



UNDERGRADUATE PROGRAM

PUJILÍ EXTENSION

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE
PEDAGOGY ENGLISH MAJOR**

RESEARCH REPORT

**PARENTS' CONTRIBUTION IN CHILDREN'S ENGLISH
LEARNING**

Research report before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major

AUTHORS:

Acuña Amboya Jhoseline Cecilia.

Robalino Tapia Mayra Elizabeth.

TUTOR:

Abata Checa Fanny Mercedes, Mg.

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DECLARATION OF AUTHORSHIP


We, Acuña Amboya Jhoseline Ceilia and Robalino Tapia Mayra Elizabeth with ID number 1750176164, 1724772718, we declare as the authors of the following RESEARCH PROJECT: “PARENTS’ CONTRIBUTION IN CHILDREN’S ENGLISH LEARNING”, Fanny Mercedes Abata Checa, Mg, serves as the Tutor of this work. I expressly release the Technical University of Cotopaxi and its legal representatives from any potential claims or legal actions.

Furthermore, I certify that the ideas, concepts, procedures, and results presented in this research work are solely my responsibility.

Pujili March, 2024



Jhoseline Cecilia Acuña Amboya
ID: 1750176164



Mayra Elizabeth Robalino Tapia
ID: 1724772718

ENDORSEMENT FROM THE PROJECT TUTOR

As the Tutor of the Research Project titled:

“PARENTS’ CONTRIBUTION IN CHILDREN’S ENGLISH LEARNING”
by Acuña Amboya Jhoseline Cecilia and Robalino Tapia Mayra Elizabeth, from
the Department of National and Foreign Language Pedagogy English Major, we
believe that the aforementioned Research Report deserves approval endorsement
for meeting the technical standards, translation, and prescribed formats, as well as
for incorporating the observations and recommendations proposed during the pre-
defense.

Pujilí March, 2024



Fanny Mercedes Abata Checa, Mg.

ID.0502278740

TUTOR

APPROVAL ENDORSEMENT FROM THE GRADUATION COMMITTEE

As the Readers' Committee, we hereby approve the present Research Report in accordance with the regulatory provisions issued by the Technical University of Cotopaxi and its Pujilí Extension. The applicants, Jhoseline Cecilia Acuña Amboya and Mayra Elizabeth Robalino Tapia, with the title of the Research Project: **“PARENTS’ CONTRIBUTION IN CHILDREN’S ENGLISH LEARNING”**, have taken into consideration the recommendations issued in a timely manner and possess sufficient merits to undergo the thesis defense.

Based on the aforementioned, authorization is granted to record the corresponding files on a CD, in accordance with institutional regulations.

Pujilí March, 2024

For the record, they sign:



Rosero Mejéndez Jorge Luis, M.Sc.
ID:0502278740
COMMITTEE PRESIDENT



Cando Guanoluisa Fabiola Soledad, M.Sc.
ID:0503101040
COMMITTEE, MEMBER 2



Arias Arroyo Paulina Alexandra, PhD.
ID: 0502212095
COMMITTEE, MEMBER 3

GRATEFULNESS

To our families who have supported us, for their time, understanding, patience and love and for being by our side at all times. We thank the teachers and friends who were always ready to give us their unconditional support and help to achieve each goal presented to us.

Mayra & Cecilia

DEDICATION

First of all, I thank my God and the Virgin. I dedicate this research to my mother Cruz and my father Hernán for their financial support, unconditional love and patience. Secondly, to my brother Andres, my boyfriend Javier and my aunt Angie who were also by my side at all times from the beginning of this goal wishing me the best in difficult times with their incomparable love. Finally, to my friends who never doubted me to achieve all my goals. The support provided by these people has been a blessing in my life, they have protected and guided me at all times, thanks to their love and support I have achieved many things and I will achieve everything I set my mind to.

Mayra Robalino.

DEDICATION

I want to thank God and the Virgin of Quinche for allowing me to reach this goal, my parents Raul and Corina for their economic and moral support and their infinite love and patience towards me my siblings Helen and Raulito because I could always count on their love and loyalty to my grandparents Jorge and Elena who never lacked words of encouragement, my cousins Sami, Danny and Joha for their love and my family for their support to my friends who were always present Mayra, Gabriel, Eloy, Nico thanks for their advice and encouragement. And finally, to peppita, griso and loki for giving me their paw when I needed it the most.

Cecilia Acuña.

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE
PEDAGOGY ENGLISH MAJOR

THEME: PARENTS' CONTRIBUTION IN CHILDREN'S ENGLISH LEARNING.

Authors: Acuña Amboya Jhoseline Cecilia.

Robalino Tapia Mayra Elizabeth.

