There was even inequality between daughters and sons, so my female participants enrolled in the school, but they always hesitated to go to school because no other girls were there in the school from the Tharu community. Therefore, they left the school unwillingly. Parents never gave priority to the education of their children, so school-enrolled sons also could not continue their education, and girls got married. Almost all families were joint families during that time. My participants were the first batch of school-going children from the village before four decades and they did not see the reading activities in families of Tharu communities. Recently, my first participant created a good learning and reading environment. Parents stay together, and they both work in the village, and they both are educated (at least secondary level). They had done the simple thing; reading stories, reading text aloud, and trying to listen to the reading text of their child. They have built a kind of reading habit, and he regularly reads books and tries to collect some extra materials from libraries and search on Google. He has a fixed schedule and he is very obedient towards his family. He is creative and uses innovative ideas in his study; for example, he collects different reading materials, newspaper cutouts, and text from Google to memorize the text. He loves reading English because he has a habit of reading English texts since childhood in private school. English reading materials are not easily available in the far western part of rural areas; however, he has ideas for online learning. The second participant has made an environment different than the first one. I found that she belongs economically poor family. The husband lives outside the family, and the mother struggles for money. She is providing support to children, but mentally, she is stressed. Husband quarrels with wife when he comes home. Due to the scarcity of jobs, her mother goes to Kathmandu to work as a servant and earns good money. She used to provide support to her children in the pre-primary level of education. She used to teach them to read Nepali and English texts, teach other content of books, and make them complete homework. But nowadays she is unable to help in their reading. She tries to sit with them and try to hear and watch their reading activities. But children also do not prefer to sit with their mothers because they feel bothered by their mothers. Parents' quarrelsome environment also affects children's minds. The Brother does not like to study because his father is not a role model of this family. The father does not have any interest in the children's reading environment. However, her daughter has a habit of reading to prepare for the examination. She collects model questions of different subjects. She has her schedule of reading till late at night and tries to practice grammar and other passages for practice. She has a good comprehension of English. She enjoys reading English and solving account questions. The third participant family is a joint family. He is a grandfather and role model for the grandchildren. Four siblings, including my participants, have a good reading environment in the family. Grandfather visits the school to attend parents' meetings and update their progress from the school. He can teach English, Math, Science, and Nepali in grade 10 although he passed SEE in 2045. He was an outstanding student in his school so even after a long period, he has been teaching all subjects to my participant. He has created a kind of fixed time for reading. They sit together in the morning and read their books for one/two hours every day. Sometimes, other children from the community also come to sit with them and read together; therefore, all children are good at their studies. I observed the reading activities of an elder granddaughter and found she did not feel hesitant and nervous about the examination because she knew she could do anything in the exam and was able to pass the final examination.) She has a fixed schedule of reading English two days a week. She enjoys reading. She reads textbooks and other extra-model questions. She is not good in English subjects; thus, she makes the target to pass the exam and never fails in examinations of any grade. However, she enjoys reading her sisters and loves all types of reading books. Grandfather manages reading materials and purchases everything for them so they never feel scarcity of money to get reading materials. But, I found that there is availability of only course of study and children hardly get extra reading books so children do not enjoy reading the same course books. They need newness in their reading but they do not get it. Even, I also tried to ask the stationary shop to get some story books and other

