

Parental Perspectives in Holistic Assessment Understanding Primary School Students' Comprehensive Development

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Abstract

Holistic assessment in primary education has gained prominence as educators recognise the need to evaluate students' comprehensive development beyond academic achievements. Parental perspectives are crucial for understanding a child's cognitive, social, emotional, and physical development. This study explores the significance of parental perspectives in holistic assessment to understand primary school students' overall development. The study aims to examine parental involvement, perceptions, and expectations related to holistic assessment through the descriptive survey method. Data were collected using a self-constructed 5-point Likert scale from 40 parents whose children attended government-aided primary schools in Belda, Paschim Medinipur, West Bengal, India. The findings indicate that 60 per cent of parents reported low participation in school activities, while 67.5 per cent felt uncomfortable communicating with teachers. However, 67.5 per cent agreed that a holistic assessment approach is essential for their child's overall development, and 85 per cent expected collaboration with schools in creating individualised development plans. The study highlights the need for enhanced parental involvement, effective communication, and structured collaboration between schools and parents to improve holistic assessment practices.

Keywords: Comprehensive Development, Holistic Assessment, Parental Perspectives, Primary School Students

INTRODUCTION

In primary education, holistic assessment has gained significant

attention as educators and researchers recognise the need to evaluate students' comprehensive

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development beyond academic achievements. A comprehensive approach to assessment aims to encompass various domains of a child's growth, including cognitive, social, emotional, and physical aspects, providing a more nuanced understanding of their overall development.

One valuable source of information for understanding a child's holistic development is the perspective of parents. By tapping into the rich insights parents provide, researchers can gain a deeper understanding of the complexities and intricacies that underpin a child's educational journey.

Holistic assessment refers to a multifaceted approach that takes into account various dimensions of a child's development. Traditionally, assessments in education have focused predominantly on academic achievements, such as standardised test scores and grades, which only provide a partial view of a student's capabilities. In recent years, however, educators and researchers have increasingly emphasised the importance of a holistic approach to assessment, which considers cognitive, emotional, social, and physical development to provide a more comprehensive and accurate picture of a child's abilities and potential (Benson, 2019).

The National Education Policy (NEP) 2020 in India underscores the significance of holistic education, advocating a shift from rote learning

to experiential and integrated learning. The NEP 2020 emphasises the need for assessments that go beyond academic performance to include co-curricular and extracurricular activities, thereby fostering students' overall development (Ministry of Education, 2020). This policy shift aligns with the goals of holistic assessment, promoting a balanced evaluation system that nurtures various facets of a child's growth.

Further supporting this paradigm shift, the National Curriculum Framework for Foundational Stage (NCF-FS) 2022 emphasises the importance of early childhood education in shaping a child's future. The framework advocates assessments that are developmentally appropriate and inclusive, ensuring that all aspects of a child's development are considered. By integrating parental perspectives, educators can develop a more comprehensive understanding of a child's strengths and areas for improvement, as highlighted in the NCF-FS (NCERT, 2022).

Building on these principles, the National Curriculum Framework for School Education (NCF-SE) 2023 reinforces the need for a holistic approach to student assessment. The NCF-SE 2023 stresses the importance of continuous and comprehensive evaluation that incorporates feedback from various stakeholders, including parents. This approach aims to create a supportive and collaborative

environment that enhances the overall well-being and development of students (NCERT, 2023).

Research indicates that students' success in life is not solely determined by their academic accomplishments but also by their emotional intelligence, social skills, and ability to navigate challenges effectively. Therefore, a comprehensive evaluation that includes parental perspectives can offer valuable insights into a child's non-academic strengths and challenges, allowing educators to design targeted interventions and support systems (Davis and Lambert, 2020).

Parents play a critical role in a child's development, being the primary caregivers and nurturers during the early formative years. They witness and understand their child's growth holistically, observing their academic progress, emotional well-being, social interactions, and physical health. By tapping into parental perspectives, researchers can access unique and intimate insights that might not be apparent through standard assessments conducted within the educational setting alone (Simpson and Andrews, 2021).

Moreover, parents have a vested interest in their child's development, and their perspectives are influenced by their personal experiences, cultural backgrounds, and values. As a result, understanding parental views can help identify factors that contribute to a child's growth and the well-being in diverse contexts, enabling educators

to develop culturally responsive and inclusive strategies for supporting students' overall development (Harris *et al.*, 2022).

By integrating parental perspectives into the assessment process, educational institutions can foster stronger partnerships between parents, teachers, and school administrators. In doing so, schools can create a collaborative and supportive environment that nurtures students' comprehensive growth. Engaging parents in the assessment process can also empower them to be active participants in their child's education, encouraging open communication and joint decision-making for the child's benefit (Turner and Walker, 2023).

