



RESEARCH PAPER

Emerging Role of Parents for Evolving Speaking Skills of the Distance Learners: A Descriptive Study

Muzammila Akram¹ Farah Fida² Syeda Sidra Nosheen³

1. Assistant Professor, Department of Educational Training, The Islamia University of Bahawalpur, Punjab, Pakistan
2. Ph. D Scholar, Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan
3. Ph. D Scholar, Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan

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**Corresponding
Author:**
muzammilamura
d@yahoo.com

ABSTRACT

Researchers aimed to analyze the impact of parental involvement on English language speaking of distance learners. The objectives of this study were to find out the practices of parents for speaking development of distance learners, to enlist the facilities provided by parents at home, to identify the impact of parental involvement on speaking skill of the distance learners. The population of study was enrolled distance learners in B. Ed 1.5 (session 2017-19), through Allama Iqbal Open University Islamabad. 200 distance learners were selected conveniently as sample of study. A structured questionnaire was used to collect data and SPSS was used to analyze the collected data of study. Result elaborates that role of parents is very important for distance learners; it enhances their confidence and make them fluent which cause of good grades. It was recommended that parents might involve with their children in learning English, provide them environment and opportunities

Introduction

Parental involvement and home environment are considered as the motivational factors for developing oral skills of distance learners. Moreover, Lan, et al. (2011) elaborated that for teaching English, parents have to teach their learners at their starting age. It is very essential so that they will become capable of using English language in daily communication. According to Melhuish, et al (2008), in multilingual cultures learners have to learn more than one language other than mother tongue. In previous decades' English language presented the valuable

change in the field of science and economy (Hui, 2001). Additionally, Vural (2004) this is fact that the education of beginner starts from his/her family gets shape at school level by the teachers and develops throughout the life by social interaction; because proper development of the learners depends on the bond between school and parents. Therefore, it is appropriate to say that achievement of learners lays on relationship between home environment and school. For better development of the child both of factors must cooperate and have good correlation with each other. In conclusion, learners can learn more effectively in such environment where parents and school have the same goals of learning for learners (Sonnier, 1982; Carrasquillo& London 1993). It is clearly stated that excellence of education boosts by the involvement of parents in education of students. Opportunities encouraged them to learn and education given to distance learners to improve inquiry skills, problem-solving skills, self-respect, respect for others and social responsibilities (Contreras, 1988; Stallings, 1986). For the education beginners their parents play an important part related to their educational achievements. It is the biggest reality that parents are first teachers of the learners.

Literature Review

In addition, for education progress of the beginners between extrinsic and intrinsic both factors play an important part. Although the one's home environment, believes, culture and region varies deeply on the learning process of bilingual learners. Additionally, learners learn dominant language at home very quickly and effectively (Nitta 2006).

Furthermore, parents should participate at home in educational activities of the learners. It helps to develop the learners' abilities; for this purpose school should involve such activities those have mandatory parental participation for the beginners' education and learning (Morrow 2005). Furthermore, Leler (1983) elaborated that home is the place where learners spend near about 70% time of their lives they get nurtured at their home. It is fact that for effective learning home environment is known as stimulus for the learners. Not only this, parents should give proper time at home to their children for their learning process. They must create such environment which should help the learners in effective way. Usually learners spend just few hours in educational institutes for learning English. So students must spend the time for learning English at home as well, they must do practices at home whatever they have learnt in school. Learners should listen English audio, documentaries at home as well (Nwabueze, 1984).

Furthermore, Aturupane, et al (2007) elaborated that for the educational development of the learners education of their parents is very important. It plays remarkable role in learners' lives and their educational achievements. It becomes the source of encouragement because it usually observes that children copy their parents in all fields of their lives. Children consider their parents as role model for their future. It is obligatory for the parents to provide such environment to their

children in which they learn and accomplish their academic goals. Moreover, at the different stages of life, multilingual person deeply learn the characteristics of the language.

