



Parental involvement in English language education of Secondary School students - A case study of Korovuto settlement, Ba, Fiji

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ABSTRACT

English has become the medium of communication across the globe today and it is connected with social and economic power globally. The Fijian government has placed greater emphasis on ESL, by fostering compulsory literacy education from lower primary. Hence, in order to achieve merit in ESL learning, parental support is paramount. Parental contribution is a substantial factor influencing learners' educational development. The present study, therefore, explores Fijian parents' perceptions of involvement in their children's learning English as a Second Language in terms of their demographic characteristics. The participants of this research study consist of the parents of the secondary school students from Korovuto, in Ba, Fiji who are studying from Year 9 to Year 13. This study was intended to be a sequential qualitative study which used 20 item surveys from nine (9) different homes together with telephone interview. This paper aims to study the educational and social background of the parents so that justification is provided in terms of the extent of support provided by the parents. It further explores the hindrances between ESL teachers and the students' parents. The paper will plausibly provide psycho education to the parents to minimize the differences between them and the ESL teachers.

Keywords: parental involvement, parents' perception, English language education, secondary school, English as a Second Language (ESL)

Introduction

Nutrition, parental conduct, parenting, social and cultural practices, and the environment are the five key components that have a significant influence on early childhood growth and development (D, 2016). The developing process of a kid closely mimics the socio-cultural environment, such as the family, school, and community, whose educational collaboration has lately grown in significance. Children's first instructors are their parents, grandparents, babysitters, or other caretakers, and this role continues until they begin school. Children are genetically, linguistically, and socially similar to their parents. It is unquestionably okay for youngsters to put what they learn into practice. While young children are reliant on the care they get, a lack of individualized care throughout the early years of life has a negative impact on a child's health, development, personality adjustment, and cognitive capability. Language is an essential component of human interaction. Despite the fact that all animals have their own ways of communicating, Humans have dominated psychological language connection. Language allows us to

communicate our ideas, reflections, and feelings to others. It has the power to both build and deconstruct social structures. Language and cognitive development are especially important during first six months to three years of life. This support is needed as the child grows and, thus, the capability of ESL increases. Parental involvement includes the engagement between parents and the school to serve the best interest of students. While the school provides the much needed curriculum, parents have obligations such as encouragement to monitor engagement, limiting distractions, building consistency, and celebrating periods of concentration (Yeh, 2019). During the launching of Pillar 4 of the reforms in the education sector, which is parental engagement, the then Minister for Education, Heritage and Arts, Mahendra Reddy, emphasised on the need for schools and parents to work in partnership to boost the development of positive attitudes in their children towards learning (Owusu Amponsah et al., 2018). In a country like Fiji, for a child to excel in ESL learning parental support and guidance is needed. Parental inclusion has an enduring impact on children as they venture through the hindrances of training. Having their parents included fosters an organisation of help both in school, and at home where basic learning can happen (Al Bahri et al., 2020). It is evident that parental involvement boosts the morale among the children and also develops a healthy and a friendly environment. Parents are able to monitor their children and their progress. It is the parents of an ESL child who can best assess the learning process and provide constructive feedback. This will enable the parents to speak up about the issues, hiccups, reflection of the teachers' teaching and even the content and curriculum. Since parents generally want the best for their children, ESL learners' parents will be the most valuable assets to assess ESL teaching and learning (Poyraz, n.d.). In addition, a child's academic life is also mirrored by the home circumstances. Parents' intelligence

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quotient, their financial and social status, the interaction of extended families and the physical location play an important part in the child's language acquisition. With parental involvement, this gap could be easily bridged as parents can provide an insight to the curriculum and the quality of ESL learning. Therefore, parental involvement could be defined as the steps or the initiatives that parents undertake to encourage their children's academic achievement that requires joining partnership such as parent-child, parent-teacher; and parent-parent (D, 2016). Consequently, it is vital for parents to accept that parental involvement is an important factor influencing children's educational success without giving up the idea education is school's responsibility (Niehaus & Adelson, 2014). Finally, this study explores the parental involvement in children's ESL learning. The research, which is based on Korovuto, in Ba, Fiji, identifies ESL students and surveys their parents' perspectives towards ESL learning.

Background of the study

The research concentrates on the Fijians settled at Korovuto in Ba, Fiji. Korovuto is approximately five kilometers away from Ba Town, in the Western Division of Vitilevu and has a mixed socio-cultural group with mainly I-Taukei and Fijians (Indo-Fijians). The research focuses on nine families, which consist of a total of twenty students. These families' background range from below average to average, and they reside in concrete and timber houses. The seniors in here are semi-literate; however, most of the young ones have attained formal education. The medium of communication via residence is Fiji Hindi or Fijian; however, students communicate in English while in school. Korovuto is known for its calmness and friendly people; they have a passion for education and progress. Nearly all the families in this settlement are bilingual; however, some are privileged to be trilingual. The 1997 Compulsory Education Order (Legal Notice No.22) and the Compulsory Education Regulations (Legal Notice No.23) has enabled children from the interior, such as Korovuto to access twelve years of education; in each of these years' literacy has been dominant.

