

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**  
**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**  
**MOHAMMED EL BACHIR EL IBRAHIMI UNIVERSITY**  
**BORDJ BOU ARRERIDJ**  
**FACULTY OF LETTERS AND LANGUAGES**  
**DEPARTMENT OF ENGLISH**



**FINAL THESIS**

**Submitted to the Department of English Language in Partial Fulfilment of the  
Requirements for the Master's Degree in Didactics**

**Theme**

**Investigating the Impact of Parental Support on Pupils' Motivation and Academic  
Achievement in EFL Learning . A Case Study of Fourth Year Pupils at Said Ben Arib  
Middle School- BBA.**

**Submitted By:**

Yousra HOUICHI

Aya BOUDIAF

Azzedine FERHAT

**Supervised by :**

**Ammar BOUCHEMELLA**

**Board of Examiners**

<b>President</b>	Dr. Fatima Zohra Mechri
<b>Supervisor</b>	Mr. Ammar BOUCHEMELLA
<b>Examiner</b>	Dr. Afaf Djiti

**Academic Year: 2024/2025**

## **Abstract :**

In recent years, the role of parental involvement has attracted growing attention in the field of foreign language education. This study seeks to investigate the impact of parental involvement on the academic performance and motivation of fourth year middle school pupils learning English as a Foreign Language (EFL) at Said Ben Arib Middle School in the city of Bordj Bouarerdj. Specifically, it examines how various forms of parental support; academic, emotional, and material affect pupils' motivation and academic achievement.

A mixed-methods approach was employed, combining quantitative data from structured questionnaires distributed to both pupils and parents, and qualitative data gathered through semi-structured interviews with EFL teachers. The total sample comprised 40 students, 7 parents, and 10 EFL teachers.

The results indicate a disparity in the levels of parental involvement. While some parents provide consistent and meaningful support, others face obstacles such as limited English language skills, time constraints, and insufficient educational resources. The study also highlights differing perceptions among students and teachers regarding the role and effectiveness of parental involvement.

In light of these findings, the study recommends fostering stronger home-school collaboration and offering practical tools and strategies to guide parents in supporting their children's EFL learning journey more effectively.

**Keywords :** Parental involvement, EFL learners, middle school education, English language learning, Algerian Educational System, academic performance.

## ***Dedication One***

*To my dearest parents, your endless love, constant prayers, and unwavering support have carried me through every step of this journey. Your belief in me has been my guiding light, and no words will ever be enough to thank you. My success is not just mine. It is ours.*

*To my only sister—my right hand Dhikra, Your quiet strength, presence, and love have always made me feel that I'm never alone. You are my anchor, and I'm forever grateful.*

*To my best friend, Radhia, Your motivational words, constant help, and boundless care have touched my heart more than you know. You have been there for me in every way.*

*To my dear friends, Houda and Hanan, thank you for your sincere concern, and continuous encouragement. Your support meant more to me than I can express.*

*To my beloved aunt Hassina, Thank you for always encouraging me to continue studying, to strive for growth, and to believe in a future filled with promise and purpose.*

*To my director at work Mr. Sedjar Farouk, Thank you for your generous understanding, for believing in the value of education and self-development. Your support was not just professional—it was deeply human and appreciated.*

*To my students—my kids, Your innocent questions about my studies, your smiles, and your heartfelt encouragement during my exams meant the world to me. You gave me strength when I needed it most, and I will never forget that.*

*To my classmates over these two years, Especially Meriem and Ferial, working with you was one of the most enriching experiences of my life. and to Aya, my wonderful mate,  
It was a long and tiring journey, but sharing it with you made every difficult step easier. Your presence made the work lighter and the moments more meaningful.*

***Yousra***

**II**

## ***Dedication Two***

*To the girl who didn't give up. To me, who cried in silence, stood tall in the storm, and kept writing even when the words felt too heavy. This is for the nights I doubted myself, and the mornings I chose to try again.*

*I owe this moment to the strength I didn't know I had.*

*To my family, the soul of my journey.*

*To my amazing parents, whose sacrifices are too vast for words. your love is my shelter, your prayers my wings. To my beautiful sisters and my caring brother — thank you for your laughter, your belief in me, and the calm you brought to the chaos.*

*To my supportive husband, thank you for your patience, your constant encouragement, and your unwavering faith in me. Your love was the safe place I returned to, the light that guided me through my darkest hours. You stood by me with quiet strength and limitless kindness. I'm endlessly grateful for you.*

*To my kind-hearted supervisor, your guidance, trust, and encouragement shaped this work and shaped me as a learner. I am truly grateful.*

*To my teachers, from the first page to the final chapter, you taught me not only knowledge but endurance. To my precious friends, the ones who cheered for me even when I forgot to cheer for myself. Thank you for the messages, the hugs, the memes, and the patience.*

*To my incredible partner and companion in this journey, Thank you for walking beside me through every step of this research. Your dedication, effort, and resilience were a constant source of strength. In long hours, shared doubts, and small victories you were there.*

*This accomplishment is not mine alone, but ours.*

*I'm truly grateful for your hard work, your support, and your friendship. We made it — together.*

*This work is not just ink on paper. It is love, faith, and resilience poured into every word.*

*This is for all of us.*

**AYA**

**III**

### ***Dedication Three***

*I direct my honor and pride to the university, my teachers , and classmates.*

*The higher education offered me a valuable experience. It made me open-minded, thoughtful, and mature .*

*The academic learning cultivated me.*

*My teachers are very respectful and considerate.*

*A special love and appreciation to My classmates.*

*I am grateful to my close friends for being kind and sociable with me.*

*Thanks to the supervisor Bouchemlla Ammar.*

***Azzedine***

## ACKNOWLEDGEMENT

*Our success is only by Allah*

*«Praise to Allah, who has guided us to this; and we would never have been guided if Allah had not guided us» First, we would wish to thank Allah for giving us the strength, the audacity and the endurance to realize this work.*

*Second, we would like to express our deepest and sincere gratitude for our Supervisor Mr. Ammar BOUCHEMELLA for the guidance, the thoughtful comments and the unfailing support all along our journey to complete this humble work. We are truly grateful to all his efforts in revising and correcting this paper, and for all the pieces of advice that he provided. Our special thanks to the jury who devoted their precious time and efforts in reading and correcting our work.*

*Also, we want to thank our colleagues and all the students at Said Ben Arib middle school , their parents and the teachers of English who helped us gathering the necessary information needed for the practical part of this dissertation*

## LIST OF TABLES

Table	page
Table 1.1: Student's gender	34
Table 1.2 : Pupils current living situation .	35
Table 1.3 : Attentiveness of pupils studies.	35
Table 1.4 : Parents' discussion with their children about their school day.	36
Table 1.5 : Pupils informing their parents about problems they face at school .	36
Table 1.6 : Parents setting specific study time for their children at home.	37
Table 1.7 : Parents supervision of their children's homework.	37
Table 1.8 : Parents help with pupils difficulty in a subject.	37
Table 1.9 : Parents awareness of the subjects their children study this year.	38
Table1.10 : Discussion with parents about difficult subject.	38
Table 1.11 : Pupils feelings about their parents help.	38
Table 1.12 : Parents providing extra learning materials.	39
Table 1.13 : Parents creating quiet and comfortable space for their children study.	39
Table 1.14 : Parents encouraging their children when they feel discouraged.	40
Table1.15 : Parents reaction on their children's poor marks at school .	40
Table 1.16 : Parents' visit to school.	40
Table 1.17 : Parents rewarding their children for getting good marks.	41
Table 1.18 : Types of rewards pupils usually receive.	41
Table1.19 : Pupils' level of English.	42

Table 1.20 : Parents encouragement for children to improve their level of English.	42
Table 1.21 : Parents helping with their children's English studies.	43
Table 1.22 : Parents providing children with materials to improve their English.	43
Table 1.23 : Types of help parents do for children when facing difficulty in English.	43
Table 1.24 : Pupils following a study program made with parents help.	44
Table 1.25 : Pupils attending extra sessions at their school.	44
Table 1.26 : Pupils attendance of extra courses.	44
Table 27 : Pupils attending extra courses especially in English.	45
Table 28 : Children' parents different treatment during BEM preparation.	45
Table 29 : Pupils preference for improving English.	46

## LIST OF FIGURES

FIGURE	PAGE
Figure 1.1 : Parents relationship to the students.	46
Figure 1.2 : Father’s educational level.	46
Figure 1.3 : Mother’s educational level.	47
Figure 1.4 : Father’s occupation.	47
Figure 1.5 : Mother’s occupation.	47
Figure 1.5 : Number of children in the family.	48
Figure 1.6 : Numbers of languages parents are proficient in.	48
Figure1.7 : Languages parents find difficult.	49
Figure1.8 : Parents assistance in their children’s studies.	49
Figure1.9 : Types of assistance parents provide.	50
Figure 1.10 :The time parents spend weekly monitoring their children’s studies.	50
Figure1.11 : Initiating the request for help.	51
Figure 1.12 :Children’reaction to parents' assistance.	51
Figure 1.13 : Parents encourage children to read stories and books in English.	52
Figure1.14 : Parents providing additional tools to improve children’ English.	52
Figure 1.15 : Number of times parents communicate with the English teacher.	53
Figure 1.16 : Parents attend parent-teacher meetings at school.	53
Figure 1.17 : Parents description of the school cooperation when requesting information about children's performance.	54

Figure 1.18 : Parents' proficiency in English.	54
Figure 1.19 : Parents ratings children proficiency in English.	55
Figure 1.20 : Parents considering English essential for children academic and professional future.	55
Figure 1.21 : Parents motivating their children to learn English through rewards.	56
Figure 1.22 : Children following plan to improve English.	56
Figure 1.23 : Parents monitoring children' academic performance.	57
Figure 1.24 : Biggest challenges children face in English.	57
Figure 1.25 : Parents seeking tutoring or private institutes to improve children's English	58
Figure 1.26 : The times parents take children to private institutes to improve English.	58

## **LIST OF ACRONYMS**

**BBA** : Bordj Bou Arreridj

**EFL** : English as Foreign Language

**PI** : Parental Involvement

**SPSS** : Statistical Package for the Social Sciences

## TABLE OF CONTENTS

ABSTRACT.....	I
DEDICATION01.....	II
DEDICATION 02.....	III
DEDICATION03.....	IV
ACKNOWLEDGEMENT.....	V
LIST OF TABLES.....	VI
LIST OF TABLES.....	VII
LIST OF FIGURES .....	VIII
LIST OF FIGURES.....	IX
LIST OF ACRONYMS .....	X
TABLE OF CONTENTS.....	XI

## GENERAL INTRODUCTION

Background of the Study .....	2
Statement of the Problem.....	3
Research Questions .....	3
Aims of the Study .....	3
Significance of the Study.....	4
Research Methodology Design .....	4
Delimitations of the Study .....	5
Structure of the Thesis .....	5

## CHAPTER ONE : LITERATURE REVIEW

Introduction.....	8
The concept of parental involvement.....	8
The Role of Parental Involvement in EFL Learning.....	9
Learner's Motivation.....	11
Theoretical framework.....	13
Challenges to Parental Involvement in Algerian Contexts.....	14
Empirical Studies on Parental Involvement and Academic Performance.....	16
Conclusion .....	18

## CHAPTER TWO: METHODOLOGY

Introduction.....	20
Research Paradigm.....	20
Research Approach.....	21
Research Design.....	21
Research Setting .....	22
Research Population .....	22
Sampling and Sampling techniques .....	23
Data Collection Instruments .....	24
Data Analysis Procedures .....	29
Ethical consideration .....	30
Conclusion .....	32

## CHAPTER THREE: RESULTS AND DISCUSSION

Introduction.....	34
Analysis of Student’s Questionnaire.....	34
Analysis of Parents’ Questionnaire.....	46
Analysis of teachers’ interview .....	58
Discussion of Key Findings.....	61
Comparison with Literature Review.....	62
Conclusion .....	61

## GENERAL CONCLUSION

Introduction.....	65
Limitations of the study .....	65
Recommendations for further Research.....	65
References.....	67
Appendices .....	71
Appendix A: Student’s Questionnaire .....	71
Appendix B: Parent’s Questionnaire .....	81
Appendix C: Teachers’ Interview .....	89
Résumé .....	90
الملخص.....	91

## GENERAL INTRODUCTION

1. Background of the Study .....
2. Statement of the Study.....
3. Research Questions .....
4. Research Aims .....
5. The Significance of the Study .....
6. Research Methodology Overview .....
7. Delimitations of the Study .....
8. The Structure of the Thesis .....

## **1. Background of the study:**

Parental involvement has long been recognized as a cornerstone of children's academic success. Extensive global research underscores the positive influence of active family engagement on students' motivation, behavior, and academic achievement across all grade levels (Epstein, 2001; Fan & Chen, 2001; Hill & Tyson, 2009). Henderson and Mapp (2002), in their widely cited synthesis of over 50 studies, found that students with involved parents, regardless of income or background, were more likely to earn higher grades and test scores, enroll in higher-level programs, attend school regularly, and pursue post-secondary education. Parental support extends beyond helping with homework — it includes providing emotional encouragement, setting high expectations, maintaining communication with teachers, and fostering a home environment conducive to learning (Jeynes, 2012).

In language learning specifically, parental involvement is particularly important. Studies have shown that when parents are engaged in their children's second or foreign language education, learners exhibit greater confidence, motivation, and language retention (Sylva et al., 2004; Walker et al., 2005). Even when parents are not fluent in the target language, their support in the form of encouragement, creating routines, and valuing education can significantly impact children's performance (Bang, 2011).

In the Algerian educational context, English is taught as a foreign language (EFL) starting from early middle school and is seen as a strategic tool for global communication, higher education, and socioeconomic development (Benrabah, 2007; Mehdi, 2020). This aligns with national goals to prepare students for participation in an increasingly interconnected world. Despite this, Algerian learners often face persistent challenges in acquiring English, stemming from systemic issues such as overcrowded classrooms, limited resources, and insufficient exposure to English outside the school environment (Bourouba, 2021). Unlike Arabic or French, English does not have a strong societal presence in Algeria, making school the primary — and sometimes only — setting for learners to engage with the language.

Parental support in such an environment becomes both critical and complicated. Many parents, especially in rural or underprivileged areas, lack the English proficiency needed to assist their children with language-related tasks or homework. This lack of linguistic and cultural capital (Hornby & Lafaele, 2011) can create a gap between what is taught at school and what can be reinforced at home. Additionally, the absence of targeted school-home communication strategies further weakens the connection between families and the EFL learning process. Cultural perceptions about language learning, parental education levels, and socioeconomic status also influence the degree and nature of parental involvement in their children's English education (Noor, 2013).

Given these factors, there is a pressing need to investigate how Algerian parents support their children in learning English and what barriers may hinder their involvement. Understanding the extent, forms, and challenges of parental involvement in EFL learning can inform educational policies and classroom practices that foster more inclusive, supportive, and effective learning environments. By identifying strategies to bridge the school-home divide, educators and policymakers can enhance students' English learning experiences and, ultimately, their academic success. **2**

## **2.Statement of the problem:**

Learners' academic performance and motivation are influenced by multiple factors, with parental involvement being one of the most critical (Epstein, 2005). While international research consistently demonstrates that parental support—both at home and through engagement with schools—has a positive impact on EFL learners (Al-Mahrooqi et al., 2016), there is limited empirical research addressing this issue within the Algerian context, particularly at the middle school level.

Most Algerian studies on parental involvement have focused on general education or primary schooling, often neglecting the specific needs of EFL learners. Additionally, they tend to overlook how parents' limited English proficiency, time constraints, and lack of educational resources can negatively affect students' performance and motivation. In many cases, parents are unable or unwilling to participate actively in their children's EFL learning due to these barriers.

Other challenges, such as the unaffordability of necessary tools (e.g., internet access, textbooks, or digital devices), further widen the learning gap. Without adequate support at home, students may struggle with pronunciation, comprehension, and vocabulary development (Derwing & Munro, 2005). Research also indicates that classroom instruction alone is insufficient for achieving full language proficiency (Lightbown & Spada, 2013), and a lack of reinforcement at home can weaken language retention.

Moreover, most existing research in Algeria has been conducted in rural or underpopulated areas, leaving urban settings largely unexplored. This study aims to fill that gap by investigating parental involvement in EFL learning in an urban middle school in Bordj Bou Arréridj. By doing so, it hopes to provide a clearer understanding of how urban parents contribute to or struggle with supporting their children's English education.

## **3.Research questions:**

This study seeks to answer the following research questions:

1. How do students, parents, and teachers perceive the role of parental involvement in EFL learning?
2. What are the main challenges Algerian parents face in supporting their children's English learning at home?
3. What strategies can be adopted to strengthen parental engagement and enhance collaboration between home and school in the EFL context?

## **4.Aims of the Study:**

The primary aim of this study is to examine the impact of parental involvement on the academic performance of middle school students learning English as a Foreign Language (EFL) in Bordj Bou Arréridj, Algeria. Specifically, the research seeks to:

- Investigate the perceptions and attitudes of students, parents, and teachers regarding the role of parental involvement in English language learning.
- Find out the main challenges Algerian parents face in supporting their children's English learning at home.

- Identify the strategies that can be adopted to strengthen parental engagement and enhance collaboration between home and school in the EFL context

By addressing these aims, the study aspires to contribute to the development of more effective home-school collaboration strategies in the Algerian EFL context.

### **5. Significance of the Study:**

This study gives a comprehensive vision of Parental involvement. It examines better EFL learners' performance on middle school level. It could diffuse institutional awareness and cooperative learning. Home-school collaboration will be taken as a precious and key. Teachers and parents will develop a clear picture of what they ought to do and how to do it. The research reveals a major strategy, and It is an answer to the general challenges which are occurring in Algeria EFL learning.

The quality of learning and learning of Algeria will be re-examined. This empirical research may have strong evidence in the Algerian context. Overall, The research indicates a strong orientation to detect the effect of high correlation among EFL learners and family's atmosphere. Education organizations and instructional counselors will consider the importance of the contribution of parental engagement towards EFL in Algeria.

### **6. Research Methodology Overview:**

This study adopts a mixed-methods research approach, combining both quantitative and qualitative approaches to gain a comprehensive understanding of how parental involvement influences EFL learners' academic performance in Algerian middle schools. The rationale for this approach lies in its ability to capture numerical trends from large samples while also exploring deeper insights through open-ended responses and professional perspectives.

Quantitative data were collected through structured questionnaires administered to fourth-year middle school students and their parents. These instruments were designed to gather information on the frequency, nature, and perceived impact of parental support on English language learning. The data helped identify common patterns and challenges faced by families in supporting their children's EFL education.

To complement the quantitative findings, semi-structured interviews were conducted with a group of English teachers. These interviews aimed to explore teachers' perceptions of parental involvement, classroom experiences, and the influence of family engagement on student motivation and performance. This qualitative component enriched the study by providing context-specific reflections and professional insights.

The research was conducted in Saaid Ben Arib Middle School, located in Bordj Bou Arréridj, Algeria. The participant sample included 40 students, 7 parents, and 10 English teachers. Data were collected over a one-month period, from March 12 to April 15, 2025. The integration of both methods allowed for triangulation of data and increased the validity and reliability of the study's findings.

## **7. Delimitations of the Study :**

This study is delimited to fourth-year middle school pupils aged between 14 and 15 years old in Bordj Bou Arréridj (BBA), Algeria. The research was conducted specifically at Saaid Ben Arib Middle School, located in the Bir Kasdali commune. The sample includes 40 students (both male and female), 7 parents, and 10 English language teachers from the same school.

The study focuses solely on EFL (English as a Foreign Language) learners within this age group and grade level. It explores the impact of parental involvement—academic, emotional, and material—on students' motivation and academic performance in English. Data were collected over a one-month period, from March 12 to April 15, 2025, using structured questionnaires for students and parents, as well as semi-structured interviews with teachers.

