

Impact of Parents' Education on Tharu Students in Learning English

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

Submitted by

Surendra Kumar Tharu

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

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Declaration

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

Date: 29/01/2023

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Recommendation for Acceptance

This is to certify that Mr. Surendra Kumar Tharu has completed the research of his M.Ed. thesis entitled **Impact of Parents' Education on Tharu Students in Learning English** under my guidance and supervision.

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Dedication

Dedicated

To

My Parents for their advice, patience, and faith on me.

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Abstract

The present study is entitled "Impact of Parents' Education on Tharu Students in Learning English Language." The main objectives of this study were to find out the impact of parents' education on Tharu students in learning English language and to suggest some pedagogical implications on the basis of the findings of the study. To meet the objectives of the study fifty students of primary level (grade four and five) and their parents were selected as a sample for this study. Non probability sampling procedure was used to select their participation in the study. In this study the researcher used survey research design. Similarly, a set of questionnaires having both open-ended and close- ended was used for data collection. The data were analyzed and interpreted statistically and descriptively. In the study 98% of the students opined that their parents' educational background impact in their English language learning.

This thesis consists of five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, rationale of the study, delimitations of the study, and operational definitions of the key terms. Similarly, the second chapter deals with the review of the theoretical as well as empirical literature, its implications for the study and conceptual framework. Moreover, it also includes the conceptual framework. Likewise, the third chapter deals with the methodology adopted for the study, which covers design and methods of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, and data analysis and interpretation procedures, and ethical considerations. Furthermore, the fourth chapter is results and discussions consisting of the analysis and interpretation of the data. Similarly, the fifth chapter presents the findings based on analysis and interpretation of the data, conclusions derived from the findings and recommendations. At the end, reference and appendices are included.

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List of Abbreviations

ELT	: English Language Teaching
EMI	: English as a Medium Instruction
ICT	: Information and Communication Technology
M.Ed	: Master of Education
MoEST	: Ministry of Education, Science and Technology
PISHBLS	: The Parents Involvement in Students' Home-Based Learning Scale
SLA	: Second Language Acquisition
SLC	: School Leaving Certificate
TU	: Tribhuvan University

Chapter I

Introduction

The current study entitled **Impact of Parents' Education on Tharu Students in Learning English** aimed to find out the impact of parents' education on Tharu students in learning English. This chapter contains the background of the study, statement of the problem, objectives of the study, research questions, rationale of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Education is the ray of knowledge. It is undeniably one of the most important aspects of human life. As we grow up, education helps us to develop as people, learning new life skills and improving our knowledge. Krishnamurti (2007 as cited in Biswas, 2021) states "Education in the true sense is helping the individual to be mature and free, to flower greatly in love of goodness, it is a way of discovering our true relationship to things, to other human beings and to nature". Similarly, Dewey (2008) states "Education is not preparation for life, rather it is the living, and education is the process of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfill their possibilities." So education is a phenomenon that is necessary for the complete development of the individuality of the individual that s/he can make an original contribution to human life according to the best of his/her capacity

Language is a chief means by which human personality expresses itself and fulfills social interaction with other people and hence essential for survival and development. Bloch and Trager (1942 as cited by Lyons) "Language is a system of arbitrary vocal symbols by means of which a social group co-operates." Language is a form of social behavior to express their ideas, emotions, and desires. It is made up of messages purposely produced in such a way as to be decoded word by word in the easiest, that is most economical, possible fashion. So language is first and foremost a means of transmitting information.

Crystal (2009) states "There are many languages that people are using in their day-to-day communication. Among them, the English language is the most widely

used language in the world.” With the increasing population and rapid development of science and technology people of various cultures and nationalities visit, interact, and socialize to achieve common goals. To sustain this, constant contact and to achieve goals, the need for common language in a diverse society has become necessary. So English language has the most common link language and teaching of English has become of special significance.

The English language is in high demand in the present era. It is taught and learnt as a course in educational institutions, colleges and universities throughout the world. It is widely used in different sectors such as science and technology, business, agriculture, banks, tourism and politics. The English language is used as lingua-franca for various activities. Similarly in the context of Nepal, English language is used for formal as well as informal purposes. Awasthi (2003) states “Though English is not an official language in Nepal, it is widely used in different fields and in teaching and learning purposes. Considering the important roles of the English language, the Government of Nepal has included English subjects in school as well as campus levels as a compulsory subject.” Though it is taught and learnt as a compulsory subject, Nepalese learners face difficulties while learning it due to different factors. Therefore, the present study is mainly considered as the influencing factor in learning English.

Language learning is a complex process. It needs conscious attention of the learner and support of family, teachers and colleagues. Family is the first school of a child where s/he acquires her/his mother tongue easily. Parents can facilitate their children to learn a second language. Parents’ educational background can play a role in developing the English language better, which can create a learning environment in formal and informal institutions. Parents’ educational background is based on parental educational level, parental occupation and social status in the society, parents’ perception toward education and parents’ educational attainment. Families which are well educated often have more success in preparing their children for education because they have access to a wide range of resources to promote and support their children's development. They are able to support their children with extra course books, reference books teaching learning environments at home and suggestions when needed. But the students whose parents are illiterate face various problems in the

teaching learning process. For learning foreign language, parents' educational background determines the personality and achievement of a child. If the family members are educated, they can support their children to achieve the goal easily. It directly affects the children's behaviors and achievement. So parents' education can also be the part of motivation to the learners.

In English language learning, parents' education deals with different aspects such as parents' education level, parents' occupation, availability of materials, parents' perception towards English language and parental condition of English due to educational attainment. The parents' education is related to the progress, achievement and learning of a child in English language learning. The parents, who are educated, provide education in private schools and extra facilities that help in English language learning. Similarly, the English language is widely used all over the world for different purposes in different fields. It is used as a lingua Franca by most people. So it has been the most important language for our education and daily life.

In the context of Nepal English language is commonly used in our education sector, for higher education it has become essential for the learners. In the process of English language learning the learners face difficulties due to parents' education. There is a great influence of parents' education in learning the English language. So the present study is mainly concerned to know the impact of parents' education on Tharu students in learning English.

Statement of the Problem

The objectives of the study are to find out the impact of parent's education on Tharu students in learning English and to suggest some pedagogical implications. The parents' education influences learners' English language learning. Many studies have concluded that the parents' education influences English language learning. Bandura (1997) disclosed that educated parents tend to motivate their children in matters related to schooling and support academically. Similarly, Tores and Pena (2016) revealed that parental involvement influences learners' achievement and social interaction. From the researcher's own reflection as a student belonging from the Tharu caste, the researcher in his learning process has experienced that there are many affecting factors which have great impact on the students while learning English

language. Most of the time, students cannot tackle their English problem themselves, they need help from their parents. So parents' education plays a vital role in learning English.

Home is the first place for learning to a child. Children spend most of their time at home with their parents. In their life they get most of the inspirations and suggestion from their parents. They have to solve most of their education problem through the support of their parents. But Tharus mostly belong to bourgeoisie and middle class; they are educationally backward in comparison to other group of people. Similarly, Tharus have their own language and the language they use to speak is not included in education system. So parents' education and their mother tongue influence in teaching learning. Therefore, due to these reasons Tharu students fail in the English subject in school level. This failure rate shows that the rate of learning English of Tharu students is very low. Mainly due to the parents' education, Tharu students have to face many challenges, as a result they cannot learn English language as it is expected. There are a few studies carried out on impact of parents' education in learning English in the context of Nepal. Therefore, the researcher selected the title to investigate the 'Impact of Parents' Education on Tharu Students in Learning English'.

Objectives of the Study

The objectives of this study were:

- a) To find out the impact of parents' education on Tharu students in learning English.
- b) To suggest some pedagogical implications.

Research Questions

The questions of the study were:

- a) What is the impact of parents' education on Tharu students in learning English?
- b) Does parents' education play an important role in learning English?

