

Parents' Support for and their Influence on Children's English  
Learning at Home

By

Shadia Afrin

18377006

A thesis submitted to the Department of BRAC Institute of Languages in partial fulfillment of  
the requirements for the degree of Master of Arts in TESOL

BRAC Institute of Languages

BRAC University

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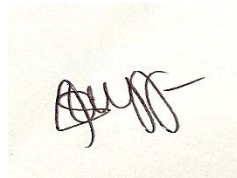
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It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

**Student's Full Name & Signature:**

A handwritten signature in black ink on a light-colored background. The signature is stylized and appears to read 'Shadia Afrin'.

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**Shadia Afrin**

**18377006**

## Approval

The thesis/project titled “Parents’ Participation for and Their Influence on Children’s English Learning at Home” submitted by

Shadia Afrin (18377006)

of Spring, 2020 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Arts in TESOL on 31 March 2022.

## Examining Committee:

Supervisor:  
(Member)



---

Mr. Harunur Rashid Khan  
Adjunct Faculty, Brac Institute of Languages  
Brac University

Program Coordinator:  
(Member)



---

Dr. Faheem Hasan Shahed  
Associate Professor, Brac Institute of Languages  
Brac University

External Examiner:  
(Member)



---

Dr. Faheem Hasan Shahed  
Associate Professor, Brac Institute of Languages  
Brac University

Departmental Head:  
(Chair)



---

Lady Syeda Sarwat Abed  
Senior Director, Brac Institute of Languages  
Brac University

## **Ethics Statement**

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## **Abstract**

The study examined the influences of parental involvement that led to their children's English learning achievement. To summarize the parental support given to children, parents were asked to fill out a questionnaire to find out the factors that help students learn better with or without the support of their parents. Interviews were conducted virtually to discuss the questionnaires further. The results revealed that majority of the parents help their child/children with school work and learn English whenever they get the chance. Parents agree that English is a foreign language that should be practiced at home as well in order to give their children a better future. Parents now are more aware of the issues around the world and are trying to mold their children accordingly. They are motivated to participate in their children's learning to make an enhanced future for their children.

**Keywords:** Parents' support; English language learning; Home environment; Motivation

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## **List of Acronyms**

**EFL** – English as Foreign Language

**L2** – Second Language

**FL** – Foreign Language

**SES** – Socioeconomic Standing

**ESL** – English as Second Language

**JKG** – Junior Kindergarten

**SKG** – Senior Kindergarten

**FDG** -- Focus Discussion Group

## **Chapter 1: Background**

### **1.1 Introduction**

According to David (2009), the impact of family on children is significant. They tend to develop and alter their mental and intellectual ability.

Tekin (2011) claims that parental interest in language learning is valued around the world. Learning a foreign language has several positive outcomes. It brings us to a new world, as well as new people and experiences.

The paper discusses how parents assist their children in learning English at home. It also reveals some of the parents' experiences while contributing to learning processes, as well as what specific parental duties or activities aid English language development.

Learning English as a global language necessitates successful parental and academic collaboration. Social, geographic, and economic disparities affect parental participation levels. According to Alam, Ashikullah, and Rahman (2018), aware parents in Bangladesh place a high value on the academic and mental development of their children. On the other hand, low-income families are often unable to have a stable home atmosphere that promotes learning for their children. Due to their lack of English skills and cultural understanding, parents are perceived to be less involved with their children in English language learning contexts.

Parents' engagement is influenced by two value systems, according to Hoover-Dempsey and Sandler's (2005) model: task generation encourages participation and a sense of accomplishment, which aids the child's academic success. A degree of emotional or shared accountability for the child's academic achievement, as well as opposing viewpoints on whether or not to encourage the child's schooling and school performance are both parts of parental role development. The idea that personal efforts can help the child learn is part of a parent's belief in his or her ability to assist their child succeed academically.

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## 1.2 Parents' Support

Help from parents at school events, conferences with parents and teachers, as well as other programs, aiding with schoolwork, establishing structure at home, and seeming involved in academic projects are all things that you can do (Baeck, 2010). During a child's educational years, they acquire some of their most critical psychological characteristics. By participating actively in the life education process, parents may ensure that their children receive all the help they need to reach their full potential.

Parents engaging in a gathering at their child's school, according to Goodall and Montgomery, is an example of parental support. Many immigrant communities and financially disadvantaged parents, on the other hand, find it tough to become active in their child's schooling (Goodall & Montgomery, 2014). As a result, teachers must initiate a relationship with parents to observe changes in and child's learning. Since not all families face the same difficulties, Goodall and Montgomery agree that no standardized approach to processing techniques to assist expanding parental association is appropriate. As a result, instructors at other schools cannot anticipate that approaches utilized by other schools to raise student's academic success would have the same effect at their school. Instead, strategies must be created based on information gathered at their school.

