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THESIS:

“THE IMPACT OF PARENTAL INVOLVEMENT ON ESL STUDENTS’ PERFORMANCE IN PUBLIC SECONDARY SCHOOLS”

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Abstract

The purpose of this research was to analyze the importance and the effect of parent involvement in ESL students' achievement, definition of the term, why parents need to understand that their involvement is a necessary process in education especially in learning a language, and providing recommendations to engage parents in the teaching-learning process. The research was conducted in two public secondary schools, "Musa Hoti" and "Trepça" in Mitrovica, Kosovo. Parental participation in school events and programs, as well as parental expectations for their children and parenting approaches were all examined in the literature study. There were several reasons for the absence of parental involvement. Finally, why is it vital for parents to be active, and how can this be accomplished?

The survey was completed by 60 students and 60 parents, whereas the interview was conducted with 8 teachers. The methodology of this study was a mix of qualitative and quantitative methods. The secondary information was used from the trusted resources and then the data were collected using the questionnaires.

From the survey it was found that parental involvement stands at an average level. The majority of students' English learning abilities were classified as adequate. The conducted study show that parent's involvement has a key role in the English learning achievements. From the study it was also found that the English level of the parents highly impacts the level of parent's involvement. Since the number of participants were limited and the study was conducted in only two schools further research is recommended.

Key words: *Parent's involvement, English learning, secondary schools, achievement*

Предговор

Целта на оваа студија беше да се утврди дали постои врска помеѓу инволвираноста на родителите и постигнувањата на студентите во учењето на англиски јазик, да се истражи дали нивото на англиски јазик на родителите влијае на нивото на нивната инволвираност. Исто така, оваа студија има за цел да објасни како родителите можат повеќе да се вклучат во процесот кај студентите од ESL. Истражувањето е спроведено во две јавни средните училишта „Муса Хоти“ и „Трепча“ во Митровица, Косово. Во студијата за литература беа испитани учеството на родителите во училишните настани и програми, како и очекувањата на родителите за нивните деца и пристапите во воспитувањето. Имаше неколку причини за невклученост на родителите. Конечно, зошто е важно родителите да бидат активни и како може да се постигне ова?

Анкетата ја пополнија 60 ученици и 60 родители, додека интервјуто беше спроведено со 8 наставници. Методологијата која се користеше во оваа студија беше микс од квалитативни и квантитативни методи.

Дополнителни информации беа користени од доверливи извори и потоа податоците беа собрани со помош на подготвени прашалници. Од анкетата беше утврдено дека инволвираноста на родителите е на просечно ниво. Кај мнозинството студенти, способностите за учење англиски јазик беа класифицирани како соодветни. Спроведената студија покажа дека инволвираноста на родителите има клучна улога во учењето на англиски јазик. Од студијата, исто така, беше утврдено дека нивото на англискиот јазик на родителите многу влијае на нивото на нивната инволвираност. Бидејќи во студијата беше ограничен бројот на учесници и истата беше спроведена во само две училишта, се препорачуваат и понатамошни истражувања.

Клучни зборови: инволвираност на родителите, учење англиски јазик, средни училишта, Достигнување

Abstrakt

Qëllimi i këtij hulumtimi ishte të përcaktohej nëse kishte një lidhje midis përfshirjes së prindërve dhe arritjes së studentëve, për të eksploruar nëse niveli i gjuhës angleze i një prindi ndikon në nivelin e përfshirjes së prindit. Gjithashtu ky studim synon të shpjegojë mënyrat se si prindërit mund të përfshihen më shumë në studentët që mësojnë gjuhën angleze si gjuhë të dytë. Hulumtimi u zhvillua në dy shkolla të mesme të ulëta publike, "Musa Hoti" dhe "Trepça" në Mitrovicë, Kosovë. Pjesëmarrja e prindërve në ngjarjet dhe programet e shkollës, si dhe pritjet prindërore për fëmijët dhe qasjet prindërore u shqyrtuan të gjitha në studimin e literaturës. Kishte disa arsye për mungesën e përfshirjes së prindërve. Së fundi, pse është jetike që prindërit të jenë aktivë dhe si mund të realizohet kjo?

Anketa u përfundua nga 60 studentë dhe 60 prindër, ndërsa intervista u zhvillua me 8 mësimdhënës. Metodologjia e këtij studimi ishte një përzierje e metodave cilësore dhe sasore. Informacionet sekondare janë përdorur nga burimet e besuara dhe pastaj të dhënat janë mbledhur duke përdorur pyetësorët.

Nga sondazhi u konstatua se përfshirja e prindërve qëndron në një nivel mesatar. Shumica e aftësive të të mësuarit në anglisht të nxënësve u klasifikuan si adekuate. Studimi i kryer tregoi se përfshirja e prindit ka një rol kyç në arritjet e mësimin në anglisht. Gjithashtu, nga studimi u zbulua se niveli anglez i prindërve ndikon shumë në nivelin e përfshirjes së prindit. Meqenëse numri i pjesëmarrësve ishte i kufizuar dhe studimi u zhvillua në vetëm dy shkolla, rekomandohet që të zhvillohen hulumtime të mëtejshme.

Fjalët kyçe: *Përfshirja e prindërve, mësimi në gjuhën angleze, shkollat e mesme të ulëta, arritshmëria*

Contents

ACKNOWLEDGMENT	2
Abstract	3
List of graphics	9
List of abbreviations	10
Chapter I	11
1 Introduction	11
1.1 Problem Statement.....	13
1.2 Aims of the research.....	13
1.3 Research’s significance.....	14
1.4 Research Questions.....	14
1.5 Hypotheses.....	15
1.6 Methodology.....	15
1.7 Overview of the structure.....	16
Chapter II	17
2 Literature review	17
2.1 Terms definitions.....	18
2.1.1 Parental involvement.....	18
2.1.2 Types of parental involvement.....	18
2.1.3 Factors that influence parent’s involvement in their children education.....	19
2.2 The English Learning Achievement of Students.....	20
2.2.1 Students' Achievement is influenced by a Variety of Factors.....	21
2.3 The impact of parents’ involvement.....	24
2.4 Factors influencing parent involvement.....	28

2.5	Reasons for Parental Non-Involvement.....	30
2.6	Effective Parental Engagement Principles	32
2.7	Secondary School Achievement and Parental Involvement.....	34
2.8	Involvement of Parents in English Language Learning.....	36
2.9	Including Parents in English Language Learning	37
Chapter III.....		39
3	Methodology of the study	39
3.1	Methodology.....	39
3.2	Instruments	40
3.3	Target population.....	41
3.4	Data analyses	41
Chapter IV		43
4	Results and discussion	43
4.1	Information on the population.....	43
4.2	Parent’s involvement: teacher’s perspective.....	43
4.3	Parent’s involvement: parent’s perspective.....	51
4.4	Parent’s involvement: student’s perspective.....	56
4.5	Findings.....	63
Chapter V.....		66
5	Conclusions and recommendations	66
5.1	Conclusion	66
5.2	Recommendation	68
6	Bibliography.....	69
Appendix 1		74

Parent’s Questionnaire.....	74
Appendix 2	78
Teachers Interview.....	78
Appendix 3	80
Student’s Questionnaire.....	80

List of graphics

Graphic1: Parents' involvement level

Graphic 2: Parents' level has a significant role in student's development in English language

Graphic 3 Parent's level of English

Graphic 4: School meetings

Graphic 5: Presence of parents in school meetings

Graphic 6: Interest of parents in their children development

Graphic 7: Teachers' guidance to home activities

Graphic 8: Teachers' satisfaction with parent's involvement

Graphic 9: Parent's awareness of the obligation to follow their children education

Graphic 10: Initiative of parents to communicate to the English teacher of their children

Graphic 11: Reasons why parents can't participate in school meetings or other activities

Graphic 12: Education decision making responsibility

Graphic 13: Frequency of parents asking their children about home-work

Graphic 14: Frequency of checking the exercise book from parents

Graphic 15: Frequency of school meetings organization

Graphic 16: English level of the parents

Graphic 17: Level motivation from the parents

Graphic 18: Frequency of parents-English teacher communication

Graphic 19: Parent's involvement in children education

List of abbreviations

1. ELL- English language learner
2. ESL- English as a Second Language
3. PTA- Parent-Teacher Association
4. MOEC- The Metropolitan Omaha Educational Consortium
5. GPA- Grade point average
6. PTO- Parent teacher organization
7. DET- The Australian Department of Education and Training
8. SES- Supplemental education

Chapter I

1 Introduction

Involvement of parents in schools has been a discussed topic. In order to enhance students' academic, social, and individual potentials, many school systems have acknowledged the importance of close cooperation with parents. The importance of the connection between home, school, and parental participation in students' academic performance is well acknowledged. An undeniably influence in children's education comes from the social environment, like family, school or community. Parents are the first teachers to the children, even when they go to school; parents still remain the first teachers to them. Furthermore, in order to foster an environment that supports their children's academic performance, parents must collaborate with instructors.

According to research, parent's involvement impacts student's learning but not only education, it impacts social, emotional, psychological and interpersonal development. However, it's important to note that parental involvement includes more than just parents, it also includes children, teachers, school administrators, and legislators. As a result, parent's participation can be defined as the attempts of parents to promote children's academic success, which requires the cooperation between parents-children, parents and teachers and parents with each other. Many studies have been made to find the effects of parent's involvement in ESL students.

The problem of fulfilling the needs of ELL-s and their families has arisen as a result of the change in student demographics in the school district. This involves figuring out how to keep ESL families involved in school activities as they grow. This capture focuses on introducing the subject and most important issues that this study aims to explore and to explain.

Because parents and their involvement are so important in their children's English learning. The amount of academic knowledge a student learns in a given amount of time is measured by their accomplishment. Educators are expected to teach learning goals or instructional standards at each grade level. There are several factors that can influence a student's ability to succeed, but the most important are classroom instruction and learning difficulties. It's crucial to keep in

mind that not all children study in the same way or at the same pace. “That English achievement, according to Thornburry (1977), is what the learner has learnt about the target language - English, throughout the course of a week, months, term, or complete course”. Furthermore, English proficiency refers to how well kids understand a foreign language.

To obtain a specific level of linguistic control, students experience different forms of learning a language such as school, job or courses. The skills and knowledge that students have learned during each step of language acquisition are referred to as English accomplishment. “To summarize several definitions of English achievement, it refers to a student's aptitude, competence, and knowledge in English that they have earned over a period of time” (HASANAH, 2020).

Parental involvement in their children's schooling is an important factor in their overall functioning and achievement success. In order for parental involvement in the educational process to improve their children's performance. The success of parental involvement in student achievement and the benefit that some students receive is critical depending on how parents respond to students. It is understandable that the involvement of parents will improve and effect children’s lives and education, especially students that have good grades.

Students require parental engagement in the learning process. It doesn’t matter the social class, family size, still, the level of parental involvement has a beneficial impact on children's academic achievement.

Parental participation is critical in acquiring a foreign or second language, as explained above. However, there has been little research on the association between parental participation and student English learning achievement, particularly in Albanian material. The majority of research studies in this area focus on the effects of parental participation on academic self-efficacy, engagement, and intrinsic drive-in students, the impact of parental involvement on socioeconomic status, and the impact of parental involvement in English language learning. Other studies explore the effects of parent’s involvement on the success of children, as well as the relation between this involvement and academic success of students.

Previous research had the purpose to explore the impact of parent's participation on the success of students in English learning, referring to ESL students. This study is focused only on students in secondary schools, so the parents' involvement in ESL students in secondary schools. The impact of parents' involvement will be explored through qualitative and quantitative data. The quantitative data is collected from two secondary schools, one located in a rural location and the other in urban area. This choice has been made intentionally, to compare if geographical is a factor that impacts parents' involvement. The data is collected through interviews and questionnaires which were designed in three different forms, one for students, one for parents and the interview for the teachers.

1.1 Problem Statement

There are numerous elements that can influence a student's achievement, both external and internal. Karadag (2017) compiled a list of 18 characteristics that influence student achievement based on many studies. "One of the factors that affect a student's achievement is parental involvement. Parents, both directly and indirectly, take responsibility for their children's education. Children who have parents that are involved in their education will get many benefits, both for parent and student itself. Parent involvement will affect students' achievement" (Karadag, 2017). This study highly supports the statement that parent's involvement is a key factor to ESL student's success. To identify the problem parents, teachers and students from public secondary schools were interviewed. In conclusion, the parents are not aware that they play a significant role in shaping their children's English achievement in school, thus their involvement is still considered minimal.

1.2 Aims of the research

This study will be focused on analyzing the importance and the effect of parent involvement in ESL students' achievement, definition of the term, why parents need to understand that their involvement is a necessary process in education especially in learning a language, and providing recommendations to engage parents in the teaching-learning process. In summary the aims of this study are below listed:

- Firstly, this study aims to explore the impact of parent's involvement on ESL student's achievements.
- Secondly, to compare and contrast parent's involvement in ESL student's achievements in urban and rural public secondary schools.
- Thirdly, it is aimed to explore the reasons that prevent parent's involvement and to give recommendations on how this issue can be resolved.