The geographical scope is limited to the Wilaya of Bordj Bou Arréridj, which, according to the National Office of Statistics (2012), has a population of approximately 628,475 and includes numerous middle schools. However, only one institution was selected for this case study due to its accessibility, administrative cooperation, and the researchers' familiarity with the setting. This study does not generalize its findings to the entire Algerian school population but provides insight into the specific experiences of EFL learners, their parents, and teachers within the chosen urban context.

## **8. Structure of the Thesis:**

The research contains three chapters. Each of them demonstrates its contribution to the study. These chapters are the literature review chapter, methodology chapter, and results, findings, and discussion of the results the last chapter.

The introductory part demonstrates what all chapters contain. The study's background which initiates parental support and EFL learners. The declaration of The problem discusses the other studies of limitation and gaps concisely, research aims, questions, purpose of study and the study significance, the summary of methodology mixed qualitative and quantitative methods and data gathering. Finally, The delimitation of inquiry and the thesis structure are all discussed in the general introduction.

The first chapter contains the literature review. It has an introduction which introduces the concepts of parental involvement and their dimensions. It demonstrates how parental involvement interconnects with academic performance. The most essential section is the theoretical framework that are related to notable models and parental involvement. Eventually, it illustrates the major challenges and barriers of parental involvement.

The second chapter is the methodology. It shows the research design of mixed methods approach and its relevance to apply to the analysis of the examination, setting, population, and sampling. Furthermore, the selected instrument of data collection in qualitative and quantitative.

The third chapter generate a global results depending on the data founded through the tools used. It is divided into two types of data; quantitative data presented through both questionnaires of parents and their

children, and a qualitative data presented through the interview. These data were represented in different forms using graphics and tables to make the process of reading them more visual and practical. The chapter ends with a discussion and interpretation of the findings generated from the analysis of data.

**CHAPTER ONE:**  
**LITERATURE REVIEW**

1. Introduction.....
2. The concept of Parental Involvement.....
3. The Role of Parental Involvement in EFL Learning .....
4. Learner’s Motivation .....
5. Theoretical Framework.....
6. Challenges to Parental Involvement in Algerian Contexts .....
7. Empirical Studies on Parental Involvement and Academic Performance .....
8. Conclusion.....

## **Introduction**

Parents play a fundamental role in bringing children into the world and are most interested in every aspect of their lives, including their education. Their responsibility is not limited to providing basic needs for their children but also providing support for their education. High quality education is a common agenda that requires collaboration between parents, teachers, schools, and learners. Both parents and teachers, as partners in education, must come together to support improving the learning outcomes. While teachers are essential source of knowledge at school, they can not meet all the academic and personal development needs of their students on their own. Learning is influenced by many various factors, and that only adds to the significance of parents.

Parent involvement can take different forms. Parents support children at home by helping them with homework, offering a motivating environment for studying, and reinforcing good study habits. At school, they consult teachers, talk to them, and get updates on how their children are performing academically. Research consistently shows that students whose parents are actively involved tend to achieve higher academic performance compared to those whose parents are not involved (Sheldon, 2009). Therefore, parental involvement is valuable both for enhancing education and for building a child's character and emotional life.

This chapter explores the theoretical foundation of parental involvement in education. It indicates the various forms and styles of involvement, discusses its importance, identifies potential challenges, and emphasizes the role played by parents in the acquisition of English by their children.

## **2.The Concept of Parental Involvement:**

Parental involvement (PI) broadly refers to the degree of a parent's participation in their children's education (Musengamana, 2023). More specifically, Avvisati et al. (2010, pp. 591-626) defined parental involvement as "the intentional endeavor by parents for the sake of advancing their children's active learning and a gateway to their academic achievement in school." In summary, parental involvement refers to the active participation and the intentional efforts parents make to support their children's learning and academic success.

Parental involvement mainly encompasses the dedication of resources, such as time or effort, by parents to support their child's education and observable behaviors demonstrating a commitment to the child's schooling, with varying degrees of engagement distinguishing higher from lower involvement. While Grolnick and Slowiaczek (1994) viewed it as the dedication of resources or educational investment made by parents into their children, Deslandes and Bertrand (2005) focus on parents' behaviors related to the child's schooling that can be observed as manifestations of their commitment to their child's educational affairs.

Thus, parents who demonstrate these behaviours more frequently are considered more involved than those who do so less often. In educational contexts, it is typically defined as ‘parental participation in the educational processes and experiences of their children’ (Jeynes, 2005, p. 245).

Epstein's Framework of Six Types of Parental Involvement outlined key ways families can actively support their children's education. These include Parenting, which helps families create positive learning environments at home; Communicating, ensuring effective school-home information sharing; Volunteering, encouraging parents to assist with school events and activities; Learning at Home, providing guidance on supporting homework and academic tasks; Decision Making, involving parents in school governance and policy discussions; and Collaborating with the Community, building partnerships with local organizations to enhance resources and student development. This framework promotes strong school-family-community relationships to improve student success. These six types of involvement (Epstein, 2001) contribute to positive outcomes across multiple domains and yield measurable benefits.

For children, parental involvement improves in attitudes, behavior and attendance at school, as well as in children’s mental health. For parents, involvement in their children’s education has been linked to increased parental confidence, satisfaction, and interest in their education. For teachers, effective PI is reported to improve parent–teacher relationships, teacher morale and the school climate. Hornby, Garry and Witte, Chrystal (2010).

As children transition to adolescence, PI shifted from school-centric activities (e.g., volunteering) to home-based support (e.g., homework guidance), reflecting developmental changes in parental roles (Hill & Taylor, 2004). Vygotsky’s (1978) sociocultural theory emphasized that children learn best with scaffolding from adults, such as parents and teachers. In fact, Elias et al. (2007) have suggested that PI is particularly important at middle school because this is the time when children are making the transition to adolescence as well as the transition from primary school to secondary education. Lara and Saracosti (2019) highlighted that lack of parental involvement in learners’ education is another factor that may impact negatively on their academic performance.

### **3. The Role of Parental Involvement in EFL Learning:**

Researches indicated that parental involvement significantly impacts children's academic performance, independent of other home or school factors. Parents contribute to their children's educational development through various means, including financial support, emotional encouragement, provision of study resources, and motivational guidance. Teachers can view parents as educational partners, collaborating to maximize student potential and evaluate the quality of instruction and school facilities. This partnership helps in creating a consistent and coherent support system for students, ensuring that expectations and values are reinforced both at home and at school. Parents also play a role in strengthening school-community

relationships and participating in educational policy decisions. Parental involvement is considered an investment in children's future. Increased parental confidence in their children's academic abilities correlates with greater involvement (Eliason & Jenkins, 2003). This confidence often comes from observing positive outcomes, such as improved grades or enhanced social skills, which in return motivates parents to increase their level of participation. Furthermore, parental participation supports children's cognitive and social development, as well as the development of positive attitudes, behaviors, character, and skills (Weis et al., 2006).". It also helps children develop a strong sense of self-esteem and a deeper appreciation for lifelong learning, which are essential traits in navigating academic and real-world challenges.

Studies in other countries, including the UAE (Balala et al., 2021), Japan (Otani, 2020), and Oman (Al-Qaryouti & Kilani, 2015), indicated that there is a strong parental desire to be involved in children's learning. These studies show that parental involvement is associated with the performance, engagement and educational achievements of their children in elementary and middle schools. In the UAE, for example, parental engagement has been linked to improved reading comprehension and greater classroom participation among early learners (Balala et al., 2021). Similarly, in Japan, parents' routine involvement, such as helping with homework and attending school events, has been correlated with better academic performance and increased motivation among students (Otani, 2020). Furthermore, teachers have an important role in making this achievable. Kalayci and Ergül's (2020) investigation of English language teachers found that a majority of 72% believed that they would benefit from additional training on how to involve parents in students' language acquisition and acquire effective engagement techniques.

Certain family practices significantly contribute to children's academic success. Clark (1983) identified several key factors: placing importance on education and fostering a sense of school pride, establishing consistent daily and weekly routines, defining family roles and responsibilities, closely monitoring children's use of time, promoting reading, engaging in daily conversations, discussing school activities, visiting the school and advocating for the child, encouraging hobbies and extracurricular activities, and prioritizing quality family time. These practices are linked to improved academic outcomes. For instance, consistent routines and clearly defined expectations create a stable environment that allows children to focus on learning (Fan & Chen, 2001). Jackson (2010) proposed that parental demonstration of personal interest in their children's education conveys the importance of education for life success. Furthermore, parental involvement positively influences the school environment, classroom learning, teacher effectiveness, and school-community relations (Henderson, 1987; Peña, 2000).

One of the most known studies of the role of parental involvement in EFL learning is the one that was conducted in Oman. Al-Mahrooqi et al. (2016) surveyed 391 Omani parents to examine parental involvement in their children's English language learning. Their study highlighted that previous research in this area was largely based on Western principles and carried out in Western contexts. This distinction

emphasized the need to explore culturally specific factors influencing parental roles in EFL learning. Notably, Al-Mahrooqi et al. (2016) discovered that Omani parents appreciated their involvement in their children's English learning, associating it with better academic outcomes. They also prioritized visiting schools and participating in school activities. This indicates a strong recognition of the importance of school-home partnership in language development. Importantly, Al-Mahrooqi et al. (2016) maintained that work family size, or perceived ability to assist their children did not negatively influence the parents' participation in education.

To sum up, parental involvement has a great role and impact for the children, parents and even for the school and educators. When parents are engaged in the learning process of their children they become more responsible and sensitive to their children's social, psychological, and educational states. They develop a deeper understanding of their children's strengths and challenges, which enables them to provide more tailored support. They become more aware of the performance and achievements of their children. Learners perform better under the supervision of their parents at home and teachers at school. Also, when the parents care more about their children's educational process and help them at home with their homeworks and simplify what is complicated for them, this empowers the child with extrinsic motivation that gives them self-confidence, builds their personality and encourages them to work harder at school. This collaborative support system between home and school creates a positive learning environment that nurtures the child's academic growth. Finally, teachers will find the teaching learning process easier because the children are already motivated from their parents and they are motivated to study.

#### **4. Learner's Motivation:**

Motivation is one of the most significant predictors of success in second and foreign language learning. It refers to the internal drive or external influence that stimulates a learner's desire and persistence to engage in the learning process. According to Dörnyei (2001), motivation in language learning is "the process whereby a goal-directed activity is instigated and sustained" (p. 7). This means that motivation is not just about starting to learn, but also about continuing to learn despite challenges and setbacks. In the context of EFL (English as a Foreign Language), learner motivation plays a crucial role in determining the effort learners invest, the strategies they employ, and the overall outcomes they achieve.

#### **4.1 Types of Motivation:**

Motivation is a key factor in determining the success of language learners, especially in contexts where the target language is not widely spoken outside the classroom. It influences the choices learners make, the effort they invest, and their persistence in facing challenges. In the context of language learning, motivation refers to the learner's willingness, desire, and deliberate effort to acquire a second or foreign language (Gardner, 1985). Therefore, Motivation in educational psychology is commonly categorized into two main types.

### **a) Intrinsic Motivation:**

This refers to the learner's internal desire to engage in learning for the sake of enjoyment, interest, or personal satisfaction. Learners with intrinsic motivation are driven by curiosity, the desire to master a subject, or the pleasure of solving problems and achieving goals. For example, a student may enjoy learning English because they love the sound of the language or feel intellectually challenged by grammar structures. Ryan and Deci (2000) argue that intrinsic motivation leads to deeper learning and greater persistence because it is inherently satisfying.

### **b) Extrinsic Motivation:**

This type involves external rewards or pressures that drive learning, such as achieving high grades, gaining approval from parents or teachers, passing an exam, or receiving a prize. While extrinsic motivation can be effective in initiating learning behaviors, it may not always lead to long-term engagement unless internalized. Dörnyei (1994) emphasized that a balance between intrinsic and extrinsic motivation is often necessary for sustained language learning success. In addition to these, Gardner and Lambert (1972) introduced a distinction relevant to language learning between:

### **c) Integrative Motivation:**

the desire to learn a language to integrate into the target language community or culture.

### **d) Instrumental Motivation:**

the desire to learn a language for practical goals, such as employment, academic advancement, or travel.

## **4.2 Importance of Motivation:**

Motivation is crucial not only for learners but also for teachers and parents, as it influences the entire learning ecosystem. Motivation directly affects learners' effort, persistence, and attitudes toward learning. Motivated students are more likely to practice, seek feedback, and overcome difficulties. They tend to set goals, monitor progress, and take ownership of their learning (Ushioda, 2013).

A motivated learner energizes the classroom and positively affects teaching strategies. Motivated students participate actively, respond to instruction, and often inspire teachers to innovate and engage more deeply. Moreover, understanding what motivates students helps teachers design effective and personalized lessons. Motivation in learners often reflects the support and encouragement they receive at home. Parents who are involved and attentive to their child's academic needs can foster motivation by creating a positive learning environment, praising effort, setting goals, and reinforcing the value of education. This parental encouragement is particularly vital in EFL contexts, where learning may extend beyond classroom exposure.

Ultimately, motivation is the engine of learning. Without it, even the most well-structured curriculum and experienced teacher will struggle to engage students. In the Algerian EFL context, where learners often face limited exposure to English outside the classroom, motivation becomes a key determinant of progress and success.

## **5.Theoretical framework:**

Sociocultural theory as encapsulated by Vygotsky suggested that socialisation is necessary for cognitive development. Social interaction is supported by family, teachers, and peers. Internalisation enables a learning process. External social activities construct mental enhancement.

The child developed cognitively with social adaptability. The external social activities are family talk, peer interaction, and teacher guidance. Social cooperation facilitates learning instead of individuality. Language and communication have purpose for thinking and understanding development. In addition, the acquisition of speech depends on external speech to become inner speech. The construction of knowledge is generally explored through social context and support. This theory generally prefer external factors, opposing Piaget's theory internal mental process. The cultural tools are classified as social and psychological. The social tools are the zone of proximal development and scaffolding. Psychological tools are language, counting numbers and differentiating symbols.

Scaffolding is a guidance and support from the teacher to facilitate the learner to reach a specific point in order to be capable of doing it alone in the future. It is usual in learning processes; for instance, teachers have objectives and goals to lead students to write about habits by giving an example of simple sentences and have them fill in the blank freely.

The zone of proximal development known as ZPD, is the gap of the learners 'ability to perform tasks on their own or with scaffolding (Vygotsky, 1978).

To illustrate an example, home-support like a child receives brainstorming ideas from parents after attempting to plan and write. Another example, the learner does practice on prepositions after the teacher provides feedback and explanation with more examples.

The Experiences and real social context prove to be good for child learning. Child environment influences its learning development. Child surroundings cultural influence intelligence and understanding of thoughts; i.e learning a new language in Algerian schools possess cultural barriers. Translated as there is not any true identity. People keep their traditions and customs instead of foreign cultures. This serves to indicate how cubuilds image in terms of ideas or image in the minds of children. Another example, cultural values are bound to make the child morally like to be respectful and kind in school, trust parents, and be friendly with friends. Family, school, and culture assist to provide educational awareness and outlook meaningfully. Social awareness leading to self-awareness. That is what the point of sociocultural theory stresses: learning is obtained by social cooperation (Vygotsky, 1978).

The ecological systems theory indicates five categorized layers which influence child learning acquisition. The ecological system clarifies a reflective structure of the way the environment influences children (Bronfenbrenner, 1979).

1- Micro-system layer is the initial individual environment. It is interaction with family, peers and daily habits and encounters in the classroom. Family and school is the primary environmental level for a child's insight because educational activities impact children cognitively and socially. Peer interaction is most significant for developing learner cognition as aforementioned Vygotsky's sociocultural theory. Besides domestic discipline and regime, emotional state. To illustrate this principle, a child gets positive behavior and critical feedback from his parents, Active participation in the classroom environment. Home is a supportive and safe environment for children (Bronfenbrenner, 1979).

2- Meso-system consolidates the bond of school-home and peers. More specifically, it is about how the community builds a learning environment in the child cycle. For example, evaluation and assessment together with school home duty. Teacher guides parents about learner progression. Family requesting the evaluation. Academic collaboration as a valuable outcome for learner stability (Bronfenbrenner, 1979).

3- Exo-system is another environmental cycle of a child that indirectly affects. These include parents' workplace, media, and economics impact, and learning strategies change. For example, parents are always busy at the workplace, and this might distract the learner 's potential. The Ministry of Schools implements technology tools to enhance the quality of learning. Learning knowledge and awareness via the media. Economic struggle of families limits learning resources (Bronfenbrenner, 1979).

4- Meso-system is a wide cycle that impacts all individuals. It nearly possesses general impacts. It includes language, religion, law rules, societal manners and virtues, and politics. Except for cultural identity. Extensive cultures view school as a good experience of self-improvement. Law forces schools to acquire learners' vaccinations certificates (Bronfenbrenner, 1979).

5- Chrono-system is a term used to describe how people adapt to living under various environmental and social differences. It is a part of taking into account individual health and growth development throughout decades such as family from large-scale immigration, domestic issue family background such as violent home environment.

## **6.Challenges to Parental Involvement in Algerian Contexts:**

In Algeria, parents play a critical role in their children's education, serving as fundamental advocates for their rights and responsibilities. The Algerian education system recognizes that parents are not only the primary caregivers but also key stakeholders in the educational experience of their children. One of the core rights of parents is the ability to make informed decisions regarding their children's education. This includes choosing schools, academic programs, and extracurricular activities that align with their values and

aspirations for their children. However, parental involvement in Algeria faces several obstacles that stem from cultural norms, economic disparities, and institutional limitations. These challenges interact and often reinforce each other, creating a complex environment for educational engagement.

### **6.1 Cultural Barriers:**

Cultural barriers play a crucial role in shaping the educational experience in Algeria. Traditional views on gender roles, for example, can result in disparities in access to education for girls, contributing to higher dropout rates among female students. In certain disadvantaged areas, cultural beliefs may prioritize work over schooling." Parents may feel pressured to prioritize labor over education, particularly in economically disadvantaged families, leading to children entering the workforce prematurely rather than completing their education." (Generis Global, 2024). Many parents, especially in rural areas, believe that education is solely the responsibility of teachers and schools, leading to limited engagement. In some families, mothers may have more responsibility for children's education at home and school, while fathers may prioritize work over school involvement. These cultural expectations often influence the level and nature of parental involvement, particularly in under-resourced areas. For example, Many parents in rural areas don't buy English books or apps for their children because they believe Arabic and French are more important. Some parents also say they can't help with English homework because they don't know the language well.

### **6.2 Socio-Economic Barriers:**

Some parents, especially in rural areas, may face difficulties in assisting their children due to their own limited education. Many parents focus on earning a living rather than engaging with their children's schooling. Long working hours limit parents' availability to attend school meetings or help with homework. Poverty and inequality remain major obstacles as well. Poor families may struggle to support their children's schooling due to costs, lack of transportation, or work obligations. This leads to disparities in school attendance and academic support at home."Attendance at primary school by the poorest children drops by 1% compared to the richest ones, and declines by 20% at secondary level due to economic conditions."(Çınar, 2023). Thus, economic hardship often compounds cultural expectations, limiting how parents can support their children's education. Such as ; Children from poorer families often don't have extra learning materials for English, like books or online courses. Some pupils take private English lessons, but not all families can afford them.

### **6.3 Institutional Barriers:**

While cultural and economic factors affect the home environment, institutional barriers within schools themselves also play a critical role. Some schools lack formal structures to involve parents, and school leadership may not always prioritize it. Latrache and Hoadjli (2021) found that although principals

recognize the importance of parental involvement, structured practices are often missing, limiting effective collaboration. Without clear school policies and support structures, even motivated parents may find it difficult to participate actively. For example, Schools rarely organize meetings between parents and English teachers, so parents don't know how to support their children. Some parents only get involved when exams are near, but by then, it's too late.

