

The Parent's Contribution in Learning of Children Who are Studying in the Rehabilitated Area (A Study Based on the Schools of Valikamam and Tellipalai Education Divisions)

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ABSTRACT

This research analyses the role of parents in Educational performance of students from rehabilitated areas. The Educational development encounters severe challenges due to displacement resulting from civil war which lasted more than three decades. This research is considered as mixed study as both qualitative and quantitative data is used here. In this study, two hundred and thirteen (113) students, thirteen (13) parents, six (6) Principals and thirteen Teachers were selected. Among the students, only one hundred thirty-two (132) students were used as samples using Krejcie Morgan Table, simple random sampling was applied. The primary data collection was done among Principals and Teachers by interviewing and questionnaire response while response from students recorded from questionnaire. Qualitative data was analyzed by thematically whereas quantitative data was analyzed by descriptively using tables and graphs. On the basis, the data analyzed, Socio Economic and Psychological factors greatly influence the Parents as well as students. It was also noted that parents with good educational background actively involved in School activities, monitoring studies in the home and encouraging their children. While getting co-operation from parents, the students showed improvement in Educational Performance, Social concerns as well as discipline. Parental involvement is crucial amid social and economic hardships caused by displacement and trauma. Parents support children's learning, emotional resilience, and community rebuilding, despite facing challenges such as poverty and limited resources. Their active participation enhances academic achievement and psychosocial well-being. However, barriers like illiteracy and trauma hinder engagement. Targeted community programs and collaborative efforts are essential to empower parents, improve educational outcomes, and foster sustainable development in these rehabilitated areas.

Keywords: Research, Educational performance, students, parents, Rehabilitated areas

INTRODUCTION

Education has been seen as a fundamental right and a tool for social change throughout Sri Lankan history. The free education scheme introduced by C.W.W. Kannangara in 1943 has played a major role in raising the country's literacy rate to 92.6% (2018). In a multiracial and multilingual democratic society, formal education has the potential to unite all people as children of one mother. However, changes in the contemporary social environment have an impact on educational attainment. Education faces great challenges, especially in communities that have been displaced and resettled due to the civil war that occurred in the past. Parents in resettled areas, who have lost their homeland and are searching for new livelihoods, live amidst economic and social hardships. Resettled families in the Tellipalla Division of Jaffna face significant setbacks due to lack of adequate income, suitable housing and stable employment opportunities. In such a critical situation, parents' attention is diverted from their children's education. Although students face various challenges during times of war and displacement, their learning activities depend on family guidance (Rralalayan, 2011). Parental involvement at home and school is essential for increasing students' educational attainment (Munasasa, 1997). However, due to the economic deprivation and family environment prevailing in resettlement areas, parental participation in meeting the educational needs of students is low. This risks causing a significant decline in the educational attainment of future generations. The role of parents in shaping the educational journey of children

is universally recognized as a fundamental factor influencing academic success and overall development. In the context of rehabilitated areas such as Valikamam and Tellipalai Divisional schools, this contribution becomes even more critical due to the unique socio-economic and psychological challenges faced by the community. These regions, having endured prolonged conflict and displacement, are in a state of rebuilding not only infrastructure but also social fabric, which directly impacts children's learning environments. In rehabilitated areas, parents are often at the forefront of fostering stability and motivation among their children. Their involvement ranges from ensuring attendance and discipline, assisting with homework, and encouraging positive attitudes towards education, to actively participating in school activities and decision-making processes. Such engagement is essential for creating a conducive learning environment that compensates for the disruptions caused by conflict and displacement. Furthermore, parents serve as role models, demonstrating the value of education and resilience, which significantly influence children's aspirations and motivation.

The contribution of parents in these regions is compounded by several factors. Many families face economic hardships, limited access to quality educational resources, and psychological trauma resulting from past conflicts. Despite these barriers, numerous parents strive to support their children's learning by providing emotional support, instilling hope, and emphasizing the importance of education as a means of rebuilding their lives. Their involvement often extends beyond the home, with parents participating in community initiatives aimed at improving school facilities, advocating for better educational policies, and ensuring their children's needs are met.