Parental participation has the ability to boost a student's grades. Parental engagement, according to Watt (2016), is defined as parents who are directly involved in their children's education. Watt illustrated that some of the tasks for lock-in guardians might include assisting with schoolwork, reading with the kid, and chatting with the youngster about getting their homework completed. Given the value of education, a lot of institutions face difficulties enlisting parents to take part in their children's schooling (Watt, 2016). Regardless, to address the obstacle of insufficient parental involvement, schools must reach out to parents and invite them to participate in their children's education (Watt, 2016). According to Watt, children spend more time at home versus in the classroom, so it is essential that what they learn at school be translated to their homes. As a result, parents and teachers need to collaborate and share the same knowledge, abilities, and convictions when teaching their children.

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Parental participation helps to expand classroom instruction outside of the classroom, provides a wealth of positive expertise for children, and helps children perform better once they reach school.

Parents should support their children's learning and development in preschool settings. Parents who are careful and alert about their kid's nursery classroom or child care facility are better able to make connections between what their child grasps in classroom and what occurs at home. This link is an important aspect of a child's learning and development, as well as a source of motivation for future pursuits.

### **1.3 Theoretical Framework**

The theoretical framework is prepared by Joyce Epstein's (1995) six types of parental involvement. They are-

Parenting- This concept is associated with cooperative assistance for families with parenting skills, family responsibilities, ensuring a healthy environment for a child and adolescent learning, and moral development, not only at home but also connecting with schools.

Parents making their children learn the basic manners at home help them portray those at schools too. Taking care of their own work, help others when needed and also be aware of their surroundings to deduce how to act on certain situations may flourish their child's learning.

Communicating- Communication between both school and parent can help the learners to receive assistance from the family and the institution.

Parents should help their children fill in the gaps in their knowledge however they can and the rest will be filled up through the teachers at schools. Parents may provide with notes in children's diaries about the topics which are unclear to them. Teachers can work on those topics during at their convenience. Parents need to involve themselves in their children's school work

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in order to find out what lessons their children are weak in. Later, when conveyed to the teachers through notes or meetings, these knowledge gaps could be filled up.

Volunteering- Volunteering with educators in language learning by attending different programs, learning activities and tasks.

Schools can organize various events where parents can take part in. For instance, literary competition where students would chose to write about their favourite writers or their works. Parents could help their children research about the writers and their works. This way, they are involving themselves with their children regarding school work.

Learning at home- Parents' participation in completing tasks given by teachers at home. The teachers can suggest other fun activities for language learning for the parents to get more involved with the learners.

Parents can oversee if their children's homework has been done in correct manner; if everything assigned to them has been completed. They can also practice reading aloud at home which would help them monitor their children's progress at school.

Decision making- Parents' opinions and feedback for their children's progress in schools can help them make further learning decisions.

While parents monitor their children's progress, they can give feedback regarding the lacking or improvements about the lessons taught at school. This way, teachers could also come up with strategies to help improve learning.

Collaborating with Community- To enhance learning, resources, and services to the community can strengthen and develop students' and parents' involvement.

Parents and children can participate in various works to enhance learning. For instance, cleaning roads in certain areas. This will motivate the children to communicate with other children and

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also their parents. Children would be able to practice their vocabularies related to road signs, recyclables, food names, etc.

"Any school, taking into account individual parents as well as the setting, can develop a strategy for a new program as well as strategies for overcoming barriers to parental engagement (Epstein & Dauber, 1991)."

During the pandemic, parents at my school requested us to conduct JKG classes in the evening as most of them are working parents. They wanted to sit next to their children and see how they did at class. Also help them in any way needed.

Epstein's (1995) study on parental affiliation has been cited by a number of instructors and analysts. Whatever the case may be, there is no universal definition of parental engagement. Bower and Griffin (2011) agreed that parental involvement might take many forms, including volunteering at schools without compensation, speaking with teachers, assisting with schoolwork, visiting school events, or joining a parent-teacher session. According to George and Mensah (2010), the conventional parental relationship includes guardians participating in both home and school-based exercises for their children. Making a difference with homework, enabling the child to learn, and improving school participation are all examples of home-based exercises (George & Mensah, 2010). Attending parent-teacher gatherings, parent-teacher conferences, and charity events are examples of school-based activities.

Epstein's hypothesis was based on a lengthy investigation utilized to make a well-organized framework, theory, and curriculum design that will guide the activity of schools (Epstein, 1995). Academic achievement is achieved when two models, outside and within, mix and operate together, according to the notion (Griffin & Steen, 2010). The three realms of influence—schools, family, and community—must be covered in this way (Epstein, 1995). Many studies have shown that when parents invest in their children's education, regardless of family income or wealth, their children are more likely to succeed in school. Positive behaviors emerge when children believe they are supported by their parents, and as a result, they are less likely to get into trouble or drop out of school (Center for Malady Control and Avoidance [CDC], 2012). As a

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result, the belief is that if parents become more involved in their children's education, learning will progress and academic achievement will increase.

*Parenting:* The primary parental relationship centres on expanding parents' understanding around looking after students' needs by giving lodging, security, meals that are nutritious, and a setting that is conducive to learning at home. When guardians take part in their child's lessons, schools can better understand the learning environment and settings at home. In this manner, school directors and teachers must give instructions to guardians approximately exercises and special services, social administrations, and grading notions.

