

## Research Article

## The Impact of Parental Education on Children's English Language Success in Rural Nepal: Insights from Krishnapur Municipality

Narendra Raj Paneru<sup>1</sup>, Bhuban Bahadur Bohara<sup>1\*</sup>

<sup>1</sup>Tribhuvan University, Kathmandu, Nepal

[\\*shahilekwala@gmail.com](mailto:*shahilekwala@gmail.com)

### ABSTRACT

*This study examines the relationship between parental education levels and children's English language proficiency, focusing on the role of parental involvement in academic success. Conducted in Krishnapur Municipality, Nepal, the research included 10 participants: four primary-grade students, their parents, and two teachers. Using semi-structured interviews and thematic analysis, the study found a strong positive correlation between parental education and children's academic performance. Educated parents provided structured learning environments, assisted with assignments, and motivated their children, fostering better English proficiency. In contrast, parents with limited education faced challenges in supporting their children due to time constraints, socio-economic barriers, and lack of resources. These findings highlight the critical role of parental education in overcoming educational inequities and enhancing learning outcomes, especially in rural contexts. The study recommends targeted interventions, such as workshops and training programs, to empower parents and improve their engagement in their children's education.*

**Keywords:** Academic Performance; Children's Achievement; English Learning; Parent's Education; Parental Expectations.

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## 1. Introduction

Numerous studies revealed how parents' education guarantees progress in children's learning performance; such findings seem to inform scholarly work, especially that of Coleman (1988); and Haveman and Wolfe (1995), who acknowledge the determining stance of parents' educational attainment in the success of children in their respective classrooms. Parents' educational attainment not only helps to shape a family's socioeconomic status but also appears to be a good predictor of the kinds of resources, aspirations, and supports the child is likely to get in the family (Alexander et al., 2001; Desforges & Abouchaar, 2003). Educated parents are more likely to enhance intellectual and verbal skills development, which are considered the foundation for the educational growth of children, owing to their supportive active learning environments (Hoff, 2003). Besides, this correlation is especially pronounced in such areas as English which requires much time and effort for its mastering. According to the studies in this area, the literacy skills of the children of educated parents – such as vocabulary, comprehension, and motivation for learning – are the skills most influenced by parents' educational backgrounds (Eccles, 1993; Bradley & Corwyn, 2002). All these facts emphasize the importance of parental education in the accomplishment of academic objectives, especially concerning English which relies on a good deal of content.

There is a significant correlation between the levels of education of the parents and the success of their children. Parents with higher educational attainment better provide a learning-friendly environment to their children at home and they can better support

them in their studies resulting in those children performing well in their studies (Eccles, 1993; Hoff et al., 2002). Such parents can provide expected support to their children with their studies by assisting with assignments, preparing learning schedules, and accessing relevant learning resources. For instance, Alexander et al. (1994) showed that children with educated parents are also more likely to benefit from parental involvement while studying, which includes help with homework, other schedule arrangements, and motivation for self-study. Regarding the English language proficiency development of children, educated parents, especially university-graduate mothers have a visible impact on their children's growth in comparison to non-graduated mothers (Jalili, 2017). This shows that educated parents create a learning environment in a family providing their children with better assistance in their learning and can address the need for adequate exposure to language-rich activities such as reading, writing, and speaking within limited and allocated periods.

In contrast, parents with a lower educational attainment may struggle remarkably while encouraging their children in their studies for they may be unable to understand the learning requirements of their children and fail to assist them with their learning (Chavez et al., 2023). Children of less educated parents are likely to be left behind in getting scaffolded in maintaining their performance in class and finding the relevant resources and study materials for effective support as their peers are privileged (Eccles, 1993). This is not a case of simple generalization; the effect is vividly visible in subjects like English which requires a lot of language activity, especially when learning the use of grammar and vocabulary appropriately.

As much as a parent's academic level is complementary to how school-age children perform in academics, there are other social institutions, particularly the family unit, that are important in education. Institutions like families construct the microsystem of one's learning ecology, that determines the foundation of the educational achievement of children (Rahimi, 2023). Most parents in the family seek to instill in their children a certain level of educational achievement, as they believe that it is the most reliable tool for future living. However, they fail to assist their children with a range of activities while gaining educational excellence ranging from selecting appropriate literature, engaging in discussions, or buying required educational resources (Indriati, 2016; Davis-Kean et al., 2021; Chavez et al., 2023). Limited or no educational attainment of parents limits their active involvement in the children's educational upbringing which leaves the school-age children in almost helpless conditions at home regarding the parental support for learning, as parental involvement is thought to be necessary for children's cognitive, behavioral, and emotional development (Đurišić & Bunijevac, 2017).

