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Parents' Supplemental Outsourcing Behavior on Their Children's English Language Learning

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ABSTRACT

The purpose of this exploratory paper was to conceptualize parental involvement into supplemental outsourcing behavior reflecting motivation, attitude and behavior of Filipino parents on English language learning. Filipino parents (n=30) were purposively sampled based on their monthly income, educational background, type of employment, number of children, age, sex. One-on-one interviews with the parents were carried out to elicit their supplemental outsourcing behavior in aiding their children to learn the English language. Findings indicated that the parents' attitude, motivation, and perceived responsibility in their children's English language learning were the primary factors driving their outsourcing behavior. Parents thought of English as a universal language—being essential for communication, professional advancement, and cultural integration. They acknowledged the cognitive advantages of English language, such as improved fluency, expanded vocabulary, and a more comprehensive understanding of cultural traditions. Parents actively engaged in supportive strategies, including the facilitation of learning activities, the provision of encouragement, the assistance with schoolwork, and the development of innovative instructional materials. The findings emphasized their perceived responsibility to develop their children's language abilities, which was driven by a desire to promote academic success and cultivate a positive attitude toward English learning. Parents emphasized the importance of their involvement in their children's English education, citing language skill development, sustained interest, and parental responsibility as driving factors. The study noted that a strong sense of perceived responsibility among parents led to greater

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involvement. Parental participation, therefore, was not merely an academic effort but also an emotional and behavioral commitment, motivated by a genuine desire to support their children's linguistic and cognitive growth.

Keywords: English language learning; Instructional strategies; Parental involvement; Perceived responsibility

1. Introduction

The cognitive development of children is greatly influenced by their parents, highlighting the importance of a close relationship between parents and the school for a child's success, particularly during the first few years of school ^[1]. Assessment of parental participation and academic achievement of students has long been a subject of attention among professionals, particularly within the educational system ^[2].

For several decades, educational approaches have emerged that emphasize the essential function of parents in the education and upbringing of their children ^[3]. Even though parents may partially delegate their responsibilities to the school, they remain indispensable actors in this process. This influence is manifested through their opinions, attitudes, and activities. The subject of parents and their level of involvement in various aspects of their children's lives has been the subject of a significant increase in the number of discussions and debates in recent times ^[4,5]. Kovács, Oláh and Pusztai ^[6] noted that one of the main factors influencing children's academic achievement is parental support. The level of parental support that a child receives is influenced by the individual personalities of the family members, particularly the parents. The active participation of parents in the daily life and activities at school has a direct impact on the overall quality of the educational institution ^[3] and this involvement not only enriches the child's personality but also enhances their chances of achieving success ^[7]. More importantly, the home environment and educational institutions are key settings where parents can shape their children's growth and well-being ^[8,9].

Several studies were conducted on the role of parents in English language learning. For example, the study of Rahayu, Wulandari and Pureka ^[10] found out that 85% of parents opt to introduce the English language to their chil-

dren at a young age using video-, picture-, or game-based methods. According to Satar, Zakaria, and Ishak ^[11], parental involvement might include the provision of appropriate resources to increase motivation, the establishment of ongoing partnerships with teachers to facilitate discussions about children's interests and abilities, the assistance of children with their homework, and the potential for parents to engage in conversations with children about their educational plans.

Parental involvement in English learning could reflect the active participation and support of parents in their children's learning and development of English language skills. The purpose of this study was to determine the supplemental outsourcing behaviors of the Filipino parents in aiding their child's English language learning. Specifically, this study looked into the role of psychological components i.e., parental motivation, language attitude, and actions, to represent parental involvement.

2. Literature Review

There has been a longstanding belief that parents and their active participation in their children's academic pursuits have a significant influence on both their children's educational achievements and cognitive growth. Education scholars argue that parental involvement has an essential function in the learning, education, and academic success of learners^[7]. The significance of parental involvement in their children's education and the role they serve in it have been extensively discussed topics in educational research ^[12,13]. However, Musengamana^[13] noted that parental involvement is a very complex and fundamental subject that involves numerous aspects and indicators, each of which may influence students' cognitive growth and academic outcomes in different forms and levels

In its early conceptualization, researchers described parental involvement as the commitment to supporting or

investing placed by parents in their children^[2,14]. Currently, parental involvement refers to the active engagement of parents in promoting and facilitating their children's educational progress^[15-18]. It might include various aspects like the provision of homework assistance, the expectations parents have regarding their children's academic achievements, and the support parents provide in terms of supplying suitable learning materials^[18].