Furthermore, incorporating parental perspectives in the assessment process can help address potential gaps between home and school environments, ensuring that the child receives consistent support for their development across different contexts. This integration aligns with the idea that a child's educational journey is not confined to the classroom alone but extends to the home and community, thus reinforcing a holistic approach to nurturing their potential (Jackson *et al.*, 2021).

The concept of holistic assessment has become increasingly prominent in primary education as it seeks to capture the multifaceted nature of a child's development. The parental perspectives serve as a valuable

source of information, offering intimate insights into a child's cognitive, emotional, social, and physical growth. By integrating these perspectives into the assessment process, educators and researchers can gain a more comprehensive understanding of primary school students' development, leading to a more effective and inclusive strategies for nurturing their potential and ensuring their overall well-being.

In this research article, the researcher delves into the significance of parental perspectives in holistic assessment, shedding light on its implications for primary school students' comprehensive development.

REVIEW OF LITERATURE

Holistic assessment has been increasingly recognised as a comprehensive approach that evaluates multiple dimensions of a child's development, including cognitive, emotional, social, and physical aspects. According to Benson (2019), traditional assessment methods focusing solely on academic achievements provide an incomplete picture of a student's abilities and potential. Holistic assessment, on the other hand, aims to capture the entirety of a child's growth and development, promoting a more balanced evaluation of their strengths and find areas for improvement.

The National Education Policy (NEP) 2020 in India underscores the

significance of holistic education, advocating a shift from rote learning to experiential and integrated learning. The NEP 2020 emphasises the need for assessments that go beyond academic performance to include co-curricular and extracurricular activities, thereby fostering students' overall development (Ministry of Education, 2020). This policy shift aligns with the goals of holistic assessment, promoting a balanced evaluation system that nurtures various facets of a child's growth.

Further supporting this paradigm shift, the National Curriculum Framework for the Foundational Stage (NCF-FS) 2022 emphasises the importance of early childhood education in shaping a child's future. The framework advocates for assessments that are developmentally appropriate and inclusive, ensuring that all aspects of a child's development are considered. By integrating parental perspectives, educators can develop a more comprehensive understanding of a child's strengths and areas for improvement, as highlighted in the NCF-FS (NCERT, 2022). Building on these principles, the NCF-SE 2023 reinforces the need for a holistic approach to student assessment. The NCF-SE 2023 stresses the importance of continuous and comprehensive evaluation that incorporates feedback from various stakeholders, including parents, aiming to create a supportive and collaborative environment that

enhances the overall well-being and development of students (NCERT, 2023).

Parental involvement is a critical factor in the educational success of children. Epstein *et al.* (2018) emphasise that active parental engagement in school activities, communication with teachers, and participation in their child's learning process significantly contribute to the child's academic and non-academic outcomes. However, challenges such as lack of time, resources, and effective communication channels often hinder parental involvement (Smith, 2019). Understanding parents' views on holistic assessment is essential for fostering effective home and school partnerships. Davis and Lambert (2020) indicated that parents generally support holistic approaches to assessment, recognising their value in providing a well-rounded understanding of their child's development. However, there is often a gap in parents' understanding of holistic assessment methods compared to traditional testing (Simpson and Andrews, 2021). This gap can be addressed through better communication and educational initiatives that explain the benefits and processes of holistic assessment to parents.

Effective communication between parents and schools is vital for the successful implementation of holistic assessment. According to Harris *et al.* (2022), clear and regular communication helps parents

understand their child's progress and the school's efforts in promoting comprehensive development. Turner and Walker (2023) highlighted that when schools provide detailed feedback and updates on students' holistic development, parents are more likely to feel involved and supportive. Moreover, establishing approachable communication channels can encourage parents to participate actively in their child's education. Parents have specific expectations regarding holistic assessment and their involvement in the process. Jackson *et al.* (2021) suggested that parents expect schools to prioritise comprehensive development over mere academic excellence. They also expect regular updates on their child's progress and opportunities to collaborate with teachers in creating individualised development plans. Understanding these expectations can help educators design assessment practices that align with parental preferences and promote a supportive learning environment.

Cultural factors significantly influence parental perspectives on education and assessment. Kirova and Hennig (2013) showed that parents' views are shaped by their cultural backgrounds, personal experiences, and values. Educational institutions need to adopt culturally responsive strategies that respect and incorporate diverse perspectives into the assessment process. This approach can enhance the

effectiveness of holistic assessment and ensure that it addresses the unique needs of students from different cultural contexts.

