

**RELATIONSHIP BETWEEN MOTHERS' EDUCATION  
LEVEL AND CHILDREN'S ENGLISH LANGUAGE  
LEARNING ACHIEVEMENT**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master's Degree in English Education**

**Submitted by  
Jayakala Rai**

**Tribhuvan University  
Faculty of Education  
Janata Multiple Campus  
Itahari, Sunsari  
2023/2079**

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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: 2079-12-19**

**April 2, 2023**

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(Science, Management, Humanities & Education)

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Date: 2079/12/19

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**RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mrs. Jayakala Rai** has completed this thesis entitled  
**Relationship between Mothers' Education Level and Children's English  
Language Achievement** under my guidance and supervision.

I recommended this thesis for approval and acceptance.

Date: April 2, 2023

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## RECOMMENDATION FOR EVALUATION

This thesis entitled **Relationship between Mothers' Education Level and Children's English Language Achievement** has been recommended for evaluation by the following Research Guidance Committee.

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## **DEDICATION**

I dedicate this humble work to my family members who were very enthusiastic, proud and supporting through my study; and my teachers for their patience in the difficult situations and for their encouragement.

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## **Abstract**

This research report entitled 'Relationship between Mothers' Educational Level and Children's English Language Learning Achievement' was conducted with the aim of exploring the relationship shared by mothers' education level and their children's English language achievement. For this purpose, three different private schools located in Itahari sub-metropolitan city, namely Pathibhara Secondary School, Chamunda Bhagawati Secondary School and Shepherd Secondary School were selected randomly for the target population. And, altogether 81 participants studying in grade-5 were sampled by employing simple random sampling procedure taking 27 participants from each. Correlational research design was used in order to accomplish this study. Similarly, close-ended questionnaires as well as the grade sheets of the participants prepared by the concerned institutions were used as the tools for data collection. The data was analyzed by employing two different methodologies, i.e. Chi Square Test and percentage. The research analysis revealed the children of highly educated mothers performing very well in English tests whereas the children of low-educated mothers were found performing poorly irrespective of their gender. Therefore, it concluded that there exists a significant relationship between mothers' education level and their children's English language achievement where gender observes insignificant role with reference to their English language achievement.

This study consists of five chapters. Each chapter further consists of different sub-headings. The first chapter is an introductory part. It includes general background, research questions, objectives, statement of the problems, hypothesis, relevance and significance of the study and delimitations of the study. The second chapter deals with review of related theoretical and practical literature as well as conceptual framework.

Likewise, the third chapter is composed of design of the study, sources of data, sample population, sampling procedure, tools of data collection, data collection process and data analysis and interpretation procedures. The fourth chapter consists of results and discussion. It includes analysis and interpretation of both Chi Square Test and percentage. In the same way, the fifth chapter includes conclusion and implications.

## **Abbreviation**

ELT	English Language Teaching
MoE	Ministry of Education
MoEST	Ministry of Education, Science and Technology
EMI	English as the Medium of Instruction
SSRP	School Sector Reform Plan
EFL	English as a Foreign Language
ESL	English as a Second Language
SES	Socio Economic Status
SAARC	South Asian Association for Regional Cooperation
CDC	Curriculum Development Centre

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## **Chapter One**

### **Introduction**

In the present world context, English language seems to be dominating the world for various reasons, such as, social and economic privileges, i.e. sound job opportunities, social recognition and value in the international market and so on. One of the reasons is - it is a language containing both material and immaterial resources, i.e. knowledge, skills, capital, etc. (Phillipson, 2007). Moreover, it is the native or official language of politically and economically powerful countries in the contemporary world, such as, the USA and Britain. Similarly, grounding on the perceived belief – relating English as the language of the global knowledge economy, Vaish (2008) identifies English as the language with ‘the power to leverage people out of the disadvantaged class into elite professional and social classes’ (214). English language has, therefore, become what Bourdieu (1993) calls ‘symbolic capital’ which people aspire to achieve in order to enter the global economy, which, in turn, appears working as a force for the proliferation of the English language worldwide – be it in the continental Europe (Phillipson, 2009) or in the former colonies, like Zambia (Chishimba, 1981, p.169). It, in fact, has become such a global language that belongs to everyone who speaks it but it is nobody’s mother tongue (Harmer, 2007, p.18) which seems to justify the status of the English language. Therefore, English is found predominantly being used in different sectors; particularly when it comes to the transactions dealing with more advanced aspects of life such as education, literature, trade, commerce and so on.

For proficiency in English may provide some real advantages to individuals (Piller & Cho, 2013), people are found to be enthusiastic enough to learn English in a range of geographically, linguistically and socially pluralistic situations around the world for different purposes. As a result, considering its global importance, it is taught as a foreign language in many countries of the world resulting the emergence of a new field of profession popularly recognized as English Language Teaching (ELT). And, many researchers, trainers, teachers, educationists, etc. are involved in it. Moreover, the need of English language teaching has greatly been felt in all dimensions of learning in Nepal too – be it in sharing ideas and views, knowledge and skills, techniques and all (Jha, 1989, p.76) where, at the same time, Malla (1977) claims the necessity of English language for establishing effective channels of communication with the rest of the world (p. 12). It, therefore, is likely to be the case that English is being taught as a compulsory subject from elementary to secondary level commencing from 2060 B.S. while in university level, it is taken as a major subject by the interested language learners.

Regarding the influencing factors involved in learners' academic achievement in general and English language leaning in particular, some researchers seem to believe that parents' educational status is contributive to it. However, other scholars attribute learners' academic success to classroom environment, such as, selection of teaching method, class size, teachers' competence, use of technology, etc. Nguyen et al., 2016, suggests attitudinal factor, social factor, socioeconomic factor, and extracurricular factor as influencing factors for learners' English language learning outcomes. It, therefore, implies that parents' education level is a part of a larger constellation of psychological and sociological variables influencing children's school outcome (Joan, 2009). Similarly, Grissmer (2003) states that parents' education level

is the most important factor for affecting students' academic achievement. DuBois (2001) also claims that parents lacking in educational attainment may be significantly less likely to cultivate behaviors and practices important for self-resources and academic goals which constitute success in academic realm. In addition, Li (2007) states that parents with high level of education attainment are able to provide quality support, direct reinforcement, general academic guidance which help accomplish high expectation for school performance. Thus, relying on those very statements of different researchers, it appears to be conceivable that higher level of educational status of parents seems to play a crucial role in enhancing better English language learning of children.

### **Background of the Study**

Under this part of the research, the sort of status observed by English language in different corner of the world along with its influencing factors have been attempted to explore. For that, the researcher has established different possible foundations on the basis of which the very topic was examined.

#### ***English in English as a Foreign Language (EFL) Countries.***

Several researches carried out in different EFL countries also seem to provide little or more support for the conjecture that parental educational level and children's English language learning outcome share a crucial association. Nguyen et al., 2014 has revealed uninteresting teaching style, insufficient time for communicative activities, grammar driven teaching, unclear instructions, large class sizes and most importantly maternal educational attainment as responsible factors hindering English language teaching and learning in Vietnamese higher education. In addition, Pham,

2016 identifies parental education background as well as financial investment as essential factors attributable to the deferring degree of children's English language achievement.

Likewise, Indonesia, the second place holding country after China in terms of the number of children learning English as a foreign language in elementary school has sought for increasing parental support for coping the problems of their children's English language better performance. It is also found emphasizing strongly on parental education even in its policy development as a future prospect; assuming that it enhances parents' better understanding of their children as well as help them become more confident in themselves as supporters of their children's English literacy education (Zain, 2017).

### ***English in English as a Second Language (ESL) Countries.***

With reference of ESL countries, English is found observing a significant place for it is found to be privileged almost equal status to their native language - being their official language, even the first language among the people of some class. Similarly, many researches carried out in ESL countries has also revealed that parents' education bears pivotality for children's English language learning as other factors such as socio-economic status, occupation and so on. For example, Singapore, one of the former British colonies in South East Asia, which language planning is inextricably intertwined with education, economic development and nation-building (Silver, 2002) recognizes altogether four languages; English along with Mandarin, Malay and Tamil as official languages where English is considered to be the 'official working language' (Lee, 2000) and observes 70.9% of literacy in English only among Singaporeans according to the statistics of 1990. Regarding the factors attributable to

English language achievement are evidenced as parenting style, gender, ethnicity, maternal education, etc. (Stright & Yeo, 2014). Similarly, age, gender, nationality of students, co-curricular activity and interest in pursuing higher degrees are other influencing factors (Jayanthi et al., 2014).

Likewise, the enormous influence of parents' personal educational and economic background in their children's education is well evidenced in in the context of Nigeria (Kainuwa & Yusuf, 2013). Malaysia, one of the ESL countries, where English has been adopted as the medium of instruction for mathematics and science subjects since 2003. Mahyuddin et al., (2006) observes the students with high self-efficacy often displaying greater performance in English comparatively to those with low efficacy. Nevertheless, identifying parents' role as a driving force to trigger and enhance their self-efficacy where their education plays a crucial role.

