

Parent's perception in English Language Education

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Abstract

This study pursued to examine the Nepali parents' perceptions about parental involvement in learning English language and to explore relationship between parental involvement level and variables such as parents' gender, educational background, and level of proficiency in English. A sample of 123 parents, ranging the age between 30 to 70, of the students studying at primary grade of a private school was selected for the study using the simple random and convenient sampling techniques. The study focused on the identifying the parents' perceptions of their involvement in children's education. T-test and ANOVA were used to analyze inferential statistics of quantitative data. Findings show that parents have a positive attitude towards parental involvement and they are generally aware of the academic and psychological aspects of education. They have a good relation with the teachers and they get involved in their children's English language education directly and indirectly. Findings also indicated that such demographic characteristics as gender, age, occupation or level of education, generally, make no significant difference on parents' perceptions about parental involvement. Based on the findings of the study, it is recommended among others that the parents should pay the special attention to their kids at home for better performance. And reinforcing environment plays the vital role for children.

Keywords: Parental perception, English education, private school, children development, motivation.

Introduction

Children's developmental process is without a doubt impacted by friendly climate like family, school and local area whose association in training has as of late acquired in significance. The guardians are the principal instructors of kids and this job proceeds in any event, when they start school. Also, guardians need to become community-oriented accomplices with educators to give a climate that helps their kids' presentation at school (La Rocque, Kleiman, and Darling, 2011). Examination proposes that parental association influences the learning results as well as understudies' social, passionate, mental and interactional improvement (Al-Mahrooqi, Denman, and Maamari, 2016). Then again, it ought to be mulled over that parental association includes a few measurements other than guardians like kids, instructors, school chairmen or strategy producers (Epstein and Sanders, 1998). Accordingly, parental contribution can be characterized as the activities that the guardians act to help their youngsters' school accomplishment, which requires joining organizations, for example, parent-kid, parent-educator and parent-parent (Mcneal Jr, 2014). In Nepal, the guardians uphold the possibility that they could make critical distinction for their kids' schooling when they engage all the while; in this manner, they mirror the possibility that they should take part in the process effectively.

Similarly, the research conducted by Erdener and Knoeppel (2018) suggests that the parents accept that parental involvement is an important factor influencing children's educational success without giving up the ideal education in school's responsibility. The present study grew out of the researcher's teaching English to young learners in a private school and his

interest in the Nepali parents' perceptions about parental involvement in English language teaching. Therefore, this research aims at finding out the Nepali parents' ideas about involving in their children's English learning process in relation to their demographic characteristics.

Literature Review

Components thought to impact parental association have been investigated in a few examinations (Calzada et al., 2015; Pena, 2000; Tekin, 2011). It was discovered that financial status, guardians' instructive foundation, educators' and school heads' mentalities, social impacts were the fundamental indicators of parental association. Past investigations announced that the guardians with low financial status were less occupied with their youngsters' schooling (Calzada et al., 2015; Tekin, 2011). Ongoing exploration additionally uncovered that guardians occupied with the youngsters' schooling in the event that they were welcomed by the educators (LaRocque et al., 2011). Furthermore, Şad and Gürbüztürk (2013) considered the manners in which that guardians took an interest in their kids' schooling. They investigated that guardians decided to speak with the kids, to establish viable home climate, to help their self-awareness and to help schoolwork as opposed to chipping in at school.

When it comes to the influence of parental involvement on second language (L2) development, previous research suggests that parental involvement has a considerable effect on children's L2 learning and development (Panferov, 2010; Xuesong, 2006). Parental involvement affects children's L2 achievement motivationally, affectively, socially and cognitively (Fear, Emerson, Fox, & Senders, 2012). On the other

hand, Hornby and Lafaele (2011) state that parents' perceptions may affect the efficiency of parental involvement adversely. To illustrate, they may be afraid of involving their children's education because of their lack of knowledge in the field. Nevertheless, Castillo and Gamez (2013) use the analogy "...a parent can teach a kid to ride a bike even if he/she does not know how to ride." to refute the parents' claim about their lack of involvement resulting from their lack of knowledge. In other words, they argue that the parents can contribute to their children's L2 development even if they cannot speak the target language. In a nutshell, parent-school partnership makes the students feel more comfortable socially and emotionally, which influences students' success positively (Niehaus & Adelson, 2014). By the same token, parents' activities are taken as a part of parental involvement which may affect L2 development directly or indirectly (Üstünel, 2009).