*Communication:* Parental inclusion at the present entails communication. The parent, instructor, and school form a strong bond through communication. Guardians can express their worries about their child's progress. Instructors can communicate what they've seen in both a positive and negative light. Schools may connect with parents about practically all of the programs offered at the school as well as the accomplishments of students. More importantly, when there is a strong communication connection, the school, teachers, and parents can come up with a plan that will increase student achievement.

*Volunteering:* Volunteering is another parental inclusion highlighted by Epstein, Jansorn, et al. (2002). Parents who volunteer in their children's schools have the opportunity to assist teachers. In addition to assisting teachers, parents may assist school administrators and instructors by being directed to improve the educational program. In addition to assisting instructors, parents may assist in the establishment of goals for their children and give support in the assembly of their children's desires (Larocque et al., 2011).

*Learning at home:* When school instructors provide information that will help a child succeed in school, parents may get the skills they need to be fruitful. This would entail parents participating in making a difference for their children by helping them with homework and lessons in order to master the skills needed for the evaluation.

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*Decision making and advocacy:* The fifth kind focuses on decision-making and campaigning. Guardians and other members of the community can offer suggestions for improvements to the school. Guardians can also attend school board meetings to help make the best decisions for the school. Guardians can engage with other members of the community to identify concerns that can help the community improve. Parents can offer knowledge and methods that will help their children succeed in a topic.

*Collaborating with the community:* Collaboration with the community is the last kind of parental engagement. Community organizations and schools can share responsibilities for producing productive apprentices. School activities such as service learning projects and workshops can be used to help students and guardians understand what they need to win.

#### **1.4 Significance of the study**

The study examined the influences of parental involvement that led to their children's English learning achievement. When concluded, we will be aware of the factors that help students learn better with or without the contribution of their parents. Parents should have their fair share of involvement in their children's studies to motivate them to do better. Future parents can look at these factors and their advantages to help students achieve their goals.

There is a good influence on student achievement when there is a strong parent-teacher interaction, according to studies (Harris & Plucker, 2014). Epstein (1995) identified six types of relationships (parenting, communicating, volunteering, learning at home, decision-making and promotion, and collaborating with the community) that can help educators create a comprehensive program for their school-family partnerships and provide opportunities for parental inclusion at school and at home. According to research, parents believe that they should be involved in their children's education (Bracke & Corts, 2012).

There will be an increase in test scores, good attitudes, school engagement, improved behaviors, and homework completion when there is a strong relationship between the parent, school, and community, according to Harris and Plucker (2014). Furthermore, by creating a difference for

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their children at home, parents will foster a positive and confident attitude (Marshall & Swan, 2010). When parents are concerned about their children's education, school's benefit (McKenna & Millen, 2013). Schools see an increase in student's engagement, a higher graduation rate, an increase in pleasant demeanors, an increase in math and reading scores, a drop in teacher difficulties, and a reduction in review disappointments when parents participate in their children's teaching (Larocque et al., 2011). Larocque et al. (2011) also found that when parents are involved, academic attainment improves because teachers have a better grasp of what they can do to fulfill the needs of their students and may develop more engaging activities to satisfy those needs. The findings of this study might aid instructors, administrators, and directors in developing initiatives to promote parental involvement at the school. Assume that chairpersons and teachers come up with a plan to boost parental involvement and strengthen the home-school relationship. In that situation, the end outcome might be a boost in academic achievement.

### **1.5 Statement of the problem**

Parental engagement is an important component to consider which will have a positive impact on language learning. Guardians are the primary educators of their children. They are a consequential source to enable children to procure the primary dialect. Child psychology has shown a beneficial link between a child's educational success and their parents' involvement in their education, according to Harper & Pelletier (2010). Parental interaction also benefits the cognitive and emotional development of the child. For parents of ESL students, their involvement in their kid's academic life is much more important, because their child faces various additional hurdles as compared to a native English speaker. Parents' engagement is motivated by two belief systems, according to Hoover-Dempsey and Sandler's (2005) model: role creation for involvement and a sense of effectiveness for helping the child thrive in school. The notion that personal activities would help the child learn is part of parental self-efficacy for helping the child succeed in school. Positive results may not occur, however, if the parents are from a low-income family. Since their parents are less concerned with their academic progress, children from lower-income homes enjoy greater academic independence. The guardians think that developing a firm foundation for their children, especially in English, begins at a young age

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in a decent institution. However, owing to a lack of finances, parents from lower-income households are unable to enroll their children in reputable schools.

### **1.6 Research Objectives**

- To find out reasons parents encourage their children to do better in learning.
- To find out factors that influence children's English language learning at home
- To find out ways in which parents are involved in developing children's language learning.

### **1.7 Research Questions**

- How does parents' engagement influence their children's English language learning at home?
  - What are the reasons parents encourage their children to do better in learning?
  - What are the factors that influence children's English language learning at home?
  - What are the ways in which parents are involved in developing children's language learning?
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## Chapter 2: Literature Review

### 2.1 Literature Review

Children's linguistic learning and academic progress are influenced by a variety of factors at home. Early household experiences are a key aspect of a child's learning and education, according to analysts. (Berstein, 1970; Brown, 1980; Grolnick & Ryan, 1989)

According to Hamid (2011), there are links between students' educational achievement and their family's socioeconomic status. He researched the link between socioeconomic position (SES) and educational attainment of English as a second language/foreign language (L2/FL) in Bangladesh.