### ***English in neighbouring countries of Nepal.***

In the same way, not very different situation is likely to be found in case of Neighbouring countries of Nepal too. It could clearly be reflected in terms of India. English, in India, is claimed to bear many-fold, but essentially with enormous significance like national, educational, vocational and so forth. Patel and Jain (2008) identifies the indefinite English language teaching policy responsible for the low educational standard and poor performance of Gujarati students at national and international level. Moreover, a significant relationship between the level of parents' education and their children's academic excellence is also evidenced by Vellymalay (2011) as he claims that parents with a higher level of education tend to utilize various strategies of involvement at home and at school to foster academic excellence in their children.

Pakistan, where Urdu is identified as the national language whilst English as an official one. Moreover, the National Education Policy, 2009 has extended the role of English in education making it obligatory to be used as the medium of instruction for science and mathematics onwards its implementation of five years. It obviously portrays the importance of English in this territory. Regarding the role of parents in their children's English language learning, a family is supposed to exert a crucial impact as maintained by Zhou, (2020) recognizing attitudes of parents, socio-economic status, educational level and cultural background as major influencing factors.

Bangladesh, where the role of English is purely functional and an overwhelming importance of 'Bangla' can be witnessed everywhere as a consequence of language policy intending to check the English imperialism (Rahman, 2005). Therefore, Bangladeshi students mostly hold instrumental motivation and their parents and teachers have substantial role in shaping their motivation and attitudes towards English language learning (Haque, 1989).

Bhutan, another Neighbouring country, where students are found lagging to attain control over English at a desired level during their schooling. Lack of language-sensitive classroom practices and approaches, traditional teacher-student role, prevailing unsupportive policy and so forth are blamed for this (LaPrairie, 2014). Parents' socio-economic status (i.e. determined by combining parents' educational level, occupational status and income level) is recognized as one of the major factors while predicting their children's academic performance (Rabgay, 2015). Moreover, it is evidenced that the students with parents having higher education perform better than the students of those parents with lower level of education.

### *English in Nepal*

Since English in our country too is viewed as a gateway to join the global academic and economic community (Khati, 2016, p.25) like in other EFL countries. As a result, though the discrepancy between Nepali as ‘the language of the nation’ and other local languages as ‘national languages’ has been removed by the constitution of Nepal, 2015, the expansion of English in public spaces, particularly in cities and tourist places, the mass media, foreign-aid agencies and non-governmental organizations can be observed abundantly (Phyak & Ojha (2019).

Moreover, despite the implementation of School Sector Reform Plan (SSRP) (2009-2015) especially to promote multilingual education in the children’s mother tongue, the Ministry of Education (MoE) has also legitimized English as the medium of instruction (EMI) policy for private schools in its revised educational act 2006. MoE states that the medium of instruction for school education should be either Nepali or English or both; loosely mentioning mother tongues as the medium of instruction at primary level. As a consequence, private schools which take English as their major selling point (Caddell, 2006) are attended mostly by the children from middle-to high-class families. And, even public schools in Nepal are provided with a space to adopt English as the medium of instruction (Phyak, 2011) identifying it as a tool to combat with the commercially motivated private schools. Not only that, English has been introduced as a compulsory subject from pre-primary level in Nepal. Recognizing the importance of English, parents are found to be greatly concerned about their children’s English score at school (Neupane, Thapa & Sapkota, 2018) – English proficiency as a whole. Consequently, private schools become their first choice for English proficiency which, for them, equates to quality education.

Therefore, it seems that English language learning observes very substantial value in our country

Keeping aforementioned facts aside, there exist several factors influencing children's English language achievement. Neupane, Thapa and Sapkota (2018) recognize caste, ethnicity, parents' educational level, gender, children's future aspiration, desired level of education etc. showing strong association with English test score of the children. Similarly, Dawadi (2019) also maintains that Nepalese parents with university degree are found exerting greater influence in their children's EFL national high-stake tests utilizing various strategies of help and collaboration in comparison to illiterate parents.

In a nutshell, it seems that English language observes a significant status in and across geographical, linguistic and cultural background. Similarly, several factors either associated with classroom environment or home environment can play an important role in its attainment – learning as a subject that is taught inside the classroom or as a tool to enter the global economy. Out of them parents' educational level seems to play a very crucial role in their children's English language achievement and in their academic outcomes as a whole – be it in the context of ESL/EFL countries, Neighbouring countries or developed/underdeveloped ones. Despite these facts, English language achievement with reference to Nepalese students still seems to be at an unsatisfactory level. Furthermore, the considerable sum of investment made either by the government or by the parents to hit the desirable target of English proficiency has no longer been found to be rewarding. Since, several affecting factors behind this situation are still unexplored, this study is just a little scratch so as to figure out the solution to the aforementioned problem.

## **Research Questions**

This study had the following research questions:

- a. Is there any kind of correlation between mothers' educational level and English language achievement of their children?
- b. Is there any kind of relationship between the frequency of grades and gender of the children?

## **Objectives**

This study had the following objectives:

- a. To find out the correlation between mothers' educational level and English language learning achievement of their children.
- b. To explore the relationship between the frequency of grades and gender of the children.

## **Statement of the Problem**

Since, sound English language proficiency is believed to ensure many social and economic rewards in an individual's life in the present context, it could be a probable reason that the craze for learning English seems to be increasing continuously almost everywhere-whether be it in Nepal-like EFL country or India-like ESL country. Keeping its importance in mind, the recent curriculum of Nepal has adopted such a syllabus distribution of English which is transformative in nature. In other words, it equally emphasizes on four major skills; listening, speaking, reading and writing respectively in order to train the children to be process as well as product oriented. However, majority of students in our country are found struggling

particularly in English subject. In other words, English proficiency is found at an unsatisfactory level as revealed by the external examination of every year. The literacy of Nepal, on the other hand, revealed by the census 2068 B.S. holds only 65.9%, which means there is likely to be a large portion of population who are still to be counted under the category of illiterate. It, in this sense, becomes generalizable that a large number of students belong to those parents who are illiterate. Therefore, the existing scenario might depict the challenges that are possibly to be faced while talking about English language learning achievement of children.

In this context, it really appears to be a researchable matter to find out the association (if any) shared by mothers' educational level and children's English language learning which will possibly provide a strong foundation for enhancing children's English language proficiency. In addition, some researches carried out in this field suggest that the academic achievement of the students is found to be highly affected by the parents' educational status for it directly influences parents' knowledge, belief, values and goals about childrearing (Yusup & Mansora, 2016). Therefore, in Nepalese context, it would be quite interesting and, at the same time, quite useful to investigate the relationship between parents' education; particularly of mothers' education and their children's English language learning achievement because mothers are the ones, in our context, who are supposed to invest their bulk of time in their children.

### **Hypothesis**

This research work was based on the following null hypotheses:

- a. There is no relationship between mothers' educational level and their children's English language achievement.
- b. There is no relationship between academic grades and the gender of the children.

### **Relevance and Importance of the Research**

The researcher primarily focused on the relationship between mothers' educational level and their children's English language learning achievement; particularly studying in grade-5. Therefore, the study would have potential value to the field of school level education in a sense that the study will seek to provide a foundational aspect of academic success particularly in relation to English language learning. Furthermore, it will also provide insights into the relationship of the variables, namely, mothers' education and children's English language achievement that could essentially be intertwined whilst determining the achievement of children with respect to English language. Similarly, it will be equally important for curriculum developers so as to develop a curriculum that could address the challenges possibly to be faced by the children of different socio-economic background while learning English. Moreover, it could serve as a reference material for the research beginners.

### **Delimitations of the Study**

This study had the following delimitations:

- a. The research was carried out only in Itahari sub-metropolitan city, Sunsari.
- b. The sole source of secondary data was the grade-sheets of grade-5 examination conducted by the local government.

- c. The population of this study was the students of grade-5 studying in different private schools of Itahari sub-metropolitan city.

## **Chapter Two**

### **Review of Related Literature and Conceptual Framework**

The literature related to the topic must be reviewed by the researcher for it deepens the researcher's insight regarding the area of investigation under the light of theoretical and practical knowledge. Hence, this chapter includes the detail of the reviewed studies and their implication.

#### **Review of the Related Theoretical Literature**

English language observes the status of being a world language as Harmer (2007) maintains that it belongs to everyone who speaks it but it is nobody's mother tongue (p.18). One of the reasons for its omnipotence could be being able to manifest itself as a 'symbolic capital' (Bourdieu, 1993) which people aspire to achieve in order to enter the global economy. Furthermore, it is believed that it is a language containing both material and immaterial resources i.e. knowledge, skills, capital etc. (Phillipson, 2007). Due to these very reasons, to name but a few, English language has a hegemonic position in many former colonies, like Zambia (Chishimba, 1981) surely, but also not leaving the continental countries like Europe (Phillipson, 2009) or EFL countries like China, Japan and so forth.