Hoff (2003) observed that children of educated families benefit from exposure to greater amounts of language, which helps them with words and meanings in language. Such skills help people understand how to read and speak English properly, which is widely viewed as a prerequisite for higher education and career development opportunities in society (Akther, 2022). The opposite is the case for children raised from less educated families; these children rarely come across such linguistic enrichment. Shah (2019) also pointed out the effect of less parental involvement in educational activities as one of the reasons for the low academic performance of students, especially in rural areas. Even more so, with the shortage of qualified teachers and under-resourced classrooms, these issues further worsen the relevant concern level of parents (Chavez et al., 2023).

Parental involvement is not limited to helping children directly with their schoolwork but goes beyond that and assists in motivating them to appreciate education and aim high which in most cases is affected by the level of education one has achieved (Eccles, 1993; Eccles, 2005; Davis-Kean et al., 2021). In general, the educational level of the

parents provides a fair prediction of the children's outcomes in growth and learning (Davis-Kean et al., 2021). Educated parents believe that the future professional life of their children depends on their current education, and knowing the English language as a specific skill for instance determines the aspirations and motivation of the children (Wael et al., 2021; Chavez et al., 2023).

There are expectations instilled in children by educated parents that success in life is not achievable in an easy way. They (parents); thus; motivate, assist, and encourage children to achieve higher academic goals. This type of active involvement of family members in a child's education has a positive impact on achievement including second language acquisition, i.e., the English language (Eccles, 2005; Bhatta, 2007; Wael et al. 2021). Parents mostly use techniques like dialogic reading and correction strategies to help their children learn English (Chavez et al., 2023). Their overemphasis on children's efforts and the instilled expectations drives the child to strive for academic excellence (Eccles, 2005; Davies-Kean et al., 2021).

A family's socioeconomic factor is one of the key determiners of a child's educational achievement (Alexander et al., 2001; Eshetu, 2015; Qui & Wu, 2020). The low-income families, parents cannot afford time and effort to help their children in their studies for two reasons, i.e., their time constraints to earn livelihood and lower educational attainment (Qui & Wu, 2020; Jalili, 2017; Chavez et al., 2023). Thus, the interconnection between the children's academic wellbeing and their parents' educational level yields positive results to overcome obstacles children may face in their studies. However, as Shah (2019) has noted, the lack of parents' help in rural areas of the country aggravates situations, especially in subjects like English that need practice and regular contact.

In Nepal, the English language has emerged as the most favourable language amidst the linguistic diversity of the country and is widely accepted as a gateway to the arena of opportunities (Giri, 2015; Shah & Li, 2017). Consequently, English usage has become more common widening its functions in the public space as an additional language, a second language, or a primary language (Giri, 2015). However, the growing prevalence of English has brought associated challenges to the surface. In rural areas, resource availability, teacher quality, and socio-economic barriers pose significant obstacles to students' English learning. In such situations, parental education would be considered as a buffer to address these challenges by equipping families with tools that would assist in living these barriers effectively (Wael et al., 2022). Hoff (2003) noticed that parental involvement in assignments and other school-related activities significantly contributes to academic success, even in resource-limited settings. Programs aimed at engaging parents in their children's education have shown promise in improving learning outcomes, particularly in rural areas where the absence of supplementary educational resources places a greater burden on families (Indriati, 2016). Studies within the community that examine parents with certain strategies for home-based support in English learning have shown some positive effects. These studies require interventions such as workshops and training sessions, tailored to specific areas with an increased interest in what their children learn, which often enables families to participate actively in their children's education (Chavez et al., 2023). Such intervention programs are particularly useful in rural areas, where systemic barriers generally prevent students from achieving English proficiency (Ji, 2009).

There has been ample research on the effect of parents on children's education, and this relation in the case of rural areas where parents are English learners has not been researched sufficiently. According to studies, English is the most crucial language in Nepal, which is an essential platform for any academic or professional pursuit (Shah et al 2017; Tiwari, 2023). Here, the situation is quite disconcerting as most students

including those from the rural background do not have enough of the English language to fulfill the required standards (Babar, 2021). As a result, there are scenarios where students learn through parents' scaffolding to make knowledge acquisition easier. This unresolved complexity between learning a new language and parental education will be quite insightful to educators and policymakers.