Aim

This paper is expected to yield a significant amount of data on Fijians' perspectives of parental engagement in English language instruction. The study will also look into the association between parental engagement and factors including parents' gender, educational background, and English ability. It also aims to portray the influence of parent's involvement in their child's education.

Methods

Many published journal articles, papers and reports were studied and important results and findings identified in the area of study formed the premise of this study. Initially, Google map was used to identify the location of the area, and then a visit was made to identify the subjects for the research. The informants were parents whose children are enrolled in secondary schools in Ba, Fiji, to learn English. To present a diverse spectrum of perspectives, these families come from a variety of gender groupings, occupations, economic levels, and educational backgrounds. Teachers, lecturers, traders, housewives, governmental workers, vegetable dealers, fisherman, and taxi drivers are just a few of them. They had university undergraduates, postgraduates, diplomas, senior high school graduates, and primary school graduates as their educational

backgrounds. Following the selection of the interviewees, a set of questions to elicit their views on English language instruction to young children in schools, notably in the Korovuto settlement in Ba, was devised. This contained the views on the role of parents in assisting their children's learning at home, as well as their contributions to such assistance. Due to Covid-19 pandemic, the researcher then scheduled the interviews and did them over the phone. In order to gather original data, the researcher recorded the phone interviews after seeking the permission of the participants. This was a qualitative study, and the data was gathered mostly through a telephone, in-depth interview. The purpose of an in-depth interview is to learn about informants' experiences and thoughts on a topic covered in the study. The first stage in determining the sample in this study was to use purposive sampling to choose the informants.

Significance of Study

This study is of significance to Fiji in recognizing the need for parent's involvement in their children's education. Since, English is the second Language in Fiji, and adapting to proper spoken and written English Language can be a challenge for many children in schools. Therefore, parents' involvement in their children's English Language education will boost children's English skills. The study will aid Fijian parents to identify and fathom the importance in fully contributing and actively participating in their children's English Language education. The paper is aimed at examining the prospects of the relationship between parental involvement level and variables such as parents' gender, educational background and level of proficiency in English. It also aims to portray the influence of parent's involvement in their child's education. Through an intensive study on Parental involvement in English Language education on Korovuto settlement in Ba, Fiji, empirical evidence and data analysis will be made available to reasonably explore resolutions to equip Fijian parents in contributing to their children's English language education.

Literature Review

6.1 Parental Involvement in English Language Learning

Parental involvement in ESL learning is of great significance. It has become the lime light for many researchers who have parents' perspectives identified in their social convictions. For example, in (Xuesong, 2006) study, parents expressed that obligation lies absolutely on the teachers' shoulders regarding educating ESL and felt that they are responsible for the learning exercises. Then again, the research conducted by (Kalaycı & Öz, 2018a) stated that parents play a vital role in ESL learning. Solid inspiration ought to be given by parents would definitely allow any child to excel. In Hong Kong, parents generally inspire their kids through afterschool English courses by hiring tutors (Poyraz, 2017).

Parents can contribute to language learning in a number of ways. Parental involvement and ESL can be viewed as a kind of association (Vera et al., 2012) also, inclusion can be portrayed as showing learning systems (Bhargava & Witherspoon, n.d.). (Wati, 2016) contributed by making a significant examination about parents directly partaking in their children's learning language and education in their longitudinal investigations.

Parents' mentalities and determinations of education practices with their children show their own convictions and benefits (Ebuta & Ekpo-Eloma, 2018). (Yeh, 2019) study on parental practices towards second dialects and the parent-kid cooperation examined that as the parents' thoughts towards ESL adjust,

students achieve the objective of language learning. (Niehaus & Adelson, 2014) also asserted that parents cooperate with the school. (Al Bahri et al., 2020), highlights that ESL teachers have teamed up to make a school educational plan dependent on parental information.

(Desforges & Abouchaar, n.d.) recognize parental contribution in English language learning as guidance for parents on the best way to help students scholarly accomplish inside various setting and imply a common comprehension of schools and families. Improving parental inclusion in ESL contains helping families (Addi-Racah et al., 2021) upgrading contact (Ebuta & Ekpo-Eloma, 2018) and supporting strengthening (Xuesong, 2006).

The best form of parental involvement is to advance children at home climate either straightforwardly through helping them with errands or through recommending a rich social climate in the home. Parents have the leeway to add to their children's scholastic accomplishment through activities such as bantering about schools, helping the kid with their task and commitment school-related desires with kid, which are essential components in a person's language acquisition (Vera et al., 2012). Factors like parents' experiences, organisations and convictions are indicators of parental inclusion at home (Housel, 2021) revealed that ESL learners' prosperity is achieved through conversation and support and this in turn prompts scholarly achievement of students.

In addition, (Candis, 2016) underlined the social idea of learning in which children learn by connecting with more proficient people. His hypothesis, the 'zone of proximal turn of events, is the reach between genuine degree of improvement that children can reach with the assistance from others. Along these lines, parental involvement and home exercises lead the route to kids' scholarly achievement. (Kalaycı & Öz, 2018b) researched that education related exercises at home have been shown as a lucrative to English language learning.