1.3 Research's significance

Related to the aims of the study the significance of the study is as follows:

- Hopefully, as a newbie writer, this study will assist the writer in learning how to conduct research.
- This study's findings are also likely to be beneficial and valuable, particularly for English students and teachers.
- Aside from this research finding, this research can be helpful for people who are involved in teaching English or learning English. It works as a resource of information.
- The findings of this study should provide both practical and theoretical knowledge for the development of language teaching concepts.

1.4 Research Questions

The goal of this study is to examine the different perceptions for the parent's involvement from teachers, students and parents as well as to explore and to test the relationship between parent's involvement and achievement of the students learning a foreign language, in urban and rural geographical areas public secondary schools. This study was directed by four research questions (RQs):

- RQ1: How do parents, teachers and students describe the parent's involvement?
- RQ2: Is parent involvement a key factor in students' achievement?
- RQ3: Are parents involved enough in students' education?

- RQ4: What are the solutions to get parents sufficiently involved in order that their children will achieve in their education?

1.5 Hypotheses

The proposed hypotheses will be used to guide the phases of data analysis. The hypotheses of this study are listed below:

- Parent involvement has a significant role in students' development of English Language.
- Parents may be unable to speak English, thus they feel uncomfortable to be involved in students' education.
- It is supposed that there is a higher involvement by urban schools' parents rather than rural schools' parents.
- It is supposed that teachers should be the one to guide the parents and have the most responsibility.

1.6 Methodology

In order to answer the research questions qualitative and quantitative data is used in this study. About the qualitative data, it is primary and secondary information. The secondary information is conducted from different studies, journals and books. All of the information is from trustful resources. The primary data is conducted from interviews and questionnaires. The participants are the parents, teachers and students from two public secondary schools, "Musa Hoti" and "Trepça" in Mitrovica, Kosovo. One located in an urban area, the other in a rural area. The location was intentionally chosen, so it could be tested, compared and contrasted the parents' involvement in the two areas. Also, the quantitative data will be collected from questionnaires designed for parents, students and teachers' interviews. To summarize the methodology of this study is both qualitative and quantitative in a way that genuine results could be provided.

1.7 Overview of the structure

This research is organized in chapters which follow a logical flow.

The first chapter, introduction, focuses on representing the thesis. It is a summary of all the research. It explores the problem, the goals of the thesis, the significance, research questions and hypothesis.

Second chapter: Literature review, focuses on reviewing the literature, which include studies, journals, different articles and books. This chapter examines the process of parental participation in the light of a literature review as a source of information.

Third chapter consists in explaining the methodology used to complete this research. Also, the instruments used to collect the data and analyses of the data.

Fourth chapter presents the results of the study. Results from analyzing the data from the student's questionnaire. Results of the data collected from the teacher's interviews. Results from analyzing the data from the parent's questionnaire.

Conclusion this is the last chapter of the study where it includes a summary of the study, limitation of the study and recommendation.

Chapter II

2 Literature review

This chapter is focused on other studies or books and articles which are made related to the subject, in the impact of parents Involvement on ESL students. It will be seen if in theory parent's involvement affects the success of children at school. This chapter examines parent's participation in school events, their expectations on the children's achievements. There were several reasons for the absence of parental involvement. Finally, why is it critical for parents to be involved in their children's lives? Ways to get more parents interested, and how to get more parents involved, will all be examined in this study.

According to Johnson, "There is one irrefutable truth in education: Parent involvement in the schools promotes student success and achievement." Almost all of the school events in their reforms promote parents' involvement. The United States Department of Education has mandated, "By the year 2000 all schools will increase parent involvement and participate in promoting the social, emotional, and academic growth of children" (Johnson, 1998, p. 192). It is no longer a choice whether or not we will involve parents in their children's education; it is a requirement. The next step is to educate parents and educators about the many benefits of parental involvement. "Dornbush & Ritter found that parent attendance at high school activities had a positive correlation with school attendance and by printing that fact in the school newsletter increased parent attendance at school events" (Rahman, 2001).

"There are two types of parent involvement: school-based involvement and home-based involvement" (Zellman, Gail, Waterman, & Jill, 1998). They analyzed five factors which characterize parent's participation: Participation in school events, attendance in those school events; PTA meetings, employment at school and advisory committee.

2.1 Terms definitions

2.1.1 Parental involvement

Involvement of parents can be described in a variety of ways. Parents' involvement, according to Hasanah (2020), "means that parents are more involved in helping their children improve their schoolwork by providing encouragement, arranging for appropriate study time and space, modeling desired behavior (such as reading for pleasure, monitoring homework, and actively tutoring them), and so on." Interacting with the children at home during learning activities is the most successful form of parent involvement. "Fan & Chen (2001) said that parents should involve their children in the learning process because parents' involvement has a positive effect on students' academic achievement". Parents' involvement refers to parents' engagement in one or more school-related activities. These activities include parent-teacher conferences, volunteering at school, helping their children with homework, and encouraging their children to improve their grades. Students require parental engagement in the learning process. It is proven that the more they are involved in the learning process the more success their children will achieve. When parents are actively involved in their children's educational activities, in a range of areas such as standardized tests and grades, the students achieve better results. To better understand and guide pupils, it is vital to establish their level of involvement.

2.1.2 Types of parental involvement

The six categories of parental participation, according to Epstein (2002), are:

- Parenting: "HASANAH (2020), argues that parenting is the process of rebellion and teaching the child from birth until adulthood; this is 13 normally achieved in a child's family". As it is said the parents are the first teacher to the students. "Epstein (2002) said that parenting assists families to know children and establish home environments that support children as students". The comfort and the environment parents give to children at home is an important factor to a pupil's achievements. Parenting in literature can be direct and indirect. Direct parenting can be defined as a set of acts and interactions taken by parents to directly promote their children's growth. Indirect parenting entails manipulating or obstructing the interaction between the child and the other parents.

- **Communication:** Simply said, communicating is the act of passing information from one person or location to another. “Communication is also described as parents’ communication with teachers regarding their child’s progress or other ways” (Shute, Hansen, Underwood, & RimRazzouk, 2011). A good line of contact between the school and the home/school can help pupils enhance their English skills.
- **Volunteering:** “Epstein (2002) said that volunteering is recruiting and organizing help and support for their children at school, home or in other locations to support their school and student’s activities”.
- **Participation in educational activities at home:** “Coleman (2013) said that learning at home is engaging families in their children’s learning experiences at home”.
- **Participation in decision-making:** Students are more likely to participate when their parents are involved in school decision-making. In this regard, the English learning process has a positive impact on the students' achievement if parents are initiators to develop school policies.
- **Collaboration with the local community:** “Students' learning is influenced by their surroundings. Collaboration with the community can provide experience and aid in the learning process for children via the parent community” (Epstein, 2002).

2.1.3 Factors that influence parent’s involvement in their children education

“According to Jafarov (2017), there are three types of factors that influence parental participation: factors related to parents; factors related to school; factors related to students”.

- *Parents related factors:* Parental involvement in their children's learning is one component that contributes to parental involvement. Several socio-political issues, such as socioeconomic status and parents' unpleasant school experiences, might influence parental involvement.

- *Factors related to school:* The relationship between parents and teachers plays a significant role in children's achievement. Even when parents and instructors have no difficulty communicating with one another, teachers' attitudes have an impact on the level of involvement. Parents' involvement will rise if they trust the teacher's attitude. The schools must promote parent's involvement and help them participate in their children's education.
- *Factors which are related to the students:* parents should understand that not only teachers but students too expect them to participate; this way they are more inclined to do so. Many factors determine the extent of parental participation among students. The age of students is a factor that influences parental engagement. In response to the decreased tendency in parental involvement in upper grades, they explain this.

“Fan and Chen (2001) identified that parental involvement is weakly related to students’ academic achievement, while parental desire and hope for students’ achievement is strongly related to students’ achievement. They found that close parental involvement may even have a negative influence on students’ achievement”.

2.2 The English Learning Achievement of Students

“According to Brown (2007), Learning is acquiring or getting knowledge of a subject or a skill by study, experience, or instruction. He explores the component of the definition of learning as follows”.

1. Learning is the process of acquiring knowledge or "getting it."
2. Learning is the process of retaining skill-related information.
3. Retention entails the use of storage systems, memories, and cognitive structures.
4. Learning entails a conscious, active focus on and response to stimuli occurring outside or inside the organism.
5. Learning is relatively permanent, although forgetting is a possibility.
6. Learning necessitates some type of practice, possibly reinforced practice.

7. Learning entails a shift in one's conduct.

Students can gain additional knowledge by learning. Students take an exam to see how far they've progressed in their studies. The test's outcome will thereafter be their academic achievement. In terms of academic accomplishment, it has evolved into a reflection of a learner's proficiency in a second or foreign language that has been taught or learned.

“Souriyavongsa (2013), states that achievement is a thing done successfully, especially with effort and skill”. It signifies that learning achievement refers to the information that pupils have acquired and is usually represented by a numeral or letter as a symbol of achievement. Finally, English learning achievement refers to a student's aptitude, competence, and understanding of the English language that they have acquired or studied over a period of time.

2.2.1 Students' Achievement is influenced by a Variety of Factors.

There are numerous elements that can influence a student's achievement, both external and internal. “Karadag (2017) summarized factors affecting student achievement from several studies” (Karadag, 2017). The factors are:

- Leadership in Education: In education studies, leadership in education refers to schools and administrators. “Educational leadership, according to Karadag (2017), has an indirect impact on student learning. They make it easier for pupils to learn and attain their goals. Students are also required to be guided, held accountable, and supported in their learning activities by school authorities” (Karadag, 2017).
- Motivation: “Motivation is defined as launching an individual's conduct that is required to achieve a specific objective” (Karadag, 2017). There are three types of motivation that have an impact on achievement. The first is intrinsic motivation, which comes from within the person. The second type of motivation is extrinsic motivation, which comes from the individual's surroundings, and the third type is intrinsic motivation, which does not come from the individual's environment. Individuals in this situation are unable to connect their

acts to their consequences and are therefore unable to be motivated either internally or extrinsically.

- Anxiety: Anxiety is influenced by a variety of life factors, and anxiety is influenced by a variety of things. Anxiety, by definition, causes a low-level uncomfortable mood in individuals. This condition of discomfort generates a slew of issues in a person's life. "As a result, anxiousness was identified as a contributing cause to students' poor performance" (Karadag, 2017).
- Attitude: Individual qualities are identified in large part by their attitude. It describes the positive or negative responses to a stimulus.
- Self-efficacy: Individuals' opinions about their ability to bring their educational lives and actions to adequate levels are referred to as self-efficacy. "Self-efficacy refers to what a person can do rather than what she or he must do" (Karadag, 2017). To put it another way, it means that a person assesses his own abilities and competences before converting his performance into behavior.
- Self-concept: People's perceptions of themselves are referred to as self-concept. It refers to people's perceptions of their own personalities, roles, skills, and interpersonal interactions. Self-concept is often formed through personal experience and perception of the learning environment. "Confidence in one's academic ability or aptitude can be a significant factor in forecasting academic success or failure" (Karadag, 2017).
- Self-regulation: "According to Karadag (2017), one of the most important things that every student should learn is self-regulatory knowledge and skills" (Karadag, 2017). It is also the school's responsibility to ensure that the pupils achieve their objectives. It is a method for converting intellectual abilities into academic ability.
- Control center: The locus of control is a personality trait in which people believe they can influence their own conduct or the events that impact them. Internal and external control are the two dimensions of locus of control. The fact is that people believe that the outcomes of their actions are not determined by fate or environment but from their own actions and control. This is referred as internal control. External control, on the other hand, refers to thoughts that are not the outcome of their actions. "Individuals with an

internal locus of control and the ones with an external locus of control have different perceptions about the source of an achievement they have gotten, believing that such rewards can be achieved through skill and through chance respectively” (Karadag, 2017).

- Social and Economic Situation: Some people feel that a person's socioeconomic situation and intellectual background are linked. It can be demonstrated by the fact that some educational institutes charge a hefty fee to be their pupils. “It means people who have good or high socioeconomic status have better education facilities that can support them to gain achievement” (Karadag, 2017).
- School climate alludes to the environment or identity of the school, as well as the behaviors of teachers, understudies, and other individuals and stockholders of instructive teaching. The psychosocial impact of the school's organizational environment on understudies and grown-ups can be characterized as the school's standards, objectives, targets, values, relationships, organizational structure, and learning teaching methods.
- Culture in the Classroom: School culture can be defined as a series of rituals. There are a lot of folkways like mores, irrational sanctions as well as ceremonies. It can also be noticed in the way people act, how they carry themselves. Dress code of teachers and their feelings toward students. The culture of the region in which the school is located has an impact on the culture of the school. It's all about school. It has an indirect impact on many things, including school.
- Collective Teacher Efficacy: “A teacher’s self-efficacy is a concept reflecting his or her beliefs regarding his or her competence and whether he or she can effectively facilitate the learning of students” (Karadag, 2017).
- Expectation: Expectations for student accomplishment can originate from a variety of sources, including school authorities, teachers, and students themselves. Expectation can be defined as a target for achieving objectives, and it is also known as "academic press." The most important factor which impacts students' achievements is the teacher's expectation.

