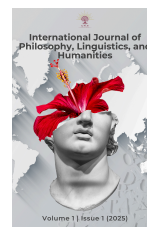






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Research Article

Parental Engagement In English Language Learning

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Abstract

This study explored the parents' engagement in their children's English learning in terms of their demographic characteristics. The participants of the present research include the parents of the students studying at the 1st to 4th grades of private elementary schools in Kabacan, Cotabato. This research was designed as correlational research in which a 28-item adapted survey was used to determine whether there was a significant relationship between the demographic profile of parents and their engagement in the English language learning. Findings suggest that parents have a positive attitude towards parental engagement, and they are generally aware of the academic and psychological aspects of education ($\mu = 4.47$). Therefore, they have a good relationship with the teachers, and they get involved in their children's English language education directly and indirectly. Findings also indicated that such demographic characteristics such as sex, age, educational background, occupation, income, and linguistic background (L1, L2), generally, make no significant difference on parents' parental engagement in the language ($p\text{-value} = 0.220$).

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Introduction

Parental engagement plays a significant role in children's academic success. Beyond schools, families and communities are essential contributors to students' education (Goodall & Montgomery, 2023). Research consistently highlights that effective collaboration between schools and parents fosters shared responsibility for students' academic and developmental outcomes (Djazilan & Wuryandani, 2024; Fu et al., 2024; Kaur, 2024). Parental involvement is linked to improved academic performance, self-esteem, and school retention, as well as positive impacts on children's social and emotional well-being (Abuzar & Purwandari, 2024; Eden et al., 2024; Utami, 2022). Additionally, positive parenting approaches have been shown to develop self-efficacy in children, further enhancing their academic resilience (Mao et al., 2023; Shengyao et al., 2024; Uygur et al., 2023).

While these general benefits of parental engagement are well-documented, its role in English language learning (ELL) has received less attention. This research focuses on parental engagement in children's English language education, exploring how socio-demographic factors influence this involvement. The study is

aligned with the University's research priorities on education and literacy, aiming to contribute valuable insights to this under-researched area.

The objectives of this study are to: (1) identify the socio-demographic profile of parent-respondents in terms of sex, age, educational attainment, occupation, income, and linguistic background (L1, L2); (2) assess the level of parental engagement in their children's English language learning; and (3) determine the relationship between socio-demographic profiles and parental engagement in ELL.

Conducted in private elementary schools in Kabacan, Cotabato, during the first semester of the 2022–2023 school year, this research seeks to benefit various stakeholders. It aims to help learners understand the importance of parental involvement in education, enable parents to strengthen relationships with schools and monitor children's progress, inform teachers of the positive impact of parental engagement on teaching strategies, encourage schools to enhance curriculum design and instruction, and provide foundational literature for future studies on parental involvement in education.

Materials and Methods

This study employed a descriptive-correlational research design with a quantitative method to investigate the relationships between the socio-demographic profile of parents and their engagement in English language learning. Specifically, it explored how socio-demographic characteristics such as sex, age, educational attainment, occupation, income, and linguistic background influenced parental involvement in supporting their children's English language learning.

The respondents were 120 parents of Grade 1-4 students enrolled in private elementary schools in Kabacan, Cotabato, during the first semester

of the school year 2022-2023. The initial sampling plan was stratified random sampling with equal allocation across grade levels (30 students per grade). However, due to the limited number of enrollees, the study utilized convenience sampling. Questionnaires were distributed to parents through students after gaining approval from school administrators. Parents were informed about the research's purpose, confidentiality of data, and the nature of the questions. Completed questionnaires were returned via the students to their respective advisers and then handed over to the researcher within two weeks.

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The research instrument was adapted from the validated questionnaire of Kalaycı & Öz (2018) socio-demographic background of parents, covering variables such as sex, age, educational attainment, occupation, income, and linguistic background, and (2) level of parental involvement in English language learning, categorized into relationships with teachers, academic support provided at home, and logistic support. This section contained 28 items rated on a 5-point Likert scale (1=never to 5=always). The instrument was translated into Filipino to ensure comprehension among respondents. The translation process involved forward-translation by a bilingual expert fluent in both English and Filipino, followed by back-translation to English by an independent translator. Any discrepancies between the original and back-translated versions were reconciled to maintain the accuracy of the instrument. To validate the translated questionnaire, it was piloted with five parents who were not part of the study sample. Feedback from the pilot test was used to refine the clarity and appropriateness of the items. The

with minor modifications to fit the study's context. It consisted of two main sections: (1) reliability of the instrument was assessed using Cronbach's alpha, which yielded a high reliability score of 0.89, indicating strong internal consistency. Content validity was confirmed by consulting three experts in education and language studies, who reviewed the items for relevance, clarity, and alignment with the study's objectives.