Rationale of the Study

Since the primary objective of the study is to find 'Impact of Parents' Education on Tharu Students in Learning English', the study will be significant to the students, parents, teachers, researchers and stakeholders. This study will highlight the

views of primary level students and their parents towards the impact of parents' education in English language learning. The study will provide insights to the students, parents and teachers. The study will make parents that their educational background support and facilitate in learning English language.

Delimitations of the Study

- a) The study was based on survey research design and the survey had followed mixed method.
- b) The study was conducted at private schools of Badhaiyataal rural municipality.
- c) The study was limited to the impact of parents' education on Tharu students in learning English.
- d) The study was limited to the fifty students of primary level and their parents.
- e) For the research mark ledger and questionnaire were used as the research tools for data collection.

Operational Definitions of the Key Terms

In the study, the following are the key terms with certain specific meaning.

Impact: In my study, 'impact' refers to differences in learning due to socio-economic status.

Tharu students: In my study, 'Tharu students' refers to the students belonging to the Tharu caste of Badhaiyataal municipality of Bardiya district who speak Tharu language

Parents' education: In my study, the term 'Parents' education' represents parents' education level, parents' occupation, availability of learning materials, parents' support for study, parent's perception towards English language and parental condition of English due to educational attainment.

Second language: In my study, it refers to the English language.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter consists of the general review of the related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework of this study.

Review of Theoretical Literature

This Research work is based on certain theoretical assumptions and principles. This section deals with theoretical knowledge about the topic and study area. In order to make the study successful, the researcher has explored, developed and expanded theoretical knowledge related to the study. Furthermore, it consists of ELT in Nepal, importance of the English language, second language acquisition, elements of parental education and affecting factors in language learning.

ELT in Nepal

In Nepal ELT started when the Rana prime minister Jung Bahadur Rana established Darbar High School at Thapathali, Kathmandu as the influence of the United Kingdom tour. At that time, he had invited English teachers from the United Kingdom. Earlier education was limited to the members of the royal family and there was not any public school across the country. After the restoration of social equality in the nation, Tri Chandra College started teaching English courses under the supervision of Patna University.

The first university of the country, Tribhuvan University was established in 1959 which gave high priority to English education. According to Awasti, (2005, as cited Bishokarma, 2016, p.10) the introduction of ELT in Nepal started with the implementation of the wide master plan National Education System Plan 1971. In the same year Tribhuvan University started a B.Ed. program in English Education. The high-level National Commission 2049 recommended that ELT should start from grade one, which added a new brick in English education in Nepal. As a result, now English is taught as a compulsory subject from grade one to university level.

Importance of the English Language

The English language has been widely used as lingua Franca around the world. Still (2006 as cited in Maharjan, 2018), writes that ‘English has become “lingua franca”, or universal language, for reasons that speak to the influence of Western cultures, economics and politics. He further says that English is the language of the internet, motion pictures, science and sports. It is the “cash” language spoken in the corridors of trade and the diplomatic language spoken in the corridors of power. People want to learn English because they need to. It is necessary for them to function in today’s world.’ Similarly, Kachru (1985), describes ‘The spread of English in terms of three concentric circles: the Inner Circle, the Outer Circle and the Expanding Circle. The Expanding Circle of foreign language speakers included more than 750 million EFL speakers in 1997, 375 million first language speakers and 375 million second language speakers. It points out that the numbers of English users are developing at a faster rate as a language of international communication.’ This statement indicates the wideness, demand and importance of the English language in the present world.

Likewise, in Nepal, the space of English has been expanded, both as a subject and a medium of instruction. It is taught as a ‘compulsory’ subject from grade one. The Ministry of Education, Science and Technology (MoEST), in its national curriculum, justifies the importance of teaching English from the early grades by focusing on its value within the context of globalization. Curriculum Development Center (2019), in its curriculum for Basic Level of Education, states that “The English language is a global lingua franca and is an appropriate international language for Nepal to be connected with the global community. It is not only the language of international communication but also a language of higher education, mass media, information and communication technology, business, tourism, science and medicine.” The national curriculum further highlights that it is important to start teaching English from the first grade to help students become competent in English and enable them to compete with the students internationally. In addition to the early English policy, there is an increasing trend to use English as a medium of instruction from pre-primary level. MoEST states that “The medium of instruction for school education should be Nepali or English or both. It further mentions that mother tongues should be the instruction at the basic level of education. However, the use of mother

tongue as a medium of instruction at the basic level has not received encouraging responses from schools. Rather than using mother tongue as medium, public schools are now emulating private schools' EMI policy to 'compete' with private schools and for 'quality of education' (Khatri, 2015; Sah and Li, 2018). This EMI policy shows that the importance of English Education is widely accepted in the context of Nepal.

Similarly, regarding the importance of the English language, Kumar (2009 as cited in Adhikari, 2015), states that English is an important language because it may be the only one language that truly links the world. Other languages are also important too, but not as important as English. The other language may be important for their local values and cultures. He further includes some reasons which indicate why the English language is an important language for us.

a) Through the medium of English language, we can promote cultural and spiritual heritage to the world. So we can say that English can help us to promote our culture across the country.

b) When a person travels to other parts of the world either for the sake of business or even as a tourist the language may differ in that very condition, English is the language that helps to deal with the situation.

c) It is very difficult to translate each and every relevant webpage into the language of various countries. So English is the mainstay of the internet users because most of the information and websites are available in English language.

d) English language is the medium of study because an individual is not able to learn a subject in the local language of the country.

e) To establish good relationships between different countries and also between political leaders of various countries may be possible through the medium of English language.

f) English language is also the preferred language of air traffic control and widely used in sea travel communication around the world.

g) It is important because most of the significant works are found in English. English is often advanced by films, videos, televisions and radios.

Considering the above-mentioned important facts of the English language, it is clear that the English language is a very useful language which is spoken in almost every part of the world. It has various advantages because English has been used in every field such as transport, technology, computer, trade, education, publication and internal negotiation. For these reasons all people around the world want to learn English.

Second Language Acquisition

Second language acquisition (SLA) is a field which is often characterized as having interdisciplinary identity, and has enjoyed theoretical as well as significance in the recent decades. SLA deals with the study of how learners learn an additional language after they have acquired their mother tongue. It is taken as the mastery over the language after the child acquires his/her first language. It is the scientific study of human language after the acquisition of a child's first language. Ellis (1985) defines SLA as "the term 'Second language acquisition' as the subconscious or conscious process by which a language other than the mother tongue is learnt in natural or a tutored setting." Similarly, Cook (2008) defines SLA as "An academic subject, recently emerged, which looks at second and foreign language learning from a scientific perspective". The definition suggests that SLA innovates new principles and perspectives through researchers, studies and other experiments on language learning and teaching.

Likewise, Saville-Troike (2006) defines SLA as "Both to the study of individuals and groups who are learning a language subsequent to learning their first one as a young child and to the process of learning that language. The additional language is called a second language, even though it may actually be the third, fourth or tenth to be acquired. It is also commonly called a target language, which refers to any language that is the aim or goal of learning that takes place in naturalistic contexts, formal second language learning that takes place in classrooms, involves a mixture of these settings and circumstances."

Thus, SLA is the study of how a language is different from the learner's first language is acquired or learnt. It is a rather complex field which is devoted to understanding the process underlying the learning of a second language. The term

‘second language’ does not strictly refer the language next in order after the first language; it can be in order whether third or fourth or of any position but it is the one which is learnt after the first language has been learnt.

Factors Affecting in Language Learning

English language has become essential in various sectors; similarly, it has become compulsory in the educational sector. It is taught from basic to university level. In the teaching learning process, it is influenced by various factors. The non-language factors such as personality, aptitude, age and aptitude are influential to the success of English language learning. That is why some individual learners are more successful in second language acquisition than the others. The non-language factors are responsible for the degree of success in English language learning, and thus, very obviously, fossilization can also be the result of non-language factors. The native like competence and even fossilization both can be the consequences of favorable and unfavorable influence of the factors. So, these are responsible for making learner differences in English language learning and for establishing variability in the rate and route in English language. Gass and Selinker (2008) have mentioned some major non-language factors in SLA, which are discussed below:

Affect is a psychological variable that generally refers to a feeling or emotion as distinguished from cognition, thought or action. Its role is central in the success of second language acquisition. Gass and Selinker (2008) define ‘affect’ in the case of second language learning as “Feeling or emotional reaction about the second language, about the people who speak that language, or about the culture where that language is spoken.” The definition points out some factors about which second language learners generally develop their feeling or emotional reactions such as language shock, cultural shock anxiety and so on. These variables make ‘learner differences’ in language and play an influencing role in the achievement of language learning.

