


## Teachers' Perspectives on Using Performance Tasks for Teaching and Assessing English Reading

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 <https://doi.org/10.54855/ijte.25538>

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Received: 23/01/2024

Revision: 26/07/2025

Accepted: 28/07/2025

Online: 30/07/2025

### ABSTRACT

**Keywords:** blame game, punishment, narrative, school, rapport

This study examines the blame game among three key agents—parents, teachers, and students—with academic and disciplinary issues in the Nepalese context. In Nepal, no substantial studies have been conducted on this issue. The researcher adopted qualitative and narrative inquiry to examine and analyze participants' lived experiences. The participants were five teachers, three students, and three parents. The findings suggest that parents' consistent involvement in their children's education yields positive outcomes. However, teachers are sometimes not supported by administrators and teachers also need motivation in the same way students aspire to. It is recommended that parents sacrifice certain things for their child's education. Teachers must seek better ways to keep students engaged in productive activities, and schools must take the initiative to build a good rapport with parents and the community for the well-being of all their members. Students, parents, teachers, and school administrators should work in collaboration to achieve their common goals.

### Introduction

"Teacher, if you punish me, my mom will not spare you." A colleague of mine was once shocked to hear such a menacing remark from a student in class. On hearing such a rude remark anyone can start assessing the merits and demerits of teaching as a noble profession. In Nepal, a school was understood to be a temple of learning and teaching, and the teachers were likened to a burning candle. Teachers were compared with God. Students and parents would greet teachers at school and everywhere. For the past decade, this culture has declined sharply. Schoolchildren have started to challenge teachers. A series of questions may have to be considered: 'How have students gotten the courage to demean their teachers? Who is backing them to do so? Who is to take moral responsibility? Have moral values been declining in our society? What approaches can be embedded into school curricula?

**CITATION** | Limbu, S. (2025). Teachers' Perspectives on Using Performance Tasks for Teaching and Assessing English Reading. *International Journal of TESOL & Education*, 5(3), 135-146. DOI: <https://doi.org/10.54855/ijte.25538>

Nowadays, discipline has become a thing of the past and a lack of it has only increased the woes of teachers as well as the school administration. “Poor behaviour in class has been on the increase since the pandemic” (“Rushing to blame parents,” 2024, par. 4). Since the pandemic, more students have been exposed to the internet and gadgets, making them more sensitive and pampered than ever. One of the underlying, disciplinary problems is the defiant attitude the students have developed. And, when it comes to accepting responsibility, teachers, parents and schools often remain silent or blame each other. Venkatesan (2011) argues that “Parents are out to blame teachers or their own children. The teachers are out to fault children or their parents. The children are set to hold responsible their parents and teachers as reasons for their academic problems” (p. 213). A parent coming to school to accuse and argue with the school staff is a common occurrence that can be witnessed in any school office. Often these accusations and arguments take an ugly turn, and the school authorities confront with parents’ threats of calling the media to tarnish the institution’s image and damage teachers’ careers. On the other hand, schools have failed to establish and enforce a clear set of rules and regulations, as well as a code of conduct, among students. Students believe that no teacher or principal is permitted to punish them.

The Constitution of Nepal (2015) includes a section on the rights of children and states in article 39: “No child shall be subjected to physical, mental, or any other form of torture at home, in school, or in any other places or situations.” It also provides for the right of every person to “live with dignity” (article 16) and to “equal protection of law” (article 18). However, it does not explicitly prohibit all forms of corporal punishment. Therefore, teachers must endure various hardships to avoid potential confrontations and criticism. The concept of punishment is not limited to human life. For disciplinary cases, punishment mechanisms are adopted at schools, universities, offices, markets—everywhere.

Despite increasing tensions among students, teachers, and parents in Nepali schools regarding discipline and accountability, there has been a notable lack of empirical research exploring these dynamics through the lens of lived experiences. While anecdotal accounts and media reports highlight the growing blame game, no substantial studies in Nepal have systematically examined how each group constructs its narrative of victimhood and responsibility. This study addresses that critical research gap by using a qualitative narrative approach to foreground the voices of the involved stakeholders. Its significance lies in providing a deeper understanding of the fractured rapport among parents, teachers, and students, and in proposing actionable steps toward restoring mutual respect and collaboration in the educational ecosystem. To fill the study gap, the researcher interviews all three parties—teachers, students, and parents and finds out what components are dividing them rather than uniting them.

