

CHAPTER-ONE

INTRODUCTION

This chapter is all about the basic introduction of the research study. In this chapter I have discussed briefly the introduction of the study including background of the study, statement of the problem, objective of the study, research questions, and significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Learning a language is not an easy job. It is the attempt made by the learners getting support from the parents and social environment. It is the part of education in life.

Education mean, "The process of receiving or giving systematic instruction, especially at a school or university: "a new system of public education". Well, the education is not limited to schools or colleges only, nor it is limited to age. These things happening in the practical life also educate us. Man is nothing but an animal. It is the education that teaches him many things, teaches in converting man from an animal to well0mannered citizen. Education is what brings self-confidence in us. We get the confidence of doing the things on our own. An educated person lives a happy life always. He/she has a bright future that on one can pull form them. Education wakes the hidden talent and skills of any person. This hidden talent and skills give us employment and a completely secure future. It is the education that helps us in achieving new heights in our life.

If we hear conversation of the English language and the use it as the medium of education then it can be said here that every country now has understood the significance of providing education to its citizens in English language. Now, every country instructs their education-governor or the education-representatives or the officials or the professionals to divert the attention of the students or the learners to the language which has been helpful not just in improving the standard of the one's living but will directly or indirectly help in enhance even a country's economy

(Because, if the education is received in this medium then it will allow an individual to develop more and more professionally and will invite chances of gaining, success for the respective country in field of science and technology, arts and medical) It is the language which is very much required to be able to study in a English country. If someone from Nepal prefers to migrate to some other country for higher education the he or she will not have any option but to choose an English speaking country which will surely require you to be able to speak good English.

Education and teaching are two parts of a same coin. Teaching is a process in helping somebody to learn something by giving information. Teaching offers bright, intellectual and social challenges of the job. Brown (1994) defines teaching as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing know or understand".

Parents' attitudes and support for their children's learning influence their performance on literacy tests irrespective of socio-economic status Brown (1994). Parental involvement in their child's literacy practices positively affects children's academic performance (Fan and Chen, 2001) and is a more powerful force for academic success than other family background variables, such as social class, family size and level of parental education (Flouri and Buchanan, 2004).

Specifically parental involvement with reading activities a home has significant positive influences not only on reading achievement, language comprehension and expressive language skills, (Gest, Freeman, Domitrovich, and Welsh, 2004), but also on pupils' interest in reading, attitudes toward reading and attentiveness in the classroom (Rowe, 1991). Parents make the greatest difference to achievement through supporting their learning in the home rather than supporting activities in the schools (Harris and Goodall, 2007).

Longitudinal studies, provide research evidence confirming that parental involvement in learning activities in the home is strongly associated with children's Better cognitive achievement, particularly in the early years (such as Sylva, Melhuish, Sammons, Siraj Blatchford, and Taggart, 1999 and Melhuish, Sylva, Sammons, Siraj-Blatchford, and Taggart, 2011, see also Harris and Goodall, 2007).

Simple interactions, such as being read to, and exposure to books, magazines, newspapers and environmental print, impact children's progress in learning to read (Whitehurst, 1998), and children who come from richer home literacy environments show higher levels of reading knowledge and skills at the start of kindergarten (e.g. Nord, Lennon, Liu and Chandler, 2000) and throughout primary school (e.g. Wade and Moore, 2000). There is also ample evidence that parents who promote reading as a valuable and worthwhile activity have children who are motivated to read for pleasure. Involvement with reading activities at home has significant positive influences not only on reading achievement, language comprehension and expressive language skills (e.g. Gest, Freeman, Domitrovich and Welsh, 2004), but also on pupils' interest in reading, attitudes towards reading and attentiveness in the classroom (Rowe, 1991).

Access to home educational resources such as books, as well as parents' or neighbours' engagement with reading and their own attitudes to reading; therefore all play a role in supporting a child's enjoyment of reading. For example, a large-scale international comparison study of 10-year olds (PIRLS, Twist, Schagen, and Hodgson, 2007) found that children in England had among the most books at home and that there was a clear association between the number of books in the home and reading attainment. Similarly, access at home to a computer, a desk or table to study at, books of their own and a daily newspaper were all strongly associated with higher achievement in learning English language.

Parental involvement in a child's education along with environmental and economic factors may affect child development in areas such as cognition, language, and social skills. Numerous studies in this area have demonstrated the importance of family interaction and involvement in the years prior to entering school. Research findings have

also shown that a continued effort of parental involvement throughout the child's education can improve academic achievement. Academic failure has been linked with risk behaviors and negative outcomes such as; substance abuse, delinquency, and emotional and behavioral problems (Annunziata, Houge, Faw, & Liddle, 2006). Education is essential for the development of society. The more educated the people of a society are, the more civilized and well disciplined the society might be. Mainly, family has responsibility to socialize children for making them productive members of society. The more the parents involve in the process of imparting education to their children, the more the children might excel in their academic career and to become the productive and responsible members of society. It has been assumed that academic achievement of students may not only depend on the quality of schools and the teachers, rather the extent of parental involvement has vital role to play in academic achievement of their kids. The focus of this study is to examine a relationship (if any) between the extent of parental involvement in academic activities of their children and the level of their children's academic achievement. The transition from middle school to secondary school may be an overwhelming and stressful experience for young adolescents. Developmentally, students are entering a period in their lives when their physical, cognitive, psychological, and social characteristics are beginning to evolve. Secondary school students experience both a contextual change and a personal change during this transition. It may often be a confusing time for students, their families, and the other adults in their lives who seek to support their healthy development and learning. The secondary school learning environment may be more complex than elementary school and academic achievement expectations increase. Children are more likely to have higher academic achievement levels and improved behavior when families are involved in their education (Van, 2006).

1.1 Statement of the Problem

Parental involvement may be different from culture to culture and society to society. Parental involvement may have different types, which might have differential influence

on academic performance of their children. Parental expectations have a greater impact on student's educational outcomes. Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside the four walls of their house, and providing coaching services for improving their learning in different subjects. The role of parental involvement in children's education has become a central issue in educational policy and research. Research findings support the existence of a positive relationship between parental involvement and educational success, especially in the secondary school years. However, current knowledge regarding the nature and magnitude of the effects of parental involvement in secondary education is inconsistent and limited in scope (Singh, Bickley, et al., 1995). Most of the existing research has investigated parental involvement in the primary and middle grades. Less is known about successful parental involvement in secondary school. The current project seeks to expand knowledge of the different parental practices in secondary education, as well as their effects on the academic success of secondary school students. Parents play a crucial role in both the home and school environments. In general, parental involvement is associated with children's higher achievements in language and mathematics, enrolment in more challenging programs, greater academic persistence, better behavior, better social skills and adaptation to school, better attendance and lower drop-out rates (Henderson & Mapp, 2002).

The evidence about the benefits of parents being involved in their children's education in general, and their children's literacy activities in particular, is unequivocal. For example, research shows that parental involvement in their children's learning positive affects the child's performance at schools, both in primary (Jeynes, 2005) and secondary school (Jeynes, 2007). The impact is the same regardless of ethnic background, family income, maternal level of education, or child's gender (Deaher et al., 2006; Jeynes, 2005). There are also numerous studies that have shown that children who grow up in a stimulating

home environment-one which has a great emphasis on learning opportunities do better academically, regardless of socio-economic background (Van, 2006).

There is also ample evidence that parents who promote reading as a valuable and worthwhile activity have children who are motivated to read for pleasure. Involvement with reading activities at home has significant positive influences not only on reading achievement, language comprehension and expressive language skills (Gest, Freeman, Domitrovich and Welsh, 2004), but also on pupils' interest in reading, attitudes toward reading and attentiveness in the classroom (Rowe, 1991).

Additionally, if the support of family members, learning environment in how, parent's time to spend with their children, well resource materials and good social environment are in access of students, it will help them in learning English as second language. If the students are not being provided sufficient environment to learn language, the learning may not be effective or the learning can be pointless. The challenges now await us in the educational outcomes i.e. improving learning outcomes. Thus, this study has raised the issue of family and social environment in English language learning of the student. It is because it is necessary to find out the role of parents and social environment of students for the advancement English language learning.

1.2 Objectives of the Study

The objectives of this research were as follows:

-) To identify the attitudes of parents toward roles in English language learning of the member student of the family, and
-) To suggest some pedagogical implications.

1.3 Research Questions

This study has been concerned to find out the answers of the following research questions:

-) What roles are parents playing in their children's English language learning?
-) What is the role of parents to advance English language skills of lower secondary level students?
-) What are the attitudes of parents and students regarding their role in English language learning of the member student of the family?

1.4 Significance of the Study

The good environment to study is the right of every student. A proper family environment always gives good result to learner of any discipline. Each member of family has high responsibility towards the study of member student of the family. Besides this, the parents may have much responsibility for the development and education of their children. The higher portion of responsibility and duty to fulfill the need and demands of contemporary society and make the learners competitive in the globalized village has come on the shoulder of parents. Besides this, responsibility to provide sufficient learning family environment to their children is also the shoulder of parents. The research has been about the "role of parents and social environment for the advancement in English language learning" of lower secondary level students. It has been beneficial for those students, parent and families to seek the possible roles that family and family environment as well social environment can play in English language learning to make learning fruitful. The findings of this research has been meaningful insight to those parents who are concerned with language learning or can get noble ideas to improve children's achievement. It will also helpful for the people do develop awareness on safe and sound learning environment which students need in learning English language.