- Self-Esteem: Individuals' self-esteem is characterized as a series of positive or negative appraisals of themselves. Individuals who own high self-esteem also have greater results in school, in profession and in life in general.
- Socio-economic adjustment: adjusting to the environment and external situations is critical.
- Participation of Parents: Parents are responsible for their children's education both directly and indirectly. Parents who are interested in their children's education reap numerous rewards, both for the parent and the student.
- Orientation towards the goal: Goal orientation investigates the motivations or goals that drive people's actions.
- Learning Methodologies: Each student has a unique learning style. It means that people acquire, process, store, repair, and learn knowledge in different ways. The manner how people connect and respond to cues influenced by the environment is considered a learning style. Since people are different in cognitive aspects, affective and social ones they have different styles of learning as well.

2.3 The impact of parents' involvement

Parent's involvement has been studied in the last few decades, from different studies like Sweinhart and Weikart's Perry Preschool, which were conducted to find and measure the effect of parent's involvement in students' education and personal success.

"This study tracked 123 children who spent two and a half hours five days a week in high-quality early development programs and whose parents were visited in their homes by teachers for ninety minutes each week. From preschool to their twenty-seventh birthday, the youngsters were tracked. They excelled in both academics and social situations. They needed less remedial instruction, graduated from high school, and went on to work and further education at twice the rate of children who had not attended preschool. Furthermore, there were fewer teen

pregnancies, arrests, and welfare dependency. They were more likely to be married, own a home, and have a steady job as adults” (Rahman, 2001).

Velez & Jones (1997) research concluded parent/child interaction lays a firm foundation for academic achievement. “The stronger the relationships, especially as they relate to educational issues, the higher will be the academic achievement” (Velez, William, Jones, & Toni, 1997).

One thing is sure, students tend to have greater results when their parents participate in their education process and English language learning makes no difference. Parent/family involvement in the educational process is credited by Johnston (1998) with student achievement, school adjustment, and good behavior. The Metropolitan Omaha Educational Consortium [MOEC] (1999) referenced Henderson, Henderson, and Berla's comprehensive evaluation of research published as a series of papers (1981, 1987, and 1995). “Henderson identified over 85 research that demonstrated the deep and wide-ranging benefits for students, families, and schools when parents and family members become involved in their children's education and life” (Rahman, 2001).

The most popular indicators of student performance are grade point average (GPA) and test results. “According to Wherry, research presently shows that students benefit from the following: higher grades and test scores, better attendance and homework completion, fewer special education placements, more positive attitudes and conduct, higher graduation rates, and higher post-secondary enrollment” (Wherry, no date). “According to Johnston (1998), pupils whose families were interested in school had higher educational and career aspirations. These students were more likely to set career aspirations in fields such as science, technology, and medicine” (Johnson, 1998). They are more likely to take advanced courses as high school students. They feel different and committed to the future in contrast with students whose parents are not involved. As parental involvement in schooling increases, so does youth crime, alcoholism, drug use and other antisocial behaviors. There was a pervasive aversion to high-risk activities. It was proven that students whose parents participate more in education are more likely to participate in courses like art, service clubs, and athletics than students with uninvolved parents. Students who felt linked to their school had superior academic achievement, improved social skills, and increased self-esteem. “Johnston (1998) continued his discussion of the

outcomes of parent involvement with the following information: Students whose parents were uninvolved were twice as likely as those with involved parents to be in the bottom half of their class or repeat a grade” (Johnson, 1998).

Johnston states, “There is some indication that the degree of parent’s involvement is more significant in the school success of students than virtually any other variable, including race, social class, or native language” (Johnson, 1998).

Parents should trust more teachers and themselves, teachers must have great expectations from the students, according to Wherry.

He also mentioned the advantages to the school and community (Wherry, no date):

- Improved teacher morale,
- greater parent ratings of instructors,
- stronger family support,
- higher student success,
- Better community reputations were among them.

It's crucial to remember that the advantages of parenting aren't limited to early infancy; they apply to people of all ages and grade levels. Parents who stay connected with their children of course will help them to plan their future and not only their studies at the moment of the school. It's not the social class or the income of the families which impact students’ achievements and as well as their future. It is the parents’ duty to create an environment which fits children’s needs. Furthermore, it will help them to express the ability of communication and expectations of their future.

“Deslandes, Royer, Turcotte, and Bertrand (1997), concluded three factors that contributed to school achievement were parental acceptance, supervision, and psychological autonomy granting” (Deslandes, Royer, Turcotte, & Bertrand, 1997).

“Dauber & Epstein’s study and Junosz’s study, cited in Deslandes, Royer, Turcotte, and Bertrand (1997), found home environment influences academic achievement and thus prevented high school dropout” (Epstein, 2002). It's crucial to understand that not all parenting styles will result in the same level of student accomplishment. “Gestwicki (1996) underlined the importance

of the early years in establishing learning patterns for children and families, according to studies. Parenting's significance cannot be overstated" (Gestwicki, 1996):

"Attachment, the strong, mutual bond between parent and child that forms during the first two years of life, is correlated with virtually every aspect of development: physical thriving; the exploration, curiosity, and problem solving that are foundations for cognitive skills; the appearance of language and communication skills; emotional security and social comfort.... Studies confirm the assumption that specific factors in the parent's style (particularly mothers) have an important and lasting impact on children's learning style, cognitive growth, and educational achievement (Gestwicki, 1996).

School success is linked to parental expectations. Educational expectations are linked to grades in English, math, and science in a positive and significant way. There exists a connection between parents' behavior at home and children's academic performance." In their study, Velez and Jones (1997) interviewed Latino parents and found they have a high level of interaction and engagement with their children" (Velez, William, Jones, & Toni, 1997). Every family mentioned different activities as things they did together. Parents addressed events and concerns in their children's life, as well as schooling and expectations. All of them stated that they supervise and oversee their children's schoolwork in some way. Many students reported the rules and punishments for completing homework, including where they worked, the amount of time permitted, and the prizes for completing it. All of the parents in the sample had high expectations for their children's schooling. In this study of theirs, parents who reported having academically successful children exhibited an invasive parenting style. They kept a careful eye on their children's homework as well as other parts of their lives. Parents mentioned that they keep track of how their children spend their free time and with whom they spend this time. Parents reported a high level of trust between parents and their children. As well as high quality communication between them. As Zellman and Waterman (1998) stated in their study of white, African American, and Latino parents, "ethnic and family structure effects on the individual measures were generally not significant" (Zellman, Gail, Waterman, & Jill, 1998).

Parent enthusiasm, according to Zellman and Waterman (1998), was a significant factor in parents' home-site and school-site involvement. Positive parenting style was even more

helpful than excitement as a predictor of child outcome. Parenting style highly impacts the students' achievements. As we build parent involvement programs and projects, it's crucial to keep this in mind. Teaching parenting skills to our children will have a stronger and longer-lasting impact on their life.

2.4 Factors influencing parent involvement

The parent's participation depends on different factors. "According to Hoover-Dempsey and Sandler (1995), a model of parental participation often accepted in the literature has two major contributors. Parental factors are the first of them, and they comprise socio-demographic characteristics as well as other, more dynamic variables such as parental attitudes and so on" (Hoover-Dempsey & Sandler, 2005).

School variables, on the other hand, comprise both static data that characterizes schools and more dynamic variables like instructor behaviors and so on. Despite its widespread popularity, this paradigm, according to Hoover-Dempsey and Sandler (1995) the reasons why parents become involved in their children's education are unspecified, but also the implications of that involvement. "Hoover-Dempsey and Sandler (1995) offer what they describe as a causal and specific model of parental involvement featuring five inter-linked layers" (Hoover-Dempsey & Sandler, 2005). The first layer "parental involvement decision", describes the elements and decisions that influence parents to become involved in their children's education. Parents' trying to create a role model and self-awareness in helping their children achieve are two components highlighted in the model. These factors are influenced by parents' emotional experiences. Parental participation opportunities and demands made by their children, as well as their children's schools, are also important considerations. The next layer of the model is "parents' choice of engagement forms," which is influenced by these factors. Parents life including family and career requires time, awareness, experience and strength, including all the meeting and activities that they need to participate in their children's school, all have an impact on this area.

According to the concept, the following layer of "mechanisms via which parent participation effects child/student outcomes" is influenced by the parents' choice of forms of involvement. Closed and open-ended training, as well as modeling of school-related behaviors and attitudes including asking questions about school, reviewing assignments, communicating with teachers, and reinforcing specific components of school-related learning, all have an impact on this. Additionally, this layer has an impact on "tempering/mediating variables" including parents' adoption of an appropriate involvement and the "alignment" between school expectations of parental involvement and parental involvement practices (Hoover-Dempsey and Sandler, 1995). The third layer of Hoover-Dempsey and Sandler's model is "child/student outcomes," which includes these mediating variables. The skills, information, knowledge, attitudes, as well as the desire to succeed are some results affected by parental involvement.

Clark (2007) proposes a modification of Hoover-Dempsey and Sandler's (2005) model of parental involvement. Parents' motivational beliefs, parents' perceptions of invitations for involvement, parents' perception of life situations, are the three main elements in this approach. When it comes to the first factor, "Clark states that "parents are at the most fundamental level motivated to become involved by their sense of self-efficacy", or their belief that their involvement will have a positive impact on their children's academic success" (Clark, why families matter to literacy: A brief research summary, 2007).

Perceptions of involvement are linked to the belief that the school, teachers, and their children want to involve parents in the educational process, and thus to the beliefs of organizations like the Family-School and Community Partnerships Bureau (2011) and DET (2001) that school systems must be in place to make parental involvement as smooth, active, and meaningful as possible. The third component in parental participation, according to Clark, is "perceived life context". By this context it is understandable how parents feel about their skills, knowledge and energy that involvement requires.

The two models mentioned describe points to a number of elements that have a significant role in influencing the nature and development of parental involvement in students' education. "Clark (2009) examines the potential link between parental involvement and socio-economic status and notes that a number of researchers have suggested there is a positive link

between children's levels of literacy development and their father's work literacy practices" (Clark, 2009).

"Clark (2007) also emphasizes the importance of parental participation for children whose moms have less education" (Clark, why families matter to literacy: A brief research summary, 2007). Harvard researchers have found that increased family involvement is associated with higher levels of literacy achievement for children from low socioeconomic backgrounds. Such involvement has the greatest impact on children deemed "at risk" of educational failure, according to the study. The study claims that this involvement did not have to be extensive in order to have a positive impact on literacy development.

Gender, employment position, school level, and perceived responsibility for their child's education were all factors in Moon and Ivins's (2004) study of barriers to parental involvement in children's education in the United Kingdom. "The authors found that women were more likely to be involved in their children's education, whereas males were less likely to help with homework and to be involved in their children's education" (Moon & Ivins, 2004).

Participate in activities such as fund-raising and school trips, for example. Parents who work at a school, parents of children in elementary schools and parents who believed they had all responsibility for their children's education, were more likely to be involved. According to Moon and Ivins (2004), parents who stay at home and have low educational experience are slightly more likely than other social groups to state that they were very involved in their children's education. Regardless of these claims, the authors pointed out that parents who stay at home participated more in extracurricular activities such as dinner duties or school trips in difference with parents in other socio-economic groups (Moon & Ivins, 2004).

2.5 Reasons for Parental Non-Involvement

As seen below from different studies, it was proven that parental involvement does affect the pupil's success at school, including here the ESL class. But in this case parental involvement becomes a little more difficult because not all the parents have the knowledge of English language. "Hickman (1995) even goes so far as to say it is the most important factor in determining a student's success in school and in their future" (Hickman, 1999). Regarding all this

evidence about the advantages of parent's involvement, the most important point is the reason why parents do not involve enough in their children's education. "The level of parental involvement was deemed satisfactory by most teachers. High schools across the country have kept parents at a remove with the exception of booster clubs, PTO-s, and open houses" (Fisher, 1994).

Fisher proposes the following questions as a starting point for teacher apprehension:

- "Does the "opening of our doors" compromise a safe and orderly environment?"
- "Who will manage this sizable labor relations endeavor?"
- "How much training will be needed for volunteers?"
- "How will concerns about confidentiality be addressed?"
- "How will "undesirable" volunteers be screened from working with our children?"
- "How will labor unions react to an increased volunteer work force?"
- "Will teachers' fear of losing their autonomy undermine this effort?"
- "Will parents be considered equal partners in the educational process? (Fisher, 1994)."

The concerns of teachers aren't the only roadblocks to parent involvement. Many parents are urged by their children to stay at home. It can be uncomfortable to have one parent at school for the students, because they don't feel comfortable with them present there. How many parents can devote time to their children's education? Some may not be concerned, and the majority trusts the schools to satisfy their children's requirements. According to Wherry, time, cultural obstacles, dilemma and unsupportive environment are all considered barriers to parent involvement. According to Epstein, when a student is having problems at school, schools and families are more inclined to communicate (as opposed to when the student is having problems at home).

"Gender does play a role with parents of females evidencing greater involvement. The socialization of males and females is different in American society with regard to such issues as independence and feelings of protectiveness on the part of parents. High school parents are evidently more likely to communicate with the school regarding their daughter's problems, getting involved in advocate (perhaps political) types of activities, and work with their daughters at home than they are of their sons" (Hickman, 1999).