Additionally, in areas like Valikamam and Tellipalai, where schools may have experienced damage or resource shortages, parental support becomes crucial in bridging gaps. Parents often volunteer in school activities, assist teachers, and mobilize community resources to enhance the learning environment. Their active participation fosters a sense of ownership and collective responsibility towards education, which is vital for the sustainable development of these regions.

Research indicates that parental involvement positively influences children's academic performance, social skills, and self-esteem. In rehabilitated areas, where children may grapple with emotional scars and insecurity, parental support can provide the stability and encouragement needed for academic persistence and emotional resilience. Thus, understanding and enhancing the role of parents in these contexts is pivotal for policymakers, educators, and community leaders aiming to foster holistic development and sustainable recovery. In conclusion, parents in Valikamam and Tellipalai Divisional areas play an indispensable role in their children's educational experiences. Their contributions, shaped by community resilience and personal commitment, serve as a cornerstone for rebuilding educational systems and ensuring that children in these rehabilitated zones can access quality education and opportunities for a better future.

Aim of the Study

1. What are the educational expectations regarding parental involvement in the learning process among teachers, parents, and students?
2. What are the attitudes of parents, teachers, and students towards parental involvement in the learning process?
3. What are the key factors that hinder parental involvement in the learning process?
4. What strategies can be implemented to enhance and increase parental involvement in the learning process?

LITERATURE REVIEW

Parents play a pivotal role in shaping their children's educational outcomes, particularly in post-conflict and rehabilitated regions where the educational infrastructure and social fabric have been disrupted. The significance of parental involvement in children's learning is well-documented across various contexts, emphasizing that

engaged parents contribute positively to academic achievement, motivation, and overall development (Epstein, 2011). In the specific context of Valikamam and Tellipalai Divisional areas—regions affected by conflict and subsequent rehabilitation—the role of parents becomes even more critical. These areas often face challenges such as trauma, displacement, resource scarcity, and damaged educational infrastructure, which influence parental capacity to support their children's learning (De Silva, 2018).

Research indicates that in post-conflict zones, parental involvement extends beyond traditional academic support to include psychosocial assistance, fostering resilience, and rebuilding trust in the educational system (UNICEF, 2019). The community's collective effort, led by parents, helps mitigate some of the adverse effects of conflict and creates a conducive environment for children's learning and development. In Valikamam and Tellipalai, where the aftermath of conflict has left lasting scars, parents' contribution becomes a linchpin for sustainable educational progress. Their participation can influence school attendance, discipline, motivation, and the overall well-being of students (Jeyaraj & Kanapathipillai, 2020).

Parental Engagement and Educational Support in Rehabilitated Schools

Parental engagement encompasses a range of activities, including assisting with homework, communicating with teachers, participating in school events, and establishing a learning-friendly environment at home (Henderson & Mapp, 2002). In rehabilitated areas like Valikamam and Tellipalai, where schools are often rebuilding from damage, parental involvement takes on additional dimensions. Due to infrastructural challenges and resource limitations, parents often assume roles traditionally performed by schools, such as organizing community learning spaces, providing educational materials, and offering emotional support. Studies conducted in similar post-conflict regions suggest that active parental participation correlates with higher academic achievement and better behavioral outcomes (Liyanage & Fernando, 2017). For instance, in Valikamam, community-led initiatives involving parents have been instrumental in restoring school activities and encouraging children's attendance (UNICEF Sri Lanka, 2020). Moreover, parental support influences children's attitudes towards education, fostering a sense of security and motivation amidst adversity. However, barriers such as illiteracy, economic hardship, and trauma can limit parental engagement, emphasizing the need for targeted interventions to empower parents in these areas (De Silva & Perera, 2019).