Together, these cultural, economic, and institutional challenges highlight the nature of parental involvement in Algeria and underscore the need for collaborative, context-sensitive solutions.

## **7. Empirical Studies on Parental Involvement and Academic Performance:**

### **7.1 Global Perspectives :**

Boonk et al.'s research in 2018 presented a systematic review of current literature, examining the relationship between different measures of parental involvement, including home support, communication with the school, and homework assistance, and student academic achievement. The results of the review confirmed a positive correlation between parental involvement and academic performance. Further, the study emphasized that different kinds of parental participation may exert varying kinds of influence and that contextual factors (what is being studied and the pupil's age) may influence such a relationship. Ultimately, Boonk et al. Highlighted the multifaceted nature of parental involvement and its positive overall impact on pupil outcomes.

Pek and Mee's study in 2020 investigated how parental involvement during school lockdown times (possibly due to the COVID-19 pandemic) affects children's education at home. While the actual findings would depend on the full text, it is probable that the study highlighted the higher importance and impact of parental intervention when formal schooling was disrupted. Parents would have played a more direct role in mediating learning, and the study would have looked into the effectiveness of different parental support channels during that phase. This would also apply to English learning, as parents became primary homeschool facilitators.

He, B. and Thompson, C. (2022) in their research synthesized findings from a number of studies with a particular emphasis on the impact of family involvement on the academic, behavioral, and socioemotional attainment of English Language Learners (ELLs) in elementary, middle, and high school. The research discovered that family involvement is positively associated with improved outcomes for ELLs. In particular, parental educational expectation and the facilitation of aspiration were found to be strong predictors of positive student outcomes. This research clearly addresses the importance of parental involvement for English language learners.

Musengamana in 2023 systematically reviewed the literature available to understand the impact of parental involvement on children's learning outcomes in general. The review concluded that parental

involvement has a positive impact on a variety of children's learning outcomes. It determined different forms of involvement and their varying contributions to academic success. While not exclusively focused on English, the study's overall findings offer confirmation of the view that parental involvement is a significant factor in pupil attainment in all subjects.

## **7.2 Local Perspectives:**

BOUCIF et al in 2024 investigated the extent of parental involvement in the educational activities of middle school students in exam classes (specifically for the Certificate of Middle School Education) in two areas (urban and rural) of Tiaret, Algeria. It investigated the psychological, mental, financial, and academic support provided by the parents. It collected data through questionnaires from the students and parents, and interviews with the teachers. The study revealed that urban parents were more involved in the education of their children compared to rural parents. The explanation for this difference was geographical accessibility and availability of resources and the socioeconomic level of parents in these two settings. There was no significant difference found in terms of homework assistance, time management at home, and parental expectations for future schooling for children.

Kerroum and Dendane (2025) in this study focused on parental attitudes and behaviors toward Standard Arabic (SA) and how they impact their children's skills in SA. It acknowledged the multilingual setting in Algeria in which Colloquial Algerian Arabic (DA) serves as the predominant home language and SA is mostly used in school. The research confirmed a strong positive correlation between positive parental attitude towards SA and higher proficiency in the language. Children with positive-attitude parents who offered support to using SA at home and engaged them in SA activity showed enhanced vocabulary, grammar, and confidence in using SA. The research highlighted difficulties in cultivating SA at home because of DA's prevalence in daily life.

Latreche and Hoadjili (2021) examined middle school principals' attitudes toward parental involvement in the context of encouraging inclusive education in Algerian middle schools. It aimed to understand how synergy between parents and schools could promote enhanced academic performance among students in an inclusive setting. The qualitative study, through 13 middle school principals' interviews, determined positive and negative school-parent relation attitudes. The outcomes emphasized the importance of parental involvement as a good predictor of effective inclusion and presented recommendations for the development and strengthening of parental involvement practices in Algerian middle schools.

Doufane and Khemgani (2019) investigated whether first-year middle school students in Ouargla, Algeria, were perhaps denying themselves the support of their parents in the construction of their English as a Foreign Language (EFL) literacy. It examined parents' behaviors and activities when completing EFL literacy activities with their children at home. The findings identified that parental engagement had various

effects on students beyond the educational realm, e.g. increased motivation, self-esteem, and autonomy in learning EFL. The study proved the potential benefits of parents being involved in assisting their children to develop English.

While the role of parental involvement (PI) in academic achievement has been highly documented, its role in supporting English as a Foreign Language (EFL) learning for middle school Algerian students remains greatly unexplored. While studies such as Boucif et al. (2024) and Latreche & Hoadjili (2021) do examine PI in Algeria, it is focused on general education or Arabic literacy, leaving a significant gap in our knowledge of how Algerian parents engage in their children's EFL learning. The sole localized study by Doufane & Khemgani (2019) recognizes motivational benefits but does not mention central obstacles such as parents' low English proficiency, socioeconomic disparities, or institutional concerns; factors that might uniquely affect EFL support. Moreover, while universal frameworks such as Epstein's model and Vygotsky's sociocultural theory highlight formalized parental participation, their applicability in Algeria's multilingual, resource-poor context is untested. This study seeks to address these gaps through an investigation of how Algerian parents support EFL learning, the institutional and cultural barriers they face, and the efficacy of current PI initiatives, drawing on triangulated parent, teacher, and student data. In so doing, it seeks to provide actionable recommendations for the development of EFL provision in Algerian schools.

## **Conclusion**

This chapter presents a review study that explores the area of parental involvement thoroughly with the aim of providing a comprehensive understanding of how parents influence the educational development of children. The rigorous examination is provided as a basis for researchers to adopt a solid theoretical foundation as the working basis. It focuses on key previous studies, which have focused on parental involvement in education, outlining the key forms, and strategies in which this can happen.

In addition, the chapter offers a comprehension of how the concept has been understood in various contexts and times, with a particular emphasis on the Algerian context. It also identifies both the significance of parental involvement and the barriers that can hinder it, especially in supporting children learn foreign languages, specifically English.

## CHAPTER TWO: METHODOLOGY

1. Introduction.....	
2. Research Paradigm.....	
3. Research Approach .....	
4. Research Design.....	
5. Research Setting .....	
6. Research Population .....	
7. Sample and Sampling Techniques .....	
8. Data Collection Instruments .....	
8.1 Questionnaire .....	
8.1.1 Pupils' Questionnaire.....	
8.1.2 Parents' Questionnaire .....	
8.1.3 Piloting the Questionnaire .....	
8.2 Interview .....	
8.2.1 Piloting the Interview .....	
9. Data Analysis Procedures .....	
10. Ethical Consideration .....	
11. Conclusion.....	

## **Introduction**

The second chapter in this research study is titled as research methodology. It represents the core of this research .It is mainly interested in highlighting what procedures were adopted to collect the relevant data to explore the role of parental involvement in their children’s EFL learning.

Besides, the parental involvement and support is seen as the most effective factor in developing a successful child. However there is a need to examine the current forms and levels of parental involvement in EFL education and investigate how parental involvement influences learners’ performance.

This chapter provides a description of the participants as well as the procedures used for the collection of data, including two questionnaires a questionnaire was given to pupils and the other to their parents. The data was collected from Saaid Ben Arib Middle school in BBA in addition to an interview with teachers of English about the involvement of parents.

## **2.Research Paradigm:**

A research paradigm is a philosophical framework that guides how a study is conducted. It reflects the researcher’s assumptions about reality (ontology), knowledge (epistemology), and the methods used to investigate phenomena (methodology). According to Kivunja and Kuyini (2017), a research paradigm is “a comprehensive belief system, world view, or framework that guides research and practice in a field” (p. 26). It shapes the way researchers formulate questions, collect data, and interpret results.

For this study, the pragmatic research paradigm was adopted. Pragmatism emphasizes the use of multiple approaches to understanding research problems rather than being confined to a single philosophical view. Creswell and Plano Clark (2011) describe pragmatism as a paradigm that “arises out of actions, situations, and consequences rather than antecedent conditions,” and is focused on “what works” in real-world contexts (p. 43). In other words, pragmatism allows researchers to choose the methods, techniques, and procedures that best suit the problem being investigated.

The rationale for choosing the pragmatic paradigm lies in the complex nature of the research questions, which aim to explore both measurable patterns and lived experiences related to parental involvement in EFL learning. This paradigm is particularly suitable for studies that:

- Combine quantitative and qualitative methods
- Seek practical outcomes and real-world relevance
- Emphasize flexibility, integration, and contextual understanding

In the context of this dissertation, pragmatism supports the use of structured questionnaires (to gather statistical data on parental involvement) alongside semi-structured interviews (to capture in-depth perspectives from teachers). This mixed-methods approach allows for a more comprehensive and nuanced

understanding of how parental support influences both student motivation and academic performance.

By opting for a pragmatic paradigm, this study avoids the limitations of adopting either a purely positivist (quantitative) or interpretivist (qualitative) stance. Instead, it integrates both to generate meaningful, context-sensitive insights relevant to the Algerian educational system.

### **3. Research Approach:**

A research approach refers to the overall strategy and direction a researcher chooses to conduct a study. It guides how data are collected, analyzed, and interpreted. According to Creswell (2014), a research approach is “a plan and procedure that consists of the steps of broad assumptions to detailed methods of data collection, analysis, and interpretation” (p. 3). It reflects the researcher's assumptions about how knowledge is best acquired and validated.

There are three commonly recognized research approaches: quantitative, qualitative, and mixed methods. Each has its philosophical roots and methodological preferences. This study adopts a mixed-methods approach, which combines both quantitative (e.g; structured questionnaires) and qualitative (e.g; semi-structured interviews) strategies to provide a more comprehensive understanding of the phenomenon under investigation.

The mixed-methods approach is particularly appropriate when the research questions demand both numerical data to identify patterns and rich, descriptive insights to explain participants' experiences and perceptions. It is well aligned with the pragmatic paradigm, as it emphasizes practicality and the value of multiple perspectives.

### **4. Research Design:**

This study adopts an explanatory sequential design, a specific type of mixed-methods research design that involves two distinct phases: beginning with the collection and analysis of quantitative data, followed by the collection and analysis of qualitative data to further explain or elaborate on the initial results.

According to Creswell and Plano Clark (2018), an explanatory sequential design is “a two-phase design where the researcher starts by collecting and analyzing quantitative data, and then builds on the results to explain them in more depth with qualitative data” (p. 77). This design allows researchers to use the strengths of both methods—quantitative for breadth and generalizability, and qualitative for depth and context.

Scholars have emphasized the value of this approach in educational research, especially when understanding patterns or trends requires deeper exploration through participants' lived experiences.

Ivankova, Creswell, and Stick (2006) argue that this design is especially appropriate when the researcher wants to explore "why" a particular statistical trend or outcome has occurred, making it a powerful tool for studies focusing on human behavior and educational practices.

This dissertation investigates the impact of parental involvement on pupils' motivation and academic performance in EFL learning. First, structured questionnaires were distributed to students and their parents to collect quantitative data on the frequency and forms of parental support. After analyzing the patterns and trends revealed in the quantitative data, semi-structured interviews with teachers were conducted to explain and contextualize those findings.

The explanatory sequential design was chosen because it offers a clear and logical structure for:

- Identifying general patterns in parental involvement and its perceived effects through quantitative methods
- Explaining the reasons behind those patterns using teachers' perspectives and lived experiences
- Triangulating findings from multiple sources to enhance validity and provide a richer understanding of the issue

This design aligns with the pragmatic research paradigm adopted in this study, which values flexibility and practical outcomes. It ensures that the findings are both statistically sound and contextually meaningful, which is crucial in exploring complex educational phenomena such as learner motivation and parental engagement.

## **5. Research Setting:**

The investigation was conducted at Saaeed Ben Arib Middle School, a public educational institution located in Khlil in Bordj Bouariridj. The school follows the Algerian national curriculum and provides English as a foreign language. Saaeed Ben Arib middle school was chosen because of its accessibility, the availability of participants, the researchers' familiarity and its good reputation in the region. Furthermore, the administration and the teaching staff expressed willingness to facilitate the research process, which helped in obtaining reliable data in supportive settings.

## **6. Population:**

The population of this study consists of middle school students, their parents, and English language teachers from Saaaid Ben Arib Middle School, located in Bordj Bou Arréridj, Algeria. The selection of these three groups was intentional and aligned with the objectives of the study, which seeks to examine the role of parental involvement in learners' motivation and academic performance in English as a Foreign Language (EFL).

## **6.1 Students:**

The primary population group in this study includes 40 fourth-year middle school students (commonly referred to as 4Ms), both male and female, aged between 14 and 15 years. This group was chosen because they are in the final year of middle school and are preparing for the BEM (Brevet de l'Enseignement Moyen) exam, a crucial academic milestone. At this stage, students often require increased academic and emotional support, making them ideal participants for exploring how parental involvement influences their motivation and performance in English.

Students were also included because they can provide first-hand insights into the nature of their parents' support, how often it occurs, and how it affects their confidence, discipline, and study habits in English learning.

## **6.2 Parents:**

The second group in the population consists of 7 parents of the participating students. These parents were selected based on their availability and willingness to contribute to the study. Parents play a central role in shaping their children's learning environment and attitudes toward education. Their inclusion in the study was essential for understanding the extent, type, and quality of parental involvement in their children's EFL education at home.

By gathering data directly from parents, the study aimed to explore their perceptions of English language learning, the challenges they face in supporting their children (such as language barriers or time constraints), and the strategies they use to motivate and assist their children.

## **6.3 Teachers:**

The third group includes 10 EFL teachers who work with fourth-year students. These teachers were selected because they interact with students regularly and have direct experience observing how parental support (or lack thereof) influences learners' performance and classroom behavior. Teachers were included to provide a professional and pedagogical perspective on parental involvement. Their insights help validate or challenge the students' and parents' viewpoints and offer a broader understanding of how school-home collaboration can be improved to support EFL learning outcomes.

## **7. Sampling and Sampling Techniques:**

Sampling refers to the process of selecting a subset of individuals from a larger population in order to represent that population in a research study. This study employed a purposive sampling technique, a non-probability method in which participants are selected based on specific characteristics relevant to the research objectives. According to Etikan, Musa, and Alkassim (2016), purposive sampling "relies on the judgment of the researcher to choose participants that are most useful or representative" (p. 2).

This technique was chosen because the study aimed to explore the perceptions and experiences of individuals who are directly involved in the EFL learning process—namely, students, parents, and teachers.

### **7.1 Student Sampling:**

A total of 40 fourth-year middle school students were selected from Saaid Ben Arib Middle School. These students were chosen because they are in a critical academic year, preparing for the national BEM exam, and thus more likely to receive academic and emotional support from their families. The selection aimed for a balanced representation in terms of gender and included students with varying academic performance levels to provide a diverse range of perspectives.

### **7.2 Parent Sampling:**

Seven parents of the selected students participated in the study. They were chosen based on their availability and willingness to respond to the questionnaire. Although the number is relatively small, their responses offer valuable insights into the nature of parental involvement at home. Given the difficulty of engaging a large number of parents in educational research, purposive sampling ensured that the most cooperative and relevant individuals were included.

### **7.3 Teacher Sampling:**

The study also involved 10 English language teachers who teach fourth-year students at the same school. These teachers were purposefully selected based on their direct experience with the target group of students and their ability to provide informed opinions about the influence of parental involvement on learners' motivation and performance. Their participation added a professional dimension to the study and allowed for meaningful comparisons with student and parent perspectives.

## **8.Data Collection Instruments:**

In this study, three tools were used to collect information: a questionnaire for pupils, a questionnaire for parents, and an interview for teachers. These tools were designed to help the researcher understand the different views and experiences of each group regarding parental involvement in English learning.

### **8.1 Questionnaires:**

A questionnaire is a widely used data collection method within research. It is essentially a list of questions, either open-ended or closed-ended, designed to gather a significant amount of quantitative data on a specific topic. For effective use, questionnaires need clear instructions and should ensure respondents understand the research's objective. This tool allows researchers to collect information on participants' beliefs, opinions, perceptions, experiences, and behaviors.

For this research on parental involvement in children's education, especially during exam periods, two attitudinal questionnaires were used. One was given to fourth-year middle school students, and the other to their parents. Both questionnaires contained a series of questions designed to gather insights into the attitudes, opinions, impressions, and experiences of both students and parents regarding the extent and quality of parental involvement in their children's EFL performance.

The questionnaires used a variety of question types, including yes or no questions, closed-ended, and open-ended questions. These questions were specifically selected to investigate participants' thoughts, feelings, and behaviors concerning the level of parental engagement in their children's academic lives. To ensure ease of response, all questions were direct and clear. Most questions also included optional answers to make the process smoother, aiming to help participants maintain their initial energy and motivation throughout the questionnaire.

### **8.1.1 Pupils' Questionnaire:**

The pupils' questionnaire is a structured questionnaire made up of 29 questions, mostly with multiple-choice answers. This format was chosen because it is easy to complete and helps collect clear information from a large number of students. It also allows for quick analysis of the answers.

The questionnaire is divided into Four sections:

- **Parental Involvement at Home**

This section (Questions 2–10) asks how parents support their children at home, for example, by helping with homework or asking about school.

*(See Appendix A)*

- **Material and Emotional Support**

This part (Questions 11–18) asks if parents provide learning materials, a quiet place to study, encouragement, or rewards for good performance.

*(See Appendix A)*

- **Parental Involvement in English Language Learning**

This section (Questions 19–23) focuses on how parents help specifically with English, such as helping with vocabulary, using English apps, or buying English books.

*(See Appendix A)*

- **BEM Exam Preparation**

This final part (Questions 24–29) explores how parents help their children prepare for the final exam, especially in English.

*(See Appendix A)*

The questionnaire was written in both English and Arabic to help all students understand the questions. This also made them feel more comfortable expressing their opinions. Most students were happy to participate, as it was their first time being part of a study.

### **8.1.2 Parents' Questionnaire:**

The questionnaire for parents was written in Arabic to make sure all parents could understand and answer the questions easily. It included both closed-ended questions (yes/no or multiple choice) and open-ended questions (where parents could explain in their own words). This combination helped collect both clear data and more detailed opinions.

This questionnaire had 27 questions, divided into Five sections:

#### **-General Information** (Questions 1–7)

These questions collect basic details about the parents, like their education, jobs, and languages they speak.

*(See Appendix B)*

#### **-Parental Involvement in Studies** (Questions 8–14)

This part asks how parents help their children with studying, and what kind of support they give—emotional, academic, or financial.

*(See Appendix B)*

#### **-Communication with the School** (Questions 15–17)

These questions focus on how often parents talk with teachers or attend school meetings.

*(See Appendix B)*

#### **- Parents' Attitudes Towards Learning English** (Questions 18–22)

This section explores parents' opinions about the importance of English and how confident they feel helping their children in this subject.

*(See Appendix B)*

#### **-Academic Support Strategies** (Questions 23–27)

These questions ask how parents help their children improve in English at home or through private

lessons.*(See Appendix B)*

### **8.1.3 Piloting the Questionnaire**

Before distributing the final version of the questionnaires to students and parents, a pilot study was conducted to evaluate the clarity, reliability, and overall effectiveness of the instruments. Piloting is an essential step in the research process that allows researchers to test and refine their data collection tools

before full-scale implementation. According to van Teijlingen and Hundley (2001), a pilot study “can help the researcher to refine the research design, identify problems, and ensure that the questions are understandable and appropriate” (p. 2).

The main objectives of the piloting phase were to:

- Assess whether the wording and structure of the questions were clear and easily understood by participants.
- Identify ambiguous or confusing items that might lead to inaccurate responses.
- Ensure that the questionnaire length was appropriate and manageable.
- Check for the logical flow and relevance of items in each section.