Divorce rate is another factor regarding cultural elements. When it happens there is just one parent trying to do the work of two, which leaves them with no time to get involved in the school activities. Furthermore, parents may not participate because they expect an invitation from the teachers or even by their children. The fact is that parents should be more involved and teachers should collaborate with them to find new ways so they can participate more in the education of their children.

Several projects have been undertaken with varied degrees of success across the country. Reminding parents of the consequences of their involvement could be a simple first step toward improving participation. The ways to do so is through newsletters of the schools, notes to parents, and parenting workshops.

2.6 Effective Parental Engagement Principles

“Emerson et al. (2012) offers several principles for effective parental engagement in their children’s schooling” (Emerson, Fear, Fox, & Sanders, 2012). Academic socialization is the first principle. In this regard parental practices that have been shown to have a positive impact on children's learning and academic performance. The major goal of academic socialization, according to the author, is for learners to independently identify and examine their goals, accept responsibility for their activities, and improve their ability to learn from both win and failure over time (Emerson, Fear, Fox, & Sanders, 2012).

Academic socialization can be achieved, according to Emerson et al, by parents while communicating educational expectations with their children, emphasizing the value and joy of learning, discussing relevant learning strategies and styles, and establishing connections between academics and events that occur in the child's world, all of which help to foster a home learning environment that encourages children to set and achieve educational goals. “The final principle of parental involvement Emerson et al. (2012) offer is parenting style” (Emerson, Fear, Fox, & Sanders, 2012). This is a topic that has been linked to academic performance as well as psychological well-being. The authors believe that parents who have high expectations related to their children's education but they are not connected emotionally to their children, may cause

them low self-esteem, which instead drives them into worse academic results. On the other hand, parents who communicate and support their children, and those who understand the mistakes, not only contribute in children's emotional development and also in their academic success.

"In addition to these principles, the Family-School and Community Partnerships Bureau (2011) maintains that parental involvement must be systemic, integrated, and sustainable to have a positive impact on children's schooling" (Abdurrahman, 1986). Parents should be involved in a systematic way, since it is so critical to a student's achievement. The way they can be more involved can be included into structure and processes, like teaching and learning, professional development, accountability. The right resources should be available to help get parents more involved in a student's education.

According to the Australian Department of Education and Training (2001) there are a number of recommendations for putting in place proper systems to ensure that parental involvement benefits children, the school, and the community as a whole.

- *"Creating a profile of the families comprising the school community;*
- *Developing 3-year plans for parent involvement;*
- *Identifying which school staff will be responsible for fostering parental involvement;*
- *Regularly surveying parents to gauge their level of satisfaction with their involvement and the processes that support it;*
- *Holding training sessions for parents to inform them of ways to be involved;*
- *Holding workshops that examine achievement with parental involvement and look for ways to increase that involvement in coming semesters/years"* (Australian Department of Education and Training, 2001).

2.7 Secondary School Achievement and Parental Involvement

Adolescents have clearly identified their parents as a critical source of support. “In addition, it was proven that students refer to their parents as the fundamental source of practical wisdom available to them” (Kandel & Lesser, 1969).

“Siann, Draper and Cosford (1982) also reported that British adolescents consider parents as available sources of assistance. Furthermore, Keys and Fernandes (1993) found out that in the study applied to 2,140 secondary students, it was revealed many adolescents indicated that they had consulted parents for career choice” (Siann, Draper, & Cosford, 1982).

Because elementary schools provide fewer possibilities for teenagers to achieve autonomy, secondary schools have a different ambiance than elementary schools. “Therefore, when youngsters finish elementary school and continue to secondary school, parents change the way in which they interfere with their adolescents’ education. Izzo, Weissberg, Kaspro and Fendrich (1999) claimed that after elementary school, a decrease in parents’ home-based involvement is seen in cross-sectional studies” (Izzo, Weissberg, & Fendrich, 1999). Parents should give more privacy and autonomy to teenagers and not interfere in every step they take, because this may cause frustration to their children.

Throughout secondary school, parents are likely to get involved in 'home-based engagement' as construction workers and supervisors of adolescents' assignments. Despite the fact that parents prefer to help teachers with economic or financial support rather than having a normal or warm relationship with them which would help in their children's education and success in this process. This also happens due to the fact that many teachers and parents can't have the same relationship with all of them.

The most advanced and correct technique to motivate and encourage children in the educational field is by understanding their educational needs and expectations. “Besides, parents also can be included in ‘academic socialization’ by remaining involved in adolescents’ education and concurrently giving adolescents autonomy and also the power of taking decisions” (Hill & Tyson, 2009). To compensate for their lack of involvement at home, which is due to a concern of

interfering with their children's developmental autonomy, parents may establish close contact with teachers (school-based involvement).

According to different studies, good communication between teachers, parents and students has a very high impact on college entrance exams for the students. “Deplanty et al. (2007) stated that in literature, investigators have revealed that teenagers get influenced in a positive manner as a strong friendship occurs between home and school environment” (Deplanty, Coulter-Kern, & Duchane, 2007).

Parental engagement is critical during puberty when it comes to the educational process because grades decline and autonomy increases. During this time, parental involvement takes on a big and crucial role, since many adolescents face academic setbacks and are on the verge of dropping out. Parents' engagement varies during adolescence because they believe it is best not to meddle in their children's decisions and prevent them from acquiring autonomy, so involvement in this stage of life is generally reduced. Increasing parental participation, on the other hand, allows parents to build independence and develop their children's decision-making abilities.

Several studies have looked at the effects of various sorts of parental involvement at various stages of adolescent development. “Besides, Garcia Coll, Lamberty, Jenkins, McAdoo, Crnic, Wasik and Garcia (1996) claimed that one’s social position may affect the changes that parental involvement experiences (race, socioeconomic status (SES), and adolescents’ gender” (Garcia, et al., 1996). In this regard, parents with a higher socioeconomic status is supposed that are more involved in their children's education than parents with a lower socioeconomic status because parents with greater salary help more to academic resources for their children.

2.8 Involvement of Parents in English Language Learning

There have been a lot of studies related to parents' involvement in the foreign language learning. When the discussion is about English language learning there are some issues that need to be reviewed.

The first issue is who is responsible for learning English. This issue is dependent on the perspectives of parents, which are in turn influenced by their cultural values. "For instance, in Chi and Rao's (2003) study, parents stated that responsibility lies totally on teachers' shoulders in terms of teaching English" (Chi & Rao, 2003). Parents are rarely involved in their children's educational activities. Traditional values may be to blame for this participatory role. On the other hand, a study done by Xuesong (2006) on a sample of high-class students from metropolitan China found that parents played a significant effect in their children's English learning.

"Students stated that they were exposed to the English language by different strategies by their parents, such as encouraging their attitudes towards learning English, providing English TV programs and monetary support for English learning. Some students even describe how their parents assisted them although they didn't know any English" (Xuesong, 2006).

In terms of parental participation, the second crucial factor is children's motivation to learn English. Parents should provide strong motivation to assist their children in learning English. "In Hong Kong, parents mostly try to provide motivation for their children by enrolling after school English courses and hiring tutors" (Bray & Kowk, 2003). Foreign language acquisition occurs in a variety of settings, and little is known about parental participation in supporting children's foreign language learning.

"The third issue is to consider the type of parental involvement. In some cases, parental pressure on children while learning a foreign language can be regarded as a type of involvement" (Poyraz, 2017). Moreover, involvement can be described as teaching learning strategies (Xuesong, 2006). Other research, on the other hand, defines parental participation as an attitude or a habit to teach the language to a child.

The attitudes of parents and their choices of literacy techniques for their children reveal their personal values, virtues, and actions. For example, when children are learning a second

language, some parental characteristics influence children's beliefs, language acquisition and also learning outcomes. "Li's (1999) study, which was a case study about interplay between the researcher and her own daughter, who immigrated to the USA from China when her daughter was twelve years old, investigated parental behaviors towards second languages and the parent-child interaction" (Li, 1999).

Furthermore, the impact of these issues on children's language and literacy development was explored. It was revealed that while the parent's view towards a new language change also changes the attitude of their children. "Arias and Morillo-Campbell (2008) claimed that parents need to understand the school society which is located in the common culture occupied by the middle class" (Arias & Morillo-Campbell, 2008).

Because of the variability of parents among ELLs and their communities, Arias and Morillo-Campbell (2008) divided parental engagement in English language learning into two models in their study. Traditional and non-traditional models are available. Traditional approaches of parental involvement in ELL provide guidance to parents on how to help their children's academic performance in a variety of situations.

A shared understanding of schools and families is a non-traditional instance of parental involvement in ELL. Parental empowerment is also a key component of these models' educational curricula. Assisting families, boosting interaction, and supporting empowerment are all ways to improve parental involvement in ELL.

2.9 Including Parents in English Language Learning

Nobody can deny that parent involvement in schools is critical. Nowadays, parents do not understand the school systems because they are different and create new learning strategies that are divergent from what they have experienced. In this regard, it is preferable that they involve and engage more in the children education. It can't be expected that parents agree with all these changes without even understanding them and without being involved in the decision-making process.

“If test scores have dropped in the last 20 years, it is not because schools are not performing as effectively, but because our curriculum has broadened and social responsibilities have increased” (Rahman, 2001). From personal cleanliness to sex education, schools have been compelled to take on more responsibility for developing and nurturing kids. Teachers are finding themselves with more responsibilities and material to cover, as well as dwindling resources with which to do so. As a result, the idea of parental participation is critical.

Parental involvement in their children's education is not just a lofty goal for parents and schools; it is now a legislative mandate.

Chapter III

3 Methodology of the study

The approach utilized in this study was detailed in this chapter. The goal of this chapter section was to provide guidance to the researcher on how to complete this research letter. It focuses on the design of the research, location of the study, population, data collection, data analyses, validity of the study.

3.1 Methodology

The present study is field research. In order to have genuine results and to analyze data accurately, both quantitative and qualitative approaches were applied. This research was conducted in two public secondary schools “Musa Hoti” and “Trepça” in Mitrovica, Kosovo. One of them was in the urban area and the other in the rural area. Firstly, with the permission of the collaborating schools, the questionnaires were completed by the students and then by the parents. The participants were informed of the objectives of the study and requested to be part of the study. The reason why I have chosen these two schools is to have a better understanding in more than one school. Additionally, to compare and contrast the parent involvement into two different geographical areas, urban with rural.

In order to address research aims and questions, a qualitative method with in-depth interviews and a quantitative method with questionnaires were applied. This data collection provided an answer to whether parental involvement is a key factor in students’ development of English Language. The quantitative method aimed to investigate the first question of the study. Meanwhile, to investigate two other questions, in-depth interviews with English teachers of the schools were conducted, in order to have a deeper perception, understanding, and logical answers. These interviews were held in the school environment, taking twenty to thirty minutes.

The researcher took notes. The second data collection was collected in the same schools, which are the questionnaires completed by the parents. This data collection was helpful to analyze if the parents are involved enough in students' education; to arise recommendations and suggestions that help teachers in the future to engage parents in the students' education, but also to prove or disprove the hypotheses.

3.2 Instruments

The instruments used for this study were designed especially for this one. Instruments consist in two questionnaires and an interview:

- The first questionnaire was designed for parents of students from secondary public schools. It is organized in two sections. Section one asks for more general information. (Example: How would you describe your own level of English? Please circle the best option for you). The second section asks for specific information related to the parent's involvement, about the communication with the English teacher, about the way they motivate their children etc. (EX: How do you motivate your child to learn? In your opinion, which is the best way to communicate with the child's teacher) This questionnaire not only collects information related to English learning as a foreign language, but also general information about involvement of parents and students' achievements. Also, the ways that parents can help and the types of involvement. Finally, they were asked about suggestions on how they could be more involved in their child's education.
- The second questionnaire was designed for the students. It is made of 13 questions. It collects information about their English level and their parent's English level. The questions aim to collect information about how their parents are involved in the process of learning English, how they motivate them and how much interest they show.
- The interview questions were designed for teachers. They were asked about how they define parent's involvement. The questionnaire has 20 questions in total. All of them take information about how they see the actual parent's involvement in ESL students and what they do so this level of involvement can improve.

Because this instrument was created specifically for this study, no validity or reliability tests were performed. The survey's questions were derived from a review of the literature and a review of existing surveys.

3.3 Target population

The population of this study are students, teachers and parents from two secondary public schools: "Musa Hoti" and "Trepça" in Mitrovica, Kosovo. The questionnaire designed for the students was completed by 30 students for each school, in total 60 students. The questionnaire designed for parents was completed by 30 parents for each school, in total 60 parents. Finally, the interviews designed for teachers were conducted with 8 teachers. The objective and the questions were explained in detail to the participants, when they visited schools for the interviews, whereas the questionnaires were completed online due to the Covid-19 restriction rules in this city.

3.4 Data analyses

The questionnaires were designed to collect information about parent's involvement at home and at schools as well. The results gathered from the questionnaires will be processed quantitatively, in percentages and graphs, but also an analysis with comments.