Social distance is an important non-linguistic factor related to SLA. The realization of the significance of social distance formed on the basis of Schumann’s (1978 as cited in Ellis, 1985), acculturation model of second language learning. The model suggests that social distance determines the degree of quality of ‘acculturation,’

and the degree of acculturation determines the success of second language acquisition. According to the precepts of this model, acculturation is the causal variable of second language acquisition. That is, if learners acculturate, they will learn; if learners do not acculturate, they will not learn. Thus, social distance initiates a chain reaction including contact in the middle and acquisition as its outcome.

Age influences the success or rate of SLA. Birdsong (1999, cited in Gass & Selinker, 2008) argues that “There is a limited development period during which it is possible to acquire a language to a normal and native like level; once this window of opportunity is passed, the ability to learn the language declines.” So it is commonly believed that children are better language learners than adults in the sense that young children typically can gain mastery of a second language.

Aptitude is one’s potential for learning new knowledge or new skills. With regard to language aptitude, it refers to one’s ability to learn another language. Skehan (1989 cited in Gass & Selinker, 2008, p. 417) states that “Aptitude is consistently the best predictor of language learning success.” This is to say, the relationship between aptitude and second language learning success is very important because opinions about aptitude can have enormous implications in our everyday lives. If aptitude measures are used to discourage individuals from studying foreign languages and if the measures are inaccurate, then certain students will be unfairly prevented from receiving whatever advantages they may gain from knowledge of other languages.

Motivation deals with psychological factors; it is the impulse that generates the action. It is a ‘motive force’, something that prompts, incites or stimulates action. MacMaster (2001) defines motivation as “An attribute of the individual describing the psychological qualities underlying behavior with respect to a particular task.” This goal-directed behavior shows itself through distinct actions of the motivating action. Dornyei (1998) states that motivation energizes human beings and provides direction. Similarly, Gilakjani (2012) found out that “without students’ motivation, there is no pulse, there is no life in the class”. This shows that motivation plays a vital role in language learning.

The term ‘personality’ and ‘learning style’ are often used interchangeably, though, it is claimed that personality is rather stable in its nature. Personality deals

with ‘types’ and ‘traits.’ Personality is a stable set of characteristics and tendencies that determine common abilities and differences in the psychological behavior of the person. Richards and Schmidt (2002 as cited in Tan, 2012) define personality as “Those aspects of an individual’s behavior, attitude, beliefs, thoughts, actions and feelings which are seen as typical and distinctive of that person and recognized as such by that person and others”. Based on this definition, each person has a type of personality which is exclusive to him/her and the personality of the person determined in English language learning. Similarly, Lightbown and Spada (2006 as cited in Sharma, 2011), argue that the term ‘learning style’ has been used to describe an individual’s natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills. Every individual is different from the other in using the strategies and tasks to carry out the functions such as obtaining data, processing data and retaining them. Thus, learners are different because of their learning tasks and styles. Some of the learning styles that reflect the personality of a language learner are extroversion, introversion, risk taking, field dependent, field independent and visual, auditory and kinesthetic learning styles.

Similarly, learning strategies are the specific action, behaviors, steps or techniques that the learners use to improve their own progress in developing skill in a second or foreign language. Chamot (1999, as cited on Lakandri, 2014), defines, “Learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate and the learning, recall of both linguistic and content area information.” So, learning strategies are the constituents of effective learning styles, different learners learn the same second language in different ways with different levels of success. Such variation in the success and route of second language acquisition is based on various learning strategies which are employed by the learners to learn the second language.

Second language acquisition is complex, being influenced by many non-linguistic factors. Besides them, one of the most important factors is parents’ education which directly and indirectly affects learning language. As learning begins from home and parents’ educational background determines how a child learns language. Mostly, well-educated parents lead a child towards ease in learning English. On the other hand, illiterate parents cannot support their child in learning English.

Elements of Parental Education

Parental education is an important factor for the students' education. It mostly deals with the educational level of the family members which significantly influence the present and future educational career and success of a student. Chen (2009) posits that parental education is the key determinant of students' achievement. He also mentions that it is primarily because of children's innate ability and parental ability which generally interlinked and thus children's innate ability is also possibly correlated with parental education. In relation to this, he also asserts that better educated parents are more likely to place high values on child education and more capable and also more willing to help their children. It shows that parental education plays vital role in students' education. Some factors involved in parental education which influence students learning English are briefly described below.

Parents' Educational Level

Parents' educational level directly correlates to the importance and influence of education in their children's lives. Educated parents can assess a son or daughter's academic strengths and weaknesses to help that child improve overall academic performance. Bandura (1997) revealed that children who played truant or dropped out of school belonging to not only educated parents tend to motivate their children in matters related to schooling and support them economically. Educated parents have greater influence on the academic achievement of their children, whereas less literate parents cannot solve the problems of their children regarding homework, reading, writing and other activities. Basically, educated parents understand the psychology of children and can treat them as their needs and interests.

Parents' Support for Study

Parents' support contributes to education and English language learning. Henderson and Map (2002 as cited in Tores & Pena, 2016) argue that parents' involvement influences variables such as standardized tests, students' involvement in challenging academic activities, promotion from one course to the next, class attendance, home and social behavior, adaptability and social interaction at school. Similarly, Pavalache and Tirda (2014) report that parents' most important educational actions are maintaining communication with children, offering help with homework, talking about learning progress and school issues, taking children to extra classes, and

being in contact with the school. All these activities of the parents support their children in learning the English language.

Parents' Occupation

According to Marmot (2004) occupation is ranked into most prestigious occupation and lower ranking occupation. The most prestigious occupations are physicians, surgeons, lawyers, biomedical engineers and communication analysts, while lower ranking occupations are food preparation workers, counter attendants, bartenders, helpers, dishwashers, janitors, maids and housekeepers. Gachathi (1976) indicates that occupation prestige is a component of socio-economic status that emphasizes both income and educational attainment. To him occupational status reflects the educational attainment required to obtain a job and income levels. When parents have a better occupation, they make adequate provision for their children education. They provide economic, social, psychological and emotional support to their children and this would make it possible for the children to perform well in their educational attainment.

Similarly, Memo and Muhammad (2010) in their research 'On the impact of socio-economic status on the students' educational achievement at secondary schools' found that there was a significant relationship between parents' occupation and students' academic performance in matriculation examination. Students' whose fathers have better occupations performed well in matriculation examination than those whose fathers have a less prestigious occupation. Fathers with the high occupation are in better condition to assist and encourage their children toward educational attainment. They can provide whatever is needed to support and encourage their children morally, intellectually, spiritually and psychologically. But parents with less prestigious occupations due to inability and financial problems cannot provide adequate modern facilities to enhance their children's education. It shows that parents with prestigious occupations are more likely to identify their children's problems to give a possible solution. They help to do their homework and other educational activities by providing facilities necessary for learning development. So parents' occupation is also one of the factors that determine the learner's English language learning and educational activities.

Availability of Materials

Teaching learning materials are anything which is used by teachers or learners to facilitate the learning of language. Tomilson (1998) defines materials as “Anything which is used to help to teach language. Materials can be in the form of a textbook, a reference book, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on the board: anything which presents or informs about the language being learnt.” English is taught and learnt as a second language so the availability of all materials helps the learners’ knowledge and increase the experiences of the language. Learners can learn more from the materials used in language learning classes. Parcerisa (1999, as cited in Araya 2007) explains that “Available of teaching materials facilitates the access to certain contents, it promotes a particular experience of reality conditioning the way that reality should be experienced, and it demands from individuals’ specific cognitive operations for the extraction of the significance it carries.” In this regard, the availability of materials also generates a linguistic perception of second language learning.