## Literature review

The disciplinary issue has become more pressing than ever. Several child psychology programs and workshops have been developed, yet it remains growing concern, and it may be a challenging issue to address in the future. Chalk and blackboard teaching alone can make great teachers. Creativity, energy and passion are what make teachers great, but gadgets in class can induce students to disrupt the class environment (Khanal & Khanal, 2014). To some extent, Khanal and Khanal are right. Countless leading and successful people saw only white chalk and a blackboard in their classroom.

### *Gadgets and students’ disruptive behaviour*

Technology in the classroom has inspired students to think about innovation, sparked their

curiosity and helped teachers keep students engaged. Albataineh (2024) found that “incorporating Chromebook technology into lessons effectively increased student engagement and motivation” (p. 138). Technology is used to engage students in class activities and facilitate their understanding. The NASUWT teachers’ union states that a lack of parental support is a significant issue contributing to pupils’ poor discipline. A survey from the union also claims that pupils turn up at school with iPods and phones, but without basic equipment such as pens. School minister Nick Gibb said the government was boosting teachers’ powers to tackle inappropriate behavior (“One-in-10 head teachers,” 2011). Excessive freedom does not bring expected outcomes. It may misfire. Nothing is good in excess. Overdose of anything is harmful. Teachers should be authorized to discipline in a manner that minimizes the risk of injury, thereby reducing misconduct. Alternatively, specific mechanisms must be established to ensure the well-being of every school member.

#### *Need for a common ground between teachers and parents*

Some parents and teachers have no respect for each other. Alaimo (2024) states that parents can be patient and deal with the various problems their children face without blaming teachers. If parents forget that they are discouraging the mentors of their offspring, mentally disturbed teachers barely yield good results for the children they teach. Parents must collaborate, cooperate and communicate frequently to bridge the gulf existing between school and home. “The child is the main object of critique, but parents do bring up a critique of the school or the teacher, and teachers are also critical of parents” (Munthe & Westergard, 2023, p. 6). Janeh S. Darboe writes that the topic itself is controversial at the school level. However, people want to discuss the topic of disorderliness not at the school level but to provide a holistic view in order to bring the author into line with the teachers and school administrations as a real-life state of affairs in the school system. He further writes that it is necessary to provide a detailed justification of restraint and unruliness before we can point an accusing finger at each other, and determine where to place the blame (The Point Newspaper, 2011).

Sociologist Willard Waller (2024) suggested in his book, *Sociology of Teaching* the reason for some tension between parents and teachers is inevitable due to the different roles and functions they play in the lives of children. Parents have a ‘particularistic’ relationship (passionate) and teachers have a ‘universalistic’ relationship (distant). He hints that parents have blood relationships. He is to reinforce a saying, ‘Blood is thicker than water.’ Sarah R Smith (2001) states parents should be willing to listen to the teacher’s needs and follow the guidelines if a problem arises. With today’s extended families, teachers sometimes are not unsure whom to call when there is a problem. Even if a child comes from a nuclear family, parents rarely attend parent-teacher meetings due to their hectic schedule.

#### *Relationship between schools and parents and student achievement*

Parents of African American high achievers had conversations about encouragement, support, praise, goal setting. However, parents of low achievers tended to focus their conversation on their children’s behavior. Parents of high achievers felt the school and parents should be responsible for the intervention. However, parents of low achievers expressed concern that teachers were too focused on their children’s home lives rather than their education (Gutman & McLoyd, 2000). If a child’s teachers are not aware of the home environment and surroundings in which the child is being raised, they fail to identify the factors that affect the child’s learning. A good rapport between home and school is important for the outstanding achievement of each student.

Teacher attitudes and practices have been shown to be highly influential in determining parents’

level of involvement (Kohl et al., 2000). Some parents do not attend school to inquire about their children's overall performance. Parents think it is teachers who are solely responsible for encouraging parents to attend school meetings as often as possible. Parent involvement in elementary school is stronger than in older gender.

Teachers who have fewer students are more apt to make frequent and diverse contacts with parents (Epstein & Dauber, 1991). Parents of very young children are more aware their children's learning pace, difficulties and achievements. Children need a lot of encouragement and strong morale to outdo their classmates. Children can be easily misguided. Hence, it is natural to expect parents of young children to be conscious.

