

Introduction

Family is the most powerful and pervasive influence in a young child's life. Teachers and students benefit when parents provide information about their child's use of specific skills outside the classroom. Family know certain aspects of their children better than anyone else does (Heward, 2013). When the relation between the school and home environment is not good, the performance of the children is decreased (Virginia Department of Education, 2002). New skill and knowledge may enhance school personnel's ability to form collaborative family school partnership are to thrive. School must be welcoming, family and community are also needs to be friendly. Collaboration between home and school can be an effective tool for preventing many problems related to educational performance, health, risk behaviors etc.

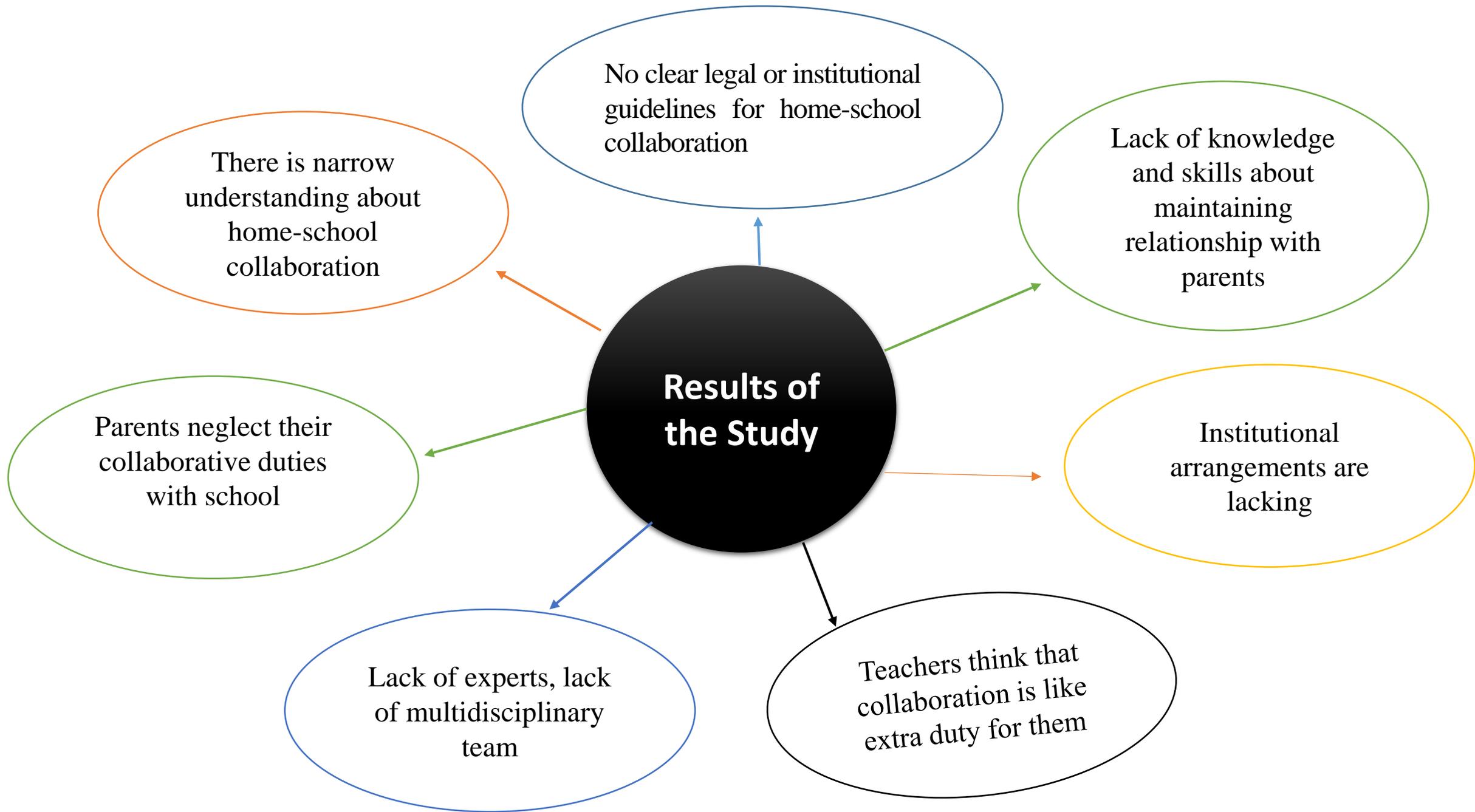
In Nepal, there is no legal guidelines for home-school collaboration. Inclusive Education Policy (2017) has been seeking the participation of parents in education process but it is not clear that exactly what roles and at what extent parents can play. Problems exist within the school system to embrace differences and diversities that prevent a majority of parents from effective participation in schools of Nepal (Khanal, 2013). The problems existed in Nepalese schools on meaningful participation of parents because role of parents are limited to attend school meeting, inquire about their child's educational performance. This traditional type of relationship between school and homes do not fulfill the requirement for special education process of the present time.

Objectives of the Study

The specific objective of the study is to find the major problems of home-school collaboration in special education process in Nepal.

Research Methods

Research Design	Sample and Sampling Procedures	Instrumentation	Analysis and Interpretation
Qualitative research method and descriptive design	<p>Population: All the integrated schools of Nepal</p> <p>Schools: 5 special schools of Kathmandu valley (selected random sampling method)</p> <p>Respondents: 5 head teachers (automatically selected) and 10 teachers (2 teachers from each schools by simple random sampling method) and 5 parents (each parent related to one special school)</p>	<p>The semi-structured interview schedule</p> <p>(For separate interview schedule for both head teachers, teachers and parents)</p>	<p>The data collected were coded, analyzed and thematized into different title.</p> <p>Interpretation was done under different themes comparing with relevant literatures.</p>



Discussion of the Result

It is obvious that parents are the inevitable stakeholder of any education system. Parents are equally important in family, schools and community (Garnia & Thornton, 2014). So, all schools promote home-school collaboration in schools for better education of children. There should be parental involvement programs rather than school led program. In Nepal, the just parental involvement in the education process is understood as home-school collaboration. Collaboration is more than just physical involvement of the parents.

Basically, the problems found from the study are related to school, family and community related factors. The home-school collaboration is affected by school factors, family's past experiences, teachers' past experiences, condition of the child studying in the school and community factors such as cultural factors, norms values and expectations (Cowan, R. J., Swearer, S. M. & Sheridan, M., 2004). In this study context, schools do not possess any guidelines for home-school collaboration. The school environments are not appropriate for collaboration. Teachers' do not consider engaging with parents is also a part of their duties. There are the lacking of institutional arrangements, no implementation of IEP, and school staffs are lacking with necessary skills and good attitudes toward maintaining relation with the parents. In family factor, some parents do not like to expose themselves in the school. People in Nepalese community, likes either to keep distance with the school or to intervene in the political back up. Hence, problems are associated with multiple stakeholders for effective home-school collaboration.

Conclusion

In Nepal, parents are involved in the educative process since long time ago. The effect of participation in child's educational performance has yet to be assessed. However, the effect of participation is nominal and this can not be considered as home-school collaboration. There are several reasons for ineffective collaboration between parents and schools. The major problems found from this study are the lack of guidance; legal or institutional, teachers' unresponsive behavior, inadequate understanding of home-school collaboration, lack of multidisciplinary expert team, and not friendly environment for collaboration. The study also revealed the lack of skill in dealing with parents by the school staffs. Parents of some severe disabled children do not like to engage with school frequently or they neglect their collaborative duties. The intensive training on the importance, and techniques of collaboration should be provided to the school staffs and parents time to time. IEP process should be forwarded in all the schools.

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