

Parental involvement in Children's learning: Experience from parents on supervising children's learning at home

Assistant Prof. Samjhana Basnyat
Sanothimi Campus, Sanothimi, Bhakatapur
Email: basnyatsamjhana@gmail.com

Abstract

It is believed that parental involvement positively affects children's learning at home. Parents take an active role in supporting the learning of their children at home. As a result, the purpose of this study is to examine how parents are involved in their children's at-home learning and what roles they play in supporting their learning. The primary focus of this study is on parental involvement in assessing children's learning at home (motivators, facilitators, sources of knowledge, and coordinators) in children's learning at home as proposed by Epstein (2011). The study's participants consist of nine parents from Bhaktapur—six mothers and three fathers—who have enrolled their kids in a community school that offers the Basic level. This study was carried out using interviews and applied a qualitative approach. The results demonstrate that parents keep focus on the academic progress of their children at home. Typically, parents help their children study at home, provide them with learning guidance, and get them ready for school. Additionally, they play the duties of parents in their children's at-home learning by performing as coordinators, motivators, facilitators, and knowledge providers. Since this study focuses on family involvement in basic school-level children's learning, it is recommended that future studies concentrate on parental involvement in education at other levels.

Keywords: *Learning at home; Parental involvement; Roles of parents; Children's learning, Basic level education*

Introduction

Parental involvement is considered to be one of the most important variables influencing children's overall development, including their academic development. Hornby (2011) noted that parental support from an early age has an important influence on the education that children receive. It implies that parental involvement is crucial to a child's early education. Wang (2015) additionally established the argument that as parents are the people who are closest to their children, their support and involvement in their education has an impact on how effectively the children learn.

Parental involvement is a way for parents to keep an eye on their children's learning and development. Jeyness (2011) defined parental participation as both direct and indirect academic support for children resulting from the behavior of their parents. A few ways that parents can be involved in their children's education is by offering guidance, providing for their needs, assisting with schoolwork, and so forth. The focus and involvement of parents in their children's at-home education are thought to influence the learning outcomes and progress of the children. According to Gao (2006), parental support and involvement in their children's education includes both active participation in the educational process and a passive role that is influenced by the parents' skills and community attitudes. Additionally, parents and teachers

must work together to create an atmosphere that fully supports children's academic accomplishment (Yulianti et al, 2018). Generally speaking, parental involvement in children's education refers to parents using all of the resources at their grasp to help children learn.

Good parenting in the home includes creating a safe and stable environment, stimulating the mind, having conversations with the child, setting a good example of positive social and educational values, and having high expectations for both good citizenship and personal fulfillment. According to a study, children in Nepal who had their parents supervise their homework had high and satisfied accomplishment levels. Given the significant impact that parental involvement in their children's education and care should have on their lives, it should also have a significant impact on their conduct and academic performance. (Shah,2019).

Parental involvement in children's education at home can be demarcated in different ways. According to Epstein (2011), Parental involvement in education encompasses a range of behaviors and viewpoints linked to sending children to school, assisting and supervising their extracurricular learning on their behalf, and interacting with professionals and school personnel about the required course of action. Similarly, Jeyness (2011) stated that parental involvement entails sharing expectations with their children, helping them with their studies and homework, offering guidance and support, and communicating with both the teachers and the kids regarding their academic work. Parental engagement in children's education, to sum up, is a set of activities parents perform to support their children's education and have a big impact on their learning, growth, and success.

By being involved, parents, who are also excellent teachers, can increase the effectiveness of learning at home. Children and their parents are expected to participate in learning experiences at home. A study by Cunha et al. (2015) on parents' attitudes about homework involvement found that parents had positive opinions about it and that their key goals were to emotionally inspire their children through homework involvement while also assisting them in feeling more responsible and self-determining. This finding is in line with research by Mahmoud (2018) and Sad and Gurbuzturk (2013), which shows that parents usually create an accepting setting for their children to learn at home.