### *Teachers' working conditions and outcomes*

"Despite all of their training, nothing really prepares teachers for work with some of today's parents" (Tingley, 2006, p 8). Training enhances the professionalism of teachers. Trained teachers improve their teaching. Ultimately, students and schools can reap countless benefits. Yet, some teachers usually face tussle with parents. Unlike in the past, today's parents are more authoritative, arrogant and conscious. If teachers are not motivated or demoralized at work, they cannot be committed to imparting quality education. The happier teachers are, the better quality of education students acquire. Kristina Roque, parent of two students said, "We want a fair contract for the teacher because their working conditions are our kids' learning conditions" (Gutierrez, 2013). Some parents have good insight into the life of teachers. Some parents understand, analyze and realize how teachers work and what sort of life they lead. Good condition of teachers can be directly associated with the success of students at school.

While previous studies have addressed various dimensions of student discipline, parent-teacher relationships, and the role of technology in classroom behavior, much of the existing literature is context-specific to Western or urban educational settings. Research in Nepal's school context—particularly focusing on the interplay between parents, teachers, and students regarding disciplinary issues—remains notably scarce. Most studies emphasize either parental involvement or teacher attitudes separately, without holistically exploring how these factors interact within Nepal's unique socio-cultural and legal framework. This study aims to fill that gap by examining the lived experiences of teachers, parents, and students through a narrative inquiry approach. The specific objectives are: (1) to explore which group—parents, teachers, or students—is perceived as more responsible for students' disciplinary issues and academic performance; and (2) to identify key factors contributing to the widening gap in rapport and responsibility-sharing among parents, teachers, and schools in Nepal's educational context.

### *Research Questions*

To fulfill the purpose of the study, the survey sought to answer the following two research questions:

1. Who are more responsible for students' disciplinary issues and poor academic performance in Nepal's school's context?
2. What factors are contributing to the widening gap between parents, teachers, and schools in Nepal's context?

## Methods

### *Pedagogical Setting & Participants*

To conduct this study, a Basic level private school (grades 1-8) was chosen. The school is located in Kathmandu, the capital city of Nepal. The school was chosen randomly. To further the research, a qualitative and narrative inquiry was employed, enabling participants to share extensive information that supports the study. Creswell & Clark (2009) note that narrative research enables researchers to investigate the lived experiences of participants, allowing them to narrate their stories in detail. The participants consisted of 5 teachers, 3 students and 3 parents. These participants did not have direct relationship with each other. However, they were conversant with the researcher, which allowed them to be expressive and open. Moreover, Creswell & Clark (2009) contend that the number of participants is not fixed. One to two participants is considered the ideal number for narrative inquiries. The fewer participants, the more detailed information can be elicited. According to Setia (2016), research questions determine the selection of samples. As the researcher had few questions, the purposive sampling shrank.

In this study, semi-structured interviews were used as the primary research instrument to gather detailed narrative data from participants. The interviews were designed to elicit participants' personal experiences, perceptions, and opinions regarding disciplinary issues, academic performance, and the relationship between parents, teachers, and students. Each interview was conducted in Nepali, recorded using a mobile phone, and later translated into English for analysis. Transcriptions captured all spoken content, including hesitation and overlaps to maintain fidelity to participants' responses. The author did not use any software to use code and create themes. The researcher did it herself manually. The researcher prepared a flexible set of guiding questions aligned with the research objectives while allowing participants to share additional insights spontaneously. To ensure the validity of the interview questions a protocol was developed based on current scholarship on task-based instruction. The questions were also reviewed by two friends who experienced researchers in this field are. Reliability was ensured by using semi-structured formats across all interviews and follow-up prompts. This approach ensured both consistently across interviews and the depth of individual narratives essential for qualitative inquiry.

## Results/Findings

The researcher arranged a fixed time with all Nepali participants in advance and conducted interviews in one of the school's peaceful rooms. The interviews were conducted in Nepali and recorded using a mobile phone. The researcher listened to the recordings several times and translated them into English. After gathering information based on the research questions, the data was summarized and analyzed.

### *Student behaviour and sense of entitlement*

Teachers observe that students' behavior and sense of entitlement have shifted, partly influenced by digital exposure and the disclosure on child rights. This suggests a cultural shift in which traditional respect for teachers is weakening, and performance is becoming increasingly detached from discipline.

