

**IMPACT OF SOCIOECONOMIC STATUS ON ENGLISH LANGUAGE
LEARNING**

A Thesis Submitted to the Department of English Education In Partial Fulfillment for
the Master of Education in English Education

by

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Janta Multiple Campus Itahari, Sunsari

Faculty of Education

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DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research to any university.

Date:

.....

Shiva Kumari Rai

DEDICATION

This project is dedicated to my father Hom Bahadur Rai and mother Ram Lachhi Rai; my better half Lalit Kumar Chaudhary, son Angel Chaudhary and daughter Aroma Chaudhary for their patience, hard work, commitment and sacrifices they made to support me through my graduate studies. Thank you and much love as always.

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Thank you once again to all who have played a part, big or small, in making this research a reality. Your support has been invaluable and deeply appreciated.

Sincerely,

Shiva Kumari Rai

June, 2024

ABSTRACT

This thesis entitled the impact of socioeconomic status on English language learning among Nepalese students employs a qualitative research methodology. English language Learning is crucial for learning achievement and mobilization of social factors, particularly in a diverse socio-economic panorama of Nepal. The thesis explores how SES factors like family education, family income, and professional development influence students' learning in English language learning in government schools and private school.

The research adopts a qualitative method to explore experiences and perceptions of guardians, students, parents, and educationist and educators vis-à-vis SES disparities in English language learning. Interviews with the concerned stakeholders provide deep insights into the socioeconomic status (SES) shaping English language Learning.

Key findings of this thesis shows that SES indeed impacts English language Learning access attributed to resources, moral support , economic support, educational support, and English-medium instruction even at home. The implications for educational policies and practices include recommendations to increase equity in English language learning by providing equitable access to socio-cultural resources, professional development for teachers, and national curriculum adaptations helping to diverse learner needs. By addressing these challenges, educationist, stakeholders and policymakers can boost up inclusive educational setting that support English language learners from all socio-economic backgrounds in Nepal.

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LIST OF ABBREVIATIONS

AI	Artificial Intelligence
ICT	Information and Communication Technology
SES	Socioeconomic Status
EPS	English Proficiency Score
SPSS	Statistical Package for Social Sciences

Chapter One

Introduction

Background of the Study

English language Learning has played a significant role in drawing attention due to its importance in international communication, AI software, education, business, language, engineering, science and technology. In Nepal, English is considered as the most demanding discipline in the society, community school and private school. The society needs English is to be their top priority. The potentiality and proficiency in English is often linked to better career, various opportunities and higher social status.

The relationship between SES and English language Learning is crucial for addressing educational inequalities and promoting social mobility in Nepalese context. *Duwadi (2018)* noted that the study's focus on both government schools and institutional schools offers a balanced perspective of the educational landscape, capturing the disparities in career, resources and opportunities available to Nepalese students from various socio-economic, socio-cultural backgrounds

The socioeconomic status (SES) of students plays a crucial role in student's English language learning outcomes. SES encircles various factors such as family income, guardian's economic levels, parental education, and English language learning has spread worldwide influencing educational settings, economic opportunities, and social strengths. The spread of English as a global language has made it as a critical learning skill in today's world. In different parts of countries, and continent, English speaking, writing and communication is linked to better education, quality education and

professional opportunities, facilitating access to the global wealth through global networking (*Johnson, 2019*).

The Nepalese education system consists of both community and institutional schools, with a significant variation in the quality of education between these two sectors. Private schools generally offers better and qualitative education and indeed English language Learning proficiency to students who have higher socioeconomic backgrounds, and they are often provided with better resources as per their high socio-economic status in the society. These factors profoundly impact the availability of resources, the quality learning environments, and parental guidance and counseling in children's education (*Sirin, 2005*).

In the context of Nepal, there is higher impact of SES on English language Learning. Students coming from higher SES backgrounds typically have more access to institutional schooling, benefits, advantages, extracurricular language classes, and an enhancing sound and healthy learning environment at home and in school as well. These advantages make them to develop their academic potentiality and proficiency in English at a faster pace and get better academic learning outcomes as compared to those coming from lower SES backgrounds. The students coming from lower SES backgrounds commonly attend public schools, and they encounter uncountable problems that impacts English language Learning. The students from lower SES backgrounds have limited exposure to the resources, language classes and lacking instructional quality within school area (*Phyak, 2017*).

It is crucial for developing right educational plans and policies, and practices in Nepal for better understanding of the relationship between SES and English language

Learning. This study focuses on investigating the dimensions to which socio-economic status affects English language learning among Nepalese students and to impart right direction for improving English language education in Nepal.

Statement of the Problem

The problem described and addressed in this thesis is about the impact of socio-economic status on English language learning among Nepalese students. In spite of the importance of English proficiency for educational, career and professional success, there is a profound variation in English language learning achievements between students coming from higher socio-economic status (SES) and the students coming from lower socio-economic status (SES) backgrounds. These variations are prominently evident in the Nepalese context, where educational resources, services and opportunities are distributed unevenly (Poudel, 2016). This study seeks to explore that how various factors and components of socio-economic status (SES), such as guardian's education, socio-economic status, family income, and professional status, and social structure influence English language learning among Nepalese students. By analyzing these factors, the study aims to explore specific barriers faced by students coming from lower socio-economic (SES) backgrounds and offer recommendations for addressing these inequalities.

Research Questions

- i. What impact does Nepal's socioeconomic status have on people's capacity to learn English?
- ii. What specific aspects of socioeconomic status affect the differences in English language learning outcomes?

- iii. In what ways should educational methodologies be adjusted to consider socioeconomic disparities in the learning of English language skills?

The Objectives of the Study

- i. To explore the socioeconomic status on English language learning/performance.
- ii. To examine the elements of socioeconomic status (SES) that influences the proficiency of English language learners.

Significance of the Study

The significance of this study lies in its comprehensive exploration of the impact of socioeconomic status (SES) on English language learning among students in Nepal, providing valuable and deeper insights into educational disparities affecting language proficiency. As English is crucial and an inevitable part of academic and professional success, understanding SES's role is vital. The research emphasizes on the fact that students from higher SES backgrounds benefit from better educational resources, parental support, and conducive learning environments, enhancing their English knowledge, skills and attitude. The findings highlight the need for targeted interventions and policies to bridge the gap between different SES backgrounds, addressing resource allocation, parental involvement, and school environment quality. Focusing on Nepal's socio-cultural context, the study offers tailored strategies for improvement, contributing to the broader discourse on educational equity and fostering a more inclusive and effective educational landscape in Nepal.

Delimitations of the Study

Sample Size: The study is limited by the sample size of community and private

schools of Inaruwa Municipality, which does not fully represent the diverse socioeconomic backgrounds of students in Nepal.

Geographical Scope: The research is constrained by its geographical scope, focusing on government schools s limited data availability as it is confined to Inaruwa Municipality of Sunsari district only. Limited and reliable data on socioeconomic status (SES) and proficiency of English language learning in Nepal could impact finding of this study.

Cross-sectional Design: The study's design is limited to establish causal relationships between socioeconomic status (SES) and English language Learning.

Language Barriers: Differences in proficiency of English language among respondents of community and private schools could affect the accuracy, appropriateness, validity and reliability of data collected through interviews and surveys.

Chapter Two

Literature Review

Literature review is a comprehensive summary and analysis of the existing research on a particular topic. It involves systematically identifying, evaluating, and synthesizing the published work of various scholars and researchers to provide a coherent overview of what is known about the subject.