Data analysis employed descriptive statistics, including frequencies and percentages, to summarize the socio-demographic profiles of the respondents. Means were calculated to determine the level of parental involvement. Spearman's rho correlation coefficient was used to assess the relationship between socio-demographic factors and parental engagement in their children's English language learning. This systematic approach to data collection and analysis ensured reliability and validity, providing measurable insights into the factors influencing parental involvement.

Results

3.1. Socio-demographic Profile of Respondents

Table 1 presents the socio-demographic profile of the respondents, including age, sex, occupation, monthly income, educational background, and linguistic background.

The majority (63.3%) of respondents were aged 26–35, followed by 15% aged 41–50. Most respondents (85%) were female. Regarding occupation, many were self-employed (20.8%), followed by teachers (19.2%) and housewives (18.3%). In terms of income, 25.8% earned ₱20,001–30,000, while 23.3% earned ₱10,001–20,000, indicating most were from low- to middle-income households (Albert et al., 2020; Faisal et al., 2024).

Educationally, 45.8% were college graduates, 20% had a master's degree, and 13.3% had some

college education, highlighting a generally well-educated group. Linguistically, the most common L1 was Tagalog (25%), followed by Maguindanaon (22.5%). For L2, Tagalog (58.3%) and English (30%) were predominant, reflecting the linguistic diversity of Kabacan.

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Table 1. Socio-economic characteristics of the respondents.

Variable		Frequency (n = 200)	Percentage (%)
Age			
	26 - 35	76	63.3
	41 - 50	18	15.0
	36 - 40	16	13.3
	51 - 65	5	4.2
	greater than 65	2	1.7
	18 - 25	2	1.7
	less than 18	1	.8
Sex			
	female	102	85.0
	male	18	15.0
Occupation			
	Business	25	20.8
	Teaching	23	19.2
	Housewife	22	18.3
	None	20	16.7
	Government	10	8.3
Employee			
	Farming	5	4.2
	MedTech	3	2.5
	Engineer	2	1.7
	OFW	2	1.7
	VA	2	1.7
	NGO	2	1.7
	PNP	2	1.7
	Pharmacist	1	.8
	Accountant	1	.8
Monthly Income			
		31	25.8
	20, 001 - 30,000	31	25.8
	30,001 - 50,000	28	23.3
	10,001 - 20, 000	18	15.0
	less than 10,000	12	10.0
	more than 50, 000		
Educational Background			
	Bachelor's Degree/	55	45.8
	College Graduate	24	20.0
	Master's degree	16	13.3
	College Level	10	8.3
	High school	6	5.0
	PhD or higher	6	5.0
	Vocational	3	2.5
	Elementary		
L1		30	25.0
	Tagalog	27	22.5
	Maguindanao	22	18.3
	Ilonggo		

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	Ilocano	22	18.3
	Cebuano	18	15.0
	English	1	.8
L2			
	Tagalog	70	58.3
	English	36	30.0
	Cebuano	7	5.8
	Ilonggo	4	3.3
	Ilocano	3	2.5

3.2. Parental Engagement in English Language Learning in terms of The Relation with Teachers

Table 2 highlights the relationship between parents and teachers, focusing on positive interactions. The data show that many parents “usually” or “sometimes” engage positively with teachers, with the highest frequencies observed

in valuing teachers’ assistance and efforts toward their children's academic success. Additionally, many parents consistently prefer to communicate with teachers when their children experience difficulties with homework.

Table 2. Parental Engagement in English Language Learning in terms of The Relation with Teachers

Statement	Weighted Mean	Verbal Description
I thank the teacher when he has done something for my child.	4.44	Usually
I keep in touch with my children’s teachers	4.13	Usually
I am the first person to consult the teacher if my child is struggling with homework.	3.98	Usually
I make sure that my teaching strategies with my children go with the teachers’ strategies	3.88	Usually
Teachers phone me when my child misses an assignment or does poorly in exams.	3.85	Usually
I ask the teacher how I can support my child in areas he/she may need to improve.	3.78	Usually
I let the teacher know I am watching my child’s study habits and attitude towards school.	3.73	Usually
I share any information that might help the teacher understand my child.	3.71	Usually

3.3. Parental Engagement in English Language Learning in terms of The Nature of Help Parents Give to the Students

Table 3 highlights the nature of help parents provide to their children, showing a strong tendency toward “always” and “usually” in their responses. The highest percentage reflects parents encouraging their children to work independently while offering guidance rather

than direct answers. This indicates that most respondents aim to foster independence in their children's learning, intervening only when necessary to guide them toward solutions.