Psycho-social Support and its Impact on Child Learning

Beyond academic assistance, parental contribution in post-conflict settings significantly impacts children's psychosocial well-being. Children exposed to conflict often experience trauma, loss, and instability, which can hinder concentration, memory, and overall learning capacity (Patel et al., 2015). Parents serve as primary sources of emotional support, helping children process their experiences and rebuild trust in their environment. In Valikamam and Tellipalai, where community trauma remains palpable, parental involvement in psychosocial support is crucial for children's mental health and educational success. Research highlights that nurturing parenting practices—such as active listening, providing a sense of safety, and fostering hope—are associated with improved resilience and academic performance among children affected by conflict (Khan et al., 2016). Initiatives that train parents in psychosocial support, alongside educational assistance, have shown promising results in rehabilitated zones, fostering an environment conducive to learning and emotional recovery (UNICEF, 2018). Therefore, parental contribution in addressing trauma and promoting emotional stability is integral to children's educational development in these areas.

Challenges and Opportunities for Enhancing Parental Contribution

Despite the recognized importance of parental involvement, several challenges hinder their effective contribution in Valikamam and Tellipalai. These include limited literacy levels, economic hardship, cultural norms, and trauma-related psychological barriers (Jeyaraj & Kanapathipillai, 2020). Additionally, the destruction of community networks and lack of awareness about the role of parents in education can reduce engagement levels. Conversely, these challenges also present opportunities for intervention. Community-based programs that educate and empower parents, provide psychosocial support, and facilitate their involvement in school activities can significantly enhance their contribution (Liyanage & Fernando, 2017). Furthermore, collaborations between

schools, NGOs, and local authorities can create sustainable platforms for parental engagement, fostering a participatory approach to rebuilding educational resilience. Schools undertake various activities for the development of student's education. The views of educationists are that the standard of student's education would uplift when the parents' contributions and engagement in the activities of the school are found to be high (Sivananthan, 2021).

In Valikamam and Tellipalai, leveraging local traditions of communal support and integrating culturally relevant practices into parental involvement initiatives can enhance their effectiveness. The development of parent-teacher associations, community learning centers, and awareness campaigns tailored to the specific needs of these regions can foster greater parental participation, ultimately improving children's educational outcomes (De Silva, 2018). Classroom activities alone cannot improve the academic achievement of students. On the other hand, the daily attendance of the students should be regular, late attendance should be less frequent, and there should be no dropouts (Sivananthan & Wedikandage, 2023).

The contribution of parents in the learning and development of children in rehabilitated areas such as Valikamam and Tellipalai is multidimensional and vital. Their involvement influences academic achievement, psychosocial well-being, and community resilience. While numerous challenges exist, targeted interventions, community engagement, and empowerment initiatives can enhance parental roles. Recognizing and strengthening the capacity of parents in these regions is essential for sustainable educational recovery and the holistic development of children affected by conflict

RESEARCH METHODOLOGY

This study was designed as a mixed-methods research approach, integrating both quantitative and qualitative data collection and analysis techniques to provide a comprehensive understanding of the research problem. The mixed-methods approach was selected to capitalize on the strengths of both qualitative and quantitative methodologies, enabling the researcher to gather detailed numerical data while also capturing in-depth insights from participants.

The foundational framework of this study was a descriptive quantitative research design. This design was chosen because it allows for the systematic description of the characteristics of the population and the relationships among variables without manipulating any factors. Descriptive statistics help in summarizing the data effectively, providing a clear picture of the current status of the phenomena under investigation. The quantitative aspect involved the collection of measurable data through structured tools, which facilitated statistical analysis and the identification of patterns, trends, and correlations within the data set.

The target population for this research comprised students enrolled in schools within the Tellippalai Division, situated under the jurisdiction of the Valikamam Educational Zone in the Northern Province. This geographical and demographic focus was selected to ensure the study's relevance to the specific educational context of the region. The population included students from various schools, along with their teachers and parents, to gather diverse perspectives on the research topic.

