



IMPACT OF PARENT-TEACHER COLLABORATION ON HOLISTIC INCLUSIVE OUTCOME BASED EDUCATION: STUDENTS' PERCEPTIONS AT MONTFORT SCHOOL, IN HYDERABAD INDIA

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ABSTRACT

Purpose- *The purpose of this study is to investigate the factors impacting the Holistic inclusive outcome-based education of students' Perceptions at Montfort School in Hyderabad India. To know the parents, and students' perception about the school to improve the standard of management.*

Design/Methodology/Approach- *This study uses the purposive sampling methods to collect data. This paper used a survey method, the primary data was gathered from 332 students who are studying from standards six to ten in Montfort Schools from Hyderabad in India. To construct a new conceptual framework, this study adopted three frameworks from previous researches.*

Findings- *This study found a statistically significant impact between Parental involvement and innovation of curriculum on holistic inclusive outcome-based education which seemed to be connected in a meaningful way. However, the analysis did not reveal a statistically significant impact between blended learning experience and Student's academic performance so the management need to focus on all other wellbeing of the student to grow.*

Research Limitation/Implication- *This research is only focused on set off a private school from Hyderabad in India. It does not cover all the private schools but only the Montfort schools. Other schools would have different conditions; therefore, it could be conducted with parental approvals among only the students who study from six Montfort Schools in Hyderabad India.*

Keywords- *Parental involvement, innovation of curriculum, blended learning experience, Student academic performance and Holistic inclusive outcome based education.*



1. Introduction

1.1 Background of the study

Parent-teacher collaboration was widely recognized as a crucial factor in achieving positive educational outcomes, especially within an inclusive setting (Epstein, 2011/2018). In contrast, holistic inclusive outcome-based education aims to develop students' intellectual, physical, emotional, social and occasionally spiritual faculties in order to create well-rounded humans who are capable of handling life's challenges (N Devaki, 2024). It encourages critical thinking, a deeper comprehension of the world and the development of vital abilities like communication and problem-solving. Teachers are also encouraged by this method to take into account each student's background, culture, experiences, and interests (Stavrianos, 2023).

Enshrined in Law 104/1992 and reiterated by Legislative Decree 66/2017, school inclusion was a core objective of the Italian educational system that emphasizes the need to provide equal learning opportunities for all children, irrespective of their cognitive, psychological, or physical circumstances (Volpe, 2024). Holistic education will continue to be difficult in this situation unless appropriate inclusion at every level of education. It fosters a wide range of competences and skills, enables educational programs to cross conventional boundaries, and prepares students for the complex demands of the modern world (Gupta, 2021).

Scholars concur that parents have multiple responsibilities for their children's education, and that these responsibilities should be pursued continuously rather than intermittently. The idea that families and schools share duties is the second viewpoint that stands out. In the framework of this study, parents and educators must exchange views about how to best educate kids and raise their academic performances. Coordination, collaboration, and the complementary roles that families and schools play are highlighted when duties are shared between the home and the school. In order to increase academic achievement, the study focuses on how parents and teachers can work together to share responsibility for children's socialization and academic development (Makwalete & Malatji, n.d. 2021). Therefore, the goal of this research was to investigate how holistic inclusive outcome based education can be used to produce learning experiences that are really holistic, and the overall growth of the learner's potential

1.2 Statement of Problems

According to researcher, better learning outcomes, motivation, and student involvement are all influenced by solid parent-teacher partnerships (Jeynes, 2010). To increase student achievement in the classroom, parents and teachers must work together. Positive relationships between instructors and parents are likely to improve academic performance. When parents and teachers don't work together, Foundation Phase students may do poorly academically. To develop a better plan for parents and teachers to collaborate successfully, the benefits and drawbacks of parent-teacher impact will be examined (Singh et 3 al., 2023). However, a number of obstacles, including a lack of institutional support, varying expectations, and communication problems, make it difficult to collaborate effectively (Hornby & Lafaele, 2011). Comprehending studies on collaborative teaching methods might be difficult for a number of reasons. Cooperation is neither an end in itself nor a set of rules for transformation. Rather, there are numerous variations and titles for collaborative methods. Determining the impact of a single strategy to collaboration is challenging since schools, districts, or individual departments may promote collaboration in a variety of ways rather than implementing just one collaborative practice. These difficulties emphasize the importance of gaining a comprehensive understanding of the overall picture from several studies instead of concentrating solely on the results of one study. Important questions about teamwork are still unresolved. For instance, it's yet unclear how improving teamwork compares to and works in conjunction with other tactics to bolster student learning (Schleifer et al., 2017). There is limited research on how to build Impact of Parent-Teacher Collaboration On Holistic Inclusive Outcome Based Education: Students' Perceptions at Montfort School, in Hyderabad.

1.3 The Study of Objectives

1.To identify the impact between Parental involvement and Holistic inclusive outcome based education a student's Perceptions at Montfort school, in Hyderabad.

2.To identify the impact between innovation of curriculum and Holistic inclusive outcome based education a students' Perceptions at Montfort school, in Hyderabad.