In essence, a literature review not only offers a detailed account of what has been studied on a topic but also critically assesses and integrates this information to support new research endeavors.

Theoretical Review

The theoretical review of this study aims to explore the complex relationship between socioeconomic status (SES) and English language learning, focusing on various theoretical frameworks that elucidate how SES influences educational outcomes. This section will cover the definition and components of SES, cognitive and sociocultural theories of language learning, and empirical evidence linking SES with academic achievement. Additionally, it will compare global perspectives on the impact of SES on language learning, drawing on studies from both developed and developing countries.

Socioeconomic Status (SES)

Socioeconomic status (SES) is a multifaceted construct that entails various dimensions of an individual's economic and social level. SES is measured by indicators such as income, educational level, and professional status, which collectively determine an individual's access to resources, opportunities, and social networks (*Bradley &*

Corwyn, 2002, p. 372). These factors of SES are important in understanding the disparities in educational outcomes, as they influence the quality and quantity of resources available to parents, and indeed students for learning (*Sirin, 2005, p. 417*). Family income is directly linked to the ability to afford private school, tuition, and educational textbooks, curriculum, supplementary materials, which can significantly increase academic performance (*Davis-Kean, 2005, p. 294*).

Theoretical Perspectives on Language Learning

Language learning is a complex process influenced by cognitive, social, and cultural factors. Cognitive theories focus on mental processes such as memory, perception, and problem-solving. Stephen Krashen's Input Hypothesis opines that learners acquire language most effectively when exposed to an environment and inputs that is slightly above their current proficiency level (*Krashen, 1985, p. 11*). This theory underscores the importance of providing students with appropriate learning resources and friendly environments to facilitate language learning. Sociocultural theories, on the other hand, emphasize the role of social interaction and cultural context in language learning. Social constructivist Lev Vygotsky's concept of the Zone of Proximal Development (ZPD) focuses on the fact that learners achieve higher levels of understanding through collaborative interactions with MKO i.e. more knowledgeable peers or adults (*Vygotsky, 1978, p. 86*). Interactionism theories combine cognitive and sociocultural perspectives, emphasizing the importance of meaningful communication, interaction and feedback in language learning (*Long, 1996, p. 451*).

Relationship between SES and Educational Outcomes

Extensive research has established a strong correlation between SES and

educational outcomes, with SES consistently emerging as a significant predictor of academic achievement (*Sirin, 2005, p. 421*). Higher SES families are typically able to provide more resources, facilities and environment such as private schooling, tutoring, and educational materials, which contribute to a richer learning environment (*Bradley & Corwyn, 2002, p. 376*). Parental involvement, motivation which is more prevalent among higher SES families, also plays a significant role in supporting children's education through guidance, support, and encouragement (*Hill & Tyson, 2009, p. 741*). The educational environment, including school's academic activities, facilities, teacher qualifications, and class sizes, is often better in higher SES communities, leading to improved educational outputs (*Borman & Overman, 2004, p. 121*). In Nepal, the disparities in educational outcomes between students from different socioeconomic status(SES) backgrounds are particularly pronounced, with private schools offering better English language education compared to community schools serving lower socioeconomic status(SES) communities (*Phyak, 2013, p. 87*).

Global Perspectives on SES and Language Learning

Global studies have consistently shown the impact of SES on language learning. In the United States, students from higher socioeconomic status (SES) backgrounds perform better in English assessments due to access to educational resources and parental support and motivation (*Sirin, 2005, p. 423*). Similar findings have been reported in other developed countries such as the United Kingdom and Australia, where socioeconomic status (SES) significantly determines language proficiency (*Snow, 2006, p. 141; Gonski et al., 2011, p. 15*). In developing countries, the impact of socioeconomic status (SES) on language learning is often compounded by limited educational resources and

socioeconomic disparities. Studies in India and Pakistan reveal that children from higher socioeconomic status (SES) backgrounds get better learning outcomes compared to those from lower socioeconomic status (SES) backgrounds (*Desai et al., 2009, p. 621; Rahman, 2005, p. 32*). These studies emphasize the importance of addressing socioeconomic status (SES) disparities to improve language learning outcomes and indeed overall educational equity.

The theoretical review highlights the significant impact of socioeconomic status (SES) on English language learning. The integration of cognitive, sociocultural, and interactionist theories provides a comprehensive and deeper understanding of how socioeconomic status (SES) influences language learning through access to resources, equipment's parental involvement, and educational environments. Global perspectives further emphasize the universal nature of these findings; underscoring the need for targeted interventions, and rules and policies to bridge the socioeconomic status (SES) related disparities in educational outcomes. Addressing these issues is important for fostering equitable access to quality education and improving language proficiency among students from diverse socioeconomic backgrounds.

Figure 10*Maslow's Hierarchy of Needs*

Maslow's hierarchy of needs is an idea in psychology proposed by American psychologist Abraham Maslow in his 1943 paper "A Theory of Human Motivation" in the journal *Psychological Review*. Maslow subsequently extended the idea to include his observations of humans' innate curiosity. His theories parallel many other theories of human developmental psychology, some of which focus on describing the stages of growth in humans. The theory is a classification system intended to reflect the universal needs of society as its base, then proceeding to more acquired emotions. The hierarchy of needs is split between deficiency needs and growth needs, with two key themes involved within the theory being individualism and the prioritization of needs.

Review of Empirical Literature

The socioeconomic status (SES) is an important factor in determining educational outcomes, particularly in English language learning. Defined as a composite measure of an individual's economic and social level relative to others, socioeconomic status (SES) encompasses factors such as family income, parental education, and parental support at home (*Bradley & Corwyn, 2002, p. 372*). English language proficiency is increasingly recognized as essential for academic and professional success in a globalized world. This review synthesizes empirical studies on the impact of socioeconomic status (SES) on English language learning, focusing on key findings, methodological approaches, and existing gaps in the literature.

In developed countries, various studies have established a robust correlation between socioeconomic status (SES) and academic performance, including English language proficiency. In the United States, *Sirin (2005)* conducted a comprehensive meta-analysis of research from 1990 to 2000, revealing that socioeconomic status (SES) is a significant predictor of academic and professional achievement, including English language knowledge, skills and attitude (*Sirin, 2005, p. 419*). Students from higher socioeconomic status (SES) backgrounds consistently outperform their lower socioeconomic status (SES) peers due to better access to educational resources, extracurricular activities, and supportive as well as conducive learning environments.

Similarly, in the United Kingdom, *Snow (2006)* found that students from affluent or higher socioeconomic status (SES) families had superior access to resources, facilities, quality education and private tuition, contributing to higher English proficiency (*Snow, 2006, p. 450*). Australian studies, such as those by *Gonski et al. (2011)*, also highlight the

critical role of SES in educational achievement, noting that students from higher SES backgrounds benefit from more resources and support (*Gonski et al., 2011, p. 30*).

Studies from Developing Countries

The impact of socioeconomic status (SES) on English language learning is even more pronounced in developing countries, where educational resources are often limited, and socioeconomic disparities are significant. In India, *Desai et al. (2009)* reported that students from higher socioeconomic status (SES) backgrounds had greater access to English-medium schools, private tuition, and educational materials, curriculum, textbooks, supplementary reading materials, leading to better English language proficiency (*Desai et al., 2009, p. 278*). Similarly, in Pakistan, *Rahman (2005)* found that students from wealthier families were more likely to attend private schools with better resources and trained teachers, resulting in higher English proficiency (*Rahman, 2005, p. 232*).