Numerous academic studies examined the responsibilities that parents play in their children's at-home education. After examining these research data, the following conclusions are drawn about the study's primary considerations: (i) *Parents as motivators*- It is common for students who are very motivated to learn to come from homes with dedicated parents who have a supportive attitude toward learning at home and a fundamental integrative orientation. Al-Mahrooqi et al. (2016) found that parents thought their involvement had a substantial effect on the educational achievement of their children, (ii) *Parents as role models*- Children often repeat what they hear and see in their daily lives. According to Ule et al. (2015), parents should serve as role models for their children since they are the individuals who are closest to them. By providing a positive attitude and a good example for their children to follow, parents can serve as their children's first teachers. Parents can serve as learning role models for their children by introducing themselves, mentioning various topics at home, and providing guidance, according to Indriati's (2016) research, (iii) *Parents as facilitators*- Since education

takes place in both homes and schools, parents, acting as facilitators, are in charge of giving the children enough learning resources according to their developmental stage. According to research by Cetin and Taskin (2016), parents must identify their children's learning requirements to meet those needs in a way that is appropriate for their skill level. This is consistent with the research that Indriati (2016) did. For the holistic development of their children, parents are expected to give them environmental input, (iv) *Parents as coordinators*-As coordinators, parents are in charge of keeping an eye on and supporting their kids throughout educational events. Things that make learning time inefficient without parental monitoring may hinder children's learning process. Therefore, in order to preserve the efficiency of the learning hours, parental monitoring is required; parents should not ignore their children when they are learning at home (Gao, 2006), (v) *Parents as a source of knowledge*-Parents have a dual role in their children's education by serving as information sources in addition to providing facilities. Parents who become home instructors to their children can help and support their learning. Kim (2002) asserted that to satisfy their children's curiosity, parents should be prepared to become a source of information for them. The role of parents as knowledge providers is to help their children learn by giving them pertinent information based on their learning needs.

Considering the above research background description, two research questions are developed as follows:

- 1) What types of parental involvement are performed by parents to assist their children to learn at home?
- 2) What are the roles of parents in their children's learning at home?

Methodology

This study employed a descriptive qualitative methodology, focusing on understanding a phenomenon from participants' perspectives through detailed narrative explanations (Miles & Huberman, 2011). Creswell (2012) emphasized that qualitative research in social sciences helps researchers explore individuals' beliefs, actions, values, and motivations. This approach is essential to understand the specific phenomenon under investigation, aligning with the study's goal of exploring the roles of different types of parents in supporting their children's home learning. Nine parents (six mothers and three fathers) from Bhaktapur, whose children attend basic-level community schools, were purposively sampled based on criteria relevant to the study (Creswell, 2012). Data were collected through semi-structured interviews based on parental involvement questions proposed by Poyraz (2017) and Akram et al. (2020). Interviews were conducted in Nepali from September 13th to 25th, 2024, each lasting 25-30 minutes. The data analysis followed an inductive qualitative method, organizing and interpreting the information to identify patterns (Miles & Huberman, 2011). The findings on parental involvement were structured according to Epstein's (2011) categories of support for children's learning, and the results were presented to address the study's research questions.

Findings

The findings of this study emphasize that parents perform six types of parental involvement in assisting their children to learn as mentioned by Epstein (2011). The six types of parental involvement are parenting, communicating, volunteering, collaborating with the community, supervising children's learning at home, and decision-making. Among them, my focus of the study was helping children's learning at home by their parents.

Supervising children's learning at home

When parents actively supervise their children's learning at home, they provide the necessary resources, assist with homework, and communicate with their children in a manner appropriate to their level of skill. Assignments give students, families, schools, and other adults who assist with child care the chance to engage in meaningful relationships. Students benefit from well-designed homework because it gives parents a chance to observe what their children are learning, discuss it with them, and engage with professionals and other members of the educational organization about how to help children learn. In this regard, all of the parents gave positive replies to the question "How do you set up resources and materials that you think will help your child learn at home?" "The noticeable responses from parents are explained below.

Parent 2: When he comes back from school, I regularly check his school diary and assist him in completing homework at first. I provide extra books and learning material as he need.

Parent 6: I provide my children with some playthings, storybooks, and dictionaries. Additionally, I set up a device and allowed her to see educational videos from Instagram, TikTok, and YouTube.

According to the results of this investigation, most parents checked their children's homework on a regular basis. The results of the study indicate that the majority of parents participate in their children's at-home learning. It appears that the parents have prepared certain resources and media that they think would help their kids learn at home. For children, some parents supply storybooks, while others give dictionaries and textbooks. While this is going on, some others get their mobile devices or laptops ready and download several educational and dictionary apps for their children to benefit from.

Moreover, the parents gave positive answers to the question "How do you usually communicate with your child at home? Some of the prominent answers are listed below.

Parent 9: I often say to tell me what you feel. She usually prefers to tell the things and events happening on the day. I usually say about like/ dislike relating to colors, animals, and things found around us.

Parent 5: I usually communicate with my children at home by having regular conversations, listening to their thoughts, discussing issues calmly, and encouraging them to share their feelings openly.

