

**PARENTAL INVOLVEMENT IN THEIR
CHILDREN'S ENGLISH AS A
SECOND LANGUAGE (ESL) LEARNING IN
PRIMARY SCHOOLS IN MALAYSIA**

NURUL ZULAIKHA BINTI ALIAS

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PRIMARY SCHOOLS IN MALAYSIA**

by

NURUL ZULAIKHA BINTI ALIAS

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LIST OF ABBREVIATIONS

CEFR	Common European Framework of Reference for Languages
ESL	English as a Second Language
KSSR	Kurikulum Bersepadu Sekolah Rendah
MEB	Malaysian Education Blueprint
MOE	Ministry of Education
NPE	National Philosophy of Education
SES	Socioeconomic Status
SPM	Sijil Pelajaran Malaysia
PI	Parental Involvement
USM	Universiti Sains Malaysia

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**PENGLIBATAN IBU BAPA DALAM PEMBELAJARAN BAHASA INGGERIS
SEBAGAI BAHASA KEDUA (ESL) ANAK-ANAK DI SEKOLAH RENDAH DI
MALAYSIA**

ABSTRAK

Kajian ini mengkaji penglibatan ibu bapa dalam pembelajaran Bahasa Inggeris sebagai Bahasa Kedua anak-anak Mereka di sekolah rendah di Malaysia. Kajian ini khususnya mengkaji kumpulan sosioekonomi B40 (40% terbawah) dan T20 (20% teratas). Dengan menggunakan temubual kualitatif dengan 12 peserta, penyelidikan ini meneroka pelbagai peranan, pandangan, dan kesan penglibatan ibu bapa dalam pembelajaran Bahasa Inggeris anak-anak. Objektif penyelidikan kajian ini bertujuan i) untuk mengetahui persepsi ibu bapa mengenai penglibatan mereka dalam pembelajaran Bahasa Inggeris anak-anak, ii) untuk menyiasat faktor-faktor yang mempengaruhi penglibatan ibu bapa dalam pembelajaran Bahasa Inggeris anak-anak dan iii) untuk mengenal pasti strategi-strategi yang digunakan oleh ibu bapa untuk melibatkan diri dalam pembelajaran Bahasa Inggeris anak-anak. Penyelidikan terdahulu mengenal pasti kurangnya penglibatan ibu bapa dalam pembelajaran Bahasa Inggeris anak-anak di Malaysia. Persampelan bertujuan digunakan dalam kajian ini. Kaedah tematik analisis digunakan untuk mengenal pasti corak dari respons peserta. Walau bagaimanapun, penglibatan mereka berbeza disebabkan oleh beberapa sebab iaitu masa, pengetahuan dalam Bahasa Inggeris, kekangan kewangan dan tahap pendidikan. Walaupun begitu, kedua-dua kumpulan ibu bapa percaya pada impak positif penglibatan mereka. Dapatan ini membuktikan bahawa ibu bapa Malaysia terlibat secara aktif dalam pembelajaran Bahasa Inggeris anak-anak mereka.

**PARENTAL INVOLVEMENT IN THEIR CHILDREN’S ENGLISH AS A
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ABSTRACT

This study examines parental involvement in their children’s ESL learning in Malaysian primary schools, specifically focusing on the B40 (bottom 40%) and T20 (top 20%) socioeconomic groups. Employing qualitative interviews with 12 participants, the research explores the diverse roles, perspectives, and perceived effectiveness of parental involvement in children’s ESL learning. The research objectives for this study aim to i) explore parents’ perceptions regarding their involvement in their children’s ESL learning, ii) investigate factors that influence PI in their children’s ESL learning, and iii) identify the strategies that parents use to involve themselves in their children’s ESL learning. To achieve the objectives of the study, purposive sampling are utilised. Thematic analysis is employed as the analysis method to identify patterns and insights from participant responses. The findings revealed that participants from both groups shared mutual perceptions, highlighting the importance of parental involvement in children’s ESL learning. However, their involvement varies due to several reasons, namely time constraints, knowledge in English, financial constraints, level of education. Despite these differences, both groups believed in the positive impact of their involvement. The results demonstrate that Malaysian parents actively involve themselves in their children’s ESL learning.