Whereas, data gathered by the interviews will be analyzed qualitatively, in introduction of data, categorizing and analysis of teacher's perceptions toward the involvement of parents in students' achievement. The goal will be:

- To test the relationship between parents' involvement and ESL students' success.
- To compare and contrast the involvement of parents in the English learning process of their children in rural and urban areas.

In the process of data analyses will be taken in consideration the theories that were proven before and tested from other authors and researchers.

The data analyses are divided in four subscales:

- Parent's involvement at home and ESL student's success at school.
- Parent's involvement at school and ESL students' success.
- Parent's involvement in urban areas and students' success.
- Parent's involvement in rural areas and students' success.

Chapter IV

4 Results and discussion

In the fourth chapter, results of the study will be discussed and presented. The goal of this chapter is to introduce and analyze the results of the parent participation survey in relation to the research topics raised in Chapter 1. Following the demographic information, a summary of the parent responses from the completed questionnaire will be presented. Descriptions of survey data will be supplied in a format that corresponds to the researcher's queries.

4.1 Information on the population

The number of participants were 128 persons in total. 60 of them were students, 60 parents and 8 teachers. The students were from the sixth grade. 30 students from the sixth grade of the school "Musa Hoti" and 30 students from the sixth grade of school "Trepça" 56.7% were male, and 43.3% were females. The total number of surveys completed were 128. The questionnaires were shared and completed online since the schools were in online learning due to the high infections number from Covid-19.

4.2 Parent's involvement: teacher's perspective

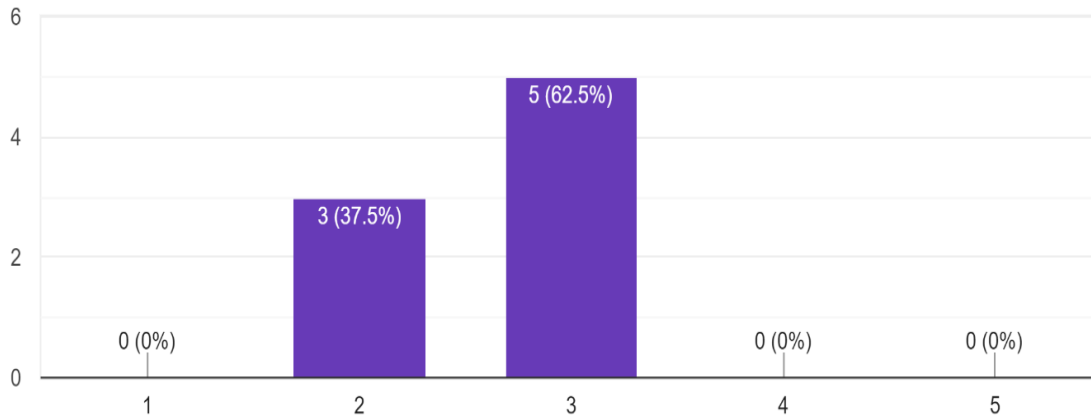
In this study were interviewed 8 teachers from two different schools. The aims of this questionnaire were to explore how they see the parents' involvement level in these schools and how it impacts students' achievements in ESL class.

The first question aimed to find how they perceived parents' involvement as a concept. In general words they think parents' involvement is necessary for students to succeed in their learning path. Also, they noticed that relation between students-teacher- parents is needed to make the learning path easier and greater for the students. To the teachers interviewed, parents' involvement is a key role in children's education as well as an extra help to them.

The second question was about parent's involvement in the schools where those teachers work. They were asked to rate the parent's involvement from 0 (poor) to 5 (excellent). The answers are below represented in the graphics.

2. How would you rate the parental involvement in your school?

8 responses



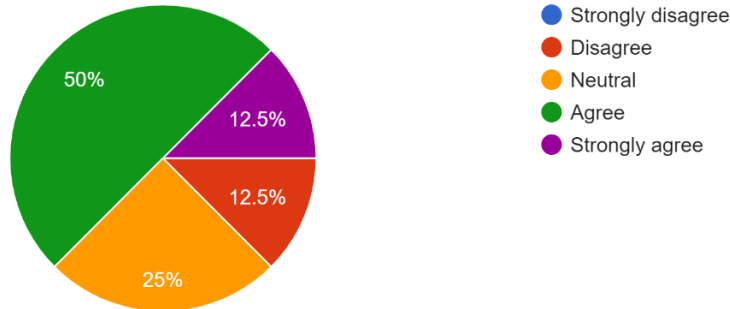
Graphic1: Parents involvement level

As it can be seen from above 3 teachers or 37.5% of the teacher’s rated parent’s involvement to be on the level 2, not bad but not even excellent. 5 teachers or 62.5% rated it to be on the level of 3. To none of them the parent’s involvement was good enough. In order for students' achievements to rise their involvement needed to be better.

About the hypotheses that parents have a significant role in student’s development in English language, 12.5 % disagreed, 25% were neutral, 50 % of the teachers agreed that parents and their involvement have a key role in student’s achievements in English language. 12.5% strongly agreed that parents’ involvement was a necessary thing in order for students to develop their English skills. So, it can be said that from the teacher's perspective, students with parents that help them or that are more interested in students' learning path and show it in different ways, their results are better most of the time.

3. Do you agree with the hypothesis that parents have a significant role in student's development in English Language?

8 responses

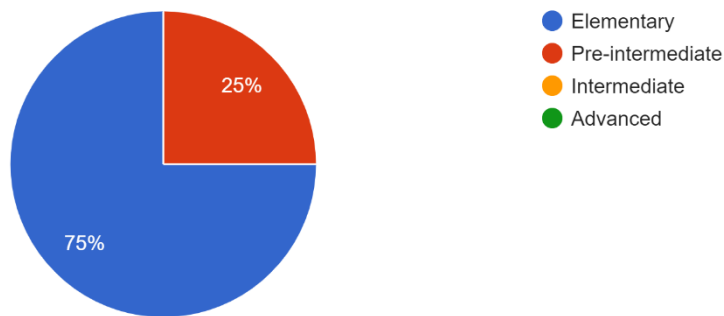


Graphic 2: Parents level have a significant role in student's development in English language

Another factor that affects a parent's involvement is their level of English. Parents with a higher level of English can easier help their children with English lessons.

4. How would you describe the parent's level of English:

8 responses



Graphic 3 Parent's level of English

From the teacher's perspective, 25% of them replied that the English level of parents is pre-intermediate and 75 % replied that the parent's level of English is Elementary. This could be a reason why they are not totally involved in students developing skills in the English language.

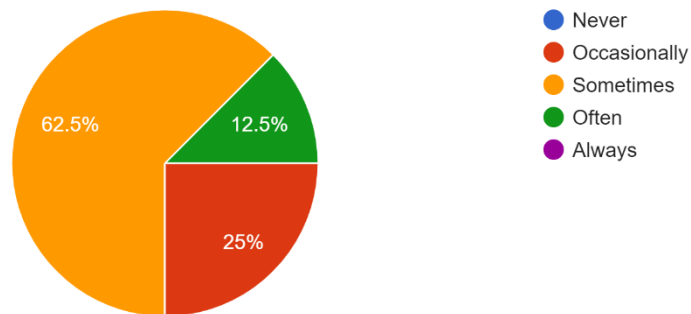
In question number five the teachers were asked if they think that parents with elementary English Level are prevented in a way from being involved in their children's education and why?

The teachers' opinions were divided in three categories: 5 of the teachers think that yes, parent's English level prevents them from helping their children with the lessons in English class. They explain it for different reasons. A teacher says that if they don't know how to speak English, they will be embarrassed to help their children, because they don't know how to express their opinion in English. Another says that since they don't know English, they can't help their children with the homework. The second category is maybe, two teachers think that parents' involvement depends on which level is their child that they are trying to help. So, it doesn't always prevent them from being involved in the English learning of their children. And the other one thinks that parent's involvement should be only when needed because when it's too much it can damage the knowledge of their children. The third category, the teachers that think that parents' English level doesn't prevent parents from being involved in their children's education, especially in their English learning process because they can emotionally support and motivate them.

Teachers have several ways to make parents engaged and involved in their children's education. One of the ways is organizing school meetings. In this regard, teachers were asked how often they organize school meetings. 12.5% replayed often, 25 % occasionally. 62.5% sometimes. From the answers it seems like they don't show too much interest in helping parents to get involved in the process of learning English.

6. How often do you have school meetings?

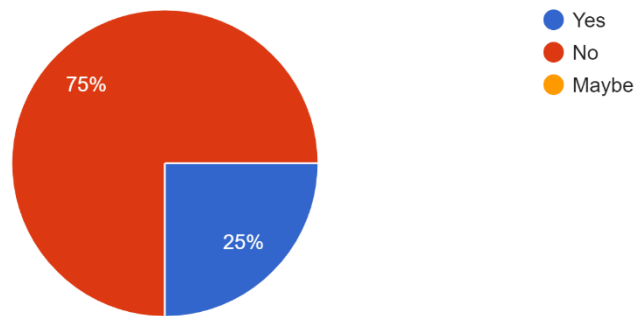
8 responses



Graphic 4: School meetings

After that they were asked if they were satisfied with the presence of parents in the school meetings that they organize. Just 25% were satisfied, and 75 % were not satisfied. So, from here we can say that teachers do expect more from parents being present through their children's education process.

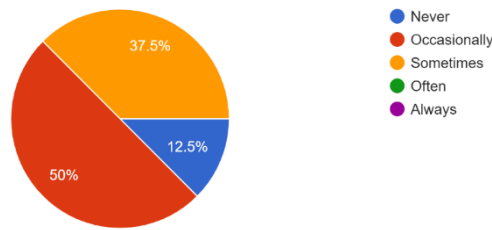
7. Are you satisfied with the presence of parents in school-meetings?
8 responses



Graphic 5: presence of parents in school meetings

The next question was about how often parents showed interest in their children's learning process. 12.5% replayed never; 37.5% replayed sometimes; 50% replayed occasionally. All of the teachers said that there were parents who never participate in school meetings and neither do they come to school to ask about their children's education and learning. About this they gave different reasons. I categorized these reasons as below: Lack of time; lack of responsibility; they don't think English is an important language; children don't talk about school meetings.

8. How often do the parents take interest in their children development beside the school meetings?
8 responses



Graphic 6: Interest of parents in their children development

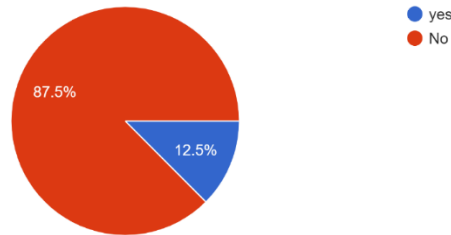
The question number 11 was about ways that could teachers engage parents more in the process of English learning:

- “Occasionally sharing news about school activities and events, demonstrating a positive view of education at home, include them in decision-making.
- I try to remind them two or three times for the school meetings, or I try to talk with each student about the importance of parental involvement so that they can pass this information to their parents.
- I think the child his/herself is the most important reason.
- To show more about their success and try to motivate them.
- Through written text
- If we invite the parents and ask them to come, they usually will.
- By creating a reflection form for parents including areas of the student's behavior, academic learning and concerns
- By telling them how important it is to be a part of their children's journey of life no matter whether it is school or activity, games, etc.”

Teachers are responsible for the process of learning at school, but they can't guide the relationship between children and their parents, so when asked if teachers should or

should not guide the activities even at home, 12.5% replied yes and 87.5% replied no.

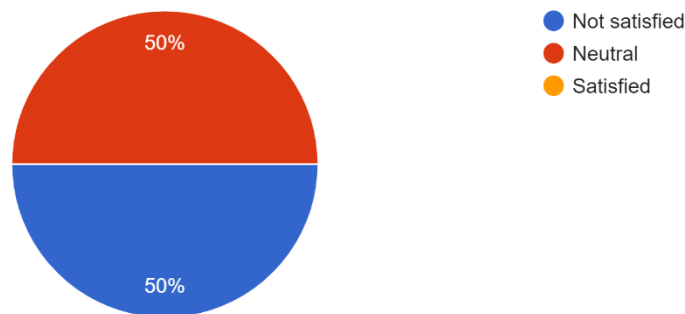
12. In your opinion, is the teacher's most responsibility and they should be the one to guide the parents in all school and home activities?
8 responses



Graphic 7: Teachers' guidance to home activities

Also, teachers were asked who had the highest responsibility for children learning English, teacher or parents. Most of them said that the teacher is responsible for students learning English but of course parents should be present. 50 % of the teachers were not satisfied with the level of parent's involvement and 50% were neutral. Teachers would suggest that parents should communicate more with their children, read with them, attend school activities, help children with their homework; be more responsible about their children;

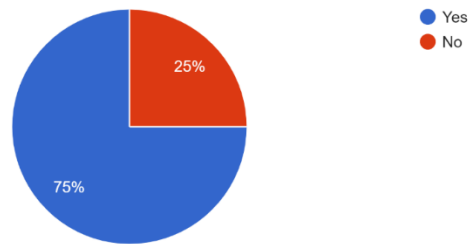
14. In your opinion, are you satisfied with the parental involvement in your school?
8 responses



Graphic 8: Teachers' satisfaction with parent's involvement

Also, most of them think that they should from time to time remind the parents to be more involved in the ESL students' process of learning. In their perspective 75% parents are aware of their legal obligation to follow in regards to their children and 25% of the parents are not aware of it.