Parent’s Perception towards English Language

Parent’s perception towards the English language deals with the parent’s assumption and attitudes towards the English language. It is a notable factor that determines the educational career of the child. Medina (2005), claimed that “There is a strong connection between parents’ cultural patterns and their beliefs of what their children’s education should be. The parents give priority to their children with high esteem. They expect their children to learn English at the early age due to benefits that it may have for their children.” Similarly in the context of Nepal every parent dream that their children should acquire education in English medium because acquisition of English language provides a prestigious job and good position in the society. Similarly, the parent desires that their children should grasp better opportunities of doing trade and for abroad study, so most of the parents focus that their children should acquire English language.

The Parental Condition of English due to Educational Attainment

English is one of the most important languages in the world. Much of the research in English language teaching and learning has shown that there is great influence of English all over the country. The present condition of English is like “If

there is English, there is life and if there is no English, there is no life.” Highly educated and basic educational level people are trying to learn the English language through various mediums. One of the reasons for attraction towards English is parental educational level. Parents’ desire to make their children learn English in a Nepalese context. Awasthi (2003) focuses that English language education is becoming the demand of the day to most of the Nepalese people. That is why, English language is shifting its status from English as foreign language to a second language.

Though parents’ education influence in learners’ English language learning, the parents those who are well educated guide and support their children in various educational activities. Similarly, the parents are well educated, provide education to their children in private schools and arrange extra facilities that help in English language learning. So parental education is crucial factor that impacts in learners’ English language learning.

Review of Related Empirical Literature

The literature review is an important part of this entire process and makes a valuable contribution to each and every step of the research. Here, are some of the previous studies that have been reviewed considering the present study as follows:

Perchprasert (2014) carried out a research entitled ‘The Influence of Parents’ Background, Beliefs about English Learning, and a Dialogic Reading Program on Thai Kindergarteners’ English Lexical Development’. The objective of the study was to investigate parents’ background and their beliefs about English language learning. An experimental research design was conducted for this research. In this study the participants were fifty-four parents and their fifty-four children (aged three to six years old). Among the children, 52% were boys and 48% were girls. The children were from kindergarten 1-3 (3 different classes) at a school in Phayao province, Thailand. In this research the researcher has used questionnaire as a research tool for the study. The finding of this research was that the parents’ beliefs about English language learning affected expectations on their children’s language success. Similarly, children yield significantly greater gain in knowledge of vocabulary and their ability to infer the meanings from pictures after engaging in the reading program.

Sapkota (2014), conducted a research study entitled “Educational attainment of Parents and its Impact upon Instructed Second Language Acquisition”. The objectives of the research were to study the acquisition techniques adopted by the children of parents who are SLC and above SLC and to find out the teachers’ view towards the children of both groups (i.e., above SLC and below SLC) while teaching English. The researcher has used survey research design and non-random sampling for the study. For the study fifty students, ten teachers and twenty parents were selected from Kathmandu valley. In this study questionnaire, interview and observation were prepared according to the level, efficiency and comprehensibility for the respondent. The collected data were analyzed and interpreted descriptively and statistically. The finding of the research was that the educational attainment level of parents has a significant impact upon the primary level students in learning English language inside the classroom.

Pant (2015), carried out research entitled ‘Role of Parents towards their Children English language Learning’. The research was carried out to find the role of parents in English language learning and to identify the attitudes of parents towards their roles in English language learning of their children. For the research the researcher has followed mixed research design. The study was carried out on the forty parents from New Baneshwor, by using purposive sampling procedure. A set of questionnaires was prepared for information. A questionnaire with different questions related to the role of parents was supplied to the parents. The findings of the study showed that those parents who mostly used roles of facilitator, motivator, threatener and feedback provider have positive attitudes towards English language and those parents who used controller roles have negative attitudes towards English language learning.

Similarly, Adhikari (2015) conducted the research entitled ‘Effect of Parents’ Educational Background on their Children’s English Learning Achievement’. The major objective of the research was to find out the effect of parents’ educational background on the achievement of English of their children. The research was based on survey research design. To meet the objectives of the study, mark ledger and questionnaire of the students of final examination were used as research tools. The study was carried out from forty students of primary level, their parents and six class

teachers. In the research the researcher has used a purposive non-random sampling procedure to select the sample. The data obtained from the research tools were analyzed statistically and descriptively using graphic presentation. The finding of the study was that the parents' educational background has a significant effect on the children's learning achievement.

Poyraz (2017), carried out the research on 'The Effect of Parental Involvement in English Language Learning of Secondary Level Students. The aim of this quantitative research was to investigate how secondary school students' parents participate in their children's home-based learning activities in English. The participants of the study were 343 parents whose children were studying at four different secondary schools in Mugla, Turkey. In this research the research was based on descriptive survey models and comparative and co relational associative models. The Parents Involvement in Students' Home-Based Learning Scale (PI-SHBLAS) was used to collect data. The data of the research showed that fathers were more enthusiastic than mothers in their involvement. Moreover, it was also found that as students' grade levels increase, parents' active participation decreases. On the other hand, the study revealed that as the parents' education increases, they become more aware of the importance of the involvement process in their children's education in English.

Similarly, Tiwari (2017) carried out research entitled 'Impact of Parental Income and Educational Level on Students' Achievement in English'. The major objectives of this research were to find out the relationship between family income and students' educational achievement, and relationship between educational level of mother and students' achievement in English language learning. The sample size of the study was hundred students of grade nine from Kathmandu valley. Two schools were selected, following purposive non-random sampling. To find out the relationship between family income and educational level of parents on educational achievement of the students, the researcher used a model of District level examination from the past paper for the students of class nine to find out their achievement in English of class nine. The data collected from students were checked and analyzed by using SPSS software. The study showed that parent's income and educational influence in learners' English language learning.

Moreover, Tiwari (2021) conducted the study on the topic ‘Role of Parents’ Economic Background on the Development of English Language Proficiency of their Children through ICT’. The main objective of the study was to find out the role of parents’ economic background on the development of English language proficiency of their children ICTs in terms of learning resources, audio materials, exposure and access. Narrative inquiry was used in this study. The sample of the study was two students of grade eight, two parents and two teachers from Shree Tribhuvan Secondary School, Bansgadhi, Bardiya. In this study interview was used as a main tool and the students and their parents were selected through purposive sampling procedures. The finding of the study was that the students have been supported and provided ICTs tools and devices at home based on the economic status of parents. Similarly, the school has also managed some basic ICT tools which also support students’ English language learning. The research showed that the economic status of parents’ plays a vital role on the performance of the students.

The review of the empirical literature related how the researchers dealt with their study in interpretation, analysis and findings as well as methodology. Most of the above-mentioned studies were about the role and impact of parental education in English language learning. However, none of the above-mentioned studies covers the objectives of this study completely. Therefore, the study ‘Impact of parental education on Tharu students’ in learning English is different from the above-mentioned studies.

Implications of the Review for the Study

Literature review provides insights to a researcher to conduct research successfully. It provides guidelines about the statement of problem, objectives of the study, research questions, and methodological procedures. It plays a significant role in accomplishing research successfully. For the study, both theoretical and empirical review had been done. The reviews of the literature really broadened the researcher’s mind by providing concise understanding on parents’ educational factors and English language learning.