**a) Procedure:**

The pilot questionnaire was administered to a small sample consisting of: 5 fourth-year students and 2 parents from the same school, who were not part of the main study sample.

Participants were encouraged to provide feedback on the clarity of instructions, the difficulty level of the questions, and any terms or phrases they found unclear or misleading. Their responses were not included in the final data analysis.

**b) Revisions Based on Piloting:**

As a result of the pilot study, several minor modifications were made to the questionnaires:

- Some question items were reworded to improve clarity.
- Instructions were made more precise, especially for multiple-choice and Likert-scale items.
- The order of a few questions was adjusted to improve the logical flow and grouping by theme.
- The Arabic translation of certain questions was refined to ensure linguistic accuracy and consistency with the English version.

These adjustments helped ensure that the final questionnaire was both user-friendly and capable of generating reliable and valid data. The piloting process significantly enhanced the overall quality of the instruments and increased the confidence in the findings of the study.

## **8.2 Semi-Structured Interview:**

An interview is a qualitative research tool that involves a structured or unstructured verbal exchange between the researcher and participants. This study utilized semi-structured interviews, which combine predefined questions with the flexibility to probe deeper based on participants' responses. This format allows

for deeper exploration of complex topics and participant perspectives.

Kvale (1996) defines the interview as “a conversation with a purpose”, where the researcher seeks to understand the lived experiences of the participants from their own point of view. Semi-structured interviews are particularly effective in educational research for exploring how teachers interpret their professional experiences and perceptions.

### **8.2.1 Teachers’ Interview**

A semi-structured interview was used to collect information from teachers. This means the interview had some fixed questions, but teachers were also free to explain their answers in detail.

The interview was given to 10 English teachers who work with fourth-year middle school students. It included 8 open-ended questions and was shared through Google Forms so teachers could respond at their own pace.

The interview aimed to find out:

1. What teachers think about parents’ involvement in English learning?
2. How parental support affects students’ performance and motivation?
3. What problems teachers face when trying to involve parents more in education?

This tool helped the researcher collect deeper, more personal insights that could not be captured by the questionnaires.

*(See Appendix C)*

### **8.2.2 Piloting the Interview:**

Before conducting the main study, the semi-structured interview was piloted with two English teachers who were not part of the final sample. This step was taken to test the clarity, relevance, and effectiveness of the interview questions.

#### **a) Procedures:**

The pilot version of the interview, which included eight open-ended questions, was distributed through Google Forms to two middle school English teachers. The teachers were asked not only to answer the questions, but also to provide feedback on the wording, structure, and overall clarity of the interview. Their responses and comments were carefully reviewed to identify any issues related to:

- Ambiguity or confusion in the wording.

- Redundancy or overlap between questions.
- Length and time required to complete the interview.
- Technical or accessibility issues with the Google Form

### **b)Revisions Based on Piloting:**

Based on the feedback from the two pilot participants, the following changes were made:

- 1. Rewording of Questions:** Some questions were slightly modified to improve clarity.
- 2. Order Adjustment:** The order of questions was rearranged to improve the logical flow, starting with more general questions before moving to specific issues such as challenges or school-parent communication.
- 3. Instruction Added:** A brief instruction was added at the beginning of the form to explain the purpose of the interview and to encourage teachers to answer in as much detail as they feel comfortable with.

The piloting phase helped ensure the quality and effectiveness of the interview tool. The revised version was then shared with the 10 participants in the main study.

### **9.Data Analysis Procedures:**

This study followed a mixed-methods approach, combining both quantitative and qualitative data to provide a comprehensive understanding of the impact of parental involvement on students' motivation and academic performance in EFL learning. Accordingly, two distinct data analysis procedures were used.

#### **9.1Quantitative Data Analysis**

The quantitative data were obtained from structured questionnaires administered to students and parents. The responses were coded and entered into the Statistical Package for the Social Sciences (SPSS) software (version 26) for analysis.

Quantitative analysis involves the systematic application of statistical techniques to numerical data in order to identify patterns, trends, and relationships. In this study, descriptive statistics were used as the main analytical tool. These included:

**Frequencies:** showing how often a response or value appears in the dataset. This was used to determine how common certain forms of parental involvement were.

**Percentages:** helping to express the frequency data in relative terms, making it easier to interpret.

**Cross-tabulations:** used to examine relationships between variables, such as comparing parental involvement levels with student-reported motivation or performance.

This type of analysis provided a broad overview of trends in the data and allowed the researcher to identify key areas for deeper exploration in the qualitative phase.

## 9.2 Qualitative Data Analysis

The qualitative data were collected through semi-structured interviews with 10 English language teachers. These data were analyzed using thematic analysis, a widely used method in qualitative research that involves identifying, analyzing, and reporting patterns (themes) within the data. According to Braun and Clarke (2006), thematic analysis is “a method for identifying, analyzing, and reporting patterns (themes) within data” (p. 79). The analysis followed their six-phase framework:

- **Familiarization with the Data:** Reading and re-reading the interview responses to gain an overall understanding.
- **Generating Initial Codes:** Highlighting meaningful features of the data and assigning short labels (codes) to recurring ideas or concepts.
- **Searching for Themes:** Organizing similar codes into broader categories or themes.
- **Reviewing Themes:** Refining themes by checking them against the raw data to ensure they are accurate and coherent.
- **Defining and Naming Themes:** Assigning clear names to each theme based on the underlying meaning and scope.
- **Producing the Report:** Interpreting the themes and supporting them with relevant quotes from participants.

The qualitative analysis allowed for a deeper exploration of the findings from the questionnaires, helping to explain why certain patterns emerged and how parental involvement is perceived and experienced by teachers in the school context.

## 10. Ethical Considerations:

Ethical integrity is a fundamental component of any academic research, particularly in studies involving human participants. This study adhered to key ethical principles to ensure the protection of participants' rights, the transparency of research procedures, and the validity of the findings.

According to Cohen, Manion, and Morrison (2018), ethical research requires researchers to act with respect, honesty, and responsibility toward all participants, ensuring that no harm is caused and that individuals are treated with dignity throughout the process.

## **1. Informed Consent**

Prior to participation, all respondents—students, parents, and teachers—were informed of the purpose, scope, and voluntary nature of the study. Informed consent was obtained from all participants, and for students under the age of 18, parental permission was secured. Participants were assured that their participation was entirely voluntary and that they could withdraw at any time without any negative consequences.

A formal consent form was issued to the school administration and participants, detailing the research objectives, procedures, and how the data would be used. (See **Appendix B** for the consent form.)

## **2. Confidentiality and Anonymity**

Participants' identities were protected throughout the research process. Names, school records, and other identifying information were not collected or disclosed. Data were treated with strict confidentiality and were used solely for academic purposes. In the reporting of findings, pseudonyms or general labels (e.g., "Teacher A," "Parent 1," "Student B") were used to ensure anonymity.

## **3. Non-Harm and Respect**

All efforts were made to avoid causing any emotional, psychological, or academic harm to participants. The questions in both the questionnaires and interviews were phrased respectfully and neutrally to avoid discomfort or bias. The research environment encouraged honesty and openness, and participants were treated respectfully throughout the process.

## **4. Institutional and Cultural Respect**

Permission was obtained from Saaid Ben Arib Middle School's administration to conduct the study on school grounds. The research process respected the institutional rules and the cultural values of the school community. Special care was taken to conduct the study in a manner appropriate to the Algerian educational and social context.

## **5. Data Handling and Storage**

All data collected (both digital and printed) were stored securely and were only accessible to the research team. No data were shared with unauthorized parties. After the completion of the study, data will be safely archived or disposed of in accordance with institutional policies and ethical guidelines.

**Conclusion:**

This chapter outlined the research design, instruments, participants, data collection procedures, and data analysis methods used in this study. By adopting a mixed-methods approach, the study aimed to obtain both quantitative data through structured questionnaires and qualitative insights through teacher interviews. The combination of SPSS-based statistical analysis and thematic interpretation allowed for a comprehensive exploration of the role of parental involvement in students' English language learning. The next chapter will present and interpret the results obtained from both methods.

**CHAPTER THREE:**  
**RESULTS AND DISCUSSION**

1. Introduction.....
2. Analysis of Student’s Questionnaire .....
3. Analysis of Parent’s Questionnaire .....
4. Analysis of the Interview .....
5. Discussion of Key Findings .....

## Introduction:

This chapter will present the findings and discussion . It is an attempt to put the theory mentioned in the previous chapter into practice in order to find answers for the raised research questions. This research part is purely analytic which aims to analyze the generated data from the participants using two different data collection tools ; two questionnaires directed to pupils and their parents, and an interview addressed to teachers of English who teach or have taught the Fourth level.

The emphasis of this chapter is to generate a global results depending on the data founded through the tools used. It is divided into two types of data; quantitative data presented through both questionnaires of parents and their children, and a qualitative data presented through the interview. These data were represented in different forms using graphics and tables to make the process of reading them more visual and practical.

The chapter ends with a discussion and interpretation of the findings generated from the analysis of data, the essence of this part is to give meaning to these findings and to give final judgements about how often the topic is applicable in the given context.

### 1. Analysis of Students' Questionnaire

#### Section One : Parental Involvement at Home .

##### Question 1 :

In terms of gender, the majority of participants were females, making up 55% of the sample, while males constituted 45%. This near- equal distribution ensures balanced representation across the two genders .

gender		
	N	%
male	18	45,0%
female	22	55,0%

**Table 1.1:** Student's gender

##### Question 2 : what is your current living situation?

The results showed that 85% pupils are living with both parents and the rest 15% do not live with both parents. 2 pupils out of 40 or 5% live with their mother only , 5% live with father only and 5% lives with other family members in case of divorced parents or death.

<b>what is your current living situation ?</b>		
	N	%
with both parents	34	85,0%
with mother only	2	5,0%
with father only	2	5,0%
with other family members	2	5,0%

**Table 1.2 : pupils current living situation .**

**Question 3 : who is more attentive to your studies ?**

The results showed that both fathers and mothers are attentive for 72,5% of pupils, then mothers with 20%, 5% of neither fathers nor mother are attentive to pupils. Lastly, fathers are attentive for (2,5%) of pupils; which indicates a lack of attention from fathers.

<b>who is more attentive to your studies ?</b>		
	N	%
neither	2	5,0%
both	29	72,5%
father	1	2,5%
mother	8	20,0%

**Table 1.3 : attentiveness of pupils studies.**

**Question 4 :How often do your parents discuss your school day with you ?**

57,5 % of pupils reported that their parents always had this kind of discussions after coming back from school, which makes it a habit. 30% of the pupils said that their parents sometimes discuss with them about their school day. 7,5% of pupils said that their parents rarely ask them about their school day ,whereas, 5% do not have any kind of discussions with their parents. Pupils who share their school day with their parents revealed that they discuss different topics including school subjects, lessons, difficulties and obstacles they may encounter, marks and any updates at school.

<b>how often do your parents discuss your school day with you ?</b>		
	N	%
never	2	5,0%
rarely	3	7,5%
sometimes	12	30,0%
always	23	57,5%

**Table 1.4 :** Parents' discussion with their children about their school day.

**Question 5 :** How often do you inform your parents about any problems you face at school ?

The results presented 40% of the pupils who always inform their parents about the problems they face at school and 27,5% of them who sometimes tell their parents about their own obstacles. 12,5% of pupils said that they rarely do this act . Lastly, 20% of the pupils did not welcome this idea at all which indicates the fear or lack of trust between parents and children .

<b>how often do you inform your parents about any problems you face at school ?</b>		
	N	%
never	8	20,0%
rarely	5	12,5%
sometimes	11	27,5%
always	16	40,0%

**Table 1.5 :** pupils inform/ not inform their parents about any problems they face at school .

**Question 6 :** do your parents set a specific time for you to study at home ?

The findings demonstrates 52,5% of pupil's parents specify a time for their children to help them which shows that parents are interested to provide extra help for their children in contrast to the rest 47,5% who study alone with no involvement of parents.

**Table 1.6 :**parents setting specific study time for their children at home.

<b>Do your parents set a specific time for you to study at home</b>		
	N	%
no	19	47,5%
yes	21	52,5%

**Question 7 :** do your parents supervise your homework ?

Thus, we found that only 25% of pupils' parents are interested and always supervise their children about their homework whereas 42,5% of parents were not interested in asking about or helping with their children's homework; however, there are 17,5% whose parents sometimes supervise their children's homework and 15% who rarely do that .

<b>do your parents supervise your homework</b>		
	N	%
never	17	42,5%
rarely	6	15,0%
sometimes	7	17,5%
always	10	25,0%

**Table 1.7 :**parents supervision of their children's homework.

**Question 8 :**when you face difficulty in a subject , do your parents try to help you themselves before seeking outside help?

Gladly, the results shows that 57,5% of parents do make effort with helping children when they face a difficulty before seeking outside help like private lessons , in the other hand 42,5% of parents seek outside help directly because of lack of knowledge or materials.

<b>when you face difficulty in a subject , do your parents try to help you themselves before the outside help</b>		
	N	%
no	17	42,5%
yes	23	57,5%

**Table 1.8 :** parents help with pupils difficulty in a subject.

**Question 9 :** are your parents aware of the subjects you study this year ?

Most of the parents are aware of the subjects their children study, which presents 85% of pupils parents, and only 15% of pupils' parents do not have any idea about what their children are learning at school.

<b>are your parents aware of the subjects you study this year</b>		
	N	%
no	6	15,0%
yes	34	85,0%

**Table 1.9 :**parents awareness of the subjects their children study this year.

**Question 10:** do you feel comfortable discussing with your parents the subjects you find difficult ?

62,5% of pupils indeed like sharing their ideas about the subjects they find difficult with their parents and 37,5% of them do not feel comfortable discussing it with them .

<b>do you feel comfortable discussing with your parents the subjects you find difficult</b>		
	N	%
no	15	37,5%
yes	25	62,5%

**Table1.10 :** discussion with parents about difficult subject.

**Question 11 :** how do you feel when your parents help you with your studies ?

<b>I feel happy and motivated</b>	<b>I feel comfortable and they care about me</b>	<b>I feel uncomfortable</b>	<b>I feel nothing</b>
32,5%	22,5%	5%	40%

**Table 1.11 :** Pupils feelings about their parents help.

40% of pupils feel neutral about their parents' help because parents do not help or do not have the ability or knowledge to help. 5% feel uncomfortable because they like studying alone. 22,5% feel like their parents care about them, are comfortable and they are important as a member of a family. 32,5% of the pupils whose parents help them in their studies like this act and appreciate their parents' support, so they enjoyed the fact that their parents were involved in their education.

## Section Two : Material and Emotional Support .

**Question 12 :** do your parents provide you with extra learning materials(books, maps, handouts...) ?

A large number of pupils were provided by these materials, which presented 77,5% of them, but there were 22,5% of pupils whose parents did not provide any materials needed for their learning.

do your parents provide you with extra learning materials ?		
	N	%
no	9	22,5%
yes	31	77,5%

**Table 1.12 :** parents providing extra learning materials.

**Question 13 :** do your parents create a quiet and comfortable space for you to study ?

Half of the students 50% of pupils are provided with the right atmosphere and calm that encourages the pupils to focus on their studies whereas, the rest 30% of pupils are sometimes provided , 15% are rarely provided and only 5% suffered from lack of calm atmosphere, which made studying at home a non-productive situation.

do your parents create a quiet and comfortable space for you to study ?		
	N	%
never	2	5,0%
rarely	6	15,0%
sometimes	12	30,0%
always	20	50,0%

**Table 1.13 :** parents creating quiet and comfortable space for their children study.

**Question 14 :**do your parents encourage you when you feel discouraged about studying ?

Most of the pupils 70% are encouraged by their parents when they feel discouraged about studying ,whereas, 30% of pupils said their parents do not encourage them.

<b>do your parents encourage you when you feel discouraged about studying</b>		
	N	%
no	12	30,0%
yes	28	70,0%

**Table 1.14** : parents encouraging their children when they feel discouraged.

**Question 15** :how do your parents usually react when you get poor marks at school ?

The result showed that 65% of pupils are encouraged to do better by their parents when they get poor marks at school . Punishment was the reaction of 25% of the pupils and 10% declared that they receive no reaction concerning their failure at school from their parents .

<b>how do your parents usually react when you get poor marks at school</b>		
	N	%
ignore it	4	10,0%
encourage me to do better	26	65,0%
punish me	10	25,0%

**Table15** :parents reaction on their children's poor marks at school .

**Question 16** :how often do your parents visit the school ?

The findings proved that 35% of pupils' parents never pay a visit and 30% rarely go to school to check the learning of their children. Only 12,5% are interested to make regular visits to the school of their children and 22,5% of the parents sometimes visit .

<b>how often do your parents visit the school</b>		
	N	%
never	14	35,0%
rarely	12	30,0%
sometimes	9	22,5%
always	5	12,5%

**Table 16** :Parents' visit to school.

**Question 17** :how often do your parents reward you when you achieve good marks ?

35% of the pupils get rewarded for their achievements and good marks, 37,5% sometimes have some kind of reward , 10%rarely have something as a reward for getting good marks and 17,5% never receive any reward for their success.

<b>how often do your parents reward you when you achieve good marks</b>		
	N	%
never	7	17,5%
rarely	4	10,0%
sometimes	15	37,5%
always	14	35,0%

**Table 17** : Parents rewarding their children for getting good marks.

**Question 18** : what types of rewards or encouragements do you usually receive ?

<b>Getting praise and encouraging words</b>	<b>Buy gifts and things I like</b>	<b>Go for a picnic</b>	<b>Nothing</b>
7,5%	50,0%	2,5%	40,0%

**Table 18** : types of rewards pupils usually receive.

50% of the pupils said that they receive encouragement in the form of gifts, their parents buy things such as clothes, phones , bicycles and all the things pupils like and parents promised to buy them before. 40% of the pupils said that they do not receive rewards. 7,5% of the pupils get praise and encouraging words to do better for next time and 2,5% , one single pupils, said that his parents take him in a picnic to his favourite place to encourage and motivate him.

**Question 19** : what are some ways your parents help you improve your learning ?

**a.Pupils who are provided by ways of help** :22,5% of pupils said that their parents prefer seeking private lessons and use the internet and YouTube to help their children with their studies.Similarly, 22,5% of parents help their children themselves and 15% of parents use motivating words and encouragement to help their children improve, do better and succeed.

**b.Pupils who are not provided by ways of help** :40% of pupils replied by nothing, which means that their parents do not help .

**Section 3 : Parental Involvement in English Language Learning,**

**Question 20** : how would you rate your level of english ?

The findings indicated that most of the pupils had an intermediate level 45%, 35% of the pupils were good in English and only (20%) were weak.

<b>how would you rate your level of english ?</b>		
	N	%
good	14	35,0%
intermediate	18	45,0%
weak	8	20,0%

**Table19** : Pupils’ level of English.

**Question 21** : do your parents encourage you to improve your english ?

65% of pupils agreed that their parents encourage them to learn and improve their level in the English language and 35% declared that their parents do not encourage them to make their level in English better.

<b>do your parents encourage you to improve your english ?</b>		
	N	%
yes	26	65,0%
no	14	35,0%

**Table 20** :Parents encouragement for their children to improve their level of English.

**Question 22** :do your parents help you with your English studies at home (help with homework, speaking, reading,etc.) ?

It is shown that the majority of pupils 75% do not get any help from their parents in the English language, and only 25% of the parents helped their children in the English language.

<b>do your parents help you with your english studies at home</b>		
	N	%
yes	10	25,0%
no	30	75,0%

**Table 21** :parents helping with their children’s English studies.

**Question 23** :do your parents provide extra materials (books, dictionaries,apps) to help you improve your English ?

60% of pupils’ parents provide their children with materials that help improve their level in English , whereas 40% do not provide them with such helpful tools.