3.To identify the impact between blended learning experience and Holistic inclusive outcome based education a students' Perceptions at Montfort school, in Hyderabad. 4

4.To identify the impact between Student academic performance and Holistic inclusive outcome based education a students' Perceptions at Montfort school, in Hyderabad.

1.3.1 Research Question

1.How does the impact of Parental involvement have a significant influence on Holistic inclusive outcome based education in Montfort school, in Hyderabad?

2.How does the impact of blended learning experience have a significant influence on Holistic inclusive outcome based education in Montfort school, in Hyderabad?

3.How does the impact of innovation of curriculum have a significant influence on Holistic inclusive outcome based education in Montfort school, in Hyderabad?

4.How does the impact of Student academic performance have a significant influence on Holistic inclusive outcome based education in Montfort school, in Hyderabad?

1.4 Significance of the study

This research is noteworthy because it examines the impact of parent-teacher collaboration on Holistic inclusive outcome based education: A students' Perceptions at Montfort School, in Hyderabad. The study examines the dependent variables on Holistic inclusive outcome-based education and independent variables like Parental involvement, innovation of curriculum, blended learning experience, and Student academic performance. By focusing on these variables, the research provides valuable insights into how a structured and coordinated approach to collaboration can foster an environment that supports students' inclusive learning and growth.

1.5 Scope of the Study

The "Impact of Parent-Teacher Collaboration on Holistic inclusive outcome-based education: A students' Perceptions at Montfort School, in Hyderabad." emphasizes comprehending how teachers and parents interact to help pupils achieve higher academic 5 results. Geographically, the study is restricted to Hyderabad's Montfort School from 6th to 10th grade, because of its distinct educational setting and demographics. The purpose of this study is to offer practical insights for enhancing parent-teacher cooperation and its impact on inclusive, holistic, and

outcome-based education at Montfort School. It aims to provide useful models and frameworks that the school may use to improve inclusive, holistic education. The study is a useful tool for education administration since its findings will support students' academic progress, institutional expansion, and the creation of long-term collaborative strategies.

1.6 Limitations of the Research

This research has several limitations; this study's primary focus is on Montfort student from six schools who are studying from 6th to 10th grade in Hyderabad. The small size population focus is on private school education and does not factor in a wider scope which may point to a more wholesome perception of understanding.

2. Literature review

2.1 Theories related to the research (dependable variable)

Holistic inclusive outcome-based education

Reducing the disparities in school completion between Black and Hispanic students requires holistic, cooperative cooperation that includes, respects and empowers every student. The Holistic Component entails involving every student in the school, connecting with them quickly and meaningfully, and offering comprehensive support services (HC) that are all-inclusive. This section creates and executes quantifiable standards that inspire, uplift and empower every student's life (Udeogalanya, 2020). Education is now regarded as a fundamental human right and a key component in building a society that is more just. All pupils, regardless of their academic aptitude, gender, or cultural background, should be included in a successful curriculum in the spirit of holistic inclusive education. The curriculum ought to be current, well-rounded, integrated, and tackle learners' requirements holistically. Additionally, an effective curriculum should be based on a set of philosophical and theoretical ideas about how children learn. All facets of learning—intellectual, emotional, social, and physical—are interconnected, according to a holistic approach. It encourages critical thinking, a deeper comprehension of the world, and the development of vital abilities like communication and problem-solving (Stavrianos, 2023). Additionally, this method pushes educators to take into account each individual's history, culture, experiences, and interests (Mahmoudi et al., 2012).

2.2.2 Literature review related to the independent variable

Parental involvement

Parental involvement in their children's education has been encouraged by educational authorities more and more. A large portion of the expanding conversation about the role of parents were consistent with decades of research that links parental participation to child development and student achievement. (Hamlin & Flessa, 2016). Parents are the first teachers and because their home is their first school. (Crozier, 1999). Although it is cautious to imply that parental involvement was a supplement to well-designed educational programs, numerous researchers have found a relationship between parental involvement-including helping students with their homework and student achievement as well as personal traits that support achievement of self-regulation and perceptions of academic competence (Hoover-Dempsey et al., 2001).

Innovation of curriculum

It seems impressive to launch a new curriculum project with the expectation that it will improve practice (Hanley & Torrance, 2025). The research findings revealed that firstly, curriculum innovation has an impact to create new solutions in education based on understanding existing problems. Second, when it comes to curriculum innovation, it is necessary to take into account crucial foundations. To sum up, curriculum innovation was an essential step in raising the standard of education (Yanti et al., 2023). Implementing curriculum changes involves putting a concept into practice in the classroom. Changes that are significant are those that respond to current trends and needs; they must be appropriate for the teacher's circumstances; they must be targeted; and they must have workable methods that will help the change be implemented successfully. Clarity and need are among the values promoted here. Workability was a crucial component of implementation that helps assess the innovation's applicability to people (Meechai lemjinda, 2022). Innovative curricula seek to ameliorate learning strategies, equip students for upcoming obstacles and establish a more engaging and significant learning environment (Yanti et al., 2023).