6.2 Why Parents Become Involved in Their Children's Education

One of the most important indicators of student performance is parental participation. (Ebuta & Ekpo-Eloma, 2018) provides a paradigm in which they explain not just why and how parents get active in their children's education, but also the results of such participation. They discussed the importance of parental engagement in their children's education, as well as the reasons for parental participation. They discussed the reasons for parents' participation in their children's education, how parents choose certain sorts of engagement, and why parental participation has a good impact on kids' educational success.

(Vera et al., 2012), on the other hand, concentrate on the methods that parents may take to become more involved in their children's learning. As a result, educational institutions must collaborate in order to achieve common goals for ESL students. Parenting, communication, volunteering, learning at home, decision-making, and collaboration with family are all components of the home-school relationship in this paradigm. According to their requirements and expectations, schools and parents may adopt one or more of these tactics. There is a growing amount of research that emphasises the importance of parental participation in kids' educational development (Al-Mahrooqi et al., 2016). When it comes to parental participation, teachers and parents have opposing opinions. For instructors, parental engagement refers to activities at home in which parents assist their children with academic accomplishment, such as homework, whereas for parents, it involves participating in

educational decisions as a method of participation (Ebuta & Ekpo-Eloma, 2018).

(Owusu Amponsah et al., 2018) on the other hand, argues that instructors and parents must collaborate in order to form a successful partnership and offer an effective learning environment for children. The primary determinants of parental participation were socioeconomic position, parents' educational background, teachers' and school administrators' views, and cultural influences (Poyraz, 2017). According to previous studies, parents of poor socioeconomic position were less involved in their children's schooling (Vera et al., 2012).

According to recent study, parents only participate in their children's education if they are invited by the instructors (Goodman & Burton, 2010). In addition, (Vera et al., 2012) discovered that rather than helping at school, parents decided to speak with their children, establish a positive home environment, promote their personal development, and assist with homework. Furthermore, (Poyraz, 2017) investigated parents' perceptions on homework engagement and discovered that parents had favorable views regarding homework and concentrated on engaging kids emotionally to improve their feeling of autonomy and responsibility.

Teachers who understand the value of parental engagement and what it entails employ a variety of techniques to increase parental participation in education, including contacting and e-mailing parents, sending newsletters home, and creating websites for their children (Gudu, 2015) looked at parental engagement from the instructors' perspective and discovered that the parents were seen as supporting figures for the instructors' course aims rather than collaborating partners. When it comes to the impact of parental participation on children's second language (L2) learning and development, past research reveals that parental participation has a significant impact (Addi-Racah et al., 2021). Parental participation has a motivational, emotional, social, and cognitive impact on children's L2 success. (D, 2016), on the other hand, claims that parents' judgments of their lack of knowledge may have a negative impact on the effectiveness of parental participation.

Nonetheless, according to (Yeung & King, 2016), "a parent may educate a child to ride a bike even if he or she does not know how to ride." to contradict the parents' assertion that their lack of participation was due to a lack of information. As a result, the parent-school relationship makes kids feel more socially and emotionally at ease, which has a beneficial impact on their ESL achievement (Hannon, 2018). Parents thought their engagement in ESL instruction had a major impact on their children's progress, according to previous studies (Butler, 2018). (Tong et al., 2021) also discovered that the link between school assistance, family participation, and social, emotional, and academic results reduces anxiety, resulting in higher student accomplishment.

6.3 Why Parental Involvement Has Positive Influence On Students' English As A Second Language Learning

Parental association in ESL learning is viewed as a multidimensional paradigm (Gudu, 2015) and therefore, parental contribution in kids' ESL proficiency learning is an abstract of parent's activities that can be identified with their children's ESL learning. (Wati, 2016) affirmed that parents' / guardians' activities announced in research incorporate the oversight and utilization of rules at home, parent-kids' correspondence, observing of a student's activities at home.

Parental inclusion has been credited to numerous significant schooling results and ESL learning. (Cheung & Pomerantz, 2011) elaborated that parental inclusion offers numerous advantages

including better outcomes for primary and secondary school. (Yeh, 2019) affirmed that parents and guardians who participate in kids' learning and school performance by offering intellectual support and the passionate help to students at home confidently influences the interest of the students in the accomplishment of school tasks and organization of study time at home. (Kalaycı & Öz, 2018a) emphasized that the way in which guardians practice their position may add to a student's results.

According to (Heineke & Vera, 2021), students perform better in school when they have parents who exert authority demonstrate high levels of warmth, supervision, and promotion. (Niehaus & Adelson, 2014) argued that parental contribution impact factors like standardized tests, students' association in challenging academic exercises, promotion from one course then onto the next, class participation, home and school conduct, adaptability, and social cooperation at school. (Krijnen et al., 2020) reported that a parent's most significant instructive activities are keeping up correspondence with youngsters, offering assistance with schoolwork, looking at learning progress and school issues, taking kids to additional classes, being in contact with the school and checking kids' social and mental climate in regards to class achievement (Tam & Chan, 2010).