Previous research on parental inclusion in connection with English language training mirrored that guardians' convictions their contribution impacted youngsters' accomplishment (Al-Mahrooqi et al., 2016; Mahmoud, 2018). Then again, past research likewise uncovered that guardians' genuine inclusion was not adequate despite the fact that they knew about its importance (Al-Mahrooqi et al., 2016). From a more broad viewpoint, Niehaus and Adelson (2014) investigated the relationship among school uphold, parental inclusion and social, passionate and scholarly results for youngsters' English language improvement. They announced that parental association was straightforwardly connected to class uphold and more significant level of parental inclusion decline tension, which expanded understudies' accomplishment.

Objectives of the Study

The objectives of this study is to find out Nepali parents' perceptions about parental involvement. The study also aims to explore the relationship between parental involvement level and variables such as parents' gender, educational background and level of proficiency in English. For this reason, this research seeks to address following research questions:

- 1) How do parents get involved in their children's English learning process?
- 2) Do parents have different levels of involvement with regard to their gender, age, educational background or level of English?

Method

The participants of the present research included the parents of the students studying at the primary grades of a private primary school in Kathmandu. Out of 180 parents, 123 of them voluntarily participated in the research. Their age ranged from 30 to 70.

This research was quantitative in design and the study was conducted in the form of a survey, which aims at

not only finding out their level of involvement in relation to their demographic features but also identifying the Nepali parents' perceptions of their involvement in children's education. The researcher has adapted Mahmoud's (2018) survey that consists of 29 items for three categories of parental involvement: (i) relation with teachers, (ii) the nature of academic help that the parents can give to their kids at home, and (iii) logistic indirect help for kids. Additionally, the instrument includes a section on parents' demographic information which helped the researchers to investigate the relation between parents' demographic characteristics and their school involvement. The attitude scale is 29 item Likert scale with a scale of 1 to 5 (1=never, 2= rarely, 3=sometimes, 4=usually, 5=always).

The questionnaires were sent to the parent via email after they were informed about the research project and the types of the questions, they need to answer ensuring them the confidentiality of the personal information. Quantitative approach was used in the data analysis. Quantitative data analysis was carried out to address the research questions formulated for the present study. The data were analyzed using IBM SPSS 20 statistical package. To begin with, the participants' scores were computed to obtain the perfect scores for all three subscales. Next, frequency, percentages and means were employed to obtain and characterize the participants' perceived levels of parental involvement in their children's educational development. The independent-samples T-test was used to find out the role of gender differences in the participants' perceptions of parental involvement in children's educational development. Furthermore, the one-way analysis of variance (ANOVA) was conducted to find out if the participants differ in their perceptions of parental involvement in children's educational development with regard to such demographic factors as age, occupation, and level of education.

Results

This section presents the results of the current study in terms of descriptive and inferential statistics.

Descriptive Analysis

The above table shows out of 123 respondents, 26% were male and 74% were female. 52% male and 78% female came under the age group 30-39 years, 38% male and 19% female in 40-49 years, 8% male and 3% female in 50-59 years and 2% male and no female in age group 60-69 years. About occupation, 21% male and 47% female were in private sector, 35% male and 26% female in public service and 44% male and 27% female in business. Regarding educational level, 28% male and 26% female were SLC passed, 52% male and 40% female intermediate pass and 20% male and 34% female were bachelor or more passed.

Table 1 Demographic statistics

Characteristics	Male (%)	Female (%)
Count	26	74
Age Group		
30-39 years	52	78
40-49 years	38	19
50-59 years	8	3
60-69years	2	0
Occupation		

Private Service	21	47
Public Service	35	26
Business	44	27
Educational Level		
SLC	28	26
Intermediate	52	40
Bachelor or More	20	34

Table 2 Percentage of responses for the first subscale

Item	Relation with teachers	Always	Usually	Sometimes	Rarely	Never
		%	%	%	%	%
1	I keep in touch with teachers	18	38	31	13	0
2	Teachers phone me when my child misses an assignment or does poorly in exams	9	18	12	26	35
3	I let the teacher know I am watching my child's study habits and attitude towards school	22	41	27	9	1
4	I ask the teacher how I can support my child in areas he/she may need to improve	20	38	29	10	2
5	I share any information that might help the teacher understand my child	18	40	28	9	5
6	I get a teacher to tutor my kid if he has gaps in certain areas	15	16	22	24	23
7	I thank the teacher when I appreciate something he has done for my child	57	33	9	1	0
8	The first man to consult is the teacher if my child is struggling with homework	58	29	7	4	2
9	I make sure that my teaching strategies go with the teachers' strategies	26	41	20	11	2