Educated and literate adults are better able to aid their children's education through effective parenting practices (Shah, 2019; Hoff, 2003). This is particularly relevant in the rural areas of Nepal where socio-economic status and educational opportunities are less favorable, creating a significant gap between parents' educational background and children's outcome expectancies in learning English. In such situations, children who hail from the families of less or no educated parents are placed in the vulnerable zone, often facing greater struggle for success in comparison to those from the families of educated parents.

Most of the studies are univocal regarding the role of parental involvement is very crucial for the English language development of a child and agree that for this involvement the parental education plays significant role (Eccles, 1993; Bradley & Corwyn, 2002; Ji, 2009; Shah, 2017; Chavez et al., 2023). However, this paper explores the lived experiences of children, parents, and teachers involved on the impact of parental education in children's performance in English. The study area of this study is Krishnapur Municipality of Kanchanpur district, which encompasses a diverse range of settlements. Most of the families in the area are engaged in subsistence farming while some have business and some hold jobs. Nonetheless, most of the children attending public schools come from families primarily relying on agriculture. Thus, the study findings are supposed to figure out the impact of parental educational attainment in their children's learning in a situation where children come from working-class families in under resourced rural settings.

This article aims to open avenues for teachers and policymakers by examining how parents' education affects the English language performance of children in rural Nepal. Understanding these dynamics should lead to targeted interventions that enhance parental support and involvement, thereby improving educational outcomes for students in resource-poor settings. This study may also help inform more equitable and inclusive policies and practices regarding the delivery of education to all families and students in this context. This research also tries to see the association between a parent's educational background and the performance of the study in general, especially concerning primary-level students in Krishnapur Municipality. Thus, this study majorly focuses on how parental expectations, socio-economic challenges, and cultural values converge to impact children's English learning experiences. The findings underscore the critical influence of parental education on children's academic motivation, involvement, and English proficiency, offering actionable insights for educators, policymakers, and families to address educational inequities and strengthen parental engagement in rural contexts.

The target group for this article includes educationalists and policymakers, who may achieve useful insights regarding the role of parental education in the children's learning especially focusing to rural context of Nepal. It is important to appreciate such dynamics to formulate relevant strategies for enhancing parental involvement and support that will help students in under-resourced areas. The implications of this study are such that they may help whenever there are policies and practices geared towards a more just education system from which all students and families can benefit.

As previously researched in the works of Shah (2019) and Hoff (2003), the education of the parent is a crucial factor in affecting the education of their child. This is

especially pertinent in the case of rural Nepal where the social and educational gaps are evident, thus understanding the link between English achievement and the education of parents is more critical. When parents are educated and have the right connections across the various structures, they can easily assist their children with the right tools and help secure success for their children.

## **2. Method**

This study adopts a qualitative approach to explore how parents' education levels influence their children's English language proficiency and academic achievements. A purposive sampling method was used to select 10 participants from a primary school in Krishnapur Municipality, Nepal. The participants included four students (two from Grade 3 and two from Grade 4), four parents with varying educational backgrounds, and two teachers. The criteria for participant selection ensured diversity in educational attainment and socio-economic status to capture a range of perspectives.

Data was collected through semi-structured interviews conducted in neutral and private settings to allow participants to express their views freely. Each interview lasted between 30 to 45 minutes and followed a pre-validated interview guide designed to ensure consistency across participants while allowing flexibility to explore emerging themes. The interviews were audio-recorded with the consent of participants and later transcribed verbatim for analysis.

Thematic analysis, guided by Braun and Clarke's (2006) framework, was employed to analyze the data. This process involved familiarization with the data, coding significant excerpts, identifying recurring themes, and reviewing these themes for coherence and relevance. Data triangulation was employed by comparing responses from students, parents, and teachers to enhance the validity of the findings.

Ethical considerations were strictly adhered to, including obtaining informed consent from all participants, ensuring confidentiality through pseudonyms (e.g., S1 for students, P1 for parents), and securely storing the data. Participants were briefed on the study's purpose and their right to withdraw at any stage without repercussions.

While this qualitative design provides rich insights, it is acknowledged that the small sample size and focus on a single municipality limit the generalizability of the findings. Future studies are encouraged to include larger and more diverse samples to validate the results and provide a broader understanding of the topic.

