THE EFFECT OF PARENTAL ENCOURAGEMENT ON STUDENTS' ACHIEVEMENT IN EFL

A CORRELATIONAL STUDY
OF THIRD YEAR INTERMEDIATE SCHOOL STUDENTS
IN THE KINGDOM OF BAHRAIN

By

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DECLARATION

I declare that this work is the result of my own investigation and that it has not already been accepted in substance for any degree, nor is it being currently submitted for any degree.

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Unity

I dreamed I stood in a studio and watched two sculptors there,

The clay they used was a young child's mind, and they fashioned it with care.

One was a teacher; the tools he used were books, music and art.

The other, a parent, worked with a guiding hand and a gentle, loving heart.

Day after day, the teacher toiled with touch that was deft and sure,

While the parent labored by his side and polished and smooth'd it o'er.

And when at last their task was done, they were proud of what they had wrought.

For the things they had molded into the child could neither be sold nor bought.

And each agree they would have failed if each had worked alone,

For behind the parent stood the school and behind the teacher, the home.

Author Unknown

Resource:
Burns, K. (1999: ix). *Top students / Top parents*. Colorado: Family Literacy Press.

To every parent who plays an important role in the education of his/her children

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ABSTRACT

The purpose of this study is to determine the level of encouragement that Bahraini parents give to their children who are studying English as a school subject. Then the study measures the relationship between the level of parental encouragement and English scores of their children.

The sample consists of 488 students of the third intermediate level and their parents residing in urban and rural areas. The students are 14-15 years old, including 214 boys and 336 girls. They have completed 9 years of education, and have studied English as a foreign language for a period of 6 years.

A quantitative research design is utilized. The primary method of data collection is a 28-item questionnaire developed by the researcher. Parents are also asked to provide data on their socioeconomic background. Parents' responses to the items of the questionnaire are correlated with their children's achievement scores obtained from the students' results in the first and second semesters in English examinations of the academic year 2000 – 2001.

Statistical measures of correlations and multiple regressions are applied to the set of the data using SPSS for Windows 2000 programme.

This study reveals that Bahraini parents of third intermediate students report average levels of encouragement (3 out of 5). However, the regression analysis has come up with a model which shows that provision of learning aids, exam preparation, and pointing out the importance of learning English are the most

critical factors affecting students' achievement in English. Other relationships have also been found between various socioeconomic factors and students' achievement.

This study results in implications and recommendations for practice, and recommendations for future research. The most important implication is that schools should support existing parent encouragement and provide parents with advice on how to assist their children's learning.

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CHAPTER 1

INTRODUCTION

Extensive research offers supporting evidence that parents' participation in their children's education increases the children's achievement and improves their attitudes (Olmstead and Rubin, 1983; Ziegler, 1987; Brown, 1989; Decker *et al*, 1994; Henderson and Berla, 1994). These studies indicated that when families are involved in their children's education, children get higher grades, receive higher scores on tests, attend school more regularly, complete more homework, show more positive attitudes and behaviours, and are more likely to enroll in higher education than students with less involved families. Epstein (1992) states that " students at all grade levels do better academic work and have more positive school attitudes, higher aspirations, and other positive behaviours if they have parents who are aware, knowledgeable, encouraging and involved." (p.1141)

Montgomery (1999: 4) claims that when parents are involved in school activities, even in small ways, their children get the message that education is important for the whole family, while the teachers get the message that another group of concerned adults consider their daily efforts and decisions to be important. Therefore, research has shown that one of the most promising ways to increase students' achievement is to involve parents in their children's education (Chavkin, 1993; Henderson and Berla, 1994).

Hewison and Tizard (1980: 209-215) conducted a study involving parents who have limited English proficiency in the education of their children. They found that home lessons reinforced ESL concepts and language skills taught in the classroom. Walqui (2000: 3) points out that support from home is very important for second language learning. She suggests that parental belief and interest in the child's language acquisition are important factors for successful second language learning.

Several research studies dealt with in chapter (2) have documented the positive effects of parent involvement on children, parents, teachers and schools. Despite these benefits, no detailed study has attempted so far on Bahraini students in third intermediate level to find out the effect of parental encouragement on students' achievement and success in English as a foreign language. Therefore, this study was conducted in order to measure the level of encouragement and its relation to the students' achievement in English as a foreign language.

1.1 Main Purpose of the Study

Educational research suggests that the role of families is important for their children's learning, development and school success across the grades (Decker *et al*, 1994: 3).

Since there has not been any study conducted in Bahrain to find out whether Bahraini parents encourage their children to learn English at government schools or not, this study attempts to fill this gap. Specifically, it aims to find out to what

extent Bahraini parents encourage their children to learn English. It also investigates the effect of parental encouragement on their children's achievement in English as a foreign language at government schools.

1.2 Objectives of the Study

The following are the objectives of the study:

- To identify the level of parental encouragement towards their children who learn English at government schools.
- To find out the effect of parental encouragement on students' level of achievement in English.
- To develop guidelines and practical recommendations to improve students' achievement in English.

1.3 Need and Significance of the Study

Kingdom of Bahrain, being an international centre of trade and commerce in the Middle East uses English besides Arabic, its official language, as the second official language. This has helped so far in its political and economical growth both in the government as well as the private sectors. English is hence, also known as the commercial language of Bahrain. It is considered to be one of the main qualifications required for many jobs in Bahrain. Being able to speak and write English is always a prime requirement that both local and foreign

employers demand from their employees. Thus, among all other foreign languages, English enjoys an enviable status in the kingdom.

Since English plays a significant role in the growth of economy of the kingdom, curriculum constructors have included it as one of the main school subjects. English is introduced into the curriculum in the third year at primary school. It is taught as a foreign language right through the intermediate and secondary levels of education for a period of ten years, at the rate of five periods per week, duration of each period being 55 minutes. During the three years at the secondary level, the number of periods per week is increased to six for the art students. The credit-hour system, which was adopted in the 1990s for the secondary level, requires a basic component of 60 periods in each semester, along with a number of optional courses in English. According to the system, a student must obtain a pass mark in English language so as to be promoted to a higher class. Hence there is a growing need to encourage the learning of English in Bahrain.

It is essential for every teacher to know about the social and cultural background of students, as it helps him/her to provide adequate learning experiences for students. Teachers need to know about the student's parents since they play an important role in any school, i.e. a natural link between the classroom and the community with a wide range of skills and experiences to offer (Allen, 1988: 24). Shartrand *et al* (1997) recommend that teachers should understand the many influences in the lives of children. This can enrich the teachers' efforts to develop their own strategies and classroom techniques that are meaningful and relevant to student learning. Learning about families can also prepare teachers to

enlist the participation of parents in encouraging and supervising their children's education.

As a teacher, the researcher has noticed that many students lack interest in English lessons although their parents claim that they do encourage and support them to achieve high scores at school. The researcher has also observed that the parents of low achievers do not come to school to enquire about their children's level in English. For these reasons, the researcher deemed it important to know whether Bahraini parents do encourage their children to learn English and whether or not this encouragement has any effect on their children's achievement.

1.4 Research Hypothesis

To examine the relationship between parental encouragement and student achievement, and since the study was a correlational one, it was decided to address the following specific research hypothesis:

EFL third intermediate level students who get a high level of parental encouragement and support achieve high scores in their English achievement.

To test the main hypothesis, the following sub-hypotheses were formulated:

Hypothesis (1.1): EFL third intermediate level students whose parents encourage them to do their homework or help them in doing their English homework achieve high scores in English.

Hypothesis (1.2): EFL third intermediate level students whose parents follow up their achievement in English achieve high scores in English.

Hypothesis (1.3): EFL third intermediate level students whose parents provide them with learning aids and facilities, and who encourage them to use them achieve high scores in English.

Hypothesis (1.4): EFL third intermediate level students whose parents prepare them well for exams, and encourage them to get good grades achieve high scores in English.

Hypothesis (1.5): EFL third intermediate level students whose parents point out the importance of English in different fields achieve high scores in English.

1.5 Limitations of the Study

This study was limited to measuring parental encouragement as a variable influencing student level of achievement in English at government schools. In addition, all the subjects participating in this study were limited to Bahraini parents of third intermediate students who were studying English as a foreign language for the academic year 2000-2001.

1.6 Definition of Related Terms

- **Government schools:** Public schools that are under the direct administration of the Ministry of Education, Kingdom of Bahrain. Government schools are of three levels which are as follows:

  - **Primary level**: This level represents the first rung of the educational ladder. Children start this level at the age of 6+ and the level lasts for six years.

  - **Intermediate level**: It comes after students complete the primary level and it lasts for three years. Students who complete this level are awarded the intermediate certificate. Students at this level are about 14+.

  - **Secondary level**: Students start this level after they complete the intermediate level. It lasts for three years. After finishing this level, they are awarded a secondary school leaving certificate. Students at this level are about 16+.

- **Parent Encouragement**: It refers to obvious verbal or nonverbal forms of encouragement for a child to be active (Welk, 1999: 2). In this research, parental encouragement refers to parental behaviours and practices that help the student achieve better at school. It consists of five components: **parental help with homework**,

follow-up, provision of learning aids, preparing for exam and **pointing out the importance of English.**

- **Parent Involvement:** It is the practice of any activity that empowers parents and families to participate in the educational process either at home or in a programme setting (Rockwell *et al*, 1996: 6).

1.7 Summary

This study attempts to investigate whether a relationship exists between student achievement in English and parental encouragement. It is aimed at seeking the answers to the following questions:

- **To what extent do Bahraini parents encourage their children to learn English?**
- **What effect does parental encouragement have on learning English?**

To seek the answers to the above questions five sub-hypotheses were formulated. These sub-hypotheses represent parental encouragement components such as ***helping with the homework***, ***following-up***, ***provision of learning aids***, ***preparing for exam***, and ***pointing out the importance of English***.

The students' achievement scores are expected to be affected by the independent variable; i.e. parental encouragement. The study is limited to third intermediate students who study English as a Foreign Language at government schools. The chapter ends with a definition of terms that are related to the study.

CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews research and studies that show the effect of parenting practices at home on children's achievement in school. It also discusses techniques recommended by other researchers for overcoming barriers to parent involvement in children's education. The chapter ends with a summary of the main findings of the review of literature.

2.1 Why Parents?

From the beginning, the family plays an important role in teaching a child how to walk, talk, play and interact with others, and how to develop beliefs, values, attitudes and social skills necessary to work effectively in society (Decker *et al*, 1994: 1-2).

Rockwell *et al* (1996: 11) stress the importance of parents' role in child development particularly in early childhood. They claim that in spite of the changing family circumstances, the home remains the main source of a child's developmental experiences, including language, social, emotional, moral and intellectual. A child's language, motor, and cognitive abilities develop most rapidly during the first five years of development, and parents play a major role during this critical period.

In his programme "Parents Assuring Student Success" PASS, Ban (2000: 2) draws our attention to the fact that a child's first teachers are his parents, and the first classroom is the home. Children spend one third of their lives at school, and the remaining two-thirds are spent at home. The influence of the parents and the home is far greater than the influence of the school, particularly during the child's formative years, when study habits and attitudes take shape. He confirms that children do not learn from teachers alone; they learn from parents too.

By considering parents as children's first teachers, it is recognized that they teach, model, and guide their children. Parents are also considered an important resource for teachers since they have the most intimate knowledge of their child's history, personality, needs, and abilities (Rockwell *et al*, 1996: 25-26). Ban (2000) states that "since parents are in charge where learning begins, they are in the best position to motivate their children to succeed in school." (p. 2)

In the past, it was believed that once a child enters school, education should be left to the professionals since they are trained in the job. However, this view has been abandoned by latest research which shows that all kinds of parent involvement improve students' achievement (Decker *et al*, 1994: 1). Therefore, the school environment is only one dimension of a child's life. Child's success at school is greatly affected by home and community (Montgomery, 1999: 1).

2.1.1 Parents' Role in Determining Children's Success or Failure at School

Ban (2000: 1) points out that the responsibility of ensuring that students do well at school depends not only on the government and the school itself, but also on those at home, namely, the parents. He links failure in school to failure at home. According to him, when parents are busy with their own lives rather than with their children's, the result is that these children do not do well at school. He points out that when students underachieve, it is the result of parents not doing their job, and that if all parents helped their children to learn skills to succeed in school, there would be no problem of below-average student performance.

Johnson (1997: 7) believes that parents do shape students' success. She states that since children learn all day long and much of what they learn takes place after their school time, parents are in a better position than teachers to guide learning growth and expand their children's learning. She points out parents' responsibilities as follows:

- Be their children's best teacher
- Have a plan
- Individualise the plan
- Emphasise good work skills
- Value good education
- Make home a conducive place for learning
- Extend learning outside the home
- Actively support local community

- Support public schools
- Be a good model
- Be positive and show compassion
- Spend time talking

Burns (1999) claims that students who are encouraged and supported by their parents become the 'top' students of the class. They are helped by the parents to understand their assignments and do their homework correctly. These students remain at the head of the class throughout their school and college life, and later get the best jobs in society. On the other hand, those children who are withdrawn and have poor language development, mainly because of their parents' inability to help them, cannot understand simple instructions and have difficulty in learning how to read. These children fall to the bottom of the class and remain there in spite of extra classes and punishment. Most of these children finally give up because they are unable to succeed despite their efforts. However, Burns (1999) lays the blame of this debacle not only on the parents who are unable to help their children, but also on the society and the educational system which expects parents to perform without any training.

Ban (2000: 144) observes that preschoolers and kindergarten children are very enthusiastic about learning. However, this enthusiasm is lost as they grow older. He blames uninterested teachers, peer pressure, uninteresting learning materials, poor facilities and unsupportive homes. He feels that it is the parents' responsibility to ensure that their children do not lose interest in studies. Therefore, parents must ensure that learning takes place at home to achieve

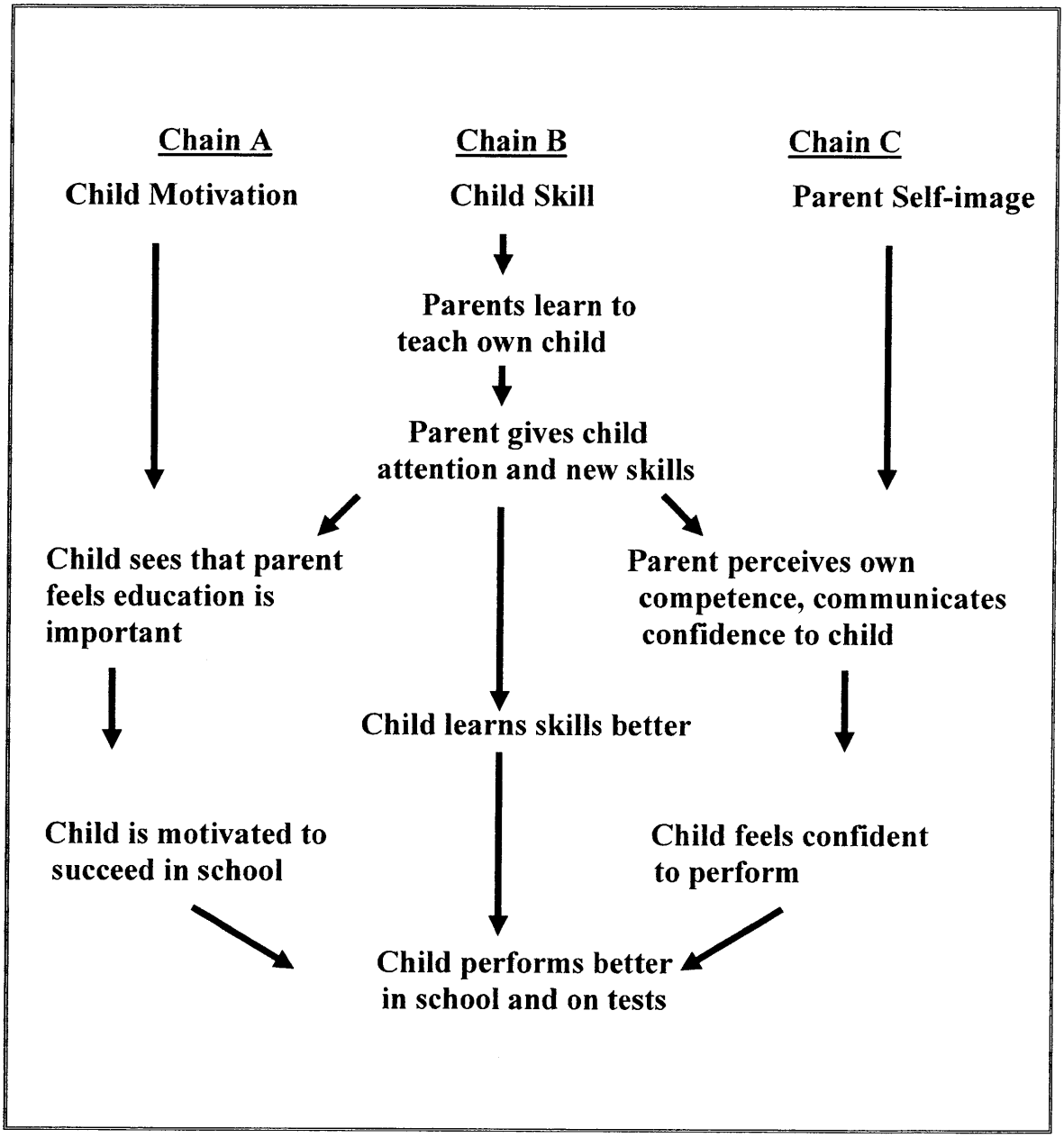
excellence in education. Schools can build on that. Children will get more out of school if parents devote more time to their learning at home.