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Table 3. Parental Engagement in English Language Learning in terms of The Nature of Help Parents Give to the Students

Statement	Weighted Mean	Verbal Description
I encourage my child to work independently. If my child asks for help, I listen and provide guidance, not answers.	4.59	Always
I watch my children for signs of frustration or failure. I let them take a break or talk through difficulties.	4.41	Usually
Whenever my child encounters a difficult word in English, I give him the Tagalog meaning.	4.27	Usually
I have my children do harder work first, when they are most alert. Easier work will seem to go faster after that.	3.93	Usually
I let the teacher know I am watching my child's study habits and attitude towards school.	3.72	Usually
I give him the instructions in Tagalog	3.62	Usually
When he cannot answer comprehension questions, I answer for him.	2.93	Sometimes
OVERALL WEIGHTED MEAN	3.92	Usually

3.4. Parental Engagement in English Language Learning in terms of Logistic and Indirect Help Parents Give to their Kids

Table 4 highlights the logistic and indirect help parents provide to their children. The highest mean responses show that parents praise their children for genuine effort and positive attitudes toward schoolwork (4.83%), model courtesy when communicating with their children

(4.76%), and spend daily quality time talking and listening with patience and love (4.63%). These results suggest that parents recognize the importance of indirect support in fostering a positive and encouraging home environment that motivates their children in the learning process.

Table 4. Parental Engagement in English Language Learning in terms of Logistic and Indirect Help Parents Give to their Kids

Statement	Weighted Mean	Verbal Description
I praise my child for real effort and good attitudes about schoolwork.	4.83	Always
I show and model courtesy when talking with my children by using please, thank you.	4.76	Always
I spend a few minutes daily with each child, talking and listening with patience and love.	4.63	Always
I make sure the home environment is welcoming and motivating to study.	4.57	Always
I take time to understand my children's world— their friends, activities, etc.	4.56	Always
I attend PTA meetings to give suggestions and discuss ideas related to improving teaching strategies.	4.45	Usually

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I go with my children to places where learning is a family activity	4.43	Usually
I establish a family routine with regular mealtimes, bedtimes, homework time, and outdoor play/exercise time.	4.43	Usually
I join SMS groups with parents to follow up with assignments and exams.	4.39	Usually
I pick a time when my children will study each evening; I don't let them wait until just before bedtime.	4.29	Usually
I make daily study time a "family value," something each child does with or without homework assignments from school.	4.21	Usually
I try to do some of my own "homework" while my child studies, such as bill paying, reading, and writing.	4.04	Usually
OVERALL WEIGHTED MEAN	4.47	Usually

3.5. Correlation between Socio-demographic Profile and Parental Engagement in English Language Learning (Result Side Comment of Managing Editor)

Table 3 shows the correlation between the socio-demographic profile and parental engagement in English language learning. The analysis revealed that the correlation coefficient between age and parental engagement was 0.113, with a p-value of 0.220, which is greater than 0.05. This indicates no significant correlation between age and parental engagement in English language learning. However, several studies and theoretical frameworks highlight the potential influence of socio-demographic factors on parental engagement. Bronfenbrenner's Ecological Systems Theory emphasizes the role of contextual and demographic factors in shaping individuals' behaviors and interactions,

including parental involvement in children's education. Similarly, studies by Ali et al. (2023), Pandey et al. (2024), and Zulfiqar et al. (2023) suggest that parental engagement may be influenced by socio-economic status, educational attainment, and cultural background. These theoretical and empirical insights provide a basis for examining the relationship between socio-demographic profiles and parental engagement in this study. While the findings in this context do not indicate a significant relationship between age and parental engagement, the broader literature underscores the relevance of considering socio-demographic factors in understanding variations in parental involvement.

Table 5. Correlation between Socio-demographic Profile and Parental Engagement in English Language Learning

Variable	Correlation Coefficient	p-value
Age	0.113ns	0.220
Sex	-0.029 ^{ns}	0.749
Income	0.026ns	0.775
Educational Background	0.031ns	0.733
Occupation	0.018ns	0.848
First Language	0.011ns	0.902
Second Language	0.144ns	0.117

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Discussion

The socio-demographic characteristics and parental engagement practices of respondents in supporting their children's English language learning were examined in this study. The findings reveal the interplay of these factors and their influence on parents' involvement and strategies in facilitating their children's academic success.

Unexpectedly, the results indicate that parental engagement was not significantly influenced by socio-demographic characteristics such as age, sex, income, educational background, and linguistic profile. This contrasts with theoretical frameworks, such as Bronfenbrenner's Ecological Systems Theory, which suggests that socio-demographic factors, as part of the microsystem and exosystem, play a role in shaping parental behaviors. Studies by Bayat and Madyibi (2022), Şengönül (2022) and Wang et al. (2023) have similarly posited that factors like income and educational attainment significantly affect parental involvement. Testing these relationships was therefore justified, as these characteristics have historically been considered predictors of engagement practices.