ABSTRACT

The objective of this research is to analyze the involvement of parents in their children's learning of English. This research was conducted with a non-experimental quantitative methodology and a descriptive design. The instrument was a 16-item survey. It was divided into 3 categories: demographic data, factors influencing learning support, and activities performed by parents adapted from Indriati (2016). The study population consisted of 64 parents of Belisario Quevedo Educational Unit, aged between 30 and 60 years. The survey results were tabulated and analyzed using descriptive statistics to show percentages. The results showed that there are influential factors in parents' involvement in students' learning such as: parents' interest, parents' time and parents' little knowledge of the English language. It also showed that parents do some activities such as: English communication between parents and children, have various resources to improve learning (books, games and movies), use of the Internet to facilitate learning, support with homework and reinforcement of knowledge at home. It can be concluded that parents' contribution to English learning is acceptable because they try to help them to improve English at home.

Keywords: English language learning, parental involvement, parental interest, parental time.

TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ EXTENSION

THEME: La contribución de los padres al aprendizaje del inglés de los niños.

Authors:

Acuña Amboya Jhoseline Cecilia.

Robalino Tapia Mayra Elizabeth.

RESUMEN:

El objetivo de esta investigación es analizar la implicación de los padres en el aprendizaje del inglés de sus hijos. Esta investigación se llevó a cabo con una metodología cuantitativa no experimental y un diseño descriptivo. El instrumento fue una encuesta de 16 ítems. Se dividió en 3 categorías: datos demográficos, factores que influyen en el apoyo al aprendizaje y actividades realizadas por los padres adaptadas de Indriati (2016). La población de estudio estuvo conformada por 64 padres de familia de la Unidad Educativa Belisario Quevedo, con edades comprendidas entre 30 y 60 años. Los resultados de la encuesta fueron tabulados y analizados utilizando estadística descriptiva para mostrar porcentajes. Los resultados mostraron que existen factores influyentes en la participación de los padres de familia en el aprendizaje de los estudiantes como: el interés de los padres de familia, el tiempo de los padres de familia y el poco conocimiento del idioma inglés de los padres de familia. También mostró que los padres realizan algunas actividades como: Comunicación en inglés entre padres e hijos, disponer de diversos recursos para mejorar el aprendizaje (libros, juegos y películas), uso de Internet para facilitar el aprendizaje, apoyo con los deberes y refuerzo de conocimientos en casa. Se puede concluir que la contribución de los padres al aprendizaje del inglés es aceptable porque intentan ayudarles a mejorar el inglés en casa.

Palabras clave: Aprendizaje de inglés, implicación de los padres, interés de los padres, tiempo de los padres.

AVAL DE TRADUCCIÓN

En calidad de Docente de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi; en forma legal **CERTIFICO** que:

La traducción del resumen al idioma español del proyecto de investigación cuyo título versa: " Parents' contribution in children's English learning" presentado por: Mayra Elizabeth Robalino Tapia y Jhoseline Cecilia Acuña Amboya, egresadas de la Carrera de: **Pedagogía De Los Idiomas Nacionales Y Extranjeros**, perteneciente a la **Extensión Pujilí** lo realizaron bajo mi supervisión y cumple con una correcta estructura gramatical del Idioma.

Es todo en cuanto puedo certificar en honor a la verdad y autorizo al peticionario hacer uso del presente aval para los fines académicos legales.

Pujilí, Marzo del 2024

Atentamente,

Mg. Abata Checa Fanny Mercedes
ID: 0502278740
TUTORA

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1. **General Information**

Theme: Parents' contribution in children's English learning.

Starting Date: October 2023

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Place of Research: Unidad Educativa Belisario Quevedo.

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Macro project of the career: Formative processes in the teaching and learning of the English language in the educational institutions of the province of Cotopaxi

Work Team: Mg. Mercedes Abata Checa Tutor, Jhoseline Cecilia Acuña Amboya - Mayra Elizabeth Robalino Tapia.

Knowledge area: Education

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2. Problem Statement

English is an international language that schools and colleges teach on an obligatory basis. It is a subject that is part of the academic curriculum from the first years of school, through high school and, many times, even at university. As English is a subject, it also requires the contribution of parents to their children's learning of a new language, therefore, the support they provide is important because it can influence the students' success in school.

Within the family environment, the parents' role develops as the child's first teacher during the learning process. However, parents are often not as involved in their parental engagement with the students' school environment, resulting in children's lack of interest in learning. The situation is complicated with English, because it is a language of which one has basic knowledge, but, with the passage of time and lack of practice, it becomes unfamiliar.

According to the observations made during the pre-professional practices in the eighth and ninth grades of basic education in the "Belisario Quevedo" Educational Unit of Pujili, province of Cotopaxi, it has been possible to identify some negative or unfavorable aspects in parental involvement in the educational environment. Consequently, uncertainty arises about the relationship between parental involvement in academics and the academic performance of students.

The lack of parental involvement in school life causes students to feel unmotivated to perform tasks in class or at home. Such lack is due to the fact that parents have responsibilities to fulfill such as work activities and, in many cases, leave their children alone for several hours. As a result, children are distracted by other activities such as games, television or sleeping. Therefore, they do not focus on doing their homework or concentrate properly on learning English.