The social histories of high school and university students and attitudinal and psychological feature variables were considered in Liando's (2007) doctoral analysis of EFL action. The sections of social orientation, parental/family control, and family SES were all included in the students' socio-cultural contexts, which formed her abstract framework. However, parental occupation and financial benefit were used to determine SES, which had no impact on parental education or alternative family academic services, which are essential factors in differential educational action. The study concluded that SES has the following effects on EFL action:

In terms of their interactions with their children and their sentiments or reactions to educating their children, guardians differ from one another. A very few parents are much more capable of connecting with their children than others. Others can be dismissive or even careless, whereas a few are warm and supportive. While some guardians are astute and capable, others, despite their love for their children, may be uninformed and unable to appreciate the consequences of circumstances concerning their children (Grolnick & Ryan, 1989). Some people place a great value on education, while others believe it is required by law and society (Brown, 1980). The values of the guardians varies. Their own objectives and benchmarks would be quite diverse.

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The household wage, the parent's educational level, and employment status determine the financial status (SES) (NCES, 2012). Dietel (2013) claims that there is a substantial link between a parent's educational and financial position and their child's academic performance. Guardians are hesitant to volunteer at their child's school and attend events because they must work several jobs, have transportation problems, or are unable to hire an infant sitter (Bower & Griffin, 2011). Despite data showing that parental participation in a child's education has a beneficial influence on educational success, parents of low-income children tend to be less involved in their child's education (Rapp & Duncan, 2011).

The academic position of parents may be a significant source of their approaches and assessments when assessing within-group differences between parents. It "measures" a parent's social-psychological distance from the college by placing them within the academic hierarchy (Räty & Snellman, 1998). The higher a parent's position in the education hierarchy, the closer to the school's ideals and values. The expectations aren't impartial in either classroom, as Bourdieu and Passeron argue; the school's aspirations for parental engagement may be influenced by the intellectual and economic middle and upper classes' social and cultural viewpoints (Bourdieu & Passeron, 1977). The energetic atmosphere in the home can have a profound effect on the infant. If there is a cold, careless state of mind, inconsistency, and avoidance of teaching, the child can exhibit undesirable traits such as untrustworthiness, aggression, and a need to be prompt. The domestic air's quarrels, discontent, and precariousness can exasperate his enthusiastic equilibrium, demoralizing him. Parental animosity toward the school can also harm the boy, as he imitates his guardians' feelings by adopting these attitudes (Downie, 1989: 53).

Lareau (1989), based on Bourdieu's theory, claims that class gives parents unequal opportunities for complying with teachers' demands for parental involvement. Her results, which were based on research conducted in the United States, revealed that working-class parents delegate responsibility for their children's education to the teacher due to their limited academic abilities. On the other hand, middle-class parents saw education as a joint enterprise. They scrutinized, tracked, and augmented their children's varsity expertise due to their uninherited educational skills and activity status that matched or exceeded that of the lecturers. In terms of economic,

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social, and cultural resources, parents, on the other hand, are more qualified for communication with the university.

Parental behaviors may also involve aiding the child with test planning and assessment preparation to aid the child in achieving positive learning outcomes (e.g. Grolnick & Slowiaczek, 1994). Tudge et al. (1999) observed that bourgeois children are more likely than working-class children to participate in activities that are most closely associated to future educational capacity, such as tutorial lessons, play with instructional materials, and adult language reception (Hill & Craft, 2003). Due to their lack of academic experience, working-class parents may lack the abilities needed to support their children in their academics. As Metso (2004) discovered in her research, a working-class parent may be concerned about their inability to assist even though a lower-middle-class parent tutored their child in the correct learning strategies in various ways.

Many parents are oblivious of their position in their children's education, according to Bonci (2008), and have a limited awareness of their role in their children's learning. The impact of the family and domestic climate is influenced by various factors (such as financial situation, parental education level, family measures, and so forth). Parental attitudes and behaviors, particularly parental engagement in domestic learning activities, can, nevertheless, have a major impact on children's accomplishment and can even exceed the impacts of other factors.

Inspiration and demeanour have long been thought to be critical emotional factors in developing dialect competence in students. Gardner (1985) defines motivation in L2 learning as the degree to which the learner attempts to memorize the L2 due to a desire to memorize the dialect and the satisfaction gained from the learning experience. Learner motivation explains why the parental association is linked to learner performance in dialect learning and is often regarded as one of the most important factors for predicting dialect competence (Masgoret & Gardner, 2003). Skill advancement models and motivational development models were summarized by Pomerantz et al. (2007) to explain how parents' inclusion impacts children. Whereas aptitude growth models explain children's progress due to skill-related resources provided by parents, motivation advancement models explain.

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Previous studies by a few researchers have also suggested that parents' participation is strongly linked to the success of children's instruction or that it has a significant impact on students' learning progress (Preedy, 1993). Preedy's findings back up those of Herman and Yeh (1993), who established a correlation between parental support and student success. In their research, Sui-chu and Willms (1996) revealed that parents' engagement at home, particularly when assisting their children with homework and designing the learning program, had a considerable influence on school achievement.