The hegemonic status of English language could be perceived in either of ways, i.e. as a lingua franca across the wider geography as well as the lingua franca of academia (Kitchin, 2005) since it is supposed to be the dominant global language of commerce, communication, aviation, entertainment, diplomacy and internet which is why governments and some scholars appear to be accepting such an increasing domination of English uncritically all over the world. It could be well exemplified by

the estimated number of English users and learners that China and India alone bear which is over 533 million and that is more than those in the United States, the UK and Canada put together (Kachru, 2005)! Moreover, English has become a gateway to education, employment, economic and social prestige (Guo & Beckett, 2007). The curriculum of China is one of the representatives in the world scenario which has not only legitimized the academic domination of English over the last 20 years but also has established it as a precondition for employment and promotion (Xie, 2004). Such a situation, not surprisingly, is possibly found in Nepal too. Due to such conventional privileges attached with English language, it has established itself as an indispensable part of today's education or English language teaching seems to be marketable worldwide in the contemporary world (Phillipson, 2007).

Due to the global spread of English, there has been a paradigm shift from teaching English as a foreign language to adopting it as a medium of instruction (EMI) in many non-native English speaking countries including Nepal (Saud, 2020). However, there exist several influencing factors for English language achievement like teacher-pupil ratio, career guidance, the type of school leadership etc. which are counted as the major internal factors while family socio-economic status, school-community relations etc. are the external factors (Nyoni, Nyoni & Bonga, 2017). Similarly, parents' level of education, family income, parents' occupation and residence location are some other important factors affecting children's academic achievement (Eccles, 2005).

It is generally believed that children's academic performance is closely linked to their parents' educational level since a child that comes from an educated home would like to follow the steps of his/her family and by this, work actively in his/her

studies (UNESCO, 2008). Moreover, family social class as well as parental education; especially mothers' education are supposed to be strongly related to children's academic outcome (Desforges & Abouchaar, 2003). The parents who have more than minimum level of education are expected to have favored attitude to the child's education who are likely to encourage and help him/her with school work by providing library facilities so as to show examples in activities of intellectual type such as reading newspaper, journals and magazines. As a result, those children are likely to have wider vocabulary by which they can benefit and develop language proficiency.

Moreover, education has not refrained itself from being a family matter either in the ancient time or while taking religious form or nationally organized and structured initiative (Niraula, 2007). Similarly, the cultural capital theory of Bourdieu (1990) also highlights intergenerational transfer of culture including educational opportunities from parents to the child. According to this theory, it may result in success or failure of the basic school going child as he claims that one's home background can exert potentially a strong influence on pupil's failure or success. Therefore, this theory states that what an individual derives from home and what parents in particular are able to transmit to their children determines their educational outcomes.

Under the light of those theoretical reviews, parents' educational level appears to have a potential influence in their children's academic performance as it is conceivable that parents' educational level can mold their attitude as well as expectation towards child's learning and they provide support to their children accordingly which may serve as a medium to transfer the capital beheld by parents to

their children. Not only that, it may exert an influence to several aspects directly or indirectly related to child's learning like opportunities and facilities provided to them, active and meaningful involvement made in child's learning and so on. In this sense, these phenomena reflect transfer of culture (whether academic or non-academic) between the parents and the child within home environment which is essentially found to be influenced by the parents' educational level.

### **Review of the Related Empirical Literature**

Several studies have been carried out to explore the relationship between mothers' educational level and their children's academic performance. These studies help the novice researchers as a source or sometimes playing the role of secondary data in order to conduct their researches. And, for this study the researcher had reviewed several empirical literatures which were found to be based on the similar theoretical ground.

A research carried out by Gooding (2001) at Iowa State University comprised the total population of 1,784 first-time freshmen. The participants were the representatives of five different types of population. The main purpose of the study was to examine the effects of distal variables (i.e. parental educational attainment, parental influence, socio-economic status, poverty and achievement, and family structure) and proximal variables (i.e. home environment and parent-child interaction) on the academic achievement of freshmen students. The finding of the study indicated that parents' educational level, family structure, marital status and income range have a positive influence on their students' academic potential and achievement. To be specific, students whose parents had higher educational level performed higher on standardized tests than parents with lower educational level.

Similarly, Khodadady & Alaei (2012) conducted a study in order to explore the relationship between parents' educational background and their children's English language achievement. Parents' educational background was taken as an indicator of social capital while the status of English was of a foreign language. The population for this study represented grade three state high school students from three different educational district of Iran. And it was found that students with parents having secondary and higher education were able to score significantly higher than those with primary education.

Likewise, Shoukat, Ilyas, Azam & Ch (2013) conducted a research basically being based on a public university of Pakistan for its population. And the study also revealed high association between parents' education and academic performance of their children. Moreover, this study also revealed family income, mothers' qualification level, fathers' qualification level as determining factors for providing facilities to their children's education.

Another longitudinal study was carried out by Dickson, Gregg & Robinson (2016) with the purpose of studying intergenerational effects of parents' education on their children's educational outcomes. The study had 1,972 participants from Raising of the School Leaving Age (RoSLA), age ranging from 15 to 16 who represented England and Wales. The study also came with a conclusion that increasing parental education has a positive causal effect on children's academic outcomes. Its effect was found to be evident specifically at age 4 and was further continued to be visible up to and including the high stake exams taken at age 16.

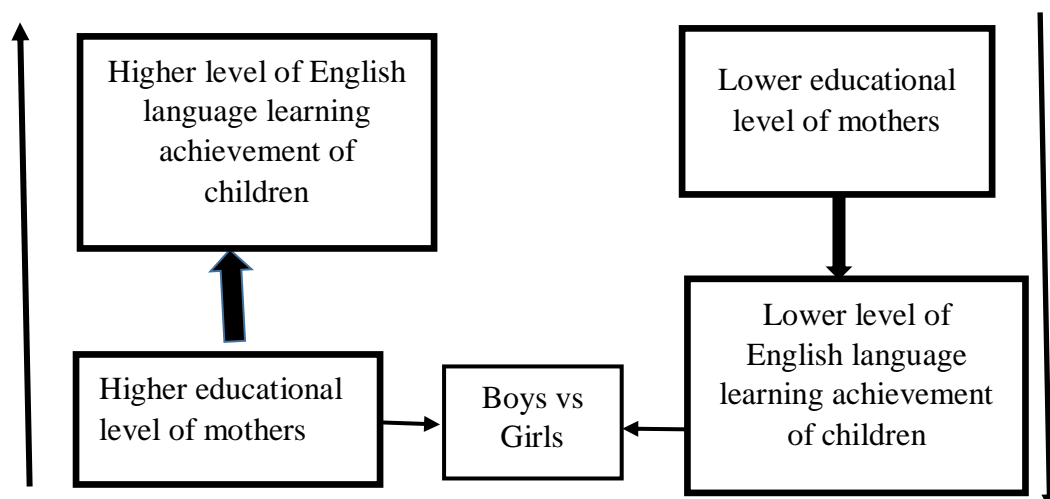
In the same way, the study carried out by Yusup & Mansora (2016) based on Malaysian education largely discussed this issue in detail by recognizing several

factors as the affecting variables on students' English language proficiency. They included family environment, parents' educational attainment and their aspiration toward English along with family socio-economic status. And, this research revealed a positive correlation between children's English language achievement and parents' educational level. It evidenced that those parents who were highly educated were found confident enough to provide assistance to their children learning English at home. And, it was proved a kind of privilege to those children to get English exposure at home while being lacked by the children of those parents with lower educational attainment.

The literature review as whole seems to show a positive and significant relationship between parents' education and their children's academic achievement. However, not many studies are found to be available, to the researcher's best knowledge, investigating the relationship between mothers' educational level and English language learning achievement of their children.

### **Conceptual Framework**

This research was accomplished working under the following conceptual framework:



## **Chapter Three**

### **Methods and Procedures of the Study**

The researcher had employed the following methodology in order to accomplish this research.

#### **Design of the Study**

Generally, research is classified into two types distinguishing its binary poles on the basis of its purpose. By and large, they are theoretical research and applied research respectively. The former one is carried out in order to postulate a new theory or to expand the existing body of knowledge whereas the later one aims at providing solution to immediate and practical problems. As most of the educational researches are applied in nature since they attempt to address the challenges being faced in teaching-learning process. This present study too, therefore, falls under the category of applied research since it has been conducted as an attempt to address the problems faced while teaching English in our context.

The purpose of this study was to explore the relationship between two variables, namely, mothers' educational level and their children's English language achievement. Hence, correlational research design, which comes under a quantitative research by nature was employed in order to accomplish this study.

#### **Sources of Data**

Both primary as well as secondary sources of data were used to gather the required information for this study.

### ***Primary Sources of Data***

In this research, the primary sources of data were the responses of the participants extracted by using close-ended questionnaire. They were particularly administered in order to extract the information regarding the participants' mothers' educational background.