The findings of this research has been also useful to guide family members, parents, teachers, planners educators, volunteer agencies for improving study environment for the students is home and society. And the research has been also useful as a guideline for further researchers in the similar field. Hence, this study has been significant to parents, other family members and teachers to make learning fruitful for their children.

1.5 Delimitations of the Study

The delimitations for this research are as follows:

-) This study was focused on "Role of family of students of lower secondary level for the advancement of English language learning" although the roles of students are equally important.
-) The study was delimited around the home and neighborhood environment of the student.
-) The study was limited to 20 students and 20 parents of each student.
-) The study was limited to Dhangadi Municipality of Kailali District.
-) The study was limited to those parents whose qualification was above intermediate and whose children were 80 in lower secondary level.

1.6 Operational Definition of the Key-Terms

The key word used in this study is operationally defined in following way:

Parents: In humans, a parent is the caretaker of a child (where "child" refers to offspring, not necessarily age). It includes a biological parent whose gamete resulted in a child, a male through the sperm, and a female through the ovum. Some parents may be adoptive parent, who nurture and raise an offspring, but are not actually biologically related to the child.

Family: it is a group of persons related by blood; a group descended from a common ancestor which is the smallest unit of social organization. Because of the close biological relationships in the family and the crucial role that the family plays in human reproduction family organizations is much more tightly controlled by evolved biological instincts than other social organizations.

Language Learning: Language learning is the process by which the language capability develops in a human. It is the result of direct instruction in the rules of

language. And it certainly is not an age-appropriate activity for you young learners, In language learning, students have conscious knowledge of the new language and can talk about that knowledge.

Family Environment: The family environment "involves the circumstances and social climate conditions within families. Since each family is made up of different individuals in a different setting, each family environment is unique. The environments can differ in many ways.

Advancement: The act of moving forward; a forward step or an improvement in present situation is called advancement. It is Development; progress and the advancement of knowledge.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE

This chapter comprises the review of related theoretical and empirical literature studies and their implications on the study. In the same way, the theoretical concept and conceptual framework is also included this chapter.

2.1 Review of the Theoretical Literature

Theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge with the limits of critical bounding assumptions. The theoretical framework is the structure that can hold or support a theory of a research study. A "theoretical literature review" should cover all of the scientific literature in a field that is defined by the author. Much of this is usually achieved by reference to previous review. By doing this, it is not necessary to review all of the past literature, but all studies that have been published since the most recent thorough review should be included. The amount and quality of analysis in a review may vary from little (i.e. mostly descriptive review) to a lot (i.e. an analytical review).

Thus, in this section I will discuss about the literature works related to role of parents and social environment related to English language learning.

2.1.1 Meaning of Language

Language is obviously one of the means of communication. It is the unique asset acquired by human beings as result human beings are different from other animals. It is used as an effective means to express feelings, ideas, emotions and thoughts. Language is a system of arbitrary vocal system which permits all people in a given culture or other who have learned the system of that culture to communicate or to interact (Wilkins, 1972; and (Sapir, 1978) states that language is purely human and non instinctive method of communicating ideas, emotions and desires by means of system of voluntary produced

symbols (As cited Yadav, 2001). Similarly, Brown (1987, p.5) writes, "Language is acquired by all people in same way and language learning both has universal characteristics." "Language, therefore, is at the centre of human life and it is used for various purposes such as academic, official, personal, social and so on.

Focusing on the globalization of English Language, Burchfield (1985) mentions:

English has also become a lingua franca to the points that any literate, educated person on the face of the globe is in very real sense deprived if he does not know English, poverty, Famine and disease are instantly recognized as the cruelest and least excusable forms of deprivation. , Linguistic deprivation is a less easily noticed condition but one Nevertheless of the great significance

(Swales, 1993).

Similarly, Wardhaugh (1998) says, "Language is what the members of a particular society speak" (p.1). Language is expression of human personality. It is a form of social behavior that enables the individual to co-operate with others in a group and the major function of language is communication (Yadav, 2001).

2.1.2 Importance of English Language

There are over 6000 living languages spoken in the world. Among them, English has been recognized as a widely used language for global communication, i.e., it is used to communicate with the people who are from different linguistic backgrounds. Barriers of race, colour and creed bring no hindrance to the continuing spread of the use of English. Sixty percent of the world's radio programmes are broadcast in English and it is the language of seventy percent of the world's mail. Similarly, English has become part and parcel of our daily life. Half of the world's scientific literature is written in English and it also works as the link language because it is used to communicate with the people who are different linguistic backgrounds.

By giving emphasis on importance of English, Nehru states "The major winds for us to the outside world, we dare not close that windows, and if we do it will spell peril for the future" (as cited in Broughton 1994, p.3). The importance of English in Nepal is growing day by day. It has occupied an important place even in the formal education system of Nepal. No one can deny the fact the English has multi usage in teaching and learning processes. That is way English is taught in our schools from very beginning of formal education system i.e. from grade one. It is also the medium of instruction in higher education as a means of communication to impart knowledge and skills, Learners are required to be motivated to learn or acquire language in better way. The impact is the same regardless of ethnic background, family income, maternal level of education, or child's gender (Deaher, 2006; Jeynes, 2005). There are also numerous studies that have shown that children who grow up in a stimulating home environment-one which has a great emphasis on learning opportunities –do better academically, regardless of socio—economic background (Van Steensel, 2006). Simple interactions, such as being read to, and expose to books, magazines, newspapers and environmental print, impact children's progress in learning to read (e.g. Whitehurst, 1998), and children who come from richer home literacy environments show higher levels of reading knowledge and skills at the start of kindergarten (e.g. Nord, Lennon, Liu and Chandler, 2000) and throughout primary school (e.g. Wade and Moore, 2000). There is also ample evidence that parents who promote reading as a valuable and worthwhile activity have children who are motivated to read for pleasure. Involvement with reading activities at home has significant positive influences not only on reading achievement, language comprehension and expressive language skills (e.g. Gest, Freeman, Domitrovich and Welsh, 2004), but also on pupils' interest in reading, attitudes towards reading and attentiveness in the classroom (Rowe, 1991)

access to home educational resources such as books, as well as parents' or neighbour' engagement with reading and their own attitudes to reading; therefore all play a role in supporting a child's enjoyment of reading. For example, a large-scale international

comparison study of 10-year-olds (PIRLS, Twist, 2007) found that children in England has among the most books at home and that there was a clear association between the number of books in the home and reading attainment.

2.1.3 English Language Learning

English had been widely used as lingua franca around the world. Since the concept of global village is developing, it has been a means of survival skill. English is taught as a second or foreign language in almost all the countries of the world nowadays. there is a penetrating effect of English in every sector of today's society. Phillipson and Pennycook (1992, 1998) in this regard state:

Not everyone sees the growth of English as the being or even desirable phenomenon. Many people worry about what it means for the cultures and language it comes into contact with seeing its teaching as forms of cultural r linguistic imperialism (Harmer, 2007).

2.1.4 Role of Parents in English Language Learning

The term "role" generally means one's duty or responsibility in a particular situation, In simple word "role" is one's functions, what person or thing is appointed. Wright (198, p. 7) defines role as "a complex grouping of factors which combine to produce certain types of social behaviors". Similarly according to Ellis and McClintock (1990), "a role can be defined as the part taken by participants in any act of communication"(as cited in Richards and Lockhart, 1996, p. 97). Richards and Lockart (1996, p. 98) present the following characteristics of roles:

-) They involve different kinds of work and different levels of responsibility.
-) They involve different kinds of relationship of different patterns of interaction and communication.

) They involve different power relationships.

In our daily lives, we fulfill roles that have features of all these defining characteristics. We are, in a multitude of ways, actors of social roles, we need to play different roles in different situations as per the demand and responsibility we bear within society. Here, my concern is about "the role of parents and social environment for the advancement in English learning". So the most striking question in this regard is what is the parent's and social role?

Even in situations where parents have responsibility for how they cope, they may assume very different roles within their own home; behind our expectations of role behavior, there lies a set of attitudes and beliefs about the role in English language learning. Teaching and learning are essentially social activities, implying a relationship between parent and learners, and learners and learners. These relationships are established, maintained and evaluated through communication, on which parents take a pivotal role. In society the parents need to manage the activity in family in different ways. This means they need to behave in different ways at different times. This means they need to behave in different ways at different stages. These different kinds of behavior are called 'parents' role.

Parents are children's first teachers. It is from parents that children start to produce single words. Similar opinion is expressed by Rawal (2010, p.41) as:

At one word stage, when children produce a single word, even the

Parents are frequently unable to interpret what the children want to convey. Such failure in communication provides with an impetus for improving their language ability. After that a child starts combining two words together, for example mummy, stock, want milk, daddy car.