16. Are parents aware of the legal obligation they have to follow in regards to their children?
8 responses



Graphic 9: Parent's awareness of the obligation to follow their children education

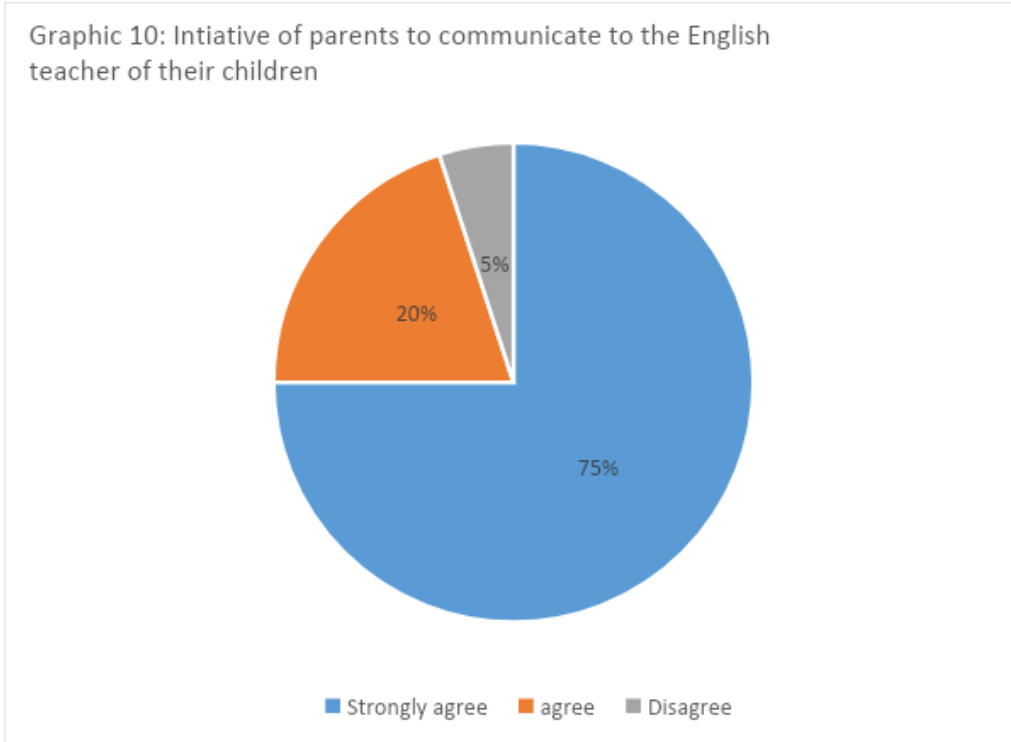
Sometimes the results of students in English are low because they could fill their time with work around home when asked by their parents. Teachers answered that they don't know such cases, most of them. And just two of the teachers asked if this was a reason as well. So, this is the case when parent involvement is negative. Also, two teachers said that children are engaged at work outside school because of their economic situation, but most of the teachers denied that work was a reason that children have low results at English learning. The last question was about parents who can be a role model to their children, other parents and society itself. Most of them replied and agreed that there are parents who are responsible, show interest, encouraging and involved in every step of their child's journey in the English learning process and toward success in general. From the interviews it can be concluded that parents don't seem to be much involved in children process of learning in general, especially they don't seem to be involved in their children process of learning English. The only action teachers take is to organize school meetings and they should communicate more to parents so they could make parents aware of the importance of their involvement in an ESL student's education.

4.3 Parent's involvement: parent's perspective

In this survey 60 parents were interviewed, from them 30 in the urban area and 30 in the rural area. From 60 parents who were interviewed, 73.3% were females and 26.7% were males. Female parents were more available and more interested to know more about this survey. Their level of English is in general intermediate. Specifically, the English level of 45% of the parents is intermediate, elementary 43.3% and advanced 11.7 % of the parents. At this point it can be said that English level is an important factor when it comes to parent's involvement in ESL students. Despite their English level, 95 of the parents said that they speak with their children about the importance of their education. 5% don't do this.

When asked about the participation of the parents in school meetings 81.7 % of the parents replied that they participated in those meetings always and 18.3 % are not part of these meetings regularly.

Since meetings are not the only way to be involved in the learning process, parents were asked if they could communicate with the teacher of English to know what their children are doing in this subject. 75% of the parents said that they regularly communicate with the English teacher, 20% of the parents communicate but in a regular way and 5 % don't ask at all.



Parents who were interviewed also said that they regularly communicate to their children about their activities at school, 88.3% of them. 11.7 % rarely asked them about school activities. Also, 55% of the parents said they try to help their children with the homework. 33.3% partly agreed and 11.7% didn't agree to help their children with the homework. While helping them with their homework, some parents can't speak English at a good level, but they check if their children have completed their home-work. 60% of the parents agreed that they checked their children's homework; 18.3% partly agreed and 21.7 % didn't check if their children did or didn't do the homework.

As said before, a parent's English level is an obstacle that prevents them from helping their children in learning English, or at least makes it difficult to be involved. 31 of the parents asked knew English and this helped them to be involved in the English learning process of their children. 14 parents don't know English but this doesn't mean that they can't be involved. Because they check on their children and try to help or communicate and motivate them. 15 parents said that they don't speak English and that is why they can't be involved in the learning process because they can't help their children with their homework.

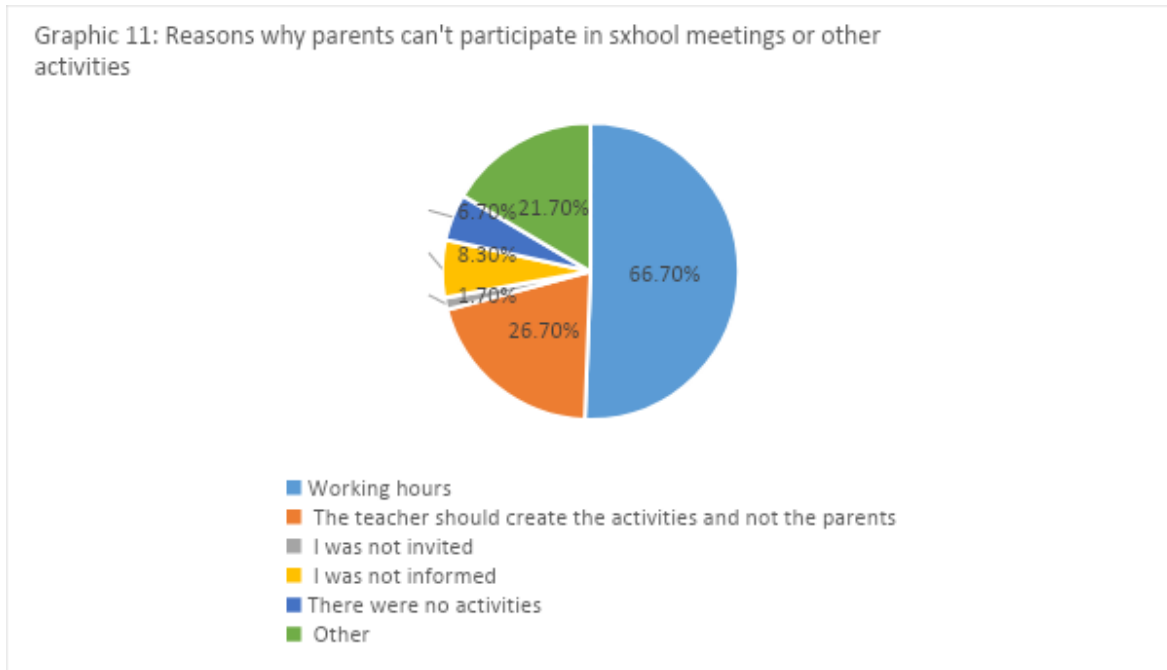
When parents can't speak English, they can always help their children by motivating and communicating to them. So, on a scale 1 to 5 parents said that they motivate their children in a level of 5, 75% of them or 41 parents and 14 of them or 23.3% in a level of 4.

Parents also gave some reasons how children can be motivated to learn more, according to importance these reasons are listed as follows: - 30 parents mention as the main way to motivate their children communication with children, cooperation, and counseling. - 15 parents focus on the help they can give their children with homework and lessons; - 11 parents believe that children are motivated when they go for walks or when they are involved in various activities and sports; 4 think that children are motivated when they are taught how to behave and how to be better people.

One of the reasons which was mentioned as an obstacle to the parents to get involved in the English learning process, was their work. But from this questionnaire it was found out that it is not a good reason to not be involved, since 30 parents replied that despite work, they try to help their children, 19 parents replied that yes, the work is a reason not to be involved. And 11 parents replied that part time work takes all the time and sometimes it's hard to be involved.

Most of the parents said that the teacher motivated them to be involved in the ESL students, as ways that she uses to motivate them they mentioned: the teacher's behavior, being collaborative, communication in school meeting and outside of the school meetings; the teacher motivation comes from her caring and good way of teaching their children English. Some parents don't participate in school meetings for different reasons.

For 66.7% the reason why they do not attend school meetings is working hours; 26.7% think that activities in school should be organized from teachers not parents; only 1.7 % said that they didn't participate because they were not invited. 8.3% were not informed about the meetings or other activities; 6.7% said that there were no activities to attend; 21.7% had other reasons.



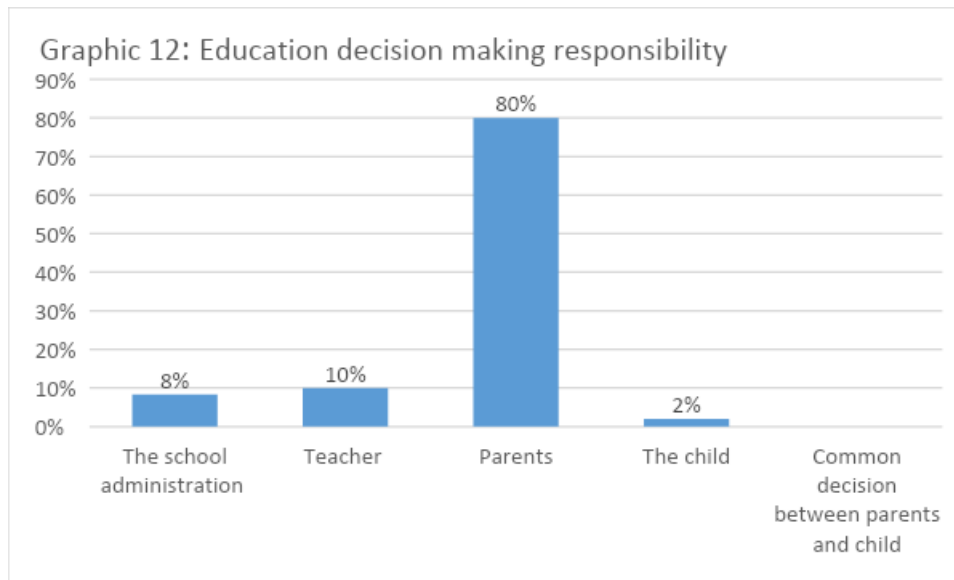
When parents were asked who was more responsible for the English learning of the children, parents or teachers, 29 of them think that teachers are more responsible because they are professional and also many parents don't know how to speak English and can't help their children with the home work. 18 parents think that both teachers and parents are responsible as well as students themselves. And 13 parents don't have any answer for this question. 75% of parents said that teachers are more responsible how children learn English, since they are trained and it is their profession and there are a lot of parents who don't speak English and can't check or help their children with homework. 25% of parents said that the teachers are not the only ones who are responsible.

There are some ways to communicate with the teacher, but to find out which is the best, parents were asked. 70% of them replied that the best way to communicate is organizing school meetings. 21.7% of parents replied that the way that teachers think is the best, that one is the best. And 8.3% stand between phone and social media as the best way to communicate to the teacher.

21 The importance is not only in getting involved but firstly knowing if the involvement is an important factor that impacts students' achievements in English language. 60% of the

interviewed parents agree that their involvement is a key factor for their children to succeed in English learning. 21.7% of parents think that from 1 to 5 their involvement impacts the children's success in English in level 4; 15% in level 3 and 3.3% in level 1.

80% of the interviewed parents think that they are responsible for the decision making related to their children's education. 8.3% think that this responsibility belongs to school; 11.7% stands between teachers and students.



As noted from the previous answers, parents are aware of the importance of their involvement in the English learning process of their children, but not all of them get involved. 45% of the interviewed parents communicate with the teachers sometimes, 20% communicate to them rarely, 28.3% communicate usually and 6.7% never communicate to teachers to be informed about the English development of their children.

From 1 to 5, 56.7% of the parents replied that they are involved in the level 5 in the education of their children, so enough. 33.3% in level 4 and 10% in level 3.

Finally, the parents were asked about any suggestion of how they could be more involved in the education of their children, especially in English learning, their suggestion are listed as below:

- Parents should communicate more with the teachers and not only attend school meetings.
- Parents should check on their children's homework and lessons as well as motivate them.

- Parents should be invited more often from the teachers to attend school meetings.