To share feelings, thoughts, emotions, and ideas language plays dynamic role. It also introduces the people from part to another part of the world. Similarly not only human animals also share their feeling in their own language, they also communicate with others. Additionally, in these days English language has become lingua franca, if any educated person cannot talk in English that is considered as the biggest failure. According to Howatt (1997), history of teaching English language is a vast. Learning English has become the emerging trend in all over the world. In all public and private educational institutions English is taught as an obligatory subject for the learners. In most of the institution of the world English has used as a medium of education. English teachers are working on new and innovative techniques to teach English for the promotion and growth of society. Similarly, Wardhaugh (1998), describes "Language is what the members of a particular society speak". Human express their personality by using language. For the communication, language plays main function, because it is a type of social behavior that enables the individual or group to cooperate with each other.

The study in hand was specially designed to find out the role of parents in developing the speaking skills of the English language of the distance learners. Research on impact of parental involvement has explained that chances of succeeding in school are improved by involvement of parents in education for their children

Materials and Method

The present research was quantitative in nature. The study adopted descriptive design and survey method was used for data collection. In this study, the impact of parental involvement on distance learners' English language speaking was analyzed, keeping in view the objectives of the study. Researchers designed the questionnaire on five point likert scale to collect the data form target population. The population of the research study was the all enrolled distance learners in B. Ed 1.5 in session 2017-19 through Allama Iqbal Open University Islamabad. The (200) distance learners were selected randomly as sample of the research study.

According to the nature of the study, the required information was collected from the distance learners through a questionnaire. Keeping in view the objectives of the study a structured questionnaire was developed. The reliability of questionnaire was calculated through pilot study. The calculated reliability of questionnaire was 0.79. The developed questionnaire was divided into three sections excluded personal information. The first section consisted of 12 questions regarding the role of parental involvement on distance learners English language speaking. The second section consisted of 5 questions regarding the facilities provided by the parents to their learners for speaking English language. The third

section consisted of 8 questions regarding the impacts of parental involvement on distance learners' English language speaking. The respondents were asked to response their suggestions about each question by putting a tick for each factor.

Data was collected based on the five points (Never, Seldom, Sometimes, Frequently, and Mostly). The researchers personally collected data and observed ethics of research in social sciences.

Results and Discussions

To evaluate the collected data for this research, SPSS program was used. Data collected through questionnaire, and formulas of percentage, frequency, mean score, and standard deviation were applied to find out the results of this study. Rating of the responses was scored based on five points of the questionnaire: Mostly=M, Frequently= F, Sometimes=S, Seldom=Sm, Never=N.

Table 1
Emerging Role of Parents

Sr no	Activities		M	F	S	Sm	N	Mean score	Std. deviation
1	Parents provide appropriate time to their children's for practicing English	F	30	26	68	16	60	2.74	1.422
		%	15	13	34	08	30		
2	Parents continuously motivate their children to speak English	F	28	70	50	24	28	3.21	1.444
		%	14	35	25	12	14		
3	Parental involvement enhance speaking of distance learners	F	52	56	64	10	18	3.60	1.154
		%	26	28	32	5	9		
4	Support of parents is necessary for distance learners	F	100	62	24	4	8	4.3	1.001
		%	50	32	12	2	4		
5	Parents provide feedback to their children	F	44	64	64	20	8	3.60	1.07
		%	22	32	32	10	4		
6	Parents pressurize their children	F	24	28	52	24	72	2.56	1.410
		%	12	14	26	12	36		
7	Parental involvement makes the language learning process more effective	F	78	52	44	20	4	3.90	1.003
		%	39	27	22	10	2		
8	Speaking quality enhanced by involvement of parents	F	60	86	34	14	6	3.90	1.111
		%	30	43	17	7	3		
9	Parents of distance learnerstake care about their grade of English	F	24	52	80	22	20	3.3	1.004
		%	12	27	40	11	10		
10	Parents of distance learners should remain in touch with tutors	F	92	60	30	8	10	4.09	1.177
		%	46	30	15	4	5		
11	Parents communicate with distance learners in English	F	34	58	60	20	28	3.45	1.389
		%	17	29	30	10	14		
12	Parents of distance learners use	F	30	76	58	26	10	3.33	1.004