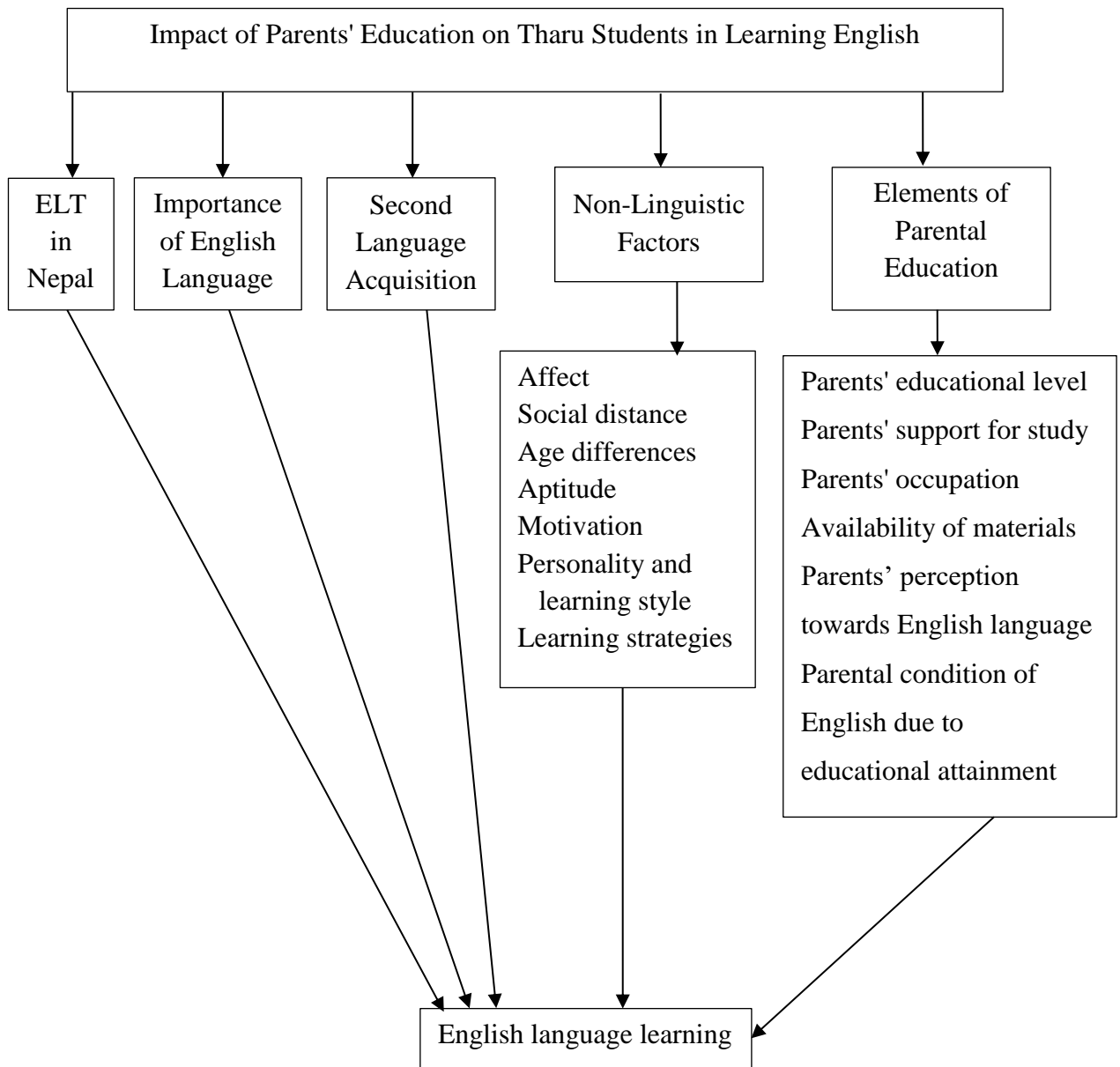
Different books, journal articles and theses on ‘parents’ education and English language teaching and learning’ had been reviewed for this study. Many books, journal articles and theses had been reviewed for the theoretical literature. The

researcher reviewed Perchprasert (2014) from where the researcher got the idea that parents' background, beliefs about English learning influences the lexical development of their children. Similarly, the researcher reviewed Sapkota (2014) from that very review the researcher find out that parents' educational attainment impact on second language acquisition of children. Moreover, the researcher reviewed Pant (2015), the review disclosed about the role of parents towards their children in English language learning. Similarly, the researcher reviewed Tiwari (2021) where the researcher got the idea that socioeconomic background determines for providing extra facilities such as ICTs which also influence in English language learning. Moreover, the researcher reviewed Tiwari (2017), where the researcher got the idea of those parents' income and educational level impact in students' achievement in English. Similarly, the researcher reviewed Adhikari (2015), where the researcher disclosed the effect of parents' educational background on their children's English learning achievement. Further the researcher reviewed Poyraz (2017) where the researcher revealed the effect of parental involvement in English language learning of secondary level students. Moreover, the researcher reviewed the book written by Gass & Selinker (2008), Eliss (1985) and Sharma (2011) from where the researcher got the ideas about the non-language factors that impact in second language acquisition. Similarly, the researcher reviewed Torres & Pena (2016) from where the researcher got the idea that parents roles influence in English language learning. All these books, theses and journal articles provide clear guideline about the of parents' education and English language learning.

These reviews were beneficial to the study. They have provided a theoretical foundation to the researcher for selecting appropriate methodology, sampling and tools for the study. From these reviews, the researcher got actual information about their finding and noticed about the missed investigation as well. All these reviews contribute to the researcher in his research.

Conceptual Framework

Conceptual framework refers to the mental picture of the process that will be done in the research. It is also considered as the roadmap of a study. It describes the process of conducting the actual research. It deals with the relationship among the concepts in a study. The conceptual framework of this study is dramatically presented below:



Chapter III

Methods and Procedures of the Study

This section includes the design of the study, population, sample, and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedure and ethical considerations.

Research Design and Method of the Study

Research is a systematic and organized effort to investigate a specific problem that needs a solution. According to Walliman (2011, as cited in Joshi, 2019) “Research is about acquiring knowledge and developing understanding, collecting facts and interpreting them to build up a picture of the world around us and within us.” So research is all about viewing the world, collecting and analyzing the data, getting to the conclusion to acquire knowledge.

Similarly, research design is a detailed outline of how an investigation takes place. It typically includes how data is to be collected, what instrument should be employed, how instrument should be used and what can be the intended means for collecting data. According to Kerlinger (2007) “Research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions. The plan is the overall scheme or program of the research.” In this regard research design seeks to answer the questions. It is an overall scheme of research.

This study is based on the survey research design. Survey research design is the most popular research design used in educational research. It is equally important to social inquiry, politics and development studies and most significantly for educational and linguistic aspects. According to Kumar (2009) “Research design is a procedural plan that is adopted by the researcher to answer questions of validity, objectivity, accuracy and economics.” It is the plan, structure and strategy of an investigation convinced to obtain the answer to the research question and to control variables to fulfill the objectives of the study. It has an equal importance to large scale investigation like census to a small-scale study. Survey is the most commonly used descriptive method in educational research and may vary in scope from large governmental investigations through to small scale studies carried out by a single

researcher. Survey research is different from other types of research such as experiment and quasi experimental research in terms of population of the study and nature of collecting data. There is single time data collection in survey research and conducted in a natural setting.

In the case of educational surveys, Cohen and Manion (2010) state, it often makes use of test results, self-completion questionnaires and attitudes scales. Surveys are useful to gather factual information both present and past. Survey can be both descriptive and analytical, it operates with hypothesized predictors of explanatory variables that are tested for their influence of dependent variables. The attraction of survey research lies in its appeal to general ability or universality.

According to Nunan (1992) “The main purpose of the survey research is to obtain a snapshot of conditions, attitudes, and or events at a single point of time.” It helps to find out the existing situation of a particular case. Survey research in the educational sector seeks to examine the problems related to education and to generalize its findings on the basis of representative samples of specified large populations. In survey research data are gathered relatively from large numbers of population using certain sampling procedures, where the whole population for data collection is not feasible. It is more realistic in nature. Similarly, it deals with the clearly defined problems and objectives. It is also taken as the basis for decisions for improvement.

We can conclude that survey research is an organized attempt to analyze, interpret and report the present status of social institution, group areas. It is used to assess needs, evaluate demands and examine impact. I have selected a survey research design because it will help me to find out the English learners’ attitude, opinions and the specified behavior on this certain issue.

Population, Sample and Sampling Strategy

The Tharu students of primary level and their parents from Badhaiyataal rural municipality were considered as the population of the study. The researcher included fifty students of primary level and their parents from Badhiyataal. The sample size of the study consisted of fifty students from private schools and their parents. Students were selected by the provision of non-random sampling.