(Sénéchal & Lefevre, 2014) express that guardians' and parents' information about their children, convictions with respect to education poses great impact on a student's literacy learning. From the work of (Goodall & Montgomery, 2014) parents are believed to have the option to help in the language improvement of their kids; for instance, parents can add to their children's literacy learning by perusing stories to their youngsters.

(Al-Mahrooqi et al., 2016) reviewed readings on the connection between parental inclusion and inspiration. Parent association was dissected in an unexpected way, for example, parent-instructor meetings, school exercises, exercises at home and schoolwork and inspiration considered from various structures, for example inborn/extraneous, scholastic school commitment and dominance/execution objective direction. When parents are included, students are more intrigued.

Results and Discussions

In this section, the research findings are analyzed. The qualitative analysis has given a stance to assemble data relating to the practices of the members and also on the effect of the situations on individual behavior and actions. The first section of parent interview was custom fitted to give the taking part parent's notion of beginning, educational backgrounds and their experiences in school as students.

7.1 Background of Study

The findings indicate that three (n=3) parents are originally from Ba itself; three (n=3) from Western Division excluding Ba; one (n=1) from Northern Division and one (n=1) from Eastern Division as shown in the graph 1.

The above parents have settled in Korovuto due to various reasons such as land lease expiry, availability of jobs, marriage, cheap availability of land and peaceful area.

The next findings indicated that the interviewed parents had between one to four children who are in secondary school. A total of twenty students were considered as shown in the table 1 and a breakdown of the attendants of each school is given in the pie chart 1 that follows.

Graph 1: Showing the parents place of origin.

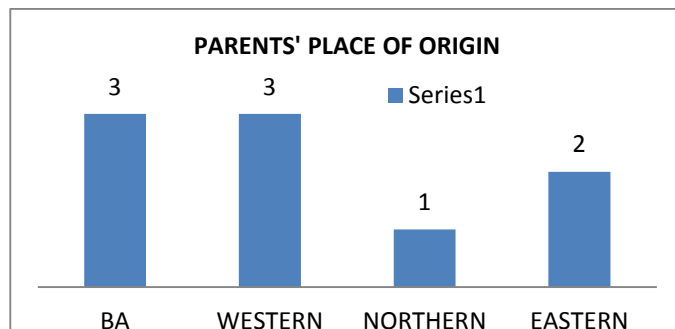


Table 1: The number of children per household in secondary school

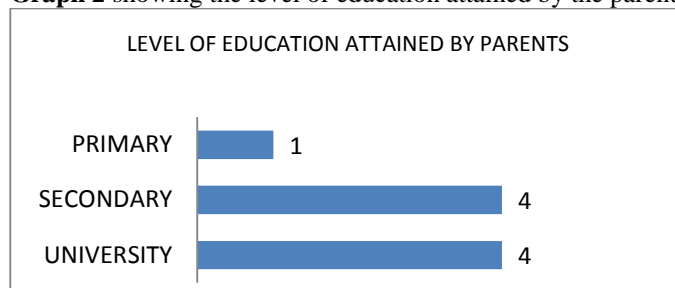
HOUSE	NO. OF CHILDREN IN SECONDARY SCHOOL
HOME 1	1
HOME 2	3
HOME 3	2
HOME 4	2
HOME 5	3
HOME 6	4
HOME 7	1
HOME 8	2

Each student has his own reason for attending the schools they are currently in. The students are in their current school due to same / similar religious and cultural group, close distance, availability of space and due to peer pressure.

7.2 Parents' Educational Background

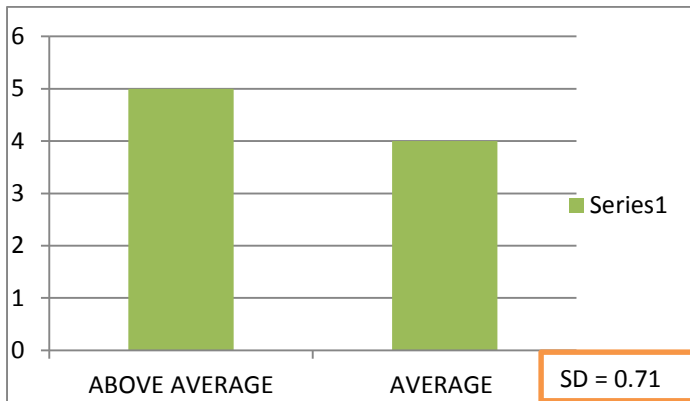
A survey was done on parents' educational background and it was found out that out of the nine parents who had been interviewed, four have achieved tertiary studies, four parents went up to the secondary level and one went up to primary as shown below. Each of these parents has an understanding of English as a spoken language even though English is a second language for all of them.

Graph 2 showing the level of education attained by the parents.



It became vital to find out the English as a Second Language background about the parents. According to the nine participating parents interviewed, each had his / her own analysis of their standard in ESL. While five parents have labelled themselves as "above average" students in ESL, four have labelled themselves as average students only. This data has been analysed in the form of a bar graph. It was also observed that each of these parents were quiet explicit in their responses and seemed to have excellent communication skills. They were very expressive about their children's language development.