Another cause identified for the children's lack of interest is that not all of them live with their parents. Some children live with grandparents, aunts, uncles, among other relatives, and do not always have the necessary support and motivation to carry out learning activities. There are also cases in which parents are simply not interested in their children's education, resulting in poor performance in the subject they are learning. According to Poyraz (2017), "parental involvement at home is an issue seen as a practice in which parents find the opportunity to contribute to their children's academic performance" (p. 258). That is, parents or guardians do not necessarily need to be involved in the physical school space, but, they can also be involved from home, especially when learning a new language.

Thus, this research focuses on analyzing the contribution of parents to their children's learning of English. For the reasons stated above, the research aims to answer the following questions:

- What are the factors that influence parents' support for children's English learning?
- What are the activities that parents engage in to involve themselves in the students' English learning process.

3. Objectives

3.1 General Objective

To analyze the involvement of parents in the learning of English of eighth and ninth grade students of the "Belisario Quevedo" Educational Unit of the Pujilí canton, province of Cotopaxi.

3.2 Specific objectives

- To examine the theoretical literature on the involvement of parents in students' learning of English.
- To determine the factors that influence parental support for students' English learning.
- To identify the activities parents engage in to become involved in the students' English language learning process.

Table 1

Activities and task system in relation to the objectives

Specific objective	Activities	Verification Means
To examine the theoretical literature on parent's involvement in children's English Learning.	Read papers about parents' contribution to learning English Synthesize main information	Theoretical framework
To determine the factors that influence parents' support in the children's English learning.	Adapt the survey. Apply a survey to the parents. Tabulate the results Analyze and interpret the results.	Survey Results and discussion

<p>To identify the activities parents do to get involved in a student's English learning process.</p>	<p>Adapt the survey.</p> <p>Apply a survey to the parents.</p> <p>Tabulate the results</p> <p>Analyze and interpret the results.</p>	<p>Survey</p> <p>Results and discussion</p>
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5. Justification

Nowadays, the teaching of English is a fundamental part of school learning, since it is an international language that allows to expand communication with people around the world. English is a school subject at all levels of education, but it is in primary and secondary education that the motivation for good performance depends on the students and, to a certain degree, on the parents. Involvement in their children's school environment is beneficial in incentivizing students to have a good academic performance, especially when it comes to learning a language that is not their native language.

Therefore, the present research is important because it allows us to know the way in which parents are involved in school life and the activities they carry out as a contribution or participation in their children's learning of English. This, in order to understand the degree and forms of parental involvement in the academic development in English of eighth and ninth grade students of the "Belisario Quevedo" Educational Unit of Pujilí.

The beneficiaries of the project are parents, students and teachers respectively. First, because it helps to emphasize reflection on the importance of parents being part of the academic environment, both within the institution and at home; to understand how they are involved and how it affects the learning of a foreign language in their children. Next, students will be able to perceive the actions their parents take to help and be part of the school and English activities,

and, finally, teachers will be able to evidence the influence of parental involvement on grades and academic performance in English.

The research contributes to understand the importance of parents to help and get involved with the students' educational environment, since it has a direct impact on motivation and academic performance and, specifically, on English language learning, as it turns out to be a complicated, but important subject. Moreover, it is feasible because there is access to both theoretical and empirical information on the subject. That is, there is bibliographic material that helps to support the study in a theoretical way and, on the other hand, the research has the participation of parents for data collection through the use of surveys.

6. Scientific and technical basis

6.1 Background

The following background has been established for the present work.

In 2020, Marta Martínez, José Manuel Suárez and Carlos Valiente, carried out the research entitled "Student and parental involvement in homework: differences according to course, gender and academic performance". The objective was to analyze the differences in variables of student and parental involvement in homework, according to course, gender and academic performance. For this purpose, a non-experimental, cross-sectional, descriptive and inferential methodology was used, which was applied to a population of 443 elementary and high school students. The results showed that students in higher grades have more parental help due to the increase in the number of tasks and their complexity. On the other hand, girls who dedicate themselves and study alone have greater satisfaction than those students who need parental help. (p. 151).

Greice Pereira and José Ignacio Rivas conducted in 2019 a research whose title is "Fathers and mothers: indispensable actors to the academic success of children" with the objective of sensitizing the students' parents about the importance of involvement in the students' school life. Through the application of interviews, participant observation and bibliographic analysis,

the authors concluded there are discrepancies in the students, since they affirm that parents are involved in the academic life of the students, however, it is not reflected concordance with academic performance. (p. 485)

The authors Miguel Peláez, Miguel Ángel Avegno and Francisco Alvear, conducted a study in 2018 on the "Influence of the family environment on the academic performance of students in the eighth year of basic general education". Its objective was to analyze the influence of the family environment on the academic performance of students through literature review, field research and statistical analysis. It was developed with the application of surveys to students, teachers and authorities to identify factors such as family environment, quality of school performance and to propose educational workshops. It was concluded that a pleasant family environment, with values, integrity and health, helps to improve the academic performance of students, while a less than optimal family environment, on the contrary, is not a good influence for students. (p. 10).