Research Tools

The major research tools for data collection were documents (mark ledger) of the students received from the schools. Similarly, questionnaires were used for collecting data to meet the objectives of the study.

Sources of Data

The primary source of data was fifty students of primary level and their parents from Badhiyataal rural municipality of Bardiya district. Similarly, the secondary source of data included mark ledger, books, journal articles and websites.

Data Collection Procedures

At first the researcher visited the schools of Badhiyataal, Bardiya. After getting the permission from the schools the researcher visited respected classes and establishes relationships with the students. After that the researcher distributed the questions to them. Likewise, the researcher asked them to write the answer without any hesitation and anxiety. Then the information was collected from the participants. Finally, the participants were thanked for their kind support.

Data Analysis and Interpretation Procedures

After collecting the required data, the researcher analyzed and interpreted the data descriptively using simple statistical tools that are frequency and percentage with explanation. The facts were presented in various tables.

Ethical Considerations

Ethical consideration is one of the most valuable requirements that a researcher should follow while conducting research work. First of all, the researcher took approval from the office and administration team of a particular school. The researcher disclosed the study with the participants. The researcher conducted the research by taking consent from the participants. After that the researcher ensured to keep the responses of the respondent confidently. Moreover, the researcher ensured that the archived data would not be used for other purposes except this study. Similarly, the researcher also maintained privacy of collected information in the research.

Chapter IV

Results and Discussion

This chapter deals with the analysis and interpretation of the data collected from the participants of the study. The collected information from the informants were analyzed and interpreted to investigate the impact of parental education of Tharu students in learning English. For this study, the questionnaire consisted of both close-ended and open-ended questions, which were designed as the tool to elicit the data. The data from the close-ended questions have been presented using statistical devices and the data from the open-ended questions have been analyzed through critical analysis and interpretation.

Analysis of the Students' Perception

This section of the study deals with the analysis and interpretation of the students' perception on English language learning. The responses of students to each heading are analyzed and interpreted quantitatively and qualitatively. The data are analyzed and interpreted as follow:

Language use at Home

This subsection deals with the attitude of the Tharu students on the language that is use at home. According to the respondents' views interpretation and analysis are given below:

Table: 1

Language use at Home

Categories	Responses	
	No of students	Percentage
Tharu	34	68%
Nepali	-	-
English	-	-
Mixed	16	32%
Total	50	100%

The given table shows that 68% of students used only Tharu language at home. On the other hand, 32% of students used mixed language at their home. It can

be said most of the students used Tharu language at home. According to the data the students whose parents' education was below SLC and the parents who were specially farmers mostly they used only Tharu language at home. So their children also used only Tharu language at home. Likewise, the students who used mixed language at home their parents were more educated and they were involved in various jobs such as teaching, business and various civil services. Similarly, the students who used mixed language at home mostly they had scored better grade in English than other. So it can be said that the educational level and home language of parents' impact in children English language learning.

Interest in English Subject

Regarding English, the students were asked, "Do you like English subjects?" The perception of the students towards the English subject is given below:

Table: 2

Interest in English Subject

Attitudes	Frequency	Percentage
Yes	50	100%
No	-	-
Total	50	100%

From the above table, it is clear that 100% of the students were interested in learning English. In English medium schools, especially in the English subject students desired to read poems and stories. Similarly, the data showed that Tharu students felt reading and writing easier in English than Nepali.

Study Environment at Home

Study environment is one of the important aspects that determine students' English language learning. Regarding this, Tharu students were asked how the study environment is at their home. The attitudes of the students are analyzed and interpreted below:

Table: 3**Study Environment at Home**

Attitude	No of students	Percentage
Good	47	94%
Bad	3	6%
Total	50	100%

The above table portrays the status of study environment of the Tharu students at home. The table presents that 94% of the Tharu students had good study environment at their home. On the other hand, only 6% of the students had uncomfortable study environment at their home. The data showed most of the students had suitable environment at home for their study. The students whose study environment at home was suitable and peaceful, their parents were more educated and they used to cooperate their children in their study. In general, it was found that the students whose study environment at home was good, they had comparatively achieved better grade in English learning.

Parents' Occupation

This subsection deals with the parents' occupation. According to the respondents' responses interpretation and analysis are given below:

Table: 4**Parents' Occupation**

Occupation	No of students	Percentage
Farming	24	48%
Business	7	14%
Teaching	5	10%
Other	14	28%
Total	50	100%

The above table displays different occupations in which the parents of the Tharu students had been engaged. The above table shows that 48% of the parents were farmers, 14% parents were businessmen, 10% of the parents were teachers and 28% of the parents were engaged in various services such as army, police, doctor, and officer. From the above data it can be concluded that most of the parents were engaged in farming.

Students' Activities after School Time

This subsection deals with the activities of Tharu students after their school time. According to respondents' responses interpretation and analysis are given below:

Table: 5

Students' Activities after School Time

Categories	Responses	
	No of students	Percentage
Do my homework	46	92%
Go out to play	1	2%
Work with parents	3	6%
Other	-	-
Total	50	100%

The above table portrays that after school 92% of the Tharu students completed their homework and 2% of the students went out to play after school time. Likewise, after school time 6% of the students worked with parents, they had to support their parents in different works. In general, it was found that most of the students used to engage in their study activities after school time.

Study Time at Home

This subsection deals with the study time of Tharu students at home. The responses of the respondents are analyzed and interpreted given below:

Table: 6

Study Time at Home

Categories	Responses	
	No of Students	Percentage
One hour	2	4%
Two hours	22	44%
Three hours	14	28%
Other	12	24%
Total	50	100%

Regarding study time of Tharu students at home, the above table shows that 4% of the students used to give only one hour for their study. Similarly, 44% of the students used to give two hours for their study, 28% of the students used to give three hours for their study. Likewise, 24% of the students used to give more than three hours for their study. The data showed that maximum number of the students used to give two hours for their study.

Availability of Materials for the Study

Regarding this, the Tharu students were asked whether their parents used to provide sufficient reading and writing materials for the study. The responses of the respondents are analyzed and interpreted given below:

Table: 7

Availability of Materials for the Study

Attitude	No of students	Percentage
Yes	46	92%
No	1	2%
As needed	3	6%
Total	50	100%

The above table presents that 92% of the Tharu students' parents used to provide sufficient reading and writing materials to their children. Similarly, 6% of the parents used to provide reading and writing materials to their children as they needed. On the other hand, only 2% of the parents were not able to afford sufficient reading and writing materials to their children. The data showed that almost all of the parents used to provide reading and writing materials to their children.

Interest in Speaking English Language

Regarding this the students were asked; do you like to communicate in English language. The responses of the respondents are analyzed and interpreted given below:

Table: 8**Interest in Speaking English Language**

Attitudes	No of Students	Percentages
Yes	45	90%
No	-	-
Yes but hesitate	5	10%
Total	50	100%

The above table portrays that 90% of the Tharu students of boarding schools used to communicate in English. Similarly, 10% of the Tharu Students liked to communicate but they felt hesitate while speaking English. In general, all of the students opined that they liked to communicate in English at school.

Solve Problems of English Subject

Regarding this, the students were asked how you solve problems in your English subject. The responses of the respondents are analyzed and interpreted given below:

Table: 9**Solve Problems of English Subject**

Responses	No of students	Percentage
With the help of teachers	19	38%
With the cooperation of friends	-	-
With the help of parents	5	10%
With the help of both teachers and parents	26	52%
Total	50	100%

The table presents 38% of the students solved their English subject problems with the help of parents, 10% of the students used to solve their English subject problems with the cooperation of their friends and 52% of the students solved their problems of English subjects with the help of both teachers and parents. The data showed most of the students used to solve English subject problems with the help of both teachers and parents.

Impact of Parents' Education

Regarding this, the students were asked do you think your parents' educational background has any impact on your English language learning. The responses of respondents are analyzed and interpreted below:

Table: 10

Impact of Parents' Education

Attitude	Responses	
	No of students	Percentages
Yes	49	98%
No	-	-
Confused	1	2%
Total	50	100%

The above table shows 98% of parents' educational background had an impact in their children's English language learning. Similarly, 2% of the students were confused about either their parents' educational level impacted or not in their English language learning. The data showed that the education of their parents had an impact in their English language learning.