Ban (2000: 2) confirms that parents are the key to upgrading education by lending teachers a helping hand. The most effective way for parents to help increase student achievement is by becoming learning facilitators. This means that they have to learn basic techniques for improving their children's study habits. These are techniques that all parents can learn because they do not require special preparation or a long period of training.

2.1.2 How Parents Affect Children's Achievement

According to Stearns and Peterson (1973), when parents teach their children, they not only give their children new skills, but also build their own feelings of competence. This in turn affects their own motivation to perform better in school. The researchers devised the following reinforcement cycle which links parent roles (as tutors, staff, and decision-makers) to improved child development:

Figure 2.1 Positive Reinforcement Cycle from Parent Involvement (Stearns and Peterson, 1973 cited in Henderson & Berla, 1994: 126)



However, Snow *et al* (1991) proposed three models on how families affect children's literacy and language achievement:

- **Family as Educator**: describes the parents' role in helping with homework, literacy environment of the home and parent expectations for the child's achievement.

- **Resilient Family**: looks at the home environment in which children improve self-confidence and a positive self-image, have positive expectations about their relations with teachers, have experienced success after persistence at difficult tasks, can set goals and regulate their own behaviour.

- **Parent-School Partnership**: includes parent involvement in school, contacts with teachers, help with homework, parent-child interaction about education and school attendance. Of these, the most significant factor that correlated with children's literacy outcomes was formal parent school involvement. This involved active PTA participation, attending school activities, and serving as a volunteer.

2.2 What is Parent Involvement in Education?

Parent involvement takes a variety of forms related to activities both in and out of school. They range from parent encouragement to intense parent/school partnerships (Flood, 1993: 1).

Rockwell *et al* (1996) state that "Many programmes have defined parent involvement through a selected "model" that uses a specified format for parent-educator interactions, such as home visitation, conferences, or parent education classes." (p. 6). According to Perroncel (1993), parent involvement has been defined as a partnership among home, school, and community members in support of a child's educational process. According to Epstein *et al* (1997), it consists of six aspects:

- **Parenting**: to assist families establish home environment to support learning and positive parenting.

- **Communicating**: to design effective forms of communication to reach parents.

- **Volunteering**: to recruit and organize parent help and support.

- **Learning at home**: to provide ideas and materials to parents on how to help their child at home.

- **Decision making**: to include families as participants in school decisions, governance and advocacy.

- **Collaboration with the community**: to coordinate resources and services from the community to families, students and the school, and provide services to the community.

It can be concluded that there is not a particular definition for parent involvement. However, the research indicates that parents should be involved in many different roles which help students succeed at school.

2.2.1 Characteristics of Involved Parents

It is believed that parents who are involved in the education of their children have certain characteristics. For example, White (1995) found that low-income minority parents who are involved in their children's education see themselves as the primary educators of their children. They provide their children with an assortment of educational materials and use various strategies to teach and reinforce basic skills on a daily basis. Involved parents believe that education is important and see learning as the key to future success and better life. This belief, in conjunction with high aspirations for their children, motivates them to become active advocates of high quality educational experiences for their children. In other words, their belief that education is important motivates their involvement.

Becher (1984) presents the following characteristics of parents of high-scoring children. Children with high achievement scores have parents who:

- have high expectations for them;
- interact with them frequently;
- see themselves as teachers of their children;
- use more complex language;

- provide problem-solving strategies;
- act as models of learning and achievement; and
- reinforce what their children are learning in school.

However, Burns (1999: 19) believes that parents can be successful parents and produce children who will be the best that they can be by following her recommendations. According to her, top parents:

- make education a top family priority;
- ensure an educationally rich home environment;
- attend Parent Teacher Association (PTA) meetings and school functions;
- read to their children daily;
- help develop their children's self esteem;
- praise and reward their children's efforts and successes;
- are fair and firm in their discipline;
- teach their children to be responsible for their own learning;
- show how to learn from mistakes;
- ensure that homework is completed and returned on time;
- teach respect for school rules and teachers; and
- teach their children to be courteous and respectful to other students.

2.2.2 Benefits of Home-School Involvement

Most of the studies suggest that when schools work together with families to support learning, students, schools and communities benefit. Moles and D'Angelo (1993) identified the following benefits of strong home-school partnerships:

Teachers benefit through:

- Ongoing training and discussion about working with families from diverse backgrounds.
- Support from their principal.
- Tapping the knowledge and skills of co-workers.
- Maximizing resources through optimized homework and home learning activities.
- Communicating with and understanding the expectations of parents.
- Involving families in home learning activities.
- Increased parent support and cooperation.

Administrators benefit through:

- Improved home /school communication.
- Fewer parent complaints regarding homework issues.
- Better use of limited resources linking home and school.
- Improved school climate because children see parents and teachers as partners.

Parents benefit through:

- Opportunities to make their voices heard and enhance their children's chances for success in school.
- Consistent expectations, practices, and messages about homework and home learning processes.
- Increased participation in home learning activities with their children.
- Access to school resources involving parents, such as homework hotlines.

Students benefit through:

- More positive attitudes toward school.
- Higher reading standards.
- Better homework opportunities.
- Better completion of homework at weekends.
- Seeing similarity between school and home.

2.2.3 Barriers to Parental Involvement in Education

Parental participation in the education of their children can become challenging by various factors. Many researchers have investigated these factors that prevented parents from taking active role in the education of their children. Montgomery (1999: 22-23) presents some reasons which explain parents' reluctance to interact with school professionals:

1. During their school days, many parents have memories of being discouraged.
2. Parents may feel that if they have different views from the teachers', their child will be discriminated against.
3. Many parents think that they have to talk to teachers only if a problem comes up.
4. Some families lack time because of work schedules that prohibit their presence during daytime. Rockwell *et al* (1996: 15) point out that a major barrier to involvement is lack of time. Working parents do not have flexible work schedules. There may be health issues and all children may not be attending the same school. For some families there may be a number of personal problems like transportation or difficulties with family relationships.
5. Some parents have already experienced negative interactions with school teachers about their child.

In addition, some families may feel hesitant to talk with the teacher about their children, as Ziegler (1987) points out that disadvantaged parents seem anxious to cooperate with teachers. The parents may be illiterate, feeling embarrassed to be involved (LaBahn, 1995: 2). This is supported by Rockwell *et al* (1996: 16) who argue that some parents lack self-confidence and do not see themselves as the "first teacher", while others think that the teachers do not respect or listen to them.

Other reasons could be attributed to the school itself. The perception that parents cannot or will not support their children's education could affect parents'

involvement. Parents were expected to provide financial assistance, but no academic support (Coleman, 1987). This view is emphasized by Liontos (1991: 2) who argues that teachers' attitude affects the amount of parent involvement. Teachers who have low expectations for poor children, or who believe that poor parents do not care about their children and do not want to be involved in their education may contribute to children's failure.

According to Freedman *et al* (1989), school practices affect parental participation in their children education. If teachers do not give information or materials to parents to support their children's learning at home, parents will not be involved in their children to learn at home. As Rockwell *et al* (1996:17) point out insufficient parent involvement may be due to a lack of administrative support. Lack of policy guidelines, inadequate staff time, or money for family programmes can be barriers to parent activities.

Moreover, many parents may lack knowledge about how to help. Epstein and Connors (1992) found that many parents do not know how to translate their concern into positive involvement. Many parents say they would be willing to help their children with homework or other learning activities if teachers would give them more guidance (U. S. Department of Education, 1994). Besides, there are parents who do not view involvement as their responsibility or as something expected of them (Hoover-Dempsey & Sandler, 1997).

It is also possible that parents think that education is not important (Vandergrift & Greene, 1992). Cultural and religious reasons may also play a critical role here. Some families may think that emphasis on the importance of learning

another language may lead their children to give up their first language or dialect (Walqui, 2000: 2), acquire negative aspects of the target culture, and lose their identity or religion.

Despite these barriers, parents are eager to learn and try new techniques (Rockwell *et al*, 1996: 17). Not only do teachers believe that involvement of parents is crucial to their students' success, but the majority of parents believe that their children's success is directly related to their active involvement in the children's formal education (National PTA, 1993).

Research shows that parents are interested in their children's education and want to help them succeed. Chavkin and Williams (1993), studying the attitudes of minority family parents found that they were concerned about their children's education and wanted to take an active role. Thus, if schools are serious, they can adopt different ways to involve parents in the education of their children and break down barriers.

According to Wisconsin Department of Public Instruction (1993), families want teacher contact, information, help, and want teachers to love and discipline their children. Therefore, more attention should be paid to educating the parents to help their children to develop their skills to their fullest potential (Burns, 1999).

2.2.4 Practices that Encourage Parent Involvement in Education

Despite the above barriers, research indicates that there are some practices that encourage parents to get involved in their children's education. Freedman *et al* (1989) suggest the following practices that encourage parent involvement:

a. School based practices

- Use of easily understood language in communications emanating from schools.
- Flexibility in timings and locations of events.
- Ensuring that one person in the school is fully involved with the outreach programme.
- Ensuring that all parents from every sector of the community are valued and their skills are utilized.

b. Non school-based practices:

- Asking local employers to release family members for parent-teacher conferences.
- Asking local government agencies to co-operate with the school.
- Asking local community organizations to become partners with the school.
- Using the Local community resources collectively.

2.3 The Importance of Collaboration between School and Families

Because children spend most of their time at home, the relations between home and school should produce large effects on learning (Walberg, 1984). Caplan *et al* (1992) conclude that families cannot provide support to their children alone. Schools must engage families meaningfully in the education of their children. Kellaghan *et al* (1993) support this conclusion. They argue that schools alone do not prepare young people to take an active role in modern society. Parents can encourage learning at home if they understand what is expected of their children at school and are kept informed of things they can do to support these expectations. Home and school should work together to reinforce respective roles in education.

Clark (1990) concludes that family, school and community are responsible for providing constructive activities that will raise the academic success. The attitudes and relationships between students and their parents, relatives, teachers, ministers, coaches, instructors and tutors can be among the most important factors in creating an environment that increases the chances for successful schooling. Chavkin (1993) stresses the importance of family, school and community in the educational process. She concludes that all three parts are of primary importance and they must work together for the educational system to work effectively.

Based on their literature review, Scott Stein and Thorkildsen (1999: 34) conclude that there is a moderate positive relationship between parent involvement and student achievement, and the extent to which parents are

involved and how they are involved can be influenced by schools. Therefore school must encourage parental involvement through regular invitations to school activities and social events. Christenson *et al* (1992) recommend that school psychologists encourage parents and assist them to have high expectations for student achievement, provide structure at home for learning, provide a reinforcing home environment and maintain appropriate discipline.

A lot of research indicates that a child's education is a responsibility shared by school and family. Hsu (1995) stresses the important roles of parents and teachers in achieving success in a second language. The researcher suggests that the following components are critical for children in Taiwan to learn English in a positive, effective and rewarding way: teachers' and parents' recognition of and emphasis on the importance of learning English, their provision of a rich and balanced English literacy environment, their use of multiple strategies and their efforts in seeking other possibilities to support and continue children's English learning.

Research also shows that when teachers help poor parents help their children, these parents can be as effective as parents with more education and leisure (Epstein, 1984). In a study of student achievement in the classrooms of 14 elementary schools, Epstein (1991) studied other factors such as family background, teacher quality and leadership in parent involvement, parent reactions (rating of quality of homework assignments and requests) and student effort. She found that teacher's leadership in involving parents in working with their children made a strong contribution to reading achievement. So when

teachers use a variety of techniques to encourage parents to help their children at home, students achieve better at school

Some education researchers believe that both parents and school should be held responsible when parent support is lacking. Hamilton and Osborne (1991) and Brown (1989) believe that the entire staff of a school must work as a cohesive unit to ensure that the parent-child-teacher relationship is an equilateral triangle. They must all work together to help the child get the best possible education.

Kellaghan *et al* (1993) show that home school synchronization is a symbiotic relationship that strengthens family relationships and promotes community awareness. It also sends a powerful, lifelong message to students that learning is valuable, and so are they!

2.3.1 How Can Educators and Teachers Involve Parents?

Research suggests that educators and teachers should develop some kind of plan in order to involve parents in their children's education.

Montgomery (1999: 14-31) finds that counsellors need to be welcoming in their attitudes towards parents. They must build effective bridges between the home and the school especially with parents who are hard to reach. Parents must be made to feel that they are valued individuals who can contribute to their child's education. To attain this goal, counsellors try to construct two-way bridges that can accommodate the heavy load that may be placed on them in terms of

teamwork and problem-solving. Interactions with parents should try to foster a genuine dialogue and make parents feel that their views are important to the school.

Epstein & Dauber (1991) and Swick (1991) argue that teachers and parents can foster partnerships through collaboration, planning, communicating and evaluating. Swick (1992: 1) points out that teachers can encourage partnership behaviours in parents by modeling respect and communication skills, showing interest in the children, responding constructively to parent concerns, promoting a teamwork philosophy, and being sensitive to parent and family needs.

Wikelund (1990) suggests that teachers can successfully involve parents in the following ways:

- Maintain high expectations for every child.
- Examine their own assumptions about ability and interest.
- Get to know the community of the children they teach.
- Treat all children with respect and welcome their families in the school.
- Establish and maintain two-way communication with parents and other family members.
- Provide a variety of options for parents to collaborate in teaching children.

- Participate in school activities designed to help families and teachers to work together and collaborate with other professionals to address children's problems.
- Teach children to value culture diversity.
- Use ways to validate children's experiences outside school and never give up on any child.

Montgomery (1999: 46-47) puts forward the following three distinct philosophies of ideal relationship between parents and caregivers and the schools.

1. Task orientation: In this orientation the schools attempt to involve parents as tutors, aides, attendance monitors, fund raisers, field trip monitors, band boosters and clerical help. Parents are also asked to ensure that homework is done or school behaviour is corrected. This is the most traditional view and the type of home-school relationship that many teachers and administrators prefer.

2. Process orientation: In this orientation parents are requested to take part in activities important to the educational process, such as curriculum planning and textbook review. Since school professionals often do not prefer to share these responsibilities with parents, this orientation is not very widespread. However, it is growing. The process orientation promotes a feeling of ownership for the educational experiences of the child among the parents which in turn helps them to insist on the children's regular school attendance and responsible academic effort.

3. Developmental orientation: Encourages parents and caregivers to develop skills that are good for themselves, their children, the school, the teachers and the families. Community schools are examples of this type of orientation. Parents use their strengths to give time, energy and resources to the school. Simultaneously, they get opportunities to learn about their child and parenting practices which both support children and provide structure for their lives.

2.4 Importance of Parental Education Programmes

It is believed that academic achievement is improved by parental behaviours and skills learned in parent involvement programme.

Results of experimental studies showed statistically significant differences on measures of achievement between children whose parents participate in parent involvement programmes and those who do not (Scott Stein and Thorkildsen, 1999: 31).

Research conducted by Lazar & Darlington (1978); Gordon (1979); Gotts (1989) found that programmes that involve parents in the education of their children affect in a positive manner the learning outcomes of their children and have lasting effects on the children's performance in school.

2.5 Studies on Parent involvement

A lot of research has been undertaken to assess the relationship between parent involvement and students' achievement. The literature which examines the relationship between parent involvement and students' achievement presents a clear pattern of positive relationship. These studies can be classified into three main categories according to their point of focus.

Flood (1993: 1-3) states that there are three main categories for parent involvement studies:

- **Parent child relationships in the home**: This category focuses on parent behaviours and attitudes at home which promote children's learning. These studies indicate that parental encouragement of positive attitudes towards education and high expectations for student success have a positive effect on students' achievement (Clark, 1983; Dornbusch, 1986).

- **Parent training or involvement in performance contracts**: This category focuses on special training to enhance parenting skills that foster children's learning process (Walberg *et al*, 1980).

- **Parent/school/community partnerships**: It focuses on parents' school partnership models where schools value parents as valuable resources and, therefore, include them in every aspect of the educational process (Armor, 1976; Comer 1986).

2.5.1 Influence of Parental Attitudes, Motivation, and Expectation on Children's Achievement

A lot of research indicates that parents' attitudes, expectations and beliefs about learning have influence on their children's attitudes and behaviours (Bloom, 1985; Ames and Archer, 1987; Wagner and Spratt, 1988).

With regard to the effect of parental expectation, research shows that the expectation of parents influences students' performance at school. Soto (1989) found that parents of high-achieving students have higher aspirations for their children schooling, and are more involved in educational activities than do parents of low-achieving students.

Scott-Jones (1984) suggests a model for understanding the relationship between parents' expectations and their children's performance. She suggests that when parents' expectations and aspirations are communicated to the child, the child perceives and use them to develop self-expectation. When children develop self-expectation, they perform better. This is supported by Scott-Stein and Thorkildsen (1999: 33) who suggest that students' achievement and parents' aspirations have a circular relationship because they influence each other; however, a well-designed, longitudinal research is needed to prove this.

Research also suggests that high achievement may be fostered by parental influence on the children's attitudes and motives that are essential for school learning (Baker and Stevenson, 1986).

