

A Phenomenological Study of Parental Involvement From Students' Perspectives in Secondary Level English Learning in Nepal

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Abstract

Parents' involvement in learning English to their children is taken as a key factor. Parental involvement also fosters the academic achievement of their children. The study aims to explore the secondary-level English students' perspectives regarding the involvement of their parents. The research questions of this study were how secondary-level students consider the involvement of their parents in learning English and in what ways they learn English with the support of their parents. The philosophical stance of the study is constructivism. This study used the phenomenological approach to explore the lived experiences of the students regarding the involvement of their parents in learning English. Semi-structured interviews and document analysis were used to collect the responses. And purposive sampling is adopted to select the 10 secondary-level students from the two government secondary schools. This study used thematic analysis for interpreting the qualitative data. The findings found that students were not only helped in learning English by their educated parents but also supported with learning materials. This study also revealed that the socioeconomic conditions of the students' parents enhance their way of learning English.

Keywords: parental involvement, learning English, secondary level, students' perspectives, phenomenological study

Article Info.

Article History

Received: 2025 November 12

Accepted: 2026 January 16

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Cite

Limbu, C. B. (2025). A phenomenological study of parental involvement from students' perspectives in secondary level English learning in Nepal. *Academic Journal of Simara*, 1(1), 1-14.

Introduction

Learning English is influenced by various factors. Culture, industrialisation, education, scientific discoveries, health, politics, and business are important factors in developing the English language globally. Regarding the global expansion of English language learning, Neeley (2012) illustrates that Aventis, a French pharmaceutical company, has chosen English as its primary language of communication, rather than French or German. However, Sifakis and Sougari (2003) state that there is a need for two distinctive groups, such as the first group of people who learn English as a first language and others who learn it as a second language, to teach English in Greece. Use of In European countries such as Germany, Denmark, Luxembourg, Spain, and Portugal, the English language has become a unit that addresses the multicultural and multilingual aspects of these countries.

Moreover, the use of English in Argentina is related to British culture, with several functions such as international communication, tourism, commercial fields, and sports, especially the names of famous clubs (Porto, 2014). Similarly, South African parents prefer schools with English as a medium of instruction because they consider English a basic language for them (Hornberger & Vaish, 2009). English is used as a medium of instruction in schools, colleges, and universities in the UAE, yet Arabic is the main spoken language there, and Arabic Speaking Private Schools also use English to make education world-class (Baker, 2017). India has four types of schools in every state, where the English language is used as the first language in some states or the second language in others. Similarly, Bangladeshi Students learn English as a second language (Chowdhury & Kabir, 2014). Giri (2010) argues that introducing English in the course of Grade 1 to a Bachelor's Degree has placed English in education, business, tourism, and foreign policy.

A study conducted by Hosseinpour, Sherkatolabbasi, and Yarahmadi (2015) revealed that parents with high levels of participation and positive attitudes toward English learning helped their children achieve higher levels of achievement. Moreover, the parents' knowledge of English, income, and educational background, and their level of involvement and attitude are closely connected. It is believed that families should have a good perception of learning English that supports their children in English learning if they are in preschool or elementary school. Their parents can be partners for daily communication in English by encouraging their children to make quality and quantity utterances of English (Indriati, 2016). According to Arshad et al. (2012), a father with a high financial income can provide more learning facilities to his children in learning English, as he is the sole responsible person for supporting them financially in Pakistan.

Furthermore, research carried out by Butler (2015) showed that Parents with higher

socioeconomic status were able to fulfil their children's need for learning English with greater opportunities to use English outside of school, whereas parents with lower socioeconomic status failed to address the need for learning English for their children and were also unable to foster their children's self-competence and self-determined motivation. The academic achievement of the students solely depends on the parents' support because family support enhances learning English achievement. Hence, parents should be a major factor in learning, and their support in learning English is inevitable for their children (Yusup & Ahmad, 2016). A study conducted in Ankara (Kalaycı & Öz, 2018) pointed out that parents prefer to guide their children in their studies but not to instruct them in completing their homework. Parents do not believe that their help in learning English to their children is an important task, yet they do various activities that boost the learning English of their children.