When parents are involved in their children's education, they improve their chances of succeeding in schools. According to Keane (200, p. 1), "Parental involvement improves the chances of children's success at school, yet research suggests that parents

participation may be on the decline". Keane further asserted that students achievement represent more than just grades. A recent report conducted by the National School of Public Relations Association (as cited in Keane, 2007, p. 3) showed "enhanced parental involvements leads to better academic performance, better attendance, and improved behavior at home and school".

Similar opinion is expressed by Rojers and Wright (2007, p. 36) when they mention, "Parental involvement as encompassing in three areas: Direct contact with teacher, Parental action at school, Parental action at home."

To sum up, there are three main ways parents can get involved in supporting their children's learning.

-) Learning at home: parents are the first ongoing educators of their own children. They provide information and support to help develop their child's learning at home, in the community and at school.
-) Home/ school partners: school must be open to involvement of parents in the work. Parents should consider with school and their children's education.
-) Parental representation: the act provides a framework for ensuring that parents have the opportunities to express their views and have these taken into account on policy matters effecting the education of their children.

Communication between teachers and school fosters parental involvement that has been shown to increase academic success as well as improve student behavior. Similar conclusions were made by Resell and Reece (2000).

Parental involvement leads to an increase in academic achievement, better class room behaviors and conduct, greater self esteem, increased motivation and attitudes towards school, low rate of absenteeism, increase school satisfaction and increase school climate (Deverey, 2006).

2.2 Review of the Empirical Literature

There are so many research that have been carried out regarding the role of different factors in English language learning in the department of English education. Some of them which are related to this research are reviewed in this section.

Bhatta (1997) conducted a research studies entitled "Language planning in the education sector of Nepal and status of English in it". He conducted a research with the objective to find out attitudes of English in different groups of people towards the present policy in the sector in Nepal. He collected data by using questionnaire. He selected 15 student's group from Doti by using non-random purposive sampling. The conclusion was: majority of people has negative attitude towards English language.

Barooh (2007) conducted a research in Indian Scenario on "Role of English language in social and economic upliftment of children of labor community" . Her main objective was to find out the role of English language of children of labor community. She selected the children of Tea-garden-labor for survey which was considered as disadvantaged learns. She uses non-random sampling procedures and found that all of the respondents agreed to the importance of English I their social mobility and upliftment.

Sapakota (2008) carried out research entitled "Roe of social and economic status of marginalized group in developing English Language proficiency". His main objective of the study was to find out the role of English language in uplifting their social and economic status. He collected data using questionnaire and test item. He selected 100 students and 30 parents by using non-random sampling procedures using fish-ball draw method from both Kathmandu and Arghakanchi district. It was found that educations of parents play an important role to uplift their children's proficiency of English. Education of parent determines the success of their children's proficiency in English.

Ghimire (2010) carried out a research entitled "Role of teacher in English language classroom". His main objective of the study was to identify the perceived attitudes of

teacher towards their role in English language classroom. He collected the data by using observational checklist and interviews schedule. He selected three secondary schools of Kirtipur area by using non-random purposive sampling. It was found that teacher have positive opinion towards all the roles that are likely to be played in the classroom they gave emphasis on the role of facilitator, manager, encourager and guide.

Pant (2015) carried out a research entitled "role of parents toward English Language Learning" in which, his main objective of the study was to explain the role of parents towards English language learning of the students. He collected the data by using questionnaire for survey method. He surveyed 45 families of New Baneshwor, Kathmandu by using purposive non random sampling procedure. In his finding and conclusion he concludes that the Parental involvement in children's language learning is a key factor in improving children's overall behavior and role of parents towards their children is quite significant.

But this study is different from the above studies, the main objectives of this study will to find out the role of parents and social environment of students for the advancement in English language learning of lower secondary level students. It will seek to find out roles of parents, family environment, as well as social environment to make learning of member students productive.

2.3 Implications of the Review for the Study

Among the some studies carried out regarding parent's role and social environment in Nepal, most of them are related to parent's role only. In case of some research studies carried out outside the country, they are related to parents' role in language learning and social environment in English language classes.

After reviewing the a research studies entitled "Language planning in the education sector of Nepal of the Bhatta(1997) with the objective to find out attitudes of English in different groups of people towards the present policy in the sector in Nepal, I concluded

that learners of English as second language may have negative attitudes towards English language.

From the review of research work of Sapkota (2008) entitled "Role of social and economic status of marginalized group in developing English Language proficiency"; The researcher found that education of parents plays an important role to uplift their children's proficiency of English. Education of parent determines the success of their children's proficiency in English. From the review of his research work I conclude that there must be an important role of parents in the study of English language study of the children.

After the review of Pant (2015) I know the importance of parent's role in study and English language learning where his finding was that Parental involvement in children's language learning is a key factor in improving children's overall behavior and role of parents toward their children is quite significant and positive.

These studies are related to my study in various respects. After reviewing these works, I got lots of ideas regarding the role of parents and social environment for the advancement of English language learning, background knowledge about the role of parents and social environment in English language learning, social environmental factors affecting students in learning English, gain knowledge about the methodology for the study, select the appropriate research tools for survey research, familiar with the role of parents and social environment for the advancement of English language learning, know about the importance of the instructional material.

I am being so hopeful that those studies were helpful for clarification of subject matter, selecting research problems, designing of framework, designing research questions, and empirical review and choosing objective. In this connection, I thought those works were carried out in foreign context. Those works provided insights for my study and helped to explore the theoretical concepts and various guidelines to carry out overall research work.

In short those literature studies and research helped to from the foundation of my study with greater importance.

2.4 Conceptual Framework

Every researcher has their own conceptual framework in order to investigate research process. The conceptual framework is the basis of our research problems. The present research work is entitled "Role of parents and social environment for the advancement in English language learning."The main objective of this study will t find out the role of parents and social environment for the advancement in English language learning of lower secondary level students level students.

Feedback provider, motivator, facilitators, controller and threatener are the role of parents and family member towards their children in language learning these roles are independent variables.

Among them motivator, facilitator and feedback provider are positive roles of parents which facilitate language learning. Familyenvironment i.e. education level of family members; supporting nature of family members in the study of children; family interaction activities about English language; use of English in home by family members; use of English newspapers, magazines and books etc, in family; habits of watching English movies and programs in TV; habits of listeningEnglish music or radio programming family and easy access to learning resources like English newspaper, magazines, books, radio, Television , internet and compute have significant role to play in learning English language for the children of Lowe secondary level.

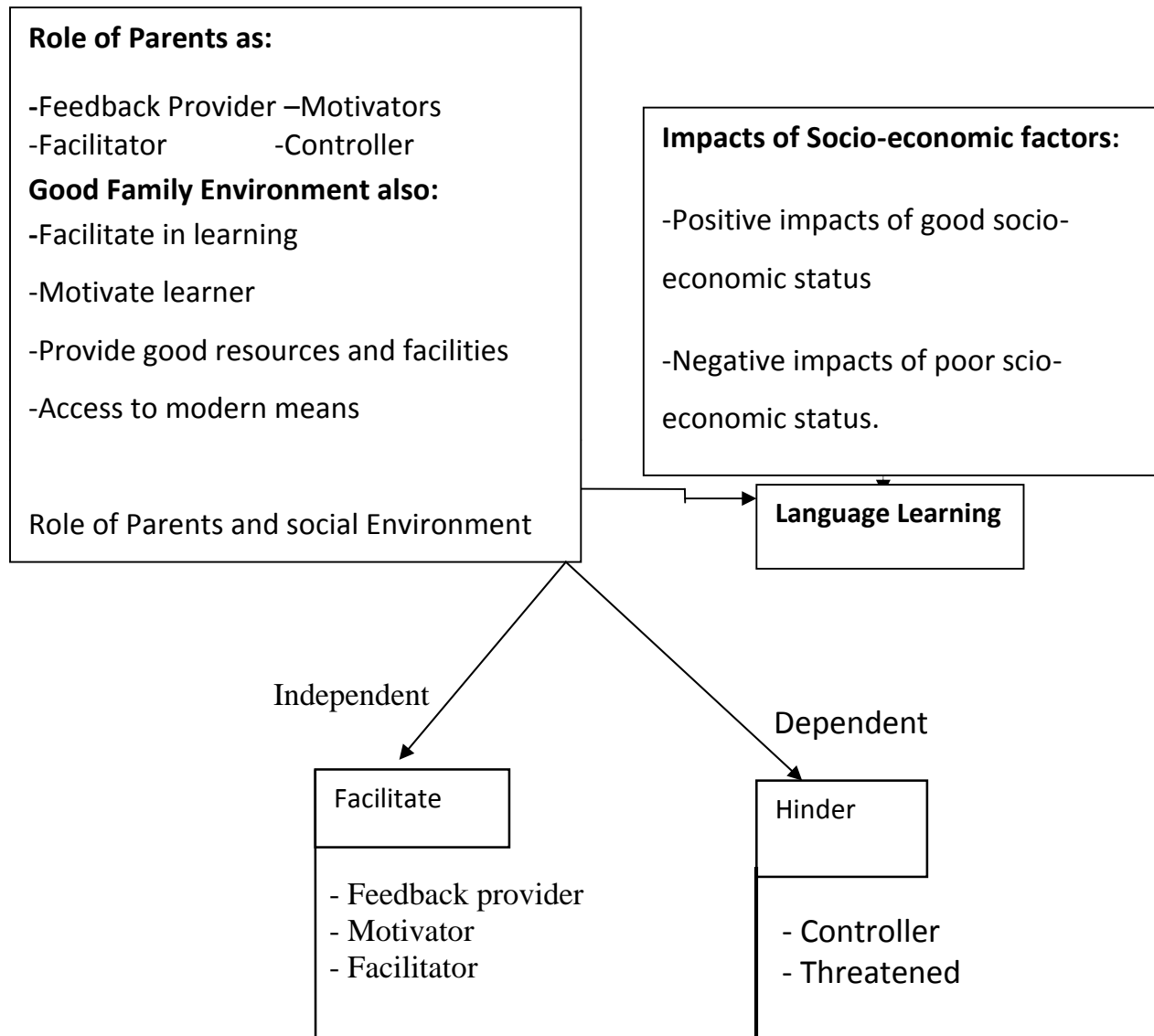
Opposite of this, controller threaten, are the negative roles of parents and lack of proper family environment may hinder language learning of the students.