CHAPTER 1

INTRODUCTION

1.1 Introduction

Education is considered the cornerstone of Malaysia's development, and it is an ongoing effort as highlighted in the National Philosophy of Education (NPE). The Malaysian school system can be classified into five levels, which are preschool, primary education, secondary education, post-secondary education, and tertiary education. Enrolment in primary school is crucial as it lays the foundation for a child's future success, making it an absolute requirement for long-term growth. Primary education in Malaysia covers a broad range of subjects and is designed to develop a child's cognitive, emotional, and social skills. It provides children with the fundamental knowledge and skills necessary to succeed in secondary school and beyond.

The Ministry of Education (henceforth MOE) always strives with new strategies to improve the quality of education in Malaysia through many strategies. Those strategies include launching the Malaysia Education Blueprint (henceforth MEB) 2013-2025 which covers improvement plans for preschool to post-secondary education. The MEB 2013-2025 also focuses on the collaborative effort of all parties to ensure the children's success in education. The blueprint also offers a comprehensive strategy for rapidly and sustainably transforming the education system in Malaysia up to 2025. The MOE aims to close the gap in achievement between students from disadvantaged and privileged backgrounds, thus promoting greater social equity. There are eight chapters in the document, each addressing various topics related to the transformation of Malaysia's education system.

According to Chapter Four in MEB 2013-2025, MOE (2013) is determined to develop students to be bilingual, particularly in *Bahasa Malaysia* and English language

One of the efforts was launching LINUS 2.0 to help students to improve students' English literacy in 2016. However, as part of the transition to a more independent approach at the school level, the MOE formally stopped supporting the LINUS 2.0 module (Abdullah Kamal, 2021). With this abolishment, the MOE lets the school find out and implement new programmes for students with literacy issues (New Straits Times, 2018).

The MOE also comes out with strategies to help students who have low proficiency levels, such as intervention and support programmes (MOE, 2013). Starting from 2016, the MOE also requires students to pass the English subject in Sijil Pelajaran Malaysia (SPM). The efforts made by the MOE indicate the importance of the English language to students. English is recognised as an international language and has been used worldwide. Therefore, the requirement for English as a Second Language (ESL) learning is crucial today, given that many global communications are in English.

As highlighted by the MOE, every student is expected to demonstrate proficiency in ESL. However, the results have shown that Malaysian students possess low marks in ESL subjects. For instance, Malaysian students perform less well in English than they do in Bahasa Malaysia. In the English language SPM 2020, only 16.2% of pupils obtained an excellent grade (A+, A, and A-) for the subject (MOE, 2021). This achievement should be improved, as ESL is also a compulsory subject in school (Nor et al., 2019).

Furthermore, ESL proficiency is essential for students as it prepares them for their future endeavours. The MOE (2013) asserts that ESL is among the compulsory languages used in many companies in Malaysia. Consequently, most employers prefer undergraduates with high English proficiency for employment. It is evident that many undergraduates are unemployed, with poor English proficiency being one of the contributing factors (Ting et al., 2017). Therefore, it is crucial for the MOE to encourage English learning, especially at the primary school level. Moreover, a collaborative effort between teachers and parents is necessary to enhance students' ESL performance. Parental involvement (henceforth PI) in children's ESL learning is deemed essential, given parents' significant role in their children's educational success (MOE, 2011).

As we can observe in today's schools, many have taken the initiative to involve parents in the learning process. This can be seen through meetings that bring together children, parents, and the class teacher. This effort aims to enhance PI and improve children's academic success. Kocyigita (2015) further suggests that education can be improved through the cooperation between parents and teachers. Additionally, the MOE has initiated a toolkit to encourage PI in children's education, addressing the issue of low PI towards children (MOE, 2011). Hence, it is evident that PI plays a crucial role in children's ESL learning.

Additionally, a previous study by Lawrence and Barathi (2016) emphasised that family support is highly needed in forming students' self-perceptions about their capacity to succeed academically. Furthermore, past studies also proved that PI helps in children's education development. For instance, Muola (2010) stated that the family's role as a socializing agent has specific functions in contributing to the children's success.

Therefore, this research will examine PI in children's ESL learning, strategies of parents employed to get involved in children's ESL learning and factors that influence PI in children's ESL learning.

1.2 Background of the Study

Learning English as a Second Language (ESL) is a process of children learning their second language after their native language. ESL can be defined as a non-native language which is highly used in daily communication, namely education, workplace and business purposes. Learning the language is important as once the first language has been established; second language learning is needed for students to enhance their language learning (MOE, 2013). In Malaysia, English language as a second language has a vital role in education. The subject has become compulsory for primary and secondary school students.