Rationale of the Study

This study has been carried out to discover the involvement of parents in learning English for their children. Despite rigorous attempts by learners to learn English, the involvement of parents is expected in learning English. Educated parents, helpful parents, or parents with positive feelings toward learning English can promote learning English for their children. Parents can encourage and support their children in their learning by providing learning time and materials, arranging home tuition, supporting them in doing home assignments, and maintaining the house environment. The findings of this study will offer the greatest opportunity to involve parents in learning English for their children.

Many factors directly or indirectly influence the English learning of children. The use of multimedia, the role of school teachers and administrators, textbooks, curriculum, and the use of teaching materials in the classroom are some of the major factors. Among these factors, parents' involvement in learning English for their children

is also one of the major factors in learning English. Since the parents are the first teachers to teach their children at home, the primary responsibility goes to them. Therefore, they cannot be away from the learning of English by their children. Most parents express their hopeless feelings regarding their children's failure to learn English. They consider that teachers can only be the ultimate sources, so they can help their children in learning English. Therefore, this study focuses on the involvement of parents in learning English for their children. Although many research papers have been carried out to show the involvement of many factors in learning English, there are limited research works that talk about the involvement of parents in learning English for their children.

Research Objective

The study aimed to examine the involvement of parents in learning English for their children. The other purpose of this study was to observe how well children perform in English with the help of their parents. Therefore, the study explored

the involvement of parents in learning English. The findings of this study may highlight some guidelines that help to understand the involvement of parents in learning English for their children. The study aims to explore parents' involvement in learning English for their children and also reveals how children are successful in learning English with the support of their parents. Therefore, the following are the research questions of this study:

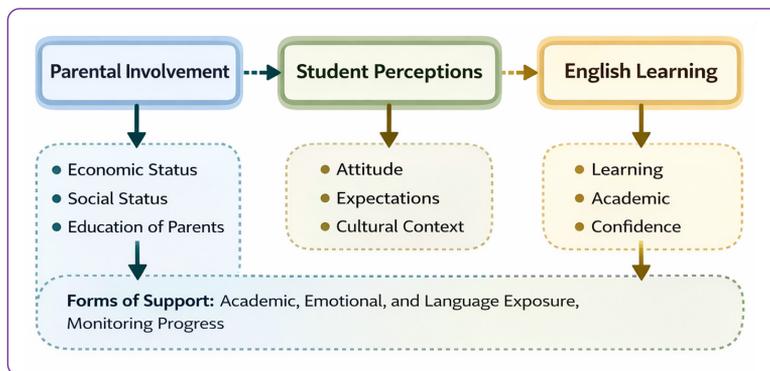
- o How do secondary-level students consider the involvement of their parents in learning English?
- o In what ways do secondary-level students learn English with the support of their parents?

Conceptual Framework

The conceptual framework of this study provided an idea that helped to investigate the involvement of parents in learning English for their children. This study observed variables such as educated parents, economic status of parents, family size, parents as teachers, etc.

Figure 1

Conceptual Framework



Literature Review

Many studies have reported how the family environment can be supportive of children's learning. For example, A qualitative study (Asgari & Mustapha, 2011) in Japan reported that students considered their parents as their teachers who read a story to them at home. Moreover, Egunsola

(2014) in Nigeria found that the educational activities of the pupils started at home because of conscious parents. An earlier study (Muola, 2010) in Kenya investigated that educated parents with good income sources could assist their children in learning by providing the required materials. Similarly, in Malaysia, children succeeded in their

studies because of their mothers, who provided a supportive home environment. A study (Parveen, 2007) in Pakistan reported that the students from a family with a high income had higher achievement in the study compared to the students from families with low income. Kaur, Rana, and Kaur (2009) in India found that the large size of particularly religious families influenced children's physical, academic, social, and general self-concepts.

Children with parents' support had a good academic performance. The first and second-generation students with Latino, Filipino, European, and East Asian backgrounds in the United States received more academic success in Mathematics and English than their native peers due to their family support. Van Zanten (2005) noted that the parents, particularly in France, spent more time and money to get their children admitted to the best school for quality education. An earlier study (McKinley, 2000) found that the Maori parents in New Zealand were much more conscious about the better education of their children. Entrich (2015) in Japan revealed that a mother is encouraged to invest money in shadow education to get their children into first-class universities. The responsibility of selecting the best school was based on the parents' involvement.