Thematic Analysis of Obtained Documents from the School

This section deals with the analysis and interpretation of data received through the Tharu students' documents. The mark ledger of the second terminal exam of 2079 from class four and five has been analyzed. The obtained grade of Tharu students' English subject have been analyzed below:

Table: 11

Score of Students in English Subject

Grade	No of Students	Percentage
A ⁺	5	10%
A	12	24%
B ⁺	17	34%
B	13	26%
C ⁺	3	6%

The above table shows, 10% of the students had obtained grade A⁺, 24% of the students' have obtained grade A, 34% of the students had obtained grade B⁺, 26% of the students had obtained grade B and 6% of the students had obtained grade C. Mostly, the students who had possessed grade A⁺, A, and B⁺ their parents had been more educated than the parents whose children had possessed grade B and C⁺. The data showed achievement of students' English language learning was affected by their parents' educational level.

Analysis of the Parents' Perception

This section of the study deals with the analysis and interpretation of parents' perception on how often they support their children in English language learning. The responses of parents are analyzed and interpreted as follow:

Support their Children in Study

Regarding this, the parents were asked how often you support your children in their study. The responses of the respondents are analyzed and interpreted as below:

Table: 12

Support their Children in Study

Attitude	No of Parents	Percentage
Always	21	42%
Sometimes	12	24%
Rarely	17%	34%
Total	50	100%

The above table presents 42% of the parents always used to support their children, 24% of the parents used to support their children sometimes and 34% of the parents used to support their children rarely in their study activities. Mostly the parents who are teachers, businessman, officer and doctor and who had passed intermediate and bachelor degree they always used to support their children in the study activities. So it can be concluded that parents' educational level had an impact in their children English learning.

Check Notebook and Assignment

Regarding this the parents were asked “do you check your children's notebook and assignment.” The responses of the respondents are analyzed and interpreted as given below:

Table: 13

Check Notebook and Assignment

Attitudes	No of Parents	Percentage
Always	17	34%
Sometimes	17	34%
Rarely	5	10%
Not at all	11	22%
Total	50	100%

The above table portrays, 34% of the parents always checked their children's notebook and assignment. Similarly, 34% of the parents used to check their children's notebook and assignments sometimes, 10% of the parents used to check their children's notebook and assignment rarely. But 22% of the parents did not check their children's notebook and assignment. The data showed, the parents who were more educated used to check their children's notebook and assignment frequently. On the other hand, the parents who were below SLC and involved in farming did not check their children's notebook and assignment. In general, it was found that educational level of the parents' impact in their children's English language learning.

Interrogate about Exams and Results

Regarding this the parents were asked “do you inquire about class tests, monthly tests, exams and their results to your children.” The responses of the respondents are analyzed and interpreted given below:

Table: 14

Interrogate about Exams and Results

Attitude	No of Parents	Percentage
Yes	40	80%
No	10	20%
Total	50	100%

The above table shows that 80% of the parents used to interrogate about exams and results with their children but 20% of the parents did not make any inquiry about exams and results with their children. The data showed most of the parents who had passed SLC, intermediate and bachelor degree used to inquiry more about exams and results to their children. So, it can be concluded that more educated parents used to make more inquiry with their children about exams and results.

Visit School to get Informed

Regarding this, parents were asked how often you contact the school authority about your child's progress. The responses of the parents are analyzed and interpreted as below:

Table: 15

Visit School to get Informed

Attitude	No of parents	Percentage
Frequently	4	8%
Sometimes	28	56%
Rarely	13	26%
Other	1	2%
Total	50	100%

The above table presents 8% of the parents used to contact frequently to school authority, 56% of the parents used to visit sometimes, 26% of the parents used to contact rarely to school authority to get information about their child's progress. In general, it was found that most of the parents used to contact school authority to get information about their child's progress.

Impact of Parents' Academic Qualification in Children English Learning

Regarding this, the parents were asked about their academic qualifications. Based on the parents' responses achievement of their children English learning has been analyzed and interpreted below.

Table: 16**Impact of Parents' Academic Qualification in Children English Learning**

Categories	No of Parent	Percentage
Below SLC	21	42%
SLC	9	18%
Intermediate	10	20%
Bachelor	10	20%
Total	50	100%

The above table portrays that 42% of the parents' academic qualification was below SLC, 18% of the parents were SLC pass, 20% of the parents were intermediate pass, and 20% of the parents were bachelor pass. The mark ledger of the students had disclosed that the parents whose academic qualification was below SLC mostly their child had obtained grade B and C⁺ in the exam result. On the other hand, the parents whose academic qualification was SLC, intermediate or bachelor mostly their children had obtained grade B⁺, A and A⁺ in the exam. So it can be concluded that parents' academic qualification had an impact in their children academic achievement.

Impact of Parents' Occupation in Children English Learning

This subsection deals with impact of parents' occupation in their children English learning. Based on parents' responses achievement of students are analyzed and interpreted below:

Table: 17**Impact of Parents' Occupation in Children English Learning**

Occupation	No of students	Percentage
Farming	24	48%
Business	7	14%
Teaching	5	10%
Other	14	28%
Total	50	100%

The above table displays different occupations in which the parents of the Tharu students had been engaged. The above table shows that 48% of the parents were farmers, 14% parents were businessmen, 10% of the parents were teachers and

28% of the parents were engaged in various services such as army, police, doctor, and officer. Dealing with parents' occupation and their children English learning, the students whose parents were farmers and below SLC pass mostly, they had obtained poor result in the exam. On the other hand, the parents who were engaged in various occupations such as business, teaching and other group mostly their children had scored grade B⁺ A and A⁺ in the exam. So, it can be concluded that parents' occupation used to impact in their children English learning.

Impact of Parents' Educational Background

Regarding this the parents were asked “do you think your educational background impacts your children's English language learning.” The responses of the respondents are analyzed and interpreted as below:

Table: 18

Impact of Parents' Educational Background

Attitude	No of Students	Percentage
Yes	33	66%
No	-	-
Confused	17	34%
Total	50	100%

The above table presents 66% of parents sentenced that their educational background impacts in their children education. On the other hand, 34% of the parents were confused either their education impact or not in their children' education. Mostly the parents who were SLC, intermediate and bachelor degree pass said that their educational background used to support in their children English learning and various activities.

Analysis of Open-ended Questionnaire

This chapter is concerned with the analysis and interpretation of the data collected through the open-ended questionnaire. The data obtained through the open-ended questionnaire are deeply analyzed and interpreted in this section. In this section two open-ended questions were asked to the students and two open-ended questions were asked to the parents in order to gather the information from both students and parents.

The information of those very questions is presented as follow:

Interest in English Subject

The English language is a necessity in the present situation. Similarly in the context of Nepal it is taught from basic level to higher level. Regarding this, students were asked, "Do you like English subjects? Why?" In the response of this question students have given their own attitudes. Some of the selected responses from the respondents regarding this question are presented as below:

Student- A said: "Yes I like English subject because it helps to us speaking in English."

Similarly, student- B said: "Yes I feel easy in writing and reading in English than Nepali."

Likewise, student- C said: "Yes I like English subject because I love to read poems and stories and English is easy to read and write."

Based on the respondents' response it can be concluded that all of the students like English subjects because they feel easy to read and write in English. Similarly, they like English subjects because it helps them to speak English language.

Study Environment at Home

Study environment is one of the important factors that determines students' English language learning. Regarding this the students were asked, "How is your study environment at home?" Some of the selected responses from the respondents regarding this question are given below:

Student- A said: "It is peaceful, my parents helps me read and write."

Similarly, student-B said: "It is peaceful for study."

Similarly, student- C said: "It is peaceful and our parents help us doing homework."

From the above responses we can conclude that a peaceful environment is very essential for our study and parents support help to make it more suitable.