The analysis of percentages of responses to the first subscale items, Table 1, revealed general tendency toward "always", "usually" and "sometimes" in all items except for items 2 "Teachers phone me when my child misses an assignment or does poorly in exams" and 6 "I get a teacher to tutor my kid if he has gaps in certain areas", emphasizing on the teachers' being indifferent (61%) to their students' sense of responsibility and their poor performance at school on one hand and parents' lack of interest (47%) in their children's school performance and achievement on the other. In the rest of the items, positive relationship with teachers exchange dominance among "always", "usually" and "sometimes", with items 7, 8, 3, 4, 9, 5, and 1 presenting the highest frequencies, respectively.

Careful analysis of the percentages, Table 2, further revealed that nearly 6 out of ten (57%) of the parents always appreciate the teachers' help and contributions to their children's school performance (item 7) and, in the same vein, 58% of them always prefer to consult with the teachers whenever they find their children struggling with homework assignments at home.

As for the responses of the participants' for the second subscale, the analysis of the percentages of responses,

Table 2 showed great tendency toward "always", "usually" in items 1,5,6,7,8 with the highest percentage for item 6 (92%) "I watch my children for signs of frustration or failure. I let them take a break or talk through difficulties", indicating that the respondents have a close eye on their children and provide help whenever they notice the signs of frustration or failure. With regard to items 2, 3, and 4, which emphasize on providing instant help for the kids, the results showed a huge shift to either "sometimes" (40% on the average) and/or "Rarely" and "Never" (25% in items 2 and 4 and 53% in item 3).

These findings indicate that the respondents are aware of the importance of students' involvement and their relative independence while performing tasks and doing their homework assignments. This awareness is also vivid in item 5 in which nearly 90% encourage independent work and prefer to give indirect help and guidance rather than direct answers to their kids' questions. Unlike item 1 where more than 90% give the L1 equivalents of difficult words, the respondents avoid giving L1 translations and instructions since it seems that they know these behaviors are considered as inappropriate by the teachers and practitioners and are also inconsistent with educational theories.

Table 3 *Percentage of responses for the second subscale*

Item	Relation with teachers	Always	Usually	Sometimes	Rarely	Never
		%	%	%	%	%
1	Whenever he has a difficult word in English I give him the Nepali meaning	29	50	15	6	0
2	I make him read texts and give him the Nepali translation	13	25	37	19	6
3	When he can't answer comprehension questions I answer for him	3	12	32	29	24
4	I give him the instructions in Nepali	11	22	41	19	6
5	I encourage my child to work independently. If my child asks for help, I listen and provide guidance, not answers	24	50	17	7	2
6	I watch my children for signs of frustration or failure. I let them take a break or talk through difficulties	46	46	6	2	0
7	I have my children do harder work first, when they are most alert. Easier work will seem to go faster after that	32	40	19	6	3
8	I check my child's diary to know his assignments every day	39	32	16	11	2

Table 4 *Percentage of responses for the third subscale*

Item	Relation with teachers	Always	Usually	Sometimes	Rarely	Never
		%	%	%	%	%
1	I join SMS groups with parents to follow up with assignments and exams	36	35	15	11	3
2	I attend PTA meetings to give suggestions and discuss ideas related to improving teaching strategies	48	28	9	7	8
3	I take time to understand my children's world—their friends, activities, etc	53	39	6	0	2
4	I go with my children to places where learning is a family activity	47	38	11	3	1
5	I make daily study time a "family value," something each child does with or without homework assignments from school	11	17	41	23	8
6	I make sure the home environment is welcoming and motivating to study	33	50	14	3	0
7	I establish a family routine with regular mealtimes, bedtimes, homework time, and outdoor play/exercise time	37	34	24	5	0
8	I show and model courtesy when talking with my children by using please, thank you	54	39	7	0	0
9	I spend a few minutes daily with each child, talking and listening with patience and love	63	31	4	2	0
10	I praise my child for real effort and good attitudes about school work	72	26	2	0	0
11	I pick a time when my children will study each evening; I don't let them wait until just before bedtime	37	42	12	7	2
12	I try to do some of my own "homework" while my child studies, such as bill paying, reading, and writing	18	29	32	15	6