Egunsola (2014) found that educated parents contributed more to the academic achievement of the students who were studying in secondary schools in Nigeria. Similarly, Kainuwa and Yusuf (2013) argued that the motivation to learn in the classroom would not follow the better way in their study unless their parents supported them in the family. Ansong et al. (2017) in Ghana found that teachers would notice those students whose parents were concerned about the study of their children. Asgari and Mustapha (2011) revealed that most ESL learners in Malaysia considered their parents as the first teachers who read the storybooks for them.

However, Buzdar and Ali (2011) found that some parents in Pakistan could migrate to the urban area to educate their daughters, whereas some

parents enrolled their daughters in public schools that had a lack of physical infrastructure. Kalia and Reese (2009) revealed that Indian middle-class parents read books to their children to encourage them to learn. A similar study (Pant, 2015) in Nepal found that positive attitudes toward parents toward the English language played the role of motivator, facilitator, and feedback provider and assisted their children in doing homework. These studies of various places are based on the parents' role in educating the children and show parents as facilitators as well as feedback providers. However, there is limited literature about what specific strategies parents plan for supporting their children at home.

The social assets of parents help them join their children in a good school that provides quality education. For example, Calvo and Bialystok (2014) found that working-class children in Canada were comparatively weaker in academic performance, learning vocabulary, flanker tasks, and memory tasks than middle-class children. Tovar-García (2013) investigated that socioeconomic status and cultural and social capital determined the educational achievement of school children in Russia. Narodowski (2002) revealed that economic and political strength helped parents choose the best educational system in Argentina. Moreover, a study in the USA by Sirin (2005) reported that family background, such as social and economic contexts, was a major factor behind the academic achievement of school children.

The socioeconomic status of parents in Asian countries is also considered a major factor in educating their children. Wu (2010) in China found that family background played a key role in enrolling children in school in 1990-2000, where the father's socioeconomic status was considered important for enrolment. Similarly, Entrich (2015) in Japan found that the family struggled to get to the next level of schooling by investing money in shadow education. In Japan, the students from high-income families were admitted to private high schools for quality education. Babikkoi (2014)

in Nigeria revealed that learners with the strong socioeconomic status of their parents used learning strategies such as cognitive, memory and practice. Matherly et al. (2017) found that family resources were the way to get a quality education for males and females in the UAE. Moreover, Ahmar and Anwar (2013) in India revealed that boys and girls from high socioeconomic status were better at studying than boys and girls from low socioeconomic status. However, Devkota and Upadhyay (2015) in Nepal revealed that social stratification and the effects of urbanisation caused educational inequality in societies.

The above literature emphasises the socioeconomic status of the family, quality education, learning strategies, and school transition that determine the study of the learners. However, there is limited literature about how the socioeconomic status of the family affects the study of learners.

Methodology

The philosophical stance of this study is constructivism, which emphasises constructing knowledge through experiences and collaborations. This study also assumed that each student's perspective is shaped by his/ her personal, social, and cultural context. This study employed the phenomenological design with a qualitative paradigm because this design helped to explore the lived experiences of students and their perceptions regarding the involvement of their parents in learning English. This study employed the phenomenological approach to understand and explore the lived experiences of the students regarding the involvement of their parents' English learning.

This study adopted semi-structured interviews and document analysis to collect their responses. As suggested by Cohen et al. (2018), this study used purposive sampling for this study to select the participants. Purposive sampling, also known as subjective sampling, allows for the selection of participants based on judgment. This study involved 10 secondary-level students from these

two government secondary schools in a sub-metropolitan city in the Bara district of Nepal. This study used thematic analysis to interpret the qualitative data. This analysis helped to familiarise the contents and code and identify the different themes for the study. This study also employed the narrative interpretation to use the direct quotes of the respondents to highlight how students perceive their parents' involvement in English learning.

Presentation and Analysis of Data

Educated or Uneducated Parents

Educated parents in the family are aware of the holistic development of their children and care well for their children's various developmental needs. While talking about the educated or uneducated parents, both Smriti and Saugat said that their parents are educated because they have passed plus two, but Saru and Sabin stated that their parents are uneducated. Similarly, Sarina said that her father is uneducated, but her mother passed the school leaving certificate, whereas Sagar noted that his mother is uneducated, but his father has passed the school leaving certificate. Moreover, Sulav stated that his mother has passed only grade 10, but his father has passed plus two. While talking about the role played by educated or uneducated parents in learning English for their children, the respondents responded with mixed views.