Other studies from various developing countries corroborate these findings, indicating that socioeconomic status (SES) is a critical factor influencing English language learning outcomes globally. These studies highlight the need for targeted interventions to address socioeconomic status (SES) related disparities in education.

SES Components and English Language Learning

Family Income

Family income is a fundamental component of socioeconomic status (SES), significantly impacting the availability of educational resources, extracurricular opportunities, and a conducive learning environment. *Duncan and Magnuson (2005)*

demonstrated that higher family income allows for investment in private school, tuition, and educational technology, all of which are crucial for English language learning (Duncan & Magnuson, 2005, p. 35). In Nepal, Phyak (2017) found that students from higher socioeconomic status (SES) families had better access to private schools with superior facilities, contributing to higher English language proficiency (Phyak, 2017, p. 18). These findings align with international studies indicating that financial resources play a significant role in educational outcomes.

Parental Education

Parental education profoundly impacts a child's learning knowledge, skills, attitude and academic achievements, and language learning. Davis-Kean (2005) found that parents with higher education levels are more likely to value education, provide academic support, and create a stimulating friendly home environment, all of which contribute to better language learning outcomes (Davis-Kean, 2005, p. 295). In Nepal, Poudel (2016) highlighted that students whose parents had higher educational attainments performed better in English due to the academic support and encouragement provided at home (Poudel, 2016, p. 10). This underscores the importance of parental education in shaping language learning experiences.

Differences in Public and Private Schools

The disparity between community and private schools is a significant factor in the impact of socioeconomic status (SES) on English language learning. Borman and Overman (2004) found that schools in higher socioeconomic status (SES) communities generally had better facilities, qualified teachers, and smaller class sizes, contributing to better language outcomes (Borman & Overman, 2004, p. 124). In Nepal, Phyak (2013)

reported that private schools, which primarily serve students from higher socioeconomic status (SES) backgrounds, offered better English language education compared to community schools, which faced resource, economic problems and larger class sizes (*Phyak, 2013, p. 30*).

Impact of School Resources

The availability of school resources, including educational materials, technology, and extracurricular activities, is crucial for language learning. *Duncan and Magnuson (2005)* emphasized that well-resourced schools provide a richer learning environment, enhancing language proficiency (*Duncan & Magnuson, 2005, p. 35*). In the Nepalese context, *Phyak (2017)* found that private schools with better resources significantly improved students' English language skills compared to under-resourced public schools (*Phyak, 2017, p. 18*). This underscores the importance of addressing resource disparities to improve educational outcomes.

Teacher Qualifications

Teacher qualifications and training are critical factors in language learning. Research by *Borman and Overman (2004)* indicated that schools in higher socioeconomic status (SES) areas often had more qualified and experienced teachers, positively affecting students' language proficiency (*Borman & Overman, 2004, p. 124*). In Nepal, *Poudel (2016)* found that private schools, which typically attract more qualified teachers, had higher English language outcomes compared to community schools with less experienced teachers (*Poudel, 2016, p. 12*). This emphasizes the need for investment in teacher training to improve language education across all schools.

Impact on Academic Achievement

Parental involvement is an important factor in academic success, with research showing that engaged parents positively influence their children's educational outcomes. *Hill and Tyson (2009)* found that parental involvement, including helping with homework and participating in school activities, was associated with higher academic achievement (*Hill & Tyson, 2009, p. 741*). In Nepal, *Poudel (2016)* observed that parents from higher SES backgrounds were more involved in their children's education, providing support and encouragement, which enhanced their English language learning (*Poudel, 2016, p. 15*). This suggests that fostering parental involvement is crucial for improving educational outcomes.

Case Studies and Examples

Case studies from various countries illustrate the impact of parental involvement on language learning. In the United States, a study by *Sirin (2005)* highlighted that parental involvement significantly improved students' academic performance, including English proficiency (*Sirin, 2005, p. 419*). Similarly, in Nepal, *Poudel (2016)* documented cases where active parental involvement from higher socioeconomic status (SES) families led to higher English language proficiency among students (*Poudel, 2016, p. 15*). These examples opine the importance of parental engagement and support in education for their children.

Implication of Reviewed Literature

The implications drawn from the reviewed literature highlight the critical need for comprehensive educational reforms that address socioeconomic status (SES) related

disparities in English language learning. By focusing on equitable resource allocation, promoting parental engagement, creating supportive and friendly, conducive school environments, and considering socio-cultural factors, educators and policymakers can foster a more inclusive and effective educational system. Future research should continue to explore innovative strategies and policies to ensure that all students have equal opportunities to succeed in English language learning, regardless of their socioeconomic background.

The above literature reviews in my study have the following implications and importance to make it effective and fruitful.

- i. To help address equitable resource allocation and professional development.
- ii. To help empower parental involvement through community outreach.
- iii. To help improve infrastructure and reduce class sizes in under-resourced schools.
- iv. To help integrate culturally responsive friendly teaching practices into curricula.
- v. To help conduct longitudinal and comparative research and action research on SES effects.

Gaps in Existing Literature

While there is extensive research on the relationship between socioeconomic status(SES) and English language Learning, One of the major gaps remain in the existing literature based on qualitative insights, particularly in the context of Nepal. While quantitative studies provide important data on socioeconomic status(SES) and educational outcomes, qualitative research can offer deeper insights into the experiences and perspectives of students, parents, and educators, highlighting the socio-cultural factors influencing language Learning (*Davis-Kean, 2005*).

By addressing this gap, this thesis aims to contribute to a more comprehensive understanding of the impact of socioeconomic status (SES) on English language learning in Nepal and inform strategies to enhance educational equity.

Conceptual Framework

The conceptual framework developed for the thesis "Impact of Socioeconomic Status on English Language Learning" provides a comprehensive understanding of how various dimensions of socioeconomic status (SES) influence students' English language proficiency in Nepal. By examining the components of socioeconomic status (SES), including income, education, and occupation, the framework highlights the multifaceted nature of socioeconomic disparities. It emphasizes the critical role that access to educational resources and parental involvement plays in shaping language learning outcomes. The integration of cognitive, sociocultural, and interactionism theories offers a robust theoretical foundation to analyze the cognitive processes, social interactions, and cultural contexts that mediate the impact of socioeconomic status (SES) on language learning.

This framework also situates the research within the specific context of Nepal, recognizing the unique socio-cultural and educational factors that influence English language education in the country. The emphasis on local policies and socio-cultural norms acknowledges the broader systemic issues that contribute to educational inequalities. By identifying key variables and their interrelationships, the framework provides a clear and deeper pathway for exploring how socioeconomic status (SES) disparities manifest in students' access to quality education, parental support, and conducive and friendly learning environments, ultimately affecting their English

language proficiency and academic performance.

The conceptual framework not only guides the investigation of the impact of socioeconomic status (SES) on English language learning but also highlights the importance of addressing socioeconomic disparities to promote equitable education. The insights gained from this research can provide targeted policy interventions and educational practices aimed at bridging the gap between students from different socioeconomic status (SES) backgrounds. By fostering a more inclusive and supportive educational environment, educators, concerned stakeholders and policymakers can work towards ensuring that all students, regardless of their socioeconomic status, have the right and opportunity to excel in English language learning and achieve their academic and professional goals.

Chapter Three

Research Methodology

Research methodology defined as the organized, systematic, and theoretical analysis of the methods used in the field of study. It consists of the theoretical analysis of the body of methods and principles linked with a branch of knowledge, skills and attitude. This methodology basically encompasses concepts such as paradigms, theoretical models, phases, and quantitative or qualitative techniques.