Another study finding shared by Murillo (2002) is that parental participation is critical in enhancing school instruction quality. Meanwhile, "the result indicates that there was an existence of a positive and notable correlation between parent engagement in their children's school activities and scholastic achievement," according to Kimaro and Machumu (2015). Castro et al. (2015) discovered that parents taking part in their children's academic success boosted their achievement. The study's results support previous findings from Henderson and Berla (1994). They found that interactions between children and their guardians at home to do school-related activities affect their achievement.

Children from low-income neighborhoods are often unmotivated to succeed in school. This may be due to a belief that education would not provide them with all of its benefits. Furthermore, they often have insufficient parental involvement, which is exacerbated because their guardians are often removed. Financially weak parents can often have no guidance at home or in the classroom; there are sometimes few books at home; home arrangements for completing homework can be poor, and children are sometimes under-motivated to do better in school because they do not see the benefits. In some cases, parental participation tends to have a more significant impact on success than classroom disparities, and parental programs may have some benefits (Raffo et al., 2007, p. 15). Poor households usually have fewer wealthy social networks, which decreases the advantages of additional schooling for financially challenged children in the future. They are less likely to be able to find decent employment.

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## **2.2 Interpretation of Parental Involvement**

Parental involvement refers to the idea of engaging parents in their child's learning. Parents teach their children first, and then the institution guides them. Parents have a significant influence on their children's learning at school and beyond. That is the reason they are considered as primary educators. Parental involvement does not take a particular shape to follow. It occurs in an active way based on the learners' needs. Fruitful language learning can be guaranteed by the compelling cooperation of parents, educators and surrounding learning condition. On the other side, parents are not always involved in their children's education. According to Brock and Edmunds (2010), parents' lack of interest in their children's education stems from a lack of trust in their ability to aid their children, the parents' work schedule, and the lack of a babysitter or transportation to school events (Bower & Griffin, 2011). Furthermore, parents were uninterested in their children's education since they believed that teachers were the greatest choices to teach their children (Brock & Edmunds, 2010).

## **2.3 Importance of Parental Involvement**

The value of parental participation cannot be overstated to some extent. It has a webbed influence on the lives of youngsters and magnifies them. The involvement ascertains the education, social, mental and emotional progress of children. Being connected with children reflects on their attitude and action in the cognition process. Dietel (2013) found that having a good relationship with the guardians and instructors is a critical factor in understudy success. Schools will notice a considerable increase in achievement as a result of having a strong home-school interaction (Dietel, 2013). Regardless, Larocque et al. (2011) stated that instructors do not know how to include parents in classroom activities, and parents do not know how to involve themselves in their children's education. Parental participation should not be restricted to the house, according to Radzi, Razak, and Sukor (2010). As a result, school leaders and instructors must initiate energizing activities and ask parents to participate in their children's education. To build a good collaboration between the household and the school, instructors must communicate with guardians. Creating the organization appears to have aided instructors in including parents into classroom activities and assisting parents in feeling comfortable being involved in their

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children's education. Furthermore, instructors may become aware of what occurs at home (Radzi et al., 2010).

For a long time, parental presence has been a source of worry in schools (George & Mensah, 2010). According to George and Mensah (2010), guardians were responsible for teaching their children the core aptitudes necessary to attend the first review prior to 1994. School chairpersons and teachers were in charge of instilling academic skills. Until recently, guardians had little say in what skills their children needed. Due to the obvious increased responsibilities in schools nowadays, parents are expected to participate in their children's education (Zieger & Tan, 2012). Several analysts did research and reported their findings on the influence of parental participation on student achievement, obstacles to parental involvement, and ways to increase parental involvement.

Parental involvement is critical in the education of students and the development of the school. Despite the fact that there are several papers and theories on parental participation and intellectual achievement, the goal is to compile notable literature on the subject. An examination of parental affiliation and student achievement, as well as other parameters necessary to benefit schools, was undertaken to better understand the notion of parental association.

Parental participation appears to have a favorable impact on student achievement at all levels of education (Karkus & Savas, 2012). Vera et al. (2012) proved how crucial parental participation is for school success in the United States and other nations. According to Hayes (2012), parental involvement has played an important role in schools' success for a long time since it helps with enhancing achievement, improving behavior, reducing absenteeism, and fostering a favorable attitude toward school. The points of interest of parental association, according to Dehyadegary, Yaacob, Juhari, and Talib (2011), include behavior change where children get locked in their learning and the reduction of teaching referrals. Other advantages of parental involvement include the ability for parents to learn what is expected of their kid in classrooms, their child's social ties, and whether or not extra aid is necessary for academic success (Wanat, 2010).

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## **2.4 Types of Parental Involvement**

The substructure of parental engagement in various situations may be used to identify the different forms of parental involvement. They require the duration and their effort to take part. The involvement activities may make the difference between home and school. One of them connects themselves with their volunteer effort in their children's school. They may consider as active parental involvement along with the academy. Another kind of parental contribution is viewed as helping their children's academic exercises at home. It is the first and most prevalent type of engagement on their children's homework, availing them at home to consummate the task and reviewing the lesson they taught at the school.