Hence, Sarmila, Smriti, Sarina, and Sabin remarked that uneducated parents do not know themselves, so they cannot teach and help in doing homework for their children, even if they want but educated parents care and can teach their children when they are asked. Similarly, Saru stated that educated parents buy every required learning material for their children, but when uneducated parents are asked to buy a textbook, they simply reply to read the textbook provided by the government. Similarly, Sneha remarked that educated parents tell the different ways of learning English which their teachers may not have identified. But, Sulav said that uneducated parents cannot know if their children should be sent to a governmental school or a private school. Moreover,

Suk stated that uneducated parents cannot know the activities performed by their children at home or school in the name of study, but educated parents are worried about what their children do in their studies. Regarding the educated or uneducated parents, three sub-themes, such as parents' help with homework, encouragement of parents to learn English, and consciousness of parents towards the learning of their children, have been developed and collected in the responses that are analysed respectively:

Parents' Help in Homework

Parents teach their children about social norms and behaviours, their language, and culture. Parents can help their children in their studies by making a study schedule, doing homework, selecting the best academic institutions, buying required learning materials, and creating an appropriate studying environment at home.

Regarding the parents' help with homework, Sarmila and Sneha noted that their parents used to help them do homework when they were in primary classes, but now they cannot. Similarly, Sarina, Sagar, and Suk stated that their parents do not help them while completing the homework at home because they are uneducated, but their parents suggest that their children join the tuition class and get help from their brothers and sisters. But, Smriti, Saru, Sabin, Sulav, and Saugat remarked that their parents help them do homework at home.

Moreover, Smriti stated that her parents even help her learn the meaning of difficult words, whereas Sabin mentioned that his parents at first tell him to do the homework, and after finishing it, he is told to read English lessons. Sulav talked about how his parents help him in doing homework, writing the answers to questions and also in attempting grammatical exercises. But, Saugat pointed out that he asks his parents if he does not know anything, and his parents tell him how it should be done. Most of the respondents claim that educated parents are very conscious of the study of their children's studies, who help them with their homework. Some uneducated parents cannot assist their children in

completing their homework, but they provide the required learning materials and suggest that their children seek help from others.

Encouragement of Parents to Learn English

Parents at home can guide their children in learning English, encouraging them to be good people in the future. They can talk about the importance of learning English, which can help their children get a good job or go abroad for further study. Regarding the encouragement of parents to learn English, Sarmila and Saugat said that their parents do not encourage them to learn English; instead, they learn English themselves. But, Saru, Sulav, and Suk stated that they learn English because of their parents' encouragement, whereas Smriti, Sneha, Sarina, Sagar, and Sabin mentioned that their parents talked about the importance of learning English.

Similarly, Smriti noted that she learns English as a foreign language, which helps her to be a doctor and also to be an English teacher, but Saru stated that her parents encourage her to learn English because of talking with tourists and translating English programs on television for them. But, Sneha remarked that her parent tells her to learn English because of their dream. Similarly, Sarina and Sabin stated that their parents encourage them to learn English for job opportunities and to communicate while going abroad. Sagar pointed out that his parents informed him to learn English to speak with everybody. But, Sulav said that his parents told him to learn English for his job, run computers, and talk with foreigners. Suk remarked that his parents tell him to learn English because speaking English is a matter of prestige.

Consciousness of Parents Towards Learning of Their Children

Parents want to shape their children academically based on their wishes and desires because they wish to see their children become doctors, engineers, pilots, and officers. They may need counselling at the time of giving examinations. While talking about the consciousness of

parents towards learning for their children, all the respondents responded that their parents are conscious of their learning because Sarmila said that her parents manage a coaching or tuition class for her but Smriti talked about how her parents tell her to study well, be attentive in the study and take the target of a certain percentage in a particular subject. Similarly, Saru stated that her parents buy the required materials and also arrange a coaching class for her, but Sneha remarked differently than others about the consciousness of his parents towards his study. Her parents can immediately change the school if there is no good study.

Moreover, Sarina pointed out that her parents wake her early in the morning to read, and they ask the school about her terminal results, and they are also worried about the company she keeps. Sagar talked about how his parents are concerned about his company of friends, going to school, returning from school, studying hours at home, waking up in the morning, and completing the homework, whereas Sabin remarked that his parents call an educated person for his help at the time of need and ask his teacher about his study and discipline. Similarly, Sulav stated that his parents cared about what he was doing and reading and often met the teacher and asked about his studies. Saugat noted that his parents told him to keep a relationship with good students. Suk talked about how his parents had not studied in their life but their wish now is to make their children educated for a better livelihood. Multiple respondents noted that learners with conscious parents are ahead in their studies more than others because conscious parents fulfil the needs of their children and help them achieve success in their studies.

Role of the Economic Condition of the Family in Learning English

Learners need various learning materials in learning English, and they need to get admitted to a good school that provides quality education. Therefore, the economic condition meets the needs of learners in their homes. Parents from sound economic conditions can afford the expenditure on

the study of their children. Regarding the role of the economic condition of the family in learning, except Saru, all other respondents said that the good economic condition of the family helps them buy the learning materials, such as a dictionary, practice book, computer, projector, mobile, and laptop that could assist them in learning English.

Moreover, Sarmila stated that the learning queries of the learner remain unfulfilled if the economic condition is not sound. But Smriti, Sneha, and Sarina remarked that they can take a coaching class if the economic condition is strong in their family. But Saru talked about how learners can complete grade 10 or 12 only if they have good economic conditions at home. Similarly, Sneha pointed out that there can be internet at home when the economic condition is well off, and different learning tips can be achieved for learning English. But, Sarina, Sagar, Sabin, Sulav, and Saugat noted that they could join a reputed good boarding school because of the strong economic condition of the family. Similarly, Sulav also remarked that they have to study in a school where teachers do not care for them because of the poor economic condition of their family, whereas Saugat stated that parents wish to send their sons and daughters to study, but they cannot because of the poor economic condition.

Moreover, Suk expressed differently in this regard because he stated that he will join a new school or boarding school to make his life better if his family is well off. While talking about the role of the economic condition of the family, most of the respondents noted that parents with sound economic conditions can buy the required learning materials for their children and select a good school for the study of their children.

Family size and Its Role in Learning English

Learning depends on the family size because more members in a family may create noise in the family, which disturbs the study of children. Therefore, the nuclear family supports more than the joint family for the study of the children. While talking about the family size and its role in

learning English, all the respondents informed that they have a nuclear family. But, Sarmila, Sarina, and Suk stated that families require more money for children's studies if they have more children at home. But, Sarmila, Smriti, Saru, Sarina, Sagar, Sulav, Saugat, and Suk stated that there can be more noise and quarrels in the family because of the many numbers of children.

Moreover, Smriti remarked that the nuclear family easily manages a coaching class and pays the monthly fees of the children. But Smriti and Sneha stated that there can be helpful members in the joint family. Similarly, Saru, Sagar, and Saugat pointed out that family members help each other in the nuclear family. Sarina noted that it is difficult to treat all the family members equally in the joint family. Sneha talked about how they can ask any family members to pay the school fee if their parents do not have money. Similarly, Sabin suggests that they will look after children if they have a joint family rather than paying attention to their studies. Sulav commented that there won't be time for reading and writing, and there will be more discussion in a joint family. Multiple respondents shared that learners learn better in the nuclear family because they are cared for well, and the home environment is suitable for learning English. Parents invest the money as required because of limited family numbers.

Parents as Teachers at Home

Children at home are under the guidance of their parents, who provide different ways of learning. They might expose them to audio and video learning materials and suggest that the children prepare note-making and memorise at home. Parents can play the role of a teacher at home for their children because they can give reading and writing work, and help their children with homework. Regarding parents as teachers at home, all the respondents noted that they consider their parents as teachers at home because Sarina, Sagar, and Sulav stated that their parents help them do the homework or check if the homework is completed.

Similarly, Sarmila pointed out that teachers teach from the textbook, but she learns extra things from her parents, such as facing problems. Smriti stated that her parents taught her to love the culture and rituals of family and juniors and respect the seniors. But, Saru remarked that she learned the first letter from her parents, so they are her first teachers. And Sneha talked about how her parents taught her how to be disciplined. But Sarina and Sagar mentioned that parents teach the homework at home, which they do not know, whereas Sabin pointed out that parents remind him about the bad company that spoils study.

Moreover, Sulav said that he considers his parents his teachers because they encourage him to study and tell him not to do work that damages their reputation. Similarly, Saugat stated that their parents tell them what to do or not to do in their lives, and Suk talked about how his parents tell him to wake up early in the morning to read and be attentive to study. Multiple learners stated that parents are considered teachers at home because it's the parents who look after their homework at home. They observe if their children have completed the homework, read the given task by the teacher, and are attentive to their studies.

Results and Discussions

The key results are discussed in a narrative form based on major themes that are educated or uneducated parents, parents' help with homework, encouragement of parents to learn English, a consciousness of parents towards learning English for their children, the role of the economic condition of parents in learning English, family size and its role in learning English and parents as a teacher at home.

Moreover, eight of ten respondents remarked that educated parents care for and teach their children, but uneducated parents cannot handle their children well enough to achieve academic success. They also shared that educated parents buy learning materials for their children (Van Zanten, 2005) and assist them in doing homework. Nevertheless, the respondents also detailed that parents teach them

the meaning of difficult words, assist in doing homework (Muola, 2010), and suggest that they consult others for help in the study. Moreover, the respondents said that their parents support them in learning English.

Participants' responses show that learners are encouraged to learn English by their parents to get a job, talk with tourists, and go abroad to study or work. Learners also learn English to run a computer, search useful sites on Google, and attend seminars. Parents' encouragement of their children to learn English was in line with the findings that learning English could provide more opportunities to the learners. Similarly, five of ten respondents noted that their parents are conscious of their learning and arrange coaching or tuition classes, observe their test results, and buy the required learning materials (Egunsola, 2014). Additionally, the respondents asserted that children from parents with strong socio-economic conditions study well and are admitted to a good school to save the prestige of their parents in society. Children from such families are found to be conscious of their studies. The majority of the responses from the participants indicate that parents' socioeconomic condition enhances learning.

They might focus on studying; they don't get disturbed in their studies in class. And their parents might be talented and teach their children what they don't know. We should do the best work for our prestige. Therefore, we should study well because our parents contributed more to us since our childhood. (Smriti, a student of Jyoti School)

They have a good economic condition. Children are very diligent and read more to save the prestige of their parents. They admit their children to a good school for their prestige. They have a laptop at their home because of their strong economic condition. Therefore, their children are very good at studying. I prefer to study well when my parents are well-known in society. (Sagar, a student of Everest School)

From the participants' responses, I knew that children have good academic performance because of the socio-economic condition of their parents, as they consider the prestige of their parents in society. The result of the study is similar to the results of Narodowski (2002). This implies that children with good socioeconomic conditions were supported in their study. Moreover, the respondents remarked that parents with high income fulfil the needs of children in learning English by arranging coaching classes, buying them the required learning materials, and their children are good in their studies (Van Zanten, 2005). Moreover, all the respondents asserted that they have a nuclear family that has fewer children who are well cared for and well for quality education (Matherly et al., 2017). Similarly, all the respondents quoted that they consider their parents as a teacher who provides them with practical knowledge, and they also noted that their parents at home ask them about the homework and help them if necessary. Their parents monitor them for their studies, so the children consider their parents as teachers. For example:

Yes, of course. Teachers only teach us from textbooks, but parents teach us before teachers. Our parents teach us more than the teachers because we learn extra things from our family. We learn how to face problems. (Sarmila, a student of Jyoti School)

Yes, I do. They teach us about the homework given at school. We have different feelings towards our parents. They encourage me to study and also to do homework. They teach me what I don't know. (Sulav, a student of Everest School)

Participants' responses reveal that learners consider their parents as teachers because they help with doing homework and also support their studies, unlike others in society. This result is equal to the results of Asgari and Mustapha (2011). Learners consider their parents as teachers because their parents also give them the practical knowledge required for their lives.

Discussions

The results propose that parental involvement in secondary-level students' learning English can be influenced by various factors such as the educated or uneducated parents, parents' help with homework, encouragement of parents to learn English, a consciousness of parents towards learning English of their children, role of economic condition of parents in learning English, family size and its role in learning English and parents as a teacher at home. These factors are briefly discussed below:

Participants stated that educated and conscious parents with socioeconomic conditions and their supportive roles in learning are factors that enhance their English learning. They further noted that the nuclear family and family members could be good for learning. Muola (2010) argued that appropriate families that have parents with good incomes assist in learning. Similarly, Egunsola (2014) claimed that learning starts from home due to the awareness of the parents. The majority of the participants noted that children from families of conscious and educated parents could have better academic performance than others.

Similarly, Suk commented that the children of uneducated parents could not take tuition classes. The results propose that supportive parents enhance children's learning, which is consistent with the results of Matherly et al. (2017). This indicates that the holistic development of children may depend on the family size, which may be useful for the effective learning of the children. Additionally, Parveen (2007) argued that children with a good income could be more talented in their studies than others. Participants also noted that parents with good incomes fulfil the needs of their children, so their children have good academic performance.

Saru commented that uneducated parents do not know the importance of learning. The finding shows that educated parents can care for and guide their children in doing homework by providing learning materials, but uneducated parents cannot handle their children well enough

to achieve academic success, which is consistent with the findings of previous research works (Egunsola, 2014; Muola, 2010). This implies that educated parents can select a good school for quality education for their children and provide the learning materials, such as audio or video, based on their needs.

Moreover, participants shared that their parents are conscious of their studies because they are worried about their future. They stated that uneducated but conscious parents could assist their children in their studies by arranging tuition classes and providing the required learning materials at home. Moreover, McKinley (2000) discussed that Maori parents are concerned about the study of their children. Saugat, a student of Jyoti School, noted that his parents care for his studies by asking about homework, paying attention in class, and writing in the exams. Additionally, the findings of this study suggest that conscious parents may arrange tuition classes for their children and observe their test results, which is a similar finding to the previous works (Egunsola, 2014). This indicates that parents' consciousness helps children stay in the study.

However, many participants indicated that their parents are teachers at home because they teach them more than teachers at school. They also noted that their parents tell them to do the homework and provide help in doing the assignments if they need it. Kalia and Reese (2009) argued that Indian parents read a story and also do book-reading practice for their children. Moreover, parents give practical knowledge at home as teachers give at school, and parents also help with homework at home. Additionally, the findings also advocate that parents as teachers may provide practical knowledge at home by asking their children about homework and helping them if necessary, which is also the finding of the past research works (Asgari & Mustapha, 2011; Kalia & Reese, 2009; Pant, 2015). Hence, a parent can guide children in their studies at home.

Inference for future research

After extensive research on A Phenomenological Study of Parental Involvement from Students' Perspectives in Secondary-Level English Learning in Nepal, I am deeply intrigued for timely scholarship on quality assurance, transformative leadership, and AI-driven educational transformation in Nepal's higher education landscape. Mishra and Jha (2023) illuminate accreditation challenges that resonate with my findings on familial barriers to English proficiency, while Mishra and Ananda (2022) urge sustainable academic preparedness amid digital shifts. Mishra et al. (2024) review transformative leadership as a catalyst for institutional change, paralleling parental roles in fostering student agency. Most compelling are Ananda et al. (2025a, 2025b) Mandala Principle and AI architectures for knowledge preservation and educational equity, alongside Tamang et al. (2025) on teacher professional development—works that bridge my phenomenological insights on lived student experiences to scalable, tech-infused reforms. This corpus demands rigorous attention from Nepalese academia to harmonize grassroots involvement with futuristic learning systems.

Conclusion

The major findings of this study demonstrate that educated parents are far better in terms of learning English for their children than uneducated parents, yet uneducated parents manage a good environment for learning English for their children. The findings also accomplish the objectives and research questions of this study. This study intended to explore the parental involvement in the learning of English by their children. Hence, it can be concluded that parents' help in learning English plays a crucial role. Moreover, the study confirms that parents encourage their children to learn English for various purposes, and their economic condition helps to fulfil the academic demands of their children. The findings of this study also reveal that parents as teachers at home can help in learning English at home to their children learn English. This study further proposes the opportunity for future research.

Educated parents contribute their efforts to learning English for their children. Similarly, being an uneducated parent, they manage to create a good environment for learning English for their children. These findings imply that parental involvement in learning English for their children is inevitable. It is recommended that parents have time to support their children in learning English. The major findings of this study may help to develop effective policies for learning English with the involvement of parents. Moreover, this study possibly contributes to a better way of carrying out further research in the same field. This study can inform that the economic condition of parents, family size, and parents' role as a teacher can be crucial factors in learning English.

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