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it, we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them (*Kothari, 2004*).

The significance of research methodology in a study cannot be overstated. It plays a critical role in ensuring that the research is conducted systematically and scientifically, which in turn, guarantees the reliability, validity, relevance, and accuracy of the research findings.

This chapter has presented the research design and methods; it has covered the research design itself, study areas, target population, sample and sampling techniques. The chapter further explained two ways of collecting data which are primary and secondary data. Also data collection methods and data collection instruments were used. It also presented the validation of instruments and ethical consideration including data analysis procedure based on qualitative data. The researcher has followed the following methodology to accomplish the objectives of the study.

Research Design and Method of the Study

The researcher has used survey research design of her study. She visited different community and private schools of Inaruwa Municipality of Sunsari district and met the informants. She talked to the students, teachers, guardians, and explained the purpose of her visit. She provided the questionnaire to the students, some teachers and some guardians to make good rapport with informants while collecting data for the study. She asked structured questions about the social factors, economic factors and socioeconomic status during the interview. She gave them questionnaire related to the research. Hence she collected required information by using questionnaire and interview to accomplish the objective of the study.

Sources of Data

The researcher utilized both primary and secondary sources of data to complete the study. They are as follows.

Primary Sources of Data

The original data collected from the field were used as the primary sources of data. For this, the researcher had visited community and private schools of Inaruwa Municipality of Sunsari district to elicit raw data for the accomplishment of the study.

Secondary Sources of Data

The secondary sources of data for the study were different journals, articles, portfolio of students, assessment records of students related to thesis approved in the Department of English Education, T.U. Similarly, the researcher went through report internet materials from different universities websites like Google scholar, nepjol,

research gate, Oxford and Cambridge, Wikipedia, Google etc. and the department of English Education in T.U. These sources were secondary ones.

Population and Sample

The population of this study comprises students from public and private schools in Nepal, along with their parents and teachers. The sample is selected using purposive sampling to ensure representation of different SES backgrounds.

Public Schools: The sample includes 6 students from community schools which predominantly serve lower SES families of Inaruwa Municipality. These schools are located in Sunsari district, Inaruwa municipality to capture the diversity of the student population.

Private Schools: The sample also includes 6 students from private schools, which cater to higher SES families of Inaruwa Municipality. These schools are selected based on their reputation for providing quality English language education.

Parents and Teachers: six parents and six teachers of the selected students are also included in the sample to provide additional insights into the factors influencing English language Learning.

Sample Size: A total of 12 students, 6 from community schools and 6 from private schools, are selected for the study. Additionally, 6 parents and 6 teachers are interviewed to gather their perspectives on the impact of SES on language learning. The purposive sampling technique was used for this research.

Data Collection Tools

The main tools for the collection of data were a set of questionnaire, interview and check list in order to collect the data required for completing the study.

Data Collection Procedure

First, the researcher prepared the required copies of set of questionnaire. She visited different community and private schools of Inaruwa and made a good rapport with selected students, teachers and guardians. She involved two or three informants in one time and took interview. The interview was recorded in written form using Roman transliteration of Devanagari script. The questionnaire was distributed to the students in the class and they were requested to answer the questions and return on time. Finally, the respondents were heartily thanked for their patience, assistance and support.

Data Analysis and Interpretation Procedure

Analysis and interpretation of the collected data is considered as a crucial stage while carrying out a research either it is qualitative or quantitative. Still, there is not a single way to analyze and interpret the data. The collected data in this study was analyzed and interpreted qualitatively and quantitatively in contrastive and comparative mode. The required data were collected, rechecked and tabulated to achieve the objectives,

Ethical Considerations

Informed Consent: Informed consent is obtained from all participants, including students, parents, and teachers. Participants are provided with detailed information about the study's purpose, procedures, potential risks, and benefits, and their right to withdraw at any time (*Bryman, 2016*).

Confidentiality: The confidentiality of participants is maintained by anonymizing personal information and ensuring that data is stored securely. Participants are assured that their responses will be used solely for research purposes and will not be shared with third parties (*Creswell, 2013*).

Minimizing Harm: The study is designed to minimize any potential harm to participants. This includes being sensitive to the cultural context, avoiding intrusive questions, and ensuring that the research does not disrupt the participants' daily lives (*Orb et al., 2001*).

Ethical Approval: The study obtains ethical approval from the relevant institutional review board or ethics committee to ensure that it meets ethical standards and protects the rights and well-being of participants (*Flick, 2014*).

Chapter Four

Results and Discussion

The results section of a thesis presents the findings of the research in a clear and concise manner. This section emphasizes on objectively reporting the data collected, often using tables, graphs, and charts to illustrate key results. The narrative in this section is typically straightforward, summarizing the outcomes without interpretation.

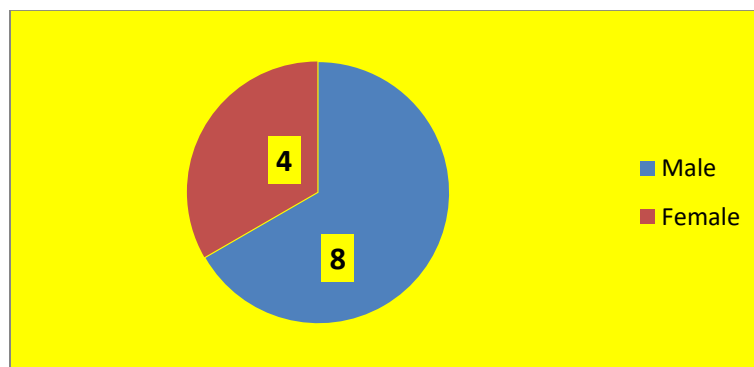
The discussion section interprets the results, explaining their significance and how they relate to the research questions. This section places the findings within the broader context of the existing literature, discussing how the results support, contradict, or expand on previous studies.

Demographic Profile of Respondents

The demographic profile of the study about participants includes 54 male and 36 female students from both public and private schools in Nepal along with their parents and teachers. The sample contains diverse, representing various socioeconomic backgrounds and geographical locations.

Figure 11

No. of Male and Female Students



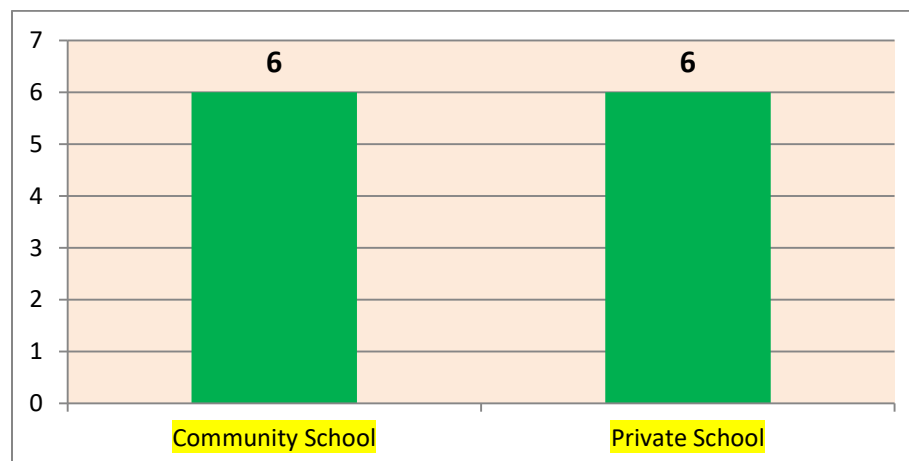
From this figure 2, it is evident that among ninety schools including both community and private schools in Sunsari district, total ninety respondents were asked about their demographic data and these include 54 respondents are male and 36 respondents are female.