<b>do your parents provide extra materials to help you improve your English ?</b>		
	N	%
yes	24	60,0%
no	16	40,0%

**Table 22** :Parents providing their children with extra materials to help improve their English.

**Question 24** : When you face difficulty in English, what do your parents usually do ?

The findings showed that 27,5% of pupilssais their parents help them themselves and 27,5% of parents do nothing . 22,5% of pupils said that their parents tried finding extra support and 22,5% of pupils declared that their parents advise them to study alone and be dependent of their own studies .

<b>when you face difficulty in English, what do your parents usually do ?</b>		
	N	%
help me themselves	11	27,5%
find extra support	9	22,5%
advise me to study harder alone	9	22,5%
do nothing	11	27,5%

**Table 23** :Types of help parents do for their children when facing difficulty in English.

#### Section Four : BEM Exam Preparation.

**Question 25 :**Are you following a special study program at home for the BEM exam, prepared with your parents help ?

62,5% of pupils agreed that they are following a special study program prepared with their parents' help,however, 37,5% are not following any study programs.

<b>Are you following a special study program at home for the bem exam prepared with your parents help ?</b>		
	N	%
yes	25	62,5%
no	15	37,5%

**Question 24 :** are you attending extra study sessions with your school teachers ?

Most of pupils 77,5% declared that they do attend extra study sessions with their school teachers and only 22,5% of pupils do not go to school for the extra sessions.

<b>are you attending extra study sessions with your school teachers</b>		
	N	%
yes	9	22,5%
no	31	77,5%

**Table 25 :** Pupils attending extra sessions at their school.

**Question 27 :**are you attending private extra courses outside school ?

Results indicated that 50% of pupils attended extra courses while the other half 50% of them were not involved in any extra courses.

<b>are you attending private extra courses outside school ?</b>		
	N	%
yes	20	50,0%
no	20	50,0%

**Table 26 :**pupils attendance of extra courses.

**Question 28 : are you taking extra courses specifically in English ?**

The majority of pupils 85% said they are not taking extra courses in English while only 15% do attend extra courses in English.

are you taking extra courses specifically in English ?		
	N	%
yes	6	15,0%
no	34	85,0%

**Table 27 :** pupils attending extra courses especially in English.

**Question 29 : during BEM preparation, do your parents treat you differently ?**

The results showed that the majority of pupils 85% were treated differently during BEM preparation and only 15% were not having better treatment during the BEM preparatory period.

during BEM preparation, do your parents treat you differently ?		
	N	%
yes	34	85,0%
no	6	15,0%

**Table 28 :** Children' parents different treatment during BEM preparation.

**Question 30 : which do you prefer for improving your English ? And why ?**

55% of pupils prefer attending extra courses to improve their level in English and they justified their answers by :

- to understand lessons more :15%
- Their parents have limited knowledge in English : 15%
- to get a good mark : 2,5%
- 22,5% of pupils chose not to justify.
- The other 45% prefers being helped by their parents because of :
  - they enjoy it : 5%
  - they feel comfortable : 7,5 %
  - private courses are a waste of time : 5%
  - 27,5% of pupils chose not to justify.

<b>which do you prefer for improving your English ?</b>		
	N	%
helped by parents	18	45,0%
attending extra courses	22	55,0%

**Table 29 :**pupils preference for improving English.

**Question 31 : If you have other comments or suggestions about how your parents help you , please mention them here :**

**I need pieces of advice and encouragement :**only 7,5%of pupils said they need some kind of support like advice, motivation and encouragement so they can come over their fears of the BEM exam .

**Buying gifts and making their favourite food :** only 2,5% of pupils prefer getting gifts , buying or making their favourite food as a motivational act of help .

**Appreciating any kind of help from their parents :** 2,5% of pupils are satisfied with any kind of help or support their parents do for them .

**Paying more attention to my studies :** 10% of pupils want their parents to pay attention and care for their studies even if they get either good or bad marks .

**No suggestions :** 77,5% prefer to not give any suggestions.

## **2. Analysis of Parents' Questionnaire :**

The questions were directed to parents to highlight their opinions and beliefs about their involvement in the education of their children. Since the questionnaire was addressed in Arabic, a translation was done to its questions into English when doing this analysis.

### **Section One : General Information.**

**Question 1 :**your relationship to the student ?

57,1 % of parents who answered the questionnaire were fathers and 42,9 % were mothers.

**Figure 2.1 :**parents relationship to the students.

**Question 2 :**father's educational level ?

42,9 % of fathers were graduated from university , 42,9 % did not complete their studies from secondary school and only 14,3 % of fathers ended their education at middle school .

**Figure 2.2 :** Father's educational level.

**Question 3 :mother’s educational level ?**

28,6 % of mothers stopped their studies at middle school, similarly 28,6 % did not complete their studies from secondary school, 14,3 % left school from primary school level, 14,3 % of mothers went to university and 14,3 % were not educated at all.

**Figure 2.3 : Mother’s educational level.**

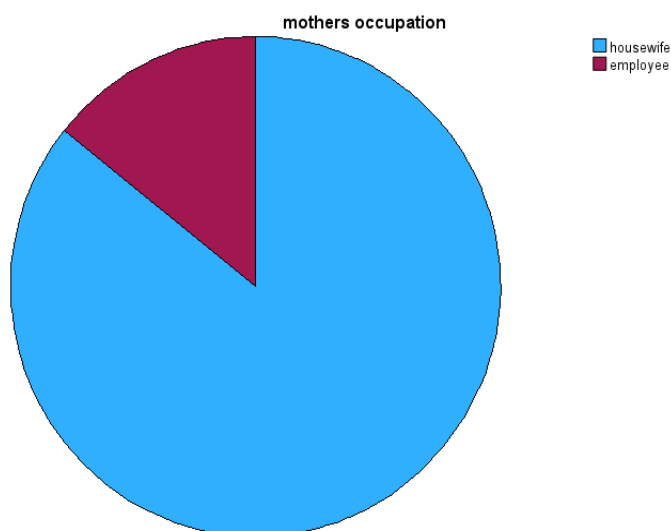
**Question 4 :what is the father’s occupation ?**

The results showed that each one of the fathers we questioned has a job. Therefore, 14,3 % was a teacher, 14,3 % was a director of a middle school , 14,3 % was an architect , 14,3 % was an employee , 14,3 % was retired and 28,6 % were unemployed.

**Figure2.4 : Father’s occupation.**

**Question 5 : what is the mother’s occupation ?**

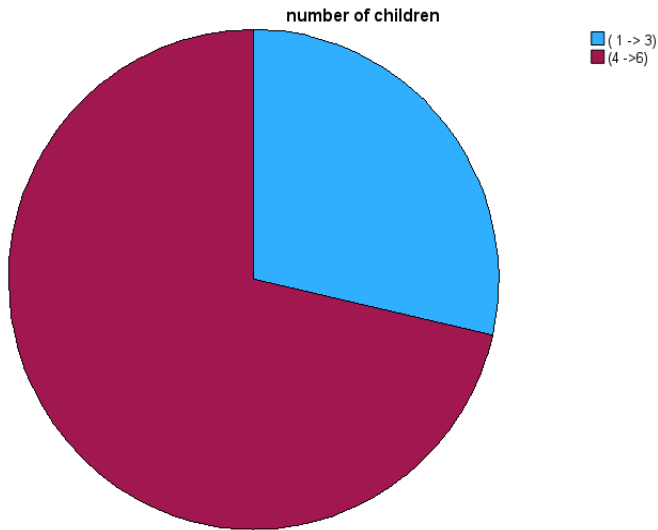
85,7 % of mothers have no jobs while only 14,3 % of mothers was a working mother.



**Figure 2.5 : Mother’s occupation.**

**Question5 : how many children do you have ?**

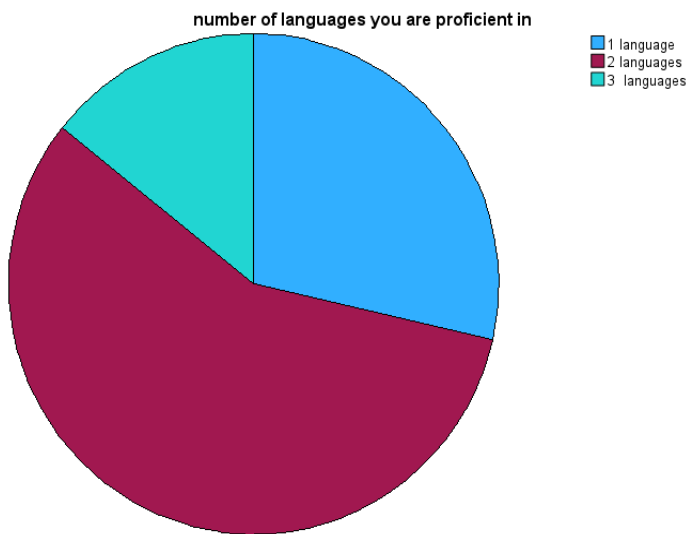
The findings presented 71,4 % parents who have a number of children from 4 to 6 ,whereas, 28,6 % have from 1 to 3 children .



**Figure 2.5 : Number of children in the family.**

**Question 6 :** how many languages are you proficient in ?

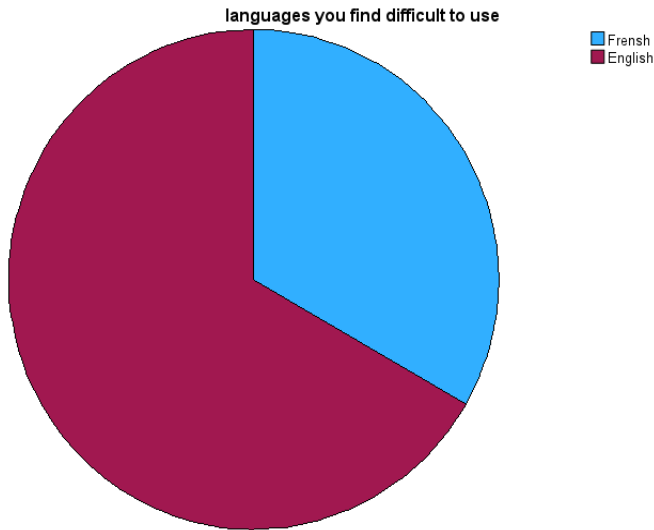
57,1 % pf parents were good at 2 languages, 28,6 % are proficient just in one language and 14,3 % of parents are proficient in 3 languages .



**Figure 2.6 : Numbers of languages parents are proficient in.**

**Question 7 :** what are the languages you find difficult to use ?

57,1 % of parents find English hard to use , 28,6 % said that French is more difficult for them and 14,3 % did not answer.

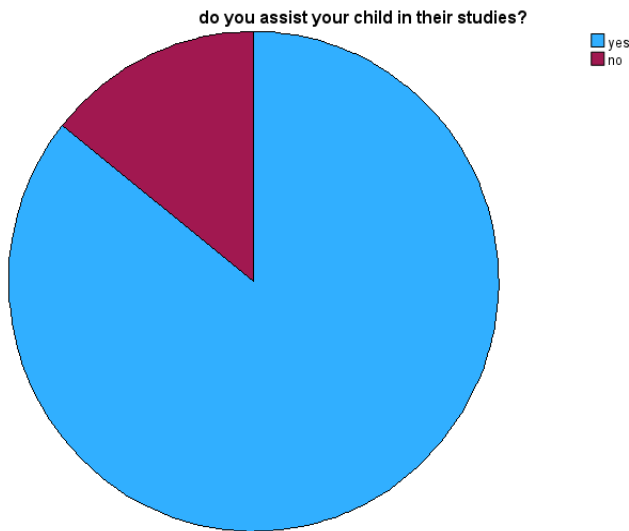


**Figure2.7 : Languages parents find difficult.**

**Section Two : Parental Involvement in Studies.**

**Question 8 : do you assist your child in their studies ?**

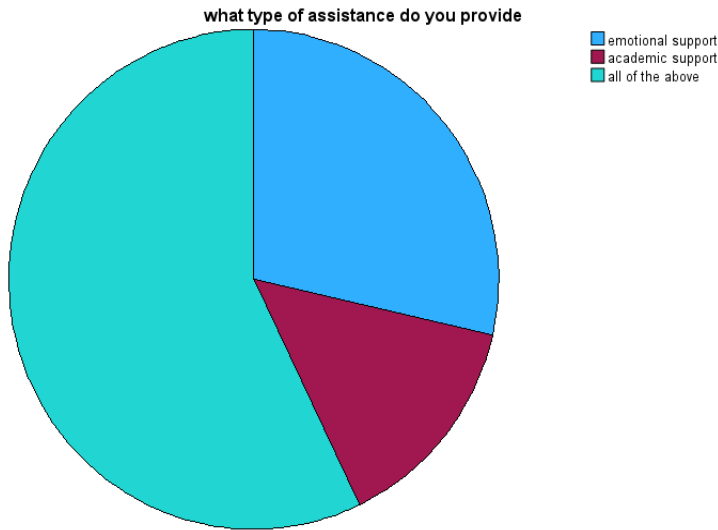
The findings showed that 85,7 % of parents said they assist their children in their studies and only 14,3 % said they do not .



**Figure2.8 : Parents assistance in their children's studies.**

**Question 9 :what type of assistance do you provide ?**

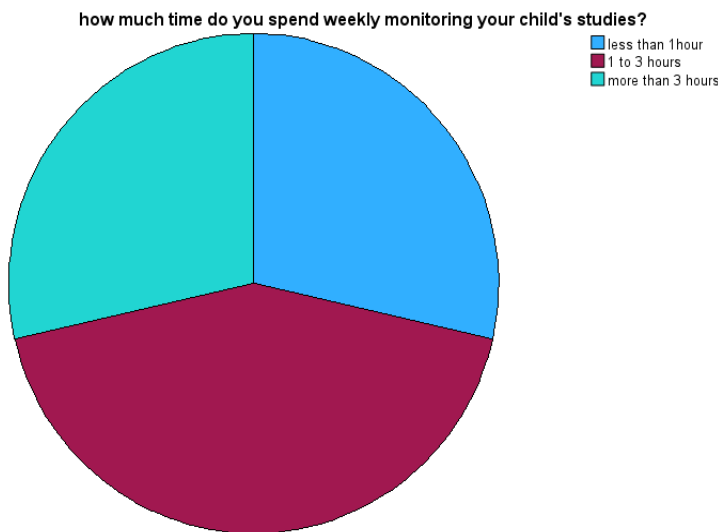
28,6 % of parents declared that they provide emotional support as an assistance for their children, 14,3 % of parents provide academic support and 57,1 % of parents provide all kinds of support ; emotional, academic and financial.



**Figure2.9 : Types of assistance parents provide.**

**Question 10 :**how much time do you spend weekly monitoring your child’s studies ?

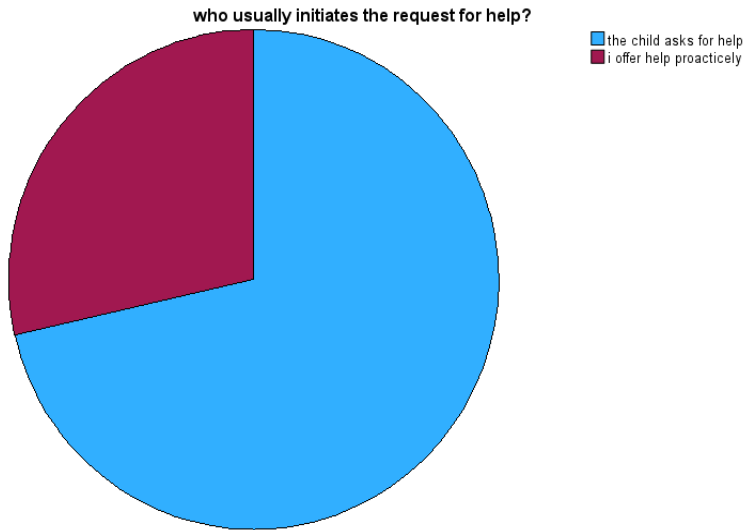
42,9 % of parents declared that they spend from 1 to 3 hours per week to monitor and care for their children's studies, 28,6 % of parents spend less than one hour and 28,6 % take more than 3 hours monitoring the studies of their children.



**Figure 2.10 : the time parents spend weekly monitoring their children’s studies.**

**Question 11 :** who usually initiates the request for help ?

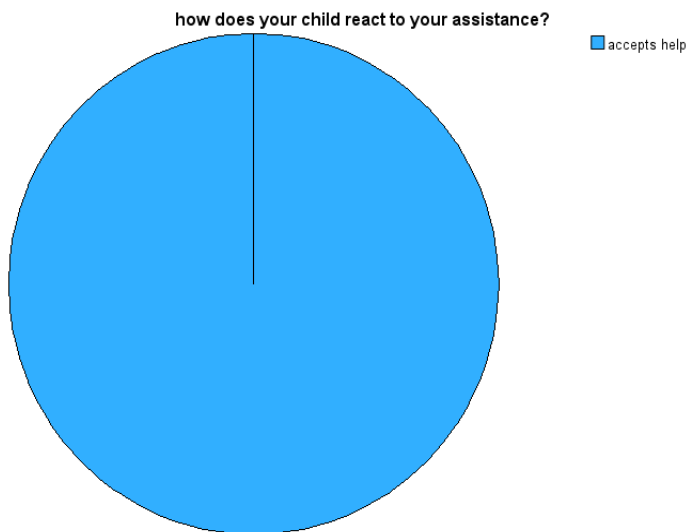
The results demonstrated 71,4 % of parents who said that the child is the one who asks for help concerning his or her studies , 28,6 % of parents offered to help them themselves.



**Figure2.11 : Initiating the request for help.**

**Question 12 :** how does your child react to your assistance ?

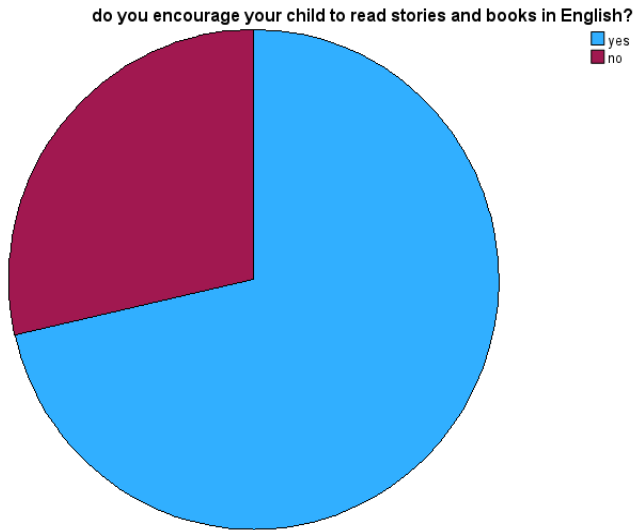
The results showed that 100 % of parents said that their children always accept the help and assistance concerning their studies.



**Figure .12 :Children' reaction to parents' assistance.**

**Question 13 :**do you encourage your child to read stories and books in English ?

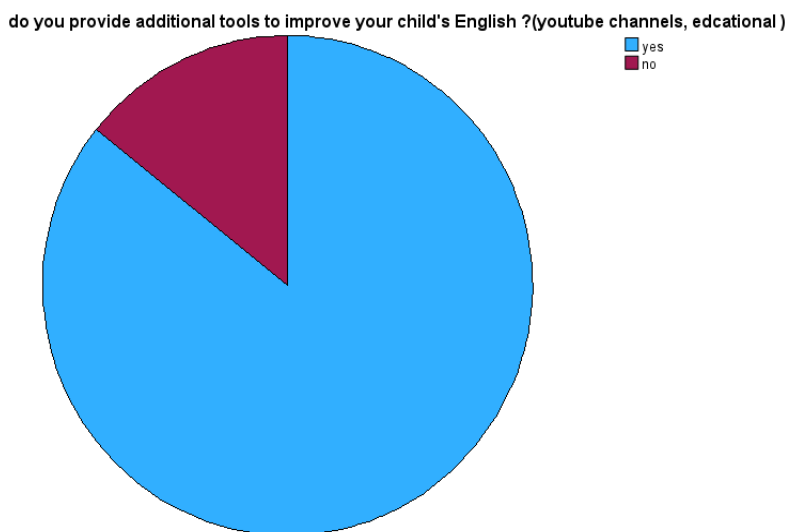
71,4 % of parents agreed and encouraged their children to read books in English, whereas, 28,6 % of them do not encourage their children to read in English.