Blended learning experiences

Blended learning was the process of teaching a subject by utilizing a variety of communication techniques. These techniques could involve a combination of in-person instruction during class, online communication and self-study, which combines traditional instruction and its application with the use of different educational technologies that allow the instructor to freely

employ communication techniques in the classroom (Mashikhi & Soliman, 2018). It was described by (Marshall-Stuart, 2018) as utilizing a combination of learning strategies, including self-learning, education management systems, collaborative learning, e-learning and traditional face-to-face classrooms, to obtain the right content in the right format for the right people at the right times. It offers a chance to combine the contact and engagement provided by the finest aspects of traditional learning with the creative and technological advancements provided by online learning. The knowledge and one-on-one interaction of personal coaches can help to support and improve it (Suprabha & Subramonian, 2015).

Students' Academic Performances

A school was worthless without students. The most valuable resource for every educational institution was its students. Academic achievement among students was closely related to the nation's social and economic progress (Imran et al., 2019). The performance (academic achievement) of the students was crucial in generating the highest caliber of graduates who will serve as the nation's future leaders and workforce, ultimately driving its social and economic advancement (Kapur, 2018).

2.2.3 Literature review related to the relationship between each variable

Parental involvement and holistic inclusive education

Parental participation in the inclusion process, both for children with and without special education needs, was a key component in the creation of successful inclusion programs. Parent participation in the action team increases the effectiveness and durability of programs for pupils. Children's inclusionary placements can be greatly aided by their parents (Vanderpuye, 2013). Parental involvement has drawn a lot of attention in the field of inclusive education and was defined as the active participation of parents in meaningful communication and engagement with their children's learning and school activities (Epstein, 2011).

Innovation of curriculum and holistic inclusive education

To ensure high-quality education, children's learning surroundings must be safe, welcoming, healthy, and conducive. Community-school collaboration, information and communication technology integration, and universal teaching methodologies should be the foundation for developing inclusive innovations. Teachers' productivity and self-efficacy, communication skills, and collaborative problem-solving approaches during the learning process are all critical

preconditions for inclusive education's success (Lancaster, 2014). Cultural values at school, which vary significantly around the world and influence the nature of inclusive education (Corbett, 1999), were another necessity for adopting inclusive education. Educator attitudes and beliefs also influence the new educational organizational paradigm, eventually influencing how inclusive education innovations are implemented (Carrington, 1999). Teachers that adopt a positive constructivist approach encourage the successful use of inclusive innovations.

Blended learning experiences and holistic inclusive education

To provide complete development through blended learning, educators must ensure that emotional and social growth are encouraged alongside intellectual performance. This includes creating a sense of community within the learning environment, encouraging collaboration, and fostering empathy and interpersonal skills. Well-designed blended learning experiences can foster peer-to-peer learning and group projects, which are critical for social development, whereas online discussion forums and collaboration tools can help students improve their communication skills and digital citizenship (Caird & Roy, 2019). Furthermore, in a blended learning environment, educators act as facilitators, mentors, and guides, adjusting to students' needs and assisting them in making connections across disciplines-an important aspect of holistic education (Mahmoud Reza Saghafi et al., 2014).

Students' academic performances and holistic inclusive education

Inclusive education approaches have been extensively researched to determine their impact on academic achievement and inclusion for children with impairments. According to research, teamwork among educators is crucial for successful inclusion (Dupre, 1997). Positive attitudes and peer acceptance are vital in providing a supportive atmosphere for students with impairments (Alshahrani, Basmah F, 2022). The efficiency of inclusive education remains a topic of discussion, with conflicting results recorded in numerous research (Morales-Martínez et al., 2022). Some studies reveal good benefits on academic achievement and social development, while others emphasize the importance of targeted support and specialized options for students who do not choose full participation. Overall, the success of inclusive education relies on the development of collaboration, positive attitudes, and customized support mechanisms to ensure the holistic development and inclusion of students with disabilities.

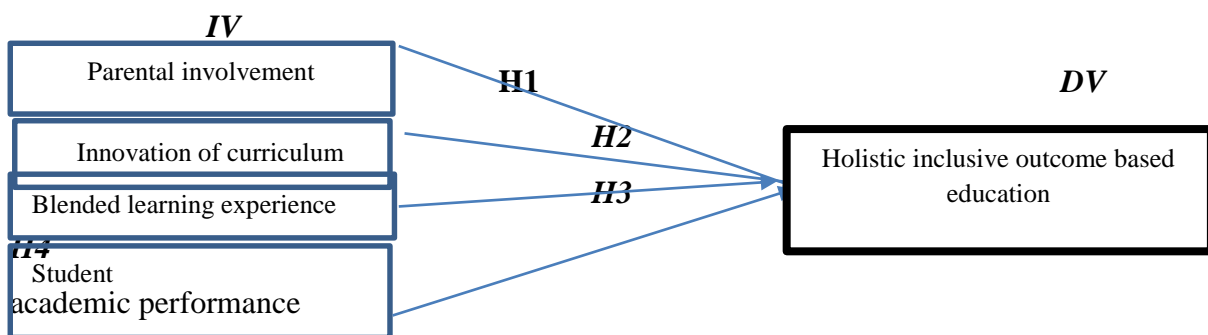
Methods of data gathering and procedures

Both primary and secondary data have been used to obtain data for this study. By using questionnaires, the researchers collected primary data directly from respondents. Primary data is first collected from respondents according to preliminary predetermined criteria for the research topic, so it is considered a trusted source of information. For the main data, questionnaires were collected from 6th to 10th standard students in six Montfort schools. In order to identify the impact on holistic inclusive outcome based education on students' perceptions at Montfort school, respondents were also asked to rate their experience on a Likert rating scale, from strongly disagree to strongly agree. In addition, the researchers used purposive sampling methods to collect data

2.3 Conceptual Framework

This conceptual framework is developed based on the previous research of theories related to each variable, related literature review and theoretical framework of several independent variables including Parental involvement, Innovation of curriculum, blended learning experience, and students' academic performance and dependent variable: Holistic inclusive outcome based education.