Numerous studies have demonstrated the importance of parental involvement in students' academic progress and how it mediates academic outcomes^[19-21]. Castro et al.^[22] reported that parental involvement can be directly correlated with the academic achievement of the children. Similarly, studies identified a significant positive relationship between parental involvement and students' academic achievements in English^[23] and mathematics^[24]. More particularly, family process variables, such as the level of educational assistance provided by parents at home, have a favorable impact on many student outcomes, including learning success and motivation^[17,25,26]. Previous study suggests that the influence of parental participation may differ depending on how parents and children perceive it^[27,28].

It has been observed through both theoretical analysis and empirical investigation that there are several key student variables that are linked to specific family process variables^[29-31]. Some of these includes parental academic expectations, the level of parental support provided for child learning, the frequency of parent-child discussions regarding school matters, the extent of parental involvement in school governance and events, the frequency of parent and child reading activities, and the degree of emphasis placed by parents on education^[32]. When it came to parental involvement, parents assume the role of a teacher, essentially becoming vicarious educators. However, they still encountered difficulties in providing their children with the necessary support^[33-36].

The impact of parental involvement in the context of English as a foreign language (EFL) learning is a topic of significant importance that has not received sufficient attention in the existing body of research literature, especially in situations where English is not the primary language spoken in the local community^[37]. Li et al.^[38] supported

the notion that parental involvement has a positive impact on children's English learning, even in the specific context of China. Currently, Philippines constitutionally recognizes English learners as one of its official languages. The Philippines is also a significant destination for English as a second language (ESL), with two-thirds of the population being proficient in the language^[39]. Local study of Leopardas and Rosil^[40] indicated that parental involvement and classroom climate had a significant impact on the metacognitive skills of junior high school students. However, Cancino^[41] found a negative correlation between parental involvement and child performance. Considering this, the current study aimed to establish a specific analysis of the concept of parental involvement based on the narratives of Filipino parents. This study observed that most papers published on parental involvement only focused on the actions and activities performed rather than reflecting on its underlying psychological mechanisms.

3. Research Problem

This study explored the motivation, attitude and actions of the Filipino parents to support their child's English language learning. Below are the research questions sought to be answered in this study.

1. What is the perception of the parents in English language learning?
2. How do parents take part in their children's English language learning in school and at home?
3. How do parents actively seek instructional materials in their children's English language learning?
4. How important it is for parents to actively take part in children's English language learning?

4. Methods

4.1. Research Design

This was an exploratory research study that, through one-on-one interviews, aimed to elicit responses regarding the supplemental outsourcing behavior of Filipino parents in the context of their child's English language learning. Exploratory research is primarily used to gain insights and understanding about a problem or topic that is

not well-defined or clearly understood. Its main objective is to explore a phenomenon to identify patterns, hypotheses, or ideas that can be tested in subsequent, more structured research phases. This type of research often involves qualitative methods such as interviews, focus groups, and literature reviews, but can also include quantitative approaches like surveys with open-ended questions ^[42,43]. This paper explored several components of supplemental outsourcing behavior of parents like motivation, attitude, and action taken to aid their child’s English language learning at home.

4.2. Population and Sampling

Filipino parents were purposively sampled (n=30) to participate in the one-on-one interview. Purposive sampling is a non-probability sampling technique where the researcher deliberately selects subjects to participate in the study based on specific characteristics or criteria

^[44-47]. This study selected Filipino parents based on their characteristics such as their monthly income, educational background, type of employment, number of children, age, sex. These characteristics could have relevant influence on how they approach supplemental outsourcing for their children’s English language learning.

4.3. Research Instrument

This study developed open-ended questions used in one-on-one interview process. Some literatures ^[42,48-50] served as the basis for these questions. The questions were designed on the concept of parental involvement especially in terms of parent’s motivation, attitude, and strategies in English supportive learning. **Table 1** presents the open-ended questions used in the one-on-one interview along with the thematic indicators used to identify the patterns.

Table 1. Open-ended questions with thematic indicators.