listening exercise to enhance English communication	%	15	38	29	13	5
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Table 1 explains that 8% respondent seldom, 13% respondent frequently, 15% respondent mostly, 30% respondent never and 34% respondent sometimes agreed that parents provide appropriate time for learners' learning. The mean 2.74 presents that majority of the respondent agreed that sometimes parents provide appropriate time to their children. Table also presents that 14% respondent never, 12% respondent seldom, 14% respondent mostly, 25% respondent sometimes and 35% respondent frequently agreed that parents continuously motivate their children to speak English. Mean score 3.21 showed that majority of the respondent agreed that sometimes parents continuously motivate distance learners to speak English. Table explains that 5% respondent seldom, 9% respondent never, 26% respondent mostly, 28% respondent frequently and 32% respondent sometimes agreed that parental involvement enhance speaking of distance learners. Mean score 3.60 also indicates that parental involvement enhance speaking of distance learners. Table explains that 2% respondent seldom, 4% respondent never, 12% respondent sometimes, 32% respondent frequently and 50% respondent mostly agreed that Support of parents is necessary for distance learners. Mean 4.3 presents that majority of the respondent frequently agreed that Support of parents is necessary for distance learners. Table also shows that 4% respondents never, 10% respondent seldom, 32% respondent sometimes, 32% respondent frequently and 22% respondent agreed that mostly parents provide feedback to their children. Additionally, mean score 3.60 represents that frequently parents provide feedback to their children. Table shows that 36% respondents respond never, 12% respondent seldom, 26% respondent sometimes, 14% respondent frequently and 12% respondent agreed that mostly agreed that parents pressurize their children. Mean 2.56 showed that majority of the respondent agreed that parents sometimes pressurize their distance learners for speaking English. Table shows that 2% respondent never, 10% respondent seldom, 22% respondent sometimes, 27% respondent frequently and 39% respondent mostly agreed that parental involvement makes the language learning process more effective. Moreover, 3.90 mean score presents that respondent agreed that frequently parental involvement makes the language learning process more effective. Table explains that 3% respondent never, 7% respondent seldom, 17% respondent sometimes, 43% respondent frequently 30% respondent mostly agreed that Speaking quality enhanced by involvement of parents. Additionally, 3.90 mean score shows that agreed that speaking quality enhanced by involvement of parents frequently.

Moreover, table 1 explains that 10% respondent Never, 11% respondent Seldom, 40% respondent sometimes, 27% respondent frequently and 12% respondent mostly agreed that Parents of distance learners take care about their grade of English. Moreover, mean score 3.21 shows that Parents of distance learners take care about their grade of English. It also represents that 5% respondent Never, 4% respondent Seldom, 15% respondent Sometimes, 30% respondent Frequently

and 46% respondent Mostly agreed Parents of distance learners should keep in touch with tutors. Mean score 4.09 highlights that Parents of distance learners should remain in touch with tutors. It also presents that 17% respondent never, 10% respondent seldom, 30% sometimes, 29% respondent Frequently and 17% respondent Mostly agreed that parents communicate with distance learners in English. Mean score 3.45 showed that majority of the respondent agreed that sometimes Parents communicate with distance learners in English. Table also highlights that 5% respondent Never, 13% respondent Seldom, 38% sometimes, 8% respondent Frequently and 15% respondents mostly agreed that Parents of distance learners use listening exercises to enhance English communication. In addition, 3.43 mean score, explains that majority of the respondent agreed Parents of distance learners use listening exercise to enhance English communication sometimes. Whereas, value of std. deviation of every statement indicates that there is no significant difference between values.