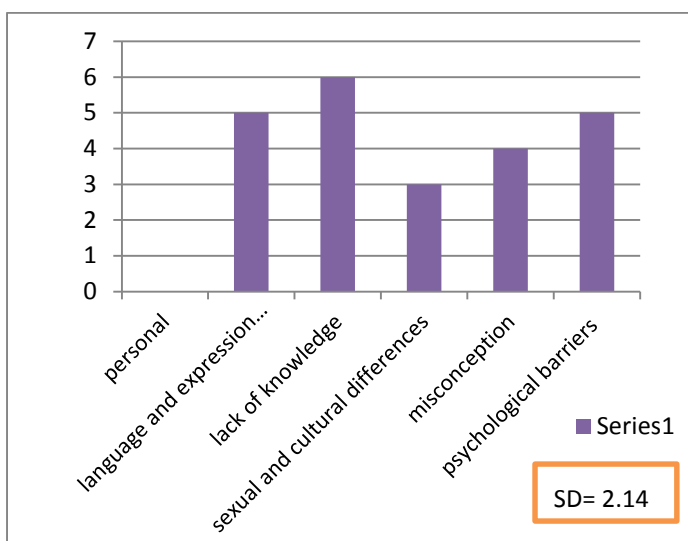
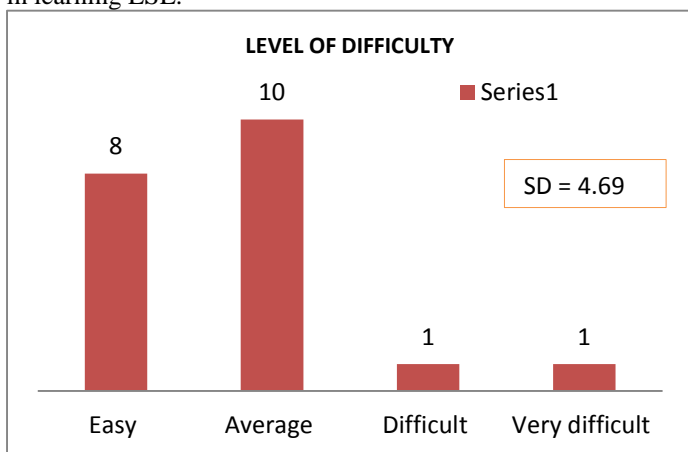
Graph 3 showing the parental analysis of their ESL standard



7.3 ESL learners

Similarly, the parents were asked about their children's level of difficulty and the results seemed to contradict. ESL has frequently unique design, rules and framework which differ from the spoken Fiji Hindi and Fijian languages that the locals are used to. When the nine interviewees who are the parents were asked about the level of difficulty, the responses varied: eight (n = 8) ESL learners found it easy, ten (n=10) found ESL learning average, one (n=1) found it difficult and one (n=1) found it very difficult. The parents of the children who were picked on as having the latter two levels of difficulty had elaborated on learning incapability and inability. One of the parents had

Graph 4: showing the level of difficulty faced by the students in learning ESL.



elaborated on the slow growth of language learning of his child; yet the parent is oblivious of dyslexia. The absence of hesitations and the smooth flow of the conversation depicted that these parents are on par with their children's language learning.

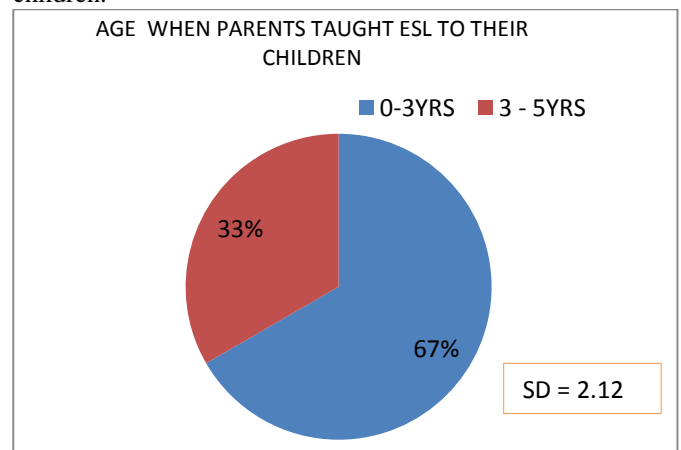
During the course of the interview, it was also found out that in some homes, there is varied level of difficulty in children. While one child finds it easy to learn ESL, the other finds it difficult. This is despite the same social, ethical, moral and even financial background. One of the students, who find ESL difficult, has been achieving higher in Mathematics and Science. The parent sorrowfully revealed that English bring his academic performance down.

7.3.1 Parents' Initial Involvement in ESL Learning

During infancy, kids go through major developmental changes across a scope of domains and the passage into "formal language" is perhaps the most proclaimed accomplishments of early turn of events. Three (n=3) of the nine (n=9) parents who were interviewed revealed that they had started teaching ESL to their kids at a late stage of after three years. They started late because mostly the seniors in the house were not literate or most profoundly were monolingual and, therefore, expected the children or grandchildren to use their mother tongue and that the school is responsible to teach children how to communicate in English.