The literature suggests several implications for practice. Schools should focus on enhancing parental involvement by creating opportunities for engagement and providing clear communication about holistic assessment processes. Educating parents about the benefits of holistic assessment and how it differs from traditional testing can bridge understanding gaps. Additionally, fostering a collaborative relationship between parents and educators through regular updates and individualised development plans can support students' comprehensive growth. The review of literature highlights the importance of parental perspectives in holistic assessment and their role in promoting the comprehensive development of primary school students. By understanding and addressing the parents' views, educators can develop more inclusive and effective assessment practices that support students' overall well-being and academic success. Establishing strong home and school partnerships and adopting culturally responsive approaches are essential for nurturing students' potential and fostering a supportive educational environment.

JUSTIFICATION OF THE STUDY

The reviewed literature establishes that while holistic assessment is

gaining recognition, there remains a significant gap in understanding parental perspectives on its implementation and impact on primary school students. Existing studies primarily focus on the role of schools and educators in shaping holistic assessment models, yet parental insights remain underexplored (Davis and Lambert, 2020). The present study aims to bridge this gap by examining parental involvement, perceptions, and expectations regarding holistic assessment in primary school education.

The National Education Policy (NEP) 2020 and subsequent curricular frameworks (NCF-FS, 2022; NCF-SE, 2023) emphasise the importance of parental engagement in holistic education. However, empirical evidence on how parents perceive and engage with such assessment models, remains scarce. By addressing this gap, the study contributes to educational policy implementation and informs best practices for fostering effective parent-school partnerships.

Additionally, this research highlights the challenges in parental involvement, such as limited communication and a lack of clear understanding of holistic assessment frameworks (Simpson and Andrews, 2021). The findings of this study will provide valuable insights for educators, policymakers, and school administrators to design strategies

that encourage greater parental engagement and enhance the effectiveness of holistic assessment.

Given the evolving landscape of education, understanding parental perspectives is crucial for ensuring that assessment practices align with both the educational objectives and parental expectations. This study, therefore, serves as a significant step towards integrating holistic assessment into primary education while addressing the concerns and expectations of parents, ultimately contributing to students' comprehensive development.

SIGNIFICANCE OF THE STUDY

The study 'Parental Perspectives in Holistic Assessment: Understanding Primary School Students' Comprehensive Development' holds significant importance due to its focused examination of three key aspects:

Parental Involvement in Holistic Assessment

Understanding the level of parental involvement in the assessment process is crucial for developing effective educational practices. This study provides insights into how engaged parents are in their child's holistic assessment, which can inform educators and policymakers about strategies to encourage greater parental participation. Increased parental involvement can lead to better communication between parents and teachers, supporting

the child's overall development and academic performance.

Perceptions of Parents towards Holistic Assessment

By exploring parents' perceptions of holistic assessment, the study can identify any misconceptions or gaps in understanding. These insights are valuable for educators to improve communication strategies and ensure that the parents clearly understand the purpose and benefits of holistic assessment. Well-informed parents are more likely to support and advocate for comprehensive development practices for their children.

Expectations of Parents regarding Holistic Assessment

Understanding parents' expectations towards holistic assessment enables educators to align their assessment practices with parental preferences. When parents feel that their expectations are considered, it fosters a collaborative relationship between home and school, promoting a supportive learning environment for the child.

This study's significance lies in its focused examination of parental involvement, perceptions, and expectations related to holistic assessment. The findings can inform educators and policymakers on how to enhance parental engagement, improve communication, and create a more supportive educational environment for primary school students' comprehensive development.

Research Questions

- How do parents perceive their involvement in the holistic assessment of their children’s development in primary schools?
- What are parents’ perceptions towards holistic assessment of primary school students?
- What are parents’ expectations regarding communication and collaboration with teachers in the holistic assessment process of primary school students?

Objectives of the Study

- To examine how parents perceive their involvement in the holistic assessment of their children’s development in primary schools.
- To examine parents’ perceptions towards holistic assessment of the primary school students.
- To examine parents’ expectations regarding communication and collaboration with the teachers in the holistic assessment process of primary school students.

METHODOLOGY

Research Method

The present study employed a descriptive survey method to investigate parental perspectives on holistic assessment for primary school students. Data were collected using a self-constructed 5-point Likert scale questionnaire, ensuring a structured and standardised approach to capturing responses.