Ban (2000: 21) argues that children are a reflection of their parents and they display their parents' attitude towards education. Parents can cultivate a positive learning attitude in their offspring. Having strong mental attitudes empowers parents to give the gift of confidence to their children. Clark (1983) found that parents of high-achieving children tend to hold common attitudes toward education.

Gardner (1960: 214) examined the effect of parental support on the student's integrative orientation. The analysis of the study suggested that a high school student's orientation is related to that of the parents'. Integratively-oriented students tended to have an integratively-oriented parent, instrumentally-oriented students, an instrumentally-oriented parent. He concluded that an integrative orientation will not be maintained by the student unless it is reinforced by a similar orientation and favourable attitudes towards the other language group by members of his family.

Gardner and Lambert (1972) also studied the effect of attitude and motivation on French proficiency for Louisiana students. They found that motivation and desire to learn French, when supported by a favourable parental attitude, are related to a high level of achievement in French course work. They state that "regardless of intelligence, the motivated student with encouragement from his family can do well in school-taught French." (p. 36)

In another study, Gardner and Lambert (1972) examined the role of integrative motivation in the acquisition of a second language. They studied the attitude of 103 Filipinos who had about six years of formal training in English as a subject

matter. Parental encouragement was among other variables that were measured in their study. They found that integratively oriented students had motivation and desire to learn English, were interested in foreign languages, had good study habits, received parental encouragement to learn English, and appeared satisfied with society and their role in it. Besides, Filipino parents held positive attitudes towards Americans, encouraged their children to study English, and thought that their children had integrative outlook towards learning English. They concluded that

> students who approach the study of English with an instrumental outlook, and who receive parental support in their views are clearly more successful in developing proficiency in the language than are those who fail to adopt this orientation. (p. 130)

However, in their analysis of the Connecticut data, Gardner and Lambert (1972) concluded that parental encouragement alone has no effect on students' progress in a foreign language. They state that "to be effective, motivation must be self-generated and essentially independent of parental support." (p. 52)

2.5.2 Other Family Behaviours and Practices that Promote Success in School

Researchers have also studied other family behaviours and practices that can promote high achievement among students from different background. It was found that what parents do at home is more critical than the socioeconomic level or cultural background of the family.

Scott-Jones (1984) concludes that the following familial factors influence children's cognitive development and school achievement:

- **The Biological factors**: genetic influences, health and nutrition.

- **The Environmental factors**: physical setting such as lack of stimulation or an excess of crowding and noise in the home.

- **The status variables**: family configuration, single parent families, working mother, socioeconomic status and race or ethnicity. However, the researcher suggests that educators should not emphasize the deficiencies that may come from these changes in family status.

- **Family processes**: parent-child interaction and parents' aspirations and expectations for the child's educational achievement.

Clark (1983) found other familial characteristics related to academic success. He found that families who have high achieving children were characterized by frequent dialogue with their children, strong encouragement of academic pursuits, clear and consistent limits for children and consistent monitoring of how time is used.

Becher (1984) presents the following characteristics of parents of high-scoring children. Children with high achievement scores have parents who:

- have high expectations for them;
- interact with them frequently;
- see themselves as teachers of their children;
- use more complex language;
- provide problem-solving strategies;
- act as models of learning and achievement; and
- reinforce what their children are learning in school.

It should be noted that some of above points are incorporated in this research. They are however formulated slightly differently.

Tizard *et al* (1982) found that children who practiced reading at home with parents made highly significant gains in reading achievement at school. This finding was confirmed by Glogauer (1995) who examined the relationship between the amount of time parents of French Immersion students spend in listening to them read and the progress that these students make in English reading, without explicit English reading instruction. The researcher has found that parents of children who made greater gains reported that their children spent more time reading to their parents. The researcher has concluded that children who are coached tend to make greater reading gains, but the activities in which parents partake may be influenced by parental perceptions of their children's progress.

Another study was conducted by Zhang (1995) to determine how cultural, linguistic and family factors influence the academic performance of Chinese-American students in the United States. The subjects of the study were eight

junior high school Chinese-American students who were instructed in their native language and received English as a second language. The subjects were classified as 'successful' or 'unsuccessful' students. The 'successful' students received a grade of 90 and above in reading, language arts and maths. The 'unsuccessful' students scored 70 or below in the same subjects. The researcher found that the English language influenced the students' school learning, and the 'successful' students' parents gave more time and attention to their children than those 'unsuccessful' students' parents. The researcher also found that the attitude and the behaviour of the parents do help children to do better in school.

Clark (1993) studied the effect of certain parenting practices on students' achievement. The subjects of the study who were predominantly Hispanic, Black, Asian and other non-Anglo, were divided into high achievers and low achievers. He found that the parents of high achievers were more involved in home learning activities, their children spent more time on homework, and they used the dictionary more.

Other studies found that parenting style is a more powerful predictor of student achievement than parents' education, ethnicity or family structure. Dornbusch *et al* (1987) identified three parenting styles and correlated with student grades:

- **Authoritarian**: Parents tell children not to argue with adults, punish them for poor grades and respond to good grades with instructions to do even better.

- **Permissive**: Parents do not respond to grades, whether poor or good, do not stress working hard and are not involved in education.

- **Authoritative**: Parents tell children to look at both sides of an issue, they talk about family politics and encourage all family members to participate in decisions; they respond to good grades with praise and offers help and encouragement.

The researchers concluded that authoritarian parenting was associated with the lowest grades, permissive parenting with the next lowest and authoritative with the highest grades.

Henderson and Berla (1994: 9-10) summarized the following behaviours related to high-achieving students. They concluded that success is related to families who:

- establish a daily family routine; e.g. providing time and a quiet place to study and assigning responsibility for household chores.
- monitor out-of-school activities.
- model the value of learning, self-discipline and hard work.
- express high but realistic expectations of achievements.
- encourage children's development and progress in school.
- encourage writing and discussions among family members.
- use community resources by enrolling in sports programmes and lessons.

2.5.3 The Importance of a Supportive Home Environment

It has been found that a supportive home environment is also related to students' achievement. Ban (2000: 36) points out that the home is a child's first and important environment where attitudes and study habits are learned. He adds that a stable home environment is fundamental to improved students' learning. When parents provide a home that supports learning both emotionally and physically, the chances for success in school increase. In addition, provision of learning aids helps children value learning. When parents provide an organized environment with a good stock of supplies, children value working and keeping things neat themselves (Johnson, 1997: 87).

Lori and AL-Ansari (2001) investigated the role of the socio-cultural outlooks of nine-year Bahraini children and the relationship of these outlooks on the type of attitudes and motivations they possess towards learning English. The analysis showed that the exposure to preschool English stories and English games at home facilitates motivation of children in Grade 3 to learn English.

Milne (1989) found that the ability of the parents to provide proeducational resources, i.e. material, financial or experiential is important to student achievement. According to Sattes (1985), reading to children, having books available, taking trips, guiding TV watching and providing stimulating experiences are all associated with higher achievement.

Other researchers such as Kellaghan *et al* (1993) suggest that there are certain home processes that affect children's development: how time and space are

organized and used, how parents and children interact and spend time together and the family's values. They point out that home environment is a powerful factor in determining the academic success of students; i.e. the level of achievement, their interest in learning and the years of schooling they will complete.

In one study of Vietnamese, Latino, and Chinese-Vietnamese children, Caplan *et al* (1992) found that their high academic success can be traced to strong family values on the importance of education and a home environment that supports learning. They found that Asian families contribute to their children's achievement by:

- reading aloud to their children either in English or in their native language.
- encouraging their children to do their homework on weeknights.
- practicing equality between the sexes in household chores.
- encouraging love for learning.
- believing in their potential to master their own fate.
- considering education as the key to social acceptance and economic success.

It can be concluded that when parents provide a home environment the supports learning, children achieve better at school.

However, Baker (2000: 48-49) argues that parents' provision of a stimulating language environment is not enough if children's attitude, motivation and

interest in the second language are not inspired. Some parents provide plentiful resources and materials at home for language practice and create the right physical reading environment. All this is important and valuable, but not enough. Children need to be motivated, have a positive concept of the uses of the second language and feel developing it raises their self-esteem.

2.5.4 The Influence of Socioeconomic Factors on Students' Achievement

Many studies have been conducted in order to test the relationship between the family's socioeconomic status and school achievement. Many of them have indicated that socioeconomic factors are less important than parental behaviours in determining students' success at school.

In their study of 41 families with eighth-graders, Baker and Stevenson (1986) investigated the relationship between family's socioeconomic status and children's academic achievement. They found that both low- and high-socioeconomic mothers were aware of strategies to improve their children's performance. However, higher socioeconomic students fared better because their parents had better management skills, were more familiar with the education system and had successfully negotiated it themselves.

Stevenson and Baker (1987) found that mother's educational level, by itself, had little effect on her children's success. If mothers with less education become involved in school activities, they can have as much positive impact as do highly

educated mothers. Therefore, one can conclude that parents do not have to be well educated to help their children.

Ziegler (1987) concluded that the key factors related to children's achievement are parent encouragement at home and participation in school activities. These are more significant than either student ability or socio-economic status. She concluded that parents can influence children's success directly as readers, audience and homework helpers; or indirectly as models.

Eagle (1989) studied the effect of family's socioeconomic status on high school students' achievement. She also assessed other characteristics of students' family background such as family composition, parent involvement during high school, parents' reading to the student in early childhood, mother's employment status and having a special place at home to study. She found that the most significant factor that affected students' achievement positively was parent involvement. Parent involvement is defined as frequency of talking to teachers, parent involvement in planning for post-high school activities, and parent monitoring of school work. She concluded that those most likely to enroll and complete post secondary education were from families whose parents were highly involved in education regardless of socioeconomic status.

Kellaghan *et al* (1993) showed that the socioeconomic level or cultural background of a family is less important in determining students' achievement than what parents contribute towards learning.

However, few studies revealed that most children who are raised in more favourable environment showed academic and social benefits. Gardner and Lambert (1972) assessed the American adolescents' values, and how they affected school achievement and the study of a foreign language. The results indicated that intelligence, academic talent, language aptitude, advantaged home background, parents who care and encourage and a value of system built around success and achievement contribute to a student's academic and language achievement. They concluded that an adolescent from a less advantaged background, without parental encouragement, with poor abilities and low achievement orientations is very likely to do poorly in academic work and the study of a language.

AL-Ansari (1985: 250-251) studied the effect of environmental factors on students' achievement in English as a foreign language. He found that students' scores were strongly connected with parental educational level and father's professional background. In other words, the higher the parents' educational level, the better the achievement scores; and the more professional type of environment the students lived in, the higher were their achievement scores in English. However, when he examined the influence of parental degree of encouragement on students' scores, he found a slight significant relationship between them.

In spite of the positive effects of the socioeconomic factors, economic disadvantage and cultural differences should not be seen as predictive of failure (Scott Stein and Thorkildsen, 1999: 33). Therefore, more investigation is

required with regard to the effect of socioeconomic factors on students' achievement in English.

2.5.5 Parental Help with Homework

Research shows that homework is considered as a major part of learning; i.e. when students do their homework, they achieve better at school.

Homework has positive effects on the factual, conceptual, critical, and attitudinal aspects of learning (Walberg, 1984). Clark (1993) points out that appropriate monitoring of television viewing and homework completion facilitates children's academic achievement.

Ban (2000: 67-68) points out that homework is linked to school success. He states that the more time students spend on homework, the better they do in school and homework. He added that students who do their homework, function in the classroom effectively and do better on tests. Homework is given to reinforce classroom learning, to promote self-discipline and to teach time management practices. It also allows parents to get involved in their child's education and allows students to become independent learners.

When parents observe their children's efforts in doing homework and reward them for improvement, children are motivated to perform better. Parents' approval motivates the child to continue to try to perform at their best (Burns, 1999: 272). In addition, checking homework with children on a regular basis

helps children establish a routine that teaches them a sense of responsibility and self-discipline. Ban (2000) states "A study routine can be a powerful antidote to procrastination." (p. 69)

Other studies indicate that there is a weak correlation between parental help with homework and students' success at school. Maclean (1996) conducted a study to investigate the effect of parental help, effort and estimate of intellectual ability on children's academic achievement in maths and English. The researcher suggested that while parents generally believe that help with homework enhances their children's achievement, the evidence in the literature review suggests that no relationship or a negative relationship between help and achievement exists. This could be attributed to the fact that children who achieve low scores need more help with homework.

Similarly, Scott Stein and Thorkildsen (1999) state that "the relationship between parents helping with homework and student achievement is weak; however, a strong relationship exists between students' achievement and parents encouraging the completion of homework and setting aside time and a place to do homework." (p. 32)

2.5.6 Using Praise and Rewards

Burns (1999: 28-33) points out that through the correct use of praise, parents can raise their child's self-esteem. Praise, rewards and fun activities are the only guaranteed way to get a child to cooperate to learn. She suggested the following

guidelines for using praise as a reward and how to help promote good self-esteem:

- Parents should only give praise when it is due, or it becomes meaningless.
- The overly praised child has unrealistic expectation of the real world, fears failure and will not risk trying anything new. Overpraising gives the child a phoney impression of his abilities and worth.
- Personal praise is important for the development of self-worth. It should, however, only be given with reason.
- Learning to accept mistakes is a very important life lesson that excessive praise buries forever.

However, Baker (2000) argues that "There is a danger in allowing interest to become concern, and enthusiasm to boil over into anxiety. A smile, a 'well done', a pat on the back and kindly praise do wonders for a child motivation." (p. 14)

Burns (1999: 34-37) argues that as children grow, the power of verbal praise begins to wane and positive reinforcement may sometimes need to be the order of the day. However, material rewards should only be used when the child is successful in developing a desirable habit and should not become a habit. Even children who are more than willing to please should receive praise for their actions.

2.5.7 Other Factors Affecting Students' Achievement in EFL/ESL

The researcher believes that learning another language is affected by various factors, apart from parental encouragement. Therefore, she feels that it is worthwhile to mention some of these factors in this research.

Walqui (2000) points out that there are contextual factors shaping the acquisition of a second language. These include the linguistic distance between the two languages, proficiency in the native language in both oral and literacy, informal knowledge of the second language through social or family settings, the dialect of the native language (i.e. whether it is standard or nonstandard), the relative status of the students' language in the community, and the attitude of the family and the learner's peer group to second language acquisition. Learning styles, intrinsic motivation, and the quality of classroom interaction also affect language attainment.

In addition, attitudes and motivation, apart from intelligence and language aptitude, play essential role in the development of second-language competence. In their American studies, Gardner and Lambert (1972: 56) concluded that students who had a strong motivation and desire to learn French obtained good grades in their French courses at school.

2.6 Summary

Most of the studies reviewed in this chapter are related to the parents' role in education in general. There are two reasons for this. First, the researcher believes that parents affect children's learning in general whether they study maths, science, English or any other subjects. Second, very few studies were found about the effect of parental encouragement on foreign language learning. Therefore the researcher thinks that reviewing such research may not affect the research negatively, but gives a valid base to it.

After all, much of the research on parent involvement and students' achievement is correlational and the forms of parent involvement that have been researched are varied. The studies reviewed here suggest that:

1. Parental encouragement is regarded as a compliment factor that contributes to students' achievement in a foreign language, indicating that parental support is not the only factor that affects students' progress in a foreign language.

2. Parent involvement in children education has more than one definition. Henderson and Berla (1994) conclude that all kinds of parent involvement improve student achievement. Parental encouragement variable was measured in different studies; however, there was not a specific study that addressed this variable in detail with regard to its effect on language learning in Bahrain. In spite of that, all the studies on the role of parents have found consistently a positive correlation between parents' behaviours and practices that encourage learning at home and their children's achievement in school. The studies have

shown that children with high achievement scores have parents who have high expectations for them, who interact with them frequently, and who see themselves as teachers of their own children (Montgomery, 1999: 51).

3. Most of the studies have indicated that what determines student achievement at school is not the socioeconomic level or cultural background of the family, but what parents practice or do at home. Research has indicated that the most accurate predictor of a child's achievement in school is the extent to which the child's family is able to (1) create an environment that encourages learning; (2) communicate high expectations for their children's achievement; and (3) become involved in their children's education.

4. Students and schools benefit from family involvement. Research shows that students benefit by higher grades, better attendance, homework completion, more positive attitudes, higher graduation rate and greater enrolment in college. Schools benefit by improved teacher morale, higher ratings of teachers by parents, more support from families and better reputation in the community (Henderson & Berla 1994: 1). However, Scott Stein and Thorkildsen (1999) believe that

> there is a danger in overstating the relationship, as there is in understanding the relationship. Expectations about parent involvement by both educators and parents should be realistic. Unrealistic expectations may lead to unfulfilled expectations. (p. 68)

Henderson & Berla (1994: 12-13) point out that the research on family does not mean that families must be largely responsible for their children's achievement; and a simple parent involvement initiative does not determine student performance. But collaboration between school and families and treating parents as partners can have a powerful impact on students' achievement. When parents, schools and community organizations all work together, there is improvement in all children.

CHAPTER 3

RESEARCH METHODOLOGY

The aim of this chapter is to describe the methodology and procedures used in collecting the data to test the research hypotheses stated in Chapter 1. This chapter includes research type, description of the sample, data collection method and analysis techniques.