Figure 3.2 Parent – Teacher Collaboration on Holistic Inclusive Outcome Based Education: A Student's Perceptions at Montfort School.



B 3 Research Method and Materials

3.1 Research Design

The purpose of this study is to examine the impact on Holistic inclusive outcome based education a student's Perceptions at Montfort school, in Hyderabad. In addition, multiple linear regression, Cronbach's alpha, and descriptive statistics analysis, and *Inferential Analysis* are used in this quantitative research. The questionnaire of this study has two parts; a total of 27

questions, involving 5 research model variables, 6 items related to demographic information, and 21 questions related to measurement variables. Firstly, the use of Cronbach's Alpha is to check the reliability of the questionnaire and whether there are any measurement items in the questionnaire

that are unclear or confusing. A pilot study was conducted on 30 individuals to ensure that the reliability of the questionnaire and to determine if there were any doubts about the measurement items in the survey. Moreover, this study also used secondary data. Most information comes from reliable sources such as journals, articles, and previous research.

Figure 4.1: Sample Size Calculation

To determine the appropriate sample size for the population of six Montfort school, the researchers used sample size calculator (2025). Using a 95% confidence level and a 5% error rate, as I before mentioned six Montfort school population of 2400, so the sample would need to include 332 students who are studying at present.

Sample Size Calculator

Find Out The Sample Size

This calculator computes the minimum number of necessary samples to meet the desired statistical constraints.

Result

Sample size: **332**

This means 332 or more measurements/surveys are needed to have a confidence level of 95% that the real value is within $\pm 5\%$ of the measured/surveyed value.

Confidence Level:	95%	
Margin of Error:	5	%
Population Proportion:	50	% Use 50% if not sure
Population Size:	2400	Leave blank if unlimited population size.
Calculate		Clear

3.3.1 Research Instrument

The study used questionnaires to examine the correlation between variables and related factors. The researchers will provide an online questionnaire to the eligible sample. The questionnaire consists of two parts: the first part has 6 questions demographic information about the participants. The second part has 21 questions, focusing on dependent and independent variables. The researchers chose from 6th to 10th class students from Montfort school. After the demographic information questions in the first part, the detailed description of the questionnaire is as follow.

Part I: Demographic Profile

This section's primary focus is on the respondents' demographic data. It gathered basic personal data, such as the respondents' gender, grade level, Extracurricular Involvement, Use of Technology, Frequency of Interaction and Feedback on Education to determine the demographic profiles of the respondents. Questions about the demographic information are listed below:

1) What is your gender?

- Male
- Female

2) Grade Level: What grade are you currently in?

- 6th
- 7th
- 8th
- 9th
- 10th

3) Extracurricular Involvement: Are you involved in any extracurricular activities at school (e.g., sports, music, clubs)?

- Yes
- No
- Sometimes

4) Use of Technology: Do you regularly use digital tools (e.g., online platforms, e-learning apps) for your studies?

- Yes
- No
- Sometimes

5) Frequency of Interaction: How often do you engage in parent-teacher collaborations or meetings?

- Weekly
- Monthly
- Quarterly
- Rarely

6) Feedback on Education: Do you feel that the education you are receiving is preparing you for both academic success and personal growth?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Part II: Measurement of variables

The purpose of my research to examine or to explore the impact of holistic inclusive outcome based education: a students’ perceptions at Montfort school, in Hyderabad. The researchers used five points to scale or to assess the respondent’s attitude and their level of agreement or disagreement to each variable. The statistical level has been followed like:

- 1= Strongly Disagree, (SD)
- 2= Disagree, (D)
- 3= Neutral, (N)
- 4= Agree (A) and
- 5=Strongly Agree (SA)

Table 4.1: Variables and factors to be considered

Variable measurement items	Level of Agreement				
Parental Involvement					
PI1: My parents daily check my studies at home.	1	2	3	4	5
PI2: My parents regularly discuss my social activity at school with me.	1	2	3	4	5
PI3: My parents encourage me to participate in co- curricular activities at school.	1	2	3	4	5
Holistic inclusive outcome based education					
HIE1: School has sufficient human	1	2	3	4	5

resources (including support staff, psychologist etc.)					
HIE2: School strive to minimize all form of discrimination.	1	2	3	4	5
HIE3: School has disability friendly building and other infrastructure.	1	2	3	4	5
HIE4:School ensures the enrollment to all students from its locality.	1	2	3	4	5