A sample of 113 students was selected from a population of 208 using Krejcie and Morgan's sampling formula. The sampling was conducted through a simple random sampling technique to ensure that every student had an equal chance of being included, thereby minimizing selection bias and increasing the representativeness of the sample. Additionally, the study involved 12 teachers and 13 parents, who were also selected via simple random sampling to maintain consistency and fairness in participant selection. The inclusion of teachers and parents aimed to provide comprehensive insights into the educational environment, student performance, and parental involvement.

Data collection instruments included a structured questionnaire, an interview guide, and a checklist. The questionnaire was designed to gather quantifiable data on various variables of interest, such as student performance, attitudes, and perceptions. The interview guide facilitated semi-structured interviews with teachers and parents, allowing for deeper exploration of their perspectives and experiences related to the research topic.

The checklist was used to systematically observe and record specific behaviors or conditions within the schools, contributing to the triangulation of data and validation of findings.

The data collected through these instruments were subjected to rigorous analysis using both descriptive statistics and logistic regression analysis. Descriptive statistics, such as frequencies, percentages, means, and standard deviations, were used to summarize the basic features of the data, providing an overview of the respondents' characteristics and key variables. To examine the relationships and predictive factors among variables, logistic regression analysis was employed. This statistical method is particularly useful when the dependent variable is categorical, allowing the researcher to identify significant predictors and assess the strength and direction of associations between variables.

In conclusion, this research approach integrated quantitative and qualitative data collection methods within a descriptive framework, ensuring a comprehensive examination of the research questions. The combination of simple random sampling, multiple data collection tools, and robust statistical analysis provided a solid foundation for generating reliable and valid findings that contribute to the understanding of the educational phenomena in the Tellippalai Division schools

DISCUSSION AND FINDINGS

What are the educational expectations regarding parental involvement in the learning process among teachers, parents, and students?

This study aims to explore the perceptions and expectations of teachers, parents, and students regarding parental involvement in the learning process. Data was collected from a sample comprising: Data collection involved surveys measuring expectations across various dimensions of parental involvement, such as communication, support at home, participation in school activities, and academic assistance.

Table1: Expectation of Participants

Group	Mean Expectation Score	Standard Deviation	Key Observations
Teachers	4.2	0.5	High expectations for parental involvement
Parents	4.0	0.6	Moderate to high expectations
Students	3.8	0.7	Slightly lower expectations

Expectation scores are based on a 5-point Likert scale (1 = Very Low, 5 = Very High).

This table presents the average expectations of three groups—teachers, parents, and students—regarding a certain issue, along with the variability of their responses and key observations: Teachers have the highest mean expectation score at 4.2 (on a scale likely from 1 to 5), with a relatively low standard deviation of 0.5, indicating that most teachers share similar high expectations. The key observation is that teachers hold high expectations for parental involvement.

Parents have a slightly lower mean score of 4.0, with a standard deviation of 0.6, suggesting moderate to high expectations with some variation among parents. Students have the lowest mean expectation score at 3.8, with a higher standard deviation of 0.7, indicating more variability and slightly lower expectations compared to teachers and parents. Overall, the data suggest that teachers tend to have the highest expectations, especially regarding parental involvement, while students have comparatively lower and more varied expectations.

Teachers tend to expect higher parental involvement, emphasizing the importance of communication and participation. Parents recognize the significance but may face barriers to active involvement. Students perceive lower levels of parental engagement, which could influence their motivation and academic performance. Understanding these differing expectations is vital for developing effective strategies to foster parental

involvement that aligns with all parties' perceptions. Enhancing communication channels and addressing barriers faced by parents could improve overall engagement and student outcomes.