3.1 Research Type

The researcher has adopted a correlational approach to investigate the relationship between parental encouragement and students' achievement. Johnson (1992) states that "the purpose of correlational studies is to understand relationships among characteristics of people or other entities." (p. 49)

This study can also be classified as a quantitative type of research because it uses quantitative and empirical techniques to describe and explain the effect of parental encouragement on students' achievement. Babbie (1983) has defined quantitative research as "the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect." (p. 537)

3.2 Sample Selection and its Characteristics

The researcher administered the questionnaire on Bahraini guardians of third year intermediate school students. Guardians' responses to the items of the questionnaire were statistically analysed to determine their degree of influence on students' level of achievement in the English language. The guardians included both males and females.

3.2.1 Sampling Technique

The study has followed a non-probability sampling method known as *convenience sampling* (also called haphazard or accidental sampling). It refers to the procedure of obtaining respondents who are most conveniently available. This method is normally used to obtain a large number of completed questionnaires quickly and economically. Thus the advantages of this method are very low cost and no need for list of population (Zikmund, 1991).

It should be noted that this study is not limited to parents only, as there are other members in the family who may be responsible for the child and who are involved in the activities related to encouragement. These members may be the eldest brother, the eldest sister, or others who are considered to be the guardians. Therefore, the researcher uses the words parents and guardians interchangeably.

The following table shows the percentage of the family members who support and encourage students to learn English.

Table 3.1 The Percentage of Family Members who Encourage the Student to Learn English

Guardian	Total	%
sister	2	0.4%
brother	28	5.8%
mother	20	4.1%
father	436	89.3%
Uncle/cousin	2	0.4%
Total	**488**	**100%**

As it can be seen, the percentage of the family members was about 10% and this did not affect the whole sample. Therefore, the researcher prefers to use the word "parents" instead of "guardians".

Thus, the sample of this study was not limited to parents, but included other family members as mentioned above. Therefore, one general question was placed in the questionnaire to differentiate between the parents and other guardians.

3.2.2 Choice of Third Intermediate

The students chosen for the study are at the age of 14 and 15. This selected sample has been exposed to foreign language learning for six years. These students were chosen because they are at a level which represents the end of the

intermediate stage; i.e. 3rd intermediate. They have to pass a general exam to get the intermediate certificate and to pursue their secondary level. Their final grade determines their choice of their particular streams in the secondary education. So they are likely to receive more encouragement from their families in order to finish this stage with a high grade.

3.2.3 Choice of Schools

In the academic year 2000-2001, there were 50 intermediate schools; 24 for boys and 26 for girls (the total number of 3rd intermediate students was 9,686). The researcher chose eight intermediate schools, three boys' and five girls' schools. The total number of 3rd intermediate students in the eight schools was 1552. So a sample size of 550 was selected from the target population (i.e. 1552), representing 35% (of the entire population).

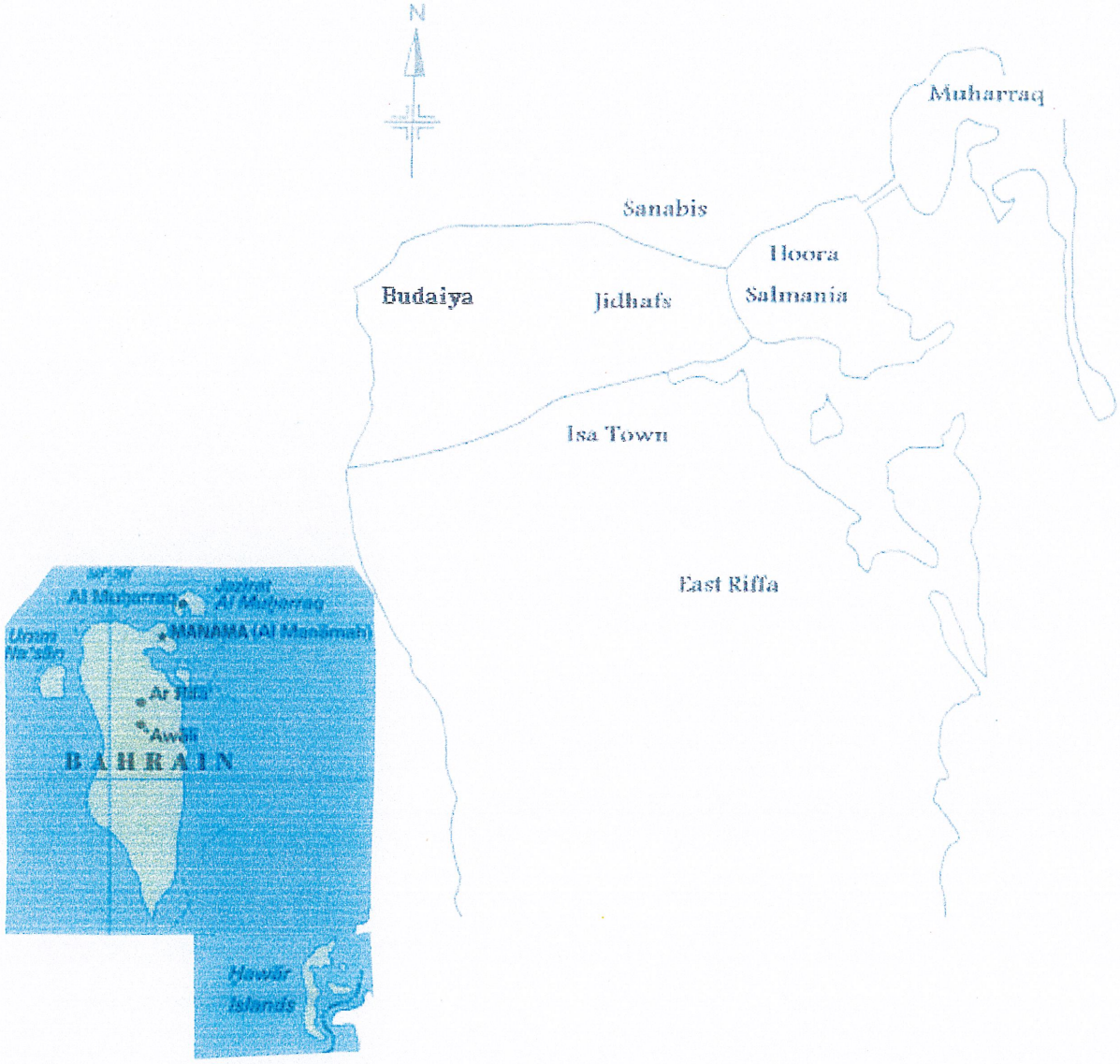
The schools chosen are located in different areas in Bahrain. The aim was to see whether or not the level of encouragement that the students received in rural areas differed from that in urban areas. The following are the names of the schools and their areas:

- **Isa Town Boys' Intermediate School**: Isa Town
- **Jidhafs Boys' Intermediate School**: Jidhafs
- **SH. Moh'd Bin Khalifa Boys' Intermediate School**: Budaiya
- **East Riffa Girls' Intermediate School**: East Riffa
- **Um Salama Girls' Intermediate School**: Hoora

- **Halima Girls' Intermediate School**: Salmania
- **Khadija Al Kubra Girls' Intermediate School**: Muharraq
- **Sanabis Girls' Intermediate School**: Sanabis

The map of the Kingdom of Bahrain shows the different areas of the schools.

Figure 3.1 Map of the Kingdom of Bahrain



3.2.4 Choice of Classes

The researcher randomly chose some classes from each school according to the convenience of the administration and the students' timetable. The number of the students ranged from 30 to 34 in each class. As most of the researcher's work was carried out in all eight schools, detailed information about the schools is given in Table 3.2.

Table 3.2 Background of the Schools in the Study

NO	Name of School	NO of Ss in 3rd Int.	NO of Classes in 3rd Int.	NO of Classes Chosen	NO of Ss in Selected Classes
1	Isa Town Boys'	241	8	3	93
2	Jidhafs Boys'	295	10	2	58
3	SH. Moh'd Boys'	63	2	2	63
4	East Rifa Girls'	337	9	3	117
5	Um Salama Girls'	137	5	3	81
6	Halima Girls'	192	6	2	64
7	Khadija Girls'	88	4	2	44
8	Sanabis Girls'	199	6	1	30
Total	**8**	**1552**	**50**	**18**	**550**

*Ss = Students * Int. = Intermediate

It can be seen from the above table that the number of the selected students was 550. Accordingly, the researcher distributed 550 questionnaires on the selected students to hand them to their parents for response.

Table 3.3 The Selected Sample of Students According to Sex

Sex	NO of Students	%
Male	214	39%
Female	336	61%
Total	**550**	**100%**

3.2.5 Parental Socioeconomic Background

The socioeconomic background of the selected sample of parents varied including people from urban and rural areas.

Forty percent of the sample selected lives in rural areas, while 60% lives in urban areas (Appendix A). If look deeper into these areas, we can see that most of the families' income is less than BD 500 a month. Most of the guardians are regular employees; they make up 38% of the sample. However, most of the mothers are either housewives or unemployed; only 2% of them are managers and businesswomen.

Nearly 25% of the fathers are university graduates and only 10% are illiterate; 27% of the mothers on the other hand, finished only the secondary school certificate and 19% are illiterate.

The majority of the parents (81%) speak Arabic with their kids at home. Other languages spoken are Persian (4%), Persian and Arabic (5%), and English and Arabic (10%). Only 0.2% of them speak English with their children.

16% of the fathers have a very good command of English, 24% of the fathers are average in English and 22% cannot speak it at all. While 42% of the mothers cannot speak English at all, only 6% are excellent in English.

The characteristics of the sample can be summarized in the following figures.