Blended learning experience

BLE1: The multimedia enhanced my learning experiences.	1	2	3	4	5
BLE2: I was given sufficient practice and feedback.	1	2	3	4	5
BLE3: My understanding of the subject matter improved as a result of this blended learning.	1	2	3	4	5
BLE4: The content was clearly stated and I understood what was taught through blended learning.	1	2	3	4	5
BLE5: I will be able to use the information in my profession.	1	2	3	4	5

Innovation of curriculum

IC1: Curriculum innovations in high school teacher education have had a negative impact on education in Montfort school.	1	2	3	4	5
IC2: Montfort schools have problems in managing teacher education programs due to frequent changes in the curriculum.	1	2	3	4	5
IC3: Most of the school teachers do not understand the reasons for curriculum innovations in education.	1	2	3	4	5
IC4: Curriculum innovations in Montfort teacher education in Hyderabad has improved the standard of graduates in school education.	1	2	3	4	5

Student academic performance

SAP1: Daily check of my studies at home keep my academic performance high.	1	2	3	4	5
SAP2: Regular discussion of my parents with teacher makes my academic performance better and rewarding.	1	2	3	4	5
SAP3: Encouragement of my parents to participate in co- curricular activities it is helpful in my academic performance.	1	2	3	4	5
SAP4: Regular discussion of my social activities at school with my parents improves my academic performance.	1	2	3	4	5
SAP5: Receiving pocket money for entertainment from my parents makes me to show better academic performance.	1	2	3	4	5

Independent variables of the Cronbach's alpha were obtained through a pilot test with 30 respondents. The results show that there are overall 4 independent variables that impact on the dependent variable on Holistic inclusive outcome based education a student's Perceptions at Montfort school, in Hyderabad. The results showed that the value of Cronbach's alpha is.

The results in Table 4.4 support the internal consistency of the structure. And also, the acceptable value of Cronbach's alpha should be 0.60 or above.

Table 4.3: The Value of Reliability Analysis of Each Item and Variable in This Study (n=30)

<i>Item No.</i>	<i>Variable/measurement items</i>	<i>Cronbach's alpha</i>	<i>Strength association</i>
	Parental Involvement	<i>0.816</i>	<i>Good</i>
<i>PI1</i>	My parents daily check my studies at home.	<i>0.748</i>	<i>Acceptable</i>
<i>PI2</i>	My parents regularly discuss my social activity at school with me.	<i>0.720</i>	<i>Acceptable</i>
<i>PI3</i>	My parents encourage me to participate in co-curricular activities at school.	<i>0.776</i>	<i>Acceptable</i>
	Holistic Inclusive Outcome Based Education	<i>0.773</i>	<i>Acceptable</i>
<i>HIE1</i>	School has sufficient human resources (including support staff, psychologist etc.)	<i>0.677</i>	<i>Questionable</i>
<i>HIE2</i>	School strive to minimize all form of discrimination.	<i>0.724</i>	<i>Acceptable</i>
<i>HIE3</i>	School has disability friendly building and other infrastructure.	<i>0.646</i>	<i>Questionable</i>
<i>HIE4</i>	School ensures the enrolment to all students from its locality.	<i>0.807</i>	<i>Good</i>
	Blended learning experience	<i>0.836</i>	<i>Good</i>
<i>BLE1</i>	The multimedia enhanced my learning experiences.	<i>0.808</i>	<i>Good</i>
<i>BLE2</i>	I was given sufficient practice and feedback.	<i>0.76</i>	<i>Acceptable</i>
<i>BLE3</i>	My understanding of the subject matter improved as a result of this blended learning.	<i>0.785</i>	<i>Acceptable</i>
<i>BLE4</i>	The content was clearly stated and I understood what was taught through blended learning.	<i>0.787</i>	<i>Acceptable</i>
<i>BLE5</i>	I will be able to use the information in my profession.	<i>0.868</i>	<i>Good</i>
	Innovation of curriculum	<i>0.763</i>	<i>Acceptable</i>
<i>IOC1</i>	Curriculum innovations in high school teacher education have had a negative impact on education in Montfort school.	<i>0.765</i>	<i>Acceptable</i>
<i>IOC2</i>	Montfort schools have problems in managing teacher education programs due to frequent changes in the curriculum.	<i>0.667</i>	<i>Questionable</i>
<i>IOC3</i>	Most of the school teachers do not understand the reasons for curriculum innovations in education.	<i>0.803</i>	<i>Good</i>
<i>IOC4</i>	Curriculum innovations in Montfort teacher education in Hyderabad has improved the standard of graduates in school education.	<i>0.743</i>	<i>Acceptable</i>
	Students' Academic Performance	<i>0.804</i>	<i>Good</i>
<i>SAP1</i>	Daily check of my studies at home keep my academic performance high.	<i>0.699</i>	<i>Questionable</i>

SAP2	Regular discussion of my parents with teacher makes my academic performance better and rewarding.	0.721	Acceptable
SAP3	Encouragement of my parents to participate in co- curricular activities it is helpful in my academic performance.	0.678	Questionable
SAP4	Regular discussion of my social activities at school with my parents improves my academic performance.	0.742	Acceptable
SAP5	Receiving pocket money for entertainment from my parents makes me to show better academic performance.	0.901	Excellent