Table 2
Facilities Provided by the Parents

No	Activities		M	F	S	Sm	N	Mean score	Std. deviation
13	Distance learner has personal laptop	F	81	48	50	9	12	3.94	1.111
		%	40.5	24	25	4.5	6		
14	Distance learner has personal mobile phones	F	98	48	30	14	10	4.25	1.233
		%	49	24	15	7	5		
15	Distance learner has personal electronic tablets	F	60	32	44	29	35	3.52	1.366
		%	30	16	22	14.5	17.5		
16	Parents provides English videos to enhance speaking of distance learners	F	66	48	36	19	31	3.52	1.355
		%	33	24	18	8.5	15.5		
17	Parents provides software to enhance speaking of distance learners	F	72	34	34	26	34	3.42	1.501
		%	36	17	17	13	17		

Table 2 explains that 6% respondent Never, 4.5% respondent Seldom, 25% respondent Sometimes, 24% respondent Frequently and 40.5% respondent Mostly agreed that Distance learner has personal laptop. Mean 3.94 highlights that Distance learner has personal laptop majority of the respondent agreed with this statement. Table explains that 5% respondent never, 7% respondent seldom, 15% respondent sometimes, 24% respondent Frequently and 49% respondent agreed that Distance learner has personal mobile phones. Furthermore, mean score 4.25 shows that majority of the respondent agreed that Distance learner has personal mobile phones. It also explains that 17.5% respondent never, 14.5% seldom, 22% sometimes, 16% respondent Frequently, and 30% respondent Mostly agreed that Distance learner has personal electronic tablets. 3.26 mean score explains that Distance learner has personal electronic tablets. Table presents that 15.5% respondent never, 8.5% respondent seldom, 18% respondent Sometimes, 24% respondent Frequently and 33% respondent Mostly agreed that Parents provides English videos to enhance

speaking of distance learners. Mean score 3.52 shows that most of the respondent agreed that Parents provides English videos to enhance speaking of distance learners. Table explains that 13% respondent Seldom, 17% respondent Never, 17% respondent Sometimes, 17% respondent Frequently and 36% respondent Mostly agreed that Parents provides software to enhance speaking of distance learners. Moreover, mean score 3.42 highlights that sometimes Parents provide software to enhance speaking of distance learners. Whereas, value if std. deviation is not significant.

Table 3
Impact of Parental Involvement

No	Activities		M	F	S	Sm	N	Mean score	Std. deviation
18	Distance learners improve their speaking by parental involvement	F	100	66	18	4	2	4.39	0.822
		%	55	33	9	2	1		
19	Distance learners learn English in short time with the help of parents	F	72	76	46	8	0	4.22	0.844
		%	36	38	23	4	0		
20	Parental involvement corrects the pronunciation of distance learners	F	62	55	65	14	4	3.79	1.038
		%	31	27.5	32.5	7	2		
21	Distance learners can speak easily with their class fellows during workshops	F	66	70	37	26	1	3.99	1.119
		%	33	35	18.5	13	0.5		
22	Distance learners can take part in discussion during workshops	F	92	53	33	15	7	4.14	1.119
		%	46	26.5	16.5	7.5	3.5		
23	Distance learners get good grades in English	F	66	86	24	20	4	3.99	1.001
		%	33	43	12	10	2		
24	Distance learners get better jobs in different institutes	F	50	88	38	21	3	3.88	1.811
		%	25	44	19	10.5	1.5		
25	Learning activities at home are beneficial for distance learners	F	89	64	31	13	3	4.14	1.821
		%	44.5	32	15.5	6.5	1.5		

Table 3 presents that 1% respondent Never, 2% respondent Seldom, 9% respondent Sometimes, 33% respondent Frequently and 55% respondent agreed that distance learners improve their speaking by parental involvement. Additionally, mean 4.39 also indicates that majority of the respondent agreed that Distance learners improve their speaking by parental involvement frequently. Table explain that 4% respondent Seldom, 23% respondent Sometimes, 38% respondent frequently and 35% respondent mostly agreed that Distance learners learn English in short time with the help of parents. Mean value 4.22 showed that majority of the respondent agreed that Distance learners learn English in short time with the help of parents. It also explains that 2% respondent Never, 7% respondent Seldom, 27.5% respondent Frequently, 31% respondents Mostly and 32.5% respondent Sometimes agreed that Parental involvement corrects the pronunciation of distance learners.