The other six (n=6) parents had incorporated ESL with the mother tongue form the initial stage. Hence, these kids grew up using both their mother tongue and ESL. One of the parents stated during the interview that he even praised his child for every new word he spoke.

Pie chart 1: showing the age when parents taught ESL to their children.



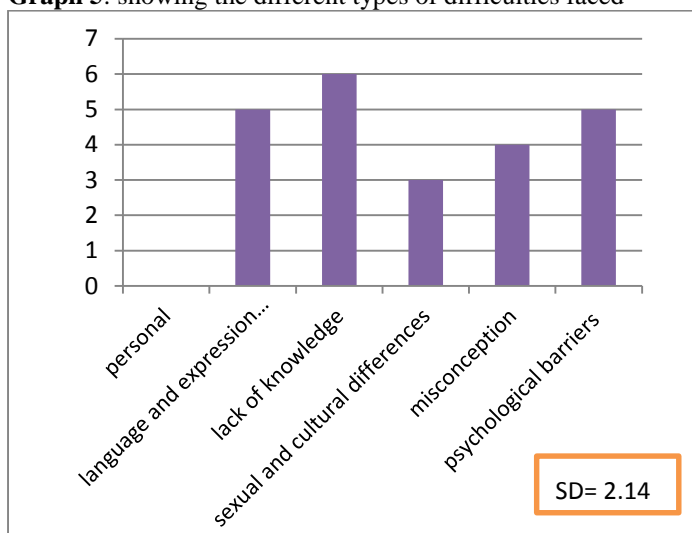
7.4 Parent – Teacher Communication:

7.4.1 Difficulties Faced

For many Fijian parents, the academic success of the child is how education enables them to prosper. When parents were asked about their communication with their children's ESL teachers, it was analysed that all (n=9) the parents had expressed their difficult moments with their children's teachers. While most of the parents took the difficulties lightly with the hope that the brighter days will be there, others got upset about their children's incompetency in ESL usage.

As per the findings, none of the parents had any personal issues with the teachers. These parents had never confronted the teachers for any matters. However, 56% (n=5) of the parents have agreed that it is language and expression that hinders them from

Graph 5: showing the different types of difficulties faced

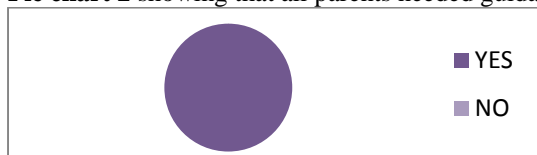


communicating with the teachers. These parents feel that their level of spoken language is not up to par as per the language used by the teachers. 67% of the parents (n=6) felt that the curriculum taught today is far different from what they had learnt as students. One of the parents had expressed that the scope of ESL today is far different from their time and, hence it is difficult to speak to the point with ESL teachers. These parents strongly feel they are not able to explicitly express their point of view as they are not aware of the subject coverage and hence are unable to discuss matters with teachers. 33% of the parents (n=3) felt they were bound by the cultural concept of the notion that teachers are similar to God and are not to be questioned. 44% of the parents (n=4) feel that if they liaise with teachers in terms of finding out about their child's language learning, then the child may be victimised or neglected in class. However, upon further enquiry, the subjects had no evidence of any such behavior condoned by the ESL teachers so far. One of the parents strongly felt that English as a language is not the mother tongue of Fijians and, hence, no matter what initiatives are taken, it will be difficult for children to achieve high. 56% of the parents (n=5) revealed that teachers are always right and need not to be questioned. Hence, during Parent Teacher Interview they only focus on the keynote areas picked by the teachers. Finally, the parents, in confidence, were able to express their viewpoints and yet agree that they had difficulties in liaising with the educators.

7.4.2 Assistance Needed

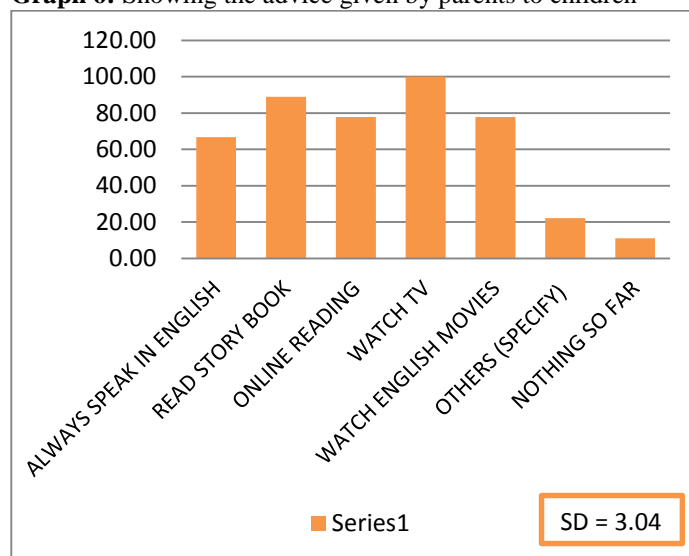
Once the parents had freely expressed their teething troubles in communicating with their children's ESL teachers, they were further interviewed on assistance they need in communication. The nine parents had expressed their concern upon their children's learning and have agreed that with cooperation the child will be able to excel. Here, some psycho education was done on education being a three legged stool. The participating parents were also informed of the varied background that each child upholds and these children are handled by one person at the same time. Hence, 100% parents (n=9) as shown in the pie chart had replied in affirmative that the parents, students and teachers have equal responsibility, different, yet equal.