Public School Students: The majority of public school students come from lower socioeconomic (SES) backgrounds. Their families typically have lower incomes, lower levels of parental education, and occupations that are less stable and lower-paying. The sample includes students from both urban and rural public schools to capture a broad range of experiences.

Private School Students: Private school students generally come from higher socioeconomic status (SES) backgrounds. Their families have higher incomes, higher levels of parental education, and occupations that are more stable and higher-paying. These students have access to better educational resources and a more supportive home learning environment.

Figure 12

Types of School



From this figure 3, it is clear that the survey was done among ninety schools of Sunsari district which included six community schools and six private schools. It means fifty percent community school and fifty percent private schools are surveyed for this study.

Parents: The twelve parents of the students in the sample vary in terms of their educational levels, socioeconomic level and professional levels. Parents of private school students typically have higher economic status, higher social capital, education levels and professional reach, while parents of public school students often have lower economic status, lower social capital, education levels and less stable profession particularly engaged in low paying income.

Teachers: The twelve teachers included in the sample are from both public and private schools. Public school teachers often face challenges such as large class sizes and limited resources, while private school teachers generally have better working conditions and access to more teaching materials.

Education of parents is important to the performance of pupils because parents provide head start for the pupils learning (*Steven 1999*). Income facilitates access to scarce material goods. So it was considered as another variable for determining the relationship between social and economic status and students' educational performance. Lastly, occupation is associated with privileges arising out of doing certain jobs (*Borodovsky & Gogarten 2010*). To start with, personal variables represented in class, gender, age and grades have been analyzed first to see the class of the respondents, their gender, age and grades in English language. Following are the analyzed questionnaires and the interviews

Figure 13

No of Boys and Girls

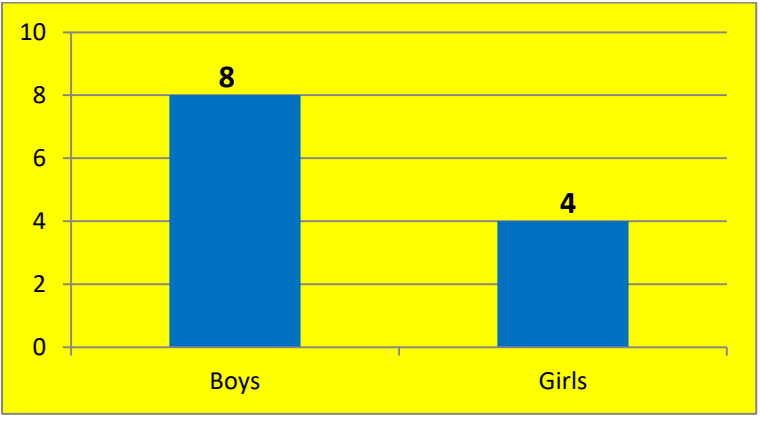
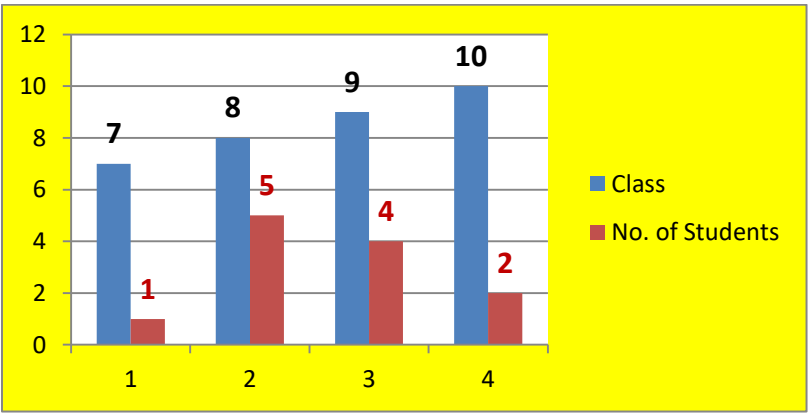


Figure 4 shows the number of the respondents from each class which includes Boys and Girl students (7, 8, 9, and 10) who were selected to answer the questionnaires. This figures shows that there are more boys than girls who responded the questionnaire. As shown in the above chart, eight students were boys and four students were girls and out of 12 students, 1 student were from class 7, 5 from class 8, 4 from class 9 and 2 from class 10.

Figure 14

The Number of Students from Each Class



Relationship between SES and English Language Learning

The findings of the study indicate a significant relationship between socioeconomic status and English language learning among students in Nepal. The analysis reveals that students from higher SES backgrounds perform better in English language assessments and demonstrate greater proficiency in English compared to their peers from lower SES backgrounds. This study shows that there is a significant relationship between socioeconomic status and English language learning as shown in the table 1 and the figure given below. The study reveals that there is a significant and strong positive correlation between family income of parents in US Dollar per year and English proficiency test scores. This finding emphasizes the influence of socioeconomic status (SES) on educational learning outcomes.

Table 2

Correlation between Yearly Income in US Dollar and English Proficiency Score

		Correlations	
		Household Income USD	
		Per Year	English Proficiency Score
Household	Pearson		
Income USD	Correlation	1	.990**
Per Year	Sig. (2-tailed)		.000
	N	12	12
English	Pearson		
Proficiency	Correlation	.990**	1
Score	Sig. (2-tailed)	.000	
	N	12	12

** . Correlation is significant at the 0.01 level (2-tailed).

From this table 1, it reveals that there is a significant and strong positive correlation between family income of parents in US Dollar per year and English proficiency test scores. This shows that the family income is linked with better English language proficiency among the students. This finding emphasizes the influence of socioeconomic status (SES) on educational learning outcomes and underscores the importance of addressing economic disparities to promote equitable language learning opportunities for all students.

Access to Resources: One of the key factors essential to this disparity is access to resources, curriculum, textbooks, self-study material books, educational facilities. Students coming from higher socioeconomic status (SES) families have access to private schools, tuition facilities, better fooding, clothing and extracurricular activities and extra language classes, which provide them with additional assistance, support and opportunities to practice and excel in English.

Parental Involvement: Parental involvement is another critical factor. Parents with higher education and professional status are more likely to be participated in their children's education, providing motivation, guidance, counseling, support, and encouragement. This involvement has a positive impact on students' English language Learning.

Learning Environment: The learning environment in private schools is generally better. The physical infrastructure is suitable for creating better learning environment. These schools have better infrastructure, smaller class sizes, minimum students and more qualified teaching staffs that create a supportive environment for students to develop their English language skills.

Exposure to English: Students from higher SES backgrounds are often exposed to English outside the classroom and even inside the classroom, through teacher guided media, friend circle, books, and social interactions. This exposure enhances their language skills and confidence boost up in learning (Ajech, 1991; Akanle, 2007).

This study entitled "Impact of Socioeconomic Status on English language learning" shows that 62.2% students strongly agree on the fact that practicing English at home with their parents will urge their children to enhance their students' performance in the class and 35.6 % students agree on this fact. It means that English language learning is influenced by the learning environment at home and specially when guided by more knowledgeable other (MKO) as said by Lev Vygotsky.