For 2017, Salameh investigated Saudi parents' perceptions of the type of help they offer their children in elementary school. The objective was to investigate Saudi parents' perceptions of the type of help they offer their children in elementary school to decide which help is constructive and which is not. A questionnaire of 20 questions divided into three categories was designed and distributed to 100 parents. The results showed that most parents agreed that a healthy and constructive parent-teacher relationship is important for the child's school success. It also showed that parental help either directly, by helping the child with homework, assignments or projects, or indirectly, by creating a motivating environment or involving the child in extracurricular activities, is vital for children to have a successful academic life.

Yarahmadi and Sherkatolabbasi conducted the research entitled "The Impact of Parents' Involvement in and Attitude toward Their Children's Foreign Language Programs for Learning English" in 2015 which aimed to explore and evaluate the impact of Iranian parents' involvement and attitude toward foreign language programs for their children's English learning. In addition, this study explored whether or not some factors, such as parental gender, English proficiency, income, and educational level, are related to parental involvement and attitude. The present study first employed a quantitative method and a descriptive design. For this purpose, a reliable questionnaire, tested by a pilot study, was distributed among 140 parents to determine their level of involvement and their attitude toward the programs. Based on the normal curve and Z-score, parents were divided into two groups, one with a higher level of

involvement and a more positive attitude and the other with a lower level of involvement and a less positive attitude.

The impact of parental involvement and attitude was tested using a standard final textbook achievement test among 70 third grade elementary school students and an independent T-test analysis. The results revealed that those parents who have a high level of involvement and a positive attitude toward their children's English programs achieved higher levels of achievement in the language program. In addition, subsequent results showed significant differences between parents' English proficiency, income and educational level and their level of involvement and attitude, although these factors also influence children's achievement test scores.

In 2011, Natalia Suárez, Ellián Tuero, Ana Bernardo, Estrella Fernández, Rebeca Cerezo, Julio Gon'lw, Pedro Rosario and José Carlos Núñez, conducted an article on "School failure in Secondary Education: Analysis of the role of family involvement", which gave insight into the importance of parental involvement in the academic performance of children, the different types of involvement and the possible effects on the academic performance of students in Spain. Through a review of the literature, they found that, in most cases, parental involvement in education has positive effects on academic performance when it is a supportive relationship.

The present background shows the interest and some results of parental involvement in positive academic development in students. This is not a theoretical or philosophical topic, it goes beyond thinking about an adequate incidence of the parents' relationship in the academic space. Therefore, it is essential to know the current and real situation of such involvement in the Ecuadorian, cotopaxense and pujilense context of the Educational Unit "Belisario Quevedo" to understand if there is an adequate participation of parents in the school life of students and the factors that influence the decision and action to be part and get involved in the academic space and activities taking into account their impact on academic development and performance.

6.2 Theoretical framework

The pedagogical support of parents for children

Pedagogical help is very useful for those who need it and know how to put it into practice in their lives to improve their studies. According to Zeleeva there are a number of pedagogical aids, however, it is the help of adaptation to the student at the stage of learning one of the most important (Zeleeva et al., 2016). During the process of school development, children must adapt to the advancement in the grades of education and new difficulties, added to the physical development of the corresponding stages of life.

That is where parents should be involved in all aspects of their children's lives, both in their school and personal environment, because being part of their children's lives allows for an optimal environment and motivation for the improvement of each child's performance. A good school performance also depends on family and social adaptation, where informal communication is systematically included.

That is why the pedagogical method is determined by processes that occur in modern society and as a main method are the unfinished sentences that allow defining a set of qualities, knowledge, skills and values that students develop over time of their pedagogical support process.

Parents' motivation for their children to learn English.

Motivation is a strong influence that parents have on their children and that helps them positively or negatively in learning a new language such as English. The right motivation can encourage them to perform activities in a proper way, as opposed to generating fear and pressure. "Motivational intensity is the effort that learners put into learning a language. It is an essential component and a direct measure of L2 motivation" (Van et al., 2013, p.01).

Motivation can arise from different aspects. It can result from a personal need for learning and knowledge or, in turn, from a projection into the future with respect to work or tourism communication. For Daniel et al. (2018), there are two forms of motivation:

“Learners who are motivated instrumentally learn a language for more extrinsic reasons, such as the possibility of a better job or reasons related to travel. In contrast, integratively motivated learners possess an internal desire and genuine interest to connect or integrate with the target language or culture, or they have an intrinsic goal, such as improving global mindedness”. (Daniel et al. 2018, p. 2)

We can also find that other authors affirm that it is not always the presence of parents that provides motivation to their children, since in many cases they are pressured to comply with academic subjects or by parental demand and not motivated by knowledge. Therefore, different practices should be sought in parent-child relationships (Yan, 2022, p. 2980).

Parental support and motivation strategies to help their children learn English.

A child can expand his or her knowledge as he or she grows and begins to mature. Added to this, learning English at their age is too advantageous because the language now occupies a prominent place in their lives and in the world. That is why parents choose to look for ways for their children to learn English, because they are aware of how important it is to learn this language that is essential for international communication and future employment possibilities.