reading materials for primary and secondary levels but could not get there. A stationery shopkeeper said that no one wants to get these types of books so we do not bring it. Family members could not afford to purchase books thus a child of them looks. The fourth participant is uneducated, and they do not have any idea how to provide support to his education. Most of the time, the father works outside, and the mother spends the time fishing and doing household work. Their parents have a dream to give better education, but they are unable to manage time for them because they do not have the knowledge and skills to support their son. They never sit with him, teach him and manage reading materials. Subas knows that his parents do not have any idea so he does not obey and give respect to them. He does not have any schedule or interest in reading. He goes to school regularly and has a plan to attend the SEE examination without any preparation. He believes he had good marks in grade nine without any hard labour. He may get marks from the teachers in SEE as well. Even daughters of this family are interested in pursuing higher education. However, the parents do not want to spend money on their daughters' education, so they married the elder daughter when she was studying in grade 7. The second daughter has passed SEE with good marks but sitting at home because her parents are not managing her. The youngest daughter goes to school regularly and she is getting free education from school. I found a bit of disparity between daughter and son in the family. Moreover, I visited a school and observed the classroom for a long time. However, I did not have the opportunity to attend the reading activities in school. School did not focus on reading activities during this year according to School Improvement Plan. I interacted with students, and they said that they have a library, but they do not want to go there and sit there because they do not have different levels of books. Likewise, sometimes some students want to go, but they do not get time because they do not get leisure time, and the school does not manage time for reading in the library. Similarly, I spent more time in the class of grade 10 because the English teacher was on leave for the Teacher Public Commission (TSC) examination. I made students read the different types of text of course books. Out of 65 students, only 4/5 students were able to read the text of English. Even some students could not read Nepali text as well because 99% of students were from the Tharu community so Nepali is also their second language. Even the teacher also translates some text in English to Nepali to Tharu. The school has prepared periodic SIP and included some reading activities for the primary level students and parent meetings to improve the education of students. Schools also do not have a rigorous plan for parental engagement to promote reading activities. They have regular schedules like parents meeting once a year and Parents Teacher Association meeting on a quarterly basis. I interacted with English teachers of primary level and secondary levels regarding reading activities in the school. Primary school teacher sometimes takes students to the library and make them read there and try to provide different types of reading activities but Secondary level teacher said that I am unable to organize reading activities because if I conduct reading activities even in the classroom, I cannot finish my course of study so that I am doing content-based and syllabus based teaching. Similarly, I found the socio-economic factors that encourage or hinder Tharu parents from engaging in the development of the reading culture of their children at home. Firstly, I saw that community people do not give importance to reading habits so I did not see any public library in the village. There is a Tharu tradition to have meetings with parents to worship traditional God. However, they never talk about the education of their children and they do not have any intention of conducting reading activities in the community. Even though there is a very good platform to link the formal education system with parents to increase their engagement in children's education support at home. Even some parents are educated and working as teachers in different schools, some are working in different professions. I think they might not have an idea to encourage other parents regarding the children's reading habits in the family or community. Individually, parents are willing to give their time to their children to have reading after school time in the home. However, their level of education is not adequate to provide support to children who are studying in class ten. During my stay in the village, I started walking around the village to get parental engagement for promoting the reading habits of children. I tried to watch everyone's home. You know that in the Janakipur village, 100% of Tharu people live there, so no home has a boundary wall, and everywhere, it is open so I could see without entering at home. School time was at 10:00 so I had enough time for observing it. One day, in the morning, I found only one house; children were studying under a small hot (there was no wall so children were sitting with books). There were more than 5 children; out of them, three were siblings, and two were friends. I went there and interacted with them. I asked them is it your daily routine? They told me that we do homework in the evening and in the morning time we read some chapters of any subject. They also shared that they feel happy while reading together because it creates an environment for them to read. I sat there for a few minutes and watched their activities. One elder sister was supporting her small brother in recognizing words and teaching for reading. I felt very good because I found only one home where some children were with books. Besides it, I noticed that most of the family members depend on agriculture, and they do traditional farming, so they produce some grains only to eat for a whole year, but they do not sell any product and do not get cash for serving daily life. Thus, they go to city areas like Dhangadhi, Nepalgunj, and Kathmandu, and nearer country India for a few months to work as daily wage laborers. During that time, they leave their children in the family who do not get any support from family members even elder brother or sister siblings take care of them. Economic condition is the one element that hinders to parents from going out from their family. Likewise, there are economically very good families and some parents are educated however, they do not have the idea and skill to provide simple activities of reading to form the habit of their children. Lastly level of education is another factor that hinders parents from giving reading literacy to their children. One of the greatest things, there is a lack of role models in the community and family who read books and transfer the skill to the next generation.

