PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
Abd Elhafid Boussouf University Centre - Mila

Institute of Literature and Languages
Department of Foreign Languages
Branch: English

The Impact of Parental Involvement on Algerian Middle School Pupils Academic Achievement in EFL

A Dissertation Submitted in Partial Fulfilment for the Requirements of the Master Degree in
Didactics of Foreign Languages

Prepared by:

Boudebza Assia

Benguesmia Amelnour Elyakine

Supervisor:

Dr MEDJEDOUB Rima

Board of Examiners:

Chairman: Dr ALLILI Souad

Supervisor: Dr MEDJEDOUB Rima

Examiner: Dr CHELIHI Rania

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Dedications

All praise is due to Allah, who gave me the strength, patience, and guidance to complete this work

With deep gratitude and love, I dedicate this work to those who have stood by me through every step.

My amazing parents your love, support, and endless prayers made everything possible. I am forever grateful for everything you've done for me.

To my dear brothers, Amar and , karim thank you for always standing by my side and believing in me.

To my sweet sisterrania , your encouragement and care meant the world to me.

To Amel , my best partner and my closest friend , thank you for being my biggest supporter and my calm in every storm.

To Dr. Bouderbane, to whom I owe deep gratitude , thank you for your constant guidance, encouragement, and support through every obstacle I faced

And to my whole family , your love and kindness have always been a blessing in my life.

This work is for all of you. Thank you from the bottom of my heart.

Assia

Dedications

All praise is due to Allah, whose guidance and strength have made this journey possible.

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And to Dr. Bouderban, thank you for your kindness, guidance, and encouragement throughout this work.

This dissertation is dedicated to each of you, with deep gratitude and love.

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Abstract

This research aims to shed light on key aspects of parental involvement in the context of EFL learning among Algerian middle school pupils. It focuses on answering the following five main questions: (1) Are Algerian middle school pupils' parents involved in their children's learning at school? To what extent? (2) How does parental involvement impact academic achievement in EFL? (3) What types of parental involvement are found in Algerian middle schools, and which are most effective? (4) What are the main challenges parents and pupils face in relation to parental involvement in EFL learning? (5) How do pupils perceive and respond to their parents' involvement? In order to answer these questions, three different questionnaires were carefully created and shared with pupils, parents and EFL teachers. The study found that, for the most part, many parents try to help their children in their English learning process, especially through motivation, some type of homework help, or the payment for private tutors. Some parents are constrained by work commitments, time restraints, or their limited ability in English; nevertheless, teachers acknowledge that any type of parental involvement, however small, has positive effects on pupils' motivation and performance. Pupils also reported feelings of greater confidence and support when their parents fully engage in their English studies. The study also finds that the nature of this intervention matters. Some learners may experience positive parental guidance and support, while others may feel anxiety or pressure due to controlling parents. The solution is to maintain a balanced approach. The research concludes by offering practical recommendations to parents, teachers, and policymakers regarding how to enable valuable participation that actually helps pupils learn English

Keywords : Parental involvement, academic achievement, EFL learners, middle school pupils, Algerian education

List of Abbreviations

EFL: English as a Foreign Language

PI : Parental involvement

Q: Question

%: Percentage

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General introduction

1. Background of the Study

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General Introduction

1. Background of The Study

Education is a powerful tool that shapes the future of children, and one of the key factors that supports their academic success is parental involvement. According to Fan and Chen (2001), educators, in particular, have considered parental involvement an important ingredient for the remedy for many problems in education. This shows that families play a central role in improving children's academic outcomes. In the field of English as a Foreign Language (EFL), parental involvement becomes even more essential. Since English is not the pupils' native language, they require extra encouragement and practice at home. While teachers provide the basic instruction, pupils need regular support from their families to strengthen their language skills. This can include reading English books, watching English-language videos together, or simply showing interest in their schoolwork (Epstein, 2001; Forey, Besser & Sampson, 2016). Such involvement creates a supportive home environment that helps learners improve their English outside the classroom. Research continues to show that active parental involvement boosts pupils' academic achievement, motivation, and self-confidence (Jeynes, 2007; Wilder, 2014). According to Hill and Tyson (2009), certain types of involvement such as helping with homework, communicating with teachers, and encouraging independent study are strongly linked to better learning outcomes. This kind of support helps pupils develop good study habits, time management, and a belief in their own abilities (Tamis-LeMonda et al.,2004) . However, the quality, direction, and level of parental involvement can vary from one family to another. Some parents may lack the time due to work responsibilities, while others may feel unprepared to help, especially if they struggle with English (Goodall & Vorhaus, 2011). Some forms of parental involvement, especially

those that are overly controlling, may unintentionally increase stress and reduce students'sense of autonomy, leading to dependence rather than independence.

2. Statement of the Problem

Despite the growing recognition of parental involvement as a key factor in pupils' academic success, its specific impact on middle school pupils' achievement in English as a Foreign Language (EFL) in Algeria remains underexplored. While some studies underline the positive influence of supportive parents on learners' motivation, confidence, and performance (Doufane & Khemgani, 2019), the situation within real school settings reveals more complexity. Some parents remain minimally engaged in their childrens' education due to limited time, low English proficiency, or lack of awareness, which can hinder pupils' academic progress. By contrast, over-involved parents may unintentionally create pressure, reduce learners' independence, or disrupt the learning process, often resulting in confusion or stress. Although the primary focus of this study is on pupils, it is worth noting that teachers may also experience professional challenges. Excessive parental involvement can blur boundaries between home and school, lead to misunderstandings, or cause role conflict, particularly when parents intervene in areas traditionally managed by educators.

3.Research Questions

Given the crucial role of parental involvement in education, this study seeks to address the following key questions regarding this issue among Algerian middle school EFL pupils:

1. Are Algerian middle school pupils' parents involved in their childrens' learning at schools? To what extent?

2. How does parental involvement impact middle school pupils academic Achievement in EFL learning?

3. Which types of parental involvement exist in Algerian middle schools ? and which one is most effective?

4. What challenges do parents and pupils face regarding parental involvement in EFL learning?

5. How do middle school pupils perceive and respond to their parents'involvement intheir EFL learning?

4. Research Aims

This study aims to investigate the relationship between parental involvement and middle school pupils academic achievement in EFL. Specifically, it seeks to:

1. Analyze the impact of parental involvement on middle school pupils' academic performance in English as a Foreign Language (EFL).

2. Identify the most effective forms of parental involvement that contribute to pupils' success in EFL learning

3. Examine the key challenges and factors that affect both parents and pupils in the learning process.

4. Explore pupils' perceptions of their parents' role in their EFL education

5. Suggest strategies for schools and teachers to enhance parental involvement in pupils' English learning.

5. Significance of the Study

This study is important as it explores how parental involvement impacts pupils' EFL achievement in Algerian middle schools. By examining the perspectives of pupils, parents, and teachers, the research shows how things are currently done and suggests how they could

be improved. The findings guide teachers and school leaders in developing strategies to strengthen home-school involvement, while offering policymakers evidence to support plans that encourage family engagement. This study aims to examine the impact of parental involvement on middle school pupils' academic achievement. It addresses why some parents are disengaged and others too involved in their children's studies. Therefore, it seeks to explore the reasons behind these tendencies and suggest recommendations for a balanced approach.

6. Research Methodology

The current study employs a mixed-method approach, integrating both quantitative and qualitative data collection methods to discover the impact of parental involvement on middle school EFL pupils' academic achievement. Three semi-structured questionnaires, combining both English and Arabic versions, served as the tool forgathering data from 80 pupils, 10 parents and 10 teachers in Didouch Mourad middle school in Mila, Algeria. These questionnaires contain closed-ended questions, to collect measurable data and open-ended questions to explore the participants' views in depth. The quantitative aspect makes it possible to analyze trends in parental involvement using statistics. While the qualitative answers offer a more nuanced meaning of the experiences and perspectives each of the pupils, parents and teachers.

7. Organization of the Study

This dissertation, titled The Impact of Parental Involvement on Middle School Pupils' Academic Achievement in EFL is structured into two main chapters, combining both theoretical and practical components. The first chapter includes the literature review which explores key definitions, theoretical frameworks, and previous research related to parental involvement in education, with a particular focus on the EFL setting. it also highlights the

main factors influencing parental involvement in this context. The second chapter is about the methodology, and fieldwork, it describes the research design, the sampling of participants (middle school pupils, parents, and teachers), and the data collection tools (questionnaires). It also outlines the procedures for analyzing both qualitative and quantitative data. Moreover, it presents the analysis and discussion of the data collected from pupils, parents, and teachers. The responses are analyzed to identify the main perspectives of the different participants. These analyses are followed by the discussions of the results. The limitations and recommendations of the study are supplied in the end of this chapter.

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Chapter One : Theoretical Part

Section 1: Parental Involvement

1.1 Definition of Terms

1.1.1 Parent

In this study, the term parent does not refer only to biological mothers and fathers but any adult

Relative who guides a pupils' learning experiences and well-being. It may include grandparents, older siblings, uncles, aunts or other relatives participating in the child's education in direct and indirect ways. For example, older sibling (sister or brother) might help younger children with homework in English, lead vocabulary drills, or practicing pronunciation at home is a common patterns in Algerian families. During adolescence, middle school pupils may prefer guidance from siblings or peers over parents, reflecting their developmental need for autonomy (Steinberg, 2014).

This inclusive understanding aligns with the view that parenting extends across multiple dimensions of a child's life-physical, emotional, social, and intellectual and is a continuous commitment (Sahli, Cherif & Boucif, 2024).

1.1.2 Parental Involvement

Parental involvement is defined as the engagement of family members in supporting a child's education either at school or at home. For instance, in The EFL environment this may involve visiting teachers and school administrators, attending parent-teacher meetings, checking on academic achievement, providing a supportive home atmosphere where learning is:

Encouraged through routines, positive attitudes, and facilitating access to books, media, and online resources. Epstein's framework defines parental involvement as a range of activities that support children learning. Epstein (1990) emphasized that when parents are involved in their childrens' learning at home, they are better positioned to identify academic challenges early and collaborate with teachers to address these issues (Epstein, 1990)

In modern contexts, even family members with limited English proficiency contribute by encouraging pupils to explore English content online, which highlights the evolving nature of parental support. For example, a study in Algeria found that in rural areas, pupils relied on YouTube channels for explanations, indicating that parents facilitate access to educational resources even if they lack language proficiency themselves (Sahli, Cherif, & Boucif, 2024)

1.1.3Parents' Perceived Impact

Parents' perceived impact describes how guardians judge the effect of their own support on their child's academic progress especially in English. These judgments shape how actively and consistently they engage. For example, a father who encourages daily English-cartoon viewings or an older sister who quizzes vocabulary can come to believe these efforts directly boost performance. Doufane and Khemgani (2019) found that when parents see clear benefits ranging from higher grades to greater self-confidence they tend to remain more involved over time.

1.2 Types of Parental Involvement (Epstein's Six-Type Framework)

Epstein's (1995) theory confirmed that families, schools, and communities all share responsibility for a pupils' education. He maintains that pupils learn best when these three entities collaborate rather than operate in isolation. The partnership among families and schools represents a vital part of social capital for academic success and social develop ment

for pupils. Epstein (1995) identified six types of parental involvement, these significantly contribute to creating a safe and engaged school community.

1.2.1 Parenting

Parenting involves creating a home environment that supports childrens' learning and development, including establishing good habits, providing proper nutrition and rest, and fostering positive attitudes toward education. In EFL context, this may involve encouraging children to read English books or providing access to English language media at home to increase exposure and understanding of the language (Epstein, 1995).

1.2.2 Communicating

Communicating means maintaining regular and effective communication between home and school. Schools use methods such as parent-teacher meetings, phone calls, sending newsletters home and other digital formats. Regular communication allows parents to stay informed about school expectations, updates on pupils' progress, and EFL instruction, even if the parents do not speak English.

1.2.3 Volunteering

Volunteering includes parents who participate in school-related activities, such as helping in classrooms, organizing school events, or supporting teachers in planning programs. This involvement enhances the relationship between schools and families and promotes the importance of education to pupils (Epstein, 1995).

1.2.4 Learning at Home

Learning at home includes engaging in educational activities beyond the classroom, such as reviewing homework, practicing skills, or providing access to online tutorials and

educational games. Even if parents lack subject expertise, their encouragement and involvement make a difference (Epstein, 1995).

1.2.5 Decision-Making

Decision-making means involving parents in school policy and educational planning Which gives them a voice in decision-making processes (Epstein, 1995).

1.2.6 Collaborating with the Community

Collaborating with the community involves building partnerships between schools and community organizations to support pupils' learning and well-being (Epstein, 1995).Together, these six types of involvement help establish a comprehensive framework through which parents can effectively contribute to their children's academic success in EFL learning. For Algerian middle schools, all six forms of parental involvement can be applied. A parentwho provides support at home, communicate with teachers, participate in school events, or accessing community resources, parents contribute positively to their childs' educational progress. Even small gestures like showing interest in the pupils'academic or emotional needs can improve performance and motivation. In fact, Epstein's model offers schools a clear and structured method for involving families in meaningful and varied ways, ultimately benefiting pupils both academically and personally.

1.3 Factors Affecting Parental Involvement

Undoubtedly, many elements influence how and why parents get involved in their children's schooling. While some make participation easier, others act as barriers. These influences generally fall under three main categories parent-related, school-related, and pupil-related.

1.3.1 Parent-Related Factors

In what follows, we present six parent-related factors.

a. Educational Level: Parents who hold higher levels of education often feel comfortable and confident helping their children with homework and engaging in meaningful discussions with teachers. In contrast, parents with limited schooling may doubt their ability to support their children's learning at home (Hornby & Blackwell, 2018).

b. Socioeconomic Status: Low-income families may face barriers such as lack of internet access, limited school supplies, difficulty attending school events due to transportation financial constraints. These barriers tend to reduce parents'ability to get involved in their children education (Niehaus & Adelson, 2014).

c. Cultural Beliefs: In some cultures, parents believe that education is the school's responsibility alone, whereas others view it as a shared duty. These beliefs shape how much parents involve themselves in their children's academic lives (Tan, 2019).

d. Work Schedule and Time: Parents who work long or irregular hours might find it difficult to attend school-related meetings or events. Even the parents wish to be involved, time constraints can limit their participation.

e. Past School Experience: Parents who had negative experiences in school as children may feel uncomfortable visiting their child's school or talking to teachers. This fear or discomfort may stop them from getting involved (Stevenson & Baker, 1987).

f. Family Size and Time Distribution: In families with several children, parents often find it challenging to give equal academic support to each child. With different homework routines and school requirements, it becomes difficult for parents to give equal time and attention. As

a result, even if parents are concerned and willing to support, they may struggle to follow every child consistently and effectively (Steelman, Powell, Werum, & Carter, 2002).