There are three types of directly personalized parental support for parents that aim to broaden their children's skills and enable them to have better development in their lifelong learning and also to better develop their cognitive skills. These three strategies are social support strategies, discursive support strategies and material support strategies.

According to Cambridge, the basic support a child can receive when learning English is "by providing the necessary tools to practice, motivating them and recognizing their achievements; in this way they will gain self-confidence. Children find it easier to learn when they are encouraged at home" (Cambridge, 2024). In this case, it is not necessary to know the English language to help children learn, it is a matter of providing them with personal motivations and supporting them with everything they need to learn.

Digital technology and parental support in preschool English acquisition.

Digital technology represents an advance and a help in several aspects of our lives. In the academic field, it can be used as a tool to learn, discover, search or research without many restrictions or complications. With respect to learning English, there are currently applications, pages, videos and digital texts that allow learning and practicing English. According to Harwood et al. (2022), parents use technology as a guide in their children's learning, i.e., it allows them to better guide them in the language.

Parents believe that the acquisition of English through the use of technology would be more conducive to the child's academic performance because they believe that it is a natural learning process and occurs spontaneously in the process, it is indicated that in the same way there is an indirect support for their children by watching them surfing the Internet due to the distractions that may exist throughout this process. However, Harwood et al., (2022) states that "parents were supporting their children's learning process through digital technology in subtle ways and parents' perception of this support indicates that they were often unaware of who was providing the support" (p. 39).

Although digital technologies as learning tools can be an advantage when it comes to studying, the support the child receives can be biased. However, the parents are the first promoters of the potential of English learning and the ones who control and supervise this process, therefore, parental support is present.

Parental involvement in education

In academics, it is important for parents to be involved in their children's school life. This goes beyond attending meetings and providing study materials. Parental involvement in children's education is an act of participation and motivation where parents should be aware of grades, homework, academic development, social development to evidence good academic performance in students.

Based on Đurišić and Bunijevac (2017), parental involvement depends on a number of factors, including the ability and the notion of helping or supporting their children in any task given by the teacher. It should be noted that parental involvement can have a great positive impact on children, but the context of each family and parents should be taken into account.

Santander et al. mentions that there are five modalities of involvement level defined by Flamey et al: The informative level, referring to the school's willingness to inform parents about the institutional project.

1. The collaborative level, associated with the participation of parents in school activities, ceremonies and events and in other operational management tasks of the school (for example, obtaining financial resources for infrastructure works and/or school equipment).
2. The consultative level, consisting of the link between the school institution and collegiate bodies (for example, parent centers) to provide feedback and communicate relevant decisions about the institutional project and the general work of the school, from infrastructure to the planning of activities.
3. The decision-making level regarding objectives, actions and resources, in which families can assume responsibilities in negotiation and deliberation commissions on the various processes that take place in the school (for instance, school councils).
4. A last level, of greater complexity, called "effectiveness control level", in which parents and guardians play the role of supervisors of institutional performance, administrative management and pedagogical results, serving as accountable agents. (Santander et al., 2022)

5. In this way, there are different ways to participate and support in academics. Involvement at different levels can increase students' motivation by evidencing their parents' involvement in the school or college.

Factors affecting parental involvement in education.

Access to education that parents provide to their children in fulfillment of their rights is an important step. Although parental involvement in school life is important, consideration should be given to those factors that do not allow or that limit parental involvement in students' education. These factors are not necessarily bad or due to lack of will, but are due to other responsibilities at home.

Wang Changhua's study showed that the correlation between family background factors (including economic income, parental literacy and importance) and students' academic achievement was not significant at the elementary school level, while family factors were significantly correlated with students' academic achievement at the junior high school level (Yan, 2022, p. 2979).

This means that as the school level is higher and higher, parental involvement has a greater impact and importance on students, so that, according to the above-mentioned study, at the elementary school level the impact on academic performance is not large, varied or so negative. On the other hand, at the secondary levels, the influence of parental involvement on school performance is more noticeable, which is evidenced in the grades and study motivation they show.

Socioeconomic level

One of the factors affecting parental involvement in education is socioeconomic status, either positively or negatively. Social status can be a determinant in managing the time available to become involved in children's academic activities.

As Jafarov says "Parental involvement can be affected by various socio-political factors, such as socio-economic status of parents and negative school experience" (Jafarov, 2015, p. 38). The impact of socioeconomic status on educational outcomes must be taken into account, since,

both limited and a good position of economic resources can be a motivating or demotivating factor for the development of optimal academic performance. A study carried out in Chile identifies certain differences in terms of the socioeconomic status of families and mentions: The explanations that have been offered for this finding are related to parents of low socioeconomic level facing greater personal barriers to participation in school - lack of time, overwork, mental health problems or lack of confidence in their intellectual abilities - as well as institutional barriers imposed by the school's own culture - such as prejudicial attitudes of teachers towards the family of students or the use of overly technical language that parents perceive as alien. (Santander et al., 2022).