Generally, a student's language learning is determined by two major factors which are internal (self) and external (environment). Roostin (2018) mentioned that the first educational environment that children receive is from the family. Children's development is thought to be significantly influenced by the family environment. PI is needed to ensure students possess a high achievement in ESL learning. Parents have an important role since the children only spend half of their time in school and the rest at home thus parents are clearly aware of the development of their children. As a result, parents have numerous opportunities to participate in their children's education.

Additionally, past studies proved that parents' socio-economic or monthly household income status has an impact on children's academic performance. The three categories of household income in Malaysia are B40, M40, and T20. B40 group earns less than RM4,850 per month. The M40 category earns between RM4,850 and RM10,959 per month. Meanwhile, the income level for the T20 category is above RM

10,959 per month (Department of Statistics Malaysia, 2021). This means that the involvement of parents from B40, M40 and T20 may have different outcomes in children's academic performance. Ahmad and Sulaiman (2020) claimed that socioeconomic factors are linked to a student's academic performance. The study found that parents' monthly income influences ESL students' comprehension and writing skills.

Besides that, other factors such as parents' educational background, parental role construction, parental skills and knowledge, parental engagement as well as parental time and energy also influence students' learning performance (Walker et al., 2005). Additionally, various types of parental behaviour contribute to different forms of PI in children's learning (Jiang et al., 2019). Such parental behaviours include providing motivational support in children's learning and assisting them with their homework. Furthermore, the relationship between parents and teachers also plays a significant role. Parents who participate in school activities, such as parent-teacher meetings, are usually the ones who create a supportive home environment for their children (Sanches & Wandez, 2014).

1.3 Statement of Research Problem

According to a 2011 poll by the Ministry of Education Malaysia (MOE), a typical Malaysian student spends 15% of each day at school and 52% at home and in the community. As a result, the home environment is considered to have a significant impact on children's growth and education, and parents play a vital role in their learning (Ibrahim, 2012). A study by Ishak et al. (2020) mentioned that there is ample evidence that PI has a positive impact on primary students' achievement. Additionally,

Ubale et al. (2015) conducted a study in one of the schools in Terengganu, Malaysia, and discovered that as PI increased, children's educational performance also improved.

However, it is reported that PI in schools in Malaysia is often neglected and not adequately supported by parents (Ibrahim, 2012). Ishak et al. (2020) claimed that low PI in Malaysia has become an issue that affects students' learning performance.

In the context of Malaysia, several studies have emphasised the importance of PI in various subjects, including Science, Mathematics, and Pendidikan Islam (Ghani, 2020; Abdullah et al., 2015). However, there is limited research focusing on the significance of PI in ESL learning. Conducting a study on PI in ESL learning is crucial since English is of great importance in today's world for communication, education, business, and employment opportunities. Additionally, previous studies that covered other subjects often relied on quantitative methods, lacking the utilisation of qualitative approaches (Ishak et al., 2020).

Furthermore, the impact of socio-economic status (SES) on PI in children's education varies across studies. While many research findings suggest that SES influences the level of PI, there are mixed results regarding the extent and consistency of this relationship. For example, parents from low-SES families often face challenges such as limited access to resources and lower proficiency in English, which can hinder their active involvement in their children's education (Osorio et al., 2023). However, some studies indicate that SES does not consistently influence PI (Trevino, 2021). Therefore, addressing these challenges and providing targeted support to parents from low-SES families are crucial steps toward promoting educational equity and narrowing the learning gap. Based on the explanations, the researcher intends to explore PI towards children's ESL learning. This study focuses on parents' perceptions of their involvement in their children's ESL learning, the strategies parents employ to

get involved in their children's ESL learning, and the factors that influence PI in their children's ESL learning. Additionally, the researcher aims to highlight the differences in PI between the B40 and T20 groups of families. Based on previous studies, SES have been shown to play a pivotal role in children's academic performance, although findings are mixed. Hence, the primary goal of this study is to explore PI focusing on children from two different groups of socioeconomic status (henceforth SES) in their children's ESL learning.

1.4 Research Objectives

The general objective of this study is to investigate PI in children's ESL learning in Malaysian public schools. Specifically, this study aims to achieve the following objectives:

- i. To explore parents' perceptions regarding their involvement in their children's ESL learning.
- ii. To investigate factors that influence PI in their children's ESL learning.
- iii. To identify the strategies that parents use to involve themselves in their children's ESL learning.