Pie chart 2 showing that all parents needed guidance



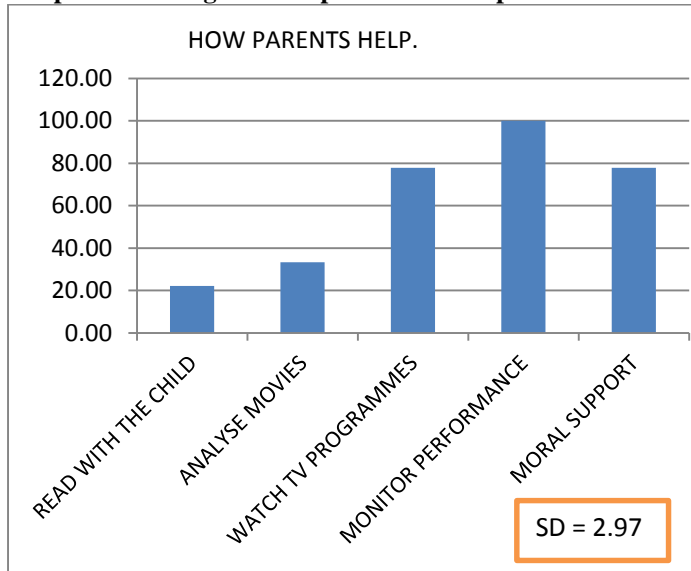
In addition, a survey was done on the role of parents and their contribution towards ESL. The answers obtained as shown in Graphs 6 and 7, although varies, were relevant. 67% of the parents (n=6) revealed that they encourage their children to speak in English at all times. Even these parents use English as a medium of communication at home and have affirmed that they have noticed improvement in their children's use of ESL. 89% of the parents (n=8) have revealed that they ensure that their children read story books. One parent has exposed that even though her child is in secondary, she buys kids story books from second hand shop so that her child makes every attempt to finish reading it. However, only 22% of the parents (n=2) actually sit and read with their children as shown in the graph. The others provide moral support as they are committed with their profession. 77% of the parents (n=7) encourage online reading, such as documentaries of an area of interest like cars as these children have their own gadgets, and thus were acknowledged for developing language using the scope that is appealing to their child. It was analysed that the individualism of any child is important in language learning. As expected, all (100%) the parents (n=9) agreed to allowing and encouraging children to watch television. These parents have quoted online learning and educational channel that gets the children occupied during the Covid 19 pandemic. However, only 78% of these parents (n=7) take out time to watch TV programmes with their children and they were able to judge their children's level of difficulty and two of the parents have strengthened their bonding with their child. It can be, therefore, analysed that the presence of parents has not only developed their ESL but also strengthened their relationship. 78% of the parents (n=7) inspire children to watch English movies and documentaries. As per the interview it was found out that these parents, however, did not pay attention to the language used in the movies as ESL learning was prioritised. Video Compact disc, YouTube, smart TV and other gadgets provided by the parents were used and all the (78%) parents (n=7) disclosed that they accompany their children and then give critical analysis. One parent apparently disclosed that his perception varies from her daughters; the parent deceptively looks at life while the child looks accepts the controversial life. 22% of the parents (n=2) resort to other platforms such as counselling, family time and bible reading. Only one (n=1) parent (11%) has confessed that he has not done much in terms of advice as he relies on the school. However, this parent had planned to provide some parental support. The choice of support

Graph 6: Showing the advice given by parents to children



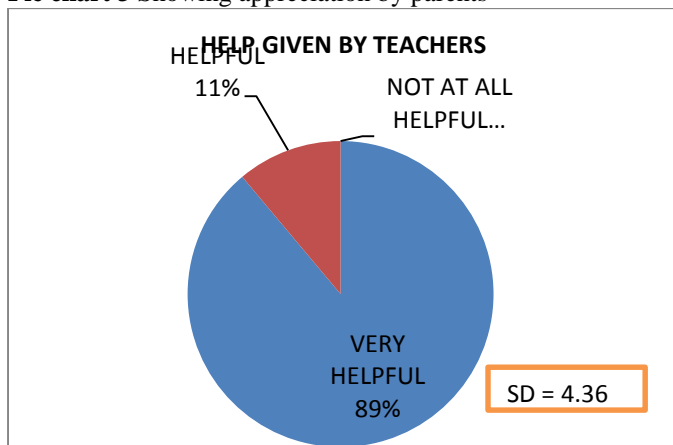
has not yet been decided by him. As expected by any school and any teacher, all the parents interviewed revealed that they had been monitoring their children's performance. Consequently, it can be analysed that parents' perception in ESL plays a vital role to help pupils succeed as this is the foundation of a youngster's schooling, and is particularly valid for ESL learners who are tested by language hindrances.