Population and Sample

The study utilised a stratified random sampling method to ensure representativeness and generalisability. The target population comprised all parents in West Bengal whose children attended government-aided primary schools. Belda, a small town in the Paschim Medinipur district of West Bengal, which has 16 government-aided primary schools, was used as the sampling frame for the study. Initially, 10 schools were randomly selected from these 16. Subsequently, four parents from

**Table 1
Sampling Method of the Study**

Aspects	Example
Population	All parents of West Bengal whose children attended government-aided primary schools
Group (Strata)	16 government-aided primary schools in Belda
Simple Random Sample	10 government-aided primary schools in Belda
Simple Random Sample	04 parents from 10 government-aided primary schools in Belda
Sample	40 parents from government-aided primary schools in Belda

each of these 10 schools were chosen through a simple random sampling method, resulting in a final sample of 40 parents. This approach ensured that each school and parent had an equal chance of being included, enhancing the accuracy and reliability of the study's findings.

Sampling Criteria

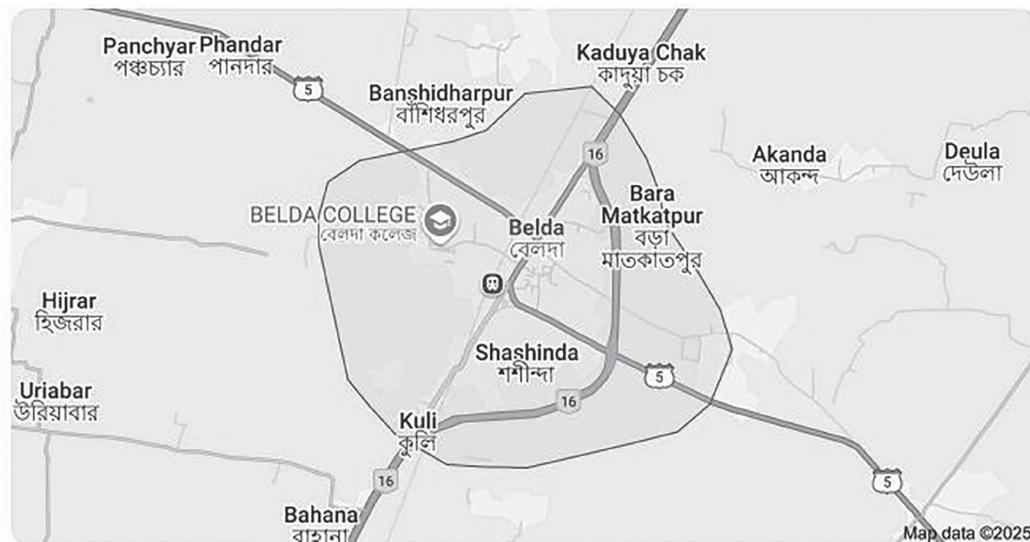
- **Geographical Scope:** The study was conducted in Belda, a small town in the Paschim Medinipur district of West Bengal, India, which has 16 government-aided primary schools.
- **School Selection:** Out of these 16 schools, 10 were randomly selected to ensure diverse representation of parental perspectives.
- **Parent Selection:** From each of the 10 selected schools, four parents were chosen using a simple random sampling method, resulting in a final sample of 40 parents.
- **Inclusion Criteria:** The study included parents whose children were currently enrolled in primary school and who had been involved in school activities for at least one academic year.
- **Exclusion Criteria:** Parents of children attending private institutions and those whose children had transferred schools within the last six months were excluded to maintain consistency in responses.

JUSTIFICATION FOR SELECTING BELDA AS THE RESEARCH SITE

Belda, a semi-urban area in the Paschim Medinipur district of West Bengal, was selected as the research site due to its representative nature and practical relevance to the objectives of this study. With its 16 government-aided primary schools serving a demographically diverse population, Belda offers a balanced view of parental perspectives across varying socio-economic backgrounds. The region reflects the educational challenges and opportunities typical of many similar contexts in India, where the implementation of holistic assessment policies is still evolving. Additionally, the manageable scale and accessibility of Belda made it feasible to conduct systematic data collection, while maintaining representativeness and reliability in the findings.

JUSTIFICATION FOR SAMPLE SIZE

A sample size of 40 parents was deemed appropriate for this study as it provided sufficient representation of parental perspectives while remaining feasible in terms of data collection and analysis. Previous studies on parental engagement in education have utilised similar sample sizes to capture meaningful insights (Epstein *et al.*, 2018; Smith, 2019).



Belda, West Bengal

Fig. 1: Location Map of Study Area

Source: <https://www.google.com/maps/place/Belda,+West+Bengal/data=!4m2!3m1!1s0x3a1d3a57e6487717:0x6d8cdcc5fe4c571e?sa=X&ved=1t:242&ictx=111>

INSTRUMENTATION

Construction of the Likert Scale

The study employed a self-constructed Likert-type scale to measure parental perspectives on holistic assessment. The questionnaire included 13 items categorised into three key dimensions:

Parental Involvement in Holistic Assessment (5 items)

This dimension measured aspects such as active participation in school activities and events, comfort in communicating with teachers about their child's progress and development, perceived impact of parental involvement on the child's overall development, participation in school-offered workshops and training sessions on holistic

assessment, and satisfaction with the school's efforts to involve parents in the assessment and comprehensive development of their child.