Parent 1: I usually communicate with my child at home by talking openly, listening actively, discussing their day, addressing concerns patiently, and creating a supportive environment for honest and meaningful conversations.

According to their responses, they all generally communicate with the children at home. Open communication, listening actively, discussing the day, addressing the concerns of children, and creating a supportive environment is the way the respondent parents follow at home. Asked the parents about managing their children's timetable at home, the responses are mentioned in this way.

Parent 3: I set a routine for my children's activities at home by planning a daily schedule, balancing study and playtime, setting consistent meal and bedtime hours, and ensuring flexibility when needed.

Parent 2: I do not set a routine for my children's activities at home. I prefer to let them manage their time independently, focusing on flexibility and encouraging them to prioritize tasks themselves.

Parent 4: Yes, I set a routine for my children's activities at home by creating a structured plan, prioritizing homework, chores, and playtime, and ensuring consistency to help them improve discipline and balance

Those responses indicate that routine for children's activities at home helps create structure, balance study and play, instill discipline, and promote healthy habits while allowing flexibility to adapt to their individual needs and interests. Asked the parents how often they assisted their children with their homework as well. The study found that most parents always help their children with homework. The parents also responded satisfactorily to the question, "How do you supervise your child as they study at home and support them with difficulties with their homework? The following list includes the most notable responses.

Parent 7: I usually monitor and help my child with the homework such as helping him to understand the lesson and the question answer given by school.

Parent 2: I assist my children with homework by offering guidance, clarifying doubts, ensuring a quiet study space, motivating them to stay consistent, and encouraging problem-solving to build independence.

Parent 8: As a parent, I assist my children with homework by guiding them to understand concepts, encouraging independent thinking, providing resources, answering questions, and creating a focused, supportive environment for learning.

According to their responses, every parent keeps an eye on children when they are learning at home and assists them in resolving homework issues. In relation to the homework, parents were also asked another question. Additionally, parents were questioned about how frequently they sign in their children's homework. In this regard, the majority of the parents said that they sign their children's homework regularly. Consequently, the consistency in signing of homework could be an indicator of the active participation of parents in the supervision of homework. According to their particular knowledge, most parents teach their young children how to properly understand the text and questions that are offered to them.

The roles of parents in their children's learning at home

The interview showed that parents perform all of their responsibilities to support their children's learning at home, as stated by Epstein (2011). The roles as parents as motivators, coordinators, facilitators, and source of knowledge are discussed under this topic.

Parents as a motivator:

As motivators, parents support their children's pursuit of complete education. Responding to the inquiry, "How can you, as a parent, help your child learn at home?" According to seven out of nine parents, they help their young children learn by acting as motivators for them.

Parent 1: I consider myself to be a motivator in my responsibility as a parent. I usually tell my child that since education is crucial to his future, he shouldn't be lazy about paying attention in class when he is a little lazy to study his lessons.

Parent 8: My child learns best at home, and I constantly promote this. I always teach him that it's acceptable to make mistakes and that you should keep learning in order to be more successful at what you do.

According to their answers, the majority of parents think that they work as motivators to help children learn at home. They are positive that it is their duty as parents to support their children's learning.

In addition to the opinions provided above, every parent responded enthusiastically to the query, "In your opinion, are you, as a parent, required to encourage your child to learn at home?" Below are some of the most recognized responses.

Parent 1: Of course! I need to motivate my child to learn at home as a parent.

Parent 6: Completely! I need to give motivation to my child so that he becomes more passionate to learn.

Based on their responses, the parents feel that it is their responsibility as parents to encourage their children to learn. They stated that it is essential that parents encourage their children's education. Additionally, it is their belief that providing children with motivation would increase their engagement and desire for learning.

Additionally, in response to the question, "What is your role as a parent when your child faces some difficulties in learning?" most parents also suggested that they serve as motivators for their own children. The following is a list of the notable responses.

Parent 1: It is my duty as a parent to assist my child in solving the problem and to support his academic growth despite his learning difficulties.

Parent 2: My role is to motivate my child. So that my child wouldn't feel unhappy and could continue studying, I would encourage her.

Parents' responses indicate that most of them perceive themselves as motivators for young children when they experience challenges during the learning process. They stated that in order to keep the children from feeling unhappy, they motivate them to learn even when faced with some learning obstacles. Additionally, even though it takes time for children to

recover and overcome their learning challenges, they support them in continuing their education.

From the above evidence, Parents are obligated to motivate their children to learn. They believe that by giving motivation to the children, they can become more eager to learn. Also, when the children notice some worries, the parents encourage them to keep learning and help to find the solution. So, one of the roles of parents in their children's learning is as a motivator.