1.5 Research Questions

This study aims to seek answers to the following questions involving parents' involvement in children's ESL learning:

- i. What are parents' perceptions regarding their involvement in their children's ESL learning?
- ii. What are the factors that influence PI in the children's ESL learning?

- iii. What strategies do parents use to get involved in their children's ESL learning?

1.6 Significance of the Study

PI in children's (ESL) learning is crucial for the development of children's second language both in their academic and as preparation for the real world. This study seeks to contribute to the existing body of knowledge by shedding light on the key strategies employed by parents to actively participate in their children's ESL learning. This study will benefit the Ministry of Education, well policy makers, school, and teachers as explained below:

a) Ministry of Education (MOE) and Policy Makers

This study will help the MOE to improve the quality of education in Malaysia especially in ESL learning among primary school students. This study will add some meaningful information and contribute to the pool of knowledge regarding the ESL learning. Therefore, policy makers can plan and initiate parenting programmes and strategies in school to improve the quality of education for ESL children. Besides, a new policy can be implemented to foster the relationship between teachers and parents in a more effective way.

b) Schools and Teachers

This study provides valuable insights for schools and teachers on how to improve the ESL learning experience for students by rethinking the approach to parentteacher involvement. By collaborating with parents, schools can create a more supportive environment that promotes children's interest and performance in ESL. Teachers can also offer alternative ways to involve parents in their children's learning.

1.7 Limitations of The Study

The aim of this study is to investigate the PI in children's ESL learning among Malaysian public school. While this study offers valuable insights into PI in ESL learning among Malaysian primary schools, it is essential to acknowledge several limitations that may impact the generalisability and depth of the findings. Firstly, the study's limited sample size, with 6 parents from each economic group, may constrain the generalisability of findings to a broader population. This intentional focus on a small number of participants may restrict the scope of insights that can be drawn regarding PI in ESL learning.

Secondly, the geographical restriction to two specific primary schools in Malaysia might not fully capture the diversity of ESL educational experiences across the country. The findings may not be representative of the variations that exist in different school settings.

Thirdly, the economic status classification into B40 and T20, while offering a useful socio-economic distinction, neglects the M40 group. As the primary goal for this study is to focus on the differences between the lower and the higher income of family, B40 and T20 group has been chosen as these groups portrayed the extremes of the income spectrum in Kuala Lumpur. This exclusion may limit a comprehensive understanding of how middle-income households contribute to PI in ESL learning.

In conclusion, despite the limitations associated with the sample size, specific location focus, and economic status categorisation, this study contributes valuable insights into PI in ESL learning within Malaysian public schools. While the findings may not be fully generalisable, the in-depth analysis provided by the small sample size enhances our understanding of the complexities involved in parental participation.

1.8 Definitions of Key Terms

1.8.1 Parental Involvement

Walker et al. (2005) defined PI as encompassing two types: school-based and home-based. PI can be influenced by three aspects which are the motivational beliefs of parents, perceptions of parents towards involvement with others and the life context of parents (Walker et al., 2005)

Ntekane (2018) described PI as a scenario in which parents involve themselves in their children's education. This involvement includes engaging with teachers regarding their children's progress as well as assisting their children in education.

Gupta (2022) explained that PI is one of the investments that parents can offer to their children. This kind of investment can further help children succeed in their academic learning. This study defines PI (PI) as the diverse ways parents contribute to their children's learning, encompassing both school-based and home-based activities (Walker et al., 2005).

In this study, PI refers to parents' beliefs about their roles, their efficacy in those roles and the strategies that parents employ to engage in their children's ESL learning. Additionally, the study will focus on two forms of PI: home-based involvement and school-based involvement.

1.8.2 English as a Second Language (ESL)

According to Cook (2008), ESL refers to English learned by a student who, for any purpose or circumstance, is learning it as a second language in addition to their native language. Another definition of ESL is a language designed for learners whose native language is not English (Nuriska, 2021). In this study, ESL refers to a language that is learned and used as a language other than the mother tongue.

1.8.3 B40

The B40 group can be defined as parents who earn a monthly household income of below that RM 4, 850 (Department of Statistics Malaysia, 2021). As for this study, B40 refers to the parents who live in Kuala Lumpur and earn a median income of below RM 4,850.

1.8.4 T20

The T20 group can be classified as Parents who earn a monthly household income of higher than RM10,959 (Department of Statistics Malaysia, 2021). As for this study, T20 is referring to the parents who live in Kuala Lumpur and earn a median income of higher than RM 10,959.