4.5 Statistical Treatment of Data

After completing the data collection of about 30 respondents, the hypothesis was set to the null hypothesis and the alternative hypothesis, with Ho for no positive relationship and Ha for positive relationship, respectively. Table 4.5 displays the statistical measures that were employed to test the data as follows:

Table 4.4: Statistical Hypotheses

Hypothesis		Description	Statistical Techniques
H1	H1o	Parental Involvement has no significant impact on Holistic inclusive outcome based education a students' perceptions at Montfort school, in Hyderabad.	Multiple Linear Regression
	H1a	Parental Involvement has significant impact on Holistic inclusive outcome based education a students' perceptions at Montfort school, in Hyderabad.	
H2	H2o	Blended learning experience has no significant impact on Holistic inclusive outcome based education a students' perceptions at Montfort school, in Hyderabad.	Multiple Linear Regression
	H2a	Blended learning experience has significant impact on Holistic inclusive outcome based education a students' perceptions at Montfort school, in Hyderabad.	
H3	H3o	<i>Innovation of curriculum</i> has no significant impact on Holistic inclusive outcome based education a students' perceptions at Montfort school, in Hyderabad.	Multiple Linear Regression

	H3a	<i>Innovation of curriculum</i> has significant impact on Holistic inclusive outcome based education a students' perceptions at Montfort school, in Hyderabad.	
H4	H4o	Student academic performance has no significant impact on Holistic inclusive outcome based education a students' perceptions at Montfort school, in Hyderabad.	Multiple Linear Regression
	H4a	Student academic performance has significant impact on Holistic inclusive outcome based education a students' perceptions at Montfort school, in Hyderabad.	

Source: Constructed by author.

Result and discussion

Table 5.1: The Value of Reliability Analysis of Each Item and Variable in This Study (n=332)

Measurement Items of Variables	Cronbach's alpha	Strength of Association
Parental involvement	0.829	Good
Blended learning experience	0.712	Acceptable
Innovation of curriculum	0.828	Good
Student academic performance	0.804	Good
Holistic inclusive outcome based education:	0.784	Acceptable

Table5.9: The Result of Multiple Linear Regression Hypotheses 1, 2, 3, and 4 (n=332)

Variables	B	SE B	B	t	Sig.	VIF
Parental involvement	0.346	0.048	0.726	7.177	<.001	1.38
Blended learning experience	0.077	0.065	0.828	1.206	0.229	1.21
Innovation of curriculum	0.243	0.112	0.158	2.176	0.03	6.34

Student academic performance	0.028	0.137	0.142	0.205	0.838	7.02
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Note: $R = 0.583$, $R^2 = 0.34$, Adjusted $R^2 = 0.332$ * $P < 0.05$ Dependent variable = Holistic Inclusive Outcome Based Education.

Table 5.9 above, $R^2 = 0.34$ adjusted $R^2 = 0.332$ This means that the independent variables mentioned above: Parental involvement (PI), innovation of curriculum (IC), blended learning experience (BLE), and Student academic performance (SAP) may explain approximately 33.2% of the variation in the dependent variable on Holistic inclusive outcome based education (HIE) at 95% level of confidence. Ringle et. al. (2015) suggests that a VIF of 1 to 5 is acceptable and shows moderate correlation between the independent variables. PI VIF = 1.38, BLE VIF = 1.21, IC VIF = 6.34, and SAP VIF 7.02 suggests there is an acceptable moderate correlation among these two independent variables and in contrary, two variable indicate serious collinearity which is real concern.

In H1, the Unstandardized Coefficient B for PI was 0.346 (SE B = 0.04 beta = 0.72 t = 7.17) and P value smaller than was $< .001$ * $.05$ which again is the significance level therefore suggesting PI does statistically significantly impact on HIE. Hence the null hypothesis H1o is rejected.

In H2, the Unstandardized Coefficient B for BLE was 0.077 (SE B = 0.06 beta = 0.82 t = 1.20) and P value 0.229* is greater than 0.05 indicates BLE does not have a statistically significant impact on HIE. Hence the null hypothesis H2o is Fail to rejected.