Figure 3.2 Parents' Area

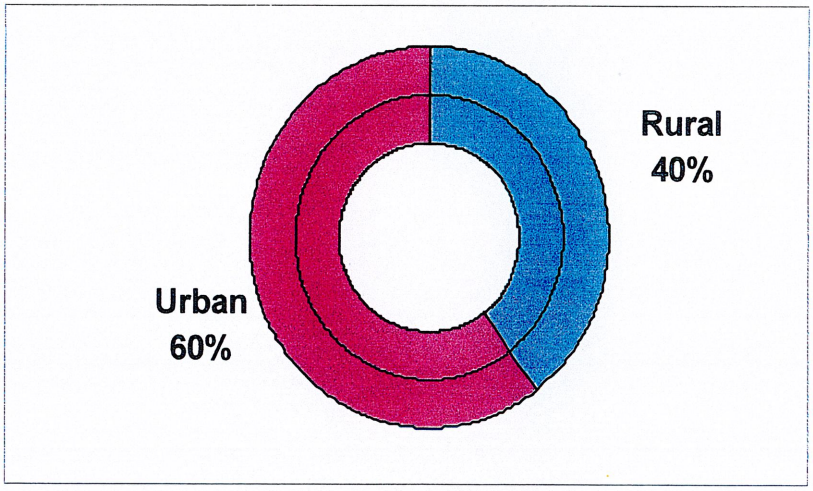


Figure 3.3 Fathers' Job

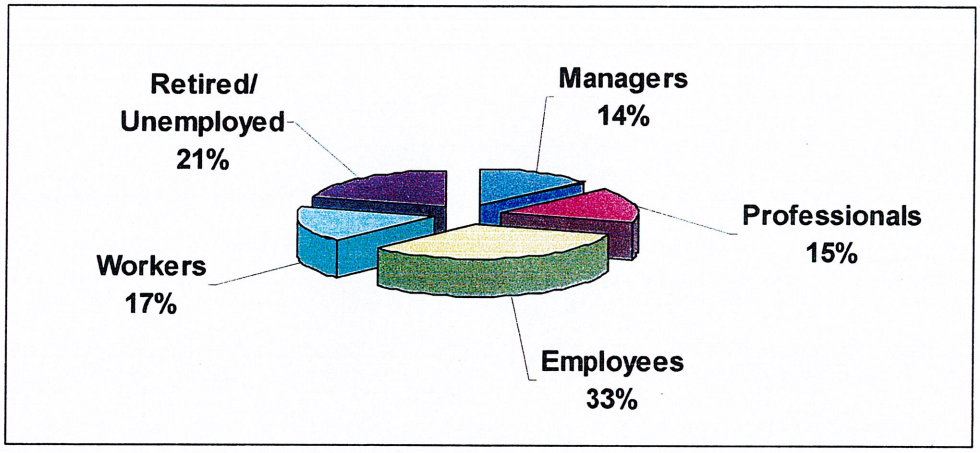


Figure 3.4 Mothers' Job

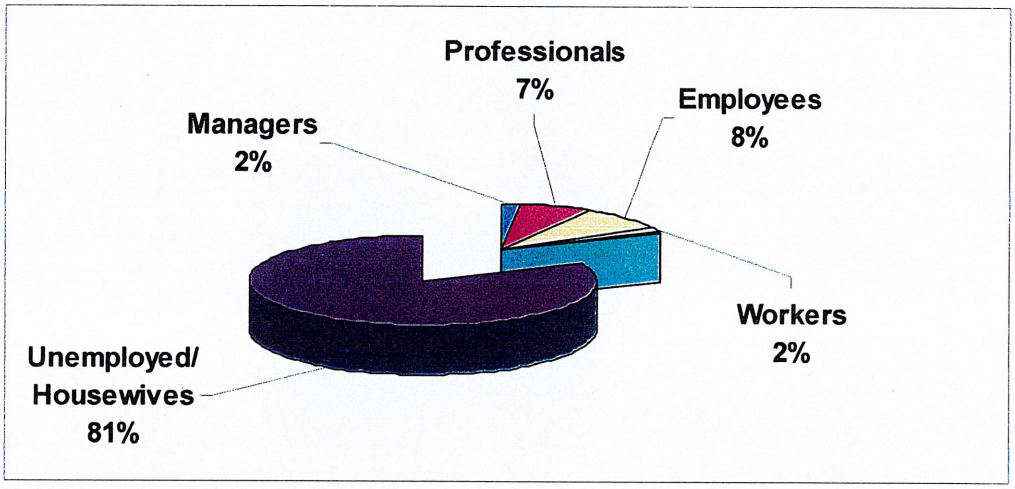


Figure 3.5 Family Income

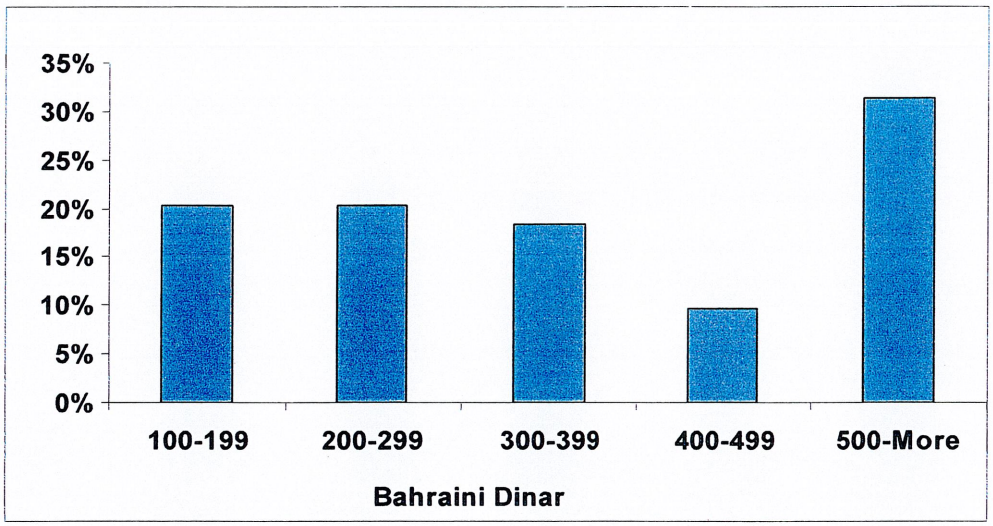


Figure 3.6 Fathers' Qualification/ Level of Education

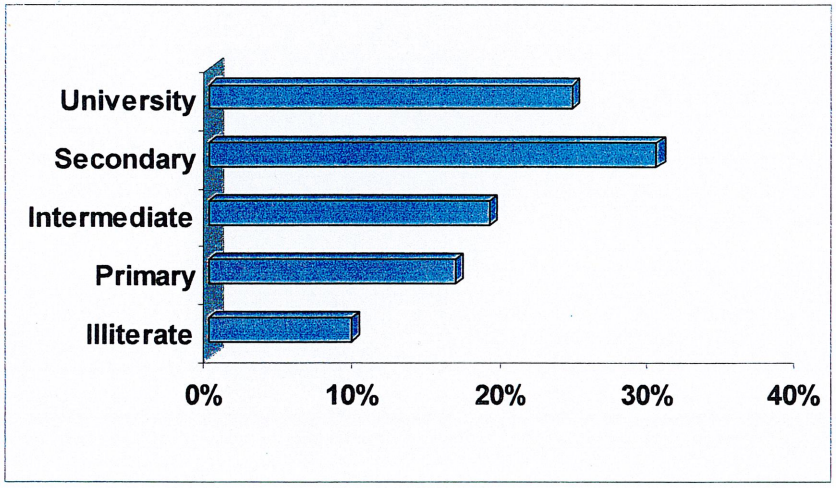


Figure 3.7 Mothers' Qualification/ Level of Education

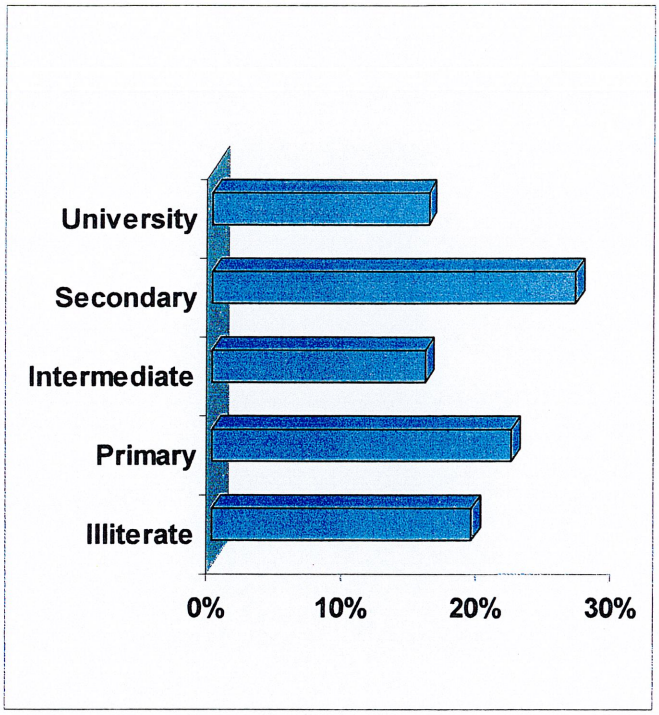


Figure 3.8 Fathers' Level of English

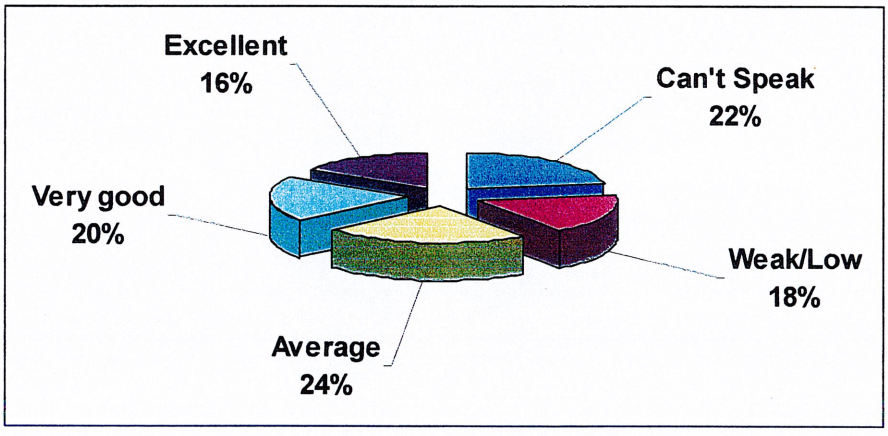


Figure 3.9 Mothers' Level of English

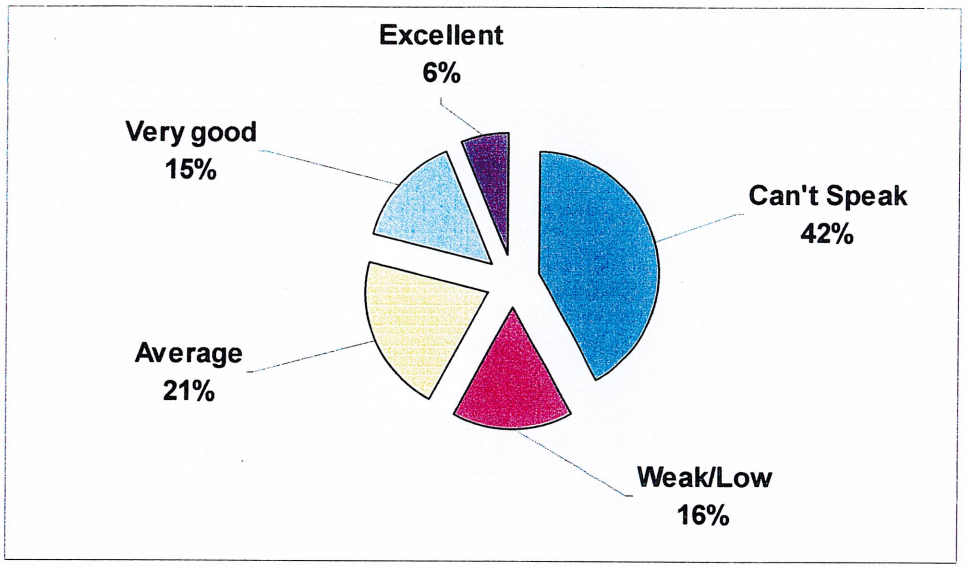


Figure 3.10 Language Used at Home

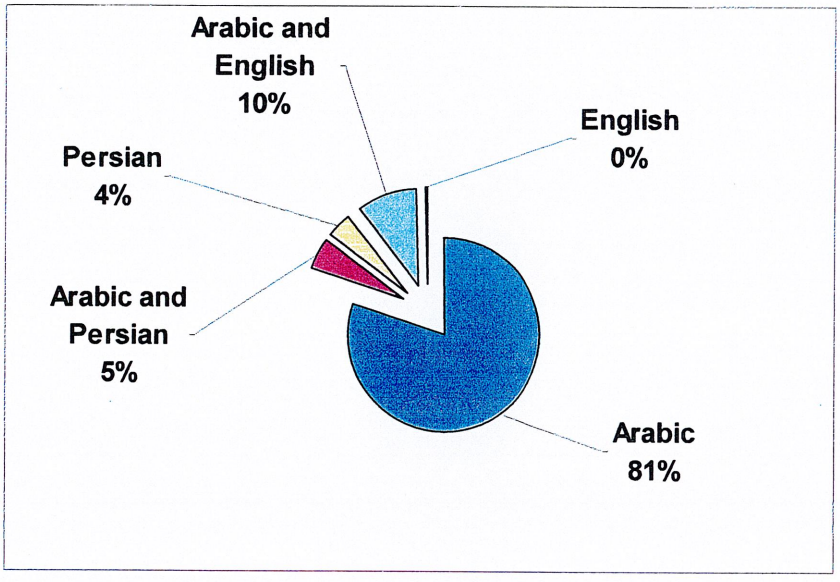


Figure 3.11 Students' Guardian

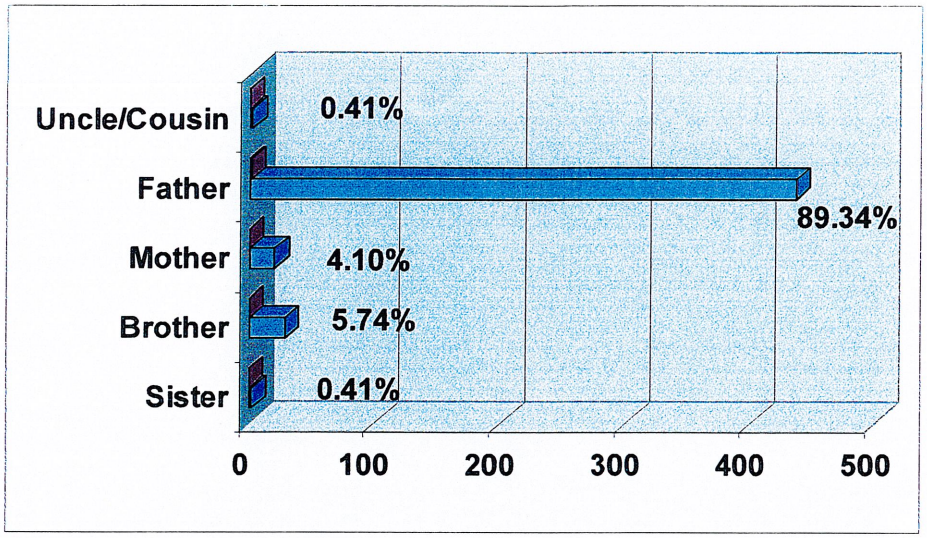
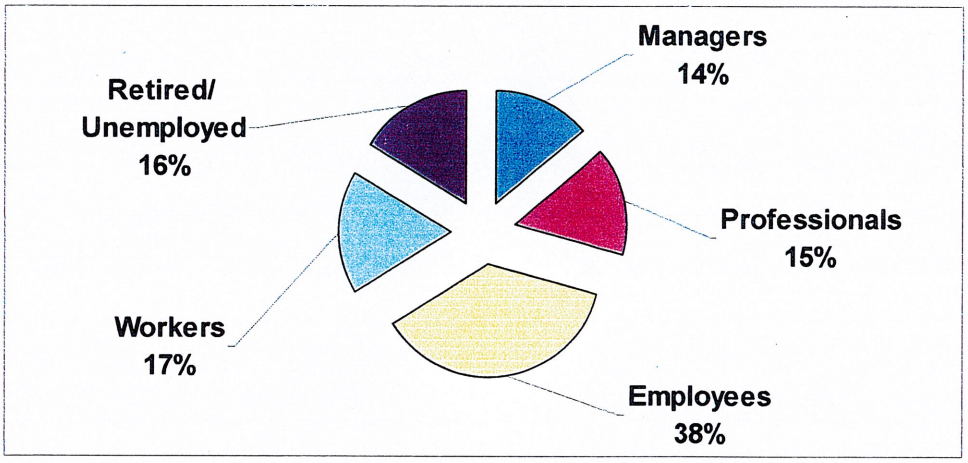


Figure 3.12 Guardians' Job



3.3 Data Collection

Certain steps were followed by the researcher to collect the data required for this study.

After obtaining a letter of permission (Appendix C) from the Director of Intermediate and Secondary Education through the Head of Foreign Languages at Bahrain University (Appendix B), the researcher made arrangements with headmasters and headmistresses of the eighth intermediate schools taken for research. Two or three classes were randomly chosen, after visiting the schools. Questionnaires were given to students and necessary explanations were provided so as to get them filled from the parents of the students.

The necessity of the completed questionnaires by the guardian himself/herself was said to them and a week's time was given, so as to return the filled questionnaires. The headmasters, headmistresses and the teachers of the schools were very helpful in getting back the filled questionnaires on time for the researcher.

As mentioned before, a sample size of 550 was selected from the population target of 1552, representing 35%. However, a total number of 488 respondents were received representing a response rate of 88.7%.

The following table shows the number of the questionnaires received from each school.

Table 3.4 NO of Questionnaires Received from Schools

NO	Name of school	NO of questionnaires given	NO of questionnaires received
1	Isa Town Boys'	93	82
2	Jidhafs Boys'	58	53
3	SH. Moh'd Boys'	63	57
4	East Rifa Girls'	117	106
5	Um Salama Girls'	81	69
6	Halima Girls'	64	50
7	Khadija Al Kubra Girls'	44	43
8	Sanabis Girls'	30	28
Total	**8**	**550**	**488**

Later at the end of the academic year the researcher collected the students' final results in English in order to correlate them with the scores of their parents' questionnaires.

It should be noted that the students' final mark of English results from the students' work throughout the school year, which is divided into two studying semesters. The students in each semester are evaluated continuously in the topics they study throughout the semesters. The topics are based on integrated

skills such as reading, writing, listening, and speaking. The following table shows how students are evaluated.

Table 3.5 The Evaluation System of the English Language for 3rd Intermediate Students

Term	Students' Work (tests, project, participation)	Mid term Exam	End of Term Exam	Total
First	20%	20%	60%	100%
Second	20%	20%	60%	100%
Final Result	The average is taken from the final results of the two terms			100%

Parents' responses to the items of the questionnaire were correlated with the students' achievement scores (i.e. the final mark) obtained from their results in the first and second semesters of English exam, 2000 – 2001 (Appendix D).

At the end of the collection of data a thanking letter (Appendix E) was given to the headmasters and headmistresses of the concerned schools by the researcher.

3.4 Data Analysis

Microsoft Excel version 2000 and SPSS (Statistical Package for Social Science) version 10 software were utilized to perform different statistical measurements and techniques in order to test the hypotheses of the research. The techniques

used in this study can be divided into the following 3 types of statistics:

3.4.1 Descriptive Statistics

The following descriptive statistical techniques were used:

1. ***Arithmetic mean:*** The mean score of each of the 28 items was calculated to determine the relative importance of each factor included in the questionnaire.

2. ***Standard Deviation (SD = б):*** The SD was used as a measure of dispersion of the groups' responses to the questionnaire.

3.4.2 Bivariate Non-Parametric Statistics

Bivariate statistics focuses on tests of difference or significance where scores of two variables are of concern to the researcher. A Non-Parametric statistics is used when a less stringent requirement than normality is made for the population distribution. Also, it includes any test that uses nominal-scaled or ordinal-scaled data (Zikmund, 1991: 495-523). This study used one of these statistics as follows:

Spearman rank-order correlation co-efficient: The researcher used this measure mainly to determine the agreement or correlation between two groups or variables. This statistics is used in this research to measure the correlation

between different groups in answering the questions of the questionnaire. This measure represents the main statistics in the analysis and in testing the research hypotheses.

3.4.3 Multivariate Statistics

Multivariate statistical analysis determines which of the independent variables is the most important in relation to the dependent variable. It examines the effects of each of a number of independent variables on the dependent variable. The following multivariate analysis technique was used:

Stepwise Regression Analysis Regression analysis is a powerful tool for summarizing the nature of the relationship between variables and for making predictions of likely values of the dependent variable (Bryman & Cramer, 1997). The general purpose of stepwise regression analysis is to summarise the information contained in a large number of variables into a smaller number of factors. The statistical purpose of this technique is to determine combinations of variables that aid in investigating the interrelationships.

It should be noted that this technique uses a series of complex mathematical equations, which SPSS software package can handle easily. The process starts by considering two variables at a time. This is repeated for all variables in the model; e.g. *Var.* 1 and *Var.* 2; then *Var.* 1 and *Var. 3*...etc. Then the model classifies significant relationships and discards non-significant relationships. The result is an ordered listing of statistically significant variables only.

3.5 The Parents' Measuring Instrument

To test the hypotheses stated in chapter (1), the researcher developed a questionnaire for the parents (Appendix F). This tool is used because it is easy to administer and it is quick for parents to fill in.

This study involved parents from different areas in Bahrain and finding time to meet them and have interviews with them would be very difficult and impractical. Therefore, the questionnaires were given to the students to hand them over to their parents.

The statements of the questionnaire were based on earlier studies and personal understanding of the researcher.

The questionnaire has the following parts:

a. The covering letter:

This letter gives the respondent a brief description about the importance of English in Bahrain and instruction on filling out the questionnaire.

b. General information about parents:

This part contains general questions about the parents' socioeconomic background. It consists of the following factors:

1. Parents' Professional Background

Parents were asked to state down their jobs. According to **Civil Service Bureau** of Bahrain, parents' jobs were then classified into the following five categories:

Category 1: Managers, administrators, and businessmen

Category 2: Professionals (e.g. accountants, computer specialists, medical doctors, lawyers, engineers, statisticians)

Category 3: Employees (i.e. general staff)

Category 4: Workers/ Labours

Category 5: Unemployed and Retired

2. Family Income

Parents were asked to choose one out of five alternative responses indicating their family income:

□ BD 100 – BD 199 □ BD 200 – BD 299 □ BD 300 – BD 399

□ BD 400 – BD 499 □ BD 500 – More

3. Parents' Educational Level

Parents were asked to choose one out of five alternative responses indicating their educational level:

☐ Illiterate ☐ Primary ☐ Intermediate

☐ Secondary ☐ University

4. Parents' Level in English

Parents were asked to choose one out of five alternative responses indicating their level in English writing, reading and speaking:

Skills	Excellent	Very Good	Good	Poor	Unable
Writing					
Reading					
Speaking					

5. Language Used at Home

Parents were asked to indicate the language spoken at home:

☐ Arabic ☐ Arabic & Persian ☐ Persian

☐ English & Arabic ☐ English ☐ Other: _____

(See Appendix G for scoring the above socioeconomic factors)

c. General information about the student

Parents were asked to write their child's full name, age, school's name and class number.

d. General information about the guardian

This part was prepared in order to distinguish between parents and other family members who encourage children to learn English. The guardian was asked to write his/her full name, his/her relation to the student, the address, job, place of work and his or her contact number.

e. Students' exam results

This part was filled by the researcher. It contains the results of the mid-term exams, monthly assessments and the final exams of both the first and second semesters.

f. The main part of the questionnaire

In this part, parents were asked to respond to 28 items, indicating on a five-point rating scale (Likert Scale). The score of the tick is assigned as follows:

a. Always = 5 points
b. Often = 4 points
c. Sometimes = 3 points
d. Rarely = 2 points
e. Never = 1 point

It should be noted that this scoring is the same for items 1-26 except for item 18 which was worded negatively; the score is the opposite:

a. Always = 1 point
b. Often = 2 points
c. Sometimes = 3 points
d. Rarely = 4 points
e. Never = 5 points

As can be seen, the questionnaire's items mainly correspond to ordinal scale in which individuals are categorized, but the categories can be ordered in terms of 'more' and 'less' of the concept in question. For instance, items 1-26 of the questionnaire uses a five point Likert-scale; i.e. *always, often, sometimes, rarely*, and *never*. We can see that *always* is at a point higher than *often*. However, there is only one item (item 27) that corresponds to nominal scales (sometimes called categorical). This scale entails classification of individuals in terms of a concept (Bryman and Cramer, 1997).