Good socio-economic conditions may crate optimism in students and motivate them to study hard. Society where people from educated class lives must give positive message to the students of that society; children may gain good skills of language learning form

the social member. Strong economic condition of family must facilitate the study of children where they may have easy access to varieties of resources of learning.

On the other hand, if the learners are belongs t poor family and vulnerable community where parents and other social persons are less educated or illiterate, is may hinder the learning of learners. This is also implemented in English language learning as well. Thus, socio-economic condition of learner may play significant role in English language learning which must be the part of the depth research.

Conceptual Framework



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

Researcher has adopted the following methodology to proceed this study ahead and obtain the objectives of this study.

3.1 Design and Method of the Study

To find out the role of parents an social environment for the advancement of English language learning, the researcher has followed mixed research design i.e. both qualitative and quantitative in general and the survey research design in particular. In this typed of research the researcher visited different fields to find out existing area. Especially it is carried out in a large number of populations in order to find out the public opinion on certain issues to access certain educational program and to find out the behavior of certain professionals and other. Survey research studies large and small population or universe by selecting and studying sample chosen from the population.

In this regard Cohen and Manion (1985, as cited in Nunan, 1992 p. 145) explained:

Survey are the most commonly used descriptive method in education research may vary in scope from large scale governmental investigations through to smal0scale studies carried out by a single researcher. The purpose of survey research is generally to obtain snap shot of condition attitudes and/or events at a single point in time.

Similarly Cohen (2010) write that survey is the research in which researcher gathers data at a particular point of time especially to describe the nature of existing situation or to identify more standard one against the existing situation.

Likewise, Surveys are widely used for collection data in most areas of social inquiry from politics to sociology and from education to linguistics.

From above mentioned definitions we can come to the conclusion that survey research is a research which can be carried out in educational sectors.

Cohen (2010) has given the following processes of survey research:

Step -1: Define the Objectives

Step-2: Decide the kind of survey required (e.g. longitudinal, cross sectional, trend study, and cohort study)

Step-3: Formulate Research Questions or Hypothesis (if appropriate)

Step-4: Decide the Issues on which to Focus

Step-5: Decide the Information that is Needed to address the Issues

Step-6: Decide the Sampling Required

Step-7: Decide the Instrumentation and the Metrics Required

Step-8: Generate the data Collection Instruments

Step-9: Decide how the data has been collected (e.g. postal survey, interviews)

Step-10: Collect the Data

Step-11: Analyze the Data

Step-12: Report the Results

3.2 Population, Sample and Sampling Strategy

The population or universe of the study is grade 8 students and their parents. The sample population of this study has been consisted of 20 students from four different schools of Dhangadi Municipality of Kailali district and 20 parents of those students.

The researcher has been selected 20 parents of grade 8 students and 20 students themselves from four schools of Dhangadi municipality of Kailali district by using non-random judgmental. To find out parents and family member of English language students, researcher has been selected these four schools: (i) Saradha Higher Secondary School, Taranagar; (ii) National Primary School, Behedi; (iii) Balbhani Primary School, Jali and (iv) Siddharth Secondary School, L.N.Chowok. To select all samples, 12 students from each of the school whose parent have completed high school level of study has been selected for the study. The qualification of parent was found from School records and if the record are not properly available, the researcher has asked the students about the qualification of their parent In class observation period and listed it.

3.3 Study Area/Field

The research area of this study has parents of grade 7 students and the students themselves from different four schools of Dhangadi Municipality of Kailali district. The field is related to students of English Language Class of grade 8 and their parents.

3.4 Data Collection Tools and Techniques

Two sets of questionnaires has been used as the tools for primary data collection from both type of respondents, i.e. students of grade 8 and their parents who passed high school level. The researcher also used a checklist form for student's academic English language achievement in classroom, family environment and social environment observation.

The secondary sources of data which are the various related books, journals, articles, research works, reports dictionaries and websites has been used to collect more information for the study.

3.5 Data Collection Procedures

To collect data from the students of grade 8 and their parents, I has been developed two sets of questionnaire and a checklist for family environment and social environment observation. For the purpose of data collection, after the determinations of prerequisites, I will visit the selected schools; established friendly relationship with the personalities related to this study and has clarify the purpose of visiting to them. After establishing the friendly relationship with the selected respondents, I has been find out the 12 students from each selected school (with equal proportion of male and female) whose one of the parent must completed high school level. Teen, the I was listed the names and address of parents of the students. After this, I was distributed the questionnaires to students and explained them briefly what they had to do. Then, I collected filled-up-questionnaires back from the respondents.

Similarly, to collect the data from the parents, I meet them personally, explained the purpose to them and has been requested to fill in the questionnaires and took them back. For the purpose of family environment and social environment observation, I visited to the selected four schools, student's home and society. Family environment and social environment has been observed in off time period like morning information has been noted in note book.

3.6 Data Analysis and Interpretation Procedures

Generally, most of the survey researchers are quantitative in nature. As I have planned for survey research, data analysis of this research is quantitative. After collecting the data by using primary and secondary ways, The researcher was analyzed them descriptively and statistically.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

After the collection of data, the results has been analyzed and interpreted under this chapter, The data has been analyzed and interpreted descriptively and using simple statistical tools like percentage and average if needed.

4.1 Analysis of Data and Interpretation of Results

Most of the existing research has investigated parental involvement in the primary and middle grades. Less is known about successful parental involvement in secondary school. The current project seeks to expand knowledge of the different parental practices in secondary education, as well as their effects on the academic success of secondary school students. Parents play a crucial role in both the home and school environments. In general, parental involvement is associated with children's higher achievements in language and mathematics, enrolment in more challenging programs, greater academic persistence, better behavior, better social skills and adaptation to school, better attendance and lower drop-out rates . So, the researcher has been analyzed and interpreted the collected data and the finding has been presented in different lists, table, chart and diagram if necessary.

4.1.1 Role of parents and social environment of students for the advancement of English language learning of lower secondary level

Parental involvement may be different from culture to culture and society to society. Parental involvement may have different types, which might have differential influence on academic performance of their children. Parental expectations have a greater impact on student's educational outcomes. Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside the four walls of their house, and

providing coaching services for improving their learning in different subjects. The role of parental involvement in children's education has become a central issue in educational policy and research. Research findings support the existence of a positive relationship between parental involvement and educational success, especially in the secondary school years. However, current knowledge regarding the nature and magnitude of the effects of parental involvement in secondary education is inconsistent and limited in scope.

Social environment are the interactions between various individuals **or** groups. In every society, individuals develop relationships with other individuals to enable them to achieve their goals. These relationships may be entered into consciously or unconsciously (e.g. a friendly chat whilst waiting in a queue or a meeting with a child's teacher). The obligations, expectations, trust and norms of any relationship influence the extent to which these relationships enable an individual to develop "social capital". Social capital is a strong, supportive network of individuals who provides access to emotional and physical resources which an individual needs to fulfill their goals. The social relationships are collectively referred to as the social network. Good social networks are associated with greater levels of social cohesion, informal care and enforcing healthy behaviors such as not smoking and safe sexual practices.

4.1.1.1 Parents as a Facilitator

Although a parent's role in their children's learning evolves as kids grow, one thing remains constant: we are our children's learning models. Our attitudes about education can inspire theirs and show them how to take charge of their own educational journey. To facilitate is to make something easy or easier. Regarding the role of parents as a facilitator, the researcher used a question, "Do you assist your children while doing their homework?" In response to this question, different respondents came up with the various responses. The responses of the various parents have been presented in the following table.

a. Assisting Children While Doing Homework

Parents should spend their time with their children and discuss with their problem. Children learn best when parents help their children while doing homework. Furthermore, parent using home learning activities with their children will make a greatest contribution in education.