Perceptions of Parents towards Holistic Assessment (5 items)

This dimension examined parents' beliefs about the necessity of a holistic approach for their child's overall development, their understanding of the differences between holistic assessment and traditional academic testing, perceived benefits of holistic assessment in identifying areas where the child needs additional support and improvement, the clarity and informativeness of the school's communication regarding assessment results and feedback,

and the role of holistic assessment in promoting well-rounded development in children.

Expectations of Parents regarding Holistic Assessment (3 items)

This dimension focused on parents' expectations for regular updates on their child's holistic development throughout the academic year, an emphasis on comprehensive development rather than mere academic excellence, and the school's collaboration with parents in creating individualised development plans for their child's progress.

Item Formulation

- The items were formulated based on existing literature on parental involvement and holistic assessment (Davis and Lambert, 2020; Hoover-Dempsey and Sandler, 1997).
- Each item was reviewed by a panel of experts in education and assessment to ensure relevance and clarity.

Validity and Reliability Checks

Content Validity

The scale underwent expert review to confirm that the items adequately captured the intended dimensions of parental perspectives.

Pilot Testing

A pilot study was conducted with 10 parents to assess the clarity and interpretability of the items. Minor modifications were made based on their feedback.

Reliability Analysis

Internal reliability was evaluated using Cronbach's Alpha, yielding a coefficient of 0.76, indicating a good level of consistency.

ETHICAL CONSIDERATIONS

This study adhered strictly to ethical research standards throughout all stages of data collection and analysis. Participation in the study was entirely voluntary, and informed consent was obtained from all participants prior to their inclusion. Each participant was informed about the nature, objectives, and scope of the research, and was assured they could withdraw at any stage without any consequences.

Confidentiality and anonymity were rigorously maintained. Personal identifiers were excluded from the dataset to protect participants' identities, and the data collected were used solely for academic purposes. Participants' responses were aggregated and analysed collectively to avoid any possibility of individual identification. The researcher also ensured that no psychological, emotional, or social harm was inflicted on the participants. Ethical approval and guidance were sought from relevant institutional authorities where necessary.

RESPONSE CATEGORISATION

Each item was rated on a 5 point Likert scale: 1–Strongly Disagree, 2–Disagree, 3–Neutral, 4–Agree, 5–Strongly Agree.

This scale allowed respondents to express the degree of their agreement or disagreement with each statement, ensuring nuanced data collection.

By incorporating detailed sampling criteria, clear justification for sample size, and a rigorous explanation of the Likert scale’s construction, this study ensures methodological robustness and enhances the credibility of its findings.

ANALYSIS AND INTERPRETATION

This section presents the analysis and interpretation of the findings based on the key dimensions aligned with the study’s objectives. These dimensions include parental involvement,

perceptions, and expectations regarding holistic assessment in primary school students’ comprehensive development. Parental responses were scored using spreadsheet software (Excel) and tabulated. Frequencies and percentages were calculated with the help of the spreadsheet software and are presented in the following tables.

**Dimension 1
Parental Involvement**

Parental involvement is a critical dimension in the holistic assessment of primary school students. Table 2 summarises the responses of parents regarding their involvement in various aspects of their child’s education.

**Table 2
Parental Involvement in Holistic Assessment
of Primary School Students**

Aspects	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Actively participated in child’s school activities and events	19 (47.50%)	05 (12.50%)	01 (2.50%)	10 (25.00%)	05 (12.50%)
Feel comfortable in communicating with child’s teachers about their progress and development	21 (52.50%)	06 (15.00%)	01 (2.50%)	08 (20.00%)	04 (10.00%)
Parents’ involvement positively impact on child’s overall development	17 (42.50%)	06 (15.00%)	02 (5.00%)	10 (25.00%)	05 (12.50%)

Participated in workshops or training sessions offered by the school to understand the holistic assessment process	32 (80.00%)	08 (20.00%)	00 (0.00%)	00 (0.00%)	00 (0.00%)
Satisfied with the school's efforts to involve parents in the assessment and comprehensive development of their child	16 (40.00%)	08 (20.00%)	01 (2.50%)	07 (17.50%)	08 (20.00%)

Table 2 reveals that 60 per cent of parents reported low participation in school activities and events, while 67.5 per cent expressed discomfort in communicating with teachers about their child's progress. Despite this, 37.5 per cent acknowledged that their involvement positively impacts their child's development. Furthermore, 80 per cent of parents indicated that they had not attended workshops or training sessions related to holistic assessment, and 60 per cent expressed dissatisfaction with

the school's efforts to engage them. These findings suggest barriers such as time constraints, lack of awareness, and ineffective communication, which schools need to address to enhance the parental involvement in the holistic assessment process.