In other words, socioeconomic level does influence the capacity and availability of parents to participate in students' school matters. This is linked to other factors such as working hours, health care, basic school training and fear of ignorance of educational issues, which constitute a barrier to parents' motivation to become involved in the academic life of their students.

Long working hours

Being in a single-parent family and working have potential barriers to effective parental involvement in their children's learning. Work is important and a priority for the support of the household and education, however, the hours and location of work is a constraint to better participation.

Today's parents are often preoccupied with the distractions and demands of daily life. Burdened by low-income, inflexible work hours and language barriers, some parents are unable to attend school activities or participate in the schooling of their children on a regular basis. (Đurišić y Bunijevac, 2017, p. 145).

Having full workdays, of 8 hours a day, reduces the time that can be invested in the children's academic activities, considering that, in general, work schedules begin in the morning, around 7 a.m., and end in the afternoon, between 5 p.m. and 6 p.m. On the other hand, it must be considered that there are families with only the mother or father who assume the sole responsibility for the household, further complicating the approach to school life.

Even so, parents are not totally disinterested in their children's academics. The time at home, outside of work, is often used for a complete integration where school life is discussed in order to catch up with schoolwork.

Low parental knowledge of the English language

Another factor that affects parental involvement in students' school life and, specifically, in English language learning, is the lack of knowledge of English. Ignorance of the English language limits the help that can be given to children when it comes to doing new tasks or activities that they do not understand either.

Moreover, research has shown that a major contributing factor to parental involvement is parents' educational background. Not all parents have a professional degree or basic or advanced academic studies and, as a consequence, there is the incompetence of not being able to help their children in the tasks that are assigned to them from schools, colleges, etc. However, faced with this situation, many times it is the same parents without a high level of education who motivate their children, are attentive to them and volunteer to participate in the different academic activities that arise around their child.

Generally, "Parental education improves the way family members interact by fostering the adoption of cognitive scripts, beliefs, and values that are related to academic behavior" (Espejel and Jimenez, 2020). However, although parental academic training results in positive motivation in academic development, it does not mean that not having advanced training is all bad. What prevails here is the lack of knowledge about an unknown language, but it does not mean that there should be parental disinterest in their children.

Helping children to learn English implies an investment of time and effort in the children's education, creating an enabling environment at home so that their children's learning is not in vain, but has relevance for both the child and the parent.

7. Methodology

The methodology used to realize this research was non-experimental. "Non-experimental research is that which is carried out without deliberately manipulating variables. That is, it is research in which we do not intentionally vary the independent variables" (Hernández et al., 1991, 245). This type of methodology consists of conducting research without direct manipulation of the variables or subjects of study, since its function lies in the observation of phenomena that occur in a specific context.

7.1 Type of research

The type of research used for the present work is quantitative, which supports the development of the research.

Quantitative research is a structured way of collecting and analyzing data obtained from different sources, which implies the use of computer, statistical and mathematical tools to obtain results. It is conclusive in its purpose as it attempts to quantify the problem and understand how widespread it is by seeking results that are projectable to a larger population. (Neill et al., 2018, p. 69)

The quantitative approach makes it possible to establish statistical and numerical responses according to the variables considered and to collect personal data quickly and then organize the responses efficiently.

7.2 Method

To do the research, the descriptive method was used, which, according to Veiga de Cabo et al. is based on the fact that "the researcher limits himself to measuring the presence, characteristics or distribution of a phenomenon in a population at a cut-off point in time [...] limiting himself to describing one or several phenomena." (Veiga de Cabo et al., 2008).

In other words, the descriptive method is based on the observation of events in a given environment or context, to identify some characteristics, patterns, behaviors or actions that the subjects of study perform. In this case, it allows observing the actions that parents perform to get involved in the school environment inside and outside the institution and the consequent impact on academic performance.

7.3 Population and sample

The population considered to carry out the research was the secondary school parents of the "Belisario Quevedo" Educational Unit of the Pujilí canton, province of Cotopaxi. Based on this, 67 parents from the eighth and ninth grades of basic education were taken as a sample for this work, of which 64 responded to the survey. The participants are between 30 and 60 years old.

7.4 Research instruments

The research instrument used was a survey composed of 16 items, adapted from Indriati (2016). The survey is divided into 3 categories: demographics, factors influencing learning support, and activities performed by parents. This was developed in Spanish to obtain useful information from parents. The questions were asked using Google Forms. For its application, the pre-professional practice tutors assisted in requesting permission to apply the survey from the director of the "Belisario Quevedo" Educational Unit.

Permission and feasibility to apply the instruments were obtained verbally. The teacher of the institution sent the link and explained the objective of the survey research through the parents' WhatsApp group. The teacher of the institution also requested informed consent by writing in the WhatsApp group the consent to use this information for research purposes to the parents. The parents agreed to participate and were given permission to use the data by the trainee teachers to do the analysis. The schedule provided by the teacher of the institution was from 18:00 to 20:00 hours to complete the survey.