5. Conclusion

After reviewing the narration of parents and observing the home, community and classroom of the school, I finally conclude that the level of education of parents is great in children's education. One generation follows the customs of their family; likewise, if parents get an education, it also transfers one generation to another, just like the culture. But, my participants (parents) never got a culture of reading so there was a gap between educated parents. Thus, as a result, it affected them. Out of four parent participants, only one has passed SLC. However, he also could not continue his education although he was outstanding in study. Due to some challenges in serving daily life, my recent parent's participants realized and understood the importance of education, so they looked a little bit aware. Parents participants have learned from their history because they could not get proper support from their parents and family members. They were compelled to get married as the tradition of early marriage in the village. Now, time has gone, and they do not have good jobs due to a lack of qualifications. They do not have exact knowledge of reading literacy. Parents are eager to support their children with whatever they know about reading. But parents have sent their children to the extra coaching classes in class ten children of those families also take tuition classes in Math, Science, and Optional Math. Out of the four participants (students), due to the contribution of the parents of 3 children, they have had a kind of reading schedule since childhood. They have a good comprehension of the text of English and other subjects. Thus, they do not need extra classes in English. They enjoy reading different literature; however, there is a lack of extra reading materials for them.

About the above story, I concluded that due to the lack of engagement of Manturni and his husband, their son did not have good achievement in his education. I observed that the Tharu community still has a family leader who could lead the family financially and culturally, which is one good thing in the community because children could give respect to their parents, and senior leader could transfer their traditions to the children. Likewise, I observed that guardian from economically sound and educated families could support their children happily, and the children also look obedient and disciplined. They are not good at reading; however, parents have started a reading culture, and without any schedule, they sit together and read together in the morning time. Parents seem a bit less responsible because they are not so educated so they could not give any effort and time to them. I tried to ask them, but they told me that grandfather is doing support, so we are not doing anything. The reading habits of family members also affect the reading habits of children. If parents or grandparents read every day in the family at home. They could be role model for children and meanwhile, children get opportunities to share what they read and learn in school. Due to this environment, children respect their parents and guardian. Regularly, they take to support and accept constructive suggestions.

References

- Akindele, N. (2012). Reading Culture, Parental Involvement and Children's Development in Formative Years, the Convent University, Lincoln. *Library Philosophy and Practice* (e-journal). 805. <https://digitalcommons.unl.edu/libphilprac/805>
- Angrosino, M. (2007). *Doing ethnographic and observational research*. CA: Sage.
- Anyanwu E.C. (2016) Socio-Cultural Influences On Effective English Communication Of Nigerian Undergraduates Mgbakoigba, *Journal of African Studies*, 1.
- Bailey, T. (2017). *The Impact of Parental Involvement on Student Success*, KennesawState University. . Doctor of Education in Teacher Leadership Dissertations. 22. http://digitalcommons.kennesaw.edu/teachleaddoc_etd/22
- Bano, J., Jabeen, Z. & Qutoshi, S.B. (2018). Perception of teacher about the role of parents in developing reading habit of children to improve their academic performance in school, Karakorum International University. *Journal of Education Educational Development*.
- Barkar, L. & Scher, D. (2002). Beginning reader's motivation for reading experience. *Reading Psychology*, 23(4), 239–269. <https://doi.org/10.1080/713775283>
- Chapagain, B. (2018). *Some Ideas of Developing Reading Habits in Children*. Published in ELT Choutari.
- Chettri, K. & Rout, S. K. (2013). Reading Habits - An Overview. *IOSR Journal of Humanities and Social Science* (IOSR-JHSS), 14(6).
- Cohen, L, Manion, L., & Morrison, K. (2007). *Research methods in education*. Routledge.
- Coleman, J. S. (1988). Social Capital in the Creation of Human Capital. *American Journal of Sociology*, 94
- Fan, X. & Chen, M. (2001). Parental involvement and students' academic achievement: a meta-analysis, educational psychological review.
- Flick, U. (2009). *An introduction to qualitative research*. SAGE.
- Gayle, C. (2010). The Importance of Parental Involvement in Reading Skill Activities for Your Child. Retrieved from <http://ezinearticles.com/>
- Ghimre, N. (2022). Reading Among Graduate Students: Problems and Ways Forward. Published in ELT Choutari.
- Global Family Research Report. (2018). Joining together to create a bold vision for next generation family engagement: Engaging families to transform education.
- Goodall, J. & Vohaus, J. (2011). *Review of best practices in parental engagement: practices summary report DFE*.