Teacher 1:

*Teacher 1 is a man who has been teaching English for the past eight years. He believes the internet has spoiled children. Students are aware that in the most developed countries such as the United States of America, Canada, and Australia, students are not physically or mentally punished. Even they do not have assignment loads. Moreover, Nepali children are intelligent enough to discuss child rights with their teachers. They want to be treated the way European and American children are treated. However, they have not learned about the cultural and social backgrounds of those children. They discuss their rights but not their responsibilities. Parents can teach their children how to behave and treat their teachers. He further notes that some undisciplined students are performing well academically.*

Teacher 3:

*Teacher 3 is a highly experienced teacher. He has been teaching Science for around 17 years. When he began teaching at a private school, he had considerable autonomy and was highly respected by school administrators, students, and parents. However, the situation has changed significantly. Nowadays, parents hesitate to greet teachers. In the past disciplined students used to excel in exams, but these days, even naughty students are performing well. He believes some naughty students have home tutors to help them with their studies.*

### *Teacher-Student-Parent Relationship*

This triangular relationship indicates a gendered aspect of teacher authority and parent-school dynamics, where female teachers feel less supported and more scrutinized, suggesting gender bias as an underlying factor

Teacher 4:

*Teacher 4 is a young teacher. She has been teaching for 3 years. She believes students behave according to gender. Female teachers are challenged or disobeyed by students. But most students tend to fear male teachers. She has felt that if female teachers punish students mildly, the students complain to their parents and the parents complain to their principals. In contrast, if male teachers punish students harshly, the likelihood of students complaining against them is comparatively lower. She believes parents treat male teachers and female teachers differently.*

### *Profit motives and administrative inaction*

Both teachers point to structural issues in private schooling where financial priorities override educational and disciplinary concerns. This highlights a systemic challenge, not just interpersonal or classroom-level issues.

Teacher 2:

*Teacher 2 is a man who has been teaching Math for seven years. He believes that private schools are struggling to retain students. There are growing numbers of private schools. Private schools are willing to accept any student regardless of their disciplinary issues. Some private schools are merely collecting students, much like childcare centers, without focusing on students' academics and well-being.*

Teacher 5:

*Teacher 5 is a highly experienced female teacher. She has been teaching Social Sciences*



for 13 years. She believes that these days most parents have only one child, and they tend to pamper them excessively. She adds that parents do not want to hear any complaints about their children, but they want their children to excel in academics. Some parents never show up in Parent-Teacher Meetings (PTMs). When students know that their parents will not be in touch with schools, they will definitely take advantage of it. They will be more intimidating. If problematic students are reported to school principals, they are provided with sweets and students return to class with a sense of victory. Most schools fear taking action against problematic students. Profit-oriented private schools do not consider hiring socio-psycho counselors to deal with disruptive students. Everything is to be shouldered by teachers. Teachers are treated like machines. Even machines are switched off at night for a rest.

### *Discipline approaches and Student viewpoints*

Students show mixed views on discipline. Younger students tend to value authority and strictness, while older students emphasize the importance of understanding and emotional support. This suggests a developmental perspective in discipline preferences

Student A:

*Student A is a fifth grader. She loves singing and playing basketball. She is believed to be a disciplined child. She believes the home environment is crucial in instilling discipline and self-respect in students. Her parents always remind her to value education, respect teachers, and consider becoming a responsible citizen. Her parents never talk about negative things such as robbery, rape, scandals, and academic loopholes. Her parents always ask her to share her whole day's activities, and they always attend PTMs, focusing on her overall performance rather than grades.*

Student B:

*Student B is a little mischievous. He is a fourth grader. However, he is one of the best students in his class. He loves playing football. His parents are job holders. They return home at around 6 in the evening. His grandparents look after him. His grandparents give him what he wants. But they always tell him to study seriously. They do not talk about discipline. His grandparents attend PTMs. However, due to their age and poor memory, they often forget most of the issues that their class teacher brings to their attention. His parents have bought him expensive gadgets. He plays with those gadgets all day on holidays. According to him, schools must impose strict rules to discipline disruptive students. He shared that he is afraid of his principal.*

Student C:

*Student C is a seventh grader. He is an average student in academics. He is weak in maths and science. He loves listening to music and playing table tennis. His parents work in a bank. Their housemaid looks after him. He also attends a math coaching class every evening. In his opinion, strict rules alone may not be effective in disciplining students. Students need to be motivated and loved. Yelling at them makes the situation worse. Sometimes students are detained for their misconduct, but they continue to behave in the same way. Both teachers and parents tell them to study and study. Nobody attempts to understand what is happening inside their minds. He hates attending PTMs because both parents and teachers blame students for failing exams.*

### *School accountability and aspirations*

Parents largely expect schools to take on more responsibility for students' discipline, moral

education, and practical skills. There's dissatisfaction with the perceived commercialization of private education and a call for systemic reform.