The main part of the questionnaire measures the following variables:

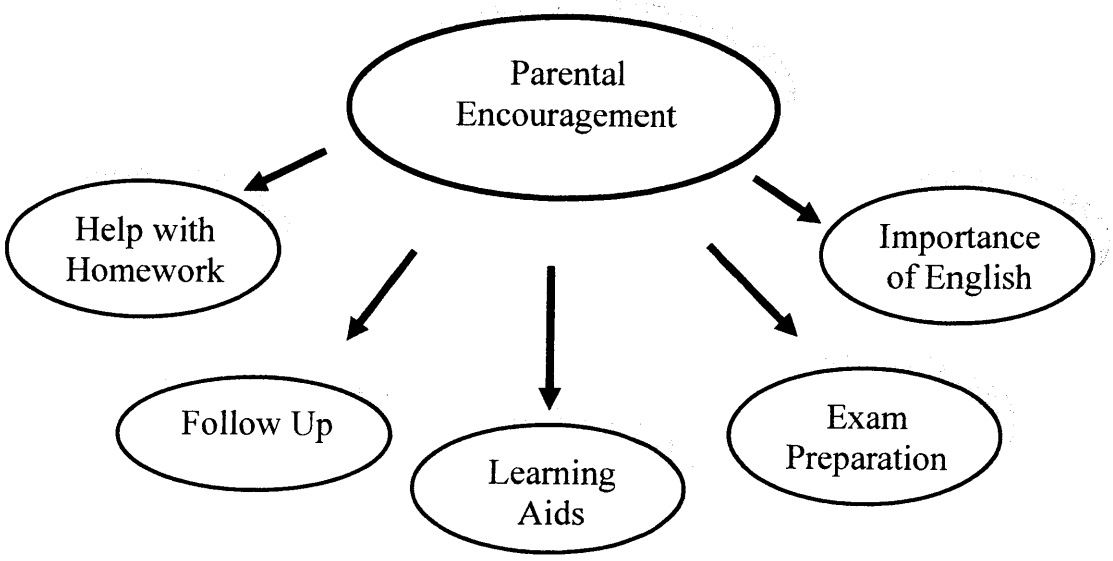
1. Degree of parental encouragement

Parents were asked to indicate their extent of encouragement by responding to items 1-25. The purpose of this part is to examine the main hypothesis which states that there is a correlation between parental encouragement and students' achievement in English. It covered several categories which represent the five research sub-hypotheses:

a. **Category 1 (H 1.1)**: Parental help with homework
b. **Category 2 (H 1.2)**: Parental follow up
c. **Category 3 (H 1.3)**: Provision of learning aids at home
d. **Category 4 (H 1.4)**: Preparation for exams
e. **Category 5 (H 1.5)**: Pointing out the importance of English

The following figure presents the five categories of parental encouragement.

Figure 3.13 Parental Encouragement Categories/ Components



It should be noted that some of the above categories are subjective as they are based on the experience of the researcher while others are based on earlier studies. The following table shows the relevance of the questionnaire's items (1-25) to the research hypotheses.

Table 3.6 The Relevance of the Questionnaire's Items to the Research Hypotheses

Items NO	Hypothesis NO
1, 2	1.1
3, 4, 13	1.2
6, 7, 8, 9, 10, 11, 12	1.3
5, 14, 15, 16, 17, 18	1.4
19, 20, 21, 22, 23, 24, 25	1.5

It should also be noted that some items contribute strongly to other categories (hypotheses). For example, items 12, 15, 16, 17, 18 can be part of category 2; and item 6 can be part of category 4.

2. Parents' expectation

One item (item 26) is developed to measure parents' expectation of their children's level in English.

3. Parents assistance in homework

To find out why parents do not help with the English homework, they were asked to tick the reasons or mention their own (item 27).

4. Parents' attitude

Item 28 is developed to measure parental attitude towards parental encouragement.

It should be noted that these last three items (26, 27, and 28) are general statements that are useful in the correlation analysis.

3.6 Validity of the Parents' Questionnaire

To determine both the face validity and the content validity of the questionnaire, the following steps were taken:

- The questionnaire was checked linguistically by specialists in Arabic for its correct Arabic structural form.

- The questionnaire was examined by a number of jurors including the researcher's advisor. These jurors are doctors from Bahrain University, doctors from other universities and other researchers (Appendix H).

- The questionnaire was first administered on a selected sample of parents of the students from Duraz Girls' Intermediate School. This was intended as a pilot study. Changes recommended by the pilot study were considered in the final questionnaire, and the questionnaire was modified accordingly.

3.7 Reliability

3.7.1 Reliability of the Questionnaire's Items

To measure the questionnaire's reliability, the researcher used the following methods:

a. **Split-half reliability:** the items were divided into two groups of 13 and 12 and the relationship between respondents' scores for the two halves was computed. The correlation coefficient was then computed, which varies between 0 and 1 and the nearer the result is to 1 – and preferably at or over 0.8 – the more internally reliable is the scale.

b. **Cronbach's alpha reliability test:** essentially, it calculates the average of all possible split-half reliability coefficients. Again, the result should be 0.8 or above. It was used to calculate the correlation coefficient for every two items of the questionnaire.

c. **Inter-correlation analysis:** the questionnaire's items were divided into five categories. The correlation coefficient was computed between and within these categories to measure the consistency of the respondents' answers.

3.7.2 Reliability of the Students' Achievement Results

To determine that the students' achievement results were reliable, the researcher correlated the students' first term achievement results with those of the second term.

3.8 Summary

This research is a survey study which investigates the effect of parental encouragement on students' achievement. The researcher used a questionnaire as its main gathering tool. It was sent to 550 parents from different areas in Bahrain.

A number of statistical measurements and techniques were used to analyse the responses and test hypotheses of the research. These include, Descriptive statistics (Mean, Co-efficient of Variation), Bivariate non-parametric statistics (Spearman Co-efficient of Correlation) and Multivariate statistics (Stepwise Regression Analysis). Two computerised software were used to help in the comparison of the statistical measures, i.e. Microsoft Excel version 2000 and Statistical Package for Social Science (SPSS) version 10.

CHAPTER 4

ANALYSIS OF RESEARCH

This chapter provides tests to the research hypotheses based on the questionnaire. It ends with a summary of the analysis of the results.

Each sub-hypothesis was analysed first using the questionnaire responses and basic statistical measures as mentioned in chapter 3. Then the main hypothesis was tested according to the test results of the sub-hypotheses and correlation analysis. A summary of all the questionnaire's responses is given in Appendix (I).

4.1 Reliability

4.1.1 Reliability of the Questionnaire's Items

To determine the reliability of the questionnaire items, **Cronbach alpha** reliability test was used for every two items together with a **split half method.** The results were as follows:

a. **Split half reliability test:** The relation between respondents' scores for the two halves (the first half 13 and the second half 12) was computed. The correlation coefficient for the two halves was **0.95** which indicates that the data is highly reliable.

b. Cronbach alpha test: This test was used to measure the correlation coefficient for every two items of the questionnaire. Table 4.1 presents the results.

Table 4.1 Results of Cronbach Alpha Reliability Test

Correlated items	Correlation coefficient
1 + 2	.81*
3 + 4	.85*
5 + 6	.59*
7 + 8	.73*
9 + 10	.79*
11 + 12	.71*
13 + 14	.69*
15 + 16	.86*
17 + 18	.73*
19 + 20	.91*
21 + 22	.80*
23 + 24	.90*
24 + 25	.97*

*$p < 0.01$

It can be seen from the table that most of the correlation coefficients were highly significant.

c. **Inter-correlation analysis:** As a further check on the reliability of the data collected, the correlation between the categories (sub-hypotheses) of parental encouragement was computed to ensure that the responses to the categories of parental encouragement were consistent. Table 4.2 shows the correlation between the sub-hypotheses.

Table 4.2 Correlation between Sub-hypotheses (Parental Encouragement Categories)

Hypotheses	1.1 HW	1.2 Follow-up	1.3 Learning Aids	1.4 Exam Prep.	1.5 Importance of English
1.1 HW	–				
1.2 Follow-up	.80*	–			
1.3 Learning Aids	.76*	.79*	–		
1.4 Exam Prep.	.81*	.88*	.83*	–	
1.5 Importance of English	.80*	.84*	.85*	.90*	–

*p < 0.01

It can be seen from the above table that all the hypotheses correlate highly and significantly with each other indicating a further significant degree of reliability of the data collected.

The correlation coefficient within each category was also computed to give a further support to the reliability of the data collected. The results are shown in table 4.3.

Table 4.3 Correlation Coefficient within the Five Categories

Category (sub-hypothesis)	Items	Correlation coefficient within each category
1	1, 2	.81*
2	3, 4, 13	.66*
3	6, 7, 8, 9, 10, 11, 12	.87*
4	5, 14, 15, 16, 17, 18	.89*
5	19, 20, 21, 22, 23, 24, 25	.94*

*$p < 0.01$

It can be seen from the table that the correlation coefficient is highly significant.

4.1.2 Reliability of the Students' Achievement Results

To determine the reliability of the students' achievement results, the researcher correlated the students' first term achievement results with their results in the second term.

A value of **0.92** correlation was obtained among the overall selected sample indicating a strong relationship between the two sets of exam.

Table 4.4 Correlation between First Term Achievement Scores and Second Term Scores

Term	Correlation coefficient
First term and second term scores	.92*
First term score and final score	.94*
Second term score and final score	.94*

*p < 0.01

4.2 Basic Analysis for the Questionnaire's Items

A basic discrete analysis was applied on the main questionnaire questions, i.e. items (1-25) in order to measure the degree of parental encouragement. The level of mean and the standard deviation were computed for all of the items. Table 4.5 below provides the result of the mean scores and the standard deviation for all items.

Table 4.5 Mean Score and Standard Deviation for Items Tested

NO	Item	Min	Max	Mean	S.D
1	I keep track of every homework my son/daughter brings home, and I make sure that he/she gets it done.	1.00	5.00	3	1.3
2	I help my son/daughter in finishing his/her English homework when I have time.	1.00	5.00	2	1.3

3	I keep track of English tests and exams.	1.00	5.00	3	1.2
4	I ask my son/daughter about his/her English level in school.	1.00	5.00	3	1.3
5	I encourage my son/daughter to prepare himself/herself for the English exam.	1.00	5.00	4	1.1
6	I provide my son/daughter with a convenient study place.	1.00	5.00	4	0.74
7	I provide my son/daughter with some educational videos in English, and I encourage him/her to watch them.	1.00	5.00	2	0.97
8	I watch English programmes on T.V. with my son/daughter.	1.00	5.00	2	1.2
9	I encourage my son/daughter to buy English stories or magazines that he/she enjoys reading.	1.00	5.00	2	1.3
10	I encourage my son/daughter to use the Internet to learn more English.	1.00	5.00	3	1.3
11	I provide my son/daughter with English books and stories and I encourage him/her to read them.	1.00	5.00	2	1.3
12	I send my son/daughter to institutes for English courses.	1.00	5.00	3	1.4
13	I talk to the English teacher about my son's/daughter's performance in English.	1.00	5.00	3	1.1
14	I encourage my son/daughter to get better grades in English.	1.00	5.00	4	1
15	I encourage my son/daughter financially or verbally when he/she gets better grades in English.	1.00	5.00	3	1.2
16	I ask my son/daughter to work harder if he/she gets low grades in English.	1.00	5.00	4	1.2

17	If my son/daughter gets low grades in English, I search for the causes of the failure, or I talk to the teacher.	1.00	5.00	3	1.3
18	I do not show any kind of concern whether my son/daughter gets high or low grades in English.	1.00	5.00	4	1.1
19	I talk to my son/daughter about the importance of learning English in our society.	1.00	5.00	3	1.3
20	I talk to my son/daughter about the importance of English as a subject in school.	1.00	5.00	3	1.4
21	I encourage my son/daughter to continue studying English after graduating from school.	1.00	5.00	3	1.5
22	I encourage my son/daughter to participate in English contests on or off campus.	1.00	5.00	2	1.2
23	I assure my son/daughter that learning English will qualify him/her to get a good job.	1.00	5.00	3	1.4
24	I talk to my son/daughter about how English would make him/her gain more knowledge in life.	1.00	5.00	3	1.5
25	I explain to my son/daughter that learning English would help him/her to get access to the culture and experiences of other nations.	1.00	5.00	3	1.5

The mean score obtained for the tested items indicates that in general Bahraini parents tend to encourage their children to learn English, but there tends to be some degree of variation within the scores of the items.

4.2.1 Basic Analysis for Sub-hypotheses

The discrete analysis was applied to every category of parental encouragement representing the hypotheses mentioned in chapter (3). The following tables present the mean and the standard deviation for each category.

Table 4.6 Basic Statistics of H 1.1 (Helping with the Homework)

NO	Item	Mean	S.D
1	I keep track of every homework my son/daughter brings home, and I make sure that he/she gets it done.	3	1.3
2	I help my son/daughter in finishing his/her English homework when I have time.	2	1.3

As reflected in the table, the results do not give a strong indication of parental encouragement as far as homework is concerned. If the overall average is derived for both items, then an average of **less than 3** is expected, indicating a weak existence of parental encouragement in this area.

Table 4.7 Basic Statistics of H 1.2 (Follow up)

NO	Item	Mean	S.D
3	I keep track of English tests and exams.	3	1.2
4	I ask my son/daughter about his/her English level in school.	3	1.3
13	I talk to the English teacher about my son's/daughter's performance in English.	3	1.1

As far as the following up of the parent is concerned, the above results indicate that parents ***sometimes*** follow up their children's achievement in English.

Table 4.8 Basic Statistics of H 1.3 (Learning Aids)

NO	Item	Mean	S.D
6	I provide my son/daughter with a convenient study place.	4	0.75
7	I provide my son/daughter with educational videos in English, and I encourage him/her to watch them.	2	0.97
8	I watch English programmes on T.V. with my son/daughter.	2	1.2
9	I encourage my son/daughter to buy English stories or magazines that he/she enjoys reading.	2	1.3
10	I encourage my son/daughter to use the internet to learn more English.	3	1.3
11	I provide my son/daughter with English books and stories and I encourage him/her to read them.	2	1.3
12	I send my son/daughter to institutes for English courses.	3	1.4

The above table shows different results. Item 6 indicates that parents ***often*** offer convenient study environment for their children. However, all the other items (7-12) indicate that parents either ***sometimes*** or ***rarely*** provide learning aids or encourage their children to use them. The overall mean average of this

hypothesis is **3** which indicates a maximum of **"sometimes"** level of parents providing or encouraging their children to use learning aids.

Table 4.9 Basic Statistics of H 1.4 (Exam Preparation)

NO	Item	Mean	S.D
5	I encourage my son/daughter to prepare himself/herself for the English exam.	4	1.1
14	I encourage my son/daughter to get better grades in English.	4	1
15	I encourage my son/daughter financially or verbally when he/she gets better grades in English.	3	1.2
16	I ask my son/daughter to work harder if he/she gets low grades in English.	4	1.2
17	If my son/daughter gets low grades in English, I search for the causes of the failure, or I talk with the teacher.	3	1.3
18	I do not show any kind of concern whether my son/daughter gets high or low grades in English.	4	1.1

The above table shows that most of the items indicate a level of ***"often"***. This means that parents often encourage their children to get prepared and achieve good scores in English exams.

Table 4.10 Basic Statistics of H 1.5 (Importance of English)

NO	Item	Mean	S.D
19	I talk to my son/daughter about the importance of learning English in our society.	3	1.3
20	I talk to my son/daughter about the importance of English as a subject in school.	3	1.4
21	I encourage my son/daughter to continue studying English after graduating from school.	3	1.5
22	I encourage my son/daughter to participate in English contests on or off the campus.	2	1.2
23	I assure my son/daughter that learning English will qualify him/her to get a good job.	3	1.4
24	I talk to my son/daughter about how English would make him/her gain more knowledge in life.	3	1.5
25	I explain to my son/daughter that learning English would help him/her to get access to the culture and experiences of other nations.	3	1.5

This table shows that the overall average is **3**. It gives a maximum of ***sometimes*** but not less than ***rarely***. This indicates that parents sometimes talk with their children about the importance of English in Bahrain.

4.3 Correlation Analysis

4.3.1 Bivariate Correlations

The 25 items that measure parental encouragement were correlated with the students' achievement score of English. Table 4.11 below gives the result of the bivariate correlation coefficients for all items.