1.9 Summary of the Chapter

In summary, this chapter provides an overview, including the introduction, background, research problem, questions and objectives, significance, limitations, and key concept definitions. The subsequent chapter will delve into the pertinent literature shaping this research landscape.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter dives into parents' perspectives on their role in their children's ESL learning. It also explores the factors influencing their involvement, the diverse strategies they employ at home and with schools, and the overall importance of PI in their children's ESL education. Additionally, it draws upon relevant conceptual and theoretical frameworks in PI and ESL learning, and concludes with a summary of key findings from past research in a table format.

2.2 Parents' Perceptions of Their Involvement in Their Children's ESL Learning

Parents' perceptions of their involvement in their children's education have a significant impact on children's social, emotional, and cognitive development (AlMahrooqi et al., 2016). In a study conducted in Turkey, parents expressed the belief that active participation in the learning process can make a substantial difference in their children's education (Tekin, 2011). However, research by Lee (2015) revealed that parents, despite recognising the importance of their children learning English, may have differing opinions on the level of support they should provide for their children's language and literacy development. These variations in perception are often linked to SES and linguistic proficiency within each family. Notably, parents from lower socioeconomic backgrounds often feel unable to play a significant role in promoting their children's language acquisition, resulting in underachievement in English learning.

In a study by Al-Harrasi and Al-Mahrooqi (2014), some parents believed that their involvement in their children's education was limited to helping with homework and focusing on school-related tasks. However, Al-Mahrooqi (2016) later suggested that parents believed their involvement in school was not crucial to their children's learning, as they viewed it as the teacher's responsibility. The findings also indicated that some Omani parents did not feel compelled to engage in their children's ESL learning due to their perception of being inadequately skilled in education. Consequently, they entrusted the task of educating their children entirely to the teachers and the school. These findings align with a study by Park and Holloway (2018), which revealed that parents in their study lacked confidence in actively participating in their children's learning, relying on the school to provide the best English education.

According to Al-Harrasi and Al-Mahrooqi's (2014) research, Omani parents cited teacher-related factors, personal issues, and school-related factors as reasons for their reluctance to get involved in their children's ESL learning. However, the parents believed that these reasons did not significantly impact their children's ESL performance. Instead, they believed that the workload and lack of experience among teachers might affect their children's performance. The study also highlighted Omani parents' respect and appreciation for well-educated and well-trained teachers who specialize in teaching ESL to their children.

Meanwhile, in a study by Kalayci and Oz (2018), some parents expressed a belief in their significant influence on their children's ESL learning. The parents in this study believed that they have an influence on their children's English development, but 5 out of 10 parents think that their involvement does not make a significant difference. They attribute their children's success to their teacher and believe that their role is

limited to revising language structures and vocabulary. However, they engaged in various activities with their children to foster English development, such as listening to English songs, watching English cartoons, reading English books, and playing games with flashcards. They also emphasized the importance of language exposure and try to enhance their children's motivation by explaining the importance of English in real life. Some parents reflected their desire to learn English with their children and express that their own English skills are improving due to their children. Overall, the parents believed they had a fair amount of contribution to their children's English development, but they also thought that their children can learn the language without their involvement.

Furthermore, Al-Harrasi and Al-Mahrooqi (2014) highlighted that Omani parents did not perceive their occupation or family role as hindrances to their participation in their children's ESL learning. Although some parents were neutral regarding the influence they had on their children, they did not abstain from involvement due to feelings of inadequacy. They also disagreed with the notion that only teachers played a role in their children's success. These findings align with a study by Al-Barwani et al. (2012), which found that Omani parents considered the family to have a major role in their children's ESL learning, believing it positively impacted their academic progress.

Despite acknowledging the significant impact of PI on their children's development (Al-Mahrooqi et al., 2016; Mahmoud, 2018), prior studies have shown that parents' actual involvement often falls short (Al-Mahrooqi et al., 2016). Another study by Kalayci and Oz (2018) identified three themes in parental perceptions of children's ESL learning: involvement in ESL, involvement in homework, and the parent-teacher relationship. These themes explored the extent of parental participation

in English language learning, the strategies employed by parents to support language development, and the strength and effectiveness of the parent-teacher relationship. The findings indicated that parents employed various strategies to promote their children's English language growth and recognised the importance of language exposure in ESL learning. Additionally, parents also consider themselves as learning helpers especially when engaging in their children's homework (Lee, 2015). His study revealed that the parents' was indirectly supported the children's ESL learning. Some parents claimed that they always boost their children's motivation by giving encouragement, some supplied with ESL learning resources and others communicated with teachers to gain more understanding of their children's ESL learning.