Reviews of the previously mentioned studies demonstrate that the engagement of parents is essential for their children's English language improvement and institutional accomplishment. There are exchanges about arranging and partaking in different preparing programs for parents' involvement with the school and the improvement of their children. Considering the setting of Bangladesh, the English language has not yet got a particular identity. Kachru (1986, p.33) and Jenkins (2009, p.16) believe that English has an ESL status in Bangladesh, while Farooqui (2007, p. 96), on the other hand, thinks that English is used as EFL. Despite the significance of parental involvement in learning or teaching English, it is essential to measure the social, individual, and social impacts of their position and contribution. The school shows syllabus and educational programs, with the goal that English teaching is being shown at a fixed level (Ara, 2020 p. 87). To accomplish language aptitudes, the school, as well as the family contribution, is imperative. The principal goal of this work is to perceive how much involvement, proper learning environment and resources parents are giving at home to advance their children's English language improvement. Additionally, this study analyzed the influence of their association in English language learning and teaching.

## **2.5 Relationship between Parents and Teachers**

Despite the fact that an alliance between important persons is necessary for the child's academic success, guardians must feel welcome. They must also believe that they are a significant

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contributor to their child's education. As a result, teachers must see guardians as collaborators. They must keep parents informed about classroom and school activities, as well as how they may help their children in the classroom and at school, so that learning can be transferred from the school to the home (Morrell & Bennett-Armistead, 2013). Nonetheless, Morrell and Bennett-Armistead (2013) discovered that instructors frequently prevent parents from participating because they are unsure of what is wanted of them. With this in mind, schools must devise a plan that will provide present and future teachers with the knowledge and experience they need to work with parents.

The goal of Haines, Net, Blue-Banning, Francis, and Turnbull (2015) was to establish a relationship between the school personnel, families, and community. Haines et al. investigated two factors that pointed to the formation of a strong family community relationship in schools and assessed their findings. The researchers discovered that forming an organization is extremely important for school personnel, family, and the community since it is essential for all pupils to succeed. According to Bryan and Henry (2012), when a partnership between the school, family, and community is formed, student learning, academic achievement, behavior, and involvement improve. As a result, it is critical for the school to bring the family and community to the school and ensure that they understand they are welcome to participate as active members in the school's success (Haines et al., 2015).

According to Tschannen-Morgan (2014), a school must have a trustworthy relationship with the families and community. With various societies within schools, a trustworthy organization must be deliberate and forward-thinking in order to properly train understudies in a changing environment (Tschannen-Morgan, 2014). Guardians may respond to the school's protocols to potentially improve parental engagement if there is a trustworthy relationship between the parent and the teacher.

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## **Chapter 3: Research Design**

### **3.1 Research Design and Methodology**

I have followed the qualitative approach to conduct my research. Qualitative research allows you to ask questions that cannot be easily put into numbers to understand human experience. (Cleland, 2017). I have taken into consideration the ethical implications of researching people. For the chosen respondents, I have taken their verbal permissions, and they gave their consent over telephone calls.

To comprehend concepts, suppositions, or experiences, qualitative research entails gathering and interpreting non-numerical data (e.g., content, video, or sound). It is used to get in-depth knowledge about a topic. It is more suitable for my research as I conducted online interviews and audio calls with the participants.

### **3.2 Participants:**

Sampling is the act of picking a subset of a population to participate in a study; it is the process of selecting numerous persons for a research such that the individuals chosen represent the larger group from which they were chosen (Ogula, 2005).

I conducted video/audio interviews of parents of students of grades Junior Kindergarten (JKG)-7. The number of participants is 10. 2 parents from JKG students, 2 parents from SKG students, 2 parents from grade 1 students, 1 parent from grade 2 students, 1 parent from grade 3 students, and 1 parent from grade 4 1 parent from grade 7 students. Parents have been chosen randomly through requests over telephone calls to participate in this study. A total of 8 mothers and 2 fathers have participated in the study.

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<b>Students Grade/Standard</b>	<b>Number of Parents Participating/Gender</b>
JKG	2 (mothers)
SKG	2 (mothers)
CLASS 1	2 (mothers)
CLASS 2	1 (mother)
CLASS 3	1 (father)
CLASS 4	1 (father)
CLASS 7	1 (mother)

### **3.3 Instruments:**

I emailed the parents a questionnaire including 9 open-ended questions, which they filled up and sent it back to me. (See Appendix A) I had come up with a few questions regarding my main research questions. Once I developed the questionnaire, I got it validated with the help of my supervisor and gave some respondents to try them out to check if they faced any difficulties. This helped me get their feedback and also develop my questionnaire further.

### **3.4 Focus Group Discussion:**

FDG helped me cross-check the respondents' in-depth understanding of their answers to the questionnaire. I was able to correlate the questionnaire answers with my interview. When I conducted my interviews, we discussed the reasons behind those answers more deeply. I chose 2 parents for my FGD. One was a mother of a male student of class 1, and the other was a father of a female student of class 4. I requested all for the interview, but only 3 parents agreed, and only 2 of them joined. I asked a few relevant reflective questions to wrap up the survey. They were open-ended and semi-structured questions. For instance, English is key to everything. What is their opinion about that? As they are busy with work, what motivates them to sit with their children? (See Appendix B) I intended to get as many informative answers as possible from the parents.