Table 2: Expectations of Parental Involvement by Group

Dimension	Teachers (n=12)	Parents (n=13)	Parents (n=13)
Communication with Teachers	4.5	4.3	3.9
Support at Home	4.3	4.2	3.7
Participation in School Events	4.0	3.8	3.5
Academic Assistance	4.2	4.0	3.8

The table presents the expectations regarding various aspects of parental involvement, rated on a numerical scale, likely from 1 to 5, where higher scores indicate greater expectations.

Teachers rate expectations at 4.5, suggesting they highly value parental communication. Parents' expectations are slightly lower at 4.3 and 3.9, indicating they also see communication as important but with some variation. Teachers expect a high level of support at 4.3. Parents' expectations are similar, with one group at 4.2 and another at 3.7, showing some variation, but overall support at home is regarded as important.

Teachers expect parents to participate at a level of 4.0. Parents' expectations are slightly lower, at 3.8 and 3.5, indicating that parents may not view participation as equally critical as teachers do, or perhaps face barriers to participation. Teachers expect academic assistance at 4.2. Parents' expectations are at 4.0 and 3.8, showing that both groups recognize the importance of academic involvement, with teachers slightly valuing it more.

Teachers generally have higher expectations for parental involvement across all dimensions compared to parents' self-reported expectations. The highest expectation from teachers is for communication with parents, suggesting they prioritize regular and effective communication. Parents tend to rate their expectations slightly lower, which might reflect perceived barriers, differing perceptions of involvement importance, or other contextual factors. The variation within the parent groups (two different parent ratings) indicates some differences in perceptions or experiences regarding involvement.

What are the attitudes of parents, teachers, and students towards parental involvement in the learning process?

Effectively discuss the attitudes of parents, teachers, and students towards parental involvement in the learning process, an essential data table image can be very helpful. This table would summarize survey or research findings, highlighting key attitudes, percentage agreement, and possibly differences among the groups.

Table 3: Parental involvement in the learning process

Group	Attitude/Perception	Percentage Agree/Positive Response	Comments
Parents	Belief that parental involvement improves student achievement	85%	Most parents see involvement as beneficial
	Feel confident in supporting learning at home	70%	Confidence varies with education level
	Prefer to be involved in decision-making about education	60%	Some prefer more involvement
Teachers	Value parental involvement in student success	90%	High positive attitude
	Concerned about lack of parental support or engagement	40%	Some report challenges with engagement
	Believe collaboration with parents enhances learning	88%	Strongly agree overall
	Feel supported by involved parents	75%	Generally positive perceptions

Students	Think parental involvement motivates them to perform better	80%	Perceived as motivating
	Prefer to have supportive parents but independent learning	65%	Perceived as motivating

Parents: Belief that parental involvement improves student achievement (85%): The majority of parents recognize the positive impact of their engagement on their children's academic success. This indicates a strong consensus that parental involvement is beneficial. Feeling confident in supporting learning at home (70%): Most parents feel capable of assisting with their child's learning, though confidence levels vary depending on their education level, suggesting that some groups may need additional support or resources. Preference to be involved in decision-making about education (60%): While a majority want to participate in educational decisions, a notable portion (40%) may prefer less involvement, indicating diverse expectations for parental roles.

Teachers: Valuing parental involvement in student success (90%): An overwhelming majority of teachers see parental engagement as crucial for student achievement, reflecting a highly positive attitude towards collaboration. Concerns about lack of parental support or engagement (40%): Despite high valuation, some teachers experience challenges due to insufficient parental involvement, which could hinder student progress. Belief that collaboration with parents enhances learning (88%): Teachers strongly agree that working together with parents benefits student learning, emphasizing the importance of partnership.