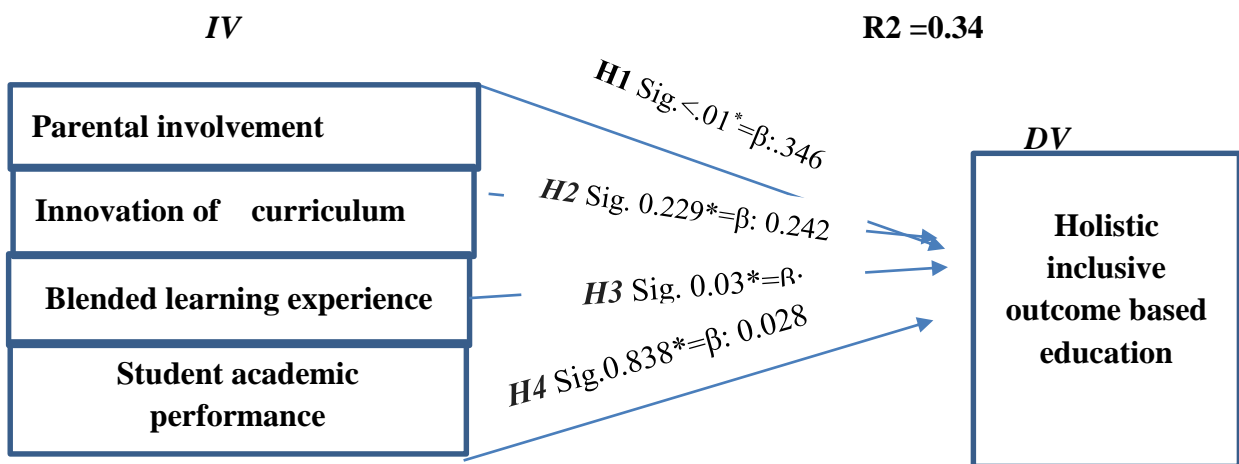
In H3, the Unstandardized Coefficient B for IC was 0.243 (SE B = 0.11, beta = 0.15; t-value = 2.17), with a P value less than 0.03* This also lower than the 0.05 significance level, indicating that IC has a statistically significant impact on HIE. Therefore, we reject the null hypothesis H3o.

In H4, has an Unstandardized Coefficient B for SAP was 0.028 (SE B = 0.13 beta = 0.14; tvalue = 0.20), with a p value equal to 0.838 * which is lower than the 0.05 significance level. This indicates SAP has a not statistically significant impact on HIE. Hence the null hypothesis H4o is Fail to rejected.

According to the results of the multiple linear regression analysis, several predictors such as Parental involvement (PI), innovation of curriculum (IC significantly impact on Holistic

inclusive outcome based education. In contrary, blended learning experience (BLE), and Student academic performance (SAP) not significantly impact on Holistic inclusive outcome based education.

Figure 5.1: The results of structural model



Source: Constructed by author

Result and discussion

Overall, out of 332 respondents, the majority of students in this are male (266,80.1%), 10th Grade is highest Level (103, 31.0%) Extracurricular Involvement: for “yes” (237, 71.4%) Use of Technology for “yes” (237,71.4%) Frequency of Interaction: “Monthly” (187/56.3%) and Feedback on Education: for “yes” (267,80.4%).

From the survey instruments, the mean and standard deviation of the intermediating variables of Parental involvement toward Holistic inclusive outcome based education, the highest mean is Student academic performance ($\bar{x}=3.96$ $SD=0.73$), followed by the Student academic

performance ($\bar{x}=3.96$ $SD=0.73$), blended learning experience ($\bar{x}= 3.94$ $SD=0.64$), innovation of curriculum ($\bar{x}=3.82$ $SD=0.86$), and the Holistic inclusive outcome based education ($\bar{x}=3.73$ $SD=0.84$).

The results of hypotheses testing using MLR expose the strength of variables that impact the results reveals the first- rank significant that impact Holistic inclusive outcome-based education is parental involvement ($\beta=0.346$) the second rank is Innovation of curriculum (0.242) the third rank is Blended learning experiences ($\beta=0.077$) and fourth rank is Students' academic performances ($\beta=0.028$)

Parental involvement and holistic inclusive education

The findings of this study empirically demonstrate that “Parental involvement” have a significant impact on Holistic inclusive outcome based education. The significant value of Parental involvement as the independent variables and Holistic inclusive outcome based education as the dependent variable was less than 0.001, which is less than 0.005. This finding illustrated that Parental involvement in Montfort school, in Hyderabad has a statistically significant positive impact to a level of Holistic inclusive outcome based education. Similarly, previous studies have identified that parental involvement plays an important role in holistic inclusive education (Sharma et al., 2022). According to the findings of this study, the variable items “My parents encourage me to participate in co- curricular activities at school.” has the highest level of mean and this can be interpreted as students in the school actively participating co-curricular activities with the support of the parents. Which plays a vital role in holistic inclusive education.

On the other hand, “My parents regularly discuss my social activity at school with me.” has the lowest mean among the items in the Parental involvement variable; this may imply that the parents fail to discuss the social activity of the student after coming from school. Which needs to pay closer attention and become aware of child activity day today life.

Innovation of curriculum and holistic inclusive education

These research results empirically demonstrate that “Innovation of curriculum” have a significant effect on Holistic inclusive outcome based education. The significant value of Innovation of curriculum as the independent variables and Holistic inclusive outcome based education as the dependent variable is less than 0.003, which is less than 0.005. This finding illustrated that Innovation of curriculum in Montfort school, in Hyderabad has a statistically

significant positive impact to a level of Holistic inclusive outcome based education. Similarly, previous study underlines the value of student-centered teaching strategies in developing learners with more integrated traits as well as the possibility of thorough curriculum planning in supporting students' holistic development (Li, 2025). According to the findings of this study, the variable items "Montfort schools have problems in managing teacher education programs due to frequent changes in the curriculum." has the highest level of mean and this can be interpreted that the management needs to pay closer attention to the curriculum for teachers and need to train them, well in advance.