Dimension 2
Parental Perception

The perception of parents towards holistic assessment reflects their understanding and valuation of this comprehensive approach. Table 3 summarises these perceptions.

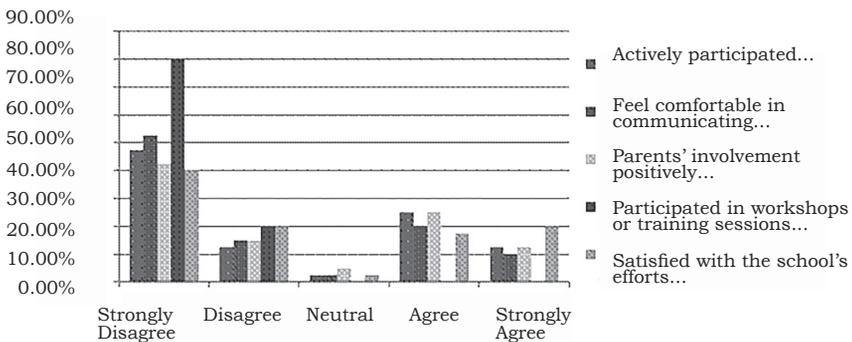


Fig. 2: Parental Involvement in Holistic Assessment of Primary School Students

Table 3
Perception of Parents towards Holistic Assessment
of Primary School Students

Aspects	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Holistic approach to assessment is essential for child’s overall development	07 (17.50%)	05 (12.50%)	01 (2.50%)	10 (25.00%)	17 (42.50%)
Understand the difference between holistic assessment and traditional academic testing	19 (47.5%)	05 (12.50%)	01 (2.50%)	10 (25.00%)	05 (12.50%)
Holistic assessment helps to identify areas where child needs additional support and improvement.	07 (17.50%)	05 (12.50%)	00 (0.00%)	13 (32.50%)	15 (37.50%)
School’s communication of the results and feedback from holistic assessments has to be clear and informative	10 (25.00%)	05 (12.50%)	01 (2.50%)	18 (45.00%)	06 (15.00%)
Holistic assessment promotes a well-rounded development in children	05 (12.50%)	04 (10.00%)	00 (0.00%)	12 (30.00%)	19 (47.50%)

Parental perception towards holistic assessment reflects their understanding and valuation of this comprehensive approach. Table 3 summarises these perceptions. The results indicate that 67.5 per cent of the parents agreed on the necessity of holistic assessment for their child’s overall development. However, 60 per cent reported a lack of understanding regarding how holistic assessment differs from traditional assessment methods. Despite this

gap, 70 per cent recognised the role of holistic assessment in identifying areas where their child requires additional support and improvement, and 60 per cent found the school’s communication regarding assessment outcomes to be clear and informative. These findings underscore the need for schools to raise parental awareness and strengthen structured communication strategies to ensure that parents fully comprehend and support the goals of holistic assessment.

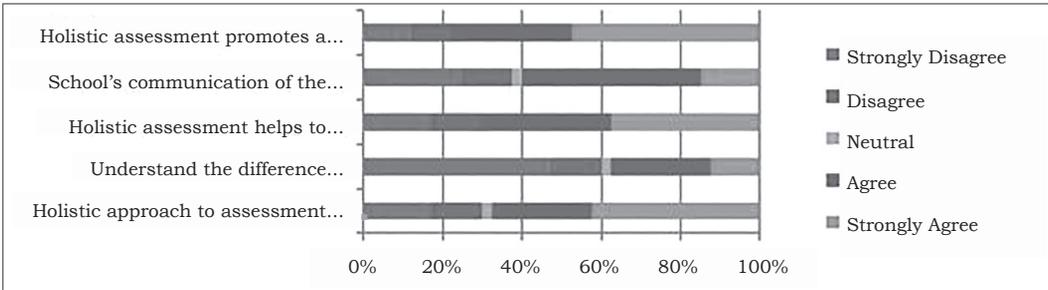


Fig. 3: Perception of Parents towards Holistic Assessment of Primary School Students

Dimension 3

Parental Expectations

The expectations of parents towards holistic assessment reveal their priorities for their child’s education. Table 4 summarises these expectations.