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### 3.5 Phenomenological Research Approach

Phenomenology is concerned with understanding participation from the individual's perspective. Phenomenological approaches are focused on a personal experience and subjectivity-based worldview. They can comprehend subjective encounters and break through the clutter of presumptions and traditional intelligence.

Later, liberal and progressive campaigners disregarded the idea of starting with no preconceived notions or biases, highlighting the need of revealing how interpretations and implications have been attached to findings. (Plummer 1983 and Stanley & Astute 1993). Gorden (1969), Measor (1985), Oakley (1981), Plummer (1983), and Spradley (1979), among others, examine interview procedures and concerns.

In phenomenological research, the researcher emphasizes the participants' subjective perceptions of their argument experiences. The aim is first clearly to show these perceptions and then to determine their basic structure and context.

I tried keep the phenomenological research in mind while conducting my interviews with the participants. The main aspect was their anonymity. As they were not identified other than by their genders and classes of their children, answering the questions seemed like a piece of cake. Parents answered the questions with as much honesty as possible. Hence, some negative things were also mentioned. How difficult it gets to keep in check their children's work, how some of them are unable to understand the language themselves and what measures are taken in that situation, i.e. hiring a tutor, how they have to balance work and taking care of their children due to the pandemic as many has lost their jobs.

During FGD, parents were a little cautious as it was an in-depth conversation based of their previous answers. I started our conversation in general terms rather than in-depth interview questions. This helped them feel relaxed and answer my questions later with ease. They tried to justify their questionnaire answers as simply as possible.

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### **3.6 Procedure**

To gather first-hand answers from the parents of their involvement in their children's schoolwork, monitored interviews were conducted. As it was dire due to the pandemic, interviews could only be conducted through video/audio calls. All the interviews were recorded with the consent of the parents.

### **3.7 Limitations of the Study:**

As my study was done during the pandemic, it has various limitations. It was done on a smaller scale than expected. If it is carried out in a different environment, the number of participants, type of school, the results may vary. Future researchers could invite more parents and choose different schools to draw a more decisive conclusion, but the main essence may remain.

## **Chapter 4: Consistency of Results**

### **4.1 Reliability**

Epstein, Salinas, and Horsey (1994) demonstrated that studies for establishing a link between home and school included scales for teachers' and parents' common states of mind. In general, school programs, family practices, and subscales of a few of the major types of associations that made up an organization's comprehensive program.

There were no reliability problems. Questions were set in English, and parents answered them without any difficulties. If the study was conducted during routine situations, more parents could be invited for a better spectrum.

### **4.2 Validity**

According to Lodico et al. (2010), investigations must be large and recent in order to regulate participants. Piloting an instrument with a board of specialists in a certain field of research, which may be a frame of substance validity, is one technique to approve an overview. The analyst centres on whether the questions on the overview degree the content they were aiming to a degree to determine validity.

To summarize, a one-to-one correlation between interview questions asked and underlying capability is required for optimal validity. At the same time, all interviewers must employ interview questions prepared in this manner to assure interviewer reliability. After all the questionnaires were mailed to the participants, a follow up was given if there were anything that the parents did not understand or would like to skip. Everyone answered positively that the questionnaire was clear to them and they will be able to answer all the given questions.

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### **4.3 Research Questions and Responses**

#### **1. How frequently do you help your child(ren) to learn their English?**

All the parents say they sit with their children every day for a couple of hours.

#### **2. How do you think your engagement influences your children's English language learning at home?**

Almost all the parents believe that their children feel more motivated to learn English due to their parents' involvement. They feel encouraged to do well. Only a few of the parents think that the teacher should solely contact the children with their studies.

#### **3. Why do you encourage your children to do better in EFL?**

Everyone thinks that children should learn English as it is an international language and will get them better jobs. Some believe that knowledge about a different culture may help them enhance their perspectives about the world.

#### **4. What are the factors that influence your children's English language learning at home?**

Most parents think that listening and reading can improve and enhance their children's English learning.

#### **5. What are the specific ways you are involved in developing your children's language learning?**

They converse with their children regularly, ask about school work, talk about surroundings when out with children, watch movies, series, and cartoons in English, and listen to English rhymes and songs.

#### **6. How do you monitor your children's performance regarding improvement in English?**

Some parents ask their children to read aloud while reading a book. Some ask questions about what was learnt at school daily. Others try to correct grammatical mistakes while conversing with their children.

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**7. How frequently do you consult others (including children's teachers) about children's English?**

Most parents try to contact the teachers whenever they face any kind of problems with their children but some wait for the parents' teachers meetings to bring up the issues they face while helping them at home.

**8. What do you think about your children's attitude towards your help in improving English?**

All the parents believe that their children are pretty happy and motivated to do better in English due to their parent's involvement in their studies; hence, they have a positive attitude towards it.

**9. Do you have any comments/questions/observations regarding the topic of this study?**

Parents were quite happy to answer the questions. They thought it was a good topic to find out how to improve their involvement in their children's lives to help them with English learning. Some of them even suggested to do this study again on a larger scale and inform them about the results.