### ***Secondary Sources of Data***

The grade-sheets of grade-5 prepared by the concerned institutions for the participants were used as the secondary sources of data for this study. These sheets were collected specifically to gather the information about the participants with reference to their English language performance. And, their frequency of grades in that subject was majorly taken into consideration.

### **Population and Sample Population**

The population of this study was the students studying in grade-5 in different private schools of Itahari sub-metropolitan city, specifically located in Ward no. 4. According to the statistics provided by the department of Education, Youth and Sport, Itahari sub-metropolitan city, there are nine private schools altogether. So, the 33% of the total number of school happens to be three schools. Therefore, three schools were selected using simple random sampling procedure. They were Pathibhara Secondary School, Chamunda Bhagawati Secondary School and Shepherd Boarding School respectively. Altogether 81 students were selected as the sample population of this study again by employing simple random sampling procedure. In this respect, 27 students were sampled from each school which in aggregate represents the 33% of the total population. Moreover, the researcher had tried to maintain equal distribution of

the participants with reference to their gender. Therefore, this research contained 41 male participants whereas 40 female participants.

### **Tools of Data Collection**

Close-ended questionnaires were used to collect the primary data for this study whereas the secondary data were extracted from the grade-sheets of the respective participants obtained in grade-5.

### **Process of Data Collection**

The data for this study was collected by the following procedures:

- a. First of all, the researcher found out the total number of private schools running within her study area .i.e. Itahari-4 by visiting the Education Department of Itahari.
- b. Then, she selected three schools through simple random sampling since it covers the 21% of the total school number if that area, i.e. 12.
- c. After that, she visited the respective schools and clarified the purpose of her visit as well as the purpose and process of her research to the administration, concerned teachers along with the concerned students.
- d. Finally, she administered the questionnaire to the students and requested the administration to provide her the grade sheets of the grade-5 students.

### Data Analysis and Interpretation Procedure

After the required data was collected and the sample population was once sorted out, firstly the mothers of the participants were categorized into six categories on the basis of the education level they beheld. They were; Master degree, Bachelor degree, 10+2, S.L.C, Basic level and Literate respectively. After that, the performance of the participants in their English examination were categorized on the basis of the frequency of nine grades (.i.e.  $A+$ ,  $A$ ,  $B+$ ,  $B$ ,  $C+$ ,  $C$ ,  $D+$ ,  $D$  and  $E$ ) obtained by the participants. Those grades represent the letter grading system of school education in Nepal. And, the descriptive values accompanied by those grades are as follows:  $A+$  - Outstanding,  $A$  - Excellent,  $B+$  - Very good,  $B$  - Good,  $C+$  - Satisfactory,  $C$  - Acceptable,  $D+$  - Sufficient,  $D$  - Partially insufficient,  $E$  - Very insufficient. Then, the sorted data was analyzed by employing the Chi Square Test, which works on the following formula;

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

Where;

$O$  = Observed frequency

$E$  = Expected frequency

Where, the expected frequency was computed by using the following formula;

$$E = \frac{RT * CT}{N}$$

Where,

RT = Total number of rows

CT = Total number of columns

N = Total number of observation

Similarly, another major element of Chi Square Test .i.e. Degree of Freedom ( $\nu$ ) was computed by using the following formula;

$$\nu = (r - 1)(c - 1)$$

Where,

R =number of rows

C = number of columns

Moreover, Chi Square test was again employed in order to examine the data from another perspective; particularly to see the relationship between the obtained grades and the gender of the participants. Finally, the researcher established the critical Chi Square values for this study by comparing the obtained Chi Square value to a Chi Square distribution table provided in statistics textbooks.

In addition to that, another methodology .i.e. percentile was also used to analyze the data; particularly to see the degree of frequency of the obtained grades by the participants under those mothers' educational levels and that was expressed through pie charts categorically. Not only that, a comparative study regarding the number of participants representing their gender was conducted and was expressed by using a bar graph.

**Ethical consideration**

Ethical consideration is one of the important aspects of research work which is supposed to be essentially maintained by the researcher. In other words, it can be said as putting our principles into practice. During my study, I took the informed consent with the respondents and strictly maintained the confidentiality regarding the information extracted from them. Moreover, I have not used the data for the sake of other purpose without the permission of the respondents except for my research. Similarly, I have not made any manipulation in the collected data. I have not done any harm to the informants while collecting the data and have not analyzed the data subjectively; rather I have paid attention on accuracy, objectivity, scientificness, honesty and truthfulness in my study. In addition, I have given proper credit to the authors of the books, journals and research works to avoid the risk of plagiarism.

## Chapter Four

### Results and Discussion

Under this chapter, the results obtained from analyzing the data through different possible dimensions by using different methodologies are presented.

#### Chi Square Analysis of Mothers' Educational Level and Their Children's English Language Achievement

The main purpose of this study was to examine the relationship; if shared, between mothers' education level and their children's English language achievement. In order to meet the purpose, first of all, the collected data was analyzed by employing Chi Square Test method which is evidenced by the table given below:

**Table 1**

*Chi-Square Test Calculation*

<b>Fo</b>	<b>Fe</b>	<b>Fo-Fe</b>	<b>(Fo-Fe)<sup>2</sup></b>	<b>(Fo-Fe)<sup>2</sup>/Fe</b>
8	2.3	5.70	32.49	14.13
4	2.7	1.30	1.69	0.63
3	4.4	-1.40	1.96	0.45
1	4.4	-3.40	11.56	2.63
1	2.1	-1.10	1.21	0.58
0	1.0	-1.00	1	1.00
2	1.2	0.80	0.64	0.53
4	1.4	2.60	6.76	4.83
2	2.3	-0.30	0.09	0.04
1	2.3	-1.30	1.69	0.73
0	1.1	-1.10	1.21	1.10
0	0.6	-0.60	0.36	0.60
<b>81</b>	<b>80.5</b>	<b>0.5</b>	<b>113.87</b>	<b>93.49</b>

The null hypothesis generated for this study was – there is no relationship between mothers’ educational level and their children’s English language achievement. Once the analysis was accomplished the null hypothesis was found unlikely to have occurred by chance. Which means, the alternative hypothesis – there is a relationship between mothers’ educational level and their children’s English language achievement seemed to be accepted. In other words, it became evident since the two explored variables, namely; mothers’ educational level and their children’s English language achievement were found to share a significant relationship between them. This fact was supported by the evidence which was generated after consulting the Chi Square distribution table (Plant and Soil Sciences eLibrary, 2022) and comparing it to the computed Chi Square value of this study. To be precise, the number of independent pieces of information available to compute the sample statistic under this study were 6 different categories in rows and 9 different categories in columns (see appendix 1) which collectively made the degree of freedom for this study consisting of 40 as its value. And the tabulated critical Chi Square value for 40 degree of freedom with 5% of significance level was found to be 55.76 ((Plant and Soil Sciences eLibrary, 2022), whereas the computed Chi Square value of this study was 93.49 (which is given in brief in Table 3 below and the detail description is given in appendix Table 3). Hence, it implies that the computed Chi Square value is much larger than the tabulated Chi Square value. As a result, when the computed Chi Square value is found to exceed the tabulated critical Chi Square value, we can relatively be confident in concluding that our observed frequencies are significantly

different from the frequencies that we would expect to obtain if all categories were equally distributed. In other words, it was evidenced that the two explored variables, namely mothers' educational level and their children's English language achievement were found to have a significant relationship between them.

### **Analysis on Mothers' Educational Level and Children's English Language**

#### **Achievement**

The data was analyzed by using another statistical method known as percentile too which was expressed in pie charts later on. For this, six different categorical groups of mothers on the basis of their academic qualification were identified, such as, Master degree, Bachelor degree, 10+2, S.L.C., Basic level and Literate. Then, the frequency of their children's grade obtained in English examination under 9 different categories of letter grading system, namely, *A+*, *A*, *B+*, *B*, *C+*, *C*, *D+*, *D* and *E* was recorded in tables (see appendix 2) which later was converted in pie charts. They are presented below.