The lack of significant correlations in this study aligns with the findings of Çaliskan & Ulas (2022) Rachmawati and Suroso (2022) and Yan et al. (2022) who demonstrated that demographic factors had no statistically significant impact on parental involvement. However, it diverges from studies by Aina et al. (2022), Puccioni et al. (2022) and Tompsett and Knoester (2023), which emphasized that higher education and income levels positively correlate with parental support. These conflicting findings suggest that contextual variables, such as cultural norms or educational expectations within communities, may mediate the influence of socio-demographic factors. For instance, in communities where parental involvement is perceived as a normative responsibility regardless of socio-demographic

background, these factors may have diminished relevance.

The analysis also showed that a majority of respondents, particularly middle-aged mothers with self-employed or teaching professions, actively engaged in their children's academic endeavors. Their engagement was characterized by practices such as encouraging independent learning, modeling courteous communication, and providing motivational support through praise and positive reinforcement. These findings align with Borasheva (2024), Geduld (2024) and Shen et al. (2024), who highlighted the importance of indirect support and emotional encouragement in fostering a conducive home environment for learning.

Further exploration of logistic support revealed that parents spend quality time engaging with their children, offering guidance rather than direct solutions to academic challenges. This practice supports findings by Adeoye (2024), Bendini & Devercelli (2022) and Gomez (2024), who emphasized nurturing responsible study habits in children. Additionally, it underscores Vygotsky's (1962) scaffolding theory, which highlights the critical role of adult guidance in facilitating learning and skill development.

Overall, while socio-demographic variables showed no significant correlation with parental engagement, the findings reinforce the importance of examining the quality of parental involvement. Emotional, logistic, and indirect support practices were found to significantly enhance students' academic performance. These results suggest that fostering a supportive learning environment is less about socio-demographic factors and more about the strategies parents employ. Future research should explore mediating variables, such as cultural norms and parental beliefs, to better understand the nuanced relationship between

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socio-demographic characteristics and parental engagement.

Conclusions

The study found that the majority of respondents (63.3%) were between the age bracket of 26-35 years old, predominantly female (85.0%), and primarily self-employed or managing their own businesses (20.8%). Most of the respondents belonged to middle-class income households, with a significant portion (45.8%) holding a college degree or higher education. Linguistically, the majority identified Tagalog as their first language (25.0%) and second language (58.3%). The findings revealed that parents demonstrated a favorable attitude toward engagement in their children's English language learning. Respondents actively collaborated with teachers and provided both direct and indirect support, fostering their children's academic growth. However, the study concluded that socio-demographic characteristics—including age, sex, occupation, income, educational background, and linguistic profile—did not have a statistically significant relationship with parental engagement in English language learning. Therefore, the socio-demographic profile does not determine the level of parental involvement.

Based on the findings, several recommendations were proposed. Schools are encouraged to facilitate regular parent-teacher communication through newsletters, meetings, or digital platforms to keep parents informed about their children's progress and to share strategies for supporting English language learning at home. Workshops can be organized to train parents on effective practices, such as reading aloud, practicing vocabulary, and fostering conversations in English. Additionally, schools should consider implementing structured parental involvement programs that invite parents to participate in classroom activities, volunteer in language-related events, and

contribute to curriculum enrichment. Policymakers, on the other hand, are urged to develop community engagement initiatives that provide accessible resources, such as English reading materials and interactive tools, to support home-based learning. Incentives recognizing active parental involvement, such as certificates or free access to learning resources, can also be introduced to encourage greater participation. Furthermore, funding should be allocated for teacher training programs aimed at building stronger partnerships with parents and incorporating parental support into teaching strategies.

Future research is recommended to explore other variables influencing parental engagement or to adopt qualitative methods to gain deeper insights into the dynamics of parental involvement in English language learning. Researchers may also investigate the direct impact of parental engagement on students' English language performance to assess its effectiveness in facilitating second language acquisition. Expanding the study to include teachers' perspectives could provide a more comprehensive understanding of teacher-parent collaborations and identify areas for improvement. Additionally, comparative studies in public elementary schools or other educational contexts may offer insights into how engagement varies across different environments. By examining parental engagement strategies in diverse socio-cultural and economic settings, targeted interventions can be developed to promote student success. Addressing these areas in future research will further clarify the role of parental involvement in enhancing English language learning and contribute to creating a more supportive and effective educational environment.

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