- Gove, A., & Cvelich, P. (2011). *Early Reading: Igniting Education for All*. A Report by the Early Grade Learning Community of Practice.
- Guba, E.G. & Lincoln, Y.S. (1989). *Fourth Generation Evaluation* (1st ed.). Sage Publication.
- Guven, Z.Z. (2014). Project based learning: A constructive way towards learner autonomy. *International Journal of Languages' Education and Teaching*. Necmettin Erbakan University Department of Linguistics. file:///C:/Users/user/Downloads/PROJECT_BASED_LEARNING_A_CONSTRUCTIVE_WA%20(1).pdf
- Joshi, P.R. (2024, April 15). Promoting Nepal's Reading Culture. The Kathmandu Post. <https://kathmandupost.com/columns/2023/06/21/promoting-reading-culture-in-nepal>
- Koirala, N. & Bird, P. (2004). *Library Development in Nepal: Problem and Prospects*. EBHR-38,128.
- Krauss, S. E. (2005). Research paradigms and meaning making: A primer. *The Qualitative Report*, 10(4), 758-770.
- Maxwell, J. A. (2012). *Qualitative research design: An interactive approach*. Sage publications
- Ministry of Education. (2016). *School Sector Development Plan 2016/17-2022/2023*. Kathmandu: Government of Nepal.
- Mudzielwana, N. P. (2014). The role of parents in developing reading skills of their children in the foundation phase, University of Venda, Department of Early Childhood.
- Myrberg, E., & Rosen, M. (2009). Direct and Indirect Effects of Parents' Education on Reading Achievement among Third Graders in Sweden. *British Journal of Educational Psychology*, 79, 695-711.
- Nelson J.K. (2009) Impact Of Parent Education On Student Success, Utah University. MS 126 Orem, UT 84058 (801)226-2030
- Nepal Village Foundation UK (2011). Girls education report.
- Newchurch, A. (2017). The impact of parental involvement on student's success: school and family partnership from the perception of parents and teachers, Kennesaw State University. Doctor of Education in Teacher Leadership Dissertations. 21. http://digitalcommons.kennesaw.edu/teachleaddoc_etd/2
- Neuman, W.L. (2016). *Social research methods: Qualitative and quantitative approach*. Pearson.
- Olasehinde, M. O., Akanmode, O. A.1, Alaiyemola, A. T.1 & Babatunde, O. T. (2015). Promoting the Reading Culture towards Human Capital and Global. Development, English Language Teaching, 8(6) Published by Canadian Center of Science and Education
- Palfreyman, D.M. (2015). Ethnography. In James Dean Brown & Christine Coombe (Eds.), *The Cambridge guide to research in language teaching and learning*, 146-154.
- Reterana, P.C. (2012). The making of reading society, developing a culture of reading in Rwanda, Linkoping University
- Reeves, S., Ayelet, K. & Hodges, B.D. (2008). Qualitative research: Qualitative research methodologies: Ethnography. *British Medical Journal*, 337 (77668), 512-514. https://www.academia.edu/900971/Qualitative_research_methodologies_ethnography
- Richards, K. (2003). *Qualitative inquiry in TESOL*. Palgrave Macmillian.
- Shahi, B.B. (2021). Role of Parents Toward Their Children's Education in Nepal: An Exploration and Analysis. Published in *Artech Journal of Art and Social Sciences*, 3(2), 60-65
- Sangasubana, N. (2009). How to conduct ethnographic research. *The Qualitative Report*, 16(2), 567-573. <https://www.semanticscholar.org/paper/How-to-Conduct-Ethnographic-Research-Sangasubana/deef6727d8114a0c3c0cb683c63a27b21428bd87>
- Vellymalay, N. & Kumar, S. (2011). A Study of the Relationship Between Inidain Parents Education Level in their Children Education, 29(2), 47-65.
- Willis, J.W. (2007). *Foundations of qualitative research*. Sage publications. Teachers' Educational research association.
- Taylor, P. C. & Medina, M. (2011). Educational research paradigms: From positivism to pluralism. *College Research Journal*, 1(1), 1-16. Assumption College of Nabunturan, Philippines.
- Taylor, P. C. (2014). Contemporary qualitative research: Towards an integral research perspective. In S. K. Abell & N. G. Lederman (Eds.), *Handbook on research on science education*. New York, NY: Routledge.
- Yadav, P.K. (2018). Reading Habit: Do our students read the books outside the textbook? Published in *ELT Choutari*.



Copyright retained by the author(s). JOMRA is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.