The findings indicate that most parents (75%) expect regular updates on their child’s holistic development throughout the academic year. Furthermore, 85 per cent believe that schools should prioritise comprehensive development over mere

Table 4
Expectations of Parents towards Holistic Assessment of Primary School Students

Aspects	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Expect from the school to provide regular updates on their child’s holistic development throughout the academic year	05 (12.50%)	05 (12.50%)	00 (0.00%)	14 (35.00%)	16 (40.00%)
Expect from the school to prioritise comprehensive development of children over mere academic excellence	02 (5.00%)	03 (7.50%)	01 (2.50%)	08 (20.00%)	26 (65.00%)
Expect from the school to collaborate with parents in creating individualised development plans for their child’s progress	03 (7.50%)	03 (7.50%)	00 (0.00%)	14 (35.00%)	20 (50.00%)

academic excellence, and an equal percentage expect active collaboration with schools in creating individualised development plans. These expectations reinforce the importance of transparent communication and strong parent-school partnerships. Together,

number of parents (60%) reported low participation in their child’s school activities and events, with 47.5 per cent strongly disagreeing and 12.5 per cent disagreeing.

• **Discomfort in Communication with Teachers:** More than half

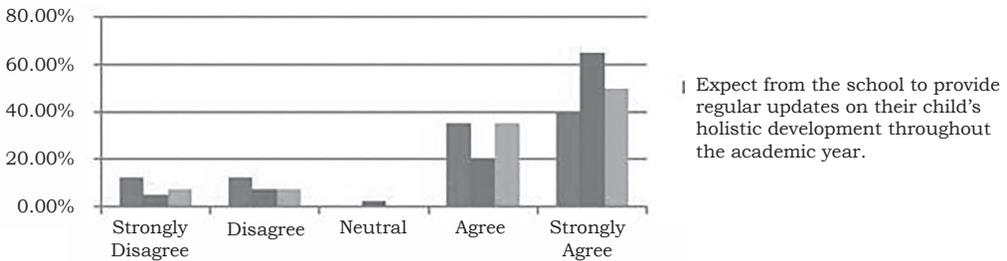


Fig. 4: Expectations of Parents towards Holistic Assessment of Primary School Students

they highlight parents’ willingness to be engaged stakeholders in the holistic development of their children and underscore the need for schools to establish a structured mechanisms for regular communication and collaborative planning.

FINDINGS OF THE STUDY

Based on the analysis and interpretation of the collected data, the study reveals several key findings about parental involvement, perception, and expectations regarding holistic assessment in primary school students’ comprehensive development.

Dimension 1

Parental Involvement

• **Low Participation in Activities and Events:** A significant

of the parents (67.5%) did not feel comfortable communicating with teachers about their child’s progress, with 52.5 per cent strongly disagreeing and 15 per cent disagreeing.

• **Positive Impact Recognised:**

Despite low participation, 37.5 per cent of parents acknowledged the positive impact of their involvement on their child’s overall development, with 25 per cent agreeing and 12.5 per cent strongly agreeing.

• **Low Participation in Workshops and Training Sessions:**

An overwhelming majority (80%) did not participate in workshops or training sessions offered by the school to understand the holistic assessment process.

- **Mixed Satisfaction with School Efforts:** There was a mixed response regarding satisfaction with the school's efforts to involve parents, with 40 per cent strongly disagreeing and 20 per cent disagreeing.

These findings indicate that while parents recognise the importance of involvement, barriers such as discomfort in communication, lack of awareness, and limited participation in school initiatives hinder their engagement. Schools need to address these challenges by creating more inclusive environments and offering accessible opportunities for parental involvement.

Dimension 2

Parental Perception

- **Essential for Child's Development:** A majority of parents (67.5%) agreed that a holistic approach to assessment is essential for their child's overall development, with 25 per cent agreeing and 42.5 per cent strongly agreeing.
- **Lack of Understanding of Assessment Types:** A significant portion of parents (60%) either strongly disagreed or disagreed that they understood the difference between holistic assessment and traditional academic testing.
- **Identifying Areas for Support and Improvement:** Many parents (70%) believed that holistic assessment helps identify areas where their child needs additional

support and improvement, with 32.5 per cent agreeing and 37.5 per cent strongly agreeing.

- **Clear Communication of Results:** Most parents (60%) found the school's communication of holistic assessment results and feedback clear and informative, with 45 per cent agreeing and 15 per cent strongly agreeing.
- **Promoting Well-Rounded Development:** A substantial majority (77.5%) felt that holistic assessment promotes well-rounded development in children, with 30 per cent agreeing and 47.5 per cent strongly agreeing.

While parents generally perceive holistic assessment positively and understand its benefits, there remains a need for better communication and guidance to clarify its distinctions from traditional assessment methods.