Another study by Lee (2010) stated that PI in their children's English learning was influenced by their social background, SES, educational background, and perceived English competency. According to his study, all 19 parents in the study expressed readiness to assist their children's English learning, focusing on oral language competency and fostering a love for learning English. Additionally, 12 parents, regardless of background, considered themselves assistants in their child's learning, providing resources, facilitating homework, and exposing their children to English through cartoons and songs. Meanwhile, five parents, more educated and confident in their English skills, directly and indirectly participated in their children's EFL learning, teaching vocabulary and utilising everyday opportunities for English learning. In contrast, two parents with primary education and financial struggles believed English learning was the teacher's responsibility due to their limited resources and time from shift work.

Furthermore, parents from low-income family employed various strategies

such as sending children to after-school programmes tailored to their needs, involving themselves in homework, and using multimedia materials. SES status often determines the availability and use of such materials, impacting children's English attainment. Additionally, parents of high-achieving children regardless of their family's SES engaged in shared book reading activities, adapted to their English capacity.

Despite challenges, many parents showed creativity in supporting their children's English learning, like hiding Chinese captions during English cartoons or using computer software for vocabulary building. Lee concluded that parents' English competency, financial limitations, time constraints, and access to resources influenced their involvement in their children's English learning.

Another study revealed that parents of young English language learners, regardless of education and economic status, had positive attitudes toward English and used various methods to support their children's English as a Foreign Language L learning (EFL) in Indonesia (Wati, 2015). This can be supported by a study documented that the majority of the 500 participating parents in Hong Kong recognised the necessity of PI in their children's EFL learning (Forey et al. , 2015). Through interviews, Wati (2015) discovered that parents believed English was crucial for their children's future tertiary education, acquiring knowledge, accessing information, and communicating overseas for better job prospects. They hoped their children would excel in English, despite their own limitations in the language.

In summary, previous studies have demonstrated that parents hold diverse perceptions regarding their involvement in their children's ESL learning. However, many parents believe that their roles can provide additional support for their children's development. The findings suggested that parents generally have a positive attitude towards their involvement in their children's ESL learning, recognizing the academic

and psychological benefits of their involvement. However, the level of involvement varies among parents, with some feeling limited in their ability to directly contribute due to their own English proficiency. Despite these limitations, parents believed their involvement can influence their children's English development, although some felt their role is limited to revision and providing language exposure. Barriers such as language and cultural differences, long work hours, and lack of English proficiency can hinder parents' ability to actively support their children's ESL learning. Despite these challenges, parents employed various strategies to support their children's ESL learning, such as reading English books, watching English media, and playing language-learning games.

2.3 Factors That Influence PI in Their Children's ESL Learning

Generally, there are many factors that influence PI in their children's ESL learning. (Pena, 2000; Tekin, 2011; Calzada et al., 2015). The key indicators of PI were found to be socioeconomic position, parents' educational background, attitudes of teachers and school officials, and cultural factors. According to earlier research, parents with lower socioeconomic positions were less involved in their children's schooling (Calzada et al., 2015; Tekin, 2011). Additionally, SES is proven to bring negative impact on children's academic performance and children's socialization (Duan et al., 2018). The study later explained that parents with low family income practice low home-involvement with children and resulting in poor academic development among children. This is in line with a study from Trevino et al., (2021) stated that children's experiences with parents at home regarding their school activities is highly important for the children's development. However, the involvement from

the parents is relatively low due to the parents' background which the parents have low SES.

According to studies, parents' educational backgrounds are one element influencing the extent of PI (Pena, 2000; Lee & Bowen, 2006; Jordan et al., 2001; Potvin et al., 1999; Crozier, 1999; Baeck, 2010). For instance, the previous study discovered that parents with higher college degrees attend more school-related events or meetings to discuss regarding their children's learning progress compared to parents who have no background of college degrees. These parents also expect their children to perform in their academics (Lee & Bowen, 2006). Thus, this is in line with Zahedani et al. (2016), who discovered that parents' education levels may affect how effectively they raise their children, with parents with higher levels of education encouraging teacher-acceptable behaviour and parents with lower levels of education encouraging behaviours that teachers may find objectionable.