1.3.2 School-Related Factors

Below is the explanation of the school-related factors

a. Communication Gaps: When schools use difficult academic language or do not translate information into parents' preferred languages (like Arabic or French in Algeria), it creates a barrier. Parents feel excluded or confused, which reduces their involvement. Schools should use clear, respectful, and accessible communication to ensure all families feel welcome (Baquedano-López, Alexander, & Hernández, 2013).

b. Teachers' Attitudes: The attitude and communication style of teachers can either encourage or discourage parental engagement. When teachers show respect and are open to communication, they tend to demonstrate high level of parental engagement. Conversely, a lack of openness or access of criticism may push families to feel disrespected and will choose not to engage.

c. School Accessibility: Schools that offer flexible meeting times, translated materials, and parent-friendly policies make it easier for families to get involved. Accessibility increases trust and cooperation between schools and parents (Epstein, Salinas, & Jansorn, 2002).

1.3.3 Pupil-Related Factors

There are two pupil related factors that can affect parents involvement

a. Age of the Child: Usually, Parents are most involved during their early childrens' schooling. As children grow older and become more independent, parental involvement usually declines (Hill & Tyson, 2009).

b. Gender: In many cultures, including Algeria, parents tend to monitor girls more closely than boys. This may be due to protective attitudes or beliefs that girls are more academically focused (Lee, Cleary, & Jackson, 2021). However boys are more focused on the professional side ;they look for jobs not for diplomas

c. Academic Performance: Children who perform well in their studies tend to receive greater attention and praise from their families, which reinforces their motivation. By contrast, struggling pupils may experience pressure or be ignored, depending on the family dynamic (Pomerantz, Moorman, & Litwack, 2007).

1.4 Bronfenbrenner's Ecological Systems Model

Urie Bronfenbrenner, a prominent American psychologist, developed the Ecological Systems Model to explain how a childs'development is influenced by the complex interaction between personal characteristics and the multiple environments surrounding them (Bronfenbrenner,1979). According to his model, child development cannot be fully understood by observing the child in isolation; instead, it must be examined within the context of various environmental systems such as family, school, culture, and society that affect and interact with the child. Bronfenbrenner divided these systems into five interconnected levels, each making a unique contribution to a childs' development.

This model is summarized in the figure 1.1, which is followed by its detailed explanation

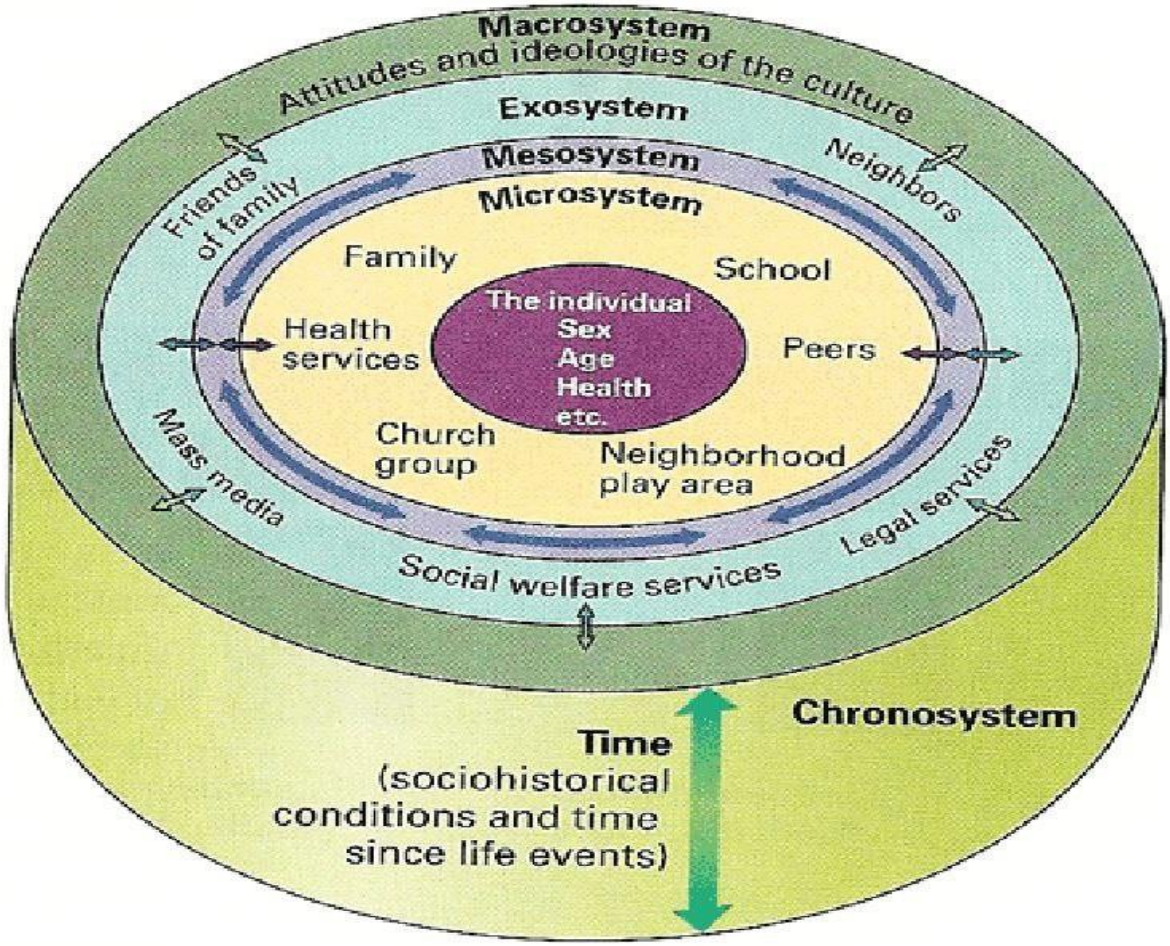

Figure 1.1 Bronfenbrenner's Bioecological model(Bronfenbrenner, U. 1979.pp. 22-23)

1.4.1 The Microsystem

The microsystem includes the environments that a child interacts with frequently, such as the home, school, friends and local community. These settings permit interactions withparents and teachers which can exert a direct and lasting impact on the child's development.

In Bronfenbenner's theory, the microsystem is the most relevant level for understanding parental involvement in these settings. At this level, parents directly influence both

thecognitive and emotional development of their children, especially in the context of EFLlearning.

1.4.2 The Mesosystem

The mesosystem deals with the interrelation between the different elements of the child's microsystem (Bronfenbrenner, 1979). For example, the effects of family life on school life, or parent-child relationship influences upon peer relationships.

The relationship between home and school is strengthened when parents take an active role in their child's school life, such as by attending parent-teacher conferences, keeping in touch with teachers on a regular basis, or reviewing classroom lessons at home. Because the child receives consistent support in both settings, this alignment frequently results in better social and academic development.

However, children may feel confused or stressed when there is a lack of coordination, such as when schools neglect to notify parents about significant events. Their emotional health and academic performance may suffer as a result of this disconnect. Tuli and Tarekegne (2019) found that strong home–school collaboration enhances pupils' self-confidence and smoother school adjustment, especially when teachers involve parents in regular follow-up activities.

1.4.3 The Exosystem

The environment that does not involve the child but still has an impact on them is known as the exosystem (Bronfenbrenner, 1979). A child's life may be impacted by a parent's workplace, a school office policy, or local amenities. For instance, a working parent who has long hours or in a demanding job will have less time and energy to dedicate to their child's education, which could potentially negatively impact the child's upbringing. However, a parent who works in a supportive and accommodating environment is more likely to be

involved in school activities, such as helping with homework. Mchia and Mwila (2024) found that children whose parents had flexible work schedules showed greater school involvement and consistent academic effort, highlighting how exosystem factors support academic consistency.

1.4.4 The Macrosystem

TheMacrosystem includes the broader cultural values, societal norms and legal systems thatindirectly shape a child's development They contain economic systems, national educationpolicy and cultural beliefs.For instance, pupils are likely to receive more support and receive high grades in a culturethat values education and where parents are encouraged to be heavily involved in their childrens'education.In contrast, in contexts where governments are politically unstable or where poverty, illiteracy, or lack of parental awareness limit engagement, pupils may face significant barriers to learning.

1.4.5 The Chronosystem

In Bronfenbrenner's model (1979), the chronosystem reflects how a child's development is shaped by the timing of life events. The system encompasses both life transitions (e.g., parents'divorce or relocation to another city) and historical ones (e.g., pandemic COVID-19 orcountry-wide change of school system).For example, the child whose parents have lost jobs will receive stressed and lowered home studies assistance. Subsequently, if the family adjusts and continues to be actively involved in the child's education, the negative effects can be lessened. This period also emphasizes how important it is for parental involvement to evolve with the current changes and adapt to the needs of contemporary society.

Section 2: The Relationship between parental Involvement and Pupils Academic Achievement in EFL

2.1 Pupils' Academic Achievement

Pupils' academic achievement includes the observable learning outcomes that reflect pupils' progress, learning and overall development in a school context. Common indicators include course grades, standardized test scores, classroom performance, and evidence of sustained academic growth over time. Historically, academic success has been gauged by measures such as grade point average (GPA), exam results, and national assessments metrics widely used to assess pupils' readiness for higher education and to forecast their future scholastic achievement (Kuncel, Hezlett, & Ones, 2001; Camara et al., 2013). However, academic success covers also cognitive performance or test scores. It also includes pupils' behavioural adjustment, emotional resilience, and social skills. On their part, Ginsburg and Opper (1998) emphasized that true pupil achievement includes skills like critical thinking, responsibility, creativity, empathy, and self-regulation. Yet Fan and Chen (2001) pointed out that children with involved parents tend to show stronger motivation, participation, and self-confidence in class.

Recent research further supports the above multidimensional perspective. According to Steinmayr et al. (2018), academic achievement is best understood as a combination of objective measures including grades and standardized tests, and soft indicators such as pupil effort, classroom engagement, and personal progress. For example, a pupil who actively participates in class discussions or improves in their time management demonstrates significant achievement, even if their academic marks remain average.

In many educational contexts especially in under-resourced schools, teachers report that some pupils struggle with traditional assessments yet show remarkable progress in communication, discipline, and collaboration through school projects, peer learning, or extracurricular activities.

Thus, in the context of this study, pupils' academic achievement will be understood not only through exam performance and grades, but also through indicators such as learning motivation, behavioural development, and educational engagement, especially in relation to parental support.

2.2 Learning EFL in Algerian Middle Schools

English in Algeria is taught strictly as a foreign language, Arabic remains the first language of daily life, and French dominates formal education. As a result, middle-school pupils typically meet English only in lessons, with very little exposure elsewhere. This trilingual environment (Arabic–French–English) presents a double-edged sword learners carry strong literacy skills from their two dominant languages but must also switch between very different phonological, syntactic, and cultural systems.

Reading in most Algerian EFL classrooms still relies on textbook passages and comprehension questions. Sahli, Cherif, and Boucif (2024) report that supplementing these with graded readers even brief, home-based reading logs boosts both fluency and motivation.

Listening remains the hardest skill: limited access to native or even neutral English accents means pupils rarely practise real-world comprehension, integrating short video or audio clips from platforms like YouTube or local radio—followed by teacher-guided discussions—significantly improves listening comprehension among Algerian EFL students (Bencheikh, Belaghit, & Lakas, 2017).

Speaking often stays silent in class: fear of errors and lack of practice lead many pupils to "play it safe."Integrating short role-play activities, such as rotating "English corners" or structured peer dialogues, significantly improves oral fluency and spontaneous speech among Algerian EFL pupils (Aliakbari & Jamalvandi, 2010)

Writing is viewed almost exclusively as exam preparation: composition drills focus on form over meaning. Barjesteh, Vaseghi, and Gholami (2011) demonstrated that inviting pupils to keep simple English diaries with minimal corrective feedback nurtures creativity and accuracy without the high-stakes pressure. Beyond these macro-skills, four sub-skills are critical:

2.2.1 Vocabulary & Grammar

Traditional "translate-and-memorize" methods dominate, yet contextual mini-lessons using images or keyword prompts significantly improved long-term vocabulary retention by approximately 30% (Taghizadeh & Azar, 2022).

2.2.2 Pronunciation

Overlooked in crowded classes, clear articulation suffers. Daily 5–10 minutes mobile-based shadowing exercises—where learners repeat short audio dialogues—have been shown to noticeably sharpen vowel and consonant clarity among Arab EFL learners (Zakarneh, Amin, & Bouakaz, 2025).

2.2.3 Pragmatic and Cultural Awareness

EFL is not just linguistic: understanding "how we say things" in English-speaking cultures matters.

2.2.4 Interactive Fluency

True communicative competence blends listening, responding and turn-taking. Introducing brief pair-and-share tasks even two minutes each lesson encourages pupils to negotiate meaning and builds real-world readiness.

2.3 The Role of Parental Involvement in EFL Learning

Parental involvement at home is a cornerstone of effective EFL learning. When parents and children tackle English tasks together, pupils benefit from both linguistic guidance and emotional encouragement. Below are four key ways families can support their child's EFL progress.

2.3.1 Helping with Homework

Homework designed for joint parent–child work strengthens family–school partnerships and boosts language gains (Ávila Daza & Garavito, 2009).For instance parents who sit with their children to explain new vocabulary, check exercises, and reinforce classroom lessons help pupils organize study routines and clarify misunderstandings also pupils whose parents reviewed their English worksheets weekly saw a rise in test scores compared to peers whose families did not supervise homework.

2.3.2 Reading Together

Shared reading fosters vocabulary expansion and comprehension. Techniques such as dialogic reading where parents pause to ask questions like "What does this word mean?" encourage children to think critically and express ideas in English (Brannon & Dauksas, 2012; Hannon, 1995). For instance, families that borrowed English storybooks from library programs and read aloud together reported stronger reading fluency and greater classroom participation.