#### ***Grades Obtained by the Children of Master Degree Holder Mothers.***

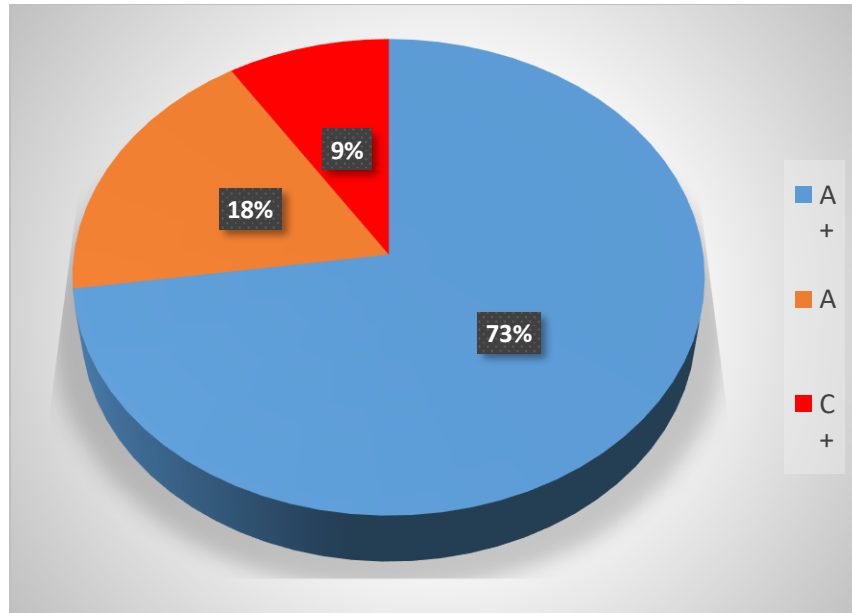
While analyzing the pie charts expressing the percentage related to the frequency of grades in accordance to mothers' academic qualification, altogether 11 participants were found to have their mothers with master degree qualification. And, out of that, 73% of children were found to score the highest grade; '*A+*' in English. Similarly, 18% children were found to score '*A*' grade and only 9% children were found to score '*C+*' grade. It shows that the largest number of participants under this category have scored the highest grade '*A+*' and the lowest grade for this study '*C+*' by the least number of participants. Here, it could be clearly seen that a major number

of population under this category have become successful to stand outstandingly with respect to English language test and so is seen their achievement. Furthermore, the data has revealed that the second highest number of participants under this category seem to perform excellently in English test. In the same way, even the participants who have scored the lowest grade under this category are found to achieve a satisfactory level of achievement in English. Hence, none of the participants under this category were found to have a poor performance with reference to English language achievement.

In this respect, it clearly implies that mothers' educational level appears to be a strong facilitator for their children's performance with reference to English language. In other words, mothers are found to transfer their educational capital successfully to their children as claimed by Bourdieu, 1990 in his cultural capital theory. This explanation is supported by the evidence presented in figure 1 below:

**Figure 1**

*Frequency of Grades Obtained by the Children of Master Degree Holder  
Mothers*



***Grades Obtained by the Children of Bachelor Degree Holder Mothers.***

In the same way, the pie chart below deals with the participants having mothers with bachelor degree as their academic qualification. 13 participants in total had been found in this category and altogether 5 sorts of grades; *A+*, *A*, *B+*, *B* and *D* were found to be scored by the children under this category. Here, the higher grades in rank .i.e. *A+* and *A* were scored by the largest but equal number of participants .i.e. 31% in each which are described as ‘outstanding’ and ‘excellent’ respectively. Similarly, another two grades; *B+* and *B*, which are described as ‘very good’ and ‘good’ were found to be scored by the second largest but again the equal number of participant .i.e. 15% in each. And the lowest grade obtained by the participants of this category *D*; having been described as ‘partially acceptable’, was found to be scored by the least number of participants representing only 8% of the total.

Figure 2 represents the category of those children whose mothers hold the second highest level of education in this study. From the above discussion, it is clearly seen that, the performance of the participants with reference to English language

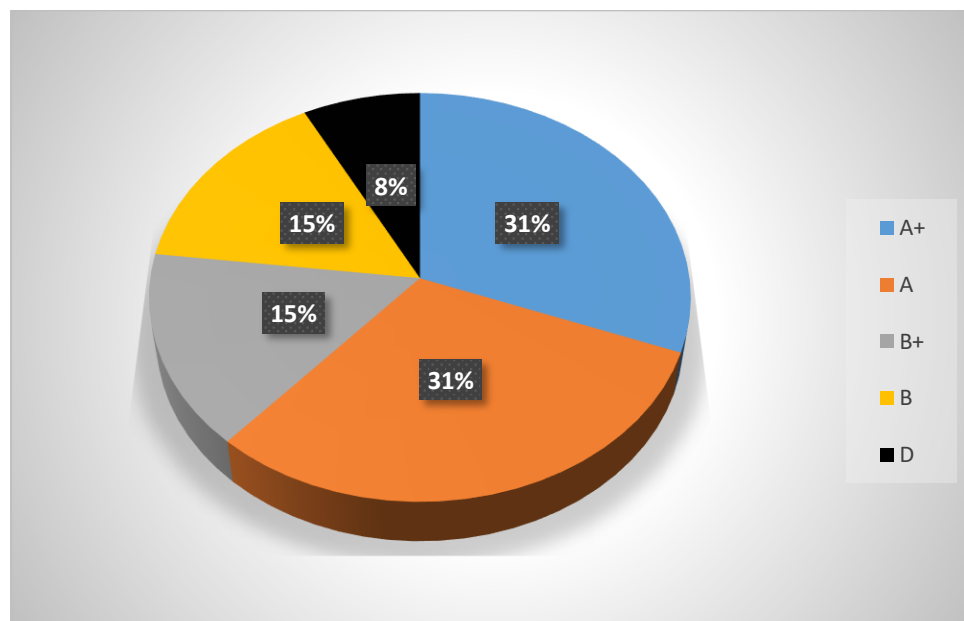
achievement has been found ranging from outstanding to partially acceptable.

However, a significantly large population has appeared to perform very well or well.

Thus, the data in this category too reveals a strong association between mothers' educational level and their English language achievement.

**Figure 2**

*Frequency of Grades Obtained by the Children of Bachelor Degree Holder Mothers*

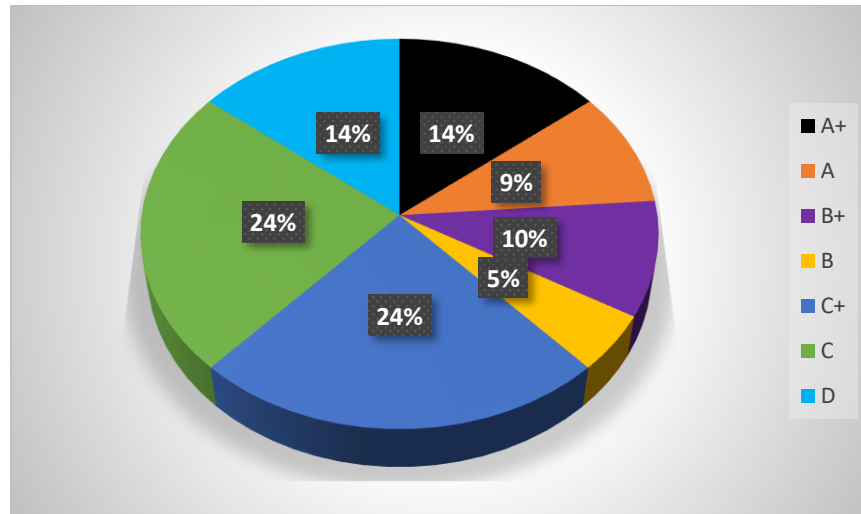


*Grades Obtained by the Children of 10+2 Degree Holder Mothers*

While talking about another category .i.e. the children of 10+2 degree holder mothers, this category contained the largest number of participants of this study .i.e. 21 participants in total. On the other hand, this category showed the higher degree of grades variation too. It, to be precise, consisted of 7 sorts of grades altogether in their children's score, namely, A+. A, B+, B, C+, C, and D. As revealed by the pie chart in figure 3 below, 14% of participants were found to do outstanding in English test

scoring *A+*; the highest grade. The performance of 9% participants was found to be excellent scoring another higher grade *A* and other two grades; *B+* and *B* were scored by 10% and 5% participants respectively which are described as ‘very good’ and ‘good’. Likewise, *C+* and *C* were found to be scored by the largest number of participants .i.e. 24% in each whose performance could be described as ‘satisfactory’ and ‘acceptable’ respectively. And the least grade under this category *D* was seen to be scored by 14% of participants out of 21 participants in total which covers the second largest population of this category.

From the distribution of the data, it was seen that this category contained the largest number of population under this study and so did it with reference to the distribution of the obtained grades of the participants as well. As this is the third higher educational level possessed by the participants’ mothers, the number of participants scoring higher grades like *A+*, *A*, *B+*, *B* are also found to be in decreasing order when compared to the prior higher educational level .i.e. Master degree and Bachelor degree. In others words, decreasing level of mothers’ education is found to have correlation with lower level of children’s performance regarding their English examination.