## **3. Result and Discussion**

The relationship between parental education attainment and their children's academic achievements in subjects like English has been a focus of research along with the impact of parental involvement in children's education. In the same vein, this study investigated the influence of parental education in terms of their involvement in their child(ren)'s educational achievements. From the semi-structured interviews, we received diverse perspectives of the participants on the role of parental educational attainment in the classroom achievement of children, especially in English.

### **3.1 Parental Education as Children's Academic Motivation**

The educational attainment of parents is directly related to academic motivation among children, as educated parents are more likely to motivate their children, even compared to those with limited accomplishments in formal education. Student



participants' responses indicate a significant disconnect between those whose parents are never educated or have some poorly formal education and those whose parents are university or college graduates. For instance, S1, a third grader, gets assistance from his mother in his studies. She is a high school graduate and provides ample facilitation to her son by reading books to him. He said, "*My mom has been reading books for me. This helps me to learn English a great deal*". It points out how important parental involvement is in a child's education. S1's high school graduate mother realizes the role of the English language in children's academic well-being. He said, "*My mother says I'll need English to become better at what I'll be doing in the future*". It spotlights the educational value that educated parents attach to the English language as they emphasize future profit and opportunities one can gain by excelling in it. Parents believe that English can serve as a major driver in their children's career paths (Chavez et al., 2023). In contrast, S2, a fourth grader born into a family where both the father and mother have little formal education, pointed out that he felt indifferent toward English as neither his father nor his mother can assist him with his English lessons at home. This makes him unable to participate in classroom discussions as well. He said, "*My father doesn't help me learn English and doesn't think it matters that much*". This unveils the fact that uneducated parents do not realize the need for their involvement in their children's education.

Nonetheless, they have the realization that having mastery over English has some welcoming output. S2 further says.

*My father does not help me with my studies; however, he time and again tries to remind me of the role of English in the contemporary era. He says he would feel proud when I could talk in English with someone.*

This indicates that uneducated parents face obstacles in supporting their children's education effectively; nevertheless, they acknowledge the significance of English in shaping career prospects and are captivated by its prestige and influence. Even uneducated parents realize the development of English into a global lingua franca and its evolution into valuable linguistic capital, particularly as Nepal's global exposure is expanding (Shah & Li, 2017).

However, despite recognizing its importance, parents with little or no education often struggle to assist their children in learning English (Chavez, 2023). Consequently, children of such parents tend to lack motivation to excel in English. S2 shared, "*I can understand my parents cannot help me with my English lessons. Because of this, I very often struggle to do my homework*". He added, "*I ask my friend to let me copy their homework because their parents help them to do it correctly. Sometimes this disheartens me*". This sheds light upon the hardships faced by the children lacking proper parental support at home. Experiences of S3 also align with that of S2. She shared, "*Asking friends to let me copy from their answer books is embarrassing but what can I do? I do not know, and my parents cannot help me.*" These experiences highlight the emotional struggle entangled with academic one that arises from the absence of parental involvement in their academic journey.

According to Jeynes (2007), parental involvement in all academic matters, including motivation, is a major contributor to fostering positive attitudes towards studies. Most educated parents tend to build a growth mindset, emphasizing English to better prospects. The lack of motivation observed in students from less educated families aligns with findings by Hill and Tyson (2009), who emphasize that children lacking strong parental encouragement are less likely to excel in academic areas that are perceived as challenging. This pattern can be particularly observed in subjects like English, where

perceived practical value may be low in rural settings, contributing to a lack of academic engagement.

### **3.2 Parental Involvement in English Learning: Diverse Realities**

Studies reveal that the educational backgrounds of parents are highly associated with the participation of parents in children's education (Davies-Kean et al., 2021). Parents with higher education qualifications, not least those who have completed college, tend to play a more active role in their children's education. Their participation is even more noticeable in such activities as helping with homework and encouraging reading in their free time. Families like this often develop a strong reading culture. For example, P2, the mother of S1 said:

*I am always mindful of the fact that I must sit with my child while he completes his English homework. To assist him with his English assignment, I help him with vocabulary and reading English books. Besides this, we have also recently acquired some books that we put on our bookcase, and I have been motivating him to read those books.*

This engagement, which is one of the tactics contained in Epstein's (2001) model for parental participation, is characterized by participation that covers all areas of the child's academic life, such as helping with homework, developing literacy, and taking part in school activities.