**Figure 2.13 : Parents encourage children to read stories and books in English.**

**Question 14 :**do you provide additional tools to improve your child’s English?(youtube channels, educational books..)

85,7 % of parents provided their children with additional tools that could help them improve their level of English while 14,3 % do not.

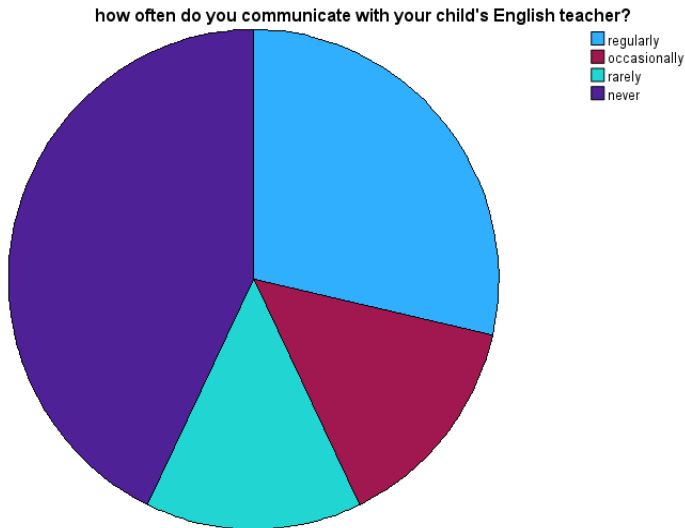


**Figure2.14 : Parents providing additional tools to improve children’ English.**

**Section Three : Communication with the School.**

**Question15 :**how often do you communicate with your child's English teacher ?

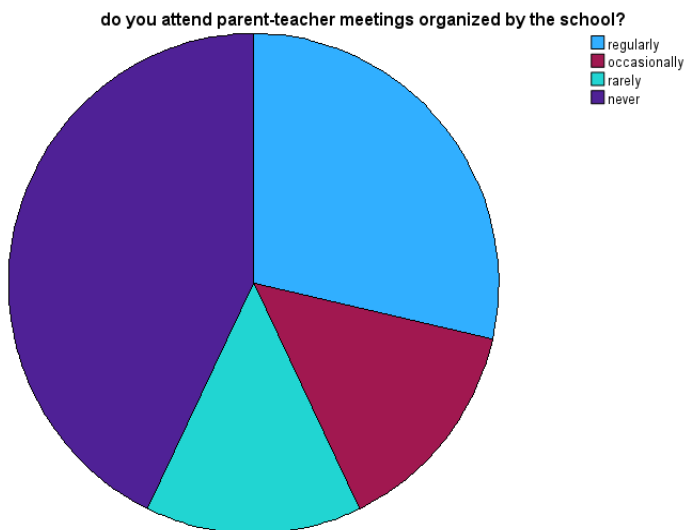
42,9 % of parents replied that they have never communicated with the English teacher of their children, 28,6 % of parents communicated with the English teacher regularly, 14,3 % of parents rarely talk to their child’s English teacher and 14,3 % rarely do that.



**Figure 2.15 : Number of times parents communicate with the English teacher.**

**Question 16 :**do you attend parent-teacher meetings organized by the school ?

42,9 % of parents never went to parent-teacher meetings at the school, 28,6 % of parents attended school meetings regularly, 14,3 % of parents visited occasionally and 14,3 % of parents rarely attend meeting with their children's teachers at school.

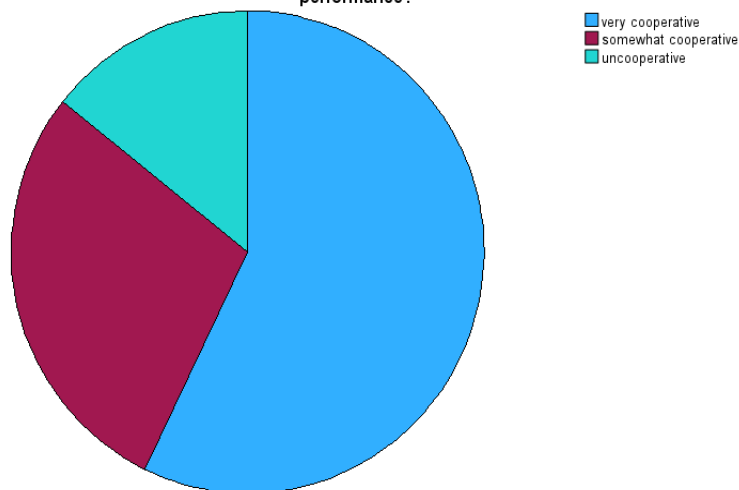


**Figure 2.16 : parents attend parent-teacher meetings at school.**

**Question 17 :** how would you describe the school's cooperation when you request information about your child's performance ?

Parents who said that the school was very cooperative are 57,1 %, parents who declared that the school was somewhat cooperative when they request information about their child performance are 28,6 % and only 14,3 % of parents said that the school is uncooperative when they asked for information about their child's performance.

how would you describe the school's cooperation when you request information about your child's performance?



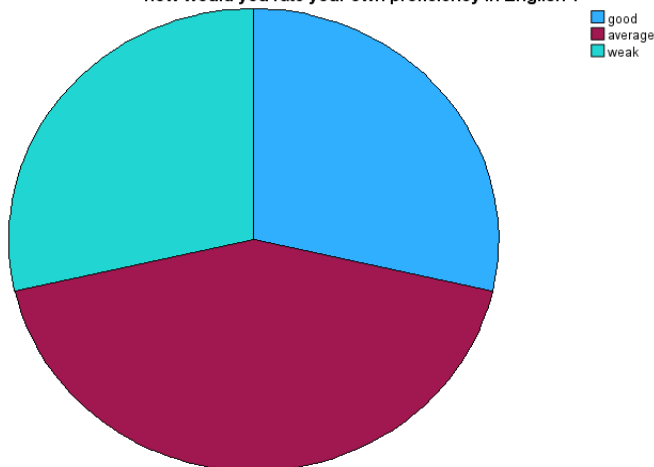
**Figure 2.17 : Parents description of the school cooperation when requesting information about children's performance.**

**Section Four : Parental Attitudes Toward Learning English.**

**Question 18 :**how would you rate your own proficiency in English ?

28,6 % of parents rated themselves as good in English , 42,9 % of parents had average proficiency and 28,6 % of parents are weak in English .

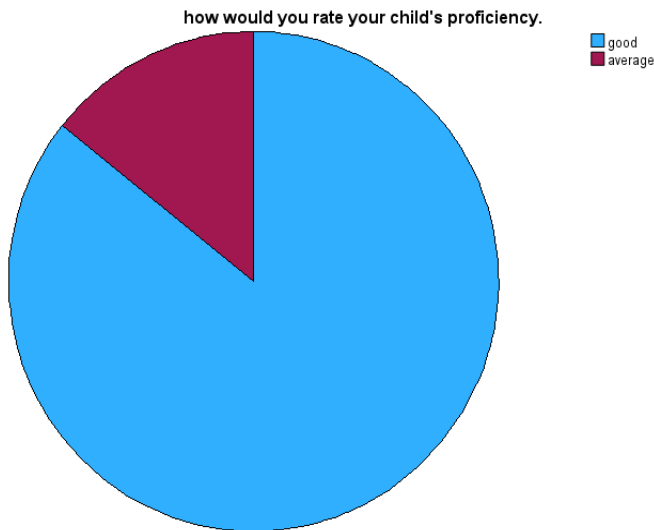
how would you rate your own proficiency in English ?



**Figure 2.18 : Parents' proficiency in English.**

**Question 19 :**how would you rate your child's proficiency ?

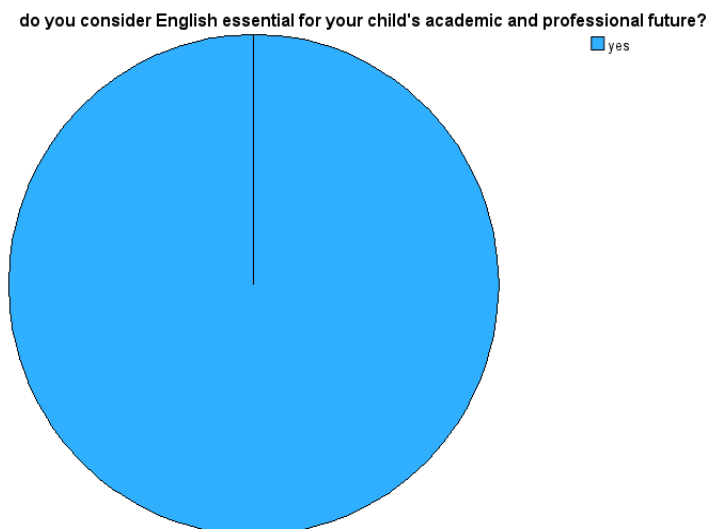
85,7 % of parents rated their children as good while only 14,3 % pf parents said that their children have average proficiency .



**Figure 2.19 : Parents ratings children proficiency in English.**

**Question 20 :**do you consider English for your child's academic and professional future ?

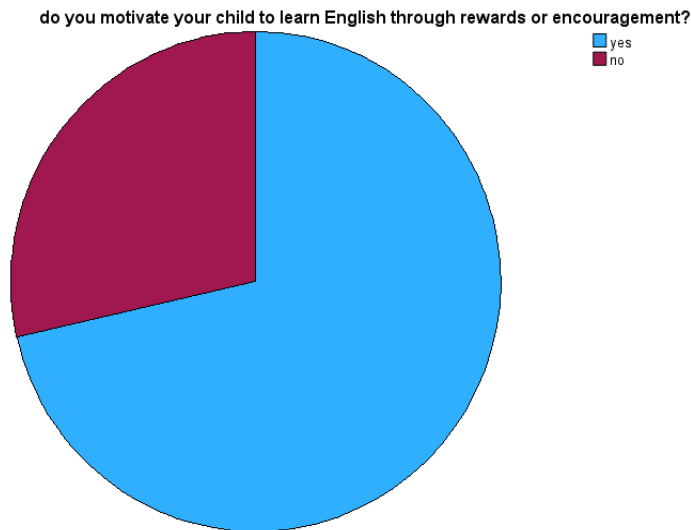
100 % of parents agreed that English is essential for their children's academic and professional future.



**Figure 20 : Parents considering English essential for children academic and professional future.**

**Question 21 :**do you motivate your child to learn English through rewards or encouragement ?

The majority of parents 71,4 % do motivate their children to learn English through some kinds of rewards or encouragements where only 28,6 % of parents do not .

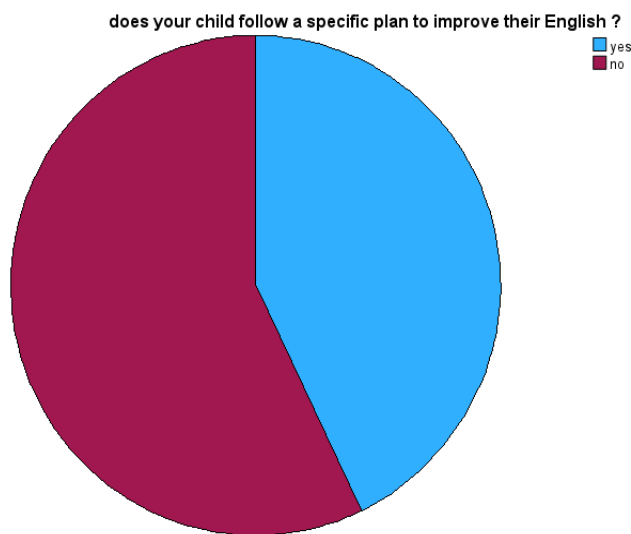


**Figure 2.21 : Parents motivating their children to learn English through rewards.**

**Section Five : Academic Support Strategies.**

**Question22 :** does your child follow specific plan to improve their English ?

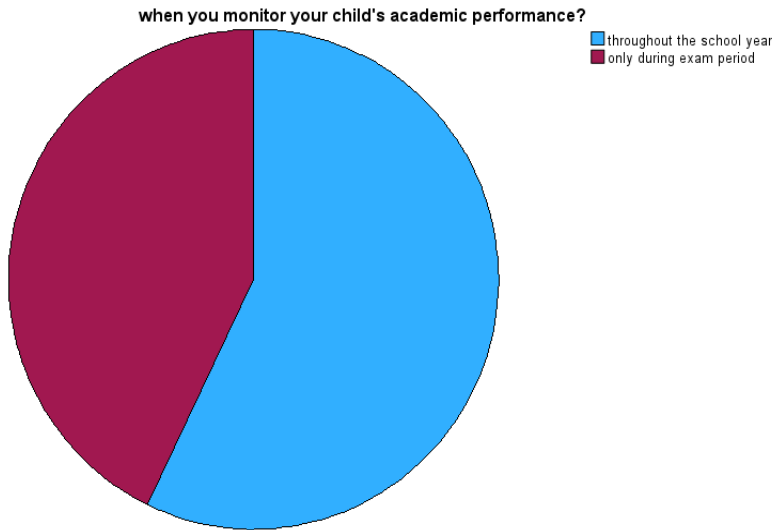
57,1 %of parents said that their children do not follow any specific plan to make their English better and 42,9 % of parents agreed that their children do make and follow specific plan in order tp improve their English.



**Figure 2.22 : Children following plan to improve English.**

**Question 23 :**when you monitor your child’s academic performance ?

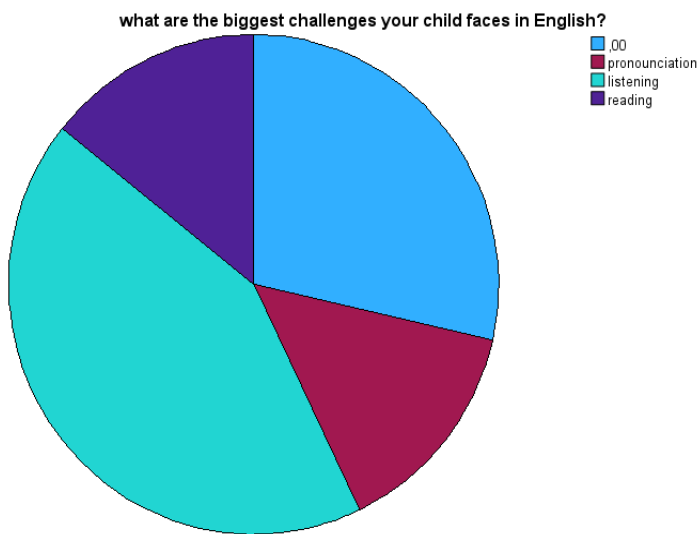
57,1 % of parents monitor their children's academic performance throughout the school year while 42,9 % of parents monitor their children's performance only during exams.



**Figure 2.23 : Parents monitoring children' academic performance.**

**Question 24 :** what are the biggest challenges your child face in English ?

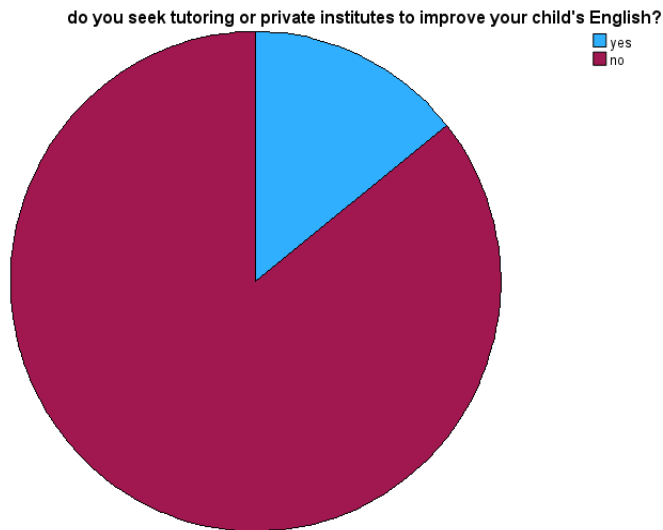
the findings showed that 42,9 % of parents said listening is the biggest challenge for their children during their English learning ,28,6 % of parents chose to do not reply , 14,3 % of parents said their children suffer with English speaking and pronunciation and 14,3% of parents claimed reading is their children's biggest difficulty when learning English.



**Figure 2.24 : Biggest challenges children face in English.**

**Question 25 :** do you seek tutoring or private institutes to improve your child's English ?

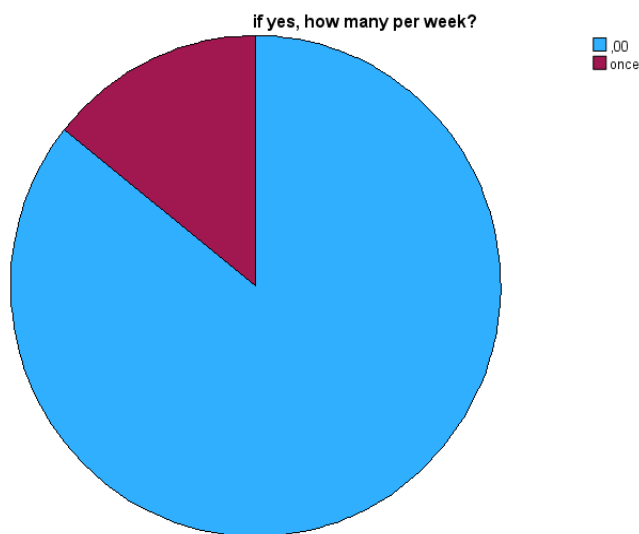
The majority 85,7 % of parents do not any seek tutoring and private institutes to improve their children' English,whereas, 14,3 % of them do provide their children with tutoring and take them to private institute so they can make their English better.



**Figure 2.25 : Parents seeking tutoring or private institutes to improve children's English.**

**Question 26 :**if yes, how many times per week ?

The 14,3 % of parents who provide their children with tutoring and private institute to improve their English all agreed that their children have the private lessons of English only once per week.



**Figure 2.26 : The times parents take children to private institutes to improve English.**

### 3. Analysis of teachers' interview:

#### Teachers' Interview Analysis Using Thematic Analysis Framework

This section presents the analysis of the interview conducted with middle school English teachers to explore their perspectives on parental involvement in students' English language learning. The analysis was carried out using Braun and Clarke's (2006) six-phase framework for thematic analysis. This approach allowed for a systematic examination of teachers' views and the identification of recurring patterns or "themes" across their responses.

### 3.1 Thematic Analysis Framework (Braun & Clarke, 2006)

The six key phases followed in analyzing the interview data are:

1. **Familiarization with the data**

I began by reading and rereading the teachers' responses to get an overall understanding of their meanings and concerns.

2. **Generating initial codes**

After familiarizing myself with the data, I identified initial codes by highlighting key words and recurring ideas such as: "low proficiency," "lack of parental involvement," "emotional support," "private tutoring," and "communication gaps."

3. **Searching for themes**

I grouped similar codes into broader themes. For example, codes like "motivation," "emotional help," and "discipline" were grouped under **Parental Emotional Support**, while "private tutoring" and "lack of direct help" formed the theme **Outsourcing Academic Help**.

4. **Reviewing themes**

The themes were re-checked against the original responses to make sure they reflected the teachers' actual opinions and did not overlap in meaning.

5. **Defining and naming themes**

Each theme was clearly defined and given a descriptive name. Subthemes were also noted when necessary.