Table 1
Assisting Children While Doing Homework

S.N.	Answer of the parents	Number of Parents	Percentage
1.	Yes	14	70
2.	No	6	30

From the above table, it can be said that 14 parents (70%) assisted their children while doing their homework. In this connections P₁replied "Yes without helping them, they write their homework with dirty handwriting and mistakes" Similarly, 6 parents (30%) did not assist their children. In this regard p₂ replied "However, because of my busy schedule I am not able to allot sufficient time ". It is clear that those parents who are busy in their work do not help their children in homework.

Likewise regarding the role of parents as a facilitator, the researcher used another question "have you appointed home teacher for your children ?" In response to this question, the responses of the various parents can be presented in table no.2 below.

b. Appointment of Home Teacher

Some parents appoint home teacher to help their children's learning. Home teacher help their children access to get information. It is from home teacher where the children follows rules and get expose in many experiences than parents.

Table 2
Appointment of Home Teacher

S.N.	Answer of the parents	Number of Parents	Percentage
1.	Yes	16	80
2.	No	4	20

From the above table, it is clear that 16 parents (80%) appointed home teacher for their children. For that P₃ replied "Yes, I have appointed home teacher because I'm so busy?" Similarly 4 parents (20%) have not appointed home teacher. In this regard P₂ replied "No, because other member take care". It can be said that parents appointed home teacher because of their business.

Someway to find out the role of parents as a facilitator, the researcher used another question "Per day how much time do you give to your children to enhance their learning"? In response to this question, the responses of the various parents can be presented in table No. 3 below.

c. Time for Children Per Day

Parents should spend time with their children as much possible as they can. If the parents cannot manage their time with an appropriate role the children may go out of track which creates large problem.

Table 3
Time for Children Per Day

S. N.	Time	Number of Parents	Percentage
1.	1-3 Hours	18	90
2.	Not given time	2	10

From the above table, it can be said that 18 parents (90%) gave one-three hours time to their children, for enhancing their learning. In this connections P₁ replied "Not exactly, but I always give one to three (1-3) hours to enhance their learning indirectly". Similarly 2 parents (10%) mentioned that they did not give any time to their children to enhance their learning. In this connection P₄ wrote "Few minutes because I have my own work". It can be said that those parents who are busy in their own work were not able to give sufficient time for their children to enhance their learning.

Regarding to the role of parents as a facilitator, the researcher used a question "Do you have any extra classes for your children"? In response to this question- different respondents came up with the various responses. The responses of the parents can be presented in table No.4 below.

d.Managing Extra Class for Children

Some parents manage extra classes for their children like coaching class, tuition class, etc. Extra class gives them additional opportunities to focuses on comprehension.

Table 4

Managing Extra Class for Children

S.N.	Answer of Parents	Number of Parents	Percentage
1.	Yes	12	60
2.	No	8	40

From the above table, it can be concluded that 12 parents (60%) managed extra classes for their children. In this connections P₂ replied "School manages the extra class as per need". Similarly 8 parents (40%) have not managed any extra classes. Regarding this (P₄) replied "No, Not yet " It can be said that most of the parents send their children for coaching class in school.

4.1.1.2 Parents as a Threatened

Regarding the role of parents as a threatened, the researcher used a question to the parents "Have you ever beaten your children while they show manner less behavior?" In response to this question, different respondents came up with the various responses. Different responses of the various parents can be presented with the help of table No.5.

a. Beating Children for Misbehavior

Some parents beat their children; scold their children while they show misbehavior. The purpose of beating children is threat to someone to do something. Beating is not a mirror effect of reinforcement, or beating decreases the likelihood of a previously reinforced response only temporarily.

Table 5
Beating Children for Misbehavior

S. N.	Answer of Parents	No. of Parents	Percentage
1.	No	11	55
2.	Yes	9	45

From the above table, it can be said that 11 parents (55%) did not beat their children although they showed mannerless behavior. In this regard P₂ replied "Rarely, I don't think that beating is a suitable way to treat children", Similarly 9 parents (45%) beat their children while they showed mannerless behavior. In this regards P₅ replied "Yes sometimes they do not follow my advice and I beat them. " From this discussion it is clear that, if the children do not follow parents advise and suggestion in this case parents will beat their children otherwise not.

To find out the role of parents as a threatened, the researcher used another question to their parents "What will you do, if your child's teacher informs about the unsuccessful record of your child?". In response to this questions, different respondents came up with

the various responses. The responses of the parents have been presented below in table no. 6.

b. Negative Feedback from Teachers

Some parents beat their children if their child teachers informs about the unsuccessful record but some parents encourage to do better than that.

Table6
Negative Feedback From Teachers

S. N.	Answer of Parents	No. of parents	Percentage
1.	I will threat and beat them	6	30
2.	No beat	9	45
3.	None	5	25

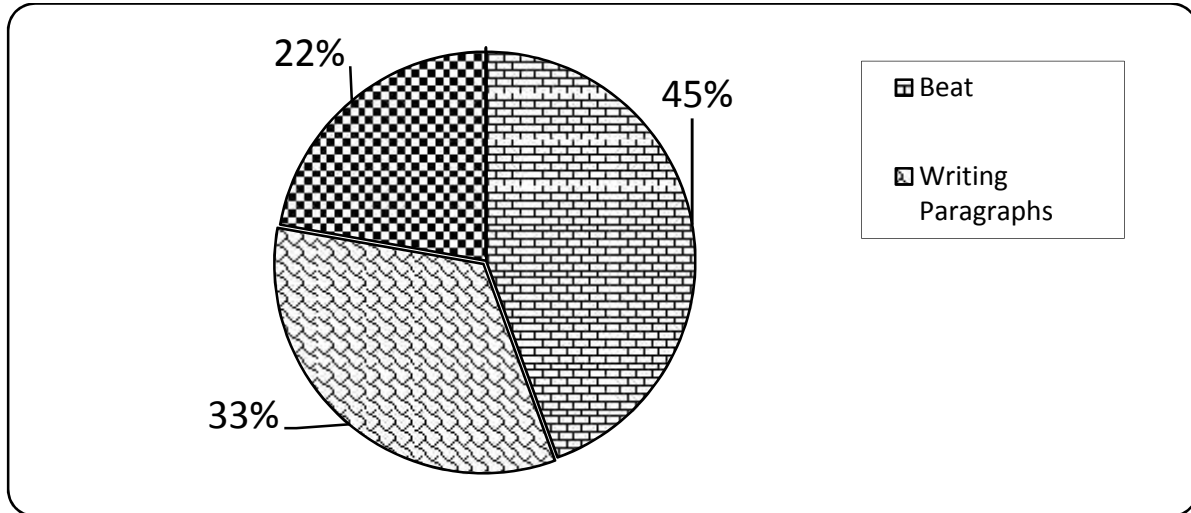
From the above table, it is clear that 6 parents (30%) threatened and beat their children if their teacher informed them about the unsuccessful behavior of their child. In this regards P₃ replied, "I will beat them and give punishment". Similarly 9 parents (45%) did not beat instead they encouraged them to do better. For this P₁ replied that "I will suggest and encourage them to improve better than that" Similarly, five parents (25%) kept silent. Neither they beat nor encouraged them. In this regards p₁₅ replied, "None" it is clear that some parents neither threat and beat their children, while some encourage them to improve better and some parents neither it nor encouraged although their child's teacher informs them about their child's unsuccessful record.

Regarding the role of parents as a threatened, the researcher used a question "if it is necessary to punish your children which type of punishment do you give?". And he gave three clues for them to choose i.e. a) beat b) writing paragraph c) Sitting silent. In response to this question different parents came up with various answers. These various answers of the parents have been presented in diagram no. 1.below.

c. Types of Punishment

Punishment is any change in human surrounding that occurs after a given behavior or response which reduces the likelihood of that behavior occurring again in a future.

Diagram 1
Types of Punishment



From the above table, it can be said that 9 parents (45%) beat their children if it is necessary to punish. In this connection p₅ choose 'Beat' in answer. Same way 7 parents (35%) punished their children by making them write paragraphs, regarding this p₄ choose "writing paragraphs" and 4 parents (20%) punished their children by sitting silently, regarding this p₇ choose "sitting silent". This means they withdrew communication with their children.

4.1.1.3 Parents as a Feedback Provider

Feedback refers to making comments about a product or a person's performance or the return of the part of the output of an amplifier to its input. Regarding the role of parents as a feedback provider, the researcher used a question, "what has been your response if your child did better than your expectation?" In this question, the respondents came of with various responses; the responses of the parents have been presented in table no.7 below.

a. Feedback from Parents

Feedback means comment about a product or person's performance. Feedback is helpful information or criticism that is given to someone to say what can be done to improve a performance or product. Most of parents have positive feedback while their children did better than their expectation.