7.5 Analysis matrices

Finally, the data analysis of the survey was performed through a data matrix, authored by Johan Galtung (1966) and modified by Juan Samaja (1996). This matrix is used to systematize the corresponding data obtained from the parents who responded to the survey. For Walter Lauphan:

"The data matrix is a way of ordering the data so that its structure is visible (tripartite or quadripartite) and is of utmost importance in all research because it is the ordered and structured way of interpellating reality with theory to make it intelligible (understandable)" (Lauphan, 2020, p. 1).

The data matrix makes it possible to order and record the questions and the results of the answers. It is optimal because the answers vary and have different items, therefore, it is possible to keep an optimal record ideal for the research.

8. Analysis and Discussion of Results

Table 1

Demographic Data

1.- How old are you?	30 -39 38.86%	40 -49 42.8%	50-59 11.3%	60-69 1.4%
2.- What gender do you identify with?	Woman 65.7%	Man 34.3%		
3.-What is your school level?	Primary Education 20%	Secondary education 30%	Higher education 50%	
4.- How many children do you have?	1 11.8%	2 42.6%	3 30.9%	more than 3 14.7%

5.- What is your marital status?	Married	Single	Divorced	Widower	Free union	
	68.6%	11.4%	7.1%	4.3%	8.6%	
<hr/>						
6.- What is your current employment ?	Part-time employment	Full-time employment	Unemployed	Self-employed	Student	Withdrawn
	14.3%	37.1%	15.7%	25.7%	5.7%	1.4%
<hr/>						

The first part of the survey applied to the 67 parents, from which 64 responses were obtained, reflects that more than half of the parents are between 30 and 49 years old, while a few are older than 50 years old. Of the total number of parents, 65.7% are women, that is, most of them are mothers who are more involved in the academic life of the students.

On the other hand, it was shown that half of the parents, or 50%, have completed higher education; 30% have secondary education and the remaining 20% have barely completed elementary school. Most of the parents have a third level education, although the other half have a lower level of education.

With respect to the number of children that parents have, it was determined that more than 70% have between 2 and 3 children, being the highest ranges respectively, while about 26% of parents have between 1 and 4 children. In addition, 68.6% of parents are married, 11.4% are single, 8.6% are in a free union, 7.1% are divorced and the remaining 4.3% are widowed. These data reflect variability in family composition, although the majority are single-parent families with married parents and two children.

Finally, it was established that 31.7% of parents have a full-time job. Next, 25.7% are self-employed. In both cases, these are work situations that require full working days and even

overtime. 25.7% of parents are unemployed; 14.3% have part-time jobs; 5.7% are pursuing some level of education; and 1.4% are retired.

There is a variation between parents who work full time, others part time and unemployed, making it more difficult to supervise or participate in the tasks or activities students perform during the day.

Table 2

Parental factors influencing learning support.

	Always	Almost always	Never	Almost never
7. Does your child attend an additional English course (extracurricular)?	8.6%	8.6%	71.4%	11.4%
8. Are you interested in helping your child improve English learning?	55.7%	34.3%	1.4%	8.6%
9. Do you prefer children to do their English homework independently?	41.4%	47.1%	4.3%	7.1%
10. Do you work long hours and don't have time to help my son's English language learning?	17.1%	32.9%	28.6%	21.4%
11. I didn't help my children much with homework because I don't feel qualified to do it.	17.1%	40%	20%	22.9%

For the second part of the survey, the results showed that 74.1% of the children do not attend extracurricular classes to learn English, in contrast to the 8.6% who do attend extracurricular classes. However, 55.7% of the parents said that they are interested in helping their children

with their English homework, although 1.4% of the parents are not interested in helping their children with their homework. However,

However, 47.1% of parents said that they almost always prefer that their children do English homework independently; 41.4% say they prefer that children always do homework alone; 7.1% chose the option of almost never and only 4.3% chose the option of never.

On the other hand, 32.9% of parents said they almost always work long hours and do not have time to help their children; 28.6% say they do not work long hours and have time to help students; 21.4% almost never work long hours and 17.1% always have long work days.

Finally, the majority of parents, or more than 50%, stated that they always or almost always do not help their children because they do not feel qualified for optimal help. While more than 40% say that they never or almost never have the feeling of not being able to help.

Based on the survey results, the following factors have been identified as influencing parents' support for their children in learning English: parents' interest, parents' time, and parents' limited knowledge of English language. Parents are interested in their children learning the language, but do not enroll them in after-school classes. This is because their economy is low, so it has influenced the students' level of English learning.

This result is different from that of Indriati (2016). She found that when parents send their children to extracurricular classes, they learn more and have good academic reports. Parents also work long hours during the day, then parents cannot help their children learn English at home and prefer them to be independent in their school activities. This is because parents have to work to provide shelter, food, education and clothing for their family. So, parents are forced to be away from home most of the time.

This result is similar to that of Jafarov (2015), he states that parents do not always have enough time to be aware of their children's academic activities and cannot supervise them. In addition, parents' poor knowledge of English language does not allow them to help their children with English homework, but they use the Internet to help them learn the language. This result is similar to Jafarov (2015) mentions that parents cannot contribute to English learning because they do not have an adequate level of knowledge to provide their help.