Dimension 3

Parental Expectations

- **Expect Regular Updates:** A significant majority of parents (75%) expect schools to provide regular updates on their child's holistic development throughout the academic year, with 35 per cent agreeing and 40 per cent strongly agreeing.
- **Prioritising Comprehensive Development:** An overwhelming majority (85%) expect schools to prioritise comprehensive development over mere academic excellence, with 20 per cent

agreeing and 65 per cent strongly agreeing.

- **Collaboration for Individualised Development Plans:** Most parents (85%) expect schools to collaborate with them in creating individualised development plans for their child's progress, with 35 per cent agreeing and 50 per cent strongly agreeing.

These expectations reinforce parents' commitment to a holistic approach to education and underscore the need for transparent communication and strong partnerships between home and school.

DISCUSSION

This study explores the significance of parental perspectives in holistic assessment for a better understanding of primary school students' comprehensive development. The findings provide insights into parental involvement, perceptions, and expectations, contributing to the broader discourse on the importance of addressing multiple dimensions of student growth within educational settings.

The finding that a significant portion of parents (60%) reported low participation in school activities aligns with previous research highlighting barriers such as time constraints, work commitments, and lack of awareness (Hornby and Lafaele, 2011). The discomfort in communicating with teachers, reported by 67.5 per cent of parents,

further emphasises the need for schools to foster more welcoming and accessible communication channels. Deslandes and Bertrand (2005) emphasise that effective communication is essential for active parental engagement.

Despite these challenges, some parents still recognise the positive impact of their involvement on their child's development, which resonates with Epstein's (2001) model of parental involvement and Fan and Chen's (2001) findings on its positive correlation with student achievement.

The agreement among 67.5 per cent of parents that holistic assessment is essential supports the view advanced by Hattie (2009) and others that a balanced focus on cognitive, social, and emotional growth significantly contributes to student success. However, the lack of understanding about the differences between holistic and traditional assessments (60%) signals a gap that schools must bridge through improved communication and educational efforts, as supported by Hoover-Dempsey and Sandler (1997).

Parents' expectations for regular updates (75%), prioritisation of comprehensive development (85%), and collaboration in developing individualised plans (85%) highlight a strong desire for partnership in their children's educational journey. This aligns with research by Patrikakou and Weissberg (2000), Goodall and Montgomery (2014), and Christenson and Sheridan (2001), who emphasise

the importance of family-school partnerships in promoting student success and well-being.

Together, these findings underscore the need for schools to adopt strategies such as structured parent workshops, clear communication channels, and collaborative practices to bridge gaps and support holistic student development.

EDUCATIONAL IMPLICATIONS

Policy Implications

- **Integration of Holistic Assessment in Policies:** Policy-makers should advocate for embedding holistic assessment within primary education policies, in line with NEP 2020, NCF-FS 2022, and NCF-SE 2023.
- **Mandated Parent-School Engagement:** Policies should require schools to conduct regular orientation sessions, workshops, and collaborative initiatives to foster parental involvement.
- **National Guidelines:** Establishing standardised guide-lines for holistic assessment practices can ensure consistency and encourage meaningful parental input.

Practical Implications

- **Enhancing Awareness:** Schools should implement structured programmes to raise awareness about holistic assessment and its benefits among parents.
- **Strengthening Communication:** Frequent and clear communication through meetings, digital updates,

and detailed reports should be institutionalised.

- **Flexible Engagement:** Schools should develop customised engagement strategies that accommodate parents' varying needs and schedules.
- **Teacher Training:** Educators should receive training on holistic assessment methods and on effectively engaging parents as partners in the process.

Implications for Future Research

- **Longitudinal Studies:** Future research should examine the long-term effects of holistic assessment on multiple dimensions of student development.
- **Comparative Studies:** Comparative research across regions or countries could identify best practices adaptable to different educational contexts.
- **Socio-Cultural Influences:** Additional research should explore how socio-cultural and economic factors shape parental involvement and perspectives on holistic assessment.

By addressing these implications, schools and policymakers can strengthen the integration of holistic assessment practices aligned with parental expectations, ultimately fostering well-rounded student development.

CONCLUSION

This study highlights the vital role of parental perspectives in implementing holistic assessment practices that consider a child's growth beyond academic achievements alone. The findings demonstrate that while the parents recognise the value of holistic assessment and wish to be involved, barriers such as limited communication and low participation must be addressed to build effective home-school partnerships.

Emphasising a holistic approach enables educators to gain a more complete understanding of students' strengths and areas for growth, thereby informing tailored interventions and support systems. Schools must acknowledge the diverse cultural contexts and values influencing parental perspectives

and develop inclusive, culturally responsive practices, that promote students' overall well-being.

Incorporating parental perspectives not only strengthens students' comprehensive development but also reinforces collaborative partnerships that empower children to thrive academically, socially, emotionally, and physically.

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