Finally, the analysis of percentages of responses for the third subscale, i.e. the logistic and indirect help parents give to their kids, (nearly 90%) had positive attitudes toward providing logistic and indirect help for their kids except for the item 5 “*I make daily study time a ‘family value,’ something each child does with or without homework assignments from school*” where 31% of the parents reported that they don’t make daily study time a ‘family value’ for their children’s activities at home. The high percentages of positive attitudes toward giving logistic and indirect help, Table 3, indicates that parents understand and value the importance of providing indirect help in teaching and

Table 5 Independent Sample t-test for Difference regarding Parental Involvement on the Basis of Gender

Variable	Gender	N	Mean	SD	t-value	Sig.	Cohen's d
Parental	Male	31	106.362	14.090	-1.246	0.214	0.13
Involvement	Female	92	107.972	9.265			

The findings revealed no statistically significant difference among the participants in terms of their perceptions of parental involvement in students’ educational development since the p-value was larger than 0.05. However, the results of item by item analysis of the responses revealed significant differences among the participants in items 8 “*The first man to consult is the teacher if my child is struggling with homework*”, $t(121) = 2.22, p = .037$, and 9, “*I make sure that my teaching strategies go with the teachers’ strategies*”, $t(121) = 2.52, p = .005$, of the first subscale, i.e. the relation with teachers, with females having greater mean scores, ($M = 4.50, SD = .79; M = 3.92, SD = .97$) than males ($M = 4.12, SD = .99; M = 3.32, SD = 1.07$) in items 8 and 9, respectively.

Regarding the second subscale, i.e. the nature of the help parents give to their kids, the participants differed in their perceptions only in item 3 “*When he can’t answer comprehension questions I answer for him*”, $t(121) = 2.12, p = .035$, with males having higher mean score ($M = 2.77, SD = 1.23$) than females ($M = 2.30, SD = 1.30$).

Finally, the findings revealed a statistically significant difference among the participants in their perceptions of ‘logistic and indirect help parents give to their kids’, the third subscale, only in item 12 “*I try to do some of my own ‘homework’ while my child studies, such as bill paying, reading, and writing*”, $t(121) = -2.54, p = .01$, with females having higher mean score ($M = 3.52, SD = 1.10$) than males ($M = 2.93, SD = 1.12$).

One-way analysis of variance (ANOVA) was also conducted to see if the participants differ in their perceptions of parental involvement in students’ educational development with regard to age factor. The findings revealed no statistically significant differences among the participants since in all subscales and items the p-value was greater than .05, $P > .05$. In the same vein, the results of one-way analysis of variance

learning process. More specifically, 100% of the parents try to show and model courtesy while talking to their children and also preferred to praise them for their real effort and positive attitudes toward school work. Finally, nearly 98% tend to understand their children’s world, provide a welcoming and motivating home environment for them, and spend time with each child, talking and listening with patience and love.

Bivariate Analysis

An independent samples t-test was run to find out if there is a difference in participants’ perceptions of parental involvement in students’ educational development with regard to gender factor.

(ANOVA) demonstrated no significant difference in the participants’ perceptions of parental involvement in students’ educational development in terms of occupation and level of education.

Discussion

Parental involvement includes a variety of practices that the parents could implement. One of the most significant practices is to construct partnership with the teachers since it reinforces the students’ achievement and promotes the quality of education (Akkok, 1999; Mafa & Makuba, 2013). The findings of the survey regarding the parents’ relation with the teachers indicate that there is a high level of information exchange between parents and the teachers, which is in consistence with findings of the previous research (Akkok, 1999; Mahmoud, 2018). On the other hand, the parents have responded to the two of the questions negatively in the present study. Based on the findings, it can be suggested that teachers are indifferent to their students’ sense of responsibility and their poor performance at school along with parents show lack of interest in their children’s school performance and achievement. When it comes to the second assumption, the parents have highlighted their hesitation of making the students frustrated. In other words, the parents are afraid of making students fed up with studying English. This point of view makes us to infer that parents are aware of the psychological aspects of the education. Therefore, they try to avoid possible negative influences of their over-engagement in the children’s education, more specifically English language development. This inference is in line with Al-Mahrooqi et al.’s (2016) study revealing parents’ awareness of academic, psychological and social influences of parental involvement. However, parents believe in the positive effect of their involvement on students’ different educational outcomes in their study.