Table 3**Actividades realizadas por los padres.**

12. Do you use English to communicate with your child, and in what ways?	Talking to your child in English.	Reading English story books to your child.	Greeting your child in English.	Mentioning some things at home in English.	Giving some instructions in English.	
	6%	7.5%	22.4%	47.8%	16.4%	
13. What kind of resources do you give to your child to improve English learning?	Books	CD's	Flashcards	Plays	Movies	
	46.4%	2.9%	4.3%	24.6%	21.7%	
14. How do you solve your child's English language learning problems?	Through courses	Reviewing the material at home	Seeking help with an English teacher	Through Internet	the I do nothing	
	10%	18.6%	5.7%	58.6%	7.1%	
			Always	Almost Always	Never	Almost Never
15. Do you work with your child on English homework at home?			10%	48.6%	24.3%	17.1%
16. Do you reinforce English topics with your children at home?			10.1%	40.6%	29%	20.3%

The last part of the surveys, which refer to the activities or tools that parents use to help their children learn English, showed the following results.

Taking into account the activities that parents carry out to help their children learn English, 47.8% of parents mention some things at home in English; 22.4% greet their children in English; 16.4% give some instructions in English; 7.5% of parents read stories in English to their children; and finally, 6% talk to their children in English.

In addition, the materials that most parents use to help their children learn English are books (46.4%), followed by 24.6% of parents who use games, 21.7% use movies, 4.3% use flashcards, and 2.9% use CDs. Finally, the majority of parents surveyed, or 58.6%, stated that they help solve their children's English language learning problems through the Internet, the next 18.6% by reviewing the material at home, 10% through courses, 7.1% do nothing, and 5.7% seek professional help. According to the results obtained in the survey, the activities that parents do to get involved in the English learning process are varied and may depend on the level of English language education. To this end, some of the activities that parents include are the use of English in parent-child communication. Parents communicate in English with their children by naming basic English vocabulary for them to practice at home. This is because parents are able to do so because they understand some English and try to get involved and contribute to English practice at home. This result agrees with Indriati (2016), who states that parents' efforts to greet and name things at home in English are one of the most common ways parents use to help their children learn English.

To achieve this, parents have the support of various resources such as books, games and movies, since they are useful, accessible, entertaining and didactic tools that help to better retain the knowledge learned. This result is similar to that of Chávez et al. (2023). They found that the purchase of educational resources such as books and magazines is a notable strategy for students to learn the language.

In addition, parents provide assistance by using the Internet to facilitate learning, homework support, and reinforcement of knowledge at home. Because the internet is an easy tool to use from a mobile or computer and serves to research and learn some topics in English, it has become an educational advantage. Similarly, it resembles a research by Harwood et al. (2022) where they stated that parents support their children's learning through the Internet by showing them videos, pictures, etc.

9. Research Impacts

The project has an educational impact as it generates knowledge about the activities that parents can do as a contribution or participation to help their children's academic performance in learning English. Through this process, parents can become aware of the importance of their involvement in their child's education and learning. It is beneficial for parents to understand how to support their children's learning and the importance of being aware of the academic activities they need to do in order to achieve better academic performance of the child in learning English. In addition, the research highlights that parents are their children's first teachers at home, i.e., they should take care of their children's education and help them improve their academic performance and English language learning, not leaving all the responsibility for their children's education and learning to the teachers.

10. Conclusions

Parental involvement is a relevant topic for the improvement of students' academic performance. However, it is important to know its influence on the English language learning of eighth and ninth grade students of the "Belisario Quevedo" Educational Unit of Pujilí. After a bibliographic review rescuing the contributions of several authors that allowed us to conduct this research, the following conclusions were obtained.

- There are several studies on parental involvement in academic development and parental support that have been conducted in several countries, which shows the importance of the subject in education worldwide.
- The factors that influence parental support for students' English language learning are time and type of work, parents' educational level and sense of ability to personally support language learning, and parents' interest in and search for tools for motivating their children.

The activities carried out by parents to get involved in the students' English learning process are based on family communication, since they choose to talk to their children in English, either from small words or phrases such as greetings, household things or small orders, to using tools such as books, movies or games that have to do with communication and support, to a greater or lesser extent, the learning of English.

The involvement of parents in the English learning of eighth and ninth grade students of the "Belisario Quevedo" Educational Unit of Pujilí, province of Cotopaxi is mostly optimal, since a large percentage of parents said they support their children with actions ranging from communication in English, to seek external help on the Internet with courses or professionals that allow students to learn the language.

11. Recommendations

- According to the research work carried out, it is recommended that parents become more involved in their children's English learning by dedicating a little more time to resolve their children's English language concerns.
- Similarly. It is a good idea to do things that parents and children can enjoy together while learning English. For example, playing online vocabulary games, completing words or solving simple crossword puzzles can facilitate learning.

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