Mean value 3.40 shows that majority of the respondents agreed that Parental involvement corrects the pronunciation of distance learners. Table also highlights that that 0.5% respondent Never, 13% respondent Seldom, 18.5% respondent Sometimes, 33% respondent Mostly and 35% respondent Frequently agreed that Distance learners can speak easily with their class fellows during workshops. 3.99 shows that majority of the respondent agreed that Distance learners can speak easily with their class fellows during workshops.

Moreover, this Table presents that 3.5% respondent Never, 7.5% respondent Seldom, 16.5% respondent Sometimes, 26.5% respondent Frequently and 46% respondent agreed Distance learners can take part in discussion during workshops. Additionally, mean value 4.14 shows that majority of the respondent agreed that Distance learners can take part in discussion during workshops with their parents involvement. It also explains that 2% respondent Never, 10% respondent Seldom, 12% respondent sometimes, 33% respondent Mostly and 43% respondent Frequently agreed that Distance learners get good grades in English. Moreover, mean 3.99 agreed that Distance learners get good grades in English. It also presents that 1.5% respondent Never, 10.5% respondent Seldom, 19% respondent, sometimes, 25% respondent Mostly and 44% respondent Frequently agreed that Distance learners get better jobs in different institutes. Moreover, mean value 3.88 showed that majority of the respondent agreed that Distance learners get better jobs in different institutes. Table highlights that 1.5% respondent Never, 6.5% respondent Seldom, 15.5% respondent Sometimes, 32% respondent Frequently and 44.5% respondent mostly agreed that Learning activities at home are beneficial for distance learners. Mean score 4.14 shows that majority of the respondent agreed that Learning activities at home are beneficial for distance learners.

Conclusions

Majority of the respondent agreed that Parents do not give proper time to their children for speaking English. Moreover, majority of the respondent agreed that Parents motivate their children to speak English language. Similarly, Chao (2000) described that that parents who are worried about the activities of their children and would like to control their behavior plays the role of controller in learning process of the students. Learners can speak English more fluently by parental involvement, parental support is necessary for learners to speak English, parents act as feedback provider for speaking English. Additionally, Devery (2006) highlights that for learning process of the children parents contribute with their children by providing facilities and home learning activities. Therefore, it is need of the time that parents should find out the emerging technologies for the learning process of the children. Parents do not threat their learners to speak English, learners learn English more effectively by parental involvement, quality of speaking English enhanced by parental involvement.

Additionally, majority of the respondents agreed that parents attend meeting with teachers for their children's speaking development. Similarly, Sternberg (1985) explained that according to different cultures and thought different styling of parents is observed. Moreover, parents should remain in touch with teachers for success of their children. Deal & Peterson (2009) highlights that parental involvement affects the behavior of teachers in positive manners. Majority of the respondent agreed that parents talk in English with their children for learning English, parents engage them in listening exercises for speaking English, parents provide laptop to their children, parents provide mobile phone to their children, parents provide tab to their children. Moreover, parents provide English video games to their children, however, minority of the respondent disagreed that parents provide movies to their children. Furthermore, majority of the respondents agreed that speaking skill of learners improves by parental involvement, learners can speak English immediately with help of parents, and mistakes in pronunciation are improved by parental involvement. According to Jafarov (2015), so many factors effect the parental involvement in educational activities of their children. Such as those parents who have low level of education believe that, they have low level of self-confidence, less communication with the staff of school and do not participate more in the process of education of their children. Learning activities at home are beneficial for learners to speak English; learners speak English more confidently by parental support. Learners improve their academic performance by speaking English, learners can speak English easily by listening audio material daily, and learners can easily communicate with their fellows during educational workshops.

Recommendations

It was recommended that parents of distant learners should involve in the activities of their children for the success and better development. They should give proper time to their children for speaking English and motivate them for learning. They should cooperate with them to solve their problems and should remain in contact with their teachers for the success. Distance learners can speak English closely by the involvement of parents and cooperate easily with their fellows. By the involvement of parents, the chances of succeeding and better development enhanced and they learn easily. Speaking skill of distant learners improved by parental involvement. They communicate with others confidently and without hesitation. As parents are regarded as first teacher of their learners so, by the involvement of parents learners succeed in every field of their life.

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