Table 7

Feedback From Parents

S. N.	Answer of Parents	No. of Parents	Percentage
1.	Positive feedback	17	85
2.	None	3	15

From the above table it can be said that 17parents (85%) thanked their children if they did better than their expectations. In these connections p_1 replied that "good, if you do the same, I will buy you a nice cycle".

Similarly, 3 parents (15%) did not want to persuade their child although they did better than their expectation. In this regard p_2 replied, "Now my expectation level become higher than before". From the above table, it is clear that parents are so happy and provide positive feedback if their child did better than their expectation.

To find out the role of parents as feedback provider, the researcher asked another question "Have you appreciated your children by giving prize?" In response to their question, different respondents came up with various responses. Different responses of the various parents can be presented with the help of table No.8.

b. Appreciating Children by Giving Prize

Parent should appreciate their children if they do well in exam and if they do not encourage them for hard work. Appreciating helps to develop self confidence. It helps your child get a sense of right from wrong and prevent him.

Table8
Appreciating Children by Giving Prize

S.N.	Answer of parents	Number of Parents	Percentage
1.	Yes	18	90
2.	No	2	10

From the above table it can be said that 18 parents (90%) appreciated their children by giving prize. Related to it p₂ replied, "Sometimes by giving playing tools". Similarly two parents (10%) did not appreciate their children by giving prize. Related to its p₄ replied, "no not, yet". From the above table we can say that most of parents (88.22%) appreciated their children by giving prize.

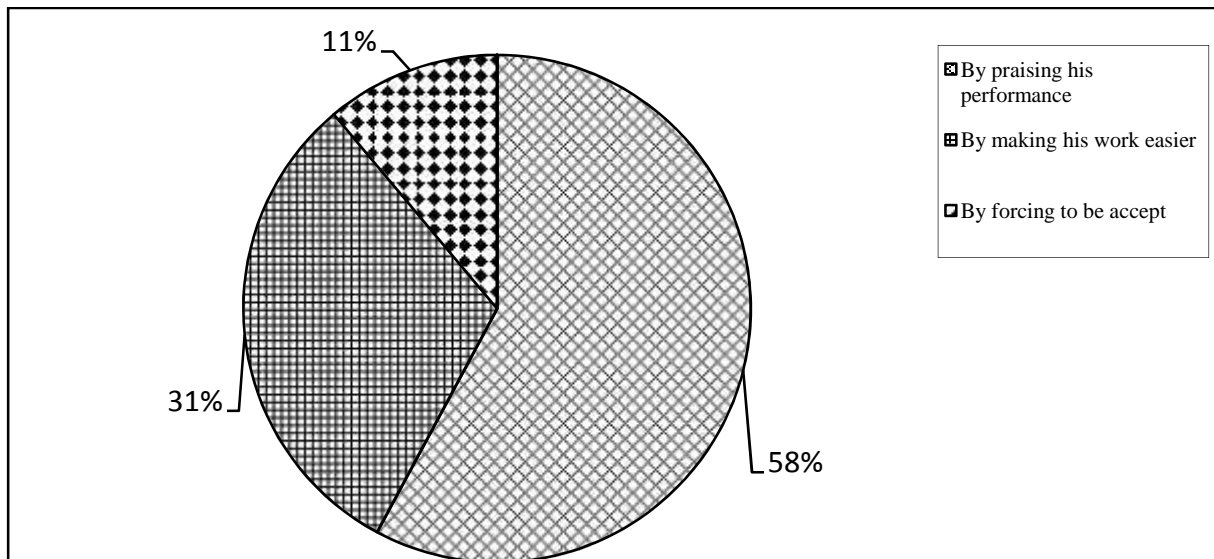
Regarding the role of parents as a facilitator, the researcher used another question "how can you enhance your children's language learning?" For that question he gave three clues a) by praising his performance b) by forcing to accept my ideas c) by making his work easier. In response to these questions, different respondents came up with various responses. Different ideas of various parents can be presented with the help of diagram

C. Enhancing Child's Language Learning

Parents play a critical role in a child's language learning. Studies have shown that children who are spoken with a great deal during early childhood have larger vocabulary and better grammar than those who aren't. Some parents enhancing child's language by praising his performance other of them by making his work easier.

Diagram 2

Enhancing Child's Language Learning



From the above diagram it is clear that 11 parents (55%) enhanced their child's learning by praising their performance. In this connection p_2 choose "By praising his performance" similarly 6 parents (30%) enhanced their child language learning by making their work easier in this connection p_9 chose "by making his work easier" and 3 parents (15%) enhanced their children language learning by forcing them to accept their ideas. In this connection p_4 chose "By forcing to accept".

4.1.1.4 Parents as a Motivator

Motivation plays as a great role in language learning because it stimulates the interest. Regarding the role of parents as a motivator, the researcher used a question "have you ever moved around with your children while you have spare time?" In response to this question different respondents came up with various responses, different responses of the various parents can be presented with the help of table No.9.

a. Moving Around with Children

Moving around with your children stimulates the interest of children or parents should increase the interest of their children by moving around them while they have spare time.

Table 9
Moving Around with Children

S.N.	Answer of parents	Number of Parents	Percentage
1.	Yes	13	65
2.	No	7	35

From the above table, it can be said that 13 parents (65%) moved around with their children when they had spare time. In this connection p₁ replied "yes I move around with them when I get spare time?" Similarly 7 parents (35%) did not move around with their children because of their own business. In connection p₄ replied "no other member took them out because I am so busy". From the discussion it can be concluded that most of the parents (65%) moved around with their children.

To find out the role of motivation, the researcher asked another question "do you use supporting materials to facilitate learning of your children?" In answer to this question different answers came up. These different answers of parents can be presented with the help of table no. 10.

b. Supporting Materials for Children's Learning

Variety of supporting materials not only helps child's learning but also keeps listener interest and builds creativity. Research shows that speakers who use many kinds of supporting materials are judged to be more knowledgeable than who don't.

Table 10
Supporting Materials for Children's Learning

S.N.	Answer of Parents	Number of Parents	Percentage
1.	Yes	16	80
2.	No	4	20

From the above table, it can be said that 16 parents (80%) used supporting materials for helping of their children for that p₅ replied, "yes I frequently use". On the other hand 4 parents (20%) did not use supporting materials. For that p₁ replied "no, materials do not only help child learning but also waste of time and money". It can be said that most parents (80%) used supporting materials because it facilitated language learning.

Regarding the role of parents as a motivator, the researcher used another question "It is said that parental involvement improve quality of learning as well develops innate capacity of children do you agree?" Responses of that question can be presented with the help of table, no.11.

c. Involving Parent to Improve Learning

When parents are involved in their child's education they improve their chances of succeeding in school or enhanced parental involvements leads to better academic performance, better attendance and improve behavior at home and school.

Table 11
Involving Parent to Improve Learning

S.N.	Answer of Parents	Number of Parents	Percentage
1.	Yes	15	75
2.	No	5	25

From the above table it can be said that 15 parents (75%) agreed that parental involvement improved quality of learning and developed innate capacity of learners. For that p₅ replied "yes I agree, parental involvement motivate children to do something". On the other hand, 5 parents (25%) mentioned that parental involvement did not improve quality of learning because only parents are not all in all. In this connection p₁ replied "no parents are not all in all. Parents have to be involved in other areas not only children". It is clear that most of the parents (80%) involved with their children to improve quality of learning and to develop innate capacity of learners.

4.1.1.5 Parents as a Controller

Controller means having power of somebody or something. Regarding the role of parents as a controller, the researcher used a question "Do your child follow routine you have made for them. e.g. sleeping time, playing time, reading time ?" In response to these question different responses of the various parents can be presented with the help of table. no.12.

a. Making Children Follow Routine

Some parents make their children to follow routine. Parents should watch daily activities of their children otherwise their children might be walking out of track.

Table 12

Making Children Follow Routine

S. N.	Answer of Parents	Number of Parents	Percentage
1.	Yes	8	40
2.	No	12	60

From the above table it can be said that only 8 parents (40%) made their children follow routine. In this connection p₄ replied" if they did not obey they has been punished", On the other hand, 12 parents (60%) did not make their children follow routine. P₅ replied

"No they do not follow my routine". It can be said that few parents (40%) controlled their children by making them follow routine as they have made for them.

To find out role of parents as a controller, the researcher used another question "Is it necessary to guide your children as per the level of children or the situation of learning?" Different responses can be presented by the table no.13.

b. Guiding Children's as their Level or Situation of Learning

Guiding children help to enhance child's social and emotional development. Children learn by what we say and the way we act. Some parents guide their children to their level but other parents guide according to situation.

Table 13

Guiding Children's as their Level or Situation of Learning

S. N.	Answer of Parents	Number of Parents	Percentage
1.	Guiding our children according to their level is important	12	60
2.	I think situation of learning is important.	7	35
3.	I don't no	1	5

From the above table it can be said that 12 parents (60%) guided their children according to their level. They did not force their children to obey the situation. For that p₁ replied that "Yes guiding our children according to their level is important". On the other hand, 7 parents (35 %) guided their children according to the situation of learning. What the situation is there they should follow it. For that p₃ replied "Put and throw in environment, they learn themselves because of situation". Regarding the role of parents as a controller, the researcher used another question, "Some children have their own behavior problem, how can you identify the problems that your children have?". In response to this

question, different responses of the various parents can be presented with the help of table No.14.

c. Identifying Behavior Problems

Before guiding children it is necessary to pin point the behavior causing learning or problems and to define that behavior in concrete terms that are easy to communicate and simple to measure and record.