Parent 1:

*Parent 1 is a man. He is an engineer. He thinks schools must teach students cultural values. Parents go to work, and when they return home their children are busy with their assignments. They hardly have any time interacting with their children in the evening. He believes their children spend 8 to 9 hours at school, so schools must take care of children's emotional, intellectual and physical development. Parents work harder to pay their offspring's tuition. Tuition is getting higher every year. He pays an exorbitant fee every month on time. When the homeroom teacher of his child calls him to discuss disciplinary things, he does not feel like visiting his child's school. He expects teachers to find creative ways to teach students and prevent them from indulging in unwanted activities.*

Parent 2:

*Parent 2 is a man. He is a businessman. He believes that private schools are primarily concerned with making profits rather than improving the quality of education. He believes that if students are involved in many creative activities at school, they will also continue with such schoolwork at home. Most private schools have built big buildings, but their teaching style has remained unchanged. He wants his children to become entrepreneurs. He emphasized that most Nepali students pass exams to advance to higher grades, but they often struggle to start a business or become self-sufficient. Teachers are often not well-trained to manage classes and hold their students accountable. For minor issues, homeroom teachers or principals contact parents and request that they attend a meeting at school. Businesspeople cannot leave their businesses and rush to school. Classrooms are overcrowded. Moreover, some teachers are too young to control their classes. Schools and teachers must come up with certain strategies to mitigate disruptive behaviors.*

Parent 3:

*Parent 3 is a woman. She is a nurse. She seemed highly critical of modern education. She said that when she was a student, teachers were very strict. They were role models. But she does not find teachers professional and strict now. She argues that nowadays teachers and students are friendly. Friendliness is a must, but they lack a clear boundary. She even added that the incidence of affairs between teachers and students is on the rise. According to her, working mothers often struggle to manage their time to attend in-person meetings on a workday. Schools and teachers must understand that parents face the challenge of balancing their professional and family lives. When she is free, she sits down with her kids and helps them with their homework.*

After interviewing teachers, students, and their parents, some key findings have been documented. A complex shift in disciplinary culture, teacher authority, and school culture has been observed. Students tend to show less respect for teachers. They expect more freedom in their classrooms. Teachers often face difficulty disciplining children due to a lack of a clear disciplinary protocol. Private schools often prioritize making a profit over fostering a healthy learning and teaching environment for students and teachers. Parents often hold schools responsible for poor academic performance and disciplinary issues. These three parties seem to be heading in three different directions. Effective conversations among them are necessary to achieve academic goals.



## Analysis and Discussion

The interview has brought to our attention many ideas about Nepal's private schools, with some of the interview results echoing the findings of the literature review. During the interview, I found that most parents' opinions aligned with the idea that parents' constant engagement and alertness can have a positive effect on their children's results (Kohl et al., 2000; Epstein & Dauber, 1991). Parents' regular presence at PTMs can inspire their children to stay focused on academics. Parents can also interact with their children at home for their everyday activities. Both rewards and punishments are important in human life. Therefore, schools must prepare a protocol and enforce it to maintain a safe and peaceful atmosphere for all the members of school. A single person is not responsible and cannot change the entire disciplinary and academic system. There is no direct correlation between academic success and disciplinary issues. Parents must be strict and friendly. Unnecessary pampering can lead students to engage in poor behavior. Parents can play a key role in instilling more educational values in their children at an early age. "Home is where the developmental process begins on the first day of life" (White, 2021, as cited in Nuswantara and et al., 2022, p. 99). Parents' guidance and positive attitude can shape students' attitudes and behavior. Parents are the first teachers and have a biological relationship with them.

The interviews highlight how students like Student A benefit from engaged and communicative parents, while others, such as Students B and C, exhibit signs of behavioral and academic challenges associated with less direct parental supervision. Similarly, both sources highlight the tension between teachers and parents, with Waller's (2024) sociological insights reflected in teachers' comments about feeling disrespected and overburdened due to shifting parental attitudes and school policies that prioritize profit over discipline. However, while the literature stresses the role of trained teachers and structured school policies (Tingley, 2006; Gutierrez, 2013). As the culture of living in extended families has been disrupted, in cities of Nepal, children are often not nurtured by their biological parents but by housemaids and home tutors. Parents' financial security and their children's academic success may not happen simultaneously. At some point, parents must compromise certain things. The idea of merely punishing students for their disruptive behavior does not guarantee positive conduct and academic excellence. Parents, schools and teachers must treat students with psychological care. Teachers must be considerate and understanding but not too friendly with their students. Teachers can always seek better strategies to keep students engaged at school and at home. "Professional teachers are always on the lookout for substituting their old-fashioned method of teaching" (Sherma, 2023, p. 336).