On the other hand, "Most of the school teachers do not understand the reasons for curriculum innovations in education." and "Curriculum innovations in Montfort teacher education in Hyderabad has improved the standard of graduates in school education." has the lowest mean among the items in the Innovation of curriculum variable; this may imply that the management should create awareness and update teachers according to the signs of the time. On their hand innovation of curriculum improved the students' educations.

Blended learning experiences and holistic inclusive education

The findings of this study empirically demonstrate that "Blended learning experience" have a significantly not impact on Holistic inclusive outcome based education. The significant value of Blended learning experience as the independent variables and Holistic inclusive outcome based education as the dependent variable is more than 0.229, which is supposed to be less than 0.005. This finding illustrated that Blended learning experience in Montfort school, in Hyderabad has a not statistically significant impact on Holistic inclusive outcome based education. Similarly, previous has identified that the choice of whether to participate entirely in-person, virtually, or a combination of both had no bearing on the students' performance on the module (Burnett, 2024). According to the findings of this study, the variable items "I will be able to use the information in my profession." has the highest level of meaning and this can be interpreted as the students being able to learn the skills which may be useful for future life.

On the other hand, "I was given sufficient practice and feedback." has the lowest mean among the items in the Blended learning experience variable; this may imply that the school needs to work on feedback of child and parents to improve quality education.

Students' academic performances and holistic inclusive education

These research results empirically demonstrate that “Student academic performance” has a significantly not impact on Holistic inclusive outcome based education. The significant value of Student academic performance as the independent variables and Holistic inclusive outcome based education as the dependent variable is more than 0.838, which is supposed to be less than 0.005. This finding illustrated that Student academic performance in Montfort school, in Hyderabad has a not statistically significant impact on Holistic inclusive outcome based education. To achieve the aim of universal access to suitable and equitable education, much work needs to be done. China’s inclusive schools should receive greater training and assistance, and ongoing reform should be reinforced to promote a fairer educational system (Yan et al., 2019). According to the findings of this study, the variable items “Daily check of my studies at home keep my academic performance high.” has the highest level of mean and this can be interpreted that the parents really need to take time to check school activities at home which may help children to score better in the class.

On the other hand, “Receiving pocket money for entertainment from my parents makes me show better academic performance.” has the lowest mean among the items in the Student academic performance variable; this may imply that giving pocket money will not improve students’ academic performance.

Recommendation

Parental involvement

Let’s maintain and strengthen those parent relationships if we want to truly make an impact! Whether it’s through various meeting formats, volunteer opportunities, transparent communication, or beneficial workshops, consider making it incredibly simple for parents to get involved. Additionally, parents have invaluable insights about how to make our school more inclusive, so let’s take the time to truly listen to them. Establishing those strong relationships between parents, workers and teachers. That is the key to ensuring the success of each and every student.

Blended learning experience

Although blended learning allows for flexibility, it is not a universally applicable approach to inclusion and accessibility. According to discussions with children, its effectiveness depends on fair access to technology and dependable internet, which isn’t always given. Some students might experience the digital gap or feel alone without regular in-person engagement, while

others might flourish with a combination of online and in-person instruction. In order to promote blended learning that is really inclusive, we require competent instructors who can modify their inclusive teaching methods for both online and offline settings. It is imperative that every student has access to the tools and assistance they need to engage completely in this changing educational environment.

Innovation of curriculum

Let's continuously update our curriculum with inclusivity at the forefront in order to maintain inclusive education moving forward. When we discover a new strategy or a creative accustoming that truly works, let's celebrate and share our successes with other educators. Let's make sure instructors have the necessary resources and training since, of course, we cannot expect them to introduce new things without the proper assistance. Building on our achievements, we should constantly strive to improve our curriculum and be on the lookout for even more methods to make it genuinely holistically inclusive.

Student academic performance

We need to look beyond grades if we want to truly improve Holistic Inclusive Education. A significant impact can be achieved by funding consistent, excellent teacher preparation programs that emphasize inclusive teaching practices and by providing the required tools, such as assistive technology and accessible materials. To make sure they actively encourage inclusion and provide every student a strong sense of belonging, schools should also review their rules. Importantly, putting social-emotional support first through specialized programs and qualified personnel will make the classroom a more supportive and productive place for all students. Speaking with educators and students face-to-face about their experiences will provide priceless insights to improve these procedures and establish a school that is really inclusive.

Further study

The researcher only looked at four factors that impact on holistic inclusive outcome-based education at Hyderabad's Montfort Schools in India: student academic performance, curriculum of innovation, blended learning experience and parental involvement. Similar research is required to ascertain whether additional relevant aspects that influence holistic inclusive outcome-based education should be included in order to gather more thorough data and comprehension of the factors. To increase the research's credibility and generalizability,

more research should be conducted with a wider population and sample size. Additionally, this study is centered on six Hyderabad's Montfort school children at a percentage. Consequently, for more precise results, another study might be carried out in a different state or public school.

Conclusion

In conclusion, this research provides compelling evidence for the critical role of parental involvement and beneficial impact of blended learning in fostering holistic inclusive outcome-based education. By illuminating these key drivers, this a foundational understanding that can inform more effective educational policies and practices, ultimately contributing to a more equitable and comprehensive learning environment for all students.

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