Table 14
Identifying Behavior Problems

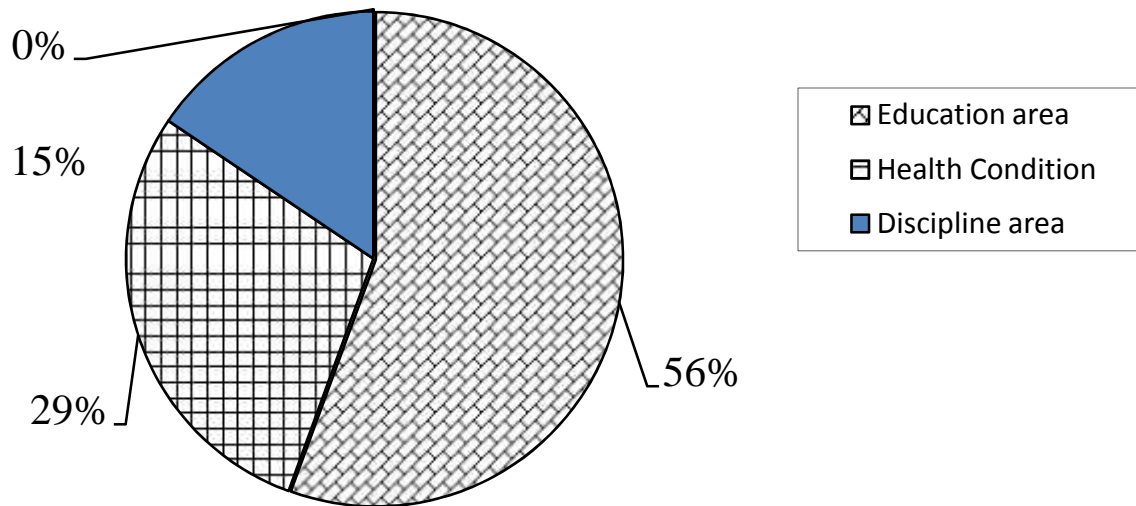
S.N.	Answer of parents	Number of Parents	Percentage
1.	By observing their behavioral	13	65
2.	By asking some questions, or by giving some works	7	35

From the above table it can be said that 13 parents (65%) found their child's behavior problems by observing their activities. In this connection p₄ replied "By observing their behavior and activities". On the other hand, 7 parents (35%) found their child's behavior problem by asking some questions and by giving some works. In this connection p₁ replied, "By asking some questions or by giving some works, while they are working it helps to identify the problems". It is clear that some parents (35%) found their child's problem by giving some activities but other (65%) parents by observing their activities. To find out the role of controller, the researcher used another question, "Which area generally do you care most of your children?". For that question's answer he gave three clues a) Education area b) Health condition c) Discipline area. In answer to these questions different answers can be presented with the help of diagram No.3.

d. Caring Areas

All children are created equal and are entitled to basic human rights and freedoms including education equally but some children improve better in education but other are not which is determined by parent's caring.

Diagram 3 Caring Areas



From the above diagram it can be said that 11 parents (55%) cared their children in education area. In this connection p_5 choose "Education area". In the same way, 5 parents (25%) cared their children in health condition. Therefore, p_2 choose "health condition" and four parents (20%) cared their children in discipline area. In this connection p_4 choose "discipline area". Those parents who care most in discipline area played controller role with their children.

4.2 Students View on Language Learning

School renewal, reform, restructuring-all are aimed at changing schools to increase their effectiveness, assessed in terms of students' success as learners. In these efforts to improve schools and, thus, to enhance learner outcomes, constituents in and associated with the school community-teachers, administrators, superintendents and central office, school board and parents, and the business sector-have been invited to share their views. Interestingly, little information has been solicited from students-the presumed beneficiaries of school change-about their views and assessments of their school-life experiences.

4.2.1 Students Parents Educational Status

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves.^[1] Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. I visited the school and asked the 20 students for their parent's educational status. They answered that:

Table 15

Educational Status of Parents

Level	No. of Students	Percent
literate	4	20
SLC	6	30
Intermediate	7	35
Above Bachelors	3	15

When students asked about relatives' educated background here again majority of students responded that their relatives are intermediate Level i.e.35%. In the case of second question was about relatives support in learning, the ratio is 30% which do not help them in learning.

4.2.2 Types of Problems face in Language learning

English Language Learners are still being made to sit in desks and listen to lecture-style lessons when they really need to be able to access and practice using English regularly in the classroom. They need opportunities to work within the classroom, practicing the

academic and social vocabulary with their peers in low-stress settings. The researcher asked 20 students about the types of problem in language learning, the answered that :

Table 16
Types of Problems

Types of Problems	No .of students	percent
Difficulties with sounds	3	15
common vowel problems	2	10
Spelling	6	30
Parts of speaking	1	5
Problems with tense	4	20
Verbs	3	15
Vocabulary	1	5

4.2.3 Reason behind the dropout the English Class

Reason	N. of Students	Percent
Hard to Understand	3	15
Lack of study Materials	11	55
I can't enjoy the Learning	5	25
Other.....(a.	1	5

4.2.4 Students perception about the learning English

Perception	N. of Students	Percent
It is easy language	4	20
It is hard but I can learn it	6	30
It is very hard and out of my mind	9	45
Others	1	5

4.2.5 Supporting Behavior of Parents

Supporting behavior	No. of Students	Percent
Encourage me to labour hard	10	50
Teach me English language when I got problems	6	30
Always try to interact in English language with me	2	10
They always provide any support if I asked them	2	10
Others		

4.3 Attitude of Parents towards their Role in English Language Learning

To identify the attitudes of parents towards their role in English language learning, the researcher used a question "what has been your idea about English language learning?".

In response to this question different respondents came up with various responses.

Different responses of the various parents can be presented with the help of table No.15.

Table 15
Attitudes Towards English Language Learning

S. N.	Answer of parents	Number of parents	Percentage	Using role
1.	Positive Attitudes	38	84.44%	Motivator, feedback provider, threaten, facilitator
2.	Negative Attitudes	6	13.3%	Controller
3.	Neither positive nor negative	1	2.2%	Controller

From the above table it can be said that 38 parents (84.44%) who had positive attitudes towards their child's English language learning preferred the role of motivator, feedback provider, threatened and facilitator. In this connection p₁ replied "It is necessary, one is speechless without English". In the same way, p₁₁ who played the role of feedback provider replied, "In present condition English is important". Likewise p₁₂ who used the role of facilitator replied, "without English one can't go ahead". On the other hand, six parents (13.33%) whose preferable role was controller had negative attitude towards English language learning. In this connection p₇ who played the role of controller replied, "It is our foreign language it collapse our identity" but 2.2% of the parents had neither positive nor negative attitude towards English learning. In this connection p₁₀ said "on the one hand it is important but on other hand, it collapses our identity".

In conclusion, regarding the attitudes of parents towards their role in English language learning it was noticed that those parents who mostly used role such as facilitator, motivator, threatened, feedback provider have positive attitudes towards English language learning and those parents who are using controller role have negative attitudes towards English language learning.

4.4 Summary

Summary of data analysis and interpretation of all results has been presented here in this section:

- i. Sixteen parents (80%) appointed home teacher for their children similarly, four parents (20%) have not appointed home teacher.
- ii. Eighteen parents (90%) gave one-three hours time to their children. Similarly 2 parents (10%) mentioned that they did not give any time to their children to enhance their learning.
- iii. It can be concluded that 12 parents (60%) managed extra classes for their children. Similarly 8 parents (40%) have not managed any extra classes.
- iv. Eleven parents (55%) did not beat their children although they showed mannerless behavior. Similarly 9 parents (45%) beat their children while they showed mannerless behavior.
- v. Six parents (30%) threatened and beat their children if their teacher informed them about the unsuccessful behavior of their child. Similarly 9 parents (45%) did not beat instead they encouraged them to do better.
- vi. Parents (45%) beat their children if it is necessary to punish. In this connection p₅ choose 'Beat' in answer. Same way 7 parents (35%) punished their children by making them write paragraphs.
- vii. Similarly, 3 parents (15%) did not want to persuade their child although they did better than their expectation.

- viii. Eighteen parents (90%) appreciated their children by giving prize. most of parents (88.22%) appreciated their children by giving prize.
- ix. Eleven parents (55%) enhanced their child's learning by praising their performance. In this connection p₂ choose "By praising his performance" similarly 6 parents (30%) enhanced their child language learning by making their work easier.
- x. Thirteen parents (65%) moved around with their children when they had spare time.
- xi. Sixteen parents (80%) used supporting materials for helping of their children. It can be said that most parents (80%) used supporting materials because it facilitated language learning.
- xii. Eighteenparents (40%) made their children follow routine. It can be said that few parents (40%) controlled their children by making them follow routine as they have made for them.
- xiii. Majority of students responded that their relatives are intermediate Level i.e.35%. In the case of second question was about relatives support in learning, the ratio is 30% which do no help them in learning.