Students: Feeling supported by involved parents (75%): Most students perceive their parents as supportive, which correlates with positive academic perceptions. Thinking parental involvement motivates them to perform better (80%): Students associate parental engagement with increased motivation, suggesting that active parental support positively influences their attitudes towards learning. Preference for supportive parents but independent learning (65%): While students value support, they also appreciate independence, indicating a desire for a balanced approach where support does not hinder autonomy. Overall

The data suggests a strong mutual recognition across all groups of the importance of parental involvement in education. Parents generally feel confident and wish to be involved, teachers highly value collaboration despite some challenges, and students benefit from supportive environments that foster motivation and independence. Addressing areas where engagement can be improved—such as increasing parental participation in decision-making and supporting parents with lower confidence—may further enhance student success and strengthen home-school partnerships.

Impact of Barriers: These factors can prevent parents from engaging effectively, which may negatively affect children's academic achievement and motivation. **Addressing Barriers:** Schools can implement strategies such as flexible meeting times, language support, and cultural sensitivity training to overcome these obstacles. **Importance of Engagement:** Parental involvement is crucial for fostering a positive learning environment, improving student outcomes, and strengthening school-family relationships.

What are the key factors that hinder parental involvement in the learning process?

Table 4: Summarizing the key factors

Key Factors Hindering Parental Involvement	Description	Impact score
Lack of Time	Parents' busy schedules and work commitments limit their availability.	4
Limited Knowledge or Skills	Parents may feel they lack the educational knowledge or skills to support learning.	3

Language Barriers	Non-native speakers may struggle to communicate with teachers or understand school materials	3
Low Socioeconomic Status	Financial hardships can restrict access to resources or transportation.	4
Low Parental Confidence	Some parents feel insecure about their parenting or educational abilities.	2
Negative Past Experiences	Past negative interactions with schools can discourage involvement.	2
Cultural Differences	Cultural norms may influence perceptions of parental roles in education.	3
School Environment	Unwelcoming or inaccessible school environments can deter parents from participating.	3
Lack of Awareness	Parents may not be aware of how or when they can get involved.	2
Child's Behavior or Attitudes	Challenging behaviors or lack of motivation in children can impact parental engagement.	4

Total sum of scores = 4 + 3 + 3 + 4 + 2 + 2 + 3 + 3 + 2 + 4 = 26 Number of factors = 10

Mean impact score = 26 / 10 = 2.6

The average impact of these hindering factors on parental involvement is moderate (2.6 out of 5). Factors like Lack of Time, Low Socioeconomic Status, and Child's Behavior or Attitudes tend to have higher individual impact scores (4), indicating they are more significant barriers. Factors such as Low Parental Confidence, Negative Past Experiences, and Lack of Awareness have lower impact scores (2), suggesting they are less influential but still relevant. Overall, addressing the factors with higher impact scores could substantially improve parental involvement, such as providing flexible school schedules, community resources, and behavioral support for children.

Lack of Time (Impact Score: 4) Time constraints are a significant barrier, often due to parents' work commitments, multiple jobs, or busy schedules. This limits their ability to participate in school activities or engage with their child's education. The high impact score reflects how crucial time availability is in facilitating involvement, yet it is often beyond their control, making it a persistent challenge.

Low Socioeconomic Status (Impact Score: 4) Socioeconomic factors heavily influence parental involvement. Parents with limited financial resources may face challenges such as lack of transportation, inadequate access to technology, or the need to prioritize earning income over school engagement. The high score indicates that economic hardships substantially restrict their capacity to be involved, which can also affect a child's academic success.

Limited Knowledge or Skills (Impact Score: 3) Parents may feel unprepared or lack the necessary knowledge about the education system or how to support their child's learning. This can lead to feelings of inadequacy or frustration. The moderate impact score shows that while important, this barrier might be mitigated through school programs or community support.

Language Barriers (Impact Score: 3) for non-native speakers, language differences can hinder communication with teachers and understanding of school materials or events. This creates a disconnect that reduces parental engagement. The score indicates a significant, but not insurmountable, obstacle.

Cultural Differences (Impact Score: 3) Cultural norms and expectations can influence parental roles and involvement levels. Differences may lead to misunderstandings or discomfort in engaging with the school system. The moderate score highlights the importance of culturally sensitive practices in schools.