Apart from that, parents with poor educational levels may be less involved because they lack the confidence to speak with school personnel (Lee & Bowen, 2006). However, Pena (2000) found that parents with lower levels of education participate in various school activities more frequently than parents with higher levels of education. The issue for parents with poor levels of education, with low levels of education is that they are unable to assist their children with their homework or other school-related problems because of their limited understanding, according to the study. In addition, this issue affects parents' emotional health and they also feel embarrassed to help their children. It is interesting to note that parents with college degrees reported they had a lack of time to get involved in their children's learning (Baeck, 2010).

Additionally, PI levels are influenced by parents' income levels (DelgadoGaitan, 1991). The study discovered that parents with higher incomes

participated in school-sponsored events more frequently than parents with lower incomes. Additionally, parents with higher SES attempted to become involved more successfully than parents with lower SES (Domina, 2005).

Another study by Hashim et al. (2018) proved that parents' academic level influences their involvement in helping children's learning. From the study, there are 36 respondents claimed their diploma and degree while the remaining respondents had SPM as their highest academic qualification, or no academic qualifications at all. Desforges and Abouchaar (2003) and Kiernan and Mensah (2011) stated that parents with poor levels of education were shown to have low self-esteem and did not wish to be actively involved in their children's education. This is due to the fact that they are unsure of their own knowledge and abilities as parents. Despite this, the majority of the parents' behaviours and activities conducted with their children are still conventional and this method has already turned into a habit (Hashim et al., 2018).

Meanwhile, previous study also discovered that the ability of parents, teachers, and schools to communicate and work together is necessary for an effective PI (Kalayci & Ergul, 2020). As a result, the responsibility of educating has been totally delegated to the teachers. This led to the high communication styles between parents and teachers. The parents also communicate with teachers in a traditional way such as attending parent meetings and events at school. Parents also ask regarding their children's progress in school. With regard to this situation, there is an improvement in their children's academic performance. This is in line with Hornby and Lafaele (2013) that PI helps children's achievement, behaviours, and mental health strong.

A study by Sime and Sheridan (2014) indicated that poor parents with low academics' backgrounds has low degree of PI. The study claimed that parents also lack

resources to supply children with suitable materials such as books and extra classes after school. Additionally, children also did not receive motivation from their parents. The parents feel demotivated to be involved in their children's ESL learning due to their academic issues (Sime & Sheridan, 2014).

Furthermore, Walker et al. (2005) also highlighted that the invitation from the child is another factor that leads to PI. Green et al. (2007) conducted a study to examine factors influencing PI at home. They surveyed parents of Grade 1 to Grade 6 children from diverse ethnic and socioeconomic backgrounds. The study revealed that the interpersonal relationship between the child and the parent was the most significant factor motivating PI at home. Parents are more likely to feel motivated if their child invites them to participate in their learning and homework completion.

In summary, previous studies have shown that there are many factors that affect PI in their children's ESL learning. The factors are parental SES, parental time, invitation from school and teachers as well as an invitation from a child. The research findings highlighted several key factors that influence PI in children's ESL learning. SES plays a significant role, with studies showing that parents with higher incomes and SES status tend to participate in school-sponsored events more frequently and become involved more successfully compared to parents with lower SES. Overall, the key factors influencing PI in children's ESL learning include SES, parental education level, communication and collaboration between parents and schools, barriers faced by low-income and low-education parents, and the child's invitation for PI.

2.4 Strategies of Parents to Engage in Their Children's ESL Learning

A number of studies have briefly explained the strategies parents employed to get involved in their children's ESL learning. There are specific strategies of parents

employed to get involved in their children's ESL learning. The first strategy is that parents have the belief and principle that English Language is an important subject for children (Gupta, 2022). In this way, parents can instil the importance of English into their children to help them set in their mind that English is essential. Parents can also elaborate on the importance of English, such as the high rate of employability in the future. As a result, children will have a positive attitude towards English education.

Besides that, Larson et al. (2020) claimed in their research that working parents prepare their children for school such as allocating a timetable for their homework and providing stationery to the children. The parents also provide a dictionary to children as it will be beneficial for them to search for unknown words. Half of the respondents from the study mentioned that these were the strategies that they did as they were working and didn't have time to be involved in other activities.

Additionally, parents with educated backgrounds expose their kids to English by purchasing English newspapers and periodicals, tuning into English radio stations, and watching English-language television shows (Daly, 2019). Gonzales (2000) added monitoring as one of the strategies that working parents use to get involved in their children's ESL learning. Generally, parents' communication with teachers is important to monitor their children's progress in ESL learning. Such an effort will assist parents to be aware of their children's learning development. Besides, parents can also check whether the teacher assigned the homework to their children. Hence, it could give awareness to the children that their parents are interested in their learning.