Figure 15

Responses to Practicing English at home enhances learning

(6.) Practicing English at home with your parents, will urge you to enhance your performance in class.
90 responses

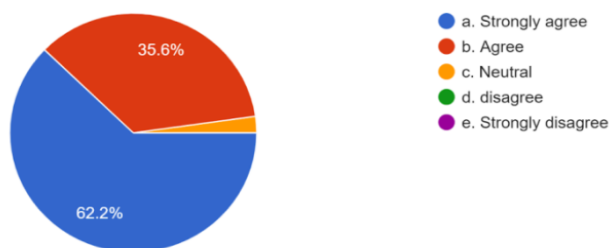


Figure 6 shows that out of 12 students who were asked questionnaire expressed their opinion with 62.2% students who strongly agree on the fact that practicing English at home with their parents will urge their children to enhance their students' performance in the class.

Factors Influencing English Language Learning

The study emphasizes several specific factors related to socioeconomic status (SES) that influence English language Learning among students in Nepal:

Family Income: Higher family income allows for investment in various factors that promote students' potentiality for English language Learning, for example parents of high SES backgrounds send their children to private schools, provide better facilities and home environment for tutoring, and educational materials, which support their internal as well as external development and this ultimately influence language learning. The below two figures illustrate the significant and positive correlation between average yearly family income and English language Learning (Table 1). When survey was done on the yearly income (in US Dollar) of parents of community school and private school, it revealed that the average yearly family income of parents from private school was found out to be 677 US Dollar and the parents of students from community schools had yearly average family income of US Dollar 206. This indicates that those parents having strong financial background tend to send their children to private schools for the purpose of providing more learning environment. Their students get more resources, facilities and exposure to enhance English language learning. Strong financial background indeed helps to increase English Proficiency Score (EPS). It is graphically represented in figure 4.

Figure 16

Relationship between Average Yearly Family Income in US Dollar and EPS

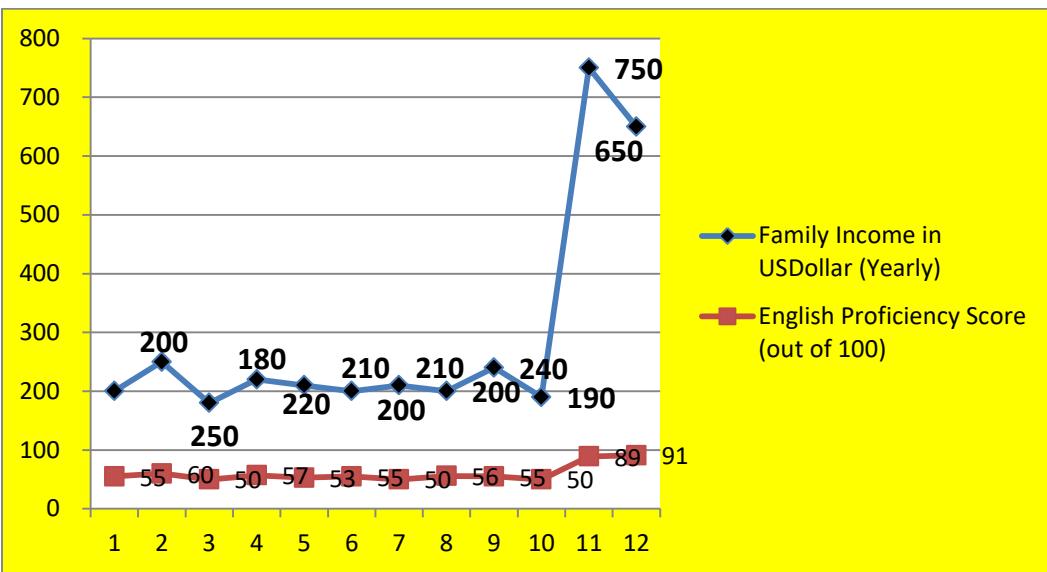


Figure 17

Average Yearly Income in US Dollar

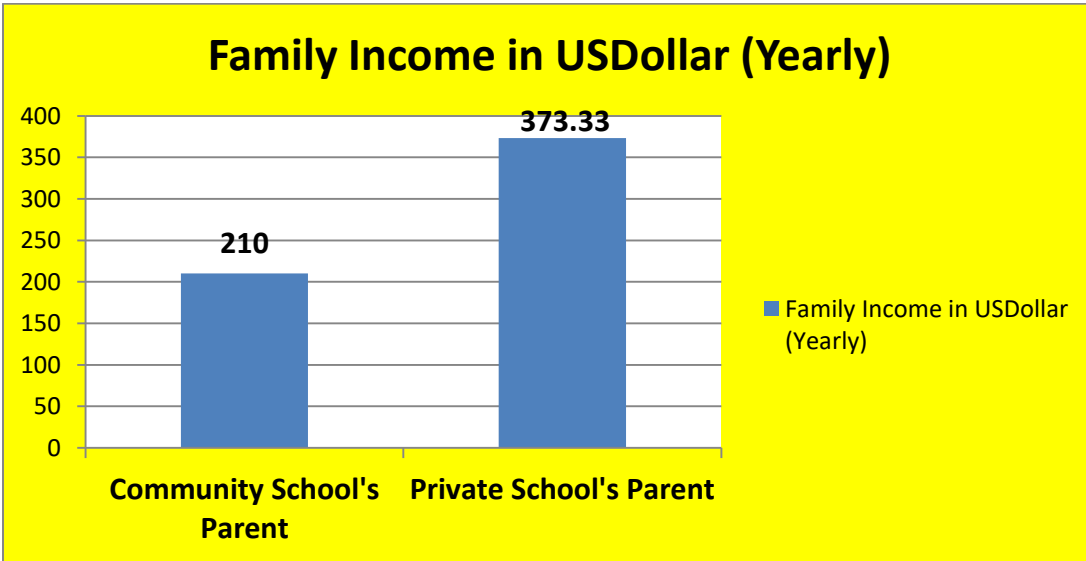


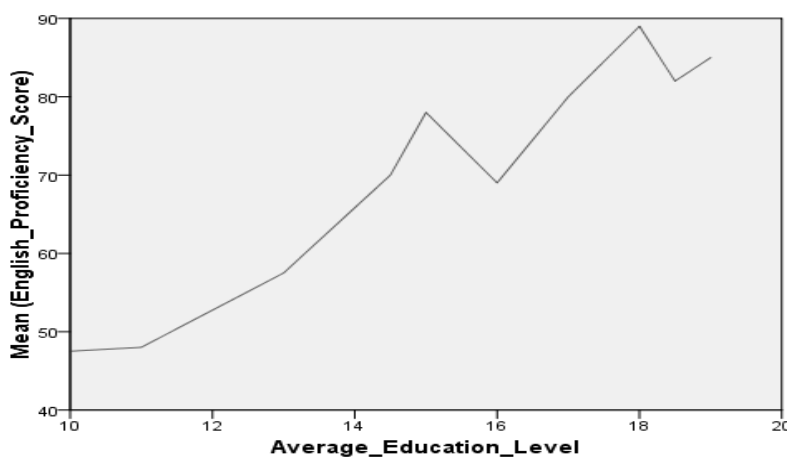
Figure 8 shows average family income in US Dollar (Yearly) among the parents of students who go to community schools and private schools. Parents' of private schools have more average yearly income as compared to the parents of students from

community schools. Figure 6 and 7 shows that yearly income of parents and the mean English Proficiency Score (EPS) is directly proportional. It means that more yearly income of parents help to increase the English proficiency score and low yearly income of parents tends to decrease the English proficiency score.

Parental Education: Parents with higher education levels can provide better knowledge, skills, attitude, academic support, motivation and create a better home learning environment. The higher education level of parents reveals high scores in English proficiency test as shown in the following figure.