6. **Writing up**

Finally, I presented the themes using direct teacher quotes and analyzed each theme with reference to the research objectives.

### 3.2 Thematic Analysis of Interview Responses

#### **Theme 1: Low English Proficiency**

(From Question 1)

Teachers observed that many students have a low to fair level in English. One teacher stated:

*"Fair to poor overall as we go up a year."*

This suggests that students are struggling, and more academic and home support may be needed.

#### **Theme 2: Limited Parental Involvement**

(Questions 2 & 3)

Most teachers agreed that few parents are regularly involved. One teacher said:

*"There are some parents who are involved... but the majority are not."*

When asked about frequency, responses were mostly “rarely” or “occasionally,” indicating that consistent support is lacking.

### **Theme 3: Outsourcing Academic Help**

(Question 4 & 8)

Teachers noted that most academic help comes from private tutors rather than from parents themselves:

*"Private lessons are the most common."*

*"Parents support their children... but mainly rely on private lessons."*

This shows that parents invest in tutoring, but are not always active participants in the child’s learning at home.

### **Theme 4: Parental Emotional Support**

(Questions 6, 7 & 8)

All teachers strongly agreed that students with involved parents are more motivated, disciplined, and responsible:

*"There is a huge difference... involved parents raise motivated learners."*

*"Parental support helps with discipline and focus more than academic content."*

Parents were seen as crucial emotional supporters, especially during exam preparation:

*"Parents don't help with lessons but are essential to support the emotional side of preparation."*

### **Theme 5: Communication Gaps with Schools**

(Question 5)

Although schools offer chances for parent-teacher communication:

*"They can visit the teacher every week for one hour,"*

...actual parental attendance was low, and communication was often one-sided:

*"I usually rely on written notes... but not all parents respond."*

### **Theme 6: Positive Impact of Parental Involvement on Performance**

Questions 1 and 6

Teachers noticed a clear difference in performance and attitude among students with engaged parents:

*"Children become more perseverant and responsible."*

Overall, there was unanimous agreement on the importance of parental support, especially emotional and moral, even when academic help was minimal.

This thematic analysis revealed that while direct academic involvement from parents is low, their emotional support, encouragement, and discipline reinforcement significantly influence students' performance in English. The findings suggest a need for better home-school collaboration, improved communication channels, a more active role from parents beyond relying solely on tutoring services, and greater parental awareness of how their involvement can positively impact English learning.

#### **4. Discussion of Key Findings:**

This study utilized two questionnaires and a teacher interview to investigate parental involvement in students' academic performance, particularly in English language learning and BEM exam preparation. The findings reveal both strengths and challenges in how parents support their children's education. By synthesizing data from students, parents, and teachers, this discussion provides a holistic view of parental involvement, identifies key gaps, and offers practical recommendations for improvement.

The student survey indicated that even though 85% of students live with both parents, mothers are significantly more involved in the education of children than fathers. Just 2.5% of the students mentioned their fathers as being concerned with their studies, while 20% mentioned their mothers. This gender difference suggests cultural values can influence the educational role of parents. Over half of the students (57.5%) frequently discuss the day at school with parents, suggesting generally satisfactory communication. However, 20% never talk about academic topics, which could suggest that there are issues of trust or fear of judgment. Parental provision of material support is strong, with 77.5% providing extra learning materials and 50% providing quiet study spaces. But direct scholarly involvement is low ; only 25% of parents regularly check homework, and 42.5% turn immediately to outside assistance when their children get stuck, at least in part because they don't know the subjects.

Parents' responses followed the same pattern. While most are emotional and financial supporters, their engagement is non-academic. Many parents spend 1–3 hours a week monitoring the children's study but it never extends to subject-specific support, especially in the English subject. Only 25% of the parents are actively engaged in English studies, and 60% provide supplementary materials like dictionaries or apps. Parents also cited listening and pronunciation as primary areas of weakness in their children, and while they value English's place in the future for their children, their own level of proficiency necessarily leads them to look for external solutions. School communication is a weak point in this respect as well, with 35% of parents never setting foot inside the school and most of them rarely speaking with teachers.

Teachers' perceptions repeated these results, noting parents' small but important role. They observed that students' English proficiency declines as they move into higher grades, which they attribute to

inadequate support at home. While parents might hire tutors to provide academic support, teachers stressed that parents' roles in motivation and discipline remain indispensable. However, structural barriers like work hours and language barriers limit effective collaboration between schools and parents. They also indicated that schools' efforts to engage parents, such as open-door policies, are often met with low participation, suggesting the need for more comprehensive and accessible communication strategies.

One core contradiction that emerged was between the willingness of parents to help their children and being able to do so appropriately. Parents excel in providing emotional support and material help but have little direct engagement in their children's educational matters, particularly in English. This shortage most likely stems from the parents' ability or self-assurance in a particular subject and they thus turn to private tutoring. Unfortunately, this application increases equity issues because not all families will be able to use the extra tuition. Another point to address is the gendered construction of parental engagement, with mothers taking most of the schooling support and fathers remaining uninvolved or minimally involved.

### **5. Comparing with Literature Review:**

The findings of this study resonate strongly with the theoretical and empirical literature reviewed in Chapter One. Consistent with Epstein's (2001) model of six types of parental involvement, the data revealed that parents who engaged in both academic and emotional support contributed positively to their children's motivation and academic performance in EFL. This supports global findings from Boonk et al. (2018), He & Thompson (2022), and Musengamana (2023), who emphasized the strong correlation between family engagement and student success.

Furthermore, the study aligns with Vygotsky's sociocultural theory and Bronfenbrenner's ecological systems theory, confirming that children's learning is deeply embedded in and influenced by social and environmental interactions—particularly those within the family and school systems. The study's evidence of disparities in parental support due to socioeconomic and institutional barriers reflects similar observations in the Algerian context, as noted in studies by Latreche and Hoadjli (2021) and Doufane and Khemgani (2019).

In addressing the **research questions**, the findings offer the following responses:

**Perceptions of parental involvement:** Students and teachers generally acknowledged the importance of parental support in EFL learning. Parents, however, varied in their involvement based on language proficiency, availability, and awareness of their role. This indicates a gap in alignment between parental intent and student needs, as also identified in earlier studies.

**Challenges faced by Algerian parents:** The study confirmed key barriers such as lack of English proficiency, economic constraints, and insufficient communication with schools. These challenges mirror those identified in the literature, particularly in the Algerian context.

**Strategies to strengthen engagement:** Findings suggested the need for more structured school

initiatives, better teacher-parent communication, and parent education programs to support English learning at home. These strategies were similarly recommended by international studies (e.g., Al-Mahrooqi et al., 2016) and local investigations.

By comparing the current findings with prior literature, this research confirms and expands upon existing knowledge, highlighting the unique challenges and opportunities in the Algerian middle school context. It offers evidence-based recommendations for more inclusive and effective parental engagement in EFL education.

## GENERAL CONCLUSION

1. Introduction.....
2. Limitations of the Study.....
3. Recommendations for further Research.....
4. References.....
5. Appendices.....
6. Appendix A: Student's Questionnaire .....
7. Appendix B: Parent's Questionnaire .....
8. Appendix C: Teachers' Interview.....
9. Résumé .....
10. الملخص.....

## **Introduction**

The aim of this research was to examine the role of parental involvement in enhancing English as a Foreign Language (EFL) performance of middle school students, specifically fourth-year students at Saaïd Ben Arib Middle School, Bordj Bou Arréridj, Algeria. A mixed method design was used and gathered data using student and parent questionnaires and interviews with teachers. The findings revealed that emotional and academic parental engagement both play a significant role in the motivation, self-efficacy, and overall attainment of EFL pupils. Even with varying degrees of parental education levels and proficiency in English, many parents demonstrated an eagerness to help their children, particularly in the BEM exam preparation period. The study also confirmed the importance of collaboration among families, schools, and instructors in helping to create a positive learning environment.

## **2. Limitations of the Study**

While the research provided valuable insights, it faced several limitations. First, the study was limited to a single middle school, which affects the generalizability of the findings to other regions or educational contexts in Algeria. Second, the number of parent participants was relatively small, which may not fully represent the diversity of family experiences and backgrounds. Additionally, some questionnaire responses may have been influenced by social desirability bias, where participants provided answers they believed were expected rather than fully accurate. The study also did not include classroom observations or assessments of learners' language skills over time, which could have strengthened the analysis of academic outcomes. Finally, the investigation primarily focused on general parental involvement, with less emphasis on digital tools or remote learning strategies that are increasingly relevant in modern educational contexts.

## **Recommendations for Further Research**

To expand on the findings of this study, future research is encouraged to:

- Include a larger and more diverse sample from multiple schools across different Algerian regions (urban and rural) to allow broader generalizations and regional comparisons.
- Conduct longitudinal studies that track the long-term impact of parental involvement on EFL proficiency, motivation, and academic development.
- Explore the role of digital literacy and technology in enabling or limiting parental support, especially in contexts where remote learning or online resources are becoming more common.
- Investigate the effectiveness of school-led parental training programs that empower families with limited English proficiency to participate meaningfully in their children's language learning.
- Analyze school policies and institutional practices related to family engagement, with a focus on

building stronger, more inclusive school-parent communication models.

- Assess the impact of specific types of parental support (e.g., emotional vs. academic vs. material) on different aspects of learners' language acquisition.

## **Conclusion**

This research set out to explore the impact of parental involvement on the academic performance of EFL learners in Algerian middle schools, with a specific focus on a public institution in Bordj Bou Arréridj. Drawing on both quantitative and qualitative data from students, parents, and teachers, the study revealed that while many parents care deeply about their children's success, their capacity to engage effectively in English language learning is often hindered by linguistic limitations, socio-economic challenges, and a lack of institutional guidance. The findings showed that students benefit significantly from active parental support, particularly in the form of emotional encouragement, structured study routines, and the provision of supplementary learning resources. Teachers highlighted the importance of parental collaboration in reinforcing classroom instruction, yet they also emphasized the need for clearer communication channels and parental education programs. Importantly, this study contributes to the under-researched area of EFL-specific parental involvement in the Algerian context and brings attention to the disparities between parental intention and actual practice. To address these gaps, schools must adopt inclusive strategies that support families regardless of their language proficiency or economic background, such as organizing parent workshops, offering bilingual communication, and promoting accessible resources for home learning. By acknowledging and addressing the real-world challenges faced by Algerian families, this research argues for a more systemic, community-based approach to parental engagement—one that empowers parents to become active partners in their children's EFL development and, ultimately, fosters stronger academic achievement and learner confidence.

## References

- Al-Mahrooqi, R. (2006). Raising Omani parents' awareness of their role in their children's English language learning. *International Journal of Applied Educational Studies*, 1(1), 18–29.
- Al-Mahrooqi, R., Denman, C., & Al-Maamari, F. (2016). Omani parents' involvement in their children's English education. *SAGE Open*, 6(1), Article 2158244016629190.
- Al-Qaryouti, I. A., & Kilani, H. A. (2015). Role of Omani parents: Fostering emergent literacy skills. *Education 3–13*, 43(3), 336–348.
- Avvisati, F., Gurgand, M., Guyon, N., & Maurin, E. (2010). Parental involvement and student achievement: Evidence from a randomized experiment. *Journal of Human Resources*, 45(3), 591–626.
- Balala, M. M. A., Arepattamannil, S., & Cairns, D. (2021). Investigating the associations of early numeracy activities and skills with mathematics dispositions, engagement, and achievement among fourth graders in the United Arab Emirates. *Large-Scale Assessments in Education*, 9(1), 1–21.
- Boonk, L., Gijsselaers, H. J. M., Ritzen, S. M. M., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review*, 24, 10–30.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Çınar, A. (2023, February 24). Educational challenges in Algeria: A work in progress. *Broken Chalk*.  
<https://brokenchalk.org/educational-challenges-in-algeria-a-work-in-progress/>
- Clark, R. (1983). *Family life and school achievement: Why poor Black children succeed and fail*. University of Chicago Press.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). SAGE Publications.
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). SAGE Publications.

- Derwing, T. M., & Munro, M. J. (2005). Second language accent and pronunciation teaching: A research-based approach. *TESOL Quarterly*, 39(3), 379–397. <https://doi.org/10.2307/3588486>
- Deslandes, R., & Bertrand, R. (2005). Motivation of parent involvement in secondary-level schooling. *The Journal of Educational Research*, 98(3), 164–175. <https://doi.org/10.3200/JOER.98.3.164-175>
- Doufane, M., & Khemgani, N. (2019). *The role of parental involvement in developing children's EFL literacy: The case of first-year middle school pupils at Ben Badis, Ouargla* [Unpublished manuscript].
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78(3), 273–284. <https://doi.org/10.2307/330107>
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- Eliason, C., & Jenkins, L. (2003). *A practical guide to early childhood curriculum* (7th ed.). Prentice Hall.
- Epstein, J. L. (1995). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, 76(9), 701–712.
- Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Westview Press.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–4.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second-language learning*. Newbury House Publishers.
- Generis Global. (2024, November 7). Understanding students' and parents' rights in Algeria: Quality education and beyond. *Generis Online*. <https://generisonline.com/understanding-students-and-parents-rights-in-algeria-quality-education-and-beyond/>
- Goodall, J., & Montgomery, C. (2014). Parental involvement to parental engagement: A continuum. *Educational Review*, 66(4), 399–410. <https://doi.org/10.1080/00131911.2013.781576>
- Grolnick, W. S., & Slowiaczek, M. L. (1994). Parents' involvement in children's schooling: A multidimensional conceptualization and motivational model. *Child Development*, 65(1), 237–252.

- He, B., & Thompson, C. (2022). Family involvement and English learners' outcomes: A synthetic analysis. *Journal of Educational Research and Practice, 12*(1), 65–82.
- Henderson, A. T., & Berla, N. (1994). *A new generation of evidence: The family is critical to student achievement* (Report No. ISBN-0-934460-41-8). National Committee for Citizens in Education.
- Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. National Center for Family & Community Connections with Schools.
- Hill, N. E., & Taylor, L. C. (2004). Parental school involvement and children's academic achievement: Pragmatics and issues. *Current Directions in Psychological Science, 13*(4), 161–164.
- Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational Review, 63*(1), 37–52.
- Hornby, G., & Witte, C. (2010). Parental involvement in education: Barriers and opportunities. *Journal of Research in Special Educational Needs, 10*(1), 22–30. <https://doi.org/10.1111/j.1471-3802.2010.01130.x>
- Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using mixed-methods sequential explanatory design: From theory to practice. *Field Methods, 18*(1), 3–20. <https://doi.org/10.1177/1525822X05282260>
- Jackson, M. E. (2010). *Where are the parents: The parent's perspective of parent involvement in education* [Doctoral dissertation, George Washington University]. ProQuest Dissertations Publishing.
- Jeynes, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban Education, 40*(3), 237–269.
- Kerroum, Z., & Dendane, Z. (2025). *The impact of parental language attitudes on children's proficiency in Standard Arabic in an Algerian context* [Unpublished manuscript].
- Kivunja, C., & Kuyini, A. B. (2017). Understanding and applying research paradigms in educational contexts. *International Journal of Higher Education, 6*(5), 26–41. <https://doi.org/10.5430/ijhe.v6n5p26>
- Kvale, S. (1996). *InterViews: An introduction to qualitative research interviewing*. SAGE Publications.
- Lara, L., & Saracostti, M. (2019). Parental involvement and student achievement: A meta-analysis. *Educational Research Review, 27*, 100–111. <https://doi.org/10.1016/j.edurev.2019.100291>

- Latreche, K., & Hoadjli, A. C. (2021). *Encouraging inclusive education practices through parental involvement: The Algerian middle school case* [Unpublished manuscript].
- Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press.
- Mapp, K. L., & Kuttner, P. J. (2013). *Partners in education: A dual capacity-building framework for family-school partnerships*. SEDL.
- Oppenheim, A. N. (2000). *Questionnaire design, interviewing and attitude measurement* (New ed.). Continuum.
- Otani, M. (2020). Parental involvement and academic achievement among elementary and middle school students. *Asia Pacific Education Review, 21*(1), 1–25. <https://doi.org/10.1007/s12564-019-09607-1>
- Pek, L. S., & Mee, R. W. M. (2020). Parental involvement on child's education at home during school lockdown. *Journal of Educational Technology and Online Learning, 4*(2), 34–45.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology, 25*(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>
- Seginer, R. (2006). Parents' educational involvement: A developmental ecology perspective. *Parenting: Science and Practice, 6*(1), 1–48. [https://doi.org/10.1207/s15327922par0601\\_1](https://doi.org/10.1207/s15327922par0601_1)
- Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2008). *Motivation in education: Theory, research, and applications* (3rd ed.). Pearson.
- Ushioda, E. (2013). Motivation and ELT: Global issues and local concerns. In E. Ushioda (Ed.), *International perspectives on motivation: Language learning and professional challenges* (pp. 1–17). Palgrave Macmillan.
- van Teijlingen, E., & Hundley, V. (2001). The importance of pilot studies. *Social Research Update, 35*, 1–4.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Weiss, H., Caspe, M., & Lopez, M. E. (2006). *Family involvement in early childhood education*. Harvard Family Research Project. <http://www.gse.harvard.edu/hfrp/projects/fine/resources/research/earlychildhood>
- Wigfield, A., & Eccles, J. S. (2000). Expectancy–value theory of achievement motivation. *Contemporary Educational Psychology, 25*(1), 68–81. <https://doi.org/10.1006/ceps.1999.1015>

## Appendices

### Appendix A: Student's Questionnaire

#### Pupils' Questionnaire

This questionnaire is designed to collect information about the involvement of parents in their children's learning.

It is directed to 4th-year middle school pupils.

Please answer honestly. Your cooperation is highly appreciated.

*(Note: You may skip any question you are not comfortable answering.)*

#### Personal Information

##### Gender:

1. Male
2. Female

##### 1. What is your current living situation?

1. I live with both parents
2. I live with my mother only
3. I live with my father only
4. I live with other family members (grandparents, relatives, etc.)

#### Section 1: Parental Involvement at Home

##### 2. Who is more attentive to your studies?

- Mother
- Father
- Both
- Neither

##### 3. How often do your parents discuss your school day with you?

- Always
- Sometimes

- Rarely
- Never

**4. How often do you inform your parents about any problems you face at school?**

- Always
- Sometimes
- Rarely
- Never

**5. Do your parents set a specific time for you to study at home?**

- Yes
- No

**6. Do your parents supervise your homework?**

- Always
- Sometimes
- Rarely
- Never

**7. When you face difficulty in a subject, do your parents try to help you themselves before seeking outside help (e.g., private lessons)?**

- Yes No

**8. Are your parents aware of the subjects you study this year?**

- Yes No

**9. Do you feel comfortable discussing with your parents the subjects you find difficult?**

- Yes No

**10. How do you feel when your parents help you with your studies?**

*Please explain:*

.....

**Section 2: Material and Emotional Support**

**11. Do your parents provide you with extra learning materials (e.g., books, maps, handouts, apps, etc.)?**

- Yes
- No

**12. Do your parents create a quiet and comfortable space for you to study?**

- Always
- Sometimes
- Rarely
- Never

**13. Do your parents encourage you when you feel discouraged about studying?**

- Yes
- No

**14. How do your parents usually react when you get poor marks at school?**

- Punish me
- Encourage me to do better
- Ignore it

**15. How often do your parents visit the school (parents' meetings, progress checking)?**

- Always
- Sometimes
- Rarely
- Never

**16. How often do your parents reward you when you achieve good results?**

- Always
- Sometimes
- Rarely
- Never

**17. What types of rewards or encouragement do you usually receive?**

*Please explain:*

.....

**18. What are some ways your parents help you improve your learning?**

*Please explain:*

.....

### **Section 3: Parental Involvement in English Language Learning**

**19. How would you rate your level of English?**

- Good
- Intermediate
- Weak

**20. Do your parents encourage you to improve your English?**

- Yes
- No

**21. Do your parents help you with your English studies at home (help with homework, speaking, reading, etc.)?**

- Yes
- No

**22. Do your parents provide extra materials (books, dictionaries, apps) to help you improve your English?**

- Yes

- No

**23. When you face difficulty in English, what do your parents usually do?**

- Help me themselves
- Find extra support (private teacher, extra courses)
- Advise me to study harder alone
- Do nothing

#### **Section 4: BEM Exam Preparation**

**24. Are you following a special study program at home for the BEM exam, prepared with your parents' help?**

- Yes
- No

**25. Are you attending extra study sessions with your school teachers?**

- Yes
- No

**26. Are you attending private extra courses outside school?**

- Yes
- No

**27. Are you taking extra courses specifically in English?**

1. Yes
2. No

**28. During your BEM preparation, do your parents treat you differently (more attention, more support, less free time, etc.)?**

- Yes
- No

**29. Which do you prefer for improving your English: being helped by your parents or attending extra courses?**

- Helped by parents
- Attending extra courses *Justify your answer:*

.....

**34. If you have any other comments or suggestions about how your parents help you, please mention them here:**

.....

.....

استبيان التلاميذ

تم إعداد هذا الاستبيان لجمع معلومات حول دور أولياء الأمور في دعم تعلم أبنائهم.  
يُوجه هذا الاستبيان لتلاميذ السنة الرابعة متوسط.  
يرجى الإجابة بكل صدق. نشكركم على تعاونكم.  
(ملاحظة: يمكنك تخطي أي سؤال لا تشعر بالراحة في الإجابة عنه)

المعلومات الشخصية:

1. الجنس:

ذكر

أنثى

2. ماهو وضعك المعيشي؟

أعيش مع كلا الوالدين

أعيش مع والدي فقط

أعيش مع والدي فقط

أعيش مع افراد آخرين من العائلة

مشاركة الوالدين في التعلم المنزلي :القسم الأول

3. من يهتم بدراستك؟

الام

الاب

كلاهما

لا احد

4. كم مرة يتحدث معك والداك عن يومك الدراسي؟

دائمًا

أحيانًا

نادرًا

أبداً

5. كم مرة تخبر والديك بالمشاكل التي تواجهها في المدرسة؟

دائمًا

أحيانًا

نادرًا

أبداً

6. هل يخصص والداك وقتًا محددًا لك للدراسة في المنزل؟

نعم

لا

7. هل يشرف والداك على أداء واجباتك المنزلية؟

دائمًا

أحيانًا

نادرًا

أبداً

8. عندما تواجه صعوبة في مادة دراسية، هل يحاول والداك مساعدتك قبل اللجوء الى دروس دعم خارجية؟

نعم

لا

9. هل يعرف والداك المواد التي تدرسها هذا العام؟

نعم

لا

10. هل تشعر بالراحة في مناقشة الصعوبات الدراسية مع والديك؟

نعم

لا

11. كيف تشعر عندما يساعدك والداك في دراستك؟

يرجى التوضيح

12.هل يوفر لك والداك مواد تعليمية إضافية ( كتب ، خرائط، ملخصات...)

نعم

لا

13.هل يوفر لك والداك بيئة مريحة وهادئة للدراسة في المنزل ؟

دائمًا

أحيانًا

نادرًا

أبدًا

14.هل يشجعك والداك عندما تشعر بالإحباط من الدراسة ؟

نعم

لا

15.كيف يتصرف والداك عندما تحصل على نتائج ضعيفة ؟

يعاقباني

يشجعاني على تحسين مستواي

لا يتدخلان

16.كم مرة يزور والداك المدرسة للإطلاع على تقدمك الدراسي؟

دائمًا

أحيانًا

نادرًا

أبدًا

17.كم مرة يكافئك والداك عندما تحقق نتائج جيدة؟

دائمًا

أحيانًا

نادرًا

أبدًا

18.ما نوع التشجيع او المكافآت التي تتلقاها من والديك ؟

يرجى التوضيح

19.ماهي الطرق التي يستخدمها والداك لمساعدتك في تحسين دراستك؟

دعم تعلم اللغة الإنجليزية :القسم الثالث

20. كيف تصف مستواك في اللغة الانجليزية ؟

جيد

متوسط

ضعيف

21. هل يشجعك والداك على تحسين مستواك في اللغة الإنجليزية ؟

نعم

لا

22. هل يساعدك والداك في دراستك للغة الإنجليزية في المنزل (حل واجبات ، التحدث، القراءة ...)?

نعم

لا

23. هل يوفر والداك لك مصادر إضافية لتحسين مستواك في اللغة الإنجليزية ( تطبيقات، كتب، قواميس....)?

نعم

لا

24. عندما تواجه صعوبة في مادة الإنجليزية ، ماذا يفعل والداك عادة ؟

يساعداني بنفسيهما

يلجآن لدروس دعم أو مدرس خصوصي

ينصحاني بالدراسة الذاتية

لا يتدخلان

التحضير لامتحان شهادة التعليم المتوسط :القسم الرابع

25. هل تتبع برنامج دراسة خاص في المنزل تم اعداده بمساعدة والديك للتحضير لل BEM ؟

نعم

لا

26. هل تحضر حصص دعم إضافية مع أساتذتك في المدرسة ؟

نعم

لا

27. هل تحضر دروس دعم إضافية خارج المدرسة؟

نعم

لا

28. هل تحضر دروس دعم خاصة باللغة الانجليزية ؟

نعم

لا

29. هل يعاملك والداك بطريقة مختلفة خلال فترة التحضير لل BEM, (مزيد من الاهتمام، دعم إضافي، تقليل وقت الفراغ ، .....)?

نعم

لا

30. أيهما تفضل لتحسين مستواك في اللغة الإنجليزية : مساعدة والديك ام الدروس الخصوصية ؟

مساعدة الوالدين

حضور دروس الدعم

فسر إجابتك

.....

31. اذا كانت لديك أي ملاحظات او اقتراحات أخرى حول كيفية دعم والديك لك ، يرجى ذكرها هنا :

.....

.....

## Appendix B ; Parentss Questionnaire

هذا الاستبيان جزء من دراسة تهدف إلى استكشاف دور مشاركة الأولياء في تحسين أداء تلاميذ السنة الرابعة متوسط في مادة اللغة الإنجليزية بمتوسطة برج بوعريريج، الجزائر (EFL) كلغة أجنبية

نشكركم على تعاونكم. جميع المعلومات سرية وتستهمل فقط لأغراض أكاديمية

المعلومات العامة :القسم الأول

1.صنائك بالتلميذ

الأم

الأب

أخرى

\_\_\_\_\_ : (حدد)

2. المستوى الدراسي للاب:.....

3. المستوى الدراسي للأم:.....

4. المهنة:

الأب:.....

الأم:.....

5. عدد الابناء في العائلة:.....

6. عدد اللغات التي تجيدها:.....

7. اللغات التي تجد صعوبة في استعمالها:.....

مشاركة الأولياء في الدراسة :القسم الثاني

8. هل تقدم المساعدة لكفلك في دراسته؟

نعم

لا

9. ما نوع المساعدة التي تقدها له؟

معنوي دعم

مالي دعم

دراسي دعم

حدد) (أخرى).....

10. كم من الوقت تقضيه اسبوعيا في متابعة دروس طفلك؟

أقل من ساعة

من ساعة الي ثلاث ساعات

أكثر من ثلاث ساعات

11. من يبادر بطلب المساعدة عادة ؟

طفل يطلب المساعدة

أبدر انا بتقديم المساعدة

12. كيف تكون ردة فعل الطفل تجاه مساعدتك؟

يتقبل المساعدة

يرفض المساعدة

13. هل تشجع طفلك على قراءة القصص والكتب باللغة الانجليزية؟

نعم

لا

14. هل توفر لطفلك ادوات إضافية لتحسين لغته الانجليزية ؟ مثل قنوات يوتيوب، كتب تعليمية

نعم

لا

إذا كان الجواب نعم، اذكر أمثلة

---

التواصل مع المدرسة :القسم الثالث

16. كم مرة تتواصل مع استاذ اللغة الانجليزية الخاص بطفلك؟

كل شهر مرة او اكثر بانتظام

مرتين أحيانا او ثلاث مرات في السنة

(مرة واحد في السنة)نادرا

أبدأ

17. هل تحضر اجتماعات الاولياء التي تنظمها المدرسة؟

بانتظام

أحيانًا

نادرًا

أبدًا

18. كيف تصفتعامل المدرسة عندما تطلب معلومات عن اداء طفلك؟

متعاون جدًا

متعاون نوعا ما

غير متعاون

مواقف الأولياء تجاه تعلم الانجليزية :القسم الرابع

19. كيف تقيم مستواك الشخصي في اللغة الانجليزية ؟

جيد

متوسط

ضعيف

20. كيف تقيم مستوى طفلك في اللغة الانجليزية ؟

جيد

متوسط

ضعيف

21. هل تعتبر اللغة الإنجليزية ضرورية لمستقبل طفلك الدراسي والمهني؟

نعم

لا

غير متأكد

22. هل تقوم بتحفيز طفلك لتعلم الإنجليزية عبر مكافآت او تشجيعات؟

نعم

لا

23. اذا كانت الاجابة نعم،مانوع هذه المحفزات؟

24. هل يتبع طفلك خطة معينة لتحسين مستواه في اللغة الإنجليزية ؟

نعم

لا

25. متى تقوم بمتابعة أداء طفلك الدراسي؟

طوال السنة الدراسية

خلال فترات الامتحانات فقط

26. ما هي أكبر الصعوبات التي يواجهها طفلك مع اللغة الإنجليزية ؟

النطق

الاستماع

القراءة

الكتابة

القواعد

27. هل تلجأ الي دروس دعم او معاهد خاصة لتحسين مستوى طفلك في اللغة الإنجليزية ؟

نعم

لا

28. اذا كانت الاجابة نعم،كم مرة في الأسبوع؟

مرة واحدة

مرتين

ثلاث مرات أو أكثر

شكرا لمشاركتم القيمة

Dear Parent/Guardian

This questionnaire is part of a study aimed at exploring the role of parental involvement in improving the performance of fourth-year middle school students in English as a Foreign Language (EFL) at Bordj Bou Arreridj Middle School, Algeria.

We thank you for your cooperation. All information is confidential and will be used solely for academic purposes.

## Section 1: General Information

1. Your relationship to the student:

Mother

Father

Other

(Specify):

2. Father's educational level:

3. Mother's educational level:

4. Occupation:

- Father:

- Mother:

5. Number of children in the family:

6. Number of languages you are proficient in:

7. Languages you find difficult to use:

## Section 2: Parental Involvement in Studies

8. Do you assist your child in their studies?

Yes

No

9. What type of assistance do you provide?

Emotional support

Financial support

Academic support

Other

(Specify):

10. How much time do you spend weekly monitoring your child's studies?

Less than 1 hour

1 to 3 hours

More than 3 hours

11. Who usually initiates the request for help?

The child asks for help

I offer help proactively

12. How does your child react to your assistance?

Accepts help

Rejects help

13. Do you encourage your child to read stories and books in English?

Yes

No

14. Do you provide additional tools to improve your child's English? (e.g., YouTube channels, educational books)

Yes

No

If yes, please provide examples:

### **Section 3: Communication with the School**

16. How often do you communicate with your child's English teacher?

Regularly (once a month or more)

Occasionally (2-3 times a year)

Rarely (once a year)

Never

17. Do you attend parent-teacher meetings organized by the school?

Regularly

Occasionally

Rarely

Never

18. How would you describe the school's cooperation when you request information about your child's performance?

Very cooperative

Somewhat cooperative

Uncooperative

#### **Section 4: Parental Attitudes Toward Learning English**

19. How would you rate your own proficiency in English?

Good

Average

Weak

20. How would you rate your child's proficiency in English?

Good

Average

Weak

21. Do you consider English essential for your child's academic and professional future?

Yes

No

Unsure

22. Do you motivate your child to learn English through rewards or encouragement?

Yes

No

If yes, what type of incentives do you use?

#### **Section 5: Academic Support Strategies**

24. Does your child follow a specific plan to improve their English?

Yes

No

25. When do you monitor your child's academic performance?

Throughout the school year

Only during exam periods

26. What are the biggest challenges your child faces in English?

Pronunciation

Listening

Reading

Writing

Grammar

27. Do you seek tutoring or private institutes to improve your child's English?

Yes

No

If yes, how many times per week?

Once

Twice

Three times or more

Thank you for your valuable participation

## **Appendix C : Teachers' Interview**

### **Teacher's Interview Exploring the Role of Parental Involvement in Enhancing Middle School EFL Learners' Performance in Algeria.**

This form aims to gather insights from teachers about the role of parental involvement in supporting students' learning of English as a foreign language in the 4th year of Middle school . Your responses will be used for educational research purposes and will remain anonymous.

1. How would you evaluate your pupils' overall level in English as a foreign language (EFL)?
2. What is your general impression of how involved parents are in supporting their children's English learning?
3. Would you say most parents are highly involved, occasionally involved, or rarely involved in their children's English education? Please explain.
4. In what specific ways do parents support their children's English learning at home (e.g., homework help, private lessons, etc.)?
5. Does the school provide regular opportunities for parents to discuss their children's English progress with teachers? How often do such meetings happen?
6. Do you use other communication methods (like notes, phone calls, or digital tools) to reach parents about their child's English learning? How do they usually respond?
7. Have you noticed differences in performance or motivation between pupils whose parents are involved in their English learning and those whose parents are not?
8. What role do you think parental support plays in pupils' preparation for English in the BEM exam compared to their own efforts or external help (like private tutoring)?

## Résumé

Ces dernières années, le rôle de l'implication parentale a attiré une attention croissante dans le domaine de l'enseignement des langues étrangères. Cette étude vise à explorer l'impact de l'implication parentale sur les performances académiques des élèves du collège apprenant l'anglais comme langue étrangère (EFL) en Algérie, en se concentrant sur les élèves de quatrième année au collège Said Ben Arib. Plus précisément, elle examine comment différentes formes de soutien parental—académique, émotionnel et matériel—affectent la motivation et les résultats des apprenants. Une approche mixte a été employée, combinant des données quantitatives issues de questionnaires structurés distribués aux élèves et aux parents, et des données qualitatives recueillies lors d'entretiens semi-structurés avec des enseignants d'anglais. L'échantillon total comprenait 40 élèves, 7 parents et 10 enseignants d'anglais. Les résultats indiquent une disparité dans les niveaux d'implication parentale. Alors que certains parents fournissent un soutien constant et significatif, d'autres font face à des obstacles tels que des compétences limitées en anglais, des contraintes de temps et un manque de ressources éducatives. L'étude met également en lumière des perceptions divergentes entre les élèves et les enseignants concernant le rôle et l'efficacité de l'implication parentale. À la lumière de ces résultats, l'étude recommande de renforcer la collaboration entre l'école et la famille et de fournir des outils et des stratégies pratiques pour guider les parents dans leur soutien à l'apprentissage de l'anglais comme langue étrangère de leurs enfants de manière plus efficace.

في السنوات الأخيرة، لقي دور مشاركة الوالدين (أولياء الأمور) اهتمامًا متزايدًا في مجال تعليم اللغات الأجنبية. تهدف هذه الدراسة إلى استكشاف تأثير مشاركة الوالدين على الأداء الأكاديمي لأولادهم طلاب السنة الرابعة متوسط في مدرسة اسعيد بن عريب ، خليل، برج بو عريريج. تتناول هذه الدراسة على وجه التحديد كيفية تأثير أشكال مختلفة من دعم الوالدين – الأكاديمي ، العاطفي والمادي – على دافعية المتعلمين وتحصيلهم

تم استخدام منهجية متعددة الأساليب تجمع بين البيانات الكمية من الاستبيانات المنظمة التي وزعت على كل من الطلاب وأولياء الأمور، والبيانات النوعية المجمعة من خلال المقابلات شبه المنظمة مع معلمي اللغة الإنجليزية. شملت العينة الإجمالية 40 طالبًا و7 أولياء أمور و10 معلمين للغة الإنجليزية

وتشير النتائج إلى وجود تفاوت في مستويات مشاركة الوالدين . فبينما يوفر بعض الآباء دعمًا متسقًا وفعالًا، يواجه آخرون عقبات مثل محدودية مهاراتهم في اللغة الإنجليزية، وضيق الوقت، ونقص الموارد التعليمية. كما تُسلط الدراسة الضوء على اختلاف التصورات بين الطلاب والمعلمين بشأن دور وفعالية مشاركة أوليائهم

في ضوء هذه النتائج، توصي الدراسة بتعزيز التعاون بين البيت والمدرسة وتقديم أدوات واستراتيجيات عملية لتوجيه الآباء في دعم رحلة أبنائهم في تعلم اللغة الإنجليزية كلغة أجنبية بشكل أكثر فعالية

\* ملحق بالقرار رقم 1082... المؤرخ في 27 صفر 2020  
الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها



الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التعليم العالي والبحث العلمي

مؤسسة التعليم العالي والبحث العلمي:

نموذج التصريح الشرقي  
الخاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث

أنا المعضي أسفله،

السيد(ة): هو لاسي ليلوي ..... الصفة: طالب، أستاذ، باحث ..... م. ل. ب. ح.  
الحامل(ة) لبطاقة التعريف الوطنية رقم: 403787943 والمصادرة بتاريخ: 11 من 2020  
المسجل(ة) بكلية / معهد: الآداب واللغات الأجنبية قسم اللغة الإنجليزية والآداب  
والمكلف(ة) بإنجاز أعمال بحث (مذكرة التخرج، مذكرة ماستر، مذكرة ماجستير، أطروحة دكتوراه).

عنوانها: Investigating the Impact of Parental Support on Pupils' Motivation and Academic Achievement in EFL Learning: Case study of Fourth Year Pupils at Said Ben Aouf Middle School - BBA

أصرح بشرتي أنني التزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه.

التاريخ: 2025.07.16

توقيع المعني(ة)

المرتب استنادا على إحصاء السيد



2025.07.16

والتفويض منه  
كلية بوزيد



المحق بالقرار رقم 10821... المؤرخ في 27 جويلية 2022  
 الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها

الجمهورية الجزائرية الديمقراطية الشعبية  
 وزارة التعليم العالي والبحث العلمي

مؤسسة التعليم العالي والبحث العلمي:

نموذج التصريح الشرفي  
 الخاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث

أنا المصفي أسفله،

السيد(ة): بوعزرا عنكاري العينة: طالب، أستاذ باحث جامعة  
 الحامل(ة) لبطاقة التعرف الوثيقة رقم 1022102032 والعمادة بتاريخ 06 أوت 2022  
 المسجل(ة) بكلية / معهد للتعليم العالي قسم مستوى مستوى  
 والمكتب(ة) بإنجاز أعمال بحث (مذكرة التخرج، مذكرة ماستر، مذكرة ماجستير، أطروحة دكتوراه).

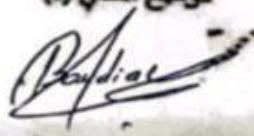
عنوان(ة): Investigating the impact of Parental support on pupil's Motivation and Academic Achievement in EFL Learning. A case study of English learners pupils at Said Ben Hib Middle School - BBA  
 أسمح بشرطي أني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية  
 المطلوبة في إنجاز البحث المذكور أعلاه .

التاريخ: .....

تمت المصادقة على إمتضاء

السيد(ة): .....  
 رقم ب.ت.و./رمن: .....

تاريخه بتاريخ: 22 جويلية 2025  
 في: .....

توقيع المعني(ة)  


أرئيس المجلس العلمي البلدي  
 وبمظويض منه  
 عن الفوض: البشير عميرات