Similarly, two open-ended questions were asked to the parents. The information that has been obtained from the parents are as below:

Support of Parents in their Children Study

This section deals with the parents' response to support of parents in their children's studies. For this an open-ended question was asked to the parents. The parents were asked to express their own question "How often do you support your children in their study? Give reason." Some of the responses from the parents are presented below:

Parent- A said: "I always check her homework and provide feedback."

Parent-B said: "I always ask them to read and write."

Parent-C said: "I support her to do homework and bring school materials for her."

Parent- D said: "Sometime I support them when I can solve their homework problem."

From the above responses we can conclude most of the parents use to support their children in the study by asking to read, write and solving the assignment problems.

Impact of Parents' Educational Background

This section deals with the parents' response to the impact of parents' educational background in their children's English language learning. For this an open-ended question "Do you think your educational background has any impact on your children's English language learning? If yes, give a reason." Some of the selected responses from the parents are presented below:

Parent- A said: "Yes, sometime I check her homework, support in doing assignment."

Parent- B said: "Yes, sometime I check her homework and also ask her frequently to read and write when the exam is near."

Parent- C said: "Yes I always help in reading and writing while my children get confused. I teach her to speak politely and ask her to follow good manner."

To conclude, it can be said that parents' educational background impacts their children's English language learning. Educated parents can help their children to solve study problems and teach them good manners that are essential in our life.

Chapter V

Findings, Conclusion and Recommendations

This chapter includes; findings, conclusion and recommendations. The conclusion has been drawn based on the major findings derived from the results and discussion of the research. Moreover, the recommendations have been based on the basis of the finding and the conclusion of the study.

Findings

On the basis of analysis and interpretation of data, the notable findings have been derived to the objectives of the study. The notable findings of this study have been stated below:

- All of the students said that they liked English subject.
- Majority of the students (68%) used only Tharu language at home but the students who used mixed language at home mostly they had obtained better grade in English than other students.
- Almost all of the students (94%) opined that they had good study environment at their home.
- Majority of the students (48%) said that their parents' occupation was farming.
- Almost all of the students (92%) opined that they did their homework after school time.
- Majority of the students (44%) said they used to provide two hours for their study.
- Almost all of the students (92%) opined that their parents bought sufficient materials for their study.
- Almost all of the students (96%) opined that they liked speaking English language.
- Majority of the students (52%) said that they solved the problems of English subject with the help of both teachers and parents.
- Almost all of the students (98%) agreed that their parents' educational background had an impact in their English language learning.

- Majority of the students (34%) obtained grade B+ in their English subject.
- Majority of the parents (42%) opined that their academic qualification was below SLC.
- Majority of the parents (42%) opined that they always supported their children in the study.
- Majority of the parents (34%) said they always checked their children's notebooks and assignment.
- Almost all of the parents (80%) opined that they interrogated about exams and results with their children.
- Majority of the parents (56%) said that sometimes they visited school to get information about their children.
- Majority of the parents whose academic qualification was SLC, intermediate or bachelor degree, mostly their children had obtained grade B+, A and A+ in the exam result. On the other hand, 42% parents' academic qualification was below SLC and comparatively their children had obtained poor grade than other.
- Majority of the parents (52%) involved in teaching, business and other. And mostly their children had obtained better result than the students who belonged to farming family.
- Majority of the parents (66%) opined that their educational background had an impact in their children English language learning.

Conclusion

This study is concerned with investigating impact of parents' education on Tharu students in English language learning. As survey design following mixed method has been used in this research. In this study data have been analyzed and interpreted statistically and descriptively. Similarly, the results and findings have been analyzed and interpreted carefully to draw appropriate conclusions of the study. One of the major conclusions of the research is that parents' education background has significant impact on their children's English language learning. The parents who are more educated they use to show more curiosity in their children's study. Another

conclusion is the parents who are more educated they use to support more in their children study, they use to buy sufficient reading writing materials and dedicated to develop learning environment for the study than less educated parents. Similarly, the students from the educated family use to present nice performance in their study. So parents' educational background is one of the major aspects that facilitate the students in their English language learning.

Recommendations

Being based on the above-mentioned summary of the finding, some recommendations have been recommended for policy, practice and further research related of applications of the convenience of presentation, they have been devised in the following levels.

Policy Related

The finding of the study shows that the parents' educational background impacts on their children English language learning. So, here I have drawn some recommendations to the concerned authorities, which are as follow:

- The finding of the research helps the government to develop policies on the impact of parents' education in teaching and learning English in the present days.
- The finding also helps the non-formal education committee to organize English class for the parents so that they can guide to their children.
- The finding helps to design program for discussion and experience sharing session between parents on providing study environment and guiding their children for study activities.
- The finding also helps school administration to develop strategy to group the students according to their parents' educational background and provide input to them.

Practice Related

This is the level where theories and principles are put into practice that means policies are implemented in the classroom. The following are the recommendations that have been made at this level.

- The school should organize meeting with the parents to aware them about their and impact of their educational background in their children English language learning.
- It helps the teachers and school administration to understand reasons behind the good or bad performance of the student and treat them as needed.
- This study also helps the teachers to be familiar with the impact of parents' educational background so the effective teaching learning strategies can be applied that supports in students' English language learning.
- It also helps to divide the class on the basis of the parents' educational background and provide input to students as needed.

Further Research Related

Every study has certain limitations in terms of area, research methodology and population. It is believed that no work is final and no study can include all the things related to the all-area of the study. So I would like to recommend some further research related recommendations which are as follow:

- This study was limited to Badhaiyataal rural municipality of Bardiya district, and only in primary level of private school students and their parents, so the researchers can conduct similar kind of study in public schools at secondary level.
- This study was conducted on survey research design, so the prospective researchers would better conduct their research by employing other research design.
- The findings of this study have been based on educational background; the researchers can also conduct study on other language aspects.

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Appendix I

Questionnaire to Respondents

Dear students

As part of my research, I am carrying out a research entitle **Impact of Parents' Education on Tharu Students in Learning English** for the M.Ed thesis in English Education. The research work is being carried out under the supervision of **Dr. Ram Ekwel Singh, Reader, Department of English Education. T.U., Kirtipur, Kathmandu**. I would be grateful if you could kindly fill out the following questionnaire with true information. All the information collected through the questionnaire will be used only for research purpose and your identity will be kept highly confidential.

Researcher

Surendra Kumar Tharu

Questionnaire to the students

Personal details about students:

Name:

School's name:

Class:

Tick (✓) the best answers, and answer the question where it is required:

1) Which language do you speak at home?

- | | |
|------------|-----------|
| a) Tharu | b) Nepali |
| c) English | d) Mixed |

2) Do you like English subject?

- a) Yes b) No

Why?.....

.....

.....

3) How is your study environment at home?

- a) Good b) Bad

If good/bad give reasons.....

.....

.....

4) My parents are.....

- | | |
|------------|--------------------------------|
| a) Farmers | b) Business |
| c) Teacher | d) Other (please mention)..... |

5) What do you do after school time?

- | | |
|----------------------|--------------------------------|
| a) Do my homework | b) Go out to play |
| c) Work with parents | d) Other (please mention)..... |

6) How often do you study at home?

- | | |
|----------------|--------------------------------|
| a) One hour | b) Two hours |
| c) Three hours | d) Other (please mention)..... |

7) Do your parents buy sufficient books and copies for the study?

- a) Yes b) No c) As needed

Appendix II

Questionnaire to Respondents

Dear parents

As part of my research, I am carrying out a research entitle **Impact of Parents' Education on Tharu Students in Learning English** for the M.Ed thesis in English Education. The research work is being carried out under the supervision of **Dr. Ram Ekwel Singh, Reader, Department of English Education. T.U., Kirtipur, Kathmandu**. I would be grateful if you could kindly fill out the following questionnaire with true information. All the information collected through the questionnaire will be used only for research purpose and your identity will be kept highly confidential.

Researcher

Surendra Kumar Tharu

9) Do you think your educational background have any impact on your children English language learning?

a) Yes

b) No

c) Confused

If yes, give reasons.....

.....

.....

Thanks