Parents as coordinators as well as facilitators

In their role as coordinators, parents coordinate and supervise their children's educational activities. However, in their role as facilitators, parents need to ensure their children have sufficient instructional materials according to their phase of development. Responses from the parents to the query, "How do you, as a parent, monitor your child while they are learning at home?" A few of the remarkable responses are mentioned here.

Parent 4: As a parent, I act as a coordinator by setting up my child's schedule for when he needs to complete his homework and review the lesson. Additionally, I facilitate. He gets the resources he requires from me, such as children's books, dictionaries, and sometimes my phone.

Parent 6: Since I keep an eye on my child while she learns at home and give her the resources she requires, I serve as both a coordinator and a facilitator.

According to the parents' responses, they all consider themselves facilitators and coordinators when it comes to helping children learn. They are the coordinators because they set up the children's playtime and learning routines and keep an eye on them when they are learning at home. They also act as facilitators by providing children with the learning resources they need, like books, dictionaries, and smartphones.

Furthermore, answering the query, "How do you, as a parent, help your child to learn at home?" The majority of the parents suggested that they facilitate and coordinate the education of their children.

Parent 5: I am responsible for monitoring and creating a suitable and relaxed learning environment for my child when she learns at home.

Parent 7: As a parent, I am responsible for preparing everything at home that my child needs to keep him learning.

The responses indicate that parents consider themselves as facilitators and coordinators of their children's education. Since they keep an eye on the children's homework at home, they are the coordinators. As facilitators, they set up the necessary supplies for the children and make the learning space a pleasant environment.

In addition, the parents' answers to the query, "What do you think your role as a parent is when your child experiences some learning difficulties?" demonstrate that they see themselves as facilitators and coordinators of their children's at-home learning. Below is a summary of some of the most notable responses.

Parent 3: I talk to my daughter about her difficulties and then attempt to find a solution. I'll provide her the opportunity to use some new learning resources if necessary.

Parent 4: I plan my child's playtime and learning hours to prevent learning stress, and I simply look for solutions.

Their responses indicate that when their own children struggle academically, they see themselves as both coordinators and facilitators. They are the coordinators because they plan children's play and learning hours so their children won't become stressed out from learning. In order to help the kids learn, they also give them new media according to the challenges they experience; thus, they act as facilitators.

Parents as source of knowledge

Being a source of knowledge, parents help and support their children's development by acting as their own personal home teachers. The question, "Do you think that every answer that you give your child can be the new source of knowledge for him/her?" received positive answers from every parent. The following highlights the notable responses.

Parent 6: Indeed, my response to my child's query may serve as a fresh source of information for her, as I translate some unfamiliar terms for which I am unclear of the meaning and consult Google for support.

Parent 7: Using what I know, I always assist my children with his assignments. Additionally, whenever I am unclear about the issue being addressed, I constantly seek the answer by using Google and translating terminology that I am not familiar with. I think I could always teach him something new.

Based on the parents' responses, they believe that they can be the source of knowledge to the children when they learn. They always make sure to give the correct answer to every question the children ask. Also, responding to the question "In your opinion, what is your role as a parent in assisting your child in learning at home?" Eight out of nine parents believe that they can be a source of knowledge in helping their children learn at home.

Parent 3: As a parent, I become my child's friend for conversation at home and the one she could ask for help if she finds something doesn't understand like new words and new information.

Parent 9: I can be a help for my child when he finds some difficulties with learning such as telling him some word meanings and some new words that he doesn't know, and help to learn some new words.

The parents' responses indicate that they think they may provide the children with new information about the problem in question. According to the parents' responses, they do think that their children may learn new information from the answers to the questions they present. They consider themselves as a resource to help children learn at home, to put it simply. To sum up, it was found out through the interview that parents accomplish the roles of parents described by Epstein (2011) in assisting their children in learning at home.

Discussion

Regularly preparing their children for school is an indicator of good parenting and the first sort of parental involvement. They deliver breakfast, assure the children have everything they need for school, and then send them over to school. This is well-matched with the theory identified by Huang (2013) that Parents can support their children's learning at home by making ensured they are basically ready for class, which includes making breakfast or lunch, assessing their learning devices, and making accommodations for school.