**Figure 3***Frequency of Grades Obtained by the 10+2 Degree Holder Mothers**Grades Obtained by the Children of S.L.C. Holder Mothers*

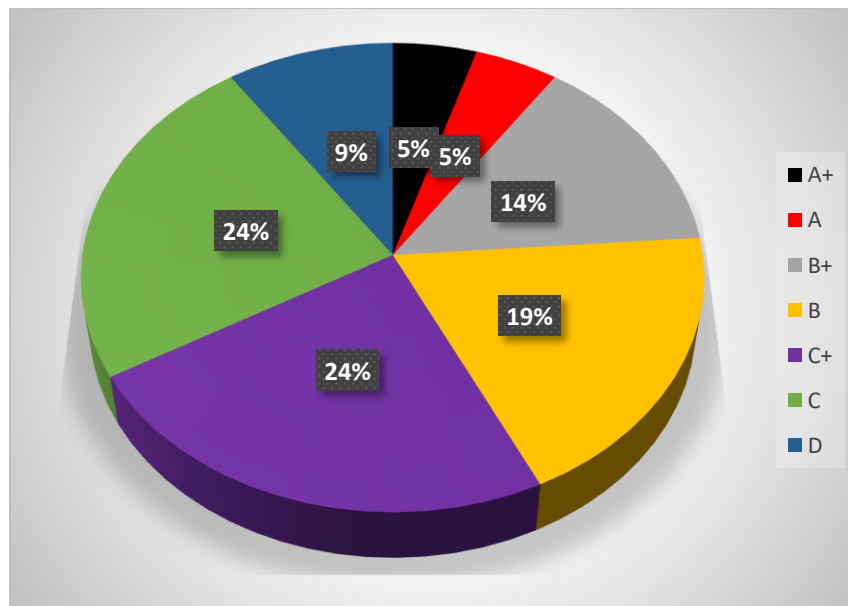
This category also consisted of 21 participants in total representing another largest population of this study. Similarly, it also showed a greater variation in terms of scored grades distribution having 7 sorts of different grades altogether (i.e. A+, A, B+, B, C+, C and D). According to the data revealed by the figure 4 below, the higher grades; A+ and A were found to have the least number of participants representing only 5% of the total in each. Similarly, 14% and 19% participants were found to score B+ and B grades respectively. Moreover, the largest number of participants covering 24% in each were found to score two different grades; C+ and C respectively. And the least grade under this category D was found to cover 9% of the total.

It, therefore, implies that the performance of the least number of participants under this category could be described as 'outstanding' and as 'excellent' whereas the performance of the largest number of population could be rated as 'satisfactory' and

as ‘acceptable’ respectively. However, it also contained a noticeable number of participants whose performance was found to be insufficient with reference to English language achievement.

**Figure 4**

*Frequency of Grades Obtained by the S.L.C. Level Qualified Mothers*



*Grades Obtained by the Children of Basic Level Qualified Mothers*

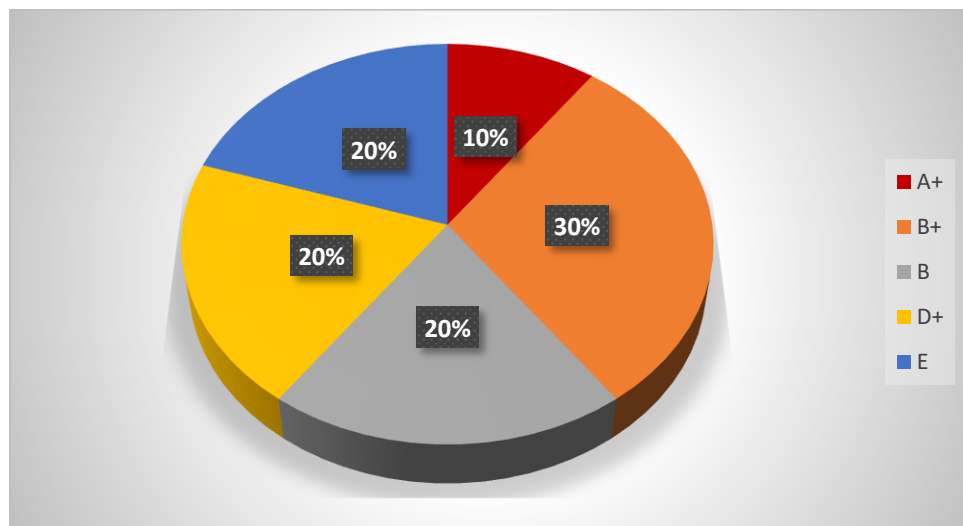
The participants under this category were found to score only five different grades, showing a remarkable ranging of the grades though (.i.e. ranging from the highest grade A+ to the lowest grade E). Under this category, there were 10 participants in total. The pie chart below shows that 10% participants out of total were found to score the highest grade A+ which further represents the least number of participants under this category. Similarly, the performance of the largest number of participants representing 30% of the total was found to be at ‘very good’ level while considering its descriptive value. It means, 30% participants under this category

scored the grade *B*. Similarly, the performance of the second highest number of participants covering 20% of the total was rated as '*B*' having 'good' as its descriptive value. In the same way, another grade *D+* was also scored by 20% participants which is described as 'partially acceptable'. The last but not the least, the lowest grade which is described as 'very insufficient' .i.e. *E* was found to be scored by the noticeable number of population (.i.e.20%) standing as the second highest population under this category.

From the analysis above based on figure 5, the lower level mothers' education has appeared to be responsible factor for their children's lower performance in English. Not only that, the majority of population in this category is found to perform either in average or below average level with reference to English. Since this is the second lowest educational level possessed by the mothers of participants under this study, very few participants are found to perform well in English as a consequence.

**Figure 5**

*Frequency of Grades Obtained by the Basic Level Qualified Mothers*



### *Academic Grades Obtained by the Children of Literate Mothers*

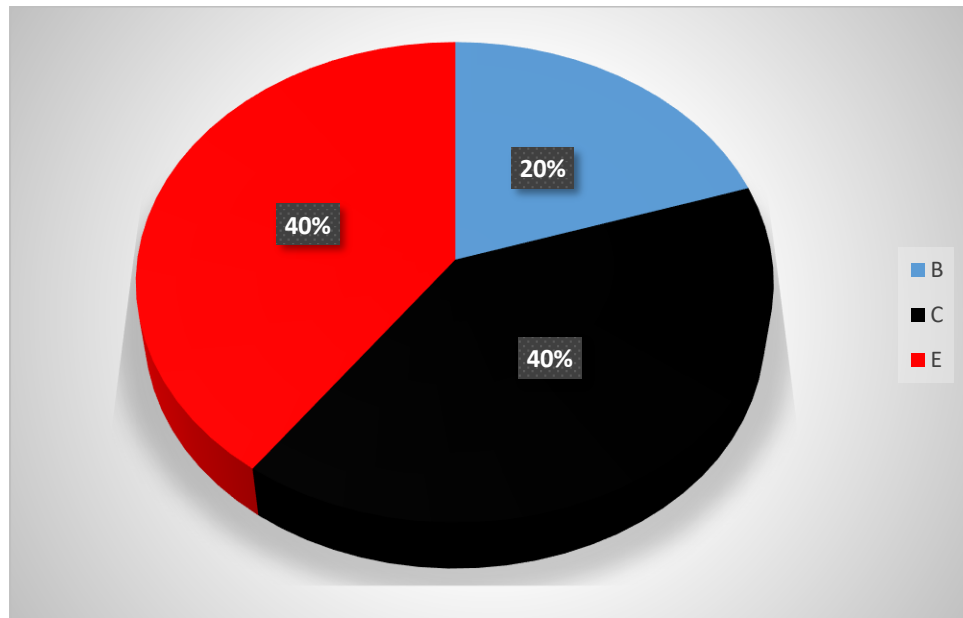
This category represented the lowest educational category of mothers in this study. Furthermore, it consisted of only 5 participants in total which was the least number of participants compared to the distribution of population in other categories. Relying on the revealed data given in figure 6 below, only three different grades were found to be scored by the children of literate mothers under this study. But, the children of this category were found not being able to score the two higher grades; A+ and A. In this sense, it could be said that the performance of the participants under this category clearly seemed to have failed to be in ‘outstanding’ and ‘excellent’ category. The highest grade obtained by the participants of under this category was *B* consisting of 20% participants out of total. Furthermore, another grades *C* and *E* were found to be scored by the largest number of participants containing 40% in each which shows that the performance representing the largest number of people under this category could be described a ‘acceptable’ and also as ‘very insufficient’.

From the discussion above, it seems very clear that the participants having mothers with the lowest level of education .i.e. literate under this study were failed to achieve the higher level of learning in English. Their performance in English, according to the data, has been found to be ranged from ‘Good’, ‘Satisfactory’, to ‘Very insufficient’. However, the performance of very few children could be described as good whereas the performances of majority of children could be described as average and very below average. It, therefore, implies that mothers’ educational level can play a determinant role in their children’s English language achievement. In addition, figure 6 below revealed the lower level of performance of

the participants which is directly found to be associated with their mothers' educational level.

**Figure 6**

*Frequency of Grades Obtained by the Children of Literate Mothers*



### **Holistic Analysis of Frequency of Grades**

In this part, the frequency of all nine grades obtained by the participants while being counted under six different categories established on the basis of their mothers' academic qualification were compared in whole. The data, then, was analyzed and presented in percentage form with the help of a bar graph.