#### **4.4 Questionnaire Analysis**

All parents sit with their children for 30 minutes to 2.5 hours everyday. Parents believe that children feel motivated to study when parents take an interest in their school work. On the other hand, some parents feel that teachers should solely be responsible for their children's education as their job is to provide the basic needs. As English is considered an international language and is needed in every career, parents feel that their children must know and be aware of the language. According to parents, the two main factors that improve EFL at home are reading and listening. Other ways that parents help their children with language learning are conversing with them in English at home, outside in shops, playgrounds, etc and watching English movies, series, cartoons, rhymes, etc. Parents monitor their children's learning by asking them about their day at school, how their friends are doing, homework and their weekend plans. This way, children can build up sentences correctly along with appropriate vocabularies and proper grammar structures.

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Parents believe that their involvement portrays a positive attitude from their children towards language learning.

#### **4.5 Focus Group Discussion**

I chose two parents based on their answers to the questionnaire and had an interview over Zoom. I tried to keep the session more like a conversation about their perspectives rather than an interview. This made the parents more relaxed, and they answered my questions in a more carefree manner.

Parent 1 was the mother of a male student of class 1. According to her conversation, I deduced that her main goal for the son to learn English was to compete with the world and survive. She tries to be as involved as possible with her son's learning at home. She motivates him to speak in English with the family members whenever possible. The son is encouraged to read on his own, and to make sure he is reading correctly, the mother asks him to read aloud so that he can be heard. Whenever they are out, the mother tries to converse with her son in English. This way, the son is learning about things through reality. Going out has its limitations during the pandemic; the mother organizes various activities to keep her son engaged in learning. She knew that it would not be like an educational institution, but she said that she needed something to do for her son to not forget about his studies completely. It has been challenging for adults to cope with the situation, and evidently, it is worse for children. Anything to keep them engaged made this unimaginable situation a little better.

Parent 2 was a father of a female student of class 4. He was able to give his daughter quite a few hours of his time due to the pandemic. Before, due to long office hours, he was unable to interact with her about her studies. As he started working from home, spending time with family was fruitful. He tried to help his daughter with her studies whenever possible. The English language is quite essential to learn nowadays. He believes that it would open various job opportunities when his daughter grows up. Learning about another culture is quite helpful too. Learning the culture first enhances the knowledge about the language. As the daughter is 10 years old now, he asks her to read different books and write book reports about them. Then they discuss the pieces

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she writes. It is a mini-book club made of father and daughter. They watch English series, animations, and movies during the weekends. The father believes that this helps his daughter understand the language and also checks her knowledge about it. 'Why should learning be considered as something difficult and boring? Learning can be fun and exciting if you want it to be.' That is the motto of their family. The father tries to have regular conversations about what his daughter is learning. He listens and asks her questions about what she tells him. He believes that when he encourages this type of learning at home, his daughter's participation and interest in school may increase.

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## **Conclusion**

Analysts have affirmed that guardians are the critical components to the victory of students academically in schools. Researchers have shown that parental involvement is quite important for students' academic achievement. With all of the writing on parental participation and its effects on academic achievement, the study continues to add to our knowledge of what is necessary to increase parental involvement in schools. Furthermore, schools must inquire what they should do to increase student accomplishment.

During my investigation, I discovered that parents had a better grasp of what schools expect and what they can do to help their kid with schoolwork when guardians participated in their child's education, according to the findings. Subsequently, a solid relationship between the parent and educator creates when guardians learn the school's expectations.

Some of the things that could be arranged by the school to increase parent involvement are organize various events where parents and children will have to equally contribute and set up parent-teacher meetings once a month. If parents are unable to attend physically, keep an option for them to attend via online. Every week or twice a week will not be attainable but once a month parent-teacher meetings are feasible. This way, parents can keep up with their children's work and intervene whenever they seem necessary.

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## Appendix A

# Parents' Support for and Their Influence on Children's English Learning at Home

Greetings!

I am doing research to find out **Parents' Support for and Their Influence on Children's English Learning at Home**. Kindly fill out the questionnaire. Please feel assured that your response is anonymous and the information you will share will be given the strictest confidentiality. After the submission of this questionnaire, I would like to record the interview while discussing your answers for avoiding any assumptions in quoting your ideas or perspectives. I will provide the outcomes of my study should you wish to get it. Thank you very much for your cooperation.

Your signature below will indicate your consent for the interview:

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1. How frequently do you help your child(ren) to learn their English?
  2. How do you think your engagement influences your children's English language learning at home?
  3. Why do you encourage your children to do better in EFL?
  4. What are the factors that influence your children's English language learning at home?
  5. What are the specific ways in which you are involved in developing your children's language learning?
  6. How do you monitor your children's performance regarding improvement in English?
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7. How frequently do you consult others (including children's teachers) about children's English?
  8. What do you think about your children's attitude towards your help in their improvement of English?
  9. Do have any comments/questions/observations regarding the topic of this study?
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## **Appendix B**

### **FDG Questions:**

1. English is key to everything. What is your opinion about that?
  2. As you are busy with work, what motivates you to sit with your children?
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