Additionally, parents demonstrate their supervision of their children's at-home education by interacting with them there, offering assistance with homework, and providing the necessary resources. This is also in agreement with a previous study by Nasir et. al. (2021) on parental involvement in home learning for their children as young learners. The findings indicated that parental involvement in their children's education is confirmed by providing them with materials to assist in their learning, allowing them to learn at home while enjoying daily activities, and assisting in the memorization of prior knowledge. Parents' active participation increases their children's engagement with the curriculum. Another prior study conducted by Rasyid (2017) stated a similar result. Parental participation has been shown to have a positive impact on children's learning development, including assisting with homework, talking to them at home, and providing essential learning resources.

According to the findings, parents' perceptions of their particular roles in their child' at-home education coincide with Epstein's (2011) idea that parents serve as their children's teachers, role models, coordinators, facilitators, and sources of information. Most importantly, the parents regard themselves as motivators in their children's at-home learning. Their view indicated as parents, when the kids are having problems comprehending the content, they must encourage them to learn it properly. The parents claimed that by encouraging their children, they will remain enthusiastic to learn more about prior work and won't become discouraged if they experience complications. This validates Butler's (2013) argument that parental encouragement is crucial for strengthening children's readiness to stay the course when they experience challenges in their home learning.

It is good to note that in the study of Basnyat (2023), she stated that students whose parents had the time to assist them with their academic tasks performed better than those whose parents or guardians did not provide any sort of support. A well-prepared assignment helps students feel more comfortable participating in class. As a result, teachers often appreciate all the assistance that parents contribute to their children's homework. It has been shown that children whose parents were more involved at home (checking their programming, talking to them about classroom, lesson, and friend topics, or participating in extracurricular educational activities) performed better in various areas of parental involvement or received higher grades. The study's findings may assist parents and teachers in better understanding how various types of parental involvement impact students' academic success.

Furthermore, when their children study at home, the parents perceive themselves as both coordinators and facilitators. For the purpose of reducing learning pressure, parents plan their children's play and learning time. Additionally, they assist with homework and keep a

check on their children when they are learning at home. This is consistent with a study by Emi (2019) that found parents encouraged their children's learning in three different manners. The findings demonstrated that parents encouraged their children's learning by acting as coordinators, motivators, and facilitators. Encouragement of learning, assistance with homework, supplying learning resources, scheduling extra instruction for the children, fostering an encouraging environment at home, and communicating with the teacher are all situations in which these responsibilities are expressed. Similarly, Pant (2015) carried out a study on the role of parents in their children's learning at home. The results indicated that parents played the role of path providers, facilitators, motivators, and consultants in supporting their children's learning at home. This is in agreement with Gao's (2006) belief that parents should not ignore their children while they are learning at home in order to safeguard the efficacy of the learning sessions.

Additionally, the parents provide their children with all the resources they need to learn, including word cards, dictionaries, devices, textbooks, and other accessories. If the children are having difficulty with learning, their parents are likely to ask them about it and give them some additional learning resources based on the problem at hand. This is in accordance with the idea that parents must identify their children's learning needs in order to meet those needs in a way that best meets their capacity for learning. (Cetin & Taskin, 2016). Additionally, based on their knowledge, the parents are concerned to provide the children with adequate responses to the questions they ask. Therefore, in this situation, the parents serve as the children's primary information sources. This is consistent with the idea that parents need to be prepared to act as a source of information for their children in order to meet their curiosity (Kim, 2002).

Conclusion

The study employed Epstein's approach to explore how parents may support their children's learning at home. According to a study conducted at the Community School in the Bhaktapur area, which involved interviewing nine parents whose kids enrolled in the Basic school. In general, families encourage their children to learn at home, give learning guidance, and get their children ready for school. In the meanwhile, every parent who responded to the questionnaire acknowledged playing the roles of coordinator, facilitator, motivator, and supplier of knowledge identified by Epstein. Their children feel motivated to learn with enthusiasm, their play and learning timetables are organized well, and they provide an ample learning environment.

Based on the findings of the present study, it is necessary to make some recommendations in this area. First, for teachers, it is necessary for the teachers to encourage parents in children's home learning so that children's knowledge and skills in learning content can be developed well. Also, the teachers require parents to be involved in the children's progress and problems in learning at home so that both parties know what type of program is essential and make it easy to search for the best solution to the learning problems. Second, as their children's first teachers and the primary interaction partners, parents need to get involved in their education by providing instruction them with novel terms and conversations at home, helping them with their homework, asking them if they experienced any problems, and

encouraging them to learn whatever they can. Also, Parents need to provide necessary support, facilities, and resources such as books, dictionaries, learning apps, stationery, etc. as well as an appropriate learning environment for the children's learning at home.

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