From the questionnaire of the parents, it was noted that both parents in urban and rural areas seem to be interested in being involved in ESL student's education. But the urban area parents are busier. On the other hand, they seem to speak English better so they can help their children easier than those in the rural area.

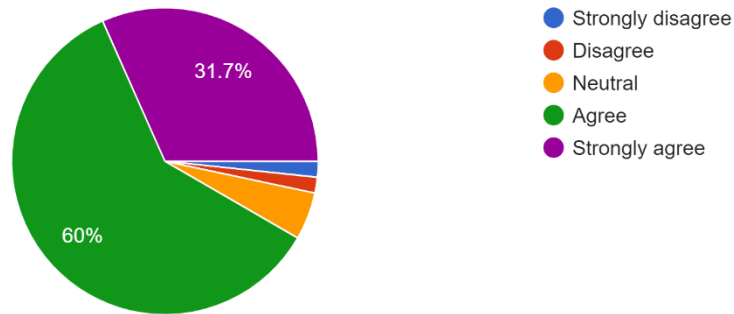
4.4 Parent's involvement: student's perspective

For the purpose of this study, 60 students were interviewed from two different schools: 30 students from a school located in a rural area and 30 students from a school located in an urban area. 43.3 % of the participants were females and 56.7% were males. 50% were from urban area schools and 50% from rural area schools. The participants were asked to value their own English level. From their answers it was found out that 50% of the students value their English level as elementary; 23.3% pre-intermediate level; 18.3% intermediate and only 8.3% advanced. From 50% of the students who had an elementary level, 28% were located in the rural area school. It is still to be seen if this is anyhow related to parent's involvement.

60% of all students claim that their parents ask them regularly about their home-work. 31.7% strongly agree that their parents ask them about their home-work. 8.3% stand between neutral and disagree. From the results it can be claimed that all parents in general ask their children about their home-work. From the results, students don't seem to be affected by this factor.

4. My parents ask me about my homework regularly.

60 responses

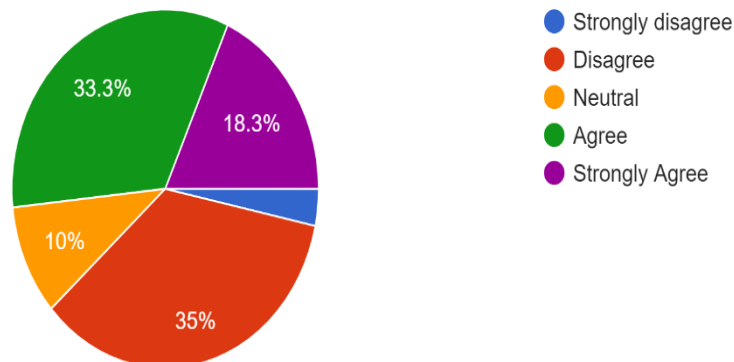


Graphic 13: Frequency of parents asking their children about home-work

Asking is not enough. 35% of the participants disagree that their parents check their exercise book, so they don't. 33.3% agreed that their parents check their exercise book. 18.3 % strongly agreed; 10% of participants were neutral; 0.4 % disagree. Also 50% of the participants strongly agree that their parents encourage them to study hard; 48.3% agree. Only 1.7% strongly disagree

My parents check my exercise book regularly.

60 responses



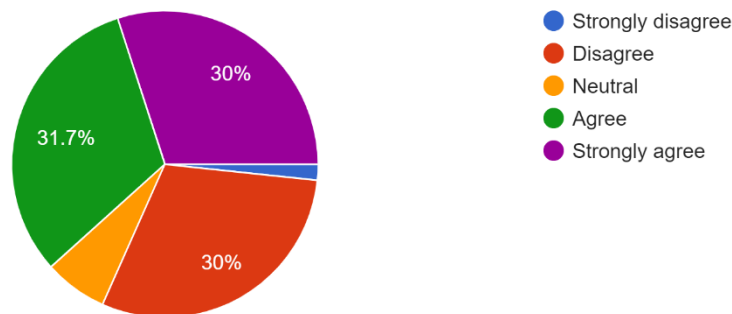
Graphic 14: frequency of checking the exercise book from parents

From the results it was found out that in general parents check the student’s home-work and encourage them to study hard, still as was mentioned above most of them own an elementary level of English.

Students were asked if their parents provide time to study and involve themselves in their studies at home. From the results it was found that 55% of the students agree, which means that their parents provide time to help them while studying at home; 35% strongly agree; 7% stands neutral; 2% disagree; 3% strongly disagrees. Also 53.3% agree that they regularly talk to their parents about their teacher and the day at school; 35% strongly agree; 7% are neutral; 3.7% disagree and 1% strongly disagrees.

A way that parents can more involved in their children's education especially in the English subject is to organize school meetings. Students were asked if the school regularly organized school meetings: 30% strongly agreed; 31.7% agreed; 30% disagreed; 8% were neutral and 0.3% strongly disagreed. The results are below presented.

The school has regular Parent-teacher meetings to encourage parent involvement.
60 responses

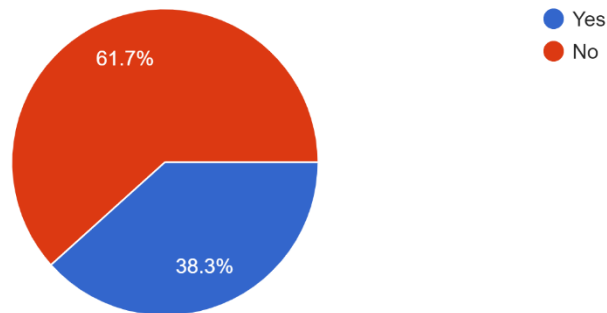


Graphic 15: Frequency of school meetings organization

A factor which influences a parent's involvement is the English level of the parents. From the students' perceptions 61.7% of the parents don't speak or understand English; 38.3% speak and understand English.

5. Does one of your parents understand and speak English language?

60 responses



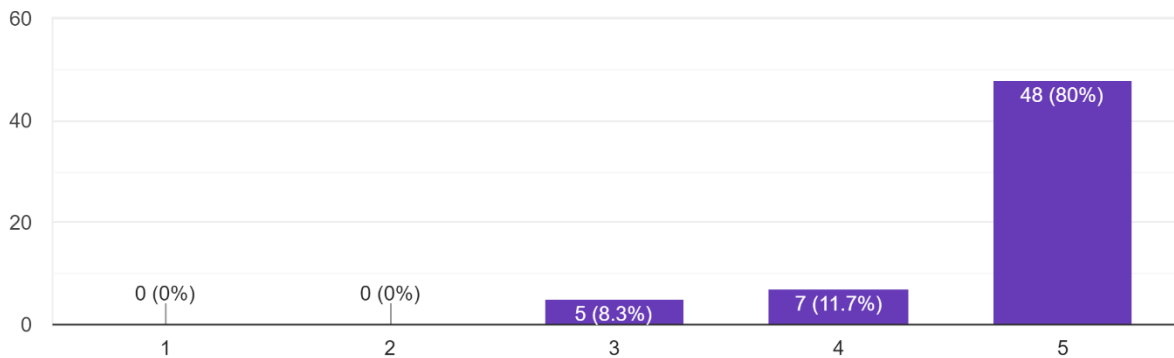
Graphic 16: English level of the parents

Definitely this is a key factor that impacts the parent's involvement in the process of learning English. Student's answers revealed this hypothesis

Students were asked how much their parents motivate them to learn, on a scale from 1 to five. 80% or 48 students feel motivated from their parents in the scale 5; 7 students or 11.7% on the scale 4; 5 students or 8.3% in the scale 3.

6. On a scale from 1 to 5, how much do you think your parents motivate you to learn?

60 responses



Graphic 17: Level motivation from the parents

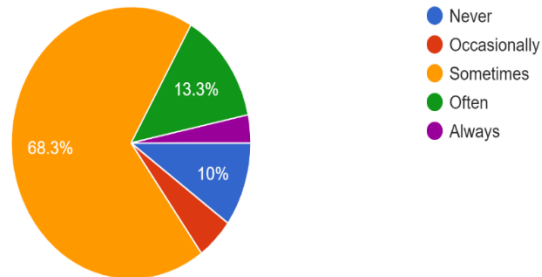
To be involved also means to stay updated to the English progress of the students. That is why students were asked how updated their parents were about their English level. 48.3% said that their parents are updated about their children's English progress in level 5; 38.3% replied that their parents are updated to the level 4 and 83.3% are updated in the level 3. From 48.3% of parents that are updated in the level 5, 30% are parents of students in the school located in the urban area.

Parents can be motivated from school and teachers to be more involved in the education of their children, especially in the English subject. 27 students claimed that their school encourages parents to attend school meetings by calling them or by asking the students to inform their parents about the meetings. 12 students claimed that teachers don't motivate parents to attend school meetings. 2 students replayed sometimes they did; 19 students didn't reply at all.

Students want their parents to communicate with their English teacher but at different levels. 68.3% of students want their parents to communicate with their English teacher sometimes; 13.3% want them to communicate with the English teacher often; 6% would like that they parents speak to their teacher always and 2.4% occasionally.

9. How often students want their parents to communicate with their English teachers?

60 responses



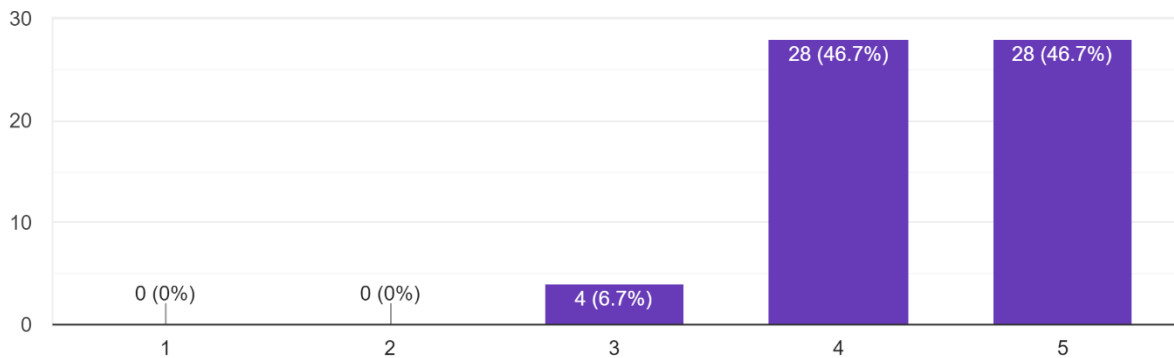
Graphic 18: Frequency of parents-English teacher communication

On the 50% of students' perspective, they themselves are responsible for making decisions that are related to their educational needs. 31.7% think that their parents are the ones who are responsible for making decisions about their education; 10% replied that this responsibility belongs to the teacher and 8.3% said that the school is responsible for the decision making about the student's education needs.

Students were asked if their parents were involved enough in the students' education. 46.7% of the students claimed that from one to five their parents are involved in the level 5. From 46.7% 30% of the students who claimed level five attend the school in urban area and 16.7% in rural area. 46.7% think that their parents are involved in the level 4 (25.3% of students from urban area school and 21.4% from rural area school); 6.7% claimed that their parents are involved in their education in the level 3 (3.5% students of urban area school and 3.2% from rural area school).

11. On a scale from 1 to 5, are your parents sufficiently involved in your education?

60 responses



Graphic 19: Parent's involvement in children education

Students were asked if their parents were involved enough in their education and 30 students think that their parents can be more involved by communicating with the teacher, by understanding and motivating or encouraging them. In addition, some of them mentioned that their parents could give some advice or tips on how to learn; 15 students replied that their parents are already involved enough; 15 students didn't have any answer. From this question it was revealed that students think that their parents should be more involved in their education and this can be done by helping them to learn; motivating the students and communicating with the teacher.

Finally, students were asked to suggest some ways of how parents could be more involved in the English learning process. Those suggestions are listed as below:

- Better communication between teacher and parents
- Better communication between parents and students
- Activity organizations
- Parents should learn English so they can help their children with the language
- Parents should support their children and give them advices
- Parents should allow children to watch English movies and listen to English music.

4.5 Findings

The three data collection tools that were utilized for this research provided me with a variety of useful information that helped me better grasp the complexity of increasing ESL parent participation in the classroom. The teacher interviews allowed me to look into what teachers thought was important for parents to do to help their children with school, how teachers saw parent involvement in language students, what ESL teachers could do to improve parent participation, and what barriers they thought ESL parents faced in becoming more involved in school activities. The student's questionnaire provided me with valuable insight into how English learners view their families' interactions within the school realm. I was able to gain insight into the students' ideas and weaknesses on the topic of their family through their distinct perspective on the joys and worries of having their parents visit the school. Finally, the parents' questionnaire helped me understand what I needed to know in order to make this research significant.

This study examined the parent's involvement from three perspectives:

- Teacher's perspective
- Parent's perspective
- Student's perspective

Teacher's perspective

- From the teacher's perspective, parent's involvement is necessary for students to have progress in their English skills and knowledge. Teachers in general think that a parent's involvement has a significant role in a student's achievements. Teacher should encourage parent's engagement to create a positive learning environment for every student.
- Parent's involvement in ESL students is impacted by their English level, because those with higher English level find it easier to help their children with English home-works or to practice the language with their children.
- From the teacher's answers it was found that teachers don't organize school meetings often, 62.5% organize school meetings sometimes.