Figure 18

Impact of Parental Education Level on English Proficiency Score



Parental Occupation: Professional status is linked with higher incomes and greater social capital, which contribute to better educational output for children in English language Learning.

School Resources: Access to well-resourced schools with qualified teachers and supportive teaching staffs, and learning environments is crucial for English language Learning.

Extracurricular Activities: Participation in extracurricular activities, such as essay competition, oratory competition, quiz competition, Bal Club, language clubs and hand writing competitions, provides additional skills and opportunities for maximum practice and development.

Comparative Analysis

The findings of this study are consistent with existing literature on the relationship between socioeconomic (SES) and educational outputs. Similar to studies conducted in other countries, the results indicate that socioeconomic (SES) is a significant determinant of English language learning, with students coming from higher socioeconomic (SES), higher social capital, higher parental educational backgrounds reveal better proficiency in English language learning and even in other academic activities.

However, the study also highlights some unique aspects of the Nepalese context. The disparity between community and private schools is particularly prominent, reflecting broader socio-economic inequalities in the country. The role of social capital, economic factors, parental education, cultural factors, such as parental attitudes towards education and language learning, is seen more prominently in the Nepalese context as compared to other countries.

Discussion

Interpretation of Findings

The study's findings indicate that socioeconomic status significantly influences English language learning among students in Nepal. Students from higher SES backgrounds have better access to educational resources, parental support, and conducive

learning environments, which contribute to their higher proficiency in English. These findings are consistent with existing research on the impact of SES on educational outcomes, highlighting the critical role of income, parental education, and occupational status in language learning.

The Impact of Social Factors on Student's Performance

Social factor question 5 states that parents' fluency in English has an impact on the child's performance, the respondents agreed (at different percentage) with the fact that there is an impact of the mother's fluency on their performance in English language. In other words, students from families with good knowledge of English have the chance to perform better and achieve higher grades since their families use English at home and in everyday life. Another example from the analysis chapter (social factors) which supports this fact is question 6 in which case the majority of students agreed, at a percentage which varied from one grade to another, that practicing English at home enhances their learning of English and their performance in class, and consequently improves their grades.

Additionally, the examination of question 9 in chapter 4, which states that "Non-curricular activities enhance students' performance in classroom", shows that the respondents subscribe to this view given that reading books and watching TV reinforces improvement in class and upgrades performance. Furthermore, there are relationships between grade and each of the following: the impact of parents' fluency on language acquisition, the effect of non-curricular activities on students' performance in English, the need for English language in communicating in the business world, and the effect of the fluency of the mother on students' English language performance. This agrees with

the literature review and the fact that there is a relation between performance and social factors. The social aspects of language acquisition culminate in the differences in language development and use among the learners from different social classes. This confirms Coleman's and Ajech's contention that there is a significant difference in the academic performance of students from various socioeconomic statuses (*Coleman 1966; Ajech 1991*). Grade and performance are therefore connected to the socioeconomic status of a family and to the extent to which the exposure to English language has an impact on increasing students' performance. This also agrees with Henry's finding that most studies indicate that students from upper social class come to school with more background knowledge and experience than those from lower social class. The past experiences that students from the upper social class possess enable and help them learn the tasks quickly (*Henry 1963*). Non-curricular activities and their importance for students' performance and achievement is further highlighted by *Henry (1963)* who emphasized the role of parents in shaping the results of their children as he explained that parental care and encouragement of children and their education as well as the provision of facilities, such as stimulating reading materials, enhance students' willingness to learn and develop their skills.

The Impact of Parents' Education on Students' Performance

English learning and the effect of the parents' education on students' English language performance. This is analyzed in analysis section with figure 7. "Having a parent with a professional qualification can positively impact the learning of English". The maximum respondents generally agreed with this statement, believing that having a parent with higher qualification will have a positive impact on their learning and their

grades, because that will support them in their education not only as a reference and a source of help, but also as a role model for them. Another example from chapter four which supports the fact that there is a relation between grade and the parents' education is question 10 which states: "Does coming from a poorly educated family affect your performance in the English class?" The respondents to this question agreed but at a lower percentage and some of them were neutral and did not consider it a decisive factor. This obviously contradicts with the previous question on parents' education in which case the majority agreed. The only possible explanation for this contradiction is that students understood the expression 'poorly educated family' as 'financially-poor family' which they did not agree with. Otherwise, they believe that family education is a key factor in promoting their performance and grades. The findings that are presented here support the existing literature review. *Steven (1999)* and *Khodadadi & Zabihi (2011)* have found a correlation between parents' educational level and the performance of their children. The impact of parents' education is emphasized by *Steven (2002)* who stated that psychologists have shown that parents who are good in education ultimately become the role models of their children and thus have a positive impact over the thinking and performance of their children. Moreover, the relationship between grade and the impact of parents' education on students' English language performance is clear in the work of *Nannyonjo (2007)* who found out that pupils with parents who did not finish primary or just primary performed worse than pupils with parents who finished university degree, which means that the education of parents has a veritable impact on the performance of the children. Parents' education was also highlighted by *Taiwo* who believed that educated parents can be second teachers, can even guide and counsel the child on the best

way to perform well in education and can provide the necessary materials he/she needs. Besides, *Musgrave (2000)* said that a child who comes from an educated family would like to imitate his father and mother and, consequently, work actively in his/her studies. In the light of what has been mentioned above, we can say that grade is strongly related to parents' education as shown in the analyzed sentence in chapter 4 in which case the respondents perfectly agreed with the statement. This is reinforced by the literature review that emphasizes this issue

The Impact of Parents' Financial Status on Students' Performance

The majority of the respondents believe that there is a correlation between income and fulfilling basic needs and the effect of money. The results to this question show that the highly the income is, the more the opportunity to fulfill the basic needs is. The relationship between grade and effect of parents' financial status on students' English language performance is shown in Table 1 and figure 6. The respondents from the classes 7, 8, 9 and 10 agreed that coming from a wealthy family allows them to invest more energy into an adequate performance in English. So they are aware of the role of money in enhancing and improving their level and performance in English. This finding agrees with the literature review and with what *Steven 1999* had found out. According to Steven, English Language Programs are very expensive and cannot be afforded by everyone because of their high fees and incentives. Obviously, a student who doesn't have any responsibility is keener towards studies compared to a student who has lots of responsibilities, which is also reflected on grades. He added, the student who doesn't have any responsibility has a great deal of time to give attention to his/her studies, but a student who has responsibilities, has to manage his time accordingly.