2.3.3 Watching English Media

Parents can turn cartoons, simple news clips, or audiobooks into interactive lessons by pausing to explain phrases and practicing pronunciation together (Linebarger & Walker, 2005). For instance families who spent 20 minutes daily watching English-language videos with subtitles this improved their listening comprehension scores by over one term

2.3.4 Speaking English at Home and Digital Tools

Encouraging brief daily conversations in English such as naming objects, counting, or greeting in low-pressure settings helps build speaking confidence (Xuesong, 2006). Additionally, when parents explore language apps or online tutoring platforms alongside their children, they extend learning beyond the classroom and make English practice part of family life. Sahli, Cherif, and Boucif (2024) report that Algerian families who used a popular mobile-assisted language learning app together saw faster gains in vocabulary retention and increased classroom participation.

2.4 The Impact of Parental Involvement on Pupils' Achievement

2.4.1 The positive impact of Parental Involvement on Pupils' Achievement

Parental involvement consistently emerges as a strong predictor of pupils' academic success. When parents engage constructively with their children's schooling, pupils not only earn higher marks but also develop motivation, confidence, and better learning habits (Cheung & Pomerantz, 2012; Steinmayr et al., 2018).

2.4.1.1.Improved Grades and Test Scores: Parents who help with homework, review tests, or set up a quiet study area at home create a supportive learning atmosphere. For example, a middle-school pupil whose parents check homework nightly and discuss test results tends to see a measurable rise in mathematics and reading scores (Cheung & Pomerantz, 2012).

2.4.1.2 Greater Motivation and Self-Regulation: When children notice that their parents value education, they adopt similar attitudes. Research shows that when parents consistently praise child's efforts and celebrate small successes, it strengthens the pupils' ability to stay focused and improves their self-discipline (Pomerantz, Moorman & Litwack, 2007).

2.4.1.3 Better Attendance and Classroom Conduct: Active parental monitoring such as morning check-ins and ensuring timely arrival correlates with fewer absences and reduced disruptive behaviour. A large survey conducted by Jeynes (2007) found that pupils whose parents received weekly attendance had fewer tardies and suspensions.

2.4.1.4 Enhanced Critical Thinking and Problem-Solving: Parents who involve children in discussions about news, stories, or science projects at home help them practice reasoning skills. Steinmayr et al. (2018) reported that pupils exposed to daily "think-aloud" problem-solving at home significantly outperformed peers in classroom critical-thinking tasks.

2.4.1.5 Stronger Home-School Communication: Regular, two-way communication via brief text updates or monthly meetings builds trust and allows early intervention when pupils struggle.

2.4.2 The Negative Impact of Parental Involvement on Pupils' Achievement

Although involvement is generally beneficial, its extremes can undermine a child's learning.

2.4.2.1 Lack of Involvement: There are three manifestations of lack of parental involvement.

a. Reduced homework engagement: Pupils whose parents seldom monitor or discuss assignments tend to complete fewer tasks and exhibit weaker study routines, which can compound gaps in learning over time (Hill & Tyson, 2009).

b. Lower motivational drive: Without parental encouragement or interest, children often report feeling that "nobody cares," leading to waning effort and enthusiasm in class (Wilder, 2014).

c. Emotional withdrawal: A sense of parental absence can foster feelings of isolation and erode self-esteem, which makes pupils less likely to seek help when they encounter difficulties (Henderson & Mapp, 2002).

2.4.2.2.Overinvolvement ("Helicopter Parenting"): Over-involvement occurs when parents show the following behaviours.

a. Stunted autonomy: When parents routinely step in to solve problems, completing worksheets or negotiating for their child pupils miss chances to develop independent learning strategies (Pomerantz et al., 2019).

b. Heightened anxiety: Children who experience high parental control may struggle with social independence and self-confidence in peer settings (Segrin et al., 2013).

2.4.2.3 Excessive Pressure and Unrealistic Expectations

a. Burnout symptoms: pupils striving for perfect grades under parental demands frequently show academic exhaustion, reduced enjoyment of learning, and cynicism toward schooling (Schiffrin et al., 2021).

b. Fear of failure: Unrealistic goals can transform setbacks into crises; pupils report intense shame or hopelessness after even minor mistakes (Luthar & Becker, 2002).

c. Physical health impacts: Chronic academic stress and test anxiety can lead to sleep disturbances, tension headaches, and elevated blood pressure in adolescents (Conley & Lehman, 2012; Mayo Clinic via Psychological Stress and Sleep, n.d.).

intrusive especially when parents make decisions without their input or when they are pressured to meet unrealistic academic expectations.Although often well-intentioned, parental involvement may undermine pupils' sense of autonomy, elevate stress, and diminish intrinsic motivation—especially when parents micromanage academic tasks (Grolnick & Slowiaczek,

1994; Xu & Corno, 1998). For example, a middle-school pupil who feels micromanaged at home may become overly dependent in class or reluctant to tackle new challenges.

2.5 Hoover-Dempsey & Sandler's Model of Parental Involvement

(Walker, Wilkins, Dallaire, Sandler, & Hoover-Dempsey, 2005)

This model is summarized in figure 1.2 which is followed by its detailed explanation

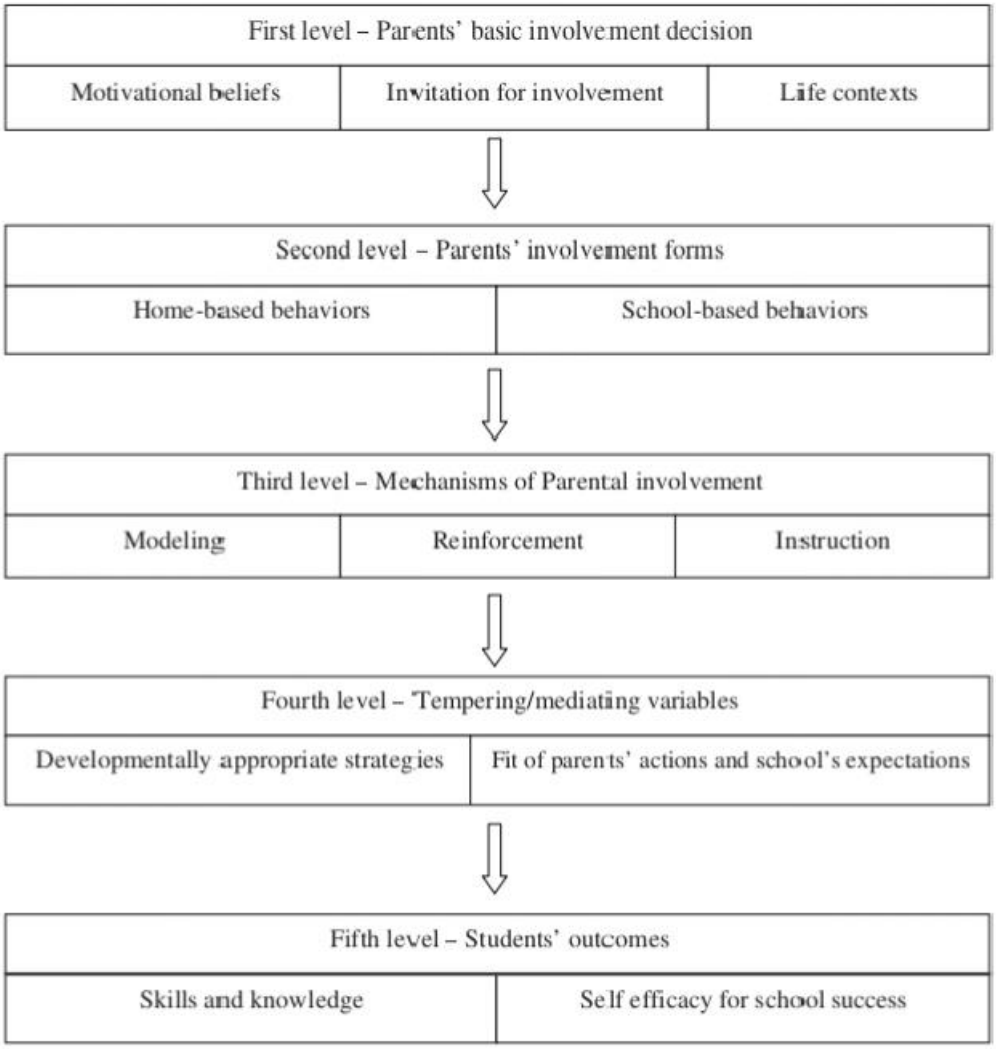

Figure 1.2 The five levels of Hoover-Dempsey & Sandler's Model (Walker et al., 2005, p. 928).

Hoover-Dempsey and Sandler's revised framework explains how parents decide to participate in their children's schooling, the forms that involvement takes, and its effects on pupil outcomes. It consists of five sequential levels:

2.5.1 Level 1:Parents' Basic Involvement Decision

Factors that determine whether parents choose to engage:

a.Motivational Beliefs:

Role Construction: Parents who see supporting their child's schooling as "my responsibility" are far more likely to participate (Reed et al., 2000, p. 250).

Self-Efficacy: Confidence in one's ability to help explaining assignments or talking with teachers sustains involvement over time (Anderson & Minke, 2007, p. 316).

b. Invitations for Involvement

Teacher Invitations: Clear requests from homeroom teachers ("Please look over these spelling words") significantly boost parental follow-through (Walker et al., 2005, p. 928).

c.Child Invitations: When children explicitly ask for help ("I'm stuck on this problem"), parents respond more readily (Deslandes & Bertrand, 2005, p. 172).

d. Life Contexts

Time & Energy Resources: Work hours, health challenges, and family demands can enable or constrain parents' capacity to help (Walker et al., 2005, p. 928).

Knowledge & Skills: Parents gravitate toward support activities that match their expertise those comfortable with English grammar tend to help more with language tasks (Edwards & Alldred, 2000, p. 234).

Broader Influences: Socio-economic status, education level, and cultural beliefs further shape involvement (Hoover-Dempsey & Sandler, 1997, p. 27).

2.5.2 Level 2: Parents' Involvement Forms

Once motivated, parents show support in two arenas (Walker et al., 2005, p. 928):

a.Home-Based Behaviors: Supervising homework, setting up study routines, using educational games.

b.School-Based Behaviors: Attending open houses, volunteering in class, serving on parent committees.

2.5.3 Level 3: Mechanisms of Parental Involvement

How parents influence learning (Walker et al., 2005, p. 928):

a. Modeling: Demonstrating study strategies and problem-solving approaches.

b. Reinforcement: Praising effort and celebrating milestones to boost persistence.

c. Instruction: Offering direct explanations or scaffolding tasks to deepen comprehension

2.5.4 Level 4: Tempering/Mediating Variables

Factors that shape the impact of involvement (Walker et al., 2005).

a. Developmentally Appropriate Strategies: Matching activities to the child's age and abilities.

b. Fit with School Expectations: When home support echoes classroom goals, it reinforces learning; mismatch can confuse students.

2.5.5 Level 5: Students' Outcomes

The ultimate benefits of effective involvement (Walker et al., 2005).

a. Skills & Knowledge: Gains in literacy, numeracy, language proficiency.

b. Self-Efficacy for School Success: Stronger belief in one's ability to tackle academic challenges.

Conclusion

To summarize this chapter on parental involvement and pupils' academic achievement in EFL, parental values and aspirations translate into consistent support through reading together, discussing schoolwork, and maintaining regular school–home communication that reinforces pupils' motivation, confidence, and study habits. Epstein's six types of engagement, Bronfenbrenner's nested environments, Hoover-Dempsey and Sandler's motivation-action sequence, all illustrate how well-timed guidance and clear invitations empower parents to bolster learning. In the Algerian middle-school setting, aligning home and school efforts from everyday vocabulary practice to coordinated school events creates a seamless support system. When each layer of influence, from close daily interactions to broader cultural attitudes, operates in harmony, pupils gain not only higher language proficiency but also greater resilience, autonomy, and enthusiasm for lifelong learning.

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Introduction

This chapter focuses on the practical part of the dissertation which is about the impact of parental involvement on middle schools pupils'academic achievement in EFL classes. It restates the main aims of the study, and identifies the sample group and data collection tools.Then, the collected data are analyzed and the results are presented along with the implications limitations and the recommendations of the study.

2.1.Research Aims

As middle school pupils in Algeria strive to improve their English as a Foreign Language (EFL) skills, this study aims to explore how parental involvement contributes to their learning journey. Specifically, it seeks to understand whether pupils with more engaged parents perform better academically in EFL compared to those with less support at home. To achieve this, the research investigates the extent to which Algerian middle school pupils' parents are involved in their children's learning at school and how such involvement impacts pupils' academic achievement in English. It also aims to identify the various types of parental involvement that exist in Algerian middle schools and determine which forms are most effective in supporting EFL learning. Additionally, the study explores the challenges faced by both parents and pupils regarding parental involvement and examines how pupils perceive and respond to their parents' efforts in supporting their EFL education. Through these inquiries, the study hopes to highlight the importance of family participation in education and how it can positively shape learners' academic progress

2.2.Research Method

The study was conducted in Didouch Mourad and Elbashir Alibrahimi Middle Schools in Mila, Algeria. The mixed-method was applied to collect quantitative and qualitative Data . through three distinct questionnaires :The first for the pupils, the second for parents, and the third for English teachers. These questionnaires attempted to gather views on how parents support their children's English learning, what issues they face, and teachers' perceptions of this involvement. By analyzing the responses, the study attempted to expand its understanding of families' role towards pupils' performance in English.

2.3. Participants

This study explores how parental involvement influences middle school pupils' academic achievement, particularly focusing on their performance in EFL. The research was conducted in two different middle schools in Mila, Algeria, during the academic year 2024-2025.The participants for this study contained a total of 80 pupils distincted across four grade levels : 20 first year pupils ,19 second year pupils ,19 third year and 22 fourth year pupils, 10 parents, whose children are studying in that school. And 10 teachers of English who teach in the same school.

We decided to conduct this study in middle schools, because at this stage pupils begin to make decisions about certain aspects of their lives. And, hence, there is a need for parental involvement to be balanced so that they can develop a sense of independence while still receiving the required support they need.

For this study, we selected pupils from all four grades of the middle school to observe how parental involvement evolves over time. By including participants from the 1st to the 4th year, we aimed to capture the gradual changes in the level and nature of parental involvement as pupils’ progress through their middle school education. The parents involved in this study

were selected randomly, ensuring representation from different socio-economic backgrounds. This allowed us to examine how varying levels of parental involvement impact pupils' EFL performance. The parents were selected with the help of the administration. The questionnaires were distributed to the parents in person, to ensure clarity and providing an opportunity to address any questions they had. Additionally, 10 teachers from the two middle schools participated in the study. The teachers were given the questionnaire at the same time as the pupils, in person to ensure that the process was clear to all participants.