The hierarchy of the educational level and the grades was found to be corresponding under the grade A+ in a sense that the percentage of the participants under this category appeared in a decreasing order in accordance with the educational level of mothers. In other words, it was obtained as; master degree - 47.06%, bachelor

degree - 23.53%, 10+2 – 17.65% and other two categories .i.e. 10+2 and S.L.C. – 5.88% while the children of literate mothers were found not being able to score A+ in English. The data in the column of A grade revealed that the highest number of participants scoring this grade were the children of bachelor degree holder mothers containing 44.44% in total and the second highest number belonged to the children of two categories .i.e. master degree and 10+2 degree holder mothers representing 22.22% in each column. But the children who belonged to the basic level qualified mothers and literate mothers seemed not being able to score the grade A at all. Furthermore, while talking about the grade B+, only the children from three categories; children of bachelor degree holder mothers, 10+2 degree holder mothers and S.L.C. level qualified mothers were found to obtain this grade. Among these categories, the children of S.L.C. qualified mothers seemed to cover the largest number of population under this column containing 46.86% out of total where other remaining two categories, namely, the children of bachelor degree and 10+2 holder mothers contained 26.58% of population in each. Hence, the grade B+ was found being left to be scored by the children of master degree holder mothers as well as basic level qualified and literate mothers. The data in the column of B grade also revealed the same result which means it was also scored by the children belonging to the same three category as mentioned with reference to the grade B+ (.i.e. the children of bachelor degree, 10+2 and S.L.C. qualified mothers) where the children of bachelor degree holder mothers represented 25.00% which, according to the data, covered the second largest population under this column. Similarly, the children of 10+2 holder mothers represented only 12.50% and the children of S.L.C. qualified mothers 50.00% in total, which, in turn, reflected the largest population under this column.

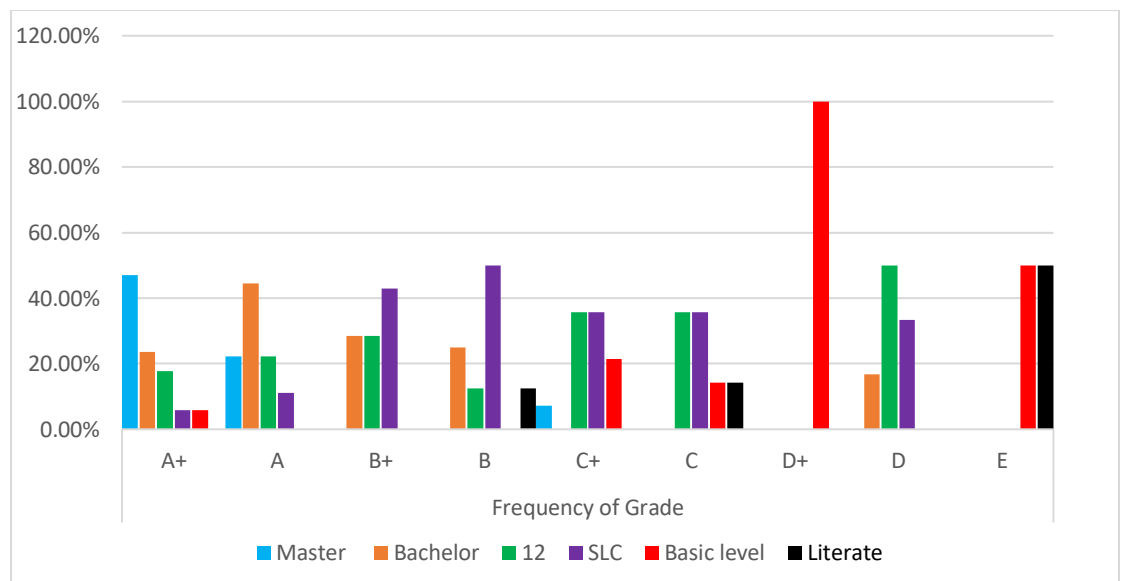
In the column of grade *C+*, the performance of the children in accordance with their mothers' educational level was presented in the following way: master degree – 7.14%, 10+2 and S.L.C. – 35.71%, basic level – 21.43%. That is to say, the majority of the population scoring the grade *C+* belonged to the children of S.L.C. qualified mothers and the second highest population represented the children of basic level qualified mothers. In addition to that, the least number of population in this column represented the children of master degree holder mothers. Similarly, the grade *C* was found to be scored by the children of 10+2 and S.L.C. qualified mothers equally covering 35.71% out of total. And the children of basic level qualified as well as literate mothers also represented the equal number of participants consisting of 14.29% in each category. The grade *D+* was the grade having been scored by the children of only one category .i.e. the children of basic level qualified mothers. Moreover, the grade *D* was majorly scored by the children of 10+2 degree holder mothers which represented 50% in total. The second highest population in this column belonged to the children of S.L.C. qualified mothers representing 33.33% out of total. And, the least number of population represented the children of bachelor degree holder mothers consisting of 16.67% population. Likewise, the last and the least grade *E* was found to be scored by the children of two lower categories .i.e. the children of basic level qualified and literate mothers. Nevertheless, those categories contained equal number of population representing 50% out of total.

Being relied on the analysis above, it could be maintained that there exists a noticeable association between mothers' educational level and their children's English language achievement. In other words, the performance of the participants was found to be ranging from 'outstanding' to 'very poor' in their English test maintaining the visible correspondence to their mothers' educational level. It, hence, could be implied

that the revealed result could be due to the respective mothers' education, which was passed on to the child. Furthermore, more educated mothers were found being more productive in developing their children's abilities with reference to English language. The higher grades A+, A etc., therefore, were found to be obtained by the children of those mothers having higher academic qualification. Where the children belonging to the mothers with lower level of qualification were found not being able to score the higher grades like A+, A, B+ and if scored too, they represented very little number of population. On the contrary, those children were majorly found scoring the lower grades like D+, D, E and so on. But, the children of highly qualified mothers were not found falling into the categories of lower grades scorers and even if scored too, very nominal number was found to be there.

**Figure 7**

*Frequency of Grades on the basis of mothers' educational level*



### Chi Square Test on Frequency of Grades and Gender

The data was further analyzed from another potential dimension too .i.e. to see the relationship, if any, shared by their gender and their English language achievement. It was again calculated by employing Chi Square Test Method which is presented below:

**Table 2**

*Chi Square Test on Gender*

Fo	Fe	Fo-Fe	(Fo-Fe) <sup>2</sup>	(Fo-Fe) <sup>2</sup> /Fe
7	7.1	-0.1	0.01	0.00
7	6.9	0.1	0.01	0.00
9	9.1	-0.1	0.01	0.00
9	8.9	0.1	0.01	0.00
6	6.1	-0.1	0.01	0.00
6	5.9	0.1	0.01	0.00
4	3.0	1	1	0.33
2	3.0	-1	1	0.33
6	7.6	-1.6	2.56	0.34
9	7.4	1.6	2.56	0.35
8	7.6	0.4	0.16	0.02
7	7.4	-0.4	0.16	0.02
1	0.5	0.5	0.25	0.50
<b>81</b>	<b>80.5</b>	<b>0.5</b>	<b>7.75</b>	<b>1.90</b>

The logically independent parameters set for the analysis were two in rows (.i.e. male and female) and 9 in columns (.i.e. all the 9 grades used in letter grading system). The degree of freedom, therefore, for this analysis happened to become 8. While consulting the distribution table, the critical Chi Square value for 8 degree of freedom at 5% of significance level was 15.51((Plant and Soil Sciences eLibrary, 2022). The computed Chi Square value under this subheading appeared to be very less than the

tabulated value distribution; containing the value only 1.90 which means the null hypothesis generated for this study seemed to have failed to be rejected. It, therefore, implies that the alternative hypothesis established for this study – there is a relationship between the gender of the participants and the frequency of their obtained grades does not seem to be accepted. In other words, it is likely to make a claim that gender of the participants has very less chance of sharing relationship with their grades obtained in English language.