CHAPTER- FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Parental involvement may be different from culture to culture and society to society. Parental involvement may have different types, which might have differential influence on academic performance of their children. Parental expectations have a greater impact on student's educational outcomes. Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside the four walls of their house, and providing coaching services for improving their learning in different subjects. The role of parental involvement in children's education has become a central issue in educational policy and research. Research findings support the existence of a positive relationship between parental involvement and educational success, especially in the secondary school years. However, current knowledge regarding the nature and magnitude of the effects of parental involvement in secondary education is inconsistent and limited in scope.

Social environment are the interactions between various individuals **or** groups. In every society, individuals develop relationships with other individuals to enable them to achieve their goals. These relationships may be entered into consciously or unconsciously (e.g. a friendly chat whilst waiting in a queue or a meeting with a child's teacher). The obligations, expectations, trust and norms of any relationship influence the extent to which these relationships enable an individual to develop "social capital". Social capital is a strong, supportive network of individuals who provides access to emotional and physical resources which an individual needs to fulfil their goals. The social relationships are collectively referred to as the social network.

From this study it is clear that role of parents towards English language is very important. Attitudes of parents towards English language is depends on their role. If the parents played the role of facilitator, motivator, and feedback provider to their children they had positive attitudes towards English language learning. The parents who played that role of controller had negative attitude towards their children's English language learning.

5.2 Recommendations

Besides this, the recommendations of the study have been recommended for the following levels:

5.2.1 Policy Related

- a) The government should bring separate policy about English language learning and roles of parents towards their children.
- b) Government should determine a program such as 'role of parents towards their children' which boosts up improving learning outcomes to their children.
- c) Government should formulate special types of policy for the parents who are using role like threaten and controller with their children.
- d) There is lack of research in this area. Therefore, further research should be encouraged in this area.

5.2.2 Practice Related

The term 'Role' generally means one's duty or responsibility in a particular situation. The implication for practical level is given below:

- a. All the parents should be provided with such program which facilitate their children's English language learning.
- b. There should be regular interaction and collaboration between parents and children.
- c. Parents should be provided with the idea of dealing with their children through workshop and seminar.

- d. Parents should be updated with knowledge and modern world of techniques and technology regarding the parent's role.
- e. School principal and administration should help parents to play appropriate role with children.

5.2.3 Future Research Related

The same study can be conducted among other parents regarding learning of other subjects. Moreover, this study was centralized to parents whose qualification was above intermediate and whose children were at primary level. In the same way, other study can be conducted among other parents.

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APPENDIX-I

Covering Letter

This questionnaire is prepared to draw information for the work entitled **Role of parents for the advancement of English language learning** which will be carried out under the guidance of Dr. Ram Ekval Singh, Reader, Department of English Education T.U. Kirtipur, Kathmandu. I hope that you all co-operate me to fill up this questionnaire, where this data will be invaluable contribution to accomplish this work.

Researcher

NamitaShahi

Department of English

Education

T.U., Kirtipur

APPENDIX-II

QUESTIONNAIRES

Household No.:

Date:

Name of Locality:

Religion:

Name of Respondents:

Ward No.:

Family Type: 1) Nuclear 2) Extended

S.N	Name	Relation with the HH	sex		Age	Education	Marital Status	Occupation
			M	F				
1								
2								
3								
4								

Code for

<u>Relation to HH</u>	<u>Sex</u>	<u>Education</u>	<u>Occupation</u>
Head of the household	01 Male	01 No education	Agriculture 01
Wife or husband	02 Female	02 Primary	Business 02
Son and daughter	03 <u>Marital Status</u>	03 Lower secondary	Service 03
Grandson/daughter	04 Married	01 Secondary	01 Labour 04
Father/mother	05 Unmarried	02 SLC passed	02 Students 05
Brother and sister	06 Widow/ widower	03 HHS and above	03 other 06
Cousins/nephew	07 Separated	04 Others	
04 Son and daughter in law	08 Divorced	05	
Mother/father in law	09 others	06	
Others relatives	10		

Section2: Related to Learning of the student

1. Do you assist you children while doing their homework or assignments?
 - a. Yes.....
 - b. No.....
2. What kind of problems have you identified that you children have in English learning?
 - a. He /she may be facing lack of study materials because of our poverty
 - b. he/ she has weak health and absenteeism in class hindering learning
 - c. He/she can't enjoy the learning
 - d. I'm busy in my work so he /she may feel Lack of family support in learning
 - e. Other.....(mention)
3. Some children have their own behavioral problems, what kind of behavioral problems have you identify that you children have?
 - a. He/she may be feeling the lack of family support and love
 - b. He/she think that the English is hard to understand
 - c. He/she has a procrastination in completing homework
 - d. He /she think that teaching methods used by Teacher is not good enough
 - e. Other.....(Mention)
4. Does your children drop out English classes?
 - a) . Yes
 - b). No

If yes, why?

 - a. He/ she have bad company of friends
 - b. He/she have to support in work in family
 - c. He/ she think that English is hard to understand
 - d. He/ she may not enjoying the learning
 - e. Other(mention)
5. What is your attitude about the English language learning of your child?
 - a. It is easy for him/her; he/ she doing brilliant job on it
 - b. It is hard but he/ she can learn it

- c. It seems very hard for him/her, his /her performance is very weak
- d. Other.....(mention)

6. Do you think English language learning is important in life?

- a. Yes
- b. No

If Yes, Why?

- a. It is compulsory in study
- b. It will help him/ her in further future study
- c. He/ she must learn it because it has very significant role in life.
- d. Other.....(mention)

7. How much time does your child spend in a day to his/ her English language learning?

- a. Less than a one hour
- b. 1 to 2 hours
- c. 2 to 5 hours
- d. More than 5 hours

8. What is your expectation from your child's English language learning?

- a. High
- b. Medium
- c. Less
- d. very weak or No expectations

9. What are your options on learning English language?

- a. It is very necessary in education
- b. It is good to learn English Language in school
- c. It is ok if it is in course
- d. It has no need in the context of Nepal
- e. Other(mention)

10. Do you motivate your children to learn English language?

- a. Yes.....
- b. No.....

11. Do you support your child when he/ she use to study English language at home ?

- a. Yes
- b. No

If yes, what kind of supporting behavior you provide when he/she learn English language?

- a. Encourage him/ her to labour hard

- b. Teach him/ her English language with him/her
- c. Always try to interact in English language with him/her
- d. I always provide any support if he/she asked me
- e. other.....(Mention please)

12. Does your child interested to learn English language?

- a. Yes
- b. No

If Yes, How?

- a. Because he/she thoughts It will help him/her in higher study ,to get beter job or manage his/her own business
- b. He/she always got good marks and has good command in English language skills
- c. I found him/her always doing hard work in English language learning
- d. Other.....(mention)

13. Are you trying to make language learning of your child more interactive, motivated and interesting at home rather than keeping it passive?

- a. Yes.....
- b. No.....

If yes How?

- a. By motivate him/her when he/she try to communicate with me in English language
- b. By managing good English newspaper, magazines and books in house
- c. By allowing him/her watching English program in TV, using computer and internet
- d. By playing game in family, using English language
- e. Other.....(mention)

14. Have you ever beaten your children while he/she fails in English Language?

- a. Yes.....
- b. No.....

15. Have you ever contact with teacher to know the achievement of your children?

- a. Yes.....
- b. No.....

If, yes How often do you visit your child's teacher to know the success of your children ?

- a. Once a month
- b) once a year
- c) never
- d) Other.....

16. What will you do, if your child's teacher will inform you about your child's academic unsuccessful record?

- a. Encourage me to labor hard
 - b. Teach them English language when I got time
 - c. Punish him/her
 - d. Appoint home teacher, Manage the extra tuition class and materials for him/her
 - e. Other.....(mention please)
17. How do you inform about your child's academic successes?
- a. he/she is the brilliant student
 - b. he/she is the average student need some extra labor
 - c. he/she is the poor student so I manage the extra tuition class and materials for him/her
 - d. Other.....(Mention pelisse)
18. Have you ever moved around to library or cyber café with your children while you have spare time?
- a. Yes b. No
19. It is said that parental involvement improves quality of learning as well as develops innate capacity of children do you agree?
- a. Yes..... b. No.....
20. Do you children follow routine as you have made for your children eg. Sleeping-time, playing –time, reading-time?
- a. Yes..... b. No.....
21. Which area generally do you care most of your children?
- a) Education b) health condition c) discipline area d.
 - Other.....
22. How often do your children ask you to listen story and jokes?
- a) Always b) Sometime c) verve d) Other.....
23. How can you enhance with your child's language learning?
- a) By praising his performance b) by forcing to accept
 - c) by making his work easier d) Other.....