Graph 7: Showing how the parents had helped children



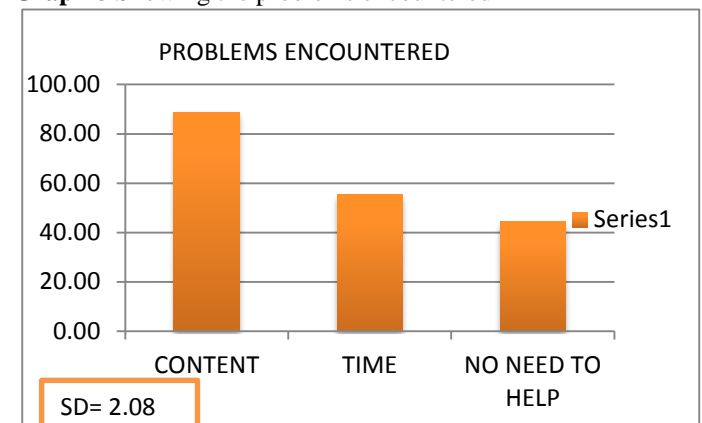
When the parents were asked about the help supplied by the school, appreciation was noted from the parents as shown in Pie chart 4 below. 89% of the parents (n=8) had revealed that the school, especially the ESL teacher is "very helpful". These parents had further explained that the teachers had understood that English is not the native language and have thus cooperated with their children. The parents have further elaborated on clear instructions given for assigned task, repeated explanation and ESL teachers teaching a concept at a time. 11% of the parents (n=1) have revealed that the support from school was "helpful" and upon further enquiring the parent felt that the teacher was still in her infancy in teaching as she had just graduated. However, the parent also stated that the teacher was able to pick on the child's weaknesses. Most of the feedback was given during Parent Teacher Interview. None of the parents had shown any form of disgrace in terms of support from teachers. These responses had clearly shown that parents expect the teachers to give a leading hand.

Pie chart 3 Showing appreciation by parents



The survey was further continued to find out whether the parents had encountered any problems in helping their children. 89% of the parents (n=8) as shown in the Graph 8, below had voiced out that they are unaware of the concept that is taught in class as they are adamant that as students they had not been exposed to the current concept. Hence, when children seek assistance, it becomes challenging for parents to provide proper guidance. Furthermore, 56% of the parents (n=5) stated that due to work commitment and lack of time they are unable to do justice towards their children's ESL learning. These parents either reach home late from work or have other chores in the house that needs to be prioritised. 44% of the parents (n=4) have said that their children did not need help as they are able to manage ESL studies by themselves. These concerns eventually give the lime light on the prominence of ESL teachers.

Graph 8 Showing the problems encountered



To further assist the parents a quick check was done on their involvement in parental programmes and 100% of the parents (n=9) had replied in the negative. These parents supported their decision by emphasizing on their lack of knowledge on such programs. Despite this 100% of the parents (n=9) had revealed that their involvement had helped their children. The parents are satisfied that they understand their children and their ESL ability better. Finally, the level of parent teacher communication was also found out. All the parents meet the ESL teachers during Parent Teacher Interview (PTI). Even though the schools have an open door policy, these parents revealed that they visit schools during the PTI invite. All the parents have taken a further step by leaving their contact with the teachers and had declared their interest to be in the loop in terms of ESL learning.

Conclusion

The research findings depict that parents value the indirect and logistic assistance they provide to their children almost as much as the actual assistance they can provide, such as assisting with homework. Furthermore, it was discovered that while all parents in the study sincerely want to be interested in their children's English learning process, they are unsure how to do so effectively. It was also discovered that the parents do know that establishing relationship and collaboration between teachers and parents is critical in order to successfully complete their child's English Language education. Parents also emphasise that simply assisting their children with their English language lesson assignments has significant effect on their children's school success. Another factor affecting parental involvement in this research is the extent of schooling of the parents. It was discovered that as their educational standards rise, so does their

constructive interest and tolerance to creative development, which is an important element in the parental engagement phase. Finally, demographic factors such as gender, age, occupation, and educational attainment have little impact on parents' expectations of parental participation, though some of them may affect various aspects of their involvement.

Recommendation

There is no denial of parents' contribution in their children's education, as it was evident that many parents initially took pride in supporting their child's English language education via various means. The focus of this research had been about the opinion of parents regarding their involvement in the education of English language of their children. Thus, the research findings illustrate that parental support and guidance has initially helped many students master English language skill at their secondary level education. More so, there is a need to conduct further studies on teacher's perspective in order to fully fathom the benefits of parental involvement in their children's English language education. Further investigation of the teacher's perspectives could have been done. Henceforth, as a result, the essence of their relationship may be better clarified in order to create more successful methods to improve teacher-parent collaboration. Since previous research has shown that socioeconomic status has a significant impact on parental involvement (Krijnen et al., 2020) this study may be repeated in various contexts and state schools with this variable to determine the impact of socioeconomic status on parental involvement in English language growth. Finally, there may be changes in the way parents' think as their children grow old. Therefore, the implementation of this study could be done again on the parents of different aged group children.

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