Moreover, another study proved that the majority of the parents involved themselves with language and literacy learning activities with the children to improve their children's English (Lee, 2015). These activities included reading books to their children. Besides, some of the parents had also begun to implement family English

language programmes. The parents will buy English storybooks for their children, spending time listening to their children's storytelling. Abdullah Kamal et al. (2021) in their study that focuses on PI and reading strategies in ESL stated that activities related to school, storybook time, entertainment and learning literacy are the strategies that the parents employed to get engaged in helping their children.

On the other hand, Epstein et al. (2002) concentrate on the collaboration of a few parties in the children's educational process. They contend that interactions between students and members of the school, family, and community have a direct impact on how well they learn, and they have proposed the overlapping spheres of influence theory, which supports the notion that these groups are the ones responsible for socializing and educating children. As a result, they contend that these institutions must collaborate in order to achieve shared objectives for the kids who ought to be the system's focal point. Based on this notion, they provide a framework with six different sorts of involvement that schools can select based on their requirements or goals which are parenting, communicating, volunteering, learning at home, decision making and collaborating with the community.

PI also includes parents' encouragement and motivation towards the children. For instance, parents encourage their children to use a second language by expressing their excitement over a child's ESL learning. Parents will show that they are proud of their children when they learn and communicate in English. Parents also can motivate their children by emphasizing the value of learning English and showing appreciation for their children's efforts and accomplishments. A study from Penderi et al. (2017) proved that there is a significant result in their study which shows parents are the best motivator for children to learn ESL through the support and encouragement they give to their children in learning ESL. In addition to that, according to Hadriana and

Mahdun (2013), through the encouragement and assistance given, children who are motivated by external factors will be driven to act in their best interests. Simple praise, incentives, rewards, grades, and a supportive environment can help to encourage children to learn.

Kalayci and Ozi (2018) in their study stated that there are various activities that parents performed in order to be involved in their children's ESL learning. One of them is to have a conversation with the children regarding the importance of ESL. In addition, watching cartoons in English and listening to English songs is another way to expose children to English. One of the parents claims that they read to their child English books to help the child with her reading. Further to these activities, parents also use flashcards to review vocabulary that children learnt in school.

Kalayci and Ozi (2018) also found that some parents talked about the importance of English to children. Furthermore, the parents also show that they made an effort to increase children's enthusiasm by explaining how they will require English in their everyday lives. A few parents expressed a desire to teach their children English. Moreover, a few more parents mentioned that their proficiency in English was improving as they helped their children learn ESL.

It has been discovered that parents encourage their children regarding the need to be proficient in English. The study claimed that the parents also advised the children to use and practice English in their daily lives. Although the parents are working, they still have time to observe their children's ESL learning. Charoenlap (2017) emphasizes that the parents in her study are aware of their children's proficiency in English and they always support the children by giving motivation and solving academic problems faced by the children. Charoenlap (2017) also showed in her study that working

parents always set some goals to learn English with their children. Moreover, the parents also allocated some time in order to do homework together with their children.

Another study by Yosai (2016) found that parents believe that teachers can help parents to be involved in their children's ESL learning. The majority of parents in Thai society continue to participate in their children's education in the traditional way by occasionally attending meetings or giving money or school supplies to the children.

Furthermore, PI also refers to the parents' relationship with the school (Mcneal Jr, 2014). Such a conception also includes parents asking about English lessons learned by children. Besides that, parents also interact with the English teacher, show an interest in their children's experiences in English language lessons, and encourage their involvement and engagement in class activities. Furthermore, parents also support language learning by assisting and supervising children in their English homework. This effort includes parents use of learning resources such as books, the internet, videos and signs to encourage their kids' English learning (Castillo & Camelo, 2013).

Poyraz (2017) highlighted another critical issue which is the motivation of children to learn the English language, which is closely tied to PI. Parents should provide strong motivation to assist their children in acquiring English skills. Seginer (2006) added that PI in home learning environment enhances children's motivation to learn. Additionally, Elizar et al.(2021) in their study stated that parents play a significant role as an external factor influencing children's motivation to learn. The findings discovered that parents provide motivation and encouragement to children by offering rewards.

In summary, the previous studies highlighted the strategies used by parents to get involved in children's ESL learning. The strategies highlighted in the studies were parental preparation for children's ESL learning, exposure to English through English