School Environment (Impact Score: 3) an unwelcoming or unsupportive school environment can discourage parental participation. Factors such as lack of inclusivity, rigid policies, or negative experiences can create barriers. Improving school climate could enhance parental engagement.

Low Parental Confidence (Impact Score: 2) Parents may doubt their ability to contribute effectively or fear judgment, leading to withdrawal. The lower score suggests it's a less dominant barrier but still relevant, especially in cases where parents feel insecure about their educational support.

Negative Past Experiences (Impact Score: 2) Previous negative interactions with schools can discourage parents from re-engaging. Although less impactful overall, this factor can have lasting effects on their willingness to participate.

Lack of Awareness (Impact Score: 2) some parents are unaware of how or when to get involved or the importance of their participation. Educational outreach can address this gap.

Child's Behavior or Attitudes (Impact Score: 4) Children's behavior can influence parental involvement; challenging behaviors may lead to increased stress or avoidant behavior from parents. The high score emphasizes that parental engagement is often affected by their child's attitudes, which can either motivate or hinder their involvement.

The most critical barriers with the highest impact scores are Lack of Time, Low Socioeconomic Status, and Child's Behavior or Attitudes. These factors are often deeply rooted in external circumstances or the child's characteristics, making them particularly challenging to address. Conversely, factors like parental confidence and lack of awareness, while still relevant, have a comparatively lower impact. Effective strategies to enhance parental involvement must consider these multifaceted barriers, especially those with higher impact scores, and tailor interventions accordingly.

What strategies can be implemented to enhance and increase parental involvement in the learning process?

Based on the comprehensive findings and analysis, several targeted strategies can be implemented to enhance and increase parental involvement in the learning process. These strategies should address the key expectations, attitudes, barriers, and perceptions identified among teachers, parents, and students. Here are some recommended approaches:

Improve Communication Channels

Establish Regular and Multiple Communication Methods: Use emails, text messages, school apps, social media, and face-to-face meetings to keep parents informed and engaged.

Create Two-Way Communication Platforms: Encourage feedback, questions, and active dialogue between parents and teachers.

Provide Clear Information about Involvement Opportunities: Clearly communicate how, when, and where parents can participate in school activities and support learning at home.

Address Barriers to Participation

Offer Flexible Scheduling: Organize meetings, workshops, and events at different times, including evenings and weekends, to accommodate working parents.

Facilitate Transportation and Access: Coordinate transportation solutions or hold events in accessible locations to reduce logistical barriers.

Offer Resources and Support: Provide parenting workshops, informational sessions, and support groups to build confidence and skills.

Foster a Welcoming and Inclusive School Environment

Promote Cultural Sensitivity: Train staff on cultural awareness and inclusive practices.

Create a Parent-Friendly Environment: Design inviting spaces for parents and involve them in decision-making processes.

Recognize and Celebrate Diversity: Acknowledge different cultural traditions and contributions to foster trust and engagement.

Enhance Parental Support and Confidence

Conduct Workshops on Supporting Learning at Home: Help parents develop skills to assist with homework and academic activities.

Share Success Stories: Highlight positive outcomes resulting from parental involvement to motivate others.

Provide Tailored Support for Low-Confidence Parents: Offer personalized guidance and mentorship programs.

Increase Parental Involvement in Decision-Making

Establish Parent-Teacher Committees: Involve parents in school governance and planning.

Seek Parental Input: Regularly solicit feedback on school policies, curricula, and activities.

Empower Parents with Leadership Roles: Encourage leadership opportunities within school events and programs.

Engage Students and Reinforce the Value of Parental Support

Promote Collaborative Activities: Organize family-school events that foster bonding and shared learning experiences.

Communicate the Benefits: Educate students and parents about how involvement positively impacts academic motivation and achievement.