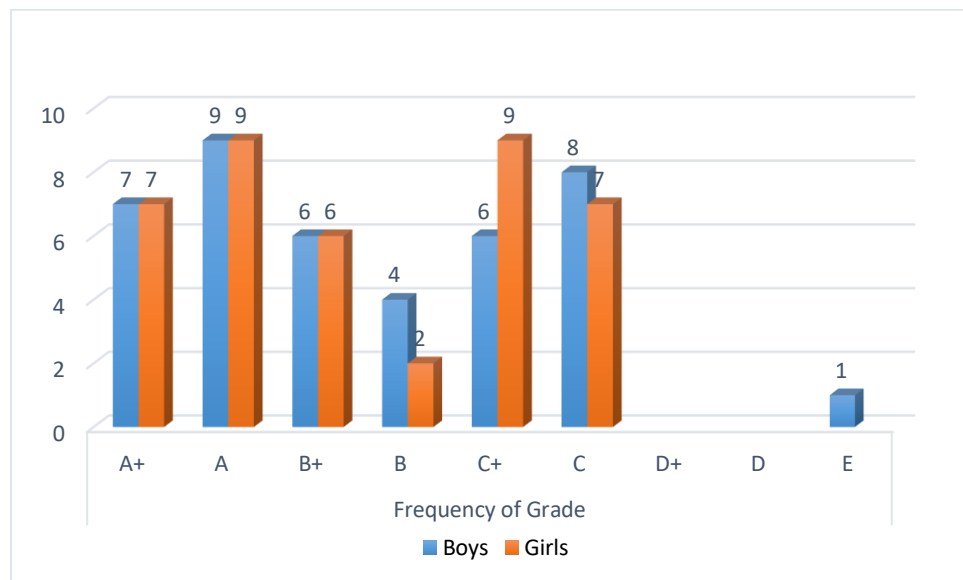
### **Analysis of Academic Grades and Gender**

The participants' gender was also taken into consideration in order to see the difference contained (if any) by the distribution of grades according to the 9 categories which were used as the logically independent parameters in analyzing the data under this study. Very little, or no difference in some cases, was revealed by the analysis which was computed with the help of a bar graph. The highest-grade *A+* consisted of 14 participants altogether having equal distribution in both genders which means 7/7 in male and female category. Similarly, another higher-grade *A* was found to have 18 number of participants in total, which in turn, represented the largest population of the study. And under this category too, both male and female consisted of equal number .i.e. 9/9 for each. Likewise, another grade *B+* was found to have 12 number of participants in total and it too appeared to have no difference at all consisting of equal number of distribution on both gender, i.e. 6 male and 6 female. In this way, the three higher grades *A+*, *A* and *B+* showed no difference at all on the basis of gender of the participants. On the contrary, the participants were found to have the greatest difference under the grade *B* where the number of male participants was 4 and female was only 2, which reveals that the number of male was larger than

the female by 50%. Likewise, the data revealed the difference in terms of another two grades as well .i.e. *C+* and *C*, where the former grade consisted of 6 male and 9 female and the later one consisted of 8 male and 7 female respectively. The other two grades; *D+* and *D* were scored by none and only 1 male participant was found to score the lowest grade in letter grading system .i.e. *E*. From the above discussion, it can be said that gender; a factor worthy to check out though, had a very little or no (in some cases) relationship with the frequency of grades obtained by the participants since gender was found to have very little impact in the participants English language performance. The above discussion is supported by the figure 7 below.

**Figure 8**

*Frequency of Grades on the Basis of Gender*



## Chapter Four

### Conclusion and Implications

#### Summary of Findings

In this part of the thesis, findings are deduced which are obtained on the basis of the analyzed and interpreted data in the previous section. They are encapsulated below:

- The academic grades of the participants and their mothers' education level were found to be corresponding.
- The children of highly educated mothers were majorly found scoring the higher grades like *A+*, *A*, *B+*, *B*, etc.
- Only a nominal number of children of highly educated mothers were found scoring lower grades.
- Similarly, very few number of children of those mothers with low level of education were found scoring the higher grades whereas majority of them were found scoring the lower grades.
- Greater dispersion of grades (.i.e. ranging from highest to the lowest grades) was majorly observed in the performance of those children with 10+2 and S.L.C. degree holder mothers.
- In the same way, low dispersion of grades was found either in the performance of highly educated mothers' children or the children of those mothers with low level of education.
- Gender was found to have very little or no impact (in some cases) in the participants' English language performance.

## Conclusion

Despite the fact that parental education as a predictor of children's academic outcomes has been well established, some studies still challenge the association between mothers' education and their children's academic outcome (Behrman & Rosenzweig, 2005). The scholars argue that mothers' education does not necessarily improve their children's education – rather mothers' high level of education inadvertently reduces their home time with their children and can impact their educational achievement negatively. Moreover, it is also claimed that children of older mothers with high level of education will not enjoy a quality home environment especially with mothers as the children of young mothers with low level of education can do. However, the study revealed mothers' educational level and their children's English language achievement observing a significant relationship between them. In addition, it also concluded that the gender of the children does not necessarily posit an impact on their English language achievement. In this sense, mothers' education level, therefore, has appeared to be the determinant factor to bring differences in the participants' English language achievement as it is assumed that parental literacy promoting behavior and quality of language spoken at home is supposed to be critical for children's learning achievement and is often associated with maternal education (Taylor et.al, 2004).

Parental investment (.i.e. either material or immaterial) is an important factor of driving success in their children's education, which visibly gets affected by their educational background. In other words, highly educated mothers are more likely than less educated mothers to invest time and materials needed to enhance children's academic outcomes (Coneus and Sprietsma, 2009). Moreover, mothers with high

level of education understand the importance of education and have strong aspiration for their children's well-being compared to low educated parents (Huisman & Smits, 2009). The findings of this study also depicted the fact that the children of highly educated mothers being able to perform outstandingly or excellently in their English test whereas the children of low educated mothers failed to do so. And most importantly, even the lowest performance of the children in this category (i.e., mothers with higher education) was to be rated as above average. Furthermore, the children who belonged to low educated mothers were majorly found performing poorly or in some cases very poorly in their English test. It, therefore, seems to justify a strong association between mothers' educational level and their children's English language achievement where the gender of the children appears to have insignificant role.

This study strongly maintains that mothers' education is one of the most prominent factors that can directly influence children's educational attainments; particularly English language achievement with reference to this study. Moreover, prior researches also claim that educational investment can be decided on the basis of socio-economic status (SES) of the parents. Among SES, education level is one of the important components to drive investment in education of children (Huisman & Smits, 2009). Despite the fact, the literacy of Nepal as a whole also does not seem to be satisfactory containing only 65.9% in total according to the census 2011. Similarly, the difference contained by the female literacy with reference to male is remarkable where 75.1% represents male literacy and 57.4% female literacy. In addition, when the literacy of Nepal is compared to the members of South Asian Association of Regional Cooperation (SAARC), it stands in 5<sup>th</sup> position. The difference with the SAARC country having been stood in the 1<sup>st</sup> position, Maldives seems to be

significant since its literacy is 98%. From the above scenario, it could be implied that why most of the children are struggling in English subject in our schools, the literacy of our country as a whole and the literacy of female, to be specific, could be one of the responsible factors out of other many.

### **Pedagogical Implication**

On the basis of findings obtained from the analysis and interpretation of the collected data, some salient recommendations with reference to pedagogical implication have been suggested as follows:

#### ***Policy Level***

Nepal government as well as all the concerned institutions; Ministry of Education, Science and Technology (MoEST), Curriculum Development Centre (CDC), Curriculum Development and Evaluation Council, curriculum and textbook designers and so on whose collective effort becomes the determinant of educational scenario of Nepal should work hard so as to explore the ways of improving literacy rate of Nepal. In other words, the lagging literacy of female in comparison to male possibly could be the byproduct of our patriarchal society. Which means, females are still not being provided with equal opportunity in education. That is to say, the government of Nepal should come with such a policy which helps minimize the literacy gap identified in terms of gender which, in turn, promotes the literacy of our country as a whole. Similarly, curriculum designer as well as textbook designer also should include such contents which directly or indirectly promote awareness regarding the importance of parental literacy as a whole and mothers' literacy in particular in order to accelerate the academic outcomes of their children, particularly in English.

### ***Practice Level***

This research showed that mothers' educational level observes a significant relationship with their children's English language achievement. It, hence, could be one of the responsible factors to bring diversification into the classroom since the children obviously bring different educational background with reference to their mothers. Moreover, English has become such a subject in our schools that everybody aspires to achieve and parents obviously are greedy of it. Teachers on the one hand feel pressure to make children perform well in English, however English becomes the subject in which majority of students fail every year. The children struggling in English, relying on the result of this study, could have their mothers with low level of education, therefore, they need different treatment from the teacher if they are to improve their English language achievement. The teacher first should understand the children's home environment .i.e. whether they have mothers capable of supporting them in English or not then he/she needs to strategize his/her teaching plans in such a way that could compensate their home environment. The possible ways could be; providing extra class, helping individually, providing exposure to English audio-visually, asking parents to provide private tutor and so on.

### ***Further Research Level***

Since this research was constrained by establishing several delimitations by the researcher, it, therefore, cannot be claimed that the findings of the research are applicable for all educational institutions of Nepal. Though the research was analyzed intensively, nevertheless it cannot be said that the study is complete in itself since it could be taken as two-dimensional analysis out of several, i.e. it was explored basically being based on mothers' educational level and children's gender, which are

only a part of larger constellation. In other words, there exist several other factors which could have relationship with children's English language achievement, such as, mothers' economic status, specialized subject, working status, ethnicity, age, fathers' education to name but a few. In addition, public school could be another potential parameter to explore the very association investigated in this study. So, it is inevitable to carry out further researches exploiting other possible variables that could have relationship with children's English language achievement, necessarily including a large number of population representing a large geographical area so that the findings of the research becomes generalizable.

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