In respect to the academic assistance that the parents provide for their children, quantitative results show that the parents are conscious of the importance of students' independent and responsible behaviors while studying since the parents have indicated that they encourage the children work independently. Secondly, the parents are aware of the adverse effects of giving L1 translations and instructions. Thus parents attribute their children's achievement to the teacher. In the same vein, the parents indicate that they not only prefer to consult the teachers struggling with the homework but also expect teachers' guidance so as to involve more efficiently in the process. Therefore, the possible implication for this finding might be that the teachers should be aware of the parents' expectations and guide them for efficient teacher-parent partnership (Pena, 2000; Xuesong, 2006)

As for the logistic and indirect help parents give to their children, all of them recognized the significance of providing indirect help in teaching and learning process. At the same time, almost all of them highlighted their inclination to understand their children's world, provide a welcoming and motivating home environment for them and spend time with the children, talking and listening to them in patience and love. This finding is in agreement with not only Mahmoud's (2018) result but also Şad and Gürbüzürk's (2013) finding, suggesting that parents often provide a reinforcing environment for their children at home so as to assist their learning.

When it comes to the relationship between parents' demographic characteristics and their perceptions about parental involvement, the results suggest no statistically significant difference in terms of gender factor. On the other hand, detailed investigation regarding the relation with the teacher unearthed that female participants have more tendency to consult the teacher when struggling with the homework and they attach more importance to have similar strategies with the teacher. As for the academic help they give to their children, the male participants tend to give direct answers of the questions when the children could not answer compared to female parents. Lastly, the findings found out a statistically significant difference in parents' perceptions of logistic and indirect help they give to their kids. Namely, females have higher mean score than males in terms of doing their homework while the children are studying. With regard to the age factor, the findings revealed no statistically significant difference among participants' perceptions of their involvement in children's education. In the same direction, their perceptions do not vary according to the occupation or level of education. These findings are in line with those of several studies (Hakyemez, 2015; Şad & Gürbüzürk, 2013; Tekin, 2011) while differing from Erdener and Knoepfel's (2018) results claiming that these

demographic features influence parental involvement significantly; that is, educated parents get more involved in education.

Conclusion

The current examination looked to research Nepali guardians' discernments about parental inclusion in English language training. Regardless, discoveries propose that they have an uplifting disposition towards parental inclusion and they are for the most part mindful of the scholarly and mental parts of training. Concerning the parent-educator organization, they accept that there is an effective connection with the instructor. In addition, they consider the to be as a specialist; thusly, they not just counsel him/her in the event of need yet additionally anticipate direction. As for their inclusion, they peer down on their commitment to their kids' English turn of events. With regards to the scholastic assistance they offer, they are aware of the meaning of schoolwork duty and self-sufficient work since the vast majority of them just give direction while the kids doing schoolwork. Concerning roundabout and calculated assistance they provide for their youngsters, the guardians join significance to it however much the immediate assist they with offering like aiding the kids' schoolwork. At last, segment attributes like sex, age, occupation or level of instruction, for the most part, have no huge effect on guardians' discernments about parental contribution albeit some of them may impact various parts of their association.

This exploration has just centered around the guardians' insights about their association in language training. Instructors' points of view could be inspected for additional examination. Accordingly, the idea of their association could be perceived for growing more powerful procedures to improve educator parent organization. The current examination is directed in a non-public school. Since past research proposes the significant impact of financial level on parental association (Erdener and Knoepfel, 2018), this examination might be repeated in various settings and schools including this variable to discover the impact of financial status on the parental inclusion in L2 advancement. Finally, guardians' insights may change throughout the time as their kids develop. Consequently, this examination could be executed again with the guardians' of kids in various age groups

The present study has several limitations. Firstly, the results may vary in different contexts since the data of the study was collected in a private school in which the parents' demographic characteristics are somewhat similar. Secondly, it focuses on parents' perceptions without measuring the academic, social or psychological outcomes of parental involvement for children's English development. Consequently, the parents may be mistaken about the effects of their involvement. Also, the teachers may perceive this

process in a different way. Thus their perceptions need to be investigated for drawing a clearer picture of the influence of parental involvement. The study is implacable to give the guidelines to the parents in connection to their duties for loving and caring environment towards their children. The parents should be more than responsible to listen and talk with their children. Similarly, they should remain in touch with school teachers for the information of their children.

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