Table 4.11 Bivariate Correlation Coefficients for all the Items Tested

NO	Item	Correlation coefficient
1	I keep track of every homework my son/daughter brings home, and I make sure that he/she gets it done.	.70*
2	I help my son/daughter in finishing his/her English homework when I have time.	.64*
3	I keep track of English tests and exams.	.76*
4	I ask my son/daughter about his/her English level in school.	.68*
5	I encourage my son/daughter to prepare himself/herself for the English exam.	.63*
6	I provide my son/daughter with a convenient study place.	.40*
7	I provide my son/daughter with some educational videos in English, and I encourage him/her to watch them.	.58*
8	I watch English programmes on T.V. with my son/daughter.	.67*
9	I encourage my son/daughter to buy English stories or magazines that he/she enjoys reading.	.75*
10	I encourage my son/daughter to use the Internet to learn more English.	.66*

11	I provide my son/daughter with English books and stories and I encourage him/her to read them.	.75*
12	I send my son/daughter to institutes for English courses.	.58*
13	I talk to the English teacher about my son's/daughter's performance in English.	.60*
14	I encourage my son/daughter to get better grades in English.	.72*
15	I encourage my son/daughter financially or verbally when he/she gets better grades in English.	.75*
16	I ask my son/daughter to work harder if he/she gets low grades in English.	.72*
17	If my son/daughter gets low grades in English, I search for the causes of the failure, or I talk to the teacher.	.73*
18	I do not show any kind of concern whether my son/daughter gets high or low grades in English.	.60*
19	I talk to my son/daughter about the importance of learning English in our society.	.73*
20	I talk to my son/daughter about the importance of English as a subject in school.	.74*
21	I encourage my son/daughter to continue studying English after graduating from school.	.75*
22	I encourage my son/daughter to participate in English contests on or off campus.	.66*
23	I assure my son/daughter that learning English will qualify him/her to get a good job.	.76*
24	I talk to my son/daughter about how English would make him/her gain more knowledge in life.	.79*
25	I explain to my son/daughter that learning English would help him/her to get access to the culture and experiences of other nations.	.78*

*$p < 0.01$

The correlation coefficients obtained were high in most cases, indicating that parental encouragement has a positive effect on a students' level in English.

4.3.1.1 Testing the Sub-hypotheses

As mentioned before, the sub-hypotheses were analysed first to get the result of the main hypothesis. The following table presents the correlation coefficient between the sub-hypotheses scores and students' achievement score in English.

Table 4.12 Correlation between Hypotheses and Students' Achievement

Hypothesis NO	Items	Correlation with Ss' Achievement
1.1 (Homework)	1, 2	.73*
1.2 (Follow up)	3, 4, 13	.78*
1.3 (Learning Aids)	6, 7, 8, 9, 10, 11, 12	.83*
1.4 (Exam Preparation)	5, 14, 15, 16, 17, 18	.82*
1.5 (Importance of English)	19, 20, 21, 22, 23, 24, 25	.83*

*$p < 0.01$

It can be seen from the above table that parental encouragement regarding these categories is highly correlated with the students' achievement in English indicating that EFL students achieve high scores in English when parents:

- encourage or help them to do their homework;
- follow up with them;
- provide learning aids at home;
- encourage their children to prepare well for exam; and
- talk frequently with their children about the importance of English in the society.

4.3.1.2 Testing the Main Hypothesis

The main hypothesis stated that **EFL third intermediate level students who get a high level of parental encouragement and support achieve high scores in their English achievement.**

This hypothesis was tested by measuring the correlation between the students' achievement score in English (the dependent variable) and the overall average of parental encouragement score (the independent variable).

It should be noted that students' achievement score was measured against more specific variables which are the components of the parental encouragement variable. The total encouragement of the parents was computed by getting the arithmetic mean of all the variables of the five sub-hypotheses.

The analysis showed a strong positive correlation **(0.87*)** between the total of parental encouragement score and students' achievement score indicating that the more encouragement students receive, the more their achievement score is.

Such a result was predictable since the results of all the sub-hypotheses indicated a high correlation between parental encouragement and students' achievement.

4.3.2 Multivariate Correlations

A stepwise regression analysis was made using the SPSS for all the five categories to see the most influencing category on students' achievement. Table 4.13 shows the results of the stepwise regression.

Table 4.13 Stepwise Regression of the Five Categories Scores onto Students' Achievement Score

Dependent Variable	Entry Order	Independent Variables	Partial r-square
Students' achievement	—	Help with HW	—
	—	Following up	—
	1	Learning aids	.69
	2	Exam prep.	.06
	3	Imp. of English	.01
Total r-square			**.76**

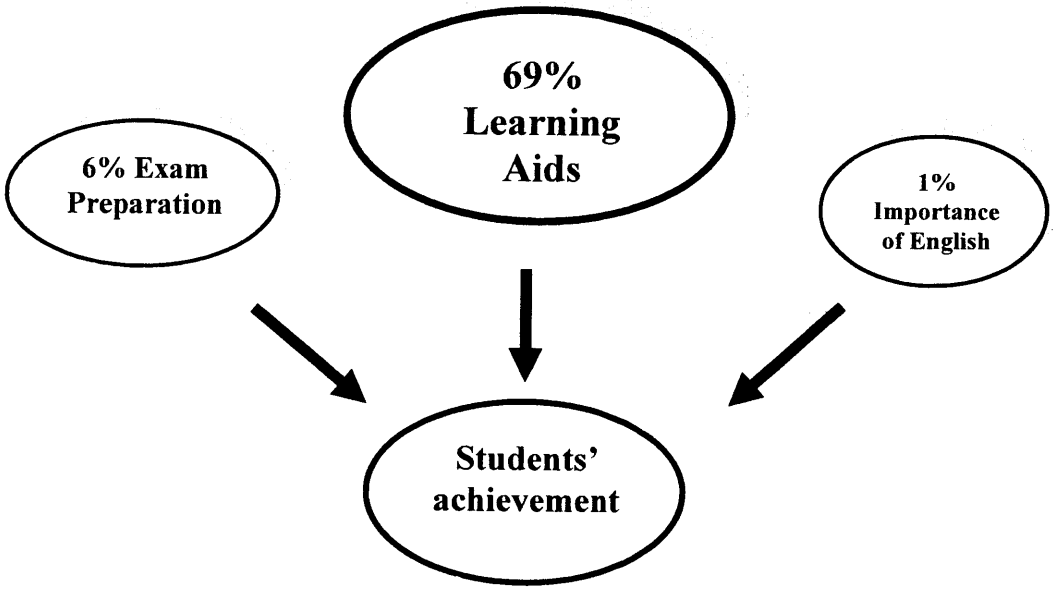
It can be seen from the table that the provision of learning aids is the most influential factor on students' achievement. It gives a correlation coefficient of

.69 indicating that the more contact the student has with learning aids, the better his or her achievement will be.

The correlation of the learning aids and exam preparation goes up to .75 having a marginal effect on students' achievement with a rate of .06 i.e. 6%. However, the correlation coefficient obtained for learning aids, exam preparation, and importance of English was .76 indicating a marginal effect on students' achievement with a rate of .008, which is less than 1%.

The above figures clearly indicate that the model for students' achievement is affected by about **69%** of learning aids, **6%** of exam preparation, approximately **1%** of importance of English. The remaining percentage covers unexplained factors.

Figure 4.1 The Result of the Regression Analysis



4.4 Further Statistical Analysis

The test results were further analysed in order to provide possible additional findings in an attempt to provide more support for the main findings.

4.4.1 Analysis of Items 26-28

A separate analysis was carried out to determine the influence of parental expectation (item 26), parental involvement in the child's homework (item 27), and parental attitude towards parental encouragement (item 28) on students' achievement. The results of these analyses are given in Table 4.14 below.

Table 4.14 Correlation between Variables 26, 27, 28 and Students' Achievement among the Overall Sample

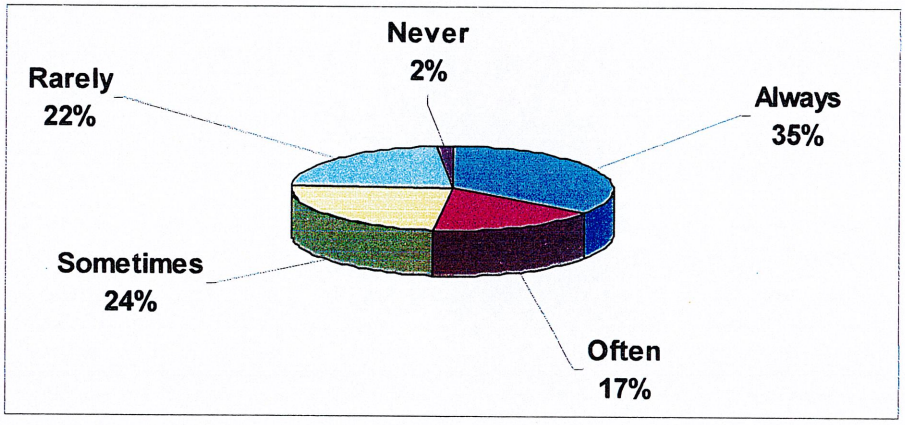
Variable	Total parental encourage.	Students' achievement	Parental expectation	Parental help in HW	Parental attitude
Total parental encourage.	—				
Students' achievement	.87*	—			
Parental expectation	.86*	.75*	—		
Parental help in HW	.45*	.41*	.34*	—	
Parental attitude	.04	.04	.05	.08	—

*p < 0.01

It can be seen from the above table that parental expectation has a direct effect on students' achievement; i.e. the higher the parents' expectations of their children, the higher the achievement they will get. Parents' help with their children's homework also has a positive effect (r = 0.41) on the achievement result. However, parental attitude towards parental encouragement seemed to have no effect on students' achievement.

Parents of all socio-economic statuses appear to have high expectations of their children's level in English. Thirty five percent of the parents ***always*** have high expectation of their children's level in English, 24% ***sometimes*** have a high expectation, 22% ***rarely*** have a high expectation. Only 2% of the parents ***never*** expect that their children get a higher level in English later on in the future. The results are shown in Figure 4.2.

Figure 4.2 Parents' Expectation of their Children's Level in English



This study has revealed that **41%** of parents do not help their children with English homework because they lack academic skills. Other barriers identified by these parents are lack of English proficiency **(20%)** and lack of time **(19%)**. However, **20%** of them think that their children do not need their help because they are excellent. Surprisingly, no parent has chosen reason (e) which states that "It is not important for my children to gain any knowledge in English". See the results in figure 4.4 below.

Figure 4.3 Parental Help with English Homework

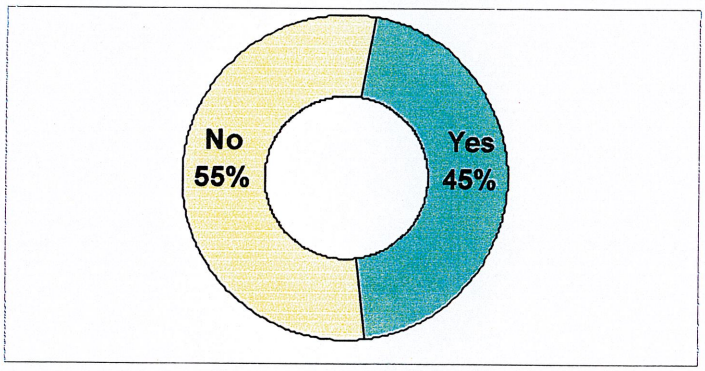
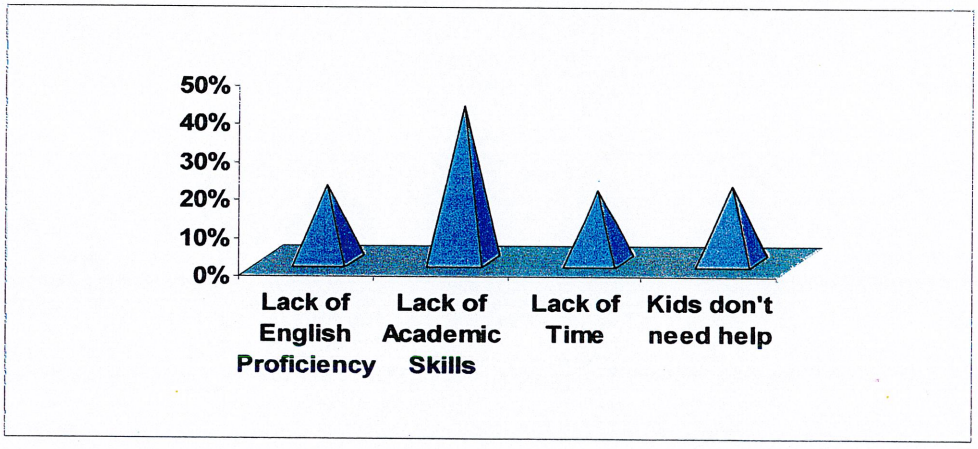
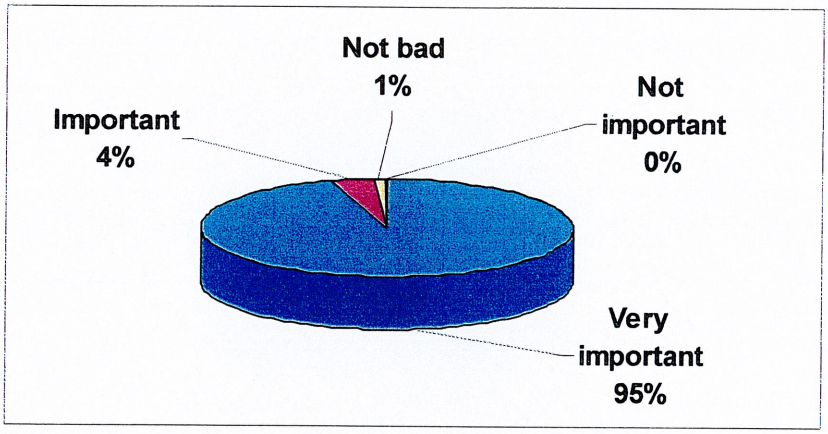


Figure 4.4 Why Parents Do not Help with the English Homework



This study has also revealed that 95% of Bahraini parents believe that parental encouragement is **very important**, while 4% think it is **important**. Only 1% says, it is **not bad**. See the figure below.

Figure 4.5 Parents' Attitude towards Parental Encouragement



4.4.2 Analysis of Parental Socioeconomic Background Factors

Further analysis was carried out to examine the effect of the parents' background factors on students' achievement in English. The background factors include parents' job, family income, parents' education level, parents' English level, language spoken at home and guardian's job. The following table shows the mean score and standard deviation for the background factors.

Table 4. 15 Descriptive Statistics for Background Factors

Factor	Min	Max	Mean	S.D
Language Used at Home	1.00	5.00	1.42	.98
Guardian's Job	1.00	5.00	3.06	1.24
Area	1.00	2.00	1.60	.48
Mother's Qualification	1.00	5.00	2.98	1.37
Father's Qualification	1.00	5.00	3.43	1.28
Mother's English Level	1.00	5.00	2.27	1.31
Father's English Level	1.00	5.00	2.89	1.37
Family Income	1.00	5.00	3.11	1.53

A one-way analysis of variance (ANOVA) was carried out to determine the possible influence of parents' background factors on students' achievement. It should be noted that each answer in every group (e.g. family income) was considered as a sample/group. For instance, answers to the family income question which scored 1 (BD 100- BD 199) were considered as one group/sample. The total of all subgroups/samples will still be 488.

The following tables of a one-way analysis are presented with the F ratio which provides a test of statistical significance.

Table 4.16 Analysis of Variance of Achievement Scores by Family Income

	Sum of squares	df	Mean Square	F
Between Groups	46722.103	4	11680.526	44.27*
Within Groups	127425.14	483	263.820	
Total	174147.25	487		

*p < 0.01

Table 4.17 Analysis of Variance of Achievement Scores by Father's Qualification

	Sum of squares	df	Mean Square	F
Between Groups	27142.067	4	6785.517	22.29*
Within Groups	147005.179	483	304.359	
Total	174147.245	487		

*p < 0.01

Table 4.18 Analysis of Variance of Achievement Scores by Mother's Qualification

	Sum of squares	df	Mean Square	F
Between Groups	45761.542	4	11440.385	43.04*
Within Groups	128385.703	483	265.809	
Total	174147.245	487		

*p < 0.01

Table 4.19 Analysis of Variance of Achievement Scores by Father's Level of English

	Sum of squares	df	Mean Square	F
Between Groups	31419.869	4	7854.967	26.58*
Within Groups	142727.38	483	295.502	
Total	174147.25	487		

*p < 0.01

Table 4.20 Analysis of Variance of Achievement Scores by Mother's Level of English

	Sum of squares	df	Mean Square	F
Between Groups	46722.103	4	11680.526	44.27*
Within Groups	127425.14	483	263.820	
Total	174147.25	487		

*p < 0.01

Table 4.21 Analysis of Variance of Achievement Scores by Language Used at Home

	Sum of squares	df	Mean Square	F
Between Groups	26300.462	4	6575.116	21.48*
Within Groups	147846.783	483	306.101	
Total	174147.245	487		

*p < 0.01

Table 4.22 Analysis of Variance of Achievement Scores by Guardian's Job

	Sum of squares	df	Mean Square	F
Between Groups	16280.945	4	4070.236	12.45*
Within Groups	157866.30	483	326.845	
Total	174147.25	487		

*p < 0.01

All the above tables show a significant difference between and within the groups, suggesting a strong probability of a relationship in the sample.

A correlation analysis of these factors was also carried out as an additional measure of assurance that there is consistency in the results obtained using ANOVA. The second aim of the correlation analysis was to get the degree of the effect of the background factors (overall) on achievement by calculating the correlation coefficient which indicates the direction (positive/negative) and the level of the correlation measure.

It should be noted that the correlation analysis considers the observation originating from one group/sample rather than sub groups/samples as in ANOVA. In other words, for the ANOVA analysis the different subgroups within any background question will result in a total of 488; whereas for the correlation analysis, there is only one sample of 488.