Chapter Five

Summary and Conclusions

Summary

This study examined the impact of socioeconomic status on English language learning among students in Nepal. Using a qualitative research design, the study explored the relationship between SES and language learning outcomes, identifying key factors influencing English language Learning. The twelve guardians when asked about their yearly income in US dollar, these six guardians had their average yearly income (in US dollar) to be 210 and the remaining six guardians had their average yearly income (in US dollar) 373.33. (Fig.7). A graph was plotted between average yearly income in x-axis and mean English Proficiency Score (EPS) in y-axis. The graph was plotted by using SPSS which showed that average yearly income (in US dollar) and Mean English Proficiency Score are directly proportional to each other. It indicates that higher is the average yearly income in US dollar, more is the English Proficiency Score obtained by students. (Fig.6). Similarly, when 12 students from both community and private schools were asked to answer an item that is practicing English at home with your parents, urge you to enhance your performance? 62.2% of students strongly agreed this while 35.6% of students agreed while negligible no. of students were neutral and no students disagree or strongly disagree this statement. (Fig.5). SPSS graph of twenty guardians' average education level when plotted against mean English Proficiency Score shows that parental education with support at home increases the English Proficiency Score of the students. (Fig.8). The correlation between the ninety guardian's average yearly income in US dollar and their student's English Proficiency Score were calculated by using SPSS. The Pearson

correlation at the 0.01 level(2-tailed) was 0.990 which is approximately 1 (Refer to Table 1) and it shows that there is a significant and strong positive correlation between family income of parents in US Dollar per year and English proficiency test scores. This shows that the family income is linked with better English language proficiency among the students. These findings emphasize the influence of socioeconomic status (SES) on educational learning outcomes and underscore the importance of addressing economic disparities to promote equitable language learning opportunities for all students. The findings indicate that students from higher SES backgrounds perform better in English due to access to educational resources, parental support, and a conducive learning environment. The study provides recommendations for educators and policymakers to address SES related disparities in language education and suggests areas for further research.

Conclusions

The purpose of this study was to assess the impact of social and economic factors on students' English language performance in EFL classrooms in public and private basic and secondary schools. The research has tried to identify parents' education, parents' financial status and socioeconomic status to see whether these factors are significantly affecting students' English language learning at basic and secondary level or not. This study proved that there is an impact of such factors on students' English language performance. The three angles we explored were: parents' education, parents' financial status, and parents' support at home. It is expected that the findings of this study will pave the way for other researchers to undertake further investigations and find solutions on the basis of the discerned results. The main perspective of this study is to define the

relationship between socioeconomic status and the English language performance of students. The analysis led to the conclusion that there are a number of economic and social factors which play a significant role in determining the level of students' performance in English Language. Finally, it should be accentuated that learners who belong to wealthier socio-economic and cultural family environment are apparently more prone to gain higher rate of success in English language learning. However, the lack of comparable privilege in relation to parents' culture, namely the mothers' education, will not help to accomplish an individual's complete prospective. Nonetheless, it is central to examine the habits by which parents, as the adolescent's primary educators, can be directed to cultivate the person's foreign language progress via the integration of literacy techniques involving both home and school.

Some key findings of this study:

Impact of SES: Socioeconomic status significantly influences English language learning, with students from higher SES backgrounds demonstrating better proficiency in English.

Access to Resources: Access to educational resources, such as private schooling, tutoring, and educational materials, is a critical factor in language learning.

Parental Involvement: Parental education and involvement play a crucial role in supporting language Learning and creating a supportive home learning environment.

School Environment: The quality of the school environment, including infrastructure, class sizes, and teacher qualifications, impacts language learning outcomes.

By addressing the disparities identified in this study, policymakers and educators can work towards ensuring equitable access to quality English language education for all students in Nepal.

Recommendations for Further Research

Based on the results and findings of this study, certain procedures should be taken in order to improve the level of students in English language from low SES. Following is a brief account of these procedures:

- i. Providing supportive educational environment at school for those students whose financial status is low. This could be done by supplying specific needed materials and by offering academic as well as social and counseling services.
- ii. Parents Teachers Organizations (PTO) should be activated in order to have more communication between the school and parents by organizing circular meetings to keep parents updated about their children's performance. Parents Teachers Organization can offer financial aid for the needy students and solve some problems through the school.
- iii. Increasing awareness among students of the importance of teamwork, so that those with poor performance may get the support and help of their classmates through teamwork

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Appendices**Appendix 1**

1. Name:
2. Age:
Under 18
18-24
25-34
35-44
45-54
55-64
65 or older
3. Gender:
Male
Female
4. Highest Level of Education Completed:
Primary school
Secondary school
Some college
Associate degree
Bachelor's degree
Master's degree
Doctoral degree

5. Employment Status:
Employed full-time
Employed part-time
Unemployed
Student
Retired
Other (please specify):.....
6. Household Income:
Specify-----
English Language Learning
7. How would you rate your current proficiency in English?
<input type="checkbox"/> Intermediate
<input type="checkbox"/> Advanced
<input type="checkbox"/> Fluent
8. What was the primary language spoken at home during your childhood?
<input type="checkbox"/> English
<input type="checkbox"/> Other (please specify): _____
9. Did you attend any formal English language classes or programs?
<input type="checkbox"/> Yes
<input type="checkbox"/> No
If yes, for how many years? _____

10. How often do you use English in your daily life (e.g., at work, school, social interactions)?
<input type="checkbox"/> Rarely
<input type="checkbox"/> Occasionally
<input type="checkbox"/> Frequently
<input type="checkbox"/> Always

Appendix 2

Part 1: Demographic Information
1. Student ID: _____
2. Age: _____
3. Gender: _____
4. Grade: _____
5. School Type (Public/Private): _____
Part 2: Homework Assistance
1. On average, how many hours per week do you receive homework assistance from family members?
0-1 hours
1-2 hours
2-3 hours
3-4 hours
4+ hours
Part 3: Reading Time with Child
1. On average, how many hours per week do you spend reading with your child?

0-1 hours
1-2 hours
2-3 hours
3-4 hours
4+ hours
Part 4: Participation in School Activities
1. How many times per year do you participate in school activities (e.g., parent-teacher meetings, school events)?
0-2 times
3-5 times
6-8 times
9-11 times
12+ times
Part 5: English Proficiency
1. What is your most recent English Proficiency Score (out of 100)?

Part 6: Internet Access

1. On average, how many hours per week do you have access to the internet for educational purposes?

0-2 hours

3-5 hours

6-8 hours

9-11 hours

12+ hours

Part 7: Educational Software Usage

1. On average, how many hours per week do you use educational software (e.g., language learning apps, online courses)?

0-2 hours

3-5 hours

6-8 hours

9-11 hours

12+ hours

Part 8: Number of Devices for Learning

1. How many devices (e.g., computers, tablets, smartphones) are available in your

household for learning purposes?
0
1
2
3
4
Part 9: Availability of Learning Resources
1. On a scale of 1 to 10, how would you rate the availability and quality of learning resources (e.g., books, educational materials) at home?
1 (Very Poor)
2
3
4
5
6
7
8
9
10 (Excellent)

Part 10: Extracurricular Activities
1. On average, how many hours per week do you participate in extracurricular activities (e.g., sports, music, clubs)?
0-1 hours
1-2 hours
2-3 hours
3-4 hours
4+ hours
Questionnaire for Teachers
Part 1: Demographic Information
1. Teacher ID: _____
2. Age: _____
3. Gender: _____
4. School Type (Public/Private): _____
5. Years of Experience: _____
Part 2: Observations on Student's English Proficiency
1. On a scale of 1 to 100, how would you rate the English proficiency of your students on average?

Part 3: Impact of Parental Involvement
1. How many hours per week do you observe students receiving homework assistance at home based on their progress and parent feedback?
i. 0-1 hours
ii. 1-2 hours
iii. 2-3 hours
iv. 3-4 hours
v. 4+ hours
2. How many times per year do parents participate in school activities?
0-2 times
3-5 times
6-8 times
9-11 times
12+ times
Part 4: Availability of Resources
1. On a scale of 1 to 10, how would you rate the availability of learning resources in your school?

1 (Very Poor)
2
3
4
5
6
7
8
9
10 (Excellent)
Part 5: Extracurricular Activities
1. On average, how many hours per week do students participate in extracurricular activities?
0-1 hours
1-2 hours
2-3 hours
3-4 hours
4+ hours