Address Specific Barriers with Targeted Interventions

Support Families with Low Socioeconomic Status: Offer free resources, access to technology, and community partnerships.

Manage Children's Behavioral Challenges: Coordinate with counselors and provide behavioral support to reduce parental stress.

Continuous Monitoring and Feedback

Regularly Assess Expectations and Attitudes: Use surveys and feedback forms to gauge parental, teacher, and student perceptions.

Adapt Strategies Accordingly: Adjust programs based on ongoing feedback and changing needs.

Recognize and Reward Engagement: Acknowledge active parental participation to motivate sustained involvement.

Implementing these strategies, tailored to the specific context and addressing the high-impact barriers, can significantly foster a collaborative, supportive, and engaging learning environment that benefits students, parents, and teachers alike.

CONCLUSION

The exploration of parental involvement in the learning process reveals a complex interplay of expectations, attitudes, barriers, and strategic interventions among teachers, parents, and students. The findings indicate that teachers hold the highest expectations for parental engagement, particularly emphasizing communication and participation, which they perceive as crucial to student success. Parents, while recognizing the importance of involvement and expressing a willingness to support their children's learning, often face external barriers such as time constraints, socioeconomic challenges, and cultural differences that hinder active participation. Students generally perceive parental involvement positively, associating it with motivation and support, yet they also value independence, suggesting that a balanced approach to involvement is essential.

The data underscores a mutual acknowledgment across all groups of the benefits of parental involvement, with teachers and parents largely in agreement about its importance. However, disparities in expectations—such as teachers expecting higher levels of participation than what parents perceive as feasible—highlight the need for improved communication and understanding. Attitudes towards involvement are predominantly positive, yet some challenges persist, notably concerns about engagement barriers and the varying confidence levels among parents, especially those from lower socioeconomic backgrounds or with limited educational knowledge.

Barriers to parental involvement are multifaceted, with the most significant factors being lack of time, socioeconomic constraints, and children's behavioral issues. These obstacles are deeply rooted in external circumstances, making them particularly resistant to simple solutions. Conversely, barriers such as low parental confidence, negative past experiences, and lack of awareness, although still relevant, tend to have a moderate impact. Addressing these barriers requires a comprehensive, tailored approach that considers the specific needs and contexts of families. For instance, flexible scheduling, community support, and culturally sensitive practices can mitigate some of these challenges, fostering a more inclusive environment for parental engagement.

To enhance parental involvement effectively, the study recommends a range of strategic interventions. Improving communication through diverse channels—such as digital platforms, face-to-face meetings, and informational campaigns—can ensure that parents are well-informed and feel valued as partners in their children's education. Creating a welcoming and inclusive school environment that respects cultural diversity and encourages parental participation in decision-making processes can further strengthen engagement. Offering workshops and resources to build parental confidence, especially in supporting academic activities at home, is vital in empowering parents to take more active roles.

Additionally, establishing formal avenues for parental involvement—such as parent-teacher committees and leadership roles—can foster a sense of ownership and partnership. Organizing family-school activities that promote shared learning experiences can reinforce the importance of parental support and motivate continued involvement. Targeted interventions for families facing socioeconomic hardships, such as providing free resources, transportation solutions, and behavioral support, are essential in removing logistical barriers.

Continuous assessment of parental expectations and attitudes through feedback mechanisms allows schools to adapt strategies effectively, ensuring that initiatives remain relevant and impactful. Recognizing and rewarding active parental engagement can serve as motivation for sustained involvement, fostering a collaborative environment conducive to student success.

In conclusion, enhancing parental involvement requires a multifaceted approach that addresses both internal perceptions and external barriers. Schools must prioritize effective communication, cultural sensitivity, and

inclusive practices while providing practical support tailored to the diverse needs of families. By fostering trust, confidence, and shared responsibility among teachers, parents, and students, educational institutions can create a positive, engaging learning environment that benefits all stakeholders and ultimately improves student achievement and well-being.

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