The interviews reveal a ground-level frustration among teachers, who feel unsupported by administrators and constrained by parents' reluctance to accept disciplinary measures. Additionally, the literature highlights technology as a double-edged tool, and interviews with teachers and parents confirm its influence: while some acknowledge its educational potential, many perceive it as exacerbating distractions and entitlement among students. If schools run smaller classes, teachers can be free and devote their time to contact and cooperate with parents to groom students more effectively. Epstein and Dauber (1991) emphasized that teachers who teach smaller classes are more likely to have a good rapport with parents.

Upon analyzing the comments of three groups, I have observed some similarities. To the three groups, discipline was a pressing issue, resulting in a blame game. Teachers held parents responsible for disruptive behavior, students held schools responsible for a lack of clear guidelines or protocols, and parents viewed schools as incapable of handling students efficiently. Moreover, some teachers admitted that their teaching loads and student populations did not

allow them to pay attention to each student and manage them effectively. Teachers are expected to resolve all classroom issues. “A teacher's enthusiasm can have a significant influence on the level of learning that students are able to achieve in the classroom” (Tran and Le, p. 2022, p. 136). Nonetheless, we should not forget that teachers also need motivation. Teachers alone cannot investigate and resolve any problem that derives from outside the classroom. Workloads, inadequate training, salary, and working environments may demotivate teachers. Some parents were sympathetic with teachers' workloads and poor outcomes. Students felt that they were victimized due to the conflicting ideas of their parents and teachers. A single party or entity cannot be held accountable.

Even though Nepal's Constitution 2015 restricts parents, schools, and teachers from punishing students in any form, students can be engaged in a productive task as a form of punishment. Waller (2024) argued that disagreements and differing opinions between parents and schools should be regarded as normal, given their distinct rules and working environments. However, there are possibilities for building a rapport and working toward common goals through positive dialogue. In the past parents were often illiterate and unaware of child psychology, so they were less cooperative with teachers. But in today's context, according to Tingley (2006), some parents tend to demonstrate their audacity and ego, which is not addressed in most teacher training sessions. Schools must be transparent about their policies and take the initiative to establish and maintain relationships with parents and the broader community.

## Conclusion

The study has indicated that every party—parents, teachers, and private schools seem right from their individual standpoint. Parents have a huge responsibility to pay their children's tuition. Teachers are often compelled to teach larger classrooms and adhere school rules and policies. Similarly, private schools do not receive funding from the government or other generous donors. They depend on tuition to operate successfully. Therefore, it is understandable that private schools are profit-oriented. However, these three parties have agreed-upon goals to achieve. These goals cannot be achieved until and unless they are committed to shouldering certain responsibilities under any circumstances. Nobody is ultimately right and wrong. They need to find common ground to work from. Receptiveness and positivity can unite these three parties to maintain discipline at school and gear their efforts toward academic achievement.

This study holds important implications for EFL contexts, particularly in settings where private schools face similar parent-teacher-student dynamics. It highlights the need for clear, culturally sensitive discipline policies that respect student rights while maintaining classroom order—an essential balance in language learning environments where consistent engagement is key. The findings suggest that fostering strong parent-teacher rapport and involving parents in students' learning processes can enhance student motivation and behavior, both of which directly impact EFL learners' participation and achievement. Whenever schools design disciplinary or academic protocols or handbooks, there must be representatives from experts, teachers, parents, students, and school administrators. The guidelines must be transparent. There should be frequent workshops or orientations for teachers, parents, students, and schools on how to foster a mutually beneficial relationship. There should not be separate or individual training. Everything has to be done in the presence of these four parties. Parents, teachers, students, and school administrators should remember that they are working for their common goals. Additionally, recognizing teachers' need for support and professional development in managing diverse classrooms becomes crucial for sustaining an effective EFL learning atmosphere.

This study has some limitations. The research findings are based on only 11 participants from Nepal. School administrators could not be included in the study. The outcome can be something to reflect on, but it cannot be generalized. More research can be conducted, choosing a large sample in the future. Both private schools and public schools from urban areas and remote areas can be included in future ventures.

## Declaration

The research included human participation, and consent was sought, with permission granted by the school.

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## Biodata

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