Interview Questions	Indicators
1.What is the importance of learning the English language for your child? Elaborate your answer.	- Perceived benefits of English proficiency - Reasons for valuing English language learning
2.Do you take active part in the English language learning activities of your child in school? Describe your active participation.	- Frequency of participation in school activities - Types of activities involved in Level of engagement
3.Do you see to it that you involve yourself in the English language learning of your child at home? Describe your active involvement.	- Types of home-based activities - Time spent on language activities - Methods of involvement
4.Do you actively look for instructional materials, aside from the ones used by the school, for the English language learning of your child? Enumerate and explain each material.	- Types of additional instructional materials - Sources of materials - Reasons for choosing materials
5.Do you create instructional materials for the English language learning of your child? Enumerate and explain each of these materials.	- Types of self-created materials - Frequency of creation - Reasons for creating materials
6.Is it important for parents to supplement instructional materials for the English language learning of their children? Explain the importance.	- Perceived importance of supplemental materials - Impact on child’s learning - Reasons for supplementing materials
7.What are the benefits of parents supplementing instructional materials for the English language learning of their children? Explain the importance.	- Identified benefits (e.g., improved skills, increased motivation) - Specific examples or evidence - Long-term impact

4.4.Data Gathering Procedure

Initially, potential participants were identified and selected based on predefined criteria relevant to the research objectives. Once participants were chosen, they were con-

tacted to explain the purpose of the study, the interview process, and to obtain their consent. Scheduling the interviews at a convenient time and place for the participants was crucial to ensure they were comfortable and willing to engage openly. During the interview, the researcher

established rapport with the participant to create a trusting and open environment, which encouraged honest and detailed responses. The interview was typically recorded, with the participant’s permission, to ensure accurate data capture. The researcher actively listened, asked follow-up questions, and took notes to capture non-verbal cues and immediate impressions. The recorded data was transcribed verbatim for thorough analysis. The researcher then reviewed the transcriptions to identify patterns, themes, and insights relevant to the research questions.

4.5. Data Analysis

The primary data in this study was the narratives from the Filipino parents collected from one-on-one interview. This study conducted thematic analysis to analyze the narratives and express them into general themes. Conducting thematic analysis involves several systematic steps to identify, analyze, and report patterns within qualitative data.

This study carried out reflexive thematic analysis to analyze the narrative data. Reflexive thematic analysis emphasizes the researcher’s active role in the process of coding and theme development, highlighting that themes do not simply ‘emerge’ from the data but are developed based on their theoretical perspective, research questions, and interactions with the data [51–53]. Exploratory studies [46,54] use reflexive thematic analysis to analyze the narrative gathered from interviews. Initial codes were generated by systematically highlighting significant features of the data that related to the research questions, organizing these features into meaningful groups. Following coding, the researcher searched for themes by examining the codes and identifying broader patterns of meaning. These themes were then reviewed in the next phase to ensure they accurately represented the coded data and reflected the data set as a whole. This involved refining themes by merging similar ones, breaking down complex ones, and discarding those that were not supported by sufficient data. Once the themes were reviewed, they were defined and named. This step involved refining each theme to capture the essence of what it represented and defining the aspects of the data it covered. Clear definitions and names helped in conveying the core meaning of each theme effectively. Finally, the

researcher produced the report, which involved weaving together the themes into a coherent narrative. This reflexive thematic analysis was adapted from Braun and Clarke [55], as shown in **Figure 1**.

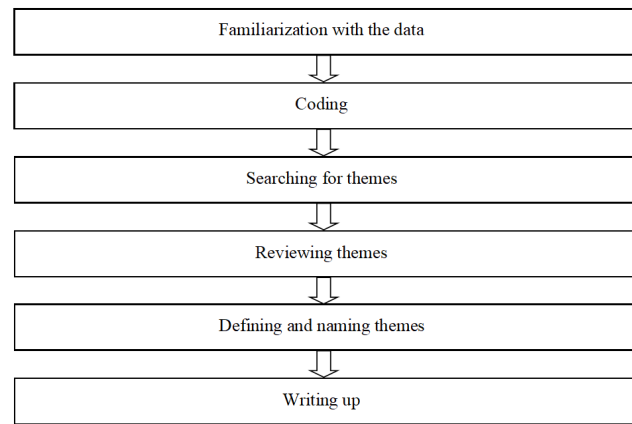


Figure 1. Six steps in conducting reflexive thematic analysis.

5. Results

Question 1. What was the perception of the parents in English language learning?

Theme 1: Universal language use

Most parents (n=23) underscored the importance of English as a global language, highlighting its role in various aspects of their child’s modern life. They recognized English as essential for their children’s success and integration in a globalized world. They emphasized that English is the predominant language for international communication, business, technology, and academia, which makes it crucial for their children’s future opportunities and interactions. Parents believed that fluency in English would enable their children to socialize and communicate effectively.

“For me as a mother of my child, my child must learn English in this globalized world. Because English is a common language for international communication, business, technology, and academia all over the universe.”

“As a parent, it is important to teach my child the English word because, in this generation, they can understand and adopt the English word easily because of the technology called YouTube. And

based on my observation, many other children use the English word.”

“English is important for my child because it is a universal language that is used all over the world.”

“As a parent, the English language is important for my child, because it is a national language in which, no matter where they go or no matter who they socialize with, they will understand each other.”

Theme 2: Cultural connection

Some parents (n=9) noted the significance of English as a bridge for cultural connection and understanding. Parents recognized that learning English provided their children with related knowledge about various global contexts, extending beyond the local environment in the Philippines. This broadened their children’s horizons and enhanced their awareness of international affairs and cultures. English proficiency enabled their children to engage more effectively in cross-cultural exchanges and global commerce.

“The importance of learning the English language is that it provides related knowledge about things not only here in the Philippines but in other parts of the world.”

“It is also the first language used to talk or communicate with other races such as working or trading products.”

Theme 2: Cognitive development

Parents (n=4) highlighted the role of studying English in their children’s cognitive development. They believed that learning English not only enhanced their children’s ability to speak the language fluently but also significantly expanded their vocabulary. This broader vocabulary base contributed to a deeper understanding of the language itself. Parents emphasized that this cognitive growth was crucial, as it facilitated effective communication skills and improved overall linguistic proficiency.

“The importance of studying English is to help hone their ability to speak using the English language, deepen their vocabulary, and broaden their

understanding of this language.”

“I believe studying English is crucial for my child because it not only improves their spoken language skills but also enriches their vocabulary. When they learn English, they’re not just memorizing words; they’re understanding how to communicate effectively in a global context.”

“Studying English is about more than just learning a language. It’s about developing a deeper connection to different cultures and ideas.”

Question 2. How do parents take part in their child’s English language learning in school and at home?

Theme 1: Learning activities

Parents (n=18) discussed various activities they engaged in to support their child’s English language learning at home. They highlighted activities such as reading and writing comprehension exercises, which they believed helped to improve their child’s ability to speak and write in English. For instance, using flashcards was mentioned as a practical tool for learning new words and understanding their meanings. They described engaging in activities like reading books together, watching educational programs or movies in English, playing language games, and having conversations in English. They viewed these activities not only as opportunities to enhance their child’s language skills but also as valuable bonding experiences.

“Yes, just like the Reading and Writing Comprehension Activity. This may be one of the activities to further enhance their ability to speak or write English words.”

“For example, sometimes there are words he doesn’t know, he needs flashcards to learn what is written on them, letters for example.”

“Yes, engaging in my child’s English language learning at home is just as important as their education at school. There are plenty of fun and effective ways to support my son’s language skills outside of the classroom. We can read books together, watch educational programs or movies in English, play language games, and have conversations in English. So, I’m always ready to have some quality bonding time while boosting my

son's English skills."

Theme 2: Learning encouragement

Some parents (n=13) expressed their strategies for encouraging their children's language learning, particularly in English, from an early age. They emphasized the importance of starting early to build familiarity and proficiency in the language. Some described their efforts to expose their child to English-language videos and songs at home as a means of fostering early language skills. They believed that this exposure would naturally aid their child in picking up English, leveraging multimedia resources for educational purposes.

"At the moment, my son does not go to school because he is only 4 years old, but at home, I encourage him to watch videos in which the language is English, because I think that will help him learn and speak English."

"I encourage my child in learning by exposing her to English-language videos and songs at home. I believe starting early helps build familiarity with the language, making it easier for her to pick up English naturally."

"I encourage him to listen to English nursery rhymes and play language-learning games, which I believe lays a foundation for future language skills."

Theme 3: Reviewing

Some parents (n=7) discussed their approach to reviewing their child's schoolwork, specifically homework assignments. They mentioned that they regularly engaged in reviewing their child's homework from school. By reviewing homework assignments beforehand, parents aimed to support their child's learning process and aid if needed. This proactive approach reflected their commitment to monitoring their child's academic progress and helping them achieve academic success by reinforcing learning outside the classroom.

"Yes, we occasionally review his homework at school."

"When my child has homework, we will review it first before my child answers it."

Theme 4: Tutoring

Parents (n=3) mentioned hiring a tutor specifically to teach their child to read English, highlighting a focused effort on enhancing their child's language skills outside of regular school hours. This decision reflected their dedication to providing additional educational support for their child's needs, particularly in developing proficiency in reading English.

"Not for me; what is taught in school is more important to me and my son. I am not much into other activities, such as extracurricular. And I just hired a tutor to teach my son to read English."

Question 3. How parents actively seek instructional materials in their child's English language learning?

Theme 1: Print materials

Parents (n=21) actively seek instructional materials for their child's English language learning primarily through print materials. They emphasize the importance of age-appropriate books that match their child's English proficiency level, viewing them as tools not only to enhance vocabulary and comprehension skills but also to foster a love for reading in English. Other mentioned materials include flashcards, coloring books, storytelling books, and alphabet charts, which are considered effective and easy-to-use resources for introducing English language concepts to children. The responses indicate a preference for ready-made materials like books and charts rather than creating instructional materials themselves, reflecting a practical approach to supporting their child's language education outside formal schooling.

"Books are another fantastic option. I find age-appropriate books that match my child's English level. Not only will they help improve vocabulary and comprehension skills, but they can also ignite a passion for reading in English."

"Flashcards, coloring books, storytelling books."

"Yes, flash cards. Because this is one of the things that is easy to do and effective to introduce to my children."

"So far, I have not made any teaching materials myself for my child's English language learning. I

only used books.”

“Charts...I buy alphabet charts...that can be used.”

Theme 2: Digital learning resources

Parents (n=14) actively seek instructional materials for their child’s English language learning through digital learning resources. They utilized websites offering interactive exercises, educational videos, and language-learning apps to enhance their child’s language skills effectively. One parent emphasized the use of smartphones, utilizing platforms like Google and YouTube to demonstrate the importance of the English language to their child. This approach leveraged modern technology to provide engaging and accessible learning experiences, reflecting a proactive strategy to supplement traditional learning methods with digital tools tailored to their child’s educational needs in language acquisition.

“Yes, I offered a variety of teaching materials for my child. Websites with interactive exercises, educational videos, and language-learning apps are great for brushing up on his skills.”

“Cellphone because in our day and age, it is inevitable that we can only show or hear to our children through Google or YouTube what the importance of the English language really is.”

Theme 3: Personalized learning

Some parents (n=5) discussed their approach to personalized teaching materials to support their child’s English language learning journey. They mentioned creating language journals as a strategy to enhance their child’s writing fluency and creativity in English. By encouraging their child to maintain a journal where they write about daily experiences or thoughts in English, the parent fosters a personalized learning environment that aligns with their child’s interests and abilities.

“Yes, I personalized teaching materials to support my child’s English language learning journey, like language journals.”

“Encouraging my child to maintain a journal where they write about daily experiences or thoughts in English promotes writing fluency and

creativity.”

Theme 4: Creative instruction

Some parents (n=4) described their approach to seeking instructional materials for their child’s English language learning through creative and hands-on methods. They utilize everyday objects and materials to engage their child in learning activities related to English and other subjects. For example, one parent uses popsicle sticks on the wall to teach alphabetic writing, demonstrating a tactile and visual approach to reinforce language skills. Another parent employs a paper plate clock and an old calendar to teach concepts like telling time and understanding days, weeks, and months in English. These creative instructional techniques not only make learning interactive and fun but also provide practical and memorable ways for their child to learn the English language concepts and other educational content.

“...counting numbers with a popsicle stick on the wall to make alphabetic writing and so on.”

“Like a clock using a paper plate and other equipment so that I can teach her the clock and an old calendar so that I can teach her some days in some weeks and months.”

Question 4. How important it was for parents to actively take part in child’s English language learning?

Theme 1: For language skills

Parents (n=19) emphasized the importance of actively participating in their child’s English language learning journey, primarily to enhance their language skills. They expressed a strong belief that exposing their children to a wide range of educational materials facilitated a better understanding and mastery of English. This included practicing essential skills such as reading, writing, speaking, and listening, which they considered vital for academic success and everyday communication. Parents perceived active participation in their child’s English language education as not only beneficial for improving language proficiency but also as a source of pride and satisfaction in their child’s academic achievements.

“It’s super important to have a wide range of educational stuff for my kids to learn English. There

are a bunch of reasons why this is a big deal for me: When we have more materials for learning English, it helps kids get a better grasp of the language. They can practice different skills like reading, writing, speaking, and listening.”

“Yes, it is important, because, like I said, the English language is a national language because it is what we use to communicate with someone or whatever.”

“Yes, this is important so that she can learn more, and it will be an advantage for her. If she is in school, it will be easy for him to learn whatever his teacher teaches him.”

“Yes, because it will help to expand the knowledge of children about the English language.”

“It may be easier for them to understand the things that surround them.”

“The benefit of this is that it makes it easier for children to speak the English language. It increases knowledge.”

“A big advantage to my child’s studies is that my child has learned the use of English words, especially in speaking, especially with her classmates at school...so we are no longer struggling to teach her this. And as parents, we are happy for our child because he learned a lot at school.”

Theme 2: For interest and fun

Parents (n=12) emphasized the importance of actively participating in their child’s English language learning to make the process interesting and enjoyable. They believed that involvement in learning activities created meaningful experiences and strengthened their relationship with their child. This engagement not only enhanced their child’s language skills but also promoted academic success and fostered a love for learning.

“Plus, it keeps things interesting and fun.”

“Not only does it create meaningful experiences and strengthen our relationship, but it also enhances his language skills, promotes academic success, fosters a love for learning, and empowers me as a parent.”

“So, I want to explore the wide range of educational

resources available to make learning English a fun and rewarding experience for both of us.”

Theme 3: Parental responsibility

Parents (n=11) emphasized the significant role they play in actively participating in their child’s English language learning. They viewed it as their responsibility to guide their children beyond what is taught in school, recognizing English as a universal language essential for their child’s future success. Parents took proactive steps to provide additional guidance and support at home, ensuring their child has ample opportunities to practice and improve their English skills.

“It is not just in our school where we teach the children because, as parents, it is also our responsibility to guide our children, especially in English because it is a universal language.”

“As parents, we understand that teaching our children goes beyond what they learn in school. We take it upon ourselves to provide additional guidance and support at home, ensuring our child has ample opportunities to practice and improve their English skill.”

“I take responsibility for supplementing their learning with resources that enhance their language skills. Whether it’s through interactive apps, books, or daily conversations, we ensure our child gets the support needed to excel in English.”

6. Discussion

Question 1. What was the perception of the parents in English language learning?

It was common among Filipino to perceive the English language as an important language that students should learn at the very young age. Several studies had similar findings about this linguistic phenomenon. For example, Chavez ^[42] reported that perceptions on the importance of English language might reflect fundamental communication tool for anyone they encounter, for professional work application, and for high position in their specific fields of work. One parent said that “English is important for my child because it is a universal language

that is used all over the world.” Chavez, Adalia and Alberto ^[56] found out that the concept of needs and its applicability to various disciplines beyond education significantly influence the parents’ perceptions of the significance of learning the English language. Filipino parents valued the English language because of its broad scale application in working industries.

Parents highlighted the cognitive benefits of studying English, emphasizing its role in enhancing language fluency, vocabulary development, and overall cognitive skills. Some parents noted English as facilitating cultural connections, broadening their children’s understanding of global contexts and enhancing cross-cultural exchanges. One major cause for positive perceptions on English language was how Filipinos looked the language as a “status symbol.” Throughout time, the English language has served as a status symbol for Filipinos, in addition to being an integral component of their daily lives and it continues to be recognized as a metric for intelligence and social status^[56].

Question 2. How do parents take part in their child’s English language learning in school and at home?

This study found out that parents played an active role in their child’s English language learning both at school and at home through various strategies like learning activities, learning encouragement, reviewing, and outsourcing tutors to teach their child. Parental attitudes and behaviors may be necessary in the message that they provide to their children about learning a language^[48]. The involvement of parents in their children’s education often includes the oversight of homework tasks. However, Kalayci and Ergül ^[57] made an intriguing observation that parental involvement also extends to the provision of “social and emotional assistance” to students during their English language learning process. These was also observed in this study among Filipino parents. For example, majority employed learning activities and learning engagement to assist their children in learning the English language. They “encourage [their] child in learning by exposing her to English-language videos and songs at home” and “encourage [them] to listen to English nursery rhymes and play language-learning games.” In fact, it was common belief among them that these strategies “lays a foundation for

future language skills,” “helps build familiarity with the language,” and “further enhance their ability to speak or write English words.”

Question 3. How parents actively seek instructional materials in their child’s English language learning?

One study in Iran found out that parents employ various strategies to support their high school students in learning the English language. These strategies include utilizing tools such as listening to CDs, using flashcards, and enforcing a specific homework schedule while parents provide supplementary books to enhance their children’s English learning^[58]. Another way of enhancing English language skills was to read English books with children and allow them to consume educational TV programs^[59]. These supplemental outsourcing behaviors were also prominent among Filipino parents saying they “...find age-appropriate books that match my child’s English level...[to]ignite a passion for reading in English.”

What was more interesting in this study was the innovative instructional materials outsourcing behavior of parents. For example, one parent said that they develop home-made instructional materials “...like a clock using a paper plate” to teach their child how to read time. Limited studies were conducted on the concept of innovative parental involvement in English language teaching. However, recently in the spike of distance learning, several innovative strategies in education used by parents resurfaced like the use of social media^[60] and YouTube^[61]. This study calls for a more in-depth analysis on innovative strategies at home and assess its impacts on the learners’ language skills.

Question 4. How important it was for parents to actively take part in child’s English language learning?

Parents highlighted the importance of actively participating in their child’s English language learning for several key reasons. Patterns of parents’ perception on parental involvement in English language learning involves the concept of “language skill development,” “interest,” and the “sense of parental responsibility.”

Allen et al. ^[62] study on perceived responsibility and vaccination indicated that parents who scored higher on

the perceived responsibility scale were more likely to intend to vaccinate their child(ren) indicating that “perceived responsibility for vaccination was associated with intent.” This study also observed similar pattern in English language teaching at home assuming parents who have high perceived responsibility to student’s learning tend to be more involved in the learning process at home. For example, one parent said that “...it is not just in our school where we teach the children because, as parents, it is also our responsibility to guide our children.” In fact, although there is a scarcity of research on the correlation between perceived responsibility and student outcomes, numerous studies have discovered a positive correlation with parental involvement^[63,64]. A more recent study on parental involvement indicated that various forms of familial support behaviors and involvement has positive correlation to desirable student outcomes especially in the context of emergency response education^[17]. Consequently, the current study among Filipino parents indicated that parental involvement in English language teaching reflected both emotional and behavior being driven by perceived responsibility, motivation, and positive attitude.

7. Conclusion

Exploratory analysis indicated that Filipino parents perceive English as an essential skill for their children, vital for success in a globalized world. They recognize English not only as a tool for communication but also as a key to unlocking future opportunities in various professional fields. They actively engage in their children’s English learning both at school and home through diverse strategies such as learning activities, encouragement, reviewing schoolwork, or alternatively hire tutors. The sense of parental responsibility significantly drives active participation in children’s English language learning. This sense of duty not only facilitates language skill development but also fosters a love for learning and strengthens parent-child relationships.

While this study offers information about how Filipino parents see and support their children’s English language learning, there are certain limitations that need to be considered. First, because the sample is limited to Fili-

pino parents, the findings could not be applicable to other household populations and might not fairly reflect the viewpoints and experiences of parents from different socioeconomic or ethnic backgrounds. Second, the study relies on participant self-reported data, which could be compromised by selective recall or social desirability, jeopardizing the accuracy and dependability of the responses. There are gaps in the knowledge of the actual impact of parental participation techniques and supplementary instructional resources on language learning because the study does not offer a thorough analysis of their effectiveness on real student results. Finally, the study’s qualitative design and focus on thematic responses raise the possibility that it did not fully reflect the complexity of parents’ attitudes and actions.

This study opened an opportunity to see parental involvement in the lens of perceived responsibility, motivation, attitude, and actions, rather than a single psychological concept. Each of these factors contributed to a holistic understanding of how parents support their children’s educational development. Future studies could pattern the concept of parental involvement with concepts of attitude, perceptions, motivation, emotions, responsibility, actions, behaviors, or other psychological dimensions that reflect one’s intent.

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Institutional Review Board Statement

Ethical review and approval were waived for this study because it did not involve sensitive human data, medical interventions, or any procedures requiring institutional oversight.

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement

Data shall be available upon request.

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Conflicts of Interest

The authors declare no conflict of interest.

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