Table 4.23 Correlation between Background Factors and Students' Achievement

Background Factors	Correlation with students' achievement
Guardian's Job	.22*
Family Income	.43*
Father's Qualification	.37*
Mother's Qualification	.48*
Father's Level in English	.41*
Mother's Level in English	.51*
Language Used at Home	.23*

*P < 0.01

It can be seen from the table that there is a low-moderate correlation between the background factors and students' achievement scores. This is consistent with ANOVA results as shown in the following table.

Table 4.24 ANOVA and Correlation Analysis of Background Factors

	ANOVA		Correlation	
Background Factors	**F**	**Rank**	**r**	**Rank**
Family income	44*	1	0.43*	3
Father's Qualification	22*	4	0.37*	5
Mother's Qualification	43*	2	0.48*	2
Father's level in English	27*	3	0.41*	4
Mother's level in English	44*	1	0.51*	1
Language used at home	21*	5	0.23*	6
Guardian's job	12*	6	0.22*	7

*$p < 0.01$

4.4.3 Analysis of Students' Sex and Area

When students were divided according to their sex and area, the analysis showed no significant difference in the results. The descriptive analysis according to students' sex is shown in Appendix (J).

The correlation between parent encouragement and students' achievement for boys and girls was almost the same (see the tables below); and the correlation coefficient obtained for rural and urban areas was almost 0.84 (i.e. 0.835 for rural; 0.842 for urban). The results are shown in the following tables.

Table 4.25 Correlation Analysis among Girls (N 296)

Variable	Students' achievement	Total parental encourage.	Parental expectation	Parental help in HW	Parental attitude
Students' achievement	—				
Total parental encourage.	.89*	—			
Parental expectation	.80*	.89*	—		
Parental help in HW	.50*	.52*	.44*	—	
Parental attitude	.02	.08	.11	.09	—

*p < 0.01

Table 4.26 Correlation Analysis among Boys (N 192)

Variable	Students' achievement	Total parental encourage.	Parental expectation	Parental help in HW	Parental attitude
Students' achievement	—				
Total parental encourage.	.84*	—			
Parental expectation	.66*	.79*	—		
Parental help in HW	.35*	.35*	.19*	—	
Parental attitude	.07	-.02	-.03	.05	—

*p < 0.01

The above results indicate that there is no difference in the amount of encouragement the students receive whether they are boys or girls; and whether they are from rural or urban areas. However, parents' expectation and parental help with homework tend to have a stronger impact on the achievement of girls than boys.

4.4.4 Analysis According to the Level of Achievers

To see whether parental encouragement has a stronger influence on certain levels of achievement than others, the students were divided into four groups: ***higher achievers, moderate achievers, low achievers, and total failures***. The following table gives more information about the four groups.

Table 4.27 The Achievement Scores of English According to the Level of the Students

Name of group	Final score in English Exam /100
Higher achievers	85-100
Moderate achievers	60-84
Low achievers	41-59
Total failures	40 –less

Then the achievement score of each group was correlated with parental encouragement score. The correlational results are shown in the table below (See the descriptive analysis for the four groups in Appendix K).

Table 4.28 The Correlation Analysis According to the Level of Students

Name of group	Correlation with students' achievement
Higher achievers (N 85)	.25**
Moderate achievers (N 159)	.57*
Low achievers (N 173)	.50*
Total failures (N 71)	-.06

**p< 0.01
*p< 0.05

The results show that there is a significant correlation between parental encouragement score and achievement scores of low achievers and moderate achievers indicating that parental encouragement tends to influence the level of moderate achievers and low achievers more than other group learners.

On the other hand, there is a low correlation between parental encouragement score and achievement scores of high achievers indicating that parental encouragement does not have a significant effect on high achievers. However,

no correlation is found between parental encouragement score and achievement scores of failures. This indicates that parental encouragement has no influence over students who scored very low.

4.5 Summary

1. The basic statistics showed that the overall average of the hypotheses is approximately **3** out of a possible score of 5, indicating that the majority of students receive some degree of encouragement from parents.

2. The results of the basic statistics can be relied upon due to the fact that the Standard Deviation for all the cases was never above **1.5**. In most cases it was **1** indicating that the responses of the respondents were very similar with a very small variation (dispersion) difference in the observations; thus, it gives confidence in the averages calculated above.

3. The main findings can be summarised in table 4.29

Table 4.29 Summary of the Main Findings

H NO	Hypotheses	Mean	Correlation with Ss' Achievement	Test Result
1.1	Homework	2.5	.73*	Accepted
1.2	Follow up	3	.78*	Accepted
1.3	Learning aids	3	.83*	Accepted
1.4	Exam preparation	4	.82*	Accepted
1.5	Importance of English	3	.83*	Accepted

*$p < 0.01$

All the above sub-hypotheses were accepted. Accordingly, the main hypothesis was accepted.

4. Of the five categories studied for their influence on achievement, the effects of some were stronger than others. The most influencing categories can be ordered depending on their degree of influence. These categories are as follows:

   - **Category 1**: The provision of learning aids at home and encouraging children to use them
   - **Category 2**: Exam preparation
   - **Category 3**: Pointing out the importance of English in our society

CHAPTER 5

DISCUSSION OF THE RESULTS

The main findings of the study support the findings of the extensive research which suggests that parent involvement in their children's formal schooling is important for their academic success. The study has revealed that:

1. Bahraini parents tend to encourage their children to learn English.

2. There is a statistically significant relationship between students' school grade and parental encouragement categories score. This means that the research hypotheses are accepted.

3. Multiple regression analysis of data indicates that among the five categories considered in this study, provision of learning aids at home, exam preparation, and pointing out the importance of English in society are predictor variables for successful language learners. However, provision of learning aids at home is reported to be the most influential factor that tends to affect students' level in English.

4. Parental expectation is linked to achievement. Socioeconomic factors including family income, parents' qualification, parents' level of English, language used at home and guardian's job also have some effect on achievement; however, not highly significant.

5.1 The Results of the Basic Analysis

Using the basic analysis, it was found that the average mean score of all the items measured was approximately **3** out of **5**, indicating that parents do encourage their children to learn English. This suggests that families pay attention to this subject in government schools; and therefore encourage their children to score good results. However, the level of encouragement is not high.

The mean score of each category (hypothesis) was calculated individually. The following results were found:

1. With regard to homework category, the mean score was < **3** indicating a weak existence of parental encouragement in this area.

   Each item in this category scored differently. Item **(1)** scored **3** indicating that parents sometimes keep track of English homework or some times make sure that their children get their homework done. However, item **(2)** scored **2**. This means that parents rarely help their children with English homework. This may be due to the fact that some families do not follow up with their children's homework on regular basis. Another possible reason is the lack of homework progress reporting between school and family. Lack of contact between school and family with regard to homework may affect families' interest in their children's learning. Moreover, lack of efficient disciplinary procedures taken against students who fail to achieve progress in this area could be another reason.

2. As far as parental follow-up with their children's level in English is concerned, the mean score was **3** out of **5**. This result indicates that parents sometimes keep track of English tests and exams; they sometimes have discussion with their children about their level in English; and sometimes talk to the teacher about the children's performance in English.

This result is not high, and this may be due to several reasons. Some parents may not have the time or interest to follow up their children's level in English, thinking that learning English is not that important. Other families may feel hesitant to talk with the teacher about their children's level.

Other reasons may be attributed to the school itself. The perception that parents cannot or will not support their children's education could affect parents' follow-up. In addition, lack of communication between school and families; lack of efficient mechanism to encourage parental follow up regularly; and lack of efficient and timely reporting of the need to follow up students on the part of the teacher, could all be important reasons that hinder families from following up their children's level of performance effectively.

3. With regard to the provision of learning aids at home, the items of this category showed conflicting results. The mean score of item **(6)** was **4** out of **5** indicating that parents often provide their children with a convenient study place. However, the mean score of items **(7)**, **(8)**, **(9)**, and **(11)** was **2**. This shows that parents rarely provide their children with educational

videos, English stories, books, or magazines. The mean score of items **(10)** and **(12)** was **3** indicating that parents sometimes encourage their children to use the internet, and sometimes send them to institutes for English courses.

However, the overall mean score of provision of learning aids was **3,** which indicates that parents do not always encourage their children to use learning aids at home. This could be attributed to several reasons. One of the main reasons could be that parents are not aware of the importance of using different learning aids in learning a language. Some parents may not understand the value of learning aids, thinking that such aids are not important or do not have a positive effect on their children's achievement in English. Family income could be another reason for not providing such aids at home. This is not surprising because the PER CAPITA for each household in Bahrain is $ 8000 = BD 3200 per annum i.e. BD 266.6 per month. Parents may not have enough time to encourage the use of learning aids at home. On the other hand, the absence of an efficient awareness campaign at the school or at the ministry level for parents to appreciate the value of such aids could be another reason. School may not have efficient practices that familiarize students and their families with the learning aids.

4. The overall mean score of exam preparation category was the highest; i.e. **4** indicating that parents often encourage their children to be prepared for exams. As a teacher, the researcher has noticed that the education system in Bahrain tends to emphasize the importance of achieving good grades.

This has been reflected in the behaviour of the people who are involved in the learning process. Families may think that passing exams and getting good grades are the only measurement which the students' future career depends on. Therefore, some families may become more serious in this respect, and thus practice different behaviours such as encouraging their children verbally or financially to get good grades in exams; or, punishing them when they get low grades. For psychological reasons, some families may think that getting high grades represents success in life, but getting low grades would mean embarrassment in society. Therefore, the researcher is of the opinion that these social reasons are critical in leading parents to encourage their children to prepare well for exams.

Other reasons could be attributed to the school or the Kingdom. The use of efficient reporting means between school and home leads parents to pay more attention to exam preparation. Also the positive effect of the awareness campaign by the Kingdom in this respect plays an important role. The names of students who attain outstanding results are published in the newspapers; the fact that leads to the awareness of exam preparation by family.

5. With regard to the importance of English, the overall mean score was **3** indicating that families do not have frequent talk or discussion with their children about the value of learning English. This may be due to the fact that some families lack proper communication regarding its benefits in getting a job, for learning and other purposes. Some families may have a low level of perception as to the importance of English at school

compared to other subjects. They think that learning Arabic, Maths, and any other subject need more effort than English. Finally, schools may not utilize different practices or means to emphasize the importance of learning English.

5.2 The Results of the Regression Analysis

Using bivariate analysis, a strong correlation ($\mathbf{p < 0.73}$) was found between the above mentioned categories and students' achievement score. This indicates that parental encouragement affects students' achievement in English.

The regression analysis was also applied to the data in order to see the most influencing category on students' achievement. The analysis showed that out of the five categories, providing learning aids, exam preparation, and pointing out importance of English were the most influential factors on students' achievement in English; i.e. they can be considered as predictors for successful language learners.

5.2.1 *Provision of Learning Aids (Category 3)*

This category describes the importance of learning aids in language learning. The bivariate analysis of the data showed that a supportive home environment correlated significantly **(0.83)** with students' achievement i.e. parents who

provide their children with learning aids and encourage them to use these aids, their children achieve better in school.

The regression analysis indicated that among the five categories studied, provision of learning aids was the most influential factor on students' achievement in English. It affected students' achievement with a rate of 69%. This is due to several reasons. First, children become motivated and stimulated if their parents provide them with learning aids at home. Snow *et al* (1991) point out that provision of stimulating literacy and material environment positively affect student achievement. This supports Baker (2000: 56) who points out that the use of learning aids may be a helpful supplement to a child's language diet. By using enjoyable and captivating means such as records, cassettes and compact discs, the child receives language experience and helps him to be attached to the important modern image. Records, cassettes and compact discs that invite children to join in are valuable in providing language practice.

Moreover, learning aids are considered to be fun which is favoured by many children. Learning through fun affects children's motivation and helps them acquire the language. Finally, some learning aids provide learning opportunities that involve more than one person; generally, work done by group (i.e. group dynamic-organizational behaviour) has a better impact on the participants compared to individual or duo-involvement. This view is emphasized by Baker (2000: 57) who argues that for the child's use of a foreign language to grow, there needs to be active participation in that language. Two-way interactions are a necessary part of extending vocabulary. Music and drama are just two ways in

which language growth occurs in an enjoyable and non-intrusive way. Through the use of rhymes and acting out folk tales, language becomes anchored.

5.2.2 *Exam preparation (Category 4)*

This category describes how parents encourage their children to prepare well for exams. Parents practise some behaviours such as talking frequently about exam, encouraging them verbally or financially when they get good grades, and searching for reasons when they get low grades. These behaviours were correlated significantly with students' achievement. The correlation was **0.82** indicating that students achieve high score when parents help them prepare well for exam. This finding gives support to Ban (2000: 101-102), who states that when parents prepare their children for exams, their children's panic and stress will decrease, their performance will improve, and they will be able to identify areas of improvement.

The regression analysis showed that parents' role in exam preparation was the second important factor affecting student achievement (the rate of influence was 6%). This could be attributed to several reasons. First, when parents encourage their children to prepare well for exam and praise them when they get better marks, they will be motivated to achieve higher score. Ban (2000: 26) points out that praising children can motivate them to do well in school. Second, praising helps children develop self-confidence. Burns (1999: 28) states that rewarding children is important because it makes learning fun, motivates them to put consistent effort into accomplishing difficult tasks, and helps them develop

confidence and high self-esteem. Praise promotes good feeling. When parents use praise frequently, children will develop positive perceptions of themselves. A child who has an optimistic attitude is much more likely to be successful (Johnson, 1997: 91). In addition, many families perceive that getting good grades represents success in life. They emphasize its importance in getting higher education or getting a good job. In other words, the perception that the children's career depends on getting good grades make many families prepare their children for exam. This in turn motivates children to work hard to get good grades.

5.2.3 *Pointing out the Importance of Learning a Foreign Language (Category 5)*

This category describes another form of encouragement that affected language learning. The results indicated that frequent talk with children about the importance of English correlated significantly **(0.83)** with students' achievement.

The regression analysis also showed that this factor is the third important factor affecting students' achievement. This can be attributed to several reasons. First, when parents value learning, their children will be motivated to learn. This finding gives support to Johnson (1997) who points out that children develop a motivation to learn when parents make learning a priority in their family, and emphasise the importance of learning. She states that "Gradually, the inner

satisfaction and enjoyment they receive enable them to work hard and persist on their own". (p. 86)

In addition, when parents have a positive attitude towards English and pass this attitude to their children, their children's achievement will improve. This is consistent with Gardner and Lambert (1972: 128) who state that parents who see the utilitarian value of a mastery of English can transfer this view to their children and thereby improve the children's proficiency. This view was emphasized by Baker (2000: 14) who believes that if the parents think that second language learning is important and of high status, the child will soon regard it as important and will identify with the parents' wishes.

Moreover, for any language to succeed with a learner, it must have a role within the family and have social and economic utility. When the second language has an important place in the employment and promotion market, then language learning will have extra drive and vigour (Baker, 2000: 58). In other words, children are motivated to learn and achieve better in English because employment prospects and higher education in Bahrain demand and value fluency in all the four skills – reading, writing, listening and speaking – of English.

5.3 The Results of the Remaining Categories

Although the regression analysis showed only three factors that affected students' achievement, the bivariate correlation analysis did reveal important correlations and gave us insights into the factors that affect students' achievement in English.

5.3.1 *Parents' Help with Homework (Category 1)*

This study has showed that the correlation coefficient between parental help with homework and students' achievement was **0.73**, which indicates that students achieve high in English when their parents encourage or help them do their homework. This finding supports few studies regarding this area. Keith *et al* (1993) found a strong, positive correlation between parent involvement and the amount of homework completed. They pointed out that parental involvement in their children's education influences their children to do their homework, which in turn improves students' achievement.

5.3.2 *Parents' Follow-up (Category 2)*

The biavariate correlational analysis showed that parental follow-up correlated significantly **(0.78)** with their children achievement. This indicates that when parents view their children exam results frequently, talk with their children

about their level in English, and have frequent talk with teachers concerning their children's level, their children achieve better.

Using the regression analysis (i.e. testing the above categories in the presence of other categories), the effect of parental help with homework and parental follow-up became minimal due to the contribution of other categories on the achievement score. However, these results should not nullify the existence of strong correlation of these two categories with students' achievement in English when considered separately, i.e. in the absence of other categories (ceteris paribus).

5.4 Other Findings

a. *Parents' Expectation of their Child's Educational Attainment (Variable 26)*

The correlation coefficient between parental expectation and students' achievement in English was **0.75** indicating that students achieve better when parents have high expectations of them. This finding supports a lot of research work that suggests that there is a relationship between parental expectations of children attainment and their achievement in school (Becher, 1984; Scott-Jones, 1984; Scott-Stein and Thorkildsen, 1999).

b. ***The Reason Why Parents Do not Help their Children with English Homework (Variable 27)***

This study has revealed that 45% of the sample helped their children with homework, and 55% of them did not help with English homework.
In response to the question: *Why do you not help your child in English homework?* the parents identified several reasons in which schools can facilitate parent involvement in homework. These include lack of academic skills (41%); lack of English proficiency (20%); lack of time (19%) and the rest (20%) think that their children do not need parental help. The first three reasons suggest that these parents would like to help their children with their homework, but need help from schools. This supports Burns (1999), who points out that most parents want to help their children succeed, but do not know how; neither do they have the necessary skills or knowledge.

This finding also gives support to Jordan (1993) who interviewed parents of 25 Hmong junior high school students to gain information regarding their involvement in their children's education. