



# Is Parents' Role An Extension Of Teachers' Role? The Le Motif Behind English Homework Submission

Shaik Shakira Fazulur Rehmana<sup>1\*</sup>, Dr Bhagya Prabhashini C<sup>2</sup>, Dr Hasibuddin<sup>3</sup>, SyedaNoorie Banu<sup>4</sup>, Syed Sadiq Hussain<sup>5</sup>, Syed Rooqiyya Tabassum<sup>6</sup>

## Abstract

A student's academic performance is conditioned upon the backdrop of the home with key elements like parents' literacy status, their aspirations, and socio-economic statuses at large. The socio-economic status of the family and the students' academic accomplishment has a strong relationship with students' motivation (Weda, 2018). With increasing competition in corporate colleges and their parade of academic excellence, parent engagement would spike in their children's academic pursuance which in turn would reflect a college's credibility. Being an English faculty at Jazan University, Jazan-KSA, it is noticed that the students don't have any supplementary aid at home other than classroom community and the internet while exercising their English assignments. This study sets up a framework of support system extended by the parents to the Saudi EFL students in their homework submission and seeks to measure its extent. Another effort is to find out the students' beliefs and perceptions about their parents' participation in their studies. For this purpose, a questionnaire is administered to Saudi EFL students from the College of Design and Architecture at Jazan University (Preparatory Year). Sixty-one responses were recorded on Google forms and the findings were converged with the aid of graphs and pie charts. After a careful observation conclusion and recommendations are put forth.

**Keywords:** Parents' Role an Extension of Teachers' Role, Parental involvement in academics, Saudi EFL students' perceptions, Saudi parents' contribution in pertinent to English assignments

**DOI Number:** 10.48047/nq.2022.20.19.NQ99104

**NeuroQuantology2022;20(19): 1126-1132**

## Introduction

As cited by Peterson David (1989) "The home environment, more familiar and less structured than the classroom offers what Dorothy Rich (1985) calls "teachable moments that teachers can only dream about." This excerpt is admittedly constructive which needs to be pondered upon. Parents' participation in academics is directly proportional to the students' learning outcomes which in turn exhibits their academic excellence at colleges and universities. It is interesting to note that during online teaching amid Covid-19, some EFL

learners' parents supported them consistently and encouraged them to comprehend the concepts being taught and be proactive and vocal in contributing to class activities and discussions (AlTameemy & Alrefae, 2021). With the advancement of corporate educational institutions and their parade of academic excellence, parents' engagement would spike in their children's academic excellence which would, in turn, echo a college or university's creditability. Xuan Jiang in one of his papers addressing on Perceptions of the Picture Word Inductive Model (PWIM) in China

**\*Corresponding Author:-** Shaik Shakira FazulurRehmana

**Address:** <sup>1\*</sup>English Language Instructor, English Language Institute, Jazan University, Jazan KSA and Research Scholar, VFSTR Deemed to be University, Vadlamudi, AP India. Email: fshakira@jazanu.edu.sa

<sup>2</sup>English Language Instructor, English Language Institute, Jazan University, Jazan KSA

<sup>3</sup>Associate Professor, VFSTR Deemed to be University, Vadlamudi, AP India

<sup>4,5</sup> English Language Instructor, English Language Institute, Jazan University, Jazan KSA and Research Scholar, VFSTR Deemed to be University, Vadlamudi, AP India

<sup>6</sup>Finance Assistant and a PhD Aspirant, Evergreen Seniors Home- Campbell River, BC-Canada

**Relevant conflicts of interest/financial disclosures:** The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.



Joyce et al., where the latter attributes the learners' language development to the role played by parents along with the PWIM. During research carried on the picture word inductive model, parents were supposed to read at least five books to their children in English as their native language (Joyce & Weil, 2004). (Jiang, 2018).

It is also imperative to look through the factors leading to the decrease of parent involvement. One of the reasons being parents' illiteracy: Illiterate parents who may not directly be responsible for their children's academic affairs. Another reason that shadows the decline or non-involvement towards their off-springs is, single parenting. In addition to this, the next factor which has a place in this discussion is parents' non-compatibility in the present educational system.

The quantitative data of this paper addresses 1) brighter side of the parents' involvement in their children's academics revolving around the focus of English homework submission, 2) factors leading to the decrease of the parental involvement, and 3) students' beliefs and perceptions in regard to the parents' involvement in their academics by collecting their opinions on Google form.

## Literature review

### Advantages of parent involvement in students' academic excellence

"Home is the first school and parents are the first teachers."

This communiqué is admittedly a constructive thought which needs to be pondered upon. A student's school performance reflects the backdrop at home which includes parents' motivation, literacy status, and socio-economic status at large. Children whose parents are involved in their formal education have many advantages. They have better grades, test scores, long-term academic achievement, attitudes, and behaviour than those with disinterested mothers and fathers (Henderson, 1988).

The present study capsules a common home situation where children live with their parents in the same house and perform personally as

well as academically under the supervision of both mother and father.

Parent participation in academics is directly proportional to the students' learning outcomes which in turn exhibits students' academic performance. When parents involve in their children's academic affairs, educational institutions also get benefitted. Teachers find it easy to deliver the classes and get the home assignments done through parent channels. When children are encouraged in joining verbal communication related programs with parents' financial support and reminders to study English subject, they could highly relate their ideas verbally (Nelson, 2021). Parents' connection to activities and education can be placed in a primary position towards academic excellence.

Pulkkinen (1982) in his research study titled "self-control and continuity from childhood to adolescence" states that parents' serious involvement was found to be directly proportional to competence and motivation in the academic contest. Contrary to this, low levels of involvement were related to disobedience and aggression (Hatfield, Ferguson, & Alpert, 1967). If we understand these two ideas, with the background of simple human psychology parents' presence and engagement generate direct confidence and active participation inside the two parties. The involvement of parents is a multi-dimensional construct. A generally used definition is "a psychological investment in an effort directed toward learning, understanding, or mastering the knowledge, skills, or crafts that academic is intended to promote" (Newmann, Wehlage, & Lamborn, 1992).

Newmann's view furthermore illustrates that the academic relationship of parents is not superficial or merely connected to any academic task. It has various constructs and states that psychological investment connects to learning, understanding, and attaining perfection in any academic task. For example, a child who has been given homework to write a paragraph on nature, cannot write in isolation by just collecting some words and jotting down sentences. In this context, Barbara Rogoff and her colleagues have proposed that the important aspect of the adult-child interaction is the way in which adults bridge the contexts



of novel problems with more familiar ones (Rogoff & Gardner, 1984).

According to Barbara Rogoff, "Adults organize the occurrence of cognitive tasks for children (e.g., making a puzzle) and facilitate their learning by monitoring difficulty levels, providing pointers at appropriate places, and modelling mature performance."

In this view, adults implicitly help children create a context in which new information becomes compatible with current knowledge and skills (Janine, 1992). Noticeably, it opens up many avenues for children when they get this kind of scaffolding from parents. In her book on the role of family involvement in school success, Dorothy Rich concluded that parent tutoring brought substantial improvements to a wide variety of students (Rich, 1985). Other research projects found that community involvement correlated strongly with school-wide achievement and that all forms of parent involvement helped student achievement (David, 1989).

### **Factors for the decrescence of parent involvement**

Needless to mention single parenting is a serious factor that stands as a hurdle. According to Javid Jafarov, disarray of the parents in the family can also be one of the causes of lower involvement thereby reducing the amount of time parents spend with children (Jafarov, 2015). Single parents, be it a father or a mother de-track of their children's academic affairs as they are vulnerable to miscellaneous engrossments.

As stated by David, parent participation contributes a major role in students' academic achievements. However, most illiterate parents despite having greater aspirations towards their children, won't be in a state to guide in academics personally. Lack of acquaintance with the present system of education can be considered as another reason for the decrement of parent involvement in their wards' academic affairs. With a note to the introduction of 21<sup>st</sup>-century skills, a few parents find it hard to be compatible. The gap seems to be considerably large. According to Pena, as cited by Javid Jafarov, the parents with low levels of education themselves reported

that they cannot help their kids with home assignments or other school-related matters as they have limited knowledge (Pena, 2000). (Jafarov, 2015). Such parents feel difficult to connect with the current education system. Here is where the role of educational institutions in engaging parents arises.

### **The role of educational institutions in engaging the parents for their children's better future**

Educational institutions play a crucial role in engaging parents toward their children's academic affairs effectively and consistently. Despite many challenges, educational institutions yearn for seamless cooperation from parents. According to Desimone (1999), it is in the welfare of the students when their parents take part in school activities which might lead to parent-teacher collaborations that result in a positive impact on teachers' impressions and views about students (Desimone, 1999). Moreover, in accordance with Comer and Haynes (1991), the influence of teachers' requests made in an enticing and satisfactory school environment has a remarkable effect on parents' decision of involvement (Comer & Haynes, 1991).

### **Method**

This study aimed to find out the beliefs and perceptions of Saudi EFL students about their parents' participation in education and how far the parents are extending their support in English assignments submissions. The research design constitutes a descriptive data evaluation through a quantitative data collection method. For this purpose, a questionnaire has been administered using Google forms web application. In descriptive statistics, the subjects are going to be measured once. This method aims to classify the responses, count the features, and to describe what is observed in the survey. Moreover, this method extends to see the current position of the variable, the students' perceptions about the role of their parents in English assignments submission. Also, to generalize their views; "Saudi EFL students' beliefs about their performance with the involvement of their parents".

### **Hypothesis**

Higher education institutions pay attention



tolong-term goals such as learning outcomes, research, retention, courses, curriculum, etc. These are the common goals of many institutions whereas parents' attention is directed towards their children. So, encouragement from parents is an additional advantage to the students. Hence, thinking parents' involvement is a need to the students, it is expected that students do agree with this opinion that their parents' involvement in academics will aid in the improvement of their academic performance.

### Instrument

The researcher chose a survey type of data collection using a questionnaire and descriptive statistics to investigate the study. The survey is conducted by administering a questionnaire among the Saudi EFL students to collect their beliefs and perceptions about their parents' involvement in their study. The questionnaire is designed with three components in it. The first component is comprised of four questions and gathers general information about their parents' education, occupation, age, and the number of languages known to them. The second component which consists of five questions investigates on parents' contribution such as involving in their children's study through helping, checking, etc. Lastly, the third component looks into students' perceptions about their parents' involvement in their academics and contains three questions in it.

### Participants

The researcher used a structured questionnaire to collect the quantitative data. For this study, the researcher distributed a questionnaire among the students of two sections in the College of Architecture and Design - Jazan University. There were 61 responses to the questionnaire. The students belonged to the preparatory year of graduation with an age group of 18-21. Statistical analysis of quantitative descriptive research is used to analyse the data of the students' responses.

### Tools

A structured questionnaire, Google forms, and excel sheets are used as research tools to analyse the collected data.

### Discussion

The structured questionnaire is with three components. The first component collects the general information required for the research. The second component is about parents' contribution and the third component is about students' beliefs and perceptions on the role of parents in their academics.

### First component

The first component of the questionnaire collected the data about the Saudi EFL students' parents' information like education, occupation, age, and the number of languages they speak. The data revealed that 62.3% of their parents were bachelor's degree holders and 18% completed their high school studies. Eight and two tenths each were diploma holders and higher education like masters and doctorate holders. The remaining were around 3% of parents with formal education. Distinctly, it is evident from the data that there is no illiteracy among the parents of the respondents. Twenty-seven and nine-tenths of the parents of respondents belonged to 45-50 years of age group, 26.2% of the parents belonged to 40-45 years of age group, 19.7% belonged to 50-55 years of age group, 18% belonged to 35-40 years of age group and the remaining percentage belonged to above 60 years. In view of language, according to the collected data, 59% of parents were Arabic speakers, 37.7% of the parents were bilinguals of Arabic and English and 3.3% were multilinguals.

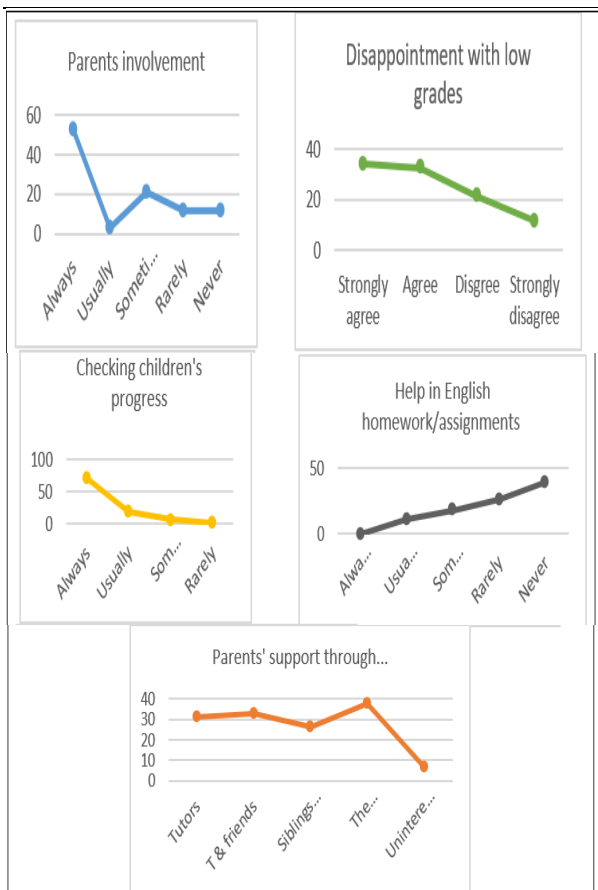
### Second component

This component investigated how far the Saudi EFL parents were involved in the academics of their children. This section dealt with the information about parents' involvement in studies, in the submission of assignments, in supporting their study with other sources, checking their progress in studies, etc. Further, the data also collected whether their parents get disappointed with their lower grades in the tests and exams.

The following graph illustrates the collected data.

**Figure 1** Graph of the second component





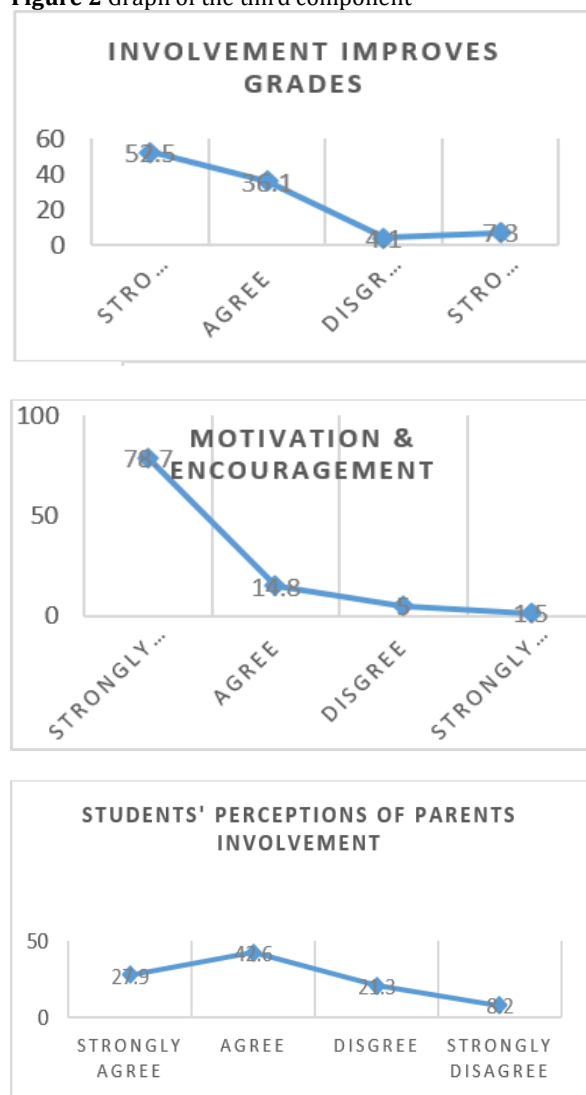
The above graph showed that 52.5% of the parents always help in their children’s study. Twenty-one and three-tenths opted *sometimes* in regard to their parents’ help in their studies. However, 11.5% of each opted for *rarely* and *never* options as their parents’ help is the least in their studies. Thirty-four and five-tenths and thirty-two and eight tenths strongly agreed and agreed subsequently disclosing that they get disappointed when their children get lower grades. At the same time, 21.3% disagreed and 11.5% strongly disagreed with the statement of disappointment about their children’s lower grades. Most of the parents supported their children’s education by other sources likethe internet, siblings & relatives, friends, and tutors, etc. Contrary to that, 26.2% of parents *rarely* helped and 39.3% of parents *never* helped with their children’s English homework. The data also revealed that only 11.5% of parents *usually* and 18% of parents *sometimes* aided in English homework. No student opted that their parents always assisted in English assignments sub-mission.

**Third component**

This component inquired into students’ perceptions about their parents’ involvement in their studies. This component collected information with three questions about how the students feel about their parents’ support or help in improving their grades, how motivating it was if their parents supported in studies, and how far they like their parents’ involvement in their academics.

The following graph shows Saudi EFL students’ perceptions towards parents’ role in their education.

**Figure 2** Graph of the third component



One of the questions in this component was about students’ perceptions regarding the improvement of grades if their parents helped them in their academics. Fifty-two and five-tenths strongly agreed and thirty-six and one-tenths agreed that their grades improved with the help of their parents in their studies.



Another question is about motivation; 78.7% opted *strongly agree* and 14.8% opted *toagree* by witnessing that they get encouraged with parents' involvement in their academics. Now, let us move on to the final question about the students' willingness of their parents' involvement in their study. Here, 27.9% of Saudi EFL students *strongly agreed* and 42.6% *agreed* for their parents' involvement in education, whereas 21.3% *disagreed* and 3.2% *strongly disagreed* for their parents' involvement in their studies.

### Result

Parents of the respondents were all educated and their age was in between 35-55 years except 8% were above 60 years. Most of them were in teaching positions and other jobs with 6:4 ratio of Arabic and English-Arabic bilinguals. Over half of the parents of the respondents were helping in their studies and 1/5<sup>th</sup> of them were recorded as 'helping sometimes'. Interestingly, 1/3<sup>rd</sup> of the parents supported their children's studies using the resources from the internet whereas, 1/5<sup>th</sup> were relying on siblings & relatives. When it came to tutors and friends, the support stood at 1/3<sup>rd</sup> each but 6.6% of parents came under uninterested group. Though most of the parents supported their children's study in many ways, surprisingly, there were 0% of parents aiding children in English homework or assignments. Altogether, 1/3<sup>rd</sup> of the parents usually or sometimes looked into English assignments. Around 1/3<sup>rd</sup> of the parents, each opted for *strongly agree* and *agree* options revealing that they felt disappointed when their children scored lower grades. Except for 9%, all parents checked their children's progress. Nevertheless, it is to emphasize that the research study was limited to only female EFL graduate students of the first year of the graduation level.

**Table-1** Statistical analysis of the third component

	Grades	Motivation	Help	Mean		Median	Mode
Strongly Agree	52.5	78.7	27.9	53.0333			
Agree	36.1	14.8	42.6	31.1667	→	36.8833	No mode
Disagree	4.1	5	21.3	10.1333		15.7167	
Strongly Disagree	7.3	1.5	8.2	5.66667		<b>26.3</b>	

The above table showed the statistical analysis of the data from the third component

questions. The third component was about the beliefs of the students about their parents' role in their education in improving grades, in motivating and if they like their parents help. The statistical mean of *Strongly agree* is over 50% and *strongly disagree* is just 5.6%. Moreover, 31.1667 is the mean of the option *Agree*. The means of *Strongly agree* and *Agree* reveal that most of the students accepted on a positive note that their parents' role in education brings good results. However, the median value showed a central tendency of 26.3, which was lower than the mean values of *Strongly agree* and *Agree* options. Therefore, it displayed a positive skew as the distribution is going to be in the right-skewed direction.

### Recommendations and conclusions

In a nutshell, there were two main points to explain Saudi EFL students' beliefs and perceptions about their parents' involvement in education. First of all, the key point to remember was 37.7% of the parents were bilinguals of Arabic and English languages. Predominantly the results of the survey revealed that the respondents' parents were educated but they didn't assist their children in completing English assignments. Some parents were involved in their children's education, but when it came to English, the involvement was recorded as only *sometimes*. Nevertheless, the parents got disappointed when their children scored lower grades. To start with, 2/3<sup>rd</sup> of the students agreed to their parents' involvement in studies. However, 1/3<sup>rd</sup> didn't like their parents to be involved in their academics. Secondly, most of the students expressed that their parents' involvement in their studies was encouraging and motivating them to improve their scores. Moreover, they also agreed that their parents supported their studies through various means like seeking help from internet sources, siblings, relatives, teachers, friends, and appointing tutors. Consequently, as per students' perceptions, parents' involvement in academics brought better grades. In conclusion, it is recommended that Saudi EFL parents need to extend their involvement in English assignments the same as they had been aiding their children with Arabic. Language learners' language is triggered by the aid provided by the family and also having role models in the family is a great inspiration for the children (Lee &



Kim, 2021).

Family Socioeconomic Status on English Academic Achievement. Asian EFL Journal.

## Bibliography

- AlTameemy, F. A., & Alrefaee, Y. (2021). Impact of Covid-19 on English Language Teaching in Yemen: Challenges and Opportunities. *TESOL International Journal*, 234-248.
- Comer, J. P., & Haynes, N. M. (1991). 'Parental involvement in schools: an ecological approach'. *The Elementary School Journal*, 271-277.
- David, P. (1989). Parent Involvement in the Educational Process. ERIC Digest Series Number EA 43. ERIC Clearinghouse on Educational Management Eugene OR.
- Desimone, L. (1999). 'Linking parent involvement with student achievement: do race and income matter?'. *The Journal of Educational Research*, 11-30.
- Hatfield, J. S., Ferguson, L. R., & Alpert, R. (1967). Mother-child interaction and the socialization process. *Child Development*, 38(2), 365-414.
- Henderson, A. . (1988). Parents Are a School's Best Friends. ERIC.
- Jafarov, J. (2015). Factors Affecting Parental Involvement in Education: The Analysis of Literature. *Khazar Journal of Humanities and Social Sciences*, 35-44.
- Janine, B. (1992). The Role of Parent Involvement in Children's Academic Achievement . *The School Community Journal*, Vol.2, No. 2.
- Jiang, X. (2018). Exploring Young English Learners' Perceptions of the Picture Word Model in China. *TESOL International Journal*, 67-78.
- Joyce, B., & Weil, M. (2004). The picture-word inductive model: Developing literacy across the curriculum. In B. Joyce, & M. & Weil, *Models of teaching* (7th ed.). Boston, MA: Pearson Education.
- Kiyama, J., Harper, H., (2015). Parent and Family Engagement in Higher Education. ASHE Higher Education report, 41 (6), John Wiley & Sons, Inc., NJ, USA.
- Lee, D. J., & Kim, T.-Y. (2021). Adult Bilinguals' Perception of Changes in Motivation and Attitude Toward Learning the English Language. *Asian EFL Journal*.
- Mackey, A., & Gass, S., (2005). *Second Language Research-Methodology and Design*. Lawrence Erlbaum Associates Inc., London.
- Nelson, J. U. (2021). Speaking Ability of Grade 12 Public Senior High School Students. *TESOL International Journal*, 175-190.
- Newmann, F., Wehlage, G., & Lamborn, S. (1992). *Student Engagement and Achievement in American Secondary Schools*. New York: Teachers College Press.
- Pena, D. C. (2000). 'Parent Involvement: influencing factors and implications'. *The Journal of Educational Research*, 42-54.
- Pulkkinen, L. (1982). Self-control and continuity from childhood to adolescence. *Life-span development and behavior*, 63-105.
- Rich, D. (1985). *The Forgotten Factor in School Success: The Family; A Policymaker's Guide*. Home and School Institute.
- Rogoff, B., & Gardner, W. (1984). In *Everyday cognition: Its development in social context*. Harvard University Press.
- Weda, S. (2018). *The Effects of Students' Motivation and*

1132