Conversely, less educated parents often experience obstacles while engaging in their children's education. P3, the father of S2 said:

*I work in the fields for many hours before I come home, and I cannot help my child with his English homework. I do not know much either. What I do is make sure he gets to school and gives his best.*

The time and energy needed for heavy manual work in the countryside may leave the parents with no space to involve themselves in the academic support of the kids, especially in areas, such as English, that they may be less capable of handling. The discrepancy in parental involvement has been recognized by researchers who claim that parents' lack of education due to their schooling being limited can be regarded as the key barrier that vindicates the parents' noninvolvement in the educational system (Eccles, 2005; Hornby, 2011). Moreover, teachers in the study also acknowledged the differences in parental involvement. T1 noted that educated parents were more likely to attend parent-teacher meetings and actively engage in their children's academic work, whereas T2 remarked that uneducated parents often had limited understanding of the importance of English and, therefore, provided little support at home.

### **3.3 Socio-Economic Constraints on Parental Involvement**

In addition to education levels, socio-economic status is another determiner of parental involvement in children's education. P1, the mother of S3 illustrated how limited income constrains parents' ability to support their child's upbringing. She said:

*I am busy at work getting some money to run the family. Of course, I want my child to achieve, but unfortunately, I am running from home and work and lack both the time and energy to help her with English.*

Her comments show that the material hardship and low socio-economic status of the many parents in the rural areas limit their involvement in their children's educational upbringing. Despite their willingness, they are unable to provide non-school support to their children. According to Baker (2006), financial adversities create a constraint of time

that, in turn, makes it quite hard for parents to participate in academic tasks that are necessities in the successful learning of English.

Likewise, parents' lower socioeconomic condition often prevents them from investing in the education of their children, further limiting their involvement in terms of investment. P1 shared:

*We struggle to make ends meet, and in such a situation, it is difficult to buy books from the market. I ask my daughter to rely upon the textbooks she has received from the school at the time of admission. She tells me that her friend's mother reads new English books for her, which is why she performs well in the classroom. We cannot afford to buy those books, nor can we read English. However, I realize that this affects her learning of English.*

Educational investment along with active parental involvement is the key determiner of a child's academic success because these are the variables that create an academically supportive environment at home (Alexander et al., 2001; Hu et al., 2024). In rural areas of Nepal, such as in the villages of Krishnapur, most people are living in labor-intensive jobs with limited financial capabilities. In such cases, academic support to children from the side of parents becomes limited. The limitations of such support are aggravated when the distance between school and home creates restrictions on the parents from being able to help their children, which might otherwise have ensured their academic success. The disadvantage of learning is further exacerbated by the lack of emphasis on the academic value of subjects like English which may be seen as unnecessary for the instant livelihood needs of the people in the farming communities.

### **3.4 Educational Expectations and Children's Academic Achievement**

There is a significant relationship between the parents' expectations and their children's performance. Parents with high educational levels aimed high as they would always advocate for their children's education, especially in the English language. For instance, P2, remarked, *"I have great hopes for my son. I want him to have the ability to learn English that will benefit him in his further studies"*. Her expectations point out the fact that there is a reasonable possibility of accomplishing English proficiency which is a good predictor of performance according to Gonzalez-DeHass et al. (2005). Her views also align with Hu et al. (2024) who opine that moderate level of parental expectations can positively influence a child's educational achievements along with the parents' educational attainment.

On the other hand, parents with lower educational attainment have too low or too high educational expectations from children resulting in the lack of optimal learning environment (Hu et al., 2024). Lower academic expectations from parents reduce academic pressure on children and create a lack of drive and motivation to children in their studies (Boonk et al., 2018; Ma et al., 2018; Hu et al., 2024). Evidence reveals that in cases where parents have low expectations, children will without doubt lack the aspiration and self-belief required to succeed in educational settings.

### **3.5 Cultural Perceptions of English Learning**

The cultural milieu in which children are brought up impacts the attitude of their parents especially concerning the learning of English. P2 doubted the importance of English by saying; *"In our village, not many want to speak English. I don't know why it's so crucial for my child to learn it."* This is a portrayal of the distant culture regarding the purpose of learning English in rural areas where local languages are used more often, and English skills are not considered to be very critical. On the other hand, P4 maintained the importance of the English language for her daughter's better future. *"I want my daughter to be an English speaker because it would be easy for her to get better*



*employment in the future*". This variation in perspective is important because it determines the amount of assurance and motivation that children get from their parents.