- From a teacher's perspective, parents occasionally show interest in the educational progress of their children in English. There are parents who never participate in school meetings because of the lack of time, etc.
- In English learning the highest responsibility belongs to the teacher.
- Low results of students are not because of other work of students after school, most of them have no other engagements beside school.

Parent's perspective

- Parent's responses show that in general they participate in school meetings and they regularly communicate with the English teacher.
- The responses revealed that most of parent's communicate to their children about their activities at school.
- Parents confirmed that English level is an obstacle to their involvement in the English learning of their children. To those who speak and understand English, being involved was easier.
- The study found out that the best way to motivate the children is to communicate, cooperate with them.
- Teachers motivate the parents to be involved by being nice, collaborative, communicating inside and outside of school.
- An important reason why parents don't participate in school meetings is because of long work hours.
- The best way to get involved from a parent's perspective is communication between teachers-parents-students.
- Parents in the urban area are more involved in the education of their children especially, English, because their English level is better than the parents in the rural area.

Student's perspective

- The study found that student's parents ask them regularly about their home-work; check their home-work;
- Students confirmed that even those parents who don't speak English help their children by motivating them.

- The students from the school in urban areas speak and understand English better.
- Parents are already involved in children's education because they can always be more and participate more in the English education of their children.

Three components of Epstein's model (Epstein et al., 2009) occurred in the participants' responses to the interview questions, according to the findings. The data overlapped with components of the Epstein model of parental involvement, including:

- Positive home conditions,
- Active communication,
- Involvement at school,
- Home learning activities,
- Participation in the school community (meetings)

The study found out the English level of parents was a main reason for the lack of involvement. Another reason is the lack of time, because both parents work the time to be involved in children's education is always limited. Based on their work experience and professional development training, the teacher's comments reflected their efforts to promote parental involvement.

5 Conclusions and recommendations

5.1 Conclusion

Although the assumption that parental involvement has a good impact on adolescents' academic attainment is intuitively attractive, the empirical study literature is still rife with disagreement. The variations are likely due to the multidimensional character of parental participation as well as different measures of academic accomplishment. The association between parental participation and academic achievement was investigated in a quantitative meta-analytic analysis. Several research characteristics were identified as probable reasons that could have led to the variation in correlation coefficients among studies.

The first hypothesis of this study “Parent involvement has a significant role in students’ development of English Language”. From the teacher’s answers, student’s answers and parent’s answers, parent's involvement has an important role in the achievements of their children in English. Even if they can’t speak or understand English they can always help and motivate their children or check if they are studying and doing their home-work. Furthermore, they can communicate to teachers and find out what is best for their children. The English as a Foreign Language Learning Parental Participation Practices measure was shown to be a valuable instrument for charting parental involvement as perceived by both parents and children in the current study.

The second hypothesis which was: “Parents may be unable to speak English, thus they feel uncomfortable to be involved in students’ education” is confirmed as true. Schools frequently fail to engage parents because they believe they are unable to do so. A lot of it has to do with perception. English teachers believe that some parent’s manner of participating is different and some do not know how to participate in the way teachers want. On the other hand, there are two reasons that parents are sometimes afraid to get active in school. Firstly, they do not have spare time and secondly, they do not speak English fluently. Both parents and students confirmed that the English level of the parents it’s an obstacle to parent’s involvement. Because they feel

embarrassed of not knowing English, they do not try to speak at all. Additionally, they can't help their children with the home-work. In comparison to English-speaking parents, Parents who don't speak English also attend school meetings less than the others, also parents- teacher's conferences or other school events and activities. They also do volunteer work related to the school of their children. Their commitment is lower. This happens for different reasons, one of them may be because they don't want to feel embarrassed for not speaking English. As well, parents do not have much free time to be involved all the time. The free time is very limited. In conclusion, both of these factors impact the parent's involvement.

The third hypothesis which was "We suppose that there is a higher involvement by urban schools' parents rather than rural schools' parents" is not fully confirmed because of the lack of data. From the questionnaires it was found that parents of students in urban areas are more involved and communicate more with the teacher. Moreover, they showed a higher interest in this study than the parents in rural areas. But in this aspect, there is a need for larger research.

About the last hypothesis, which is "We suppose that teachers should be the one to guide the parents and have the most responsibility". From the replies of all participants, it was confirmed that about the English progress teachers are most responsible. In addition, the study revealed that teachers and parents should have regular communication. The information that teachers will give will guide the parents at home. Because teachers are professionals, they can give precise and best advice on how parents can help their children to make progress in their language. They can do this by explaining how important the English language is and by giving materials and different tips to the parents. From their side parents can support and motivate their children as well as create a warm family environment. Parents should create the conditions so the children can find it easier to concentrate and learn English and other subjects in general.

5.2 Recommendation

This study was limited to two schools and had a small population, so the results are not very stable. It is recommended to undertake larger studies spread in many cities and with a high number of participants. There may not be many studies done in the search of parent's involvement impact on students' achievement in English learning, but all of those who were conducted show the same results: Parent's involvement has a huge impact on English learners' achievements. Gestwicki (1996) underlined the importance of parental participation, particularly during the early years, as evidenced by study.

Parents and teachers must have more personal communication, such as meetings to discuss children's English accomplishment at school, and parents must also understand their children's needs at home and school in order to support and to improve their English achievement.

Even the parents who don't speak well or understand English should help their children and be more involved by motivating them and always should communicate with them. Another method to examine is to directly educate parents about how they can assist their children with schoolwork. Teachers could guide parents by offering materials, schedules, worksheets, books and other materials.

It is critical to stress the necessity of raising the children to be bilingual and biliterate. Try to share with them this opinion, while the children will learn the four-language skills English at school, these skills should be encouraged to practice in both languages at home by the parents. In such a manner, parents will understand that their mother language is being valued, and that while English is the language of teaching at school, it is desirable for children to acquire and use both languages.

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Appendix 1

Parent's Questionnaire

1.Gjinia juaj:

Femër

Mashkull

2. A gjendet shkolla e fëmijut tuaj në qytet apo në fshat?

Qytet

Fshat

3. Si e përshkruani nivelin tuaj të gjuhës angleze?

Fillestar

Mesatar

Avancuar

	Pajtohem plotësisht	Pajtohem pjesërisht	Nuk pajtohem
4. Diskutoj me fëmijët e mi rëndësinë e edukimit të tyre.			
5.Rregullisht mar pjesë në takimet prindër-arsimtarë.			

6. Jam iniciator që të kontaktoj me arsimtaren e gjuhës angleze dhe të pyes për zhvillimin e fëmijës tim në gjuhë.			
7. Jam iniciator që të shkoj në shkollë dhe të pyes për zhvillimin e fëmijës tim në gjuhë angleze.			
8. Flas rregullisht me fëmiun tim për mësimet dhe aktivitetet që i ka bërë në shkollë.			
9. Ndihmoj rregullisht fëmiun tim me detyrat e shtëpisë.			
10. E shikoj rregullisht se a e ka plotësuar librin e ushtrimeve në gjuhë angleze.			

11. A e kuptoni dhe flisni gjuhën angleze? Nëse po, a ju ndihmon kjo arsye që të jeni më i përfshirë në procesin e zhvillimit të gjuhës angleze tek fëmija juaj? Nëse jo, a ju ndalon kjo arsye që të jeni më i përfshirë në procesin e zhvillimit të gjuhës angleze tek fëmija juaj?

12. Nga 1 tek 5, sa mendoni që e motivoni fëmijën tuaj?

13. Cila është mënyra më e mirë për t'i motivuar fëmijët?

14. A ju ndalon puna juaj që të jeni të përkushtuar në edukimin e fëmijëve, nëse po, si?

15. A ju inkurajon kujdestarja e klasës që të merrni pjesë në takimet prindër-mësues të paktën një herë në muaj?

16. Cila është metoda që kujdestarja e klasës ju bën të ndjeheni mirëseardhur në shkollë dhe të përfshihen më shumë në edukimin e fëmijëve?

17. Cilat janë arsyet që nuk mund të merrni pjesë në takimet prindër-mësues ose në aktivitet që zhvillohen në shkollë? Mund të zgjidhni më shumë se një opsion.

Orari i punës

Mësuesit duhet t'i bëjnë aktivitetet dhe jo prindërit

Nuk jam i/e ftuar

Nuk jam i/e informuar

Nuk kanë bërë aktivitete

Tjetër

18. A mendoni se përgjegjësia më e madhe duhet të jetë tek mësuesi për zhvillimin e gjuhës angleze? Nëse po, jepni një shembull se si kuptohet kjo përgjegjësi?

19. A mendoni se shkolla dhe mësuesit janë në përgjegjësi të plotë për progresin e fëmijëve tuaj në gjuhën angleze?

PO JO

20. Jepni mendimin tuaj, cila është mënyra më e mirë për të komunikuar me mësuesit?

Takimet në shkollë

Telefon

E-mail

Media Sociale (viber, messenger dhe të tjera)

Në mënyrën që zgjedh mësuesi

21. Nga 1 tek 5, a mendoni se përfshirja juaj në detyrat e shtëpisë dhe aktiviteteteve luan rol kryesor në procesin e zhvillimit të gjuhës angleze tek fëmijët tuaj?

22. Jepni mendimin tuaj, kush mendoni se është përgjegjësi kryesor për marrjen e vendimeve në edukimin e fëmijëve tuaj?

Shkolla

Mësuesit

Prindërit

Nxënësi

23. Sa shpesh flisni me mësuesin e gjuhës angleze për zhvillimin e gjuhës së fëmijës tuaj?

24. Nga 1 tek 5, a mendoni se jeni mjaftueshëm të përfshirë në procesin e zhvillimit dhe edukimit të fëmijëve tuaj?

25. A mund të jepni ndonjë sugjerim që në të ardhmen prindërit të përfshihen më shumë në procesin e mësimit dhe edukimit të fëmijëve?

Appendix 2

Teachers Interview

1. How do you define parental involvement?
2. How would you rate the parental involvement in your school?
3. Do you agree with the hypothesis that parents have a significant role in a student's development in English Language?
4. How would you describe the parent's level of English: a. Elementary b. pre-intermediate c. Intermediate d. Advanced?
5. Do you think that parents with elementary English are prevented in a way to be involved in their children's education, and why?
6. How often do you have school meetings?
7. Are you satisfied with the presence of parents in school-meetings?
8. How often do the parents take interest in their children's development besides the school meetings?
9. Are there parents that do not participate in school meetings and do not come to school at all?
10. In your opinion, what are some reasons that they do not participate?
11. What are some ways that you try to engage the parents more to participate in school-meetings, activities and other?
12. In your opinion, is the teacher's responsibility and they should be the one to guide the parents in all school and home activities?
13. Do you think the teachers have a huge responsibility about the students' development of English language rather than parents?
14. In your opinion, are you satisfied with the parental involvement in your school?
15. What are some suggestions that you can give to get parents more involved in their child's development and education?

16. Are parents aware of the legal obligation they have to follow in regards to their children?
17. Do you think it is necessary to remind parents of their obligation according to international conventions in regards to children's rights?
18. Have there been any cases in your classes in which children have not completed homework since they have been asked to help parents at work around the house or maybe cases of child labour?
19. Do you believe that there might be cases in your classes in which children are forced to work on a daily basis?
20. Have you heard positive cases in your schools in which parents can be seen as good examples for their dedication to their children, the school or the society in general?

Appendix 3

Student's Questionnaire

1. Are you male or female?

Male

Female

2. Is your school in an urban area or rural area?

3. How would you describe your own level of English? Please circle the best option for you.

Elementary

Pre-Intermediate

Intermediate

Advanced

4. On the statements below please choose the best option for you:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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My parents ask me about my homework regularly.					
My parents help me with homework.					
My parents check my exercise book regularly.					
My parents encourage me to study hard.					
My parents provide time to study and involve in my studies at home.					
I talk with my parents about my teacher and my day at school.					
The school has regular Parent-teacher meetings to encourage parent involvement.					

5. Does one of your parents understand and speak the English language?

YES NO

If yes, does this reason help him or her to be more involved in your education?

If not, does this reason prevent them from being committed to your English homework and your achievements?

6. On a scale from 1 to 5, how much do you think your parents motivate you to learn?

1	2	3	4	5
Not at all				Very much

7. On a scale from 1 to 5, how much are your parents updated about the progress in English learning?

1	2	3	4	5
Not at all				Very much

8. Does your school encourage your parents to attend school meetings and, if so, how?

9. How often do students want their parents to communicate with their English teachers?

Never Rarely Sometimes Usually Always

10. In your opinion, who do you think is responsible for making decisions about your educational needs:

1. The school administration

2. Teacher

3. Parents

4. You (student)

11. On a scale from 1 to 5, are your parents sufficiently involved in your education?

1

2

3

4

5

Not at all

Very much

12. Do you think that your parents can be more involved in your development as a pupil and, if so, how?

13. What is your suggestion on how to make your parents more involved in your education?