2.4.Description of the Questionnaires

In order to collect relevant data for this research, three distinct questionnaires were given to pupils, parents and teachers. The one used for pupils was fully structured and involved only closed-ended questions, to collect general information and clear, measurable responses. However, the questionnaires for both teachers and parents were semi-structured, containing a mix of closed and open-ended questions to examine their views and experiences more deeply regarding parental involvement in learning English as a foreign language.

2.4.1.Description of Pupils' Questionnaire

The questionnaire was distributed to the middle school pupilsin order to understand their views regarding the involvement of their parents in their English learning.It begins with the first section (Questions 1–3) which focuses on collecting basic demographic information about the pupils, this helps organize the sample and supports a more focused and accurate analysis. The second section (Questions 4–8) aims to determine the level and type of parental support pupils receive in learning English. It explores whether parents are proficient in English and the challenges they may face in assisting their children, in order to better understand how such support contributes to the pupils' language development. The third section (Questions 9–11) investigates pupils' emotional responses to their parents'

involvement, aiming to identify whether such involvement serves as a source of motivation, stress, or has other emotional effects. The fourth section (Questions 12–13) examines the degree of parental engagement with the school and teachers, with the aim of understanding how this interaction influences the pupils' academic performance in English. Lastly, the fifth section (Questions 14–15) gathers pupils' preferences and suggestions regarding how they would like their parents to be involved, in order to develop more effective, student-centered strategies for supporting English language learning.

2.4.2.Description of Parents' Questionnaire

The following questionnaire outlines the data collected from parents and is divided into four sections, each addressing a specific aspect of their involvement in their children's English learning. The first section (Questions 1–6) contains general background details about the parents, including their age, gender, relationship to the pupils, financial status, and level of English proficiency, which helps contextualize their responses. The second section (Questions 7–10) explores how actively parents participate in their children's English learning and the kind of support they offer at home, aiming to assess the extent and nature of their engagement. The third section (Questions 11–12) examines the main obstacles that prevent parents from being more involved in their children's English learning and whether the school provides sufficient support to promote parental engagement. Lastly, the fourth section (Questions 13–14) collects parents' recommendations for enhancing their involvement and their opinions on how schools can support and encourage them, with the aim of identifying ways to strengthen home-school collaboration.

2.4.3. Description of Teachers' Questionnaire

The questionnaire was distributed to middle school teachers to collect their insights regarding parental involvement in pupils' English learning. The first section (Questions 1–4)

presents basic background information about the teachers, including their gender, age, teaching experience, and the middle school grades they teach. The second section (Questions 5–11) explores teachers' views on parental involvement in pupils' English learning. It covers aspects such as parental attendance at school meetings, the types of support provided at home, and which parent (mother or father) tends to be more involved. It also considers whether there is a difference in parental involvement between daughters and sons. The third section (Questions 12–17) discusses teachers' perspectives on how parents contribute to their children's English language development. It also highlights the challenges that parents may encounter, offers strategies and recommendations to encourage greater involvement, and considers the potential negative effects of excessive parental involvement

2.5. Data Analysis

2.5.1.Analysis of Pupils' Questionnaire

The analysis below concerns data gathered from 80 middle school pupils.

Q1: Gender

Table 2.1.*Pupil's Gender*

Pupil Level	Option	Frequency	Total	Percentage	Total
1st year	Female	12	20	60%	100 %
	Male	8		40%	
2nd year	Female	10	19	52.6%	100%
	Male	9		47.4%	
3rd year	Female	10	19	52.63%	100%
	Male	9		47.37%	
4th year	Female	9	22	40.91%	100%
	Male	13		59.09%	

This item collects information about the gender of respondants. In the 1st, 2nd, and 3rd years, the number of girls exceeds slightly more than boys, with their percentages ranging from 52.6% to 60%. This means that girls are more present in the lower grades. In contrast, the 4th year shows a clear change, where boys become the majority with 59.09%. Compared to the earlier years, this shift is important because it may affect how pupils behave in class and how parents support them. For example, when girls outnumber boys, they may have felt more confident and received more attention from parents or teachers. But in the 4th year, with more boys, girls might take part less, and some parents may become less more involved. This comparison shows that changes in gender numbers can affect pupil participation and how much support they receive from their parents.

Q2: Age

Table 2.2.*Pupil's Age*

Pupils Level	Age	Frequency	Total	Percentage	Total
1st Year	Under 12	17	20	85%	100 %
	12–13	3		15%	
	14–15	0		0%	
	Above 15	0		0%	
2nd Year	12–13	17	19	89.5%	100%
	14–15	2		10.5%	
	Above 15	0		0%	
3rd Year	12–13	17	19	89.47%	100%
	14–15	2		10.53%	
4th Year	13–14	17	22	77.27%	100%
	14–15	5		22.73%	

This question focuses on the age distribution of pupils across the four school years. Most 1st year pupils are under 12 years old, making up 85%, while only 15% are between 12 and 13. In contrast, most 2nd and 3rd year pupils are aged 12 to 13 (about 89%), with a few between 14 and 15. The 4th year group is slightly older, 77% are 13 to 14, and 23% are 14 to 15 years old. The small differences in ages between levels may be due to early or late school entry or repeating a year. So, age may affect how pupils interact with their parents and how much help they receive with English. Older pupils, for example, might be more independent or receive less direct support at home, which could influence the results on parental involvement

Q3:Grade Level

Table 2.3.*Pupils Grade Level*

Pupil Level	Grade Level	Number	percentage
1st year	1st Year	20	25%
2nd year	2nd Year	19	23,75%
3rd year	3rd Year	19	23,75%
4th year	4th Year	22	27,5%
Total	1st ,2nd ,3rd , and 4th years	80	100%

This question seeks to identify the distribution of pupils across the four levels .All pupils in the 1st, 2nd , and 4thyears answered the survey, with a full participation rate of 100%. The 3rd year had a slightly lower rate of 94.74%, which means a few pupils were absent or did not take part. Compared to the other levels , this small difference may affect the results for the 3rd year a little. However, most pupils across all years took part, which makes the data quite reliable. This high level of participation shows that pupils were interested and aiming to

help with the study. Even though the 3rd year level had a small group, it does not seriously affect the quality of the results.

Q4. Do your parents help you with English Studies?

Table 2.4. ***Parental Support in English Learning***

Level	Option	Frequency	Total	Percentage	Total
1st Year	Always	11	20	55%	100%
	Sometimes	6		30%	
	Rarely	1		5%	
	Never	2		10%	
2nd Year	Always	5	19	26.3%	100%
	Sometimes	8		42.1%	
	Rarely	1		5.3%	
	Never	5		26.3%	
3rd Year	Always	5	19	26.32%	100%
	Sometimes	8		42.11%	
	Rarely	1		5.26%	
	Never	5		26.32%	
4th Year	Always	2	22	9.09%	100%
	Sometimes	7		31.82%	
	Rarely	5		22.73%	
	Never	8		36.36%	

According to the results , Parental support in English learning is strong in the 1st year, with 55% of pupils receiving regular help. In contrast, the 2nd and 3rd years show a drop in consistent support, with only about 26% of pupils getting help always, while around 42% receive help sometimes. The 4th year contrasts even more sharply, as just 9.09% get regular help, 22.73% receive help rarely, and a significant 36.36% of pupils never get any help from their parents. Compared to the high involvement in the 1st year, parental support clearly

decreases as pupils move to higher levels. This contrasting pattern suggests that less support from parents in later years could affect pupils' progress and confidence in learning English,

Q5. How do your parents support your English learning?

Table 2.5.*Parents Type of Support*.

Level	option	Frequency	Total	Percentage	Total
1st Year	Explaining lessons	15	20	75%	100%
	Helpin with homework	3		15%	
	Providing resources	6		30%	
	Encouraging only	2		10%	
	No support	0		0%	
2nd Year	Explaining lessons	11	19	35.5%	100%
	Helping with homework	7		22.6%	
	Providing books/resources	8		25.8%	
	Encouraging only	3		9.7%	
	No support	2		6.5%	
3rd Year	Explaining lessons	11	19	57.89%	100%
	Helping with homework	7		36.84%	

	Providing books/resources	8		42.11%	
	Encouraging only	3		15.79%	
	No support	2		10.53%	
4th Year	Explaining lessons	5	22	22.73%	100 %
	Helping with homework	0		0%	
	Providing books/resources	6		27.27%	
	Encouraging only	6		27.27%	
	No support	5		22.73%	

This question explores the type of parental support. The highest level of support through explaining lessons is seen in the 1st year, where 75% of pupils receive this type of help. This support decreased in the 2nd year to 35.5%, rises again in the 3rd year to 57.89%, but falls to only 22.73% in the 4th year. While helping with homework is low in the 1st year (15%) and 2nd year (22.6%), it increases in the 3rd year (36.84%), but disappears completely in the 4th year. Providing books or resources is fairly regular , ranging from 25.8% to 42.11% in the first three years, then slightly decreases to 27.27% in the 4th year. Encouragement alone is lowest in the 1st year (10%) but increases steadily, reaching 27.27% in the 4th year. The 4th year also shows the highest percentage of pupils receiving no support at all (22.73%), compared to none in the 1st year and low percentages in earlier years. Overall, this pattern suggests that as pupils grow older, parents may provide less direct help, which could affect pupils'.

Q6. Who helps you more with your English studies?

Table 2.6.*Main Providerin English Studies*

Level	Help Provider	Frequency	Total	Percentage	Total
1st Year	Mother	11	20	55%	100%
	Father	2		10%	
	Both	7		35%	
	No one	1		5%	
	Other (brother)	1		5%	
2nd Year	Mother	9	19	42.9%	100%
	Father	0		0.0%	
	Both	5		23.8%	
	No one	6		28.6%	
	Other	1		4.8%	
3rd Year	Mother	9	19	47.37%	100%
	Father	0		0%	
	Both	5		26.32%	
	No one	6		31.58%	
	Other	1		5.26%	
4th Year	Mother	10	22	45.45%	100 %
	Father	2		9.09%	
	Both	1		4.55%	
	No one	8		36.36%	
	Other (sibling, self, YouTube)	1		4.55%	

The question examines the parents help for pupils across all levels, mothers are the primary helpers with English studies, ranging from 42.9% in the 2nd year to 55% in the 1st year. Fathers contribute little help overall, with a maximum of 10% in both the 1st and 4th years and no involvement in the 2nd and 3rd years. While Support from both parents together

is highest in the 1st year at 35%, but this drops in later years, reaching only 4.55% in the 4th year. Meanwhile, pupils with no help recieved from their parents increases regurlary from 5% in the 1st year to 36.36% in the 4th year. Additionally, a small number of pupils rely on others, such as siblings or online resources like YouTube, for help.Overall, the data show that mothers play the most important role in supporting English learning more than fathers ,the rise in pupils receiving less help in the 3rd 4th year is worrying because it could make learning harder and affect achievement . This highlights the need for both parents to stay actively involved in supporting their children throughout all school years.

Q7. What makes it hard for your parents to help you in English?

Table2.7.*Barriers To Parental Involvement in English Learning*

Level	option	Frequency	Percentage
1st Year	They don't speak English	3	15%
	They don't have time	14	70%
	They don't understand lessons	1	5%
	They think it's the teacher's job	3	15%
	Other (self-study)	1	5%
2nd Year	They don't speak English	3	13.0%
	They don't have time	14	60.9%
	They don't understand lessons	2	8.7%
	They think it's	3	13.0%

	the teacher's job		
	Other	1	4.3%
3rd Year	They don't speak English	3	15.79%
	They don't have time	14	73.68%
	They don't understand lessons	2	10.53%
	They think it's the teacher's job	3	15.79%
	Other: They teach me always but useless	1	5.26%
4th Year	They don't speak English	3	13.64%
	They don't have time	14	63.64%
	They don't understand lessons	2	9.09%
	They think it's the teacher's job	3	13.64%
	Other	0	0%

This question examines the difficulties preventing parental involvement. The lack of time. is the most frequently : (73.68%) of 3rd year pupils ,70% of 1st year pupils ,63,64% of 4th year pupils and 60,9% of 2nd year pupils. In contrast, the issue of not speaking English remains steady across all levels from 13% to 15%. By contrast, Understanding lessons is approximately not a problem in the 1st year (5%) but becomes more common in later years, reaching 8,7% in the 2nd year and 9.09% in the 4th. The idea that helping the pupils is only the teacher's job was repportadley more or less the same percentage of pupils across the four

levels (between 13% and 15%). Meanwhile, “other” reasons appear in the early years but are not reported at all in the 4th year. These differences suggest that while time and language are considered as constant barriers , the difficulty of lessons for the parents becomes more challenging as pupils grow older. This highlights the need for schools to offer extra support for parents, especially at higher levels where their ability to help may decrease.Yet, they can help children by providing resources ,appropriate environments or paying for private tutoring.

Q8. How do you feel about your parents' involvement?

Table 2.8.*Emotional Reactions to Parental Involvement*

Level	Option	Frequency	Total	Percentage	Total
1st year	Motivated	18	20	90%	100%
	Pressured	0		0%	
	Prefer independence	2		10%	
2nd year	Motivated	14	19	73.7%	100%
	Pressured	5		26.3%	
	Prefer independence	0		0%	
3rd year	Motivated	14	19	73.68%	100%
	Pressured	5		26.32%	
	Prefer independence	0		0%	
4th year	Motivated	14	22	63.64%	100%
	Pressured	2		9.09%	
	Prefer independence	6		27.27%	

Question eight aims to understand how pupils feel about receiving help. Most pupils in all levels feel motivated by their parents' involvement, but the percentage decreases with each level starting high in the 1st year at 90%, then dropping to 73.7% in the 2nd and 3rd years, and reaching 63.64% in the 4th year. In contrast, feelings of pressure increase in the 2nd and 3rd years (26.3%), then go down to 9.09% in the 4th year. However , a major change appears in the pupils who prefer independence: only 10% in the 1st year, none in the 2nd and 3rd years, but it rises to 27.27% in the 4th year. This contrast shows a shift as pupils grow older they start valuing independence more and may feel less motivated by parental involvement. These findings suggest that while support is valued in early years, older pupils might benefit more from encouragement that respects their growing need for autonomy

Q9. When your parents do not follow your English studies, how do you feel?

Table 2.9.*Pupils Emotional ReactionsTo Their Parents*Lack of Involvement

Level	Option	Frequency	Percentage
1st year	Free	1	5%
	Lost	4	20%
	Sad	2	10%
	Normal	15	75%
	Other	0	0%
2nd year	Free	0	0.0%
	Lost	2	10.0%
	Sad	2	10.0%
	Normal	15	75.0%
	Other	1	5.0%
3rd year	Free	0	0%
	Lost	2	10.53%
	Sad	2	10.53%
	Normal	15	78.95%

	Other (useless)	1	5.26%
4th year	Free	3	13.64%
	Lost	0	0%
	Sad	2	9.09%
	Normal	15	68.18%
	Other I don't care, proud	2	9.09%

This question identifies the emotional impact of not receiving support. It is found that across all levels, most pupils feel normal when their parents do not follow their English studies, with the highest percentage in the 3rd year (78.95%) and the lowest in the 4th year (68.18%). The feeling of being lost is more reported in the 1st year (20%) but disappears in the 4th year. Feelings of sadness stay nearly the same across all levels, around 9–10%and it a limited. In contrast, the feeling of being free appears only in the 1st and 4th years, reaching its highest in the 4th year (13.64%). The 4th year, also shows more varied responses under "other" (9.09%), such as feeling proud or not caring. This indicates that younger pupils are more affected emotionally when parents are not involved, while older pupils seem to be more independent. Clearly this highlights a gradual change in emotional needs and attitudes as pupils grow up

Q10.When your parents are too involved in your English learning, how does it affect you?

Table 2.10.*Emotional Impact of High Parental Involvement*

Pupil Level	Option	Frequency	Percentage
1st year	I feel confident and depend on them	4	20%
	I feel supported and motivated	10	50%
	I feel stressed or under pressure	4	20%
	It doesn't affect me	5	25%
	Other	0	0%
2nd year	I feel confident and depend on them	1	5.0%
	I feel supported and motivated	7	35.0%
	I feel stressed or under pressure	3	15.0%
	It doesn't affect me	9	45.0%
	Other	0	0.0%
3rd year	I feel confident and depend on them	1	5.26%
	I feel supported and motivated	7	36.84%
	I feel stressed or under pressure	3	15.79%
	It doesn’t affect me	9	47.37%
	Other	0	0%
4th year	I feel confident and depend on them	3	13.64%
	I feel supported and motivated	8	36.36%
	I feel stressed or under pressure	5	22.73%

	It doesn't affect me	5	22.73%
	Other	1	4.55%

Question 10examines how pupils react to high parental involvement. It is revealed that 50% of the pupils feel supported by high involvement in the first year compared to(35%) in the second year ,(36.84%)3rdyear and 36.36% in the 4th year . Yet , other groups of pupils feel rather stressed because of overinvolvement (20%in the 1st year ,15% in the 2nd year ,15.79% in the 3rd year .22.73% . Clearly stress is felt by the 4th year pupils .perhaps because they have a high stakes exams. We note that in the 4th year has the highest stress level (22.73%) and lower support than earlier years. Compared to the middle years, the 1st year shows the highest confidence (20%), suggesting that younger pupils benefit more emotionally from parental help, while older pupils may need more space. Moreover Unlike younger pupils, more 2nd and 3rd year pupils feel unaffected (45% and 47.37%), showing growing independence.

Q11. Do your parents attend school meetings to discuss your progress in English?

Table 2.11.*Parental Engagement in School Communication*

Pupil Level	option	Frequency	Total	Percentage	Total
1st year	Always	9	20	45%	100%
	Sometimes	9		45%	
	Never	2		10%	
2nd year	always	10	19	52.6%	100%
	Sometimes	7		36.8%	
	Never	2		10.5%	
3rd year	always	10	19	52.63%	100%
	Sometimes	7		36.84%	

	Never	2		10.53%	
4th year	always	8	22	36.36%	100%
	Sometimes	4		18.18%	
	Never	10		45.45%	

This question looks at parents' engagement in school life.Parents' attendance at school meetings is different from one level to another. In the 1st year, many parents attend regularly (45%) or sometimes (45%), and only a few do not attend (10%). While, in the 2nd and 3rd years, just over half of the parents (52.6%) come to meetings, and around 37% come sometimes, showing good involvement. However, in the 4th year, fewer parents attend (36.36%), and more does not come at all (45.45%). This big change shows that as pupils get older, some parents may become less involved in school activities.

Q12.Do you think your parents involvement affects your English performance?

Table.2.12.*Pupils' Opinions on the Impact of Parental Involvement on their English Performance*

Pupil Level	Response	Frequency	Total	Percentage	Total
1st year	Yes, significantly	10	20	50%	100%
	Yes, moderately	5		25%	
	No clear impact	4		20%	
	Negative impact	1		5%	
2nd year	Yes, significantly	5	19	26.3%	100%
	Yes, moderately	10		52.6%	
	No clear impact	4		21.1%	
	Negative impact	0		0.0%	
3rd year	Yes, significantly	5	19	26.32%	100%
	Yes, moderately	10		52.63%	
	No clear impact	4		21.05%	

	Negative impact	0		0%	
4th year	Yes, significantly	3	22	13.64%	100%
	Yes, moderately	8		36.36%	
	No clear impact	10		45.45%	
	Negative impact	1		4.55%	

The aim of this question is to see if pupils connect parental support with their academic successacross the four levels. In the 1st year, half of the pupils (50%) believe it helps a lot, but fewer (25%) say it helps a bit. In contrast, in the 2nd and 3rd years, only about 26% think the impact is strong, and most (around 52%) see it as moderate. However, in the 4th year, the belief in strong impact drops further to 13.64%**,** and 45.45% feel there is no clear effect at all. This shows a clear decline in how helpful pupils think their parents' involvement is as they move up in school. This may reflect either a change in the kind of support parents give or how older pupils view their learning.

Q13. What do you prefer?

Table 2.13***Pupil's Preferences in Learning English***

Pupil Level	Study Method	Frequency	Percentage
1st year	Studying alone	3	15%
	With my parents' help	11	55%
	With friends	7	35%
	With a private teacher	3	15%
2nd year	Studying alone	6	27.3%
	With my parents' help	7	31.8%

	With friends	2	9.1%
	With a private teacher	7	31.8%
3rd year	Studying alone	6	31.58%
	With my parents' help	7	36.84%
	With friends	2	10.53%
	With a private teacher	4	21.05%
4th year	Studying alone	11	50.00%
	With my parents' help	5	22.73%
	With friends	5	22.73%
	With a private teacher	3	13.64%

This question reveals how pupils prefer to study. It uncovers clear differences across all levels. In the 1st year, most pupils (55%) prefer studying with their parents' help, while only 15% like studying alone. As we move to the 2nd and 3rdyears, preferences become more mixed, 31.8% prefer help from parents or a private teacher, while 27.3% prefer studying alone, and only 9.1%like studying with friends. The 3rd year shows a similar pattern, with 36.84% still choosing parental help, 31.58% preferring to study alone, and fewer pupils selecting friends **(**10.53%**)** or private teachers **(**21.05%**).** However, in the 4th year, preferences shift noticeably50% of pupils prefer studying alone, and only 22.73% still prefer studying with their parents. This comparison highlights a gradual move towards independence, as pupils in higher levels tend to rely less on parents and more on themselves in their English learning journey

Q14. What do you wish your parents would doto help you more in English ?

Table.2.14.*Types of Parental Support*

Pupil Level	Type of Support	Frequency	Percentage
1st year	Help with homework	3	15%
	Talk to the teacher	2	10%
	Buy materials	2	10%
	Encourage me	13	65%
	Study with me	11	55%
	Other	0	0%
2nd year	Help with homework	4	16.7%
	Talk to the teacher	3	12.5%
	Buy materials	0	0.0%
	Encourage me	7	29.2%
	Study with me	7	29.2%
	Other	3	12.5%
3rd year	Help with homework	1	5.26%
	Talk to the teacher	0	0%
	Buy materials	3	15.79%
	Encourage me	16	84.21%
	Study with me	4	21.05%
	Other: I don't want help real feedback	2	10.53%
4th year	Studying alone	11	50.00%
	With my parents' help	5	22.73%
	With friends	5	22.73%

	With a private teacher	3	13.64%

Through this question, we aimed to understand what kind of support pupils want from their parentsacross all levels.The 1st year pupils mostly want encouragement (65%) and help studying together with their parents (55%), while only 15% ask for homework help. In the 2nd year, encouragement (29.2%) and studying together (29.2%) remain important, but fewer want homework help (16.7%). By the 3rd year, encouragement rises sharply to 84.21%, but homework help drops to 5.26%, showing pupils prefer moral support over direct help. While , half (50%) of 4th year pupils prefer studying alone, while 22.73% prefer learning with parents, 22.73% with friends, and 13.64% with a private teacher Overall, younger pupils seek more hands-on support, whereas older pupils value encouragement more to become independent learners.

2.5.2.Analysis of Parents Questionnaire

Q1 :Gender

Table 2.15.*Parents Gender*

Gender	Frequency	Percentage
Male	4	40%
Female	6	60%
Total	10	100%

10 parents answered this questionnaire, with 6 females (60%) and 4 males (40%). This shows that more mothers than fathers participated in the study. Mothers often play a bigger role in supporting children's education in a bigger sample, the higher number of mothers could mean that the data reflects more the mothers' views and involvement than the fathers'.

Q2. Age

Table 2.16.*Parents Age*

Option	Frequency	Percentage
Under 30	0	0%
30–40	1	10%
41–50	7	70%
Over 50	2	20%
Total	10	100%

The results show that, most are aged between 41 and 50, making up 70% of the group. Only 10% are between 30 and 40 years old, and 20% are over 50. There are no parents under 30. This means that the majority of parents involved are middle-aged, which might influence how they support their children's English learning, as this age group may have more experience or time for involvement compared to younger or older parents.

Q3 .Your relationship to your child?

Table 2.17. *Parent-Child Relationship*

Option	Frequency	Percentage
Mother	6	60%
Father	4	40%
Other	0	0%
Total	10	100%

The answers reveals that most parents involved in the study are mothers, making up 60%, while fathers represent 40%. No other relatives participated. Possibly this indicates that mothers tend to be more involved in their children's English learning, which is common in many families where mothers often take a primary role in supporting education.

Q4 Child's School Year

Table 2.18.*Childrens School Level*

Option	Frequency	Percentage
1st Year	4	40%
2nd Year	5	50%
3rd Year	2	20%
4th Year	1	10%
Total	10	100%

Thedata show that the majority of parent respondents have children in the 2nd year (50%), followed by the 1st year (40%). Only a small number of parents have children in the 3rd (20%) and 4th year (10%). This may reflect greater parental interest or availability in earlier school years, where children might need more support in English learning.

Q5.Do you Speak or Understand English?

Table 2.19.*Parents English Ability*

Option	Frequency	Percentage
Intermediate	2	20%
beginner	1	10%
fair	7	70%
Total	10	100%

According to the results, the majority of parents (70%) reported having only a basic understanding of English, while a small number (20%) stated they can speak or understand it well. Just one parent (10%) indicated they are beginners. This suggests that most parents have limited English proficiency, which may hinder their ability to actively support their child's English learning.

Q6.To what extent does your family feel financially comfortable?

Table2.20.*Parents Perception of their Family's Financial Comfort*

Family's Financial Situation	frequency	percentage
Low	1	10%
Moderate	8	80%
High	1	10%
Total	10	100%

Most parents (80%) reported a moderate financial situation, while 10% said it was low and another 10% high. This shows that most families are neither rich nor poor, but in the middle. Compared to the small number of families with high income, those with low income may face more challenges in supporting their children's English learning.

Q7. How would you describe your involvement in your child's English learning?

Table 2.21.*Parents' Self-Reported Involvement in Their Child's English Learning*

Option	Frequency	Percentage
Very involved	3	30.0%
Moderately involved	3	30.0%
Slightly involved	3	30.0%
Not involved at all	1	10.0%
Total	10	100%

Question 7 shows that parental involvement in English learning was evenly spread: 30% very involved, 30% moderately involved, and 30% slightly involved. Only one parent (10%) admitted no involvement at all, showing that most try to participate at some level in boosting their children's learning

Q8. How often do you check your child's English homework or school materials?

Table 2.22.*Frequency of Parents Checking Their Childrens' Homework or School Materials*

Option	Frequency	Percentage
Always	3	30.0%
Sometimes	3	30.0%
Rarely	3	30.0%
Never	1	10.0%
Total	10	100%

The responses to this question were also balanced : 30% of the sample always check their childrens' homework or school materials , 30% sometimes, and 30% rarely, but 10% never

follow up. This reflects different levels of involvement, though most show some degree of interest

Q9. How do you support your child in learning English?

Table2.23.*Parents English Learning Support for their Children*

Option	Frequency	Percentage
I help with homeworks	4	40.0%
I hire a private tutor	2	20.0%
I encourage and motivate them	2	20.0%
I do not provide any support	2	20.0%
Total	10	100%

The data show that 40% of the parents actively help their children with English homeworks, making it the most common form of support. In contrast, hiring a private tutor and offering encouragement each is ticked by 20% of one sample, indicating a shared but less frequent approach. Notably, 20% of parents do not provide any support at all, which highlights a concerning gap in involvement for a portion of families.

Q10. Do you think your involvement improves your child's English level?

Table.2.24*. Parents' Perceptions of the Impact of Their Involvement on Their Child's English Learning*

Option	Frequency	Percentage
Yes, definitely	4	40.0%
Maybe to some extent	3	30.0%
No impact	2	20.0%
I don't know	1	10.0%
Total	10	100%

The data reveals that 40% of parents firmly believe their involvement positively influences their child's English learning. Meanwhile, 30% think their support might help to some extent, suggesting moderate confidence. In contrast, 20% see no impact, and 10% are unsure, indicating that not all parents are fully aware of the potential effect their involvement may have.This may highlight the need for greater awareness and encouragement of parental involvement.

Q11. What prevents you from being more involved in your child's English Learning?

Table 2.25.*Barriers Preventing Parents from being more Involved in their Child's English Learning*

Option	Frequency	Percentage
Work commitments	10	100.0%
Lack of time	4	40.0%
Lack of knowledge in English	2	20.0%
Multiple children	1	10.0%
Need to divide attention	1	10.0%
Total	10	100%

Question 11 explores the barriers to parental involvement. The data reveal that work commitments are the most significant barrier, reported by 100% of the parents. This is followed by lack of timeat40%**,** indicating that busy schedules interfere with their ability to engage. Additionally, 20% of parents pointed to alack of English knowledge, which hinders effective support. A smaller percentage, (10%), cited having multiple children, and another 10% mentioned the need to divide attention among their children. These findings highlight how professional and personal responsibilities limit parental involvement in their child's English learning

Q12. Do you feel that you have enough support from the school to be more involved?

Table.2.26.*Parents' Perceptions of School Support for Greater Involvement in Their Child's English Learning*

Option	Frequency	Percentage
Yes	4	40.0%
Not sure	4	40.0%
No	2	20.0%
Total	10	100 %

The responses to this question show a mixed perception among parents regarding school support. While 40% of them feel they do receive enough support, an equal percentage (40%) remain uncertain, suggesting ambiguity or lack of clarity about the school's efforts. Meanwhile, 20% believe they do not receive sufficient support. This indicates a need for clearer communication and more structured strategies from schools to encourage and facilitate parental involvement.

.**Q13: Do you feel supported by the school in being more involved in your child's English learning?**

Many parents felt supported by the school. One parent said, "The teacher always tells me what my child needs and gives me advice on how to help at home." Another commented, "I feel welcomed whenever I go to the school, and the English teacher is always open to talk." However, not all parents shared the same view. One parent noted, "I'm not sure how to help, and the school doesn't give me enough information." These responses highlight both effective teacher-parent communication and the need for more consistent support in some cases.

Q14: What can be done to help you get more involved in your child's English learning?

Parents expressed interest in becoming more involved, though some faced challenges. A common issue was low English proficiency. One parent stated, "I want to help, but I don't speak English well." Another shared, "I started using an English learning app to improve myself and support my child." Suggestions included using engaging tools like educational games and videos at home, as well as greater access to learning updates. For example, one parent proposed, "The school could make an online platform where we can see what lessons the children are learning."

Q15: How can the school encourage more parental involvement in English learning?

Communication was seen as key. One parent recommended, "Teachers should call or message us more often and explain how our children are doing." Another said, "If we know the results and what they are studying, we can help better." Suggestions also included assigning more English homework and holding regular meetings. As one parent expressed, "When we have meetings, we understand more and feel more involved.

2.5.3.Analysis of Teachers Questionnaire

Q1 :Gender

Table2.27.*Teacher's Gender*

Option	Frequency	Percentage
Male	2	20%
Female	8	80%
Total	10	100%

Out of the teachers who answered the questionnaire, 8 were female, making up 80% of the sample. While, 2 were male, which represents 20% of the participants. This means that most of the English teachers involved in the study were women.

Q2:Age

Table 2.28.*Teacher's Age*

option	frequency	percentage
Age: 20–30	1	10%
Age: 31–40	2	20%
Age: 41–50	2	20%
Age: Over 50	5	50%
Total	10	100%

The results of this question show that most teachers are older. Half of them (50%) are over 50 years old. In contrast, only one teacher (10%) is between 20 and 30 years old, which means young teachers are few. The rest (40%) are between 31 and 50 years old. This means that older teachers are more common than younger ones in the sample

Q3 : Years of teaching experience

Table 2.29.*Teacher's Teaching Experience*

option	frequency	percentage
Experience: Less than 5 years	1	10%
Experience: 5–10 years	0	0%
Experience: More than 10 years	9	90%

The data show that most teachers have a lot of experience. A large majority (90%) has been teaching for more than 10 years, while only one teacher (10%) has less than 5 years of experience. No teachers have between 5 and 10 years of experience. This suggests that the teaching staff is highly experienced overall.

Q4:Grade level you teach

Table 2.30.*Grade levels Taught by The Teachers*

Option	Frequency	Percentage
1st Year	6	60%
2nd Year	5	50%
3rdYear	7	70%
4th Year	4	40%

Question four shows how many teachers have experience teaching each grade level in middle school. The highest number of teachers (70%) taught the 3rd year pupils, followed by 1st year (60%), 2nd year (50%), and lastly 4th year (40%). This informes us that 3rd year

classes are the most commonly taught among these teachers, while 4th year classes are the least

Q5:How would you rate the general level of parental involvement in pupils' English learning ?

Table 2.31. ***General Level of Parental Involvement***

Option	Frequency	Percentage
High	0	0%
Moderate	4	40%
Low	5	50%
None	1	10%
Total	10	100%

According to the results, half of the sample (50%) considered parental involvement in pupils' English learning to be low, while 40% viewed it as moderate. Only one teacher (10%) reported no involvement at all, and none of the respondents rated it as high. This suggests that, overall, parental involvement is limited and could be improved.

Q6:Does parental involvement positively influence pupils' English performance ?

Table 2.32. ***Influence of Parental Involvement on Pupils Performance***

Option	Frequency	Percentage
Yes, strongly	6	60%
Yes, to some extent	4	40%
No effect	0	0%
Negative impact	0	0%
Total	10	100%

Here, Most of the teachers, (60%), believed that parental involvement strongly improves pupils' English performance. While the remaining 40% thought that helps to some extent. None of the teachers (0%) felt that parental involvement has no effect or a negative impact. This shows a clear agreement that parents' participation positively influences pupils' learning**.**

Q7. How often do parents attend school meetings about their children's progress in English?

Table 2.33.*Parent Attendance at Meetings*

Option	Frequency	Percentage
Always	0	0%
Sometimes	3	30%
Rarely	7	70%
Never	0	0%
Total	10	100%

Question 7 reveals that most teachers (70%) maintained that parents rarely attend school meetings, while 30% said parents sometimes attend. No teachers reported that parents always or never attend meetings. This suggests that parent attendance at meetings is generally low, which could affect communication between school and home

Q8.How often do you communicate with parents about their children difficulties in English?

Table 2.34.*Teacher-Parent Communication*

Option	Frequency	Percentage
Regularly	1	10%

Occasionally	5	50%
Rarely	4	40%
Never	0	0%

Question eight aims to identify teacher parent communication. Half of the teachers (50%) reported that communication with parents happens occasionally, and 40% said that happens rarely. Only 10% confirmed that communication is regular, and none of indicated that never happens. This shows that teacher-parent communication is mostly inconsistent and could be improved for better involvement

Q9. How do most parents support their children's English learning (based on your observation)?

Table 2.35.*Parental Support Strategies*

Option	Frequency	Percentage
Helping with homework	4	40%
Hiring private tutors	7	70%
Offering encouragement	1	10%
No support	1	10%

According to the results , most of the teachers (70%) observed that parents hire private tutors to support their children's English learning, which is the most common strategy. Helping with homework , noted by 40% of teachers, while only 10% mentioned parents offering encouragement or providing no support. This suggests that parents tend to rely more on external help than direct involvement or motivation**.**

Q10.Who is more involved in English learning: mothers or fathers?

Table 2.36.*The Most Involved Parent*

Option	Frequency	Percentage
Mostly mothers	6	60%
Mostly fathers	0	0%
Both equally	3	30%
Low involvement from both	1	10%
Total	10	100%

This question shows who is more involved. According to the teachers, mothers are the most involved in their children's English learning, with 60% reporting this. No teacher said that fathers are mostly involved. Meanwhile, 30% stated both parents share involvement equally, and 10% noted low involvement from both. This shows mothers play a bigger role in supporting English studies compared to fathers.

Q11.Are parents more involved in their daughters' English learning than their sons'?

Table 2.37.*Parental Involvement in English Learning Depending on their Childs Gender*

Option	Frequency	Percentage
Yes	0	0%
No	6	60%
Sometimes	3	30%
I don't know	1	10%
Total	10	100%

None of the teachers believed that the parents are more involved with their daughters, 30% said sometimes, and 10% were unsure. This suggests that parental involvement does not strongly favor daughters over sons according to the teachers' views.

Q 12: What is the role of parents in enhancing their children's English learning Depending on their Childs' Gender ?

Teachers emphasized the motivational and supportive roles parents play. One teacher stated, "Parents are responsible for encouraging their children and helping them value English for their future." This suggests that teachers see parents as key figures in shaping positive attitudes toward language learning.

Q13: What challenges prevent parents from being more involved?

The most cited challenges were limited English proficiency and lack of time. A teacher noted, "Many parents don't speak English, so they feel helpless." These obstacles limit parents' ability to participate effectively in their children's EFL learning.

Q14: What strategies can schools use to increase parental involvement?

Teachers recommended improving communication and organizing orientation sessions. One teacher suggested, "Workshops can help parents understand their role and give them practical ways to support their children." This highlights the importance of school-led guidance.

Q 15: What suggestions would you give to parents?

Teachers advised using simple strategies like exposing children to English media and ensuring regular revision. For instance, one teacher said, "Watching English cartoons or listening to songs helps children improve without pressure."

Q 16: Do you think excessive parental involvement can negatively affect pupils?

Most teachers warned against over-involvement. One remarked, “Too much help can make pupils dependent and harm their confidence.” This underscores the need for a balanced approach.

Q 17: Have you noticed any difference in performance between pupils with actively involved parents and those without?

All teachers observed a clear positive impact. As one teacher put it, “Pupils with involved parents are usually more confident and perform better academically.”

2.6.Discussion of the Results

The data obtained from the questionnaires distributed to pupils, parents, and EFL teachers provided valuable insights into how parental involvement affects pupils academic achievement in EFL in specific middle schools in Mila, Algeria. As the sample was drawn from across all grade levels, it is preferable to describe the impact and differences in involvement.

The trend of parents being more involved in lower grades was most noticeable, and it gradually decreased as pupils progressed to higher classes. The decrease seems to be a result of innate change, where older pupils seek to be more independence, while younger pupils still depend on their parents for guidance.

During the early years, being closely monitored by parents was associated with higher academic achievement, increased motivation, and greater self-esteem. Pupils who frequently received support from their parents were more inclined to complete their homeworkand engage in English learning activities. In this regard ,the framework of Hoover-Dempsey and

Sandler (1995) suggests that students are more likely to succeed and feel motivated when their parents are involved.

The results also indicated that excessive involvelment could become a negative behaviour. Nonetheless, the fact that some pupils felt pressured by parents who were too controlling or demanding is a proof of the importance of balancing these emotions. Different types of parental support were available, with some providing direct assistance with homework and elucidating lessons or supplying emotional support.

Many parents, particularly those with busy schedules or limited English language skills, seeks the assistance of private tutors to help their children. While it was thought to improve pupils' learning, some teachers said they did not want to encourage direct conversations between children and schools. This problem is echoed in Epstein's (1995) theory, which supports active family-school partnerships instead of relying on external guidance for learning.

Cultural beliefs played a role in many cases, with some families considering teaching English as the teacher's full responsibility. As academic demands increase and pupils are forced to handle more independently, these challenges became more evident in higher grades.

Education experts advocated for the implementation of programs in schools, including awareness campaigns and resources in multiple languages to enhance families' familiarity and acceptance.By focusing on these areas, Bronfenbrenner emphasized in his Ecological Systems Theory (1979) that the home–school relationship is best supported within an environment that places the family at the core of the child's microsystem, thereby reinforcing the child’s overall development

Ultimately, the pupils themselves were mostly positive about parental involvement. Many individuals experienced greater motivation and emotional support when their parents

showed interest in their English learning, even if it was only through encouragement or interest.

2.7 Implications,Limitations and Recommondations

2.7.1 Implications of the Study

With regard to the results of this study examining the influence of parental involvement on middle school pupils' EFL learning in Mila, Algeria, there are a number of pedagogical implications for language education, school practices and curriculum development in order to foster improved collaboration between pupils, parents and policy-makers to improve pupils' English proficiency. Firstly, this study has shown that parental involvement provides an active role in boosting pupils' motivation, confidence, and academic performance in English. Clearly, however, there needs to be closer and clearer communication with parents from teachers and schools. Educators should encourage parents to get more involved in their child's education by keeping them informed throughout the year about the pupil's performance and progress (e.g., academic report card, report card night, parental conferences) and almost daily in practical ways to assist learning and support their child through their development as an EFL pupil via regular contact with the family (e.g., home learning, school events, school communication). Cultivating such partnerships will only support pupils' understanding of their learning environment both in the class and at home.

In addition, the dissertation highlights the obstacles that parents face , such as language barriers and lack of time, that can prevent their engagement and schools must find ways to help assist parents through offering easy-to-attend training sessions or workshops for parents creating accessible tools to monitor their children's progress while providing

additional learning resources will better empower parents and help them to feel more confident adding support to their children's English learning. The report also discusses the importance of keeping pupils engaged in their English studies both in and out of the classroom. We need to engage pupils, motivating them to use English through fun and interactive learning, which also includes their use of multimedia and technology as a way to engage pupils and could allow for parental engagement in a more informal manner.

The implications from this research recommended that schools and teachers create a welcoming and supportive environment where parents feel valued and encouraged to take part in their children's learning and encourages pupils to take risks and become engaged, as this will help children not only improve their English skills but also see themselves as capable learners, which builds their confidence and positive attitudes toward learning the language.

On their part ,curriculum designers should also take into account how parental involvement and family engagement can help connect home and school, especially within the social and cultural context of Algerian families. Ultimately, these pedagogical implications represent the psychological dimensions of an interconnection between teachers, parents, and pupils in achieving improved EFL learning outcomes, along with practical implications for strengthening each aspect of the interconnection.

2.7.2 Limitations of The Study

While this study provides valuable insights into the impact of parental involvement on pupils' academic achievement in EFL learning, it is important to acknowledge several methodological limitations that may affect the generalizability and depth of its findings. Firstly, the study was limited to a relatively small sample of 100 participants drawn from selected middle schools in the Wilaya of Mila. As such, the findings may not be fully

representative of other regions in Algeria or applicable to broader educational contexts. A larger and more diverse sample could have enhanced the external validity of the results. Secondly, the study relied primarily on self-reported questionnaire data, which may be subject to social desirability bias, selective memory, or inaccurate self-perception. Participants may have responded in ways they believed to be appropriate or expected rather than reflecting their true attitudes or behaviors. The inclusion of classroom observations or interviews could have provided more nuanced and triangulated data.Thirdly, the use of semi-structured questionnaires, while useful for gathering both quantitative and qualitative data, may have limited the depth of individual responses—particularly among parents and teachers. Employing mixed methods with in-depth interviews or focus groups might have offered richer insights into their perspectives and the contextual factors influencing their involvement. Additionally, the cross-sectional design of the study captured participant views at a single point in time. As parental involvement and student performance are dynamic and evolving, a longitudinal approach could have revealed changes over time and offered more comprehensive conclusions. Finally, the study focused exclusively on selected middle schools and did not account for variations based on school type, urban versus rural settings, or socioeconomic status. Including a broader range of schools and demographic variables could have improved the study's overall representativeness and interpretive value.

Despite these limitations, the study contributes meaningful findings to the understanding of parental involvement in Algerian EFL education and offers a foundation for future, more expansive research

2.7.3 Recommendations of the Study

This study has examined how parental involvement enhances pupils' academic achievement in EFL. The responses from teachers, parents, and pupils in this research

provides the following recommendations to improve home-school outcomes for pupils in Algerian middle schools.

2.7.3.1. Recommendations for Pupils

-Pupils should take ownership of their own learning by developing the habit of revising regularly, in combination with asking for help when required.

- Pupils should always communicate with teachers and parents about any challenges they have in English.

-Pupils should be encouraged to take part actively in class and to explore English through resources (i.e. books, education apps, online resources) for them to improve and elevate their language skills.

-Pupils should stay motivated and have the urge to learn and improve their English by setting personal goals and celebrating personally significant achievements in learning English

2.7.3.2. Recommendations for Parents

- Encourage their children to take the responsibility in their English learning by asking them questions on the lessons and helping them with their homework.

- Regularly communicate with the EFL teacher to be aware of their involvement with their children.

- Encourage their children to read, watch movies and use apps in English out of school.

- Take an active role in their children's journey by attending meetings or events set aside for English learning or EFL where they can understand the expectations of English learning.

- Continue to work with their children at home by creating opportunities and emphasizing the importance of English learning as part of education and future career opportunities.

2.7.3.3. Recommendations for teacher

- Organize meetings for parents with a focus on only communicating strategies for teaching and learning EFL class in if possible

- Provide a clear and simple guidance to parents on how they can help their children with homework in a way that supports their learning goals.

- Teachers should create a positive and supportive classroom where pupils feel safe to participate, try using English without fear, and appreciate the help their parents give them in learning.

- Guide parents with regular progress reports so that they are informed of their children's academic development journey.

Conclusion

To summarize, chapter two provided the methodology employed to investigate the impact of parental involvement on pupils' academic achievement in learning EFL in Algerian middle schools. The chapter explained the participants sample (pupils, teachers, and parents) and outlined the tools and procedure used for data collection and data analysis, including the three questionnaires. The study used a mixed-methods approach and employed both quantitative and qualitative data to develop a richer understanding of parental involvement in EFL learning. The pupils completed the questionnaires in a face-to-face method with assistance along the way, while parents and teachers completed the questionnaires as they preferred to contribute their views at their own pace.

The results indicated a number of important findings. In general, the pupils were overall favourable toward involvement by parents, especially when summed up as encouragement and checking homework fairly regularly. The teachers acknowledged the benefits and barriers to involving parents, and the parents clearly expressed they would help

their children's education, but this could be frustrating sometimes due to limited understanding of English or their limited time. The findings showed that schools and families can play an important role working together to support pupils' learning in EFL. They also underscore the importance of improved communication between schools and families, and ways to minimize the barriers to family involvement. The implications of these findings lead to important suggestions for improving educational outcomes through schools better partnering with families in Algerian middle school.

General Conclusion

This dissertation set out to explore the impact of parental involvement on middle school pupils' academic achievement in learning English as a Foreign Language (EFL) in Mila, Algeria. Through a mixed-methods approach involving questionnaires distributed to 80 pupils, 10 parents, and 10 EFL teachers, the study aimed to uncover not only how parents contribute to their children's English learning but also the challenges, variations, and outcomes of such involvement. The findings revealed a strong connection between meaningful parental involvement and pupils' academic success in EFL. In particular, students whose parents engaged in supportive behaviors such as checking homework, offering encouragement, attending school meetings, or even showing interest in their children's English learning demonstrated higher motivation, greater confidence, and more consistent academic performance. The data also highlighted that involvement tends to decrease as pupils grow older, which aligns with the natural shift toward independence during adolescence. However, despite this shift, pupils in higher grades still appreciated emotional support and encouragement from their families, especially when navigating academic stress or language difficulties. The study further uncovered that not all involvement is beneficial. In some cases, excessive control or pressure from parents had a negative impact on pupils, making them feel anxious or overwhelmed. Moreover, parents who lacked English proficiency or time to assist their children often turned to private tutoring as a solution. While tutoring might support academic performance, some teachers expressed concern that it could reduce the quality of home school communication and create an overdependence on external help. These findings support existing theories, such as Hoover-Dempsey and Sandler's (1995) model of parental involvement and Epstein's (1995) framework of school–family partnerships, both of which emphasize the importance of balanced, meaningful collaboration between families and schools. Cultural factors also played a role in shaping parental attitudes, with some Algerian

families believing that language education is solely the teacher's responsibility. This cultural mindset, combined with time constraints and language barriers, can limit the potential of productive family engagement. Nevertheless, both parents and teachers agreed that when communication is open, and when guidance is available, most families are willing to participate more actively in their children's academic journey. These findings carry important pedagogical and practical implications. Schools must foster a more inclusive and supportive environment for parental involvement by organizing awareness campaigns, offering resources in Arabic and French, and providing training or workshops for parents on how to assist their children at home. Teachers, in turn, should provide regular progress updates, involve parents in educational events, and offer strategies for home-based learning. Pupils themselves should be encouraged to take ownership of their learning, while being supported by both their families and their teachers. Moreover, curriculum designers should consider the unique cultural and social dynamics of Algerian families when creating EFL materials, ensuring that the home is seen as an essential part of the child's learning environment. The involvement of the family should not be treated as an optional add-on, but rather as an integrated part of the educational process. Ultimately, this research confirms that when schools and families collaborate meaningfully, pupils benefit academically, emotionally, and socially. Parental involvement, when done in a balanced and culturally sensitive manner, plays a critical role in shaping pupils' success in EFL. By strengthening the partnership between home and school, we not only help learners improve their language skills but also prepare them to become more confident, responsible, and motivated individuals better equipped to face future academic and life challenges. This study serves as a call to action for schools, parents, and policymakers in Algeria to work together in building a more engaging, supportive, and inclusive environment for English language learning. What do u think as a general conclusion for my work because u know everything about my work

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Appendices

Appendix 01: Pupils' Questionnaire

Questionnaire on the Impact of Parental Involvement on Middle School Pupils' English Learning

استبيان حول تأثير مشاركة الأولياء في تعلم اللغة الإنجليزية لدى تلاميذ الطور المتوسط

Dear Participant,

This questionnaire is part of an academic research study aimed at examining how parental involvement influences middle school pupils' English learning in Mila, Algeria. Your responses will remain confidential and will only be used for research purposes. Thank you for your participation!

عزيزي(تي) المشارك(ة)،

هذا الاستبيان جزء من بحث أكاديمي يهدف إلى دراسة تأثير مشاركة الأولياء في تعليم اللغة الإنجليزية لدى تلاميذ الطور المتوسط في ولاية ميلة. جميع إجاباتك ستظل سرية وستستخدم لأغراض البحث العلمي فقط. شكراً لمشاركتك!

Pupils' Questionnaire

Title: The Impact of Parental Involvement on Middle School Pupils' Academic Achievement in EFL

Confidential – For academic purposes only

استبيان خاص بالتلاميذ

العنوان: تأثير مشاركة الوالدين على التحصيل الدراسي لتلاميذ المتوسط في اللغة الإنجليزية

سري – لأغراض أكاديمية فقط

Section 1: Personal Information

القسم الأول: المعلومات الشخصية

1. Gender | الجنس

☐ Male | ذكر

☐ Female | أنثى

2. Age | العمر

☐ Under 12 years | أقل من 12 سنة

☐ 12–13 years | 12-13 سنة

☐ 14–15 years | 14-15 سنة

☐ Above 15 years | أكثر من 15 سنة

3. Grade Level | المستوى الدراسي

☐ 1st Year Middle School | السنة الأولى متوسط

☐ 2nd Year Middle School | السنة الثانية متوسط

☐ 3rd Year Middle School | السنة الثالثة متوسط

☐ 4th Year Middle School | السنة الرابعة متوسط

Section 2: Parental Support in English Learning

القسم الثاني: دعم الأولياء في تعلم الإنجليزية

4. Do your parents help you with English studies? | هل يساعدك والداك في دروس اللغة الإنجليزية؟

☐ Always | دائمًا

☐ Sometimes | أحيانًا

☐ Rarely | نادرًا

☐ Never | أبدًا

5. How do your parents support your English learning? | كيف يساعدك والداك في تعلم اللغة الإنجليزية؟

☐ Explaining lessons | يشرحون لي الدروس

☐ Helping with homework | يساعدونني في الواجبات

☐ Providing books/resources | يشترون لي كتبًا أو موارد

☐ Encouraging but not helping | يشجعونني فقط

☐ No support | لا يساعدونني إطلاقًا

6. Who helps you more with your English studies? | من يساعدك أكثر في دراسة اللغة الإنجليزية؟

☐ Mother | الأم

☐ Father | الأب

☐ Both | كلاهما

☐ No one | لا أحد

☐ Other (please specify): …….. | أخرى (يرجى التحديد)

7. What makes it hard for your parents to help you in English?

ما الذي يجعل من الصعب على والديك مساعدتك في الإنجليزية؟

☐ They don't speak English | لا يتحدثون الإنجليزية

☐ They don’t have time | لا يملكون الوقت

☐ They don’t understand lessons | لا يفهمون الدروس

☐ They think it’s the teacher’s job | يرون أنها مهمة الأستاذ

☐ Other: أخرى |……

Section 3: Emotional Reactions to Parental Involvement

القسم الثالث: مشاعر التلاميذ حول مشاركة الأولياء

8. How do you feel about your parents’ involvement؟كيف تشعر عند مشاركة والديك في دراستك

☐ Motivated | محفز

☐ Pressured | أشعر بالضغط

☐ Prefer independence | أفضل الدراسة وحدي

9. When your parents don’t follow your English studies, how do you feel?

عندما لا يتابع والداك دراستك للإنجليزية، كيف تشعر؟

☐ Free | حر

☐ Lost | ضائع

☐ Sad | حزين

☐ Normal | عادي

☐ Other: أخرى |……

10. When your parents are too involved in your English learning, how does it affect you?

عندما يشارك والداك بشكل مفرط، كيف يؤثر ذلك عليك؟

☐ I feel less confident and depend on them | أشعر بعدم الثقة وأعتمد عليهم

☐ I feel supported and motivated | أشعر بالدعم والتحفيز

☐ I feel stressed or under pressure | أشعر بالتوتر أو الضغط

☐ It doesn’t affect me | لا يؤثر علي

☐ Other: أخرى |……

Section 4: Parental Engagement in School Communication

القسم الرابع: تواصل الأولياء مع المدرسة

11. Do your parents attend school meetings to discuss your progress in English?

هل يحضر والداك الاجتماعات المدرسية بخصوص مستواك؟

☐ Yes | نعم

☐ Sometimes | أحيانًا

☐ No | لا

12. Do you think your parents' involvement affects your English performance?

هل تؤثر مشاركة والديك على مستواك في الإنجليزية؟

☐ Yes, significantly | نعم، تأثير كبير

☐ Yes, moderately | نعم، تأثير متوسط

☐ No clear impact | لا تأثير واضح

☐ Negative impact | تأثير سلبي

Section 5: Pupils' Preferences and Suggestions

القسم الخامس: تفضيلات التلميذ واقتراحاته

13. What do you prefer? ما الذي تفضله؟

☐ Studying English alone | بمفردي

☐ With my parents' help | بمساعدة والديّ

☐ With friends | مع الأصدقاء

☐ With a private teacher | مع أستاذ خاص

14. What do you wish your parents would do to help you more in English?

ما الذي تتمنى أن يفعله والداك لمساعدتك أكثر؟

☐ Help with homework | مساعدتي في الواجبات

☐ Talk to the teacher | التحدث مع الأستاذ

☐ Buy books/materials | شراء كتب أو أدوات

☐ Encourage me | تشجيعي

☐ Study with me | الدراسة معي

☐ Other (please specify): …….. | أخرى (يرجى التحديد)

Appendix 02: Parents' Questionnaire

Parent Questionnaire: The Impact of Parental Involvement on Middle School Pupils' Academic Achievement in English as a Foreign Language (EFL)

استبيان خاص بأولياء التلاميذ حول تأثير مشاركتهم في التحصيل الدراسي في مادة اللغة الإنجليزية لدى تلاميذ التعليم المتوسط

Confidential – For academic purposes only

سري – لأغراض أكاديمية فقط

Dear Parent,

This questionnaire is part of a Master's research study aiming to investigate how parental involvement affects pupils' performance in learning English in middle schools in Mila, Algeria. Your answers are completely anonymous and will only be used for academic research. Thank you for your time and valuable cooperation!

وليّ الأمر الكريم،

هذا الاستبيان جزء من بحث أكاديمي لنيل شهادة الماستر، ويهدف إلى دراسة تأثير مشاركة الأولياء في تعليم اللغة الإنجليزية لدى تلاميذ الطور المتوسط في ولاية ميلة .إجاباتكم ستبقى مجهولة وتُستخدم فقط لأغراض البحث العلمي .شكراً جزيلاً على وقتكم وتعاونكم القيّم!

Section 1: Personal Information / القسم الأول :معلومات شخصية

Gender / الجنس:

☐ Male / ذكر

☐ Female / أنثى

Age / العمر:

☐ Under 30 / 30 أقل من

☐ 30–40

☐ 41–50

☐ Over 50 / 50 أكثر من

Your relationship to the child / علاقتك بالتلميذ:

☐ Mother / أم

☐ Father / أب

☐ Other: ……| أخرى

Child's School Year / المستوى الدراسي للطفل:

☐ 1st Year MS / السنة الأولى متوسط

☐ 2nd Year MS / السنة الثانية متوسط

☐ 3rd Year MS / السنة الثالثة متوسط

☐ 4th Year MS / السنة الرابعة متوسط

Do you speak or understand English? / هل تتحدث أو تفهم اللغة الإنجليزية؟

☐ Intermediate / فوق المتوسط

☐ Beginner / مبتدئ

☐ Fair / متوسط

Family's Financial Situation / الوضع المالي للعائلة:

To what extent does your family feel financially comfortable?

إلى أي مدى تشعر عائلتك بالارتياح من الناحية المالية؟

☐ Low – Frequent financial challenges

ضعيف – تحديات مالية متكررة

☐ Moderate – Basic needs are met with balance

متوسط – يتم تلبية الاحتياجات الأساسية بتوازن

☐ High – Financially stable and secure

مرتفع (استقرار وأمان مالي

Section 2: Parental Involvement in English Learning / القسم الثاني :مشاركة الولي في تعلم اللغة الإنجليزية

How would you describe your involvement in your child's English learning?

كيف تصف مشاركتك في تعلم ابنك /ابنتك لمادة الإنجليزية؟

☐ Very involved / مشاركة كبيرة

☐ Moderately involved / مشاركة متوسطة

☐ Slightly involved / مشاركة ضعيفة

☐ Not involved at all / لا أشارك إطلاقًا

How often do you check your child's English homework or school materials? / كم مرة تطّلع على واجبات أو كراسات ابنك /ابنتك في الإنجليزية؟

☐ Always / دائمًا

☐ Sometimes / أحيانًا

☐ Rarely / نادرًا

☐ Never / أبدًا

How do you support your child in learning English? / كيف تدعم ابنك /ابنتك في تعلم الإنجليزية؟

☐ I help with homework / أساعد في أداء الواجبات

☐ I hire a private tutor / أستعين بأستاذ خصوصي

☐ I encourage and motivate / أقدّم التشجيع فقط

☐ I do not provide any support / لا أقدّم أي دعم

☐ Other: ……| أخرى

Do you think your involvement improves your child's English level?

هل تعتقد أن مشاركتك تُحسّن مستوى ابنك /ابنتك في الإنجليزية؟

☐ Yes, definitely / نعم، بالتأكيد

☐ Maybe to some extent / ربما، إلى حدّ ما

☐ No impact / لا تأثير

☐ I don't know / لا أدري

Section 3: Barriers to Parental Involvement / القسم الثالث :العوائق التي تواجه المشاركة

What prevents you from being more involved in your child's English learning? / ما هي العوائق التي تمنعك من المشاركة الفعالة في تعليم ابنك /ابنتك الإنجليزية؟

(You can select multiple options if applicable / يمكنك اختيار عدة خيارات إذا كانت تنطبق.)

☐ Lack of time / قلة الوقت

☐ Lack of knowledge in English / قلة المعرفة باللغة الإنجليزية

☐ Work commitments / الالتزامات المهنية

☐ Lack of support from school (resources, communication, etc.)

عدم الدعم من المدرسة (الموارد، التواصل، الخ)

☐ Child doesn't need help / الطفل لا يحتاج للمساعدة

☐ Multiple children and need to divide attention / وجود أطفال متعددين وصعوبة تقسيم الوقت بينهم

☐ Other (please specify): …….. | أخرى (يرجى التحديد)

Do you feel that you have enough support from the school to be more involved?

هل تشعر أن المدرسة توفر لك الدعم الكافي للمشاركة بشكل أكبر؟

☐ Yes / نعم

☐ No / لا

☐ Not sure / غير متأكد

If yes, how does the school support your involvement? / إذا كانت الإجابة نعم، كيف تدعمك المدرسة في مشاركتك؟

……

……

……

Section 4: Suggestions / القسم الرابع: التوصيات والمقترحات

What strategies do you suggest to improve your involvement in your child's English education?

ما هي الاقتراحات التي تراها مناسبة لزيادة مشاركتك في تعليمانبك /ابنتك اللغة الإنجليزية؟

……

……

……

What do you think schools should do to encourage more parental involvement?

ما الذي تقترح أن تقوم به المدرسة لتشجيع الأولياء على المشاركة؟

……

……

……

Thank you for your time and participation in this research. Your answers are important and will help improve the educational experience of students.

شكرًا على وقتك ومشاركتك في هذا البحث .إجاباتك مهمة وستساعد في تحسين تجربة الطلاب التعليمية.

Appendix 03: Teachers' Questionnaire

Teacher Questionnaire

Title: The Impact of Parental Involvement on Middle School Pupils' Academic Achievement in English as a Foreign Language (EFL)

*الاستبيان الخاص بالأساتذة حول تأثير مشاركة الأولياء في التحصيل الدراسي لتلاميذ التعليم المتوسط في مادة الإنجليزية

Confidential – For academic purposes only

سري – لأغراض أكاديمية فقط---

Dear Teacher,

This questionnaire is part of a Master's research study aiming to explore how parental involvement affects pupils' performance in English learning in middle schools in Mila, Algeria. Your answers are anonymous and will be used for academic research only. Thank you for your time and cooperation.

أستاذ(ة)نا الفاضل(ة)،

هذا الاستبيان جزء من بحث أكاديمي يهدف إلى دراسة تأثير مشاركة الأولياء في تعليم اللغة الإنجليزية لدى تلاميذ الطور المتوسط في ولاية ميلة. إجاباتك ستبقى مجهولة وتُستخدم فقط لأغراض البحث الأكاديمي. نشكركم جزيل الشكر على وقتكم وتعاونكم.

Section 1: Personal and Professional Information

القسم الأول: المعلومات الشخصية والمهنية

1. Gender / الجنس

☐ Male / ذكر

☐ Female / أنثى

2. Age / العمر

☐ 20–30

☐ 31–40

☐ 41–50

☐ Over 50 / أكثر من 50

3. Years of Teaching Experience / سنوات الخبرة في التعليم

☐ Less than 5 years / أقل من 5 سنوات

☐ 5–10 years / من 5 إلى 10 سنوات

☐ More than 10 years / أكثر من 10 سنوات

4. Grade Levels You Teach / المستويات التي تُدرّسها

☐ 1st Year MS / السنة الأولى متوسط

☐ 2nd Year MS / السنة الثانية متوسط

☐ 3rd Year MS / السنة الثالثة متوسط

☐ 4th Year MS / السنة الرابعة متوسط

Section 2: Closed-Ended Questions (Quantitative)

القسم الثاني: الأسئلة المغلقة (الكمية)

5. How would you rate the general level of parental involvement in pupils' English learning?
كيف تقيم مستوى مشاركة الأولياء في تعليم أبنائهم للغة الإنجليزية؟

☐ High / مرتفع

☐ Moderate / متوسط

☐ Low / منخفض

☐ None / معدوم

6. Does parental involvement positively influence pupils' English performance?
هل تؤثر مشاركة الأولياء إيجابيًا على أداء التلاميذ في مادة الإنجليزية؟

☐ Yes, strongly / نعم، بشكل كبير

☐ Yes, to some extent / نعم، إلى حد ما

☐ No effect / لا تأثير

☐ Negative impact / تأثير سلبي

7. How often do parents attend school meetings about their children's progress in English?
ما مدى حضور الأولياء لاجتماعات مناقشة مستوى أبنائهم في الإنجليزية؟

☐ Always / دائمًا

☐ Sometimes / أحيانًا

☐ Rarely / نادرًا

☐ Never / أبدًا

8. How often do you communicate with parents about their children's difficulties in English?

هل تتواصل مع الأولياء بخصوص صعوبات أبنائهم في مادة الإنجليزية؟

☐ Regularly / بانتظام

☐ Occasionally / من حين لآخر

☐ Rarely / نادرًا

☐ Never / أبدًا

9. How do most parents support their children's English learning (based on your observation)?

كيف يدعم الأولياء أبناءهم في تعلم الإنجليزية حسب ملاحظتك؟

☐ Helping with homework / يساعدونهم في الواجبات

☐ Hiring private tutors / يستعينون بأساتذة خصوصيين

☐ Offering encouragement / يكتفون بالتشجيع

☐ No support / لا يوجد دعم

☐ Other: …… أخرى:

10. Who is more involved in English learning: mothers or fathers?

من الأكثر مشاركة في تعليم الأبناء الإنجليزية؟

☐ Mostly mothers / غالبًا الأمهات

☐ Mostly fathers / غالبًا الآباء

☐ Both equally / كلاهما

☐ Low involvement from both / مشاركة ضعيفة من الطرفين

11. Are parents more involved in their daughters' English learning than their sons'?

هل يشارك الأولياء أكثر في تعليم بناتهم مقارنة بالأبناء؟

☐ Yes / نعم

☐ No / لا

☐ Sometimes / أحيانًا

☐ I don't know / لا أدري

If yes, why do you think so? إذا كانت الإجابة نعم، فما السبب في رأيك؟

……..

Section 3: Open-Ended Questions (Qualitative)

القسم الثالث: الأسئلة المفتوحة (النوعية)

(These questions aim to replace interviews)

(هذه الأسئلة لتعويض المقابلات الشفوية)

12. In your opinion, what is the role of parents in enhancing their children's English learning?

ما هو دور الأولياء في تحسين تعلم أبنائهم للغة الإنجليزية؟

……..

13. What challenges prevent parents from being more involved in their children's English learning?

ما هي أبرز العوائق التي تمنع الأولياء من المشاركة الفعالة؟

……..

14. What strategies do you think schools can use to increase parental involvement in English learning?

ما هي الاستراتيجيات التي يمكن أن تستخدمها المدارس لتحفيز الأولياء على المشاركة؟

……..

15. What suggestions would you give to parents to support their children in English learning?

ما هي نصائحك للأولياء لدعم أبنائهم في الإنجليزية؟

……..

16. Do you think excessive parental involvement can negatively affect pupils (e.g., dependence or low confidence)?

هل ترى أن التورط الزائد قد يؤثر سلبًا (مثل الاعتماد أو ضعف الثقة بالنفس)؟ وضح.

……..

17. Have you noticed any difference in performance between pupils with actively involved parents and those without?

هل لاحظت فرقا في الأداء بين التلاميذ الذين يشارك أولياؤهم والذين لا يشاركون؟

……..

ملخص

يهدف هذا البحث إلى تسليط الضوء على الجوانب الأساسية لتورط الأولياء في تعلم اللغة الإنجليزية كلغة أجنبية لدى تلاميذ التعليم المتوسط في الجزائر. ويسعى للإجابة عن خمسة أسئلة رئيسية: (1) هل يشارك أولياء التلاميذ في الجزائر في تعليم أبنائهم في المدرسة؟ وإلى أي مدى؟ (2) كيف يؤثر تورط الأولياء على التحصيل الدراسي في مادة اللغة الإنجليزية؟ (3) ما هي أنواع مشاركة الأولياء المنتشرة في المدارس المتوسطة الجزائرية، وأيها أكثر فعالية؟ (4) ما هي التحديات التي يواجهها الأولياء والتلاميذ في ما يتعلق بمشاركة الأولياء في تعلم اللغة الإنجليزية؟ (5) كيف ينظر التلاميذ إلى تورط أوليائهم ويتفاعلون معه؟

وللإجابة عن هذه الأسئلة، تم تصميم ثلاث استبيانات موجهة للتلاميذ، الأولياء، وأساتذة اللغة الإنجليزية. توصلت الدراسة إلى أن العديد من الأولياء يحاولون مساعدة أبنائهم في تعلم اللغة الإنجليزية، سواء عن طريق التحفيز، أو المساعدة في إنجاز الواجبات المنزلية، أو دفع تكاليف الدروس الخصوصية. ومع ذلك، فإن بعض الأولياء يواجهون عوائق مثل التزامات العمل، ضيق الوقت، أو ضعف مستواهم في اللغة الإنجليزية. وأكد الأساتذة أن أي نوع من المشاركة، مهما كان بسيطًا، له تأثير إيجابي على دافعية التلميذ وأدائه الدراسي. كما عبّر التلاميذ عن شعورهم بالدعم والثقة عندما يشارك أولياؤهم بفعالية في تعلمهم. وتبيّن أن طبيعة هذه المشاركة مهمة؛ إذ قد تعزز الدعم لدى بعض التلاميذ، بينما قد تسبب القلق للبعض الآخر إذا كانت مفرطة أو متحكمة. وتخلص الدراسة إلى ضرورة تبني مقاربة متوازنة، مع تقديم توصيات عملية للأولياء، الأساتذة، وصناع القرار من أجل دعم مشاركة فعّالة تسهم في تعلم اللغة الإنجليزية.

الكلمات المفتاحية :مشاركة الأولياء، التحصيل الدراسي، متعلمو اللغة الإنجليزية، تلاميذ التعليم المتوسط، التعليم الجزائري.

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Résumé

Cette recherche vise à mettre en lumière les aspects clés de l'implication parentale dans le contexte de l'apprentissage de l'anglais langue étrangère (EFL) chez les élèves du moyen en Algérie. Elle cherche à répondre aux cinq questions principales suivantes : (1) Les parents d'élèves algériens du moyen sont-ils impliqués dans l'apprentissage scolaire de leurs enfants ? À quel point ? (2) Quel est l'impact de cette implication sur la réussite scolaire en EFL ? (3) Quels types d'implication parentale sont présents dans les collèges algériens et lesquels sont les plus efficaces ? (4) Quels sont les principaux obstacles auxquels font face les parents et les élèves concernant l'implication parentale dans l'apprentissage de l'anglais ? (5) Comment les élèves perçoivent-ils et réagissent-ils à l'implication de leurs parents ? Pour y répondre, trois questionnaires distincts ont été élaborés et distribués aux élèves, aux parents, et aux enseignants d'anglais. Les résultats montrent que de nombreux parents essaient de soutenir leurs enfants dans leur apprentissage de l'anglais, notamment en les motivant, en les aidant aux devoirs ou en finançant des cours particuliers. Certains sont toutefois limités par des contraintes professionnelles, un manque de temps ou un faible niveau en anglais. Les enseignants reconnaissent néanmoins que toute forme d'implication, même minime, a un effet positif sur la motivation et les performances des élèves. Ces derniers ont également exprimé un sentiment de soutien et de confiance accru lorsque leurs parents s'impliquent activement dans leurs études. Toutefois, la nature de cette implication joue un rôle important : un soutien bienveillant peut être bénéfique, tandis qu'une implication trop contrôlante peut générer du stress. L'étude recommande une approche équilibrée et propose des recommandations concrètes aux parents, enseignants et décideurs pour encourager une implication parentale efficace dans l'apprentissage de l'anglais.

Mots-clés **:** Implication parentale, réussite scolaire, apprenants EFL, élèves du moyen, éducation