As Baker (2006) has outlined, some of the cultural variables do have an impact as far as the parents' attitudes towards specific disciplines in school are concerned. In the countryside where the dialects of the dominant local language are hypothetically the day-to-day language, English can be viewed as an unneeded foreign language rather than an asset for career advancement and societal elevation.

### **3.6 Teachers' Role in Bridging the Gap Between Parents and Children's Education**

Teachers play a crucial role in linking parents' involvement in school to students' success. In this research, teachers observed that English was a language they promoted among students who did not have any parents' instructions at home. T1, one of the teachers, comments, *"In many cases, I'm the only one reinforcing the importance of English. We need to give more support to parents to help them understand how to help their children"*. For this parent-teacher communication is necessary. Teacher can talk to the parents about progress, challenges, and achievements can encourage parents to become more involved in their child's education (Boonk et al., 2018). Teachers can further help parents understand the importance of English and other subjects taught in school for the future success of their children.

Contemporary parents are not raising children to be successful in academics only, but also in any field of their choice. Thus, parents became more dedicated to educating their children at home as their children became more involved in academics. This study highlights the complex relationship between parental education and the academic achievement of children. The study found that parental education correlates with better educational motivation, involvement, and achievement, apart from these, socio-economic constraints, cultural biases, and parental expectations also significantly influence children's learning experiences. The researchers' instinct to target families with lower educational levels is vital for closing any gap between home and parents. Improving parents' education level together with such type of school programs has two motivational factors which are supporters and the positive image of a successful parent who is educated.

These study findings agree with other studies, which provide evidence for the strong impact that parental education has on the children's academic performance in subjects such as English. Jeynes (2007) said it correctly when he said that parental education cannot all be left out when looking for academic success. Educated parents participate more in such academic activities as getting the child to do their homework, having high expectations for the child, and the child learning while not in school. Concerning S1, for example, his mother's encouragement of her son in learning English — reading together with the child and helping her understand difficult words — can probably account for the child's positive attitude and good achievement in the subject. This finding confirms Hill and Tyson (2009) who assert that parents can be a great help to their children when it comes to homework in such demanding and foreign languages as English.

Additionally, the study finds that parents with lower educational backgrounds have lower expectations for their children's academic success in English. P1, for example, expressed a lack of belief in her child's ability to excel in English, reinforcing Gonzalez-DeHass et al. (2005)'s findings that parental expectations are a strong predictor of student achievement. This lack of belief may limit the child's academic motivation, leading to disengagement and underperformance, as evidenced by S2's indifferent attitude toward learning English.

Overall, the findings underscore the complex relationship between parental education, socio-economic status, and student achievement, which can be better understood through a more holistic framework that considers the cultural and economic contexts in which parents live. This supports Epstein's (2001) framework on parental involvement, which calls for a multi-dimensional approach to fostering academic success by integrating school, family, and community support systems. To mitigate these challenges, schools and policymakers must prioritize initiatives that promote parental engagement, especially in rural and economically disadvantaged areas, ensuring that all children, regardless of their background, can succeed academically.

## 4. Conclusion

This study highlights the significant relationship between parental education levels and children's English language proficiency, particularly in rural and resource-constrained settings like Krishnapur Municipality, Nepal. The findings reveal that educated parents provide structured learning environments, assist with schoolwork, and encourage academic motivation, leading to higher English language achievement among their children. Conversely, parents with limited education face challenges in supporting their children due to socio-economic barriers, time constraints, and a lack of access to resources. To address these issues, targeted interventions should be implemented to enhance parental involvement in education. These may include workshops to train parents on effective strategies for supporting home-based learning, community-based initiatives to raise awareness about the importance of parental engagement, and the establishment of programs to facilitate collaboration between schools and families. Policymakers must prioritize equitable access to educational resources and develop strategies to empower parents in resource-limited communities. Future research should explore the long-term impact of parental education on children's academic outcomes in broader socio-economic and cultural contexts. Large-scale, mixed-method studies could validate these findings and provide scalable solutions for addressing educational disparities. While this study is limited in scope, it offers valuable insights into the critical role of parental education in children's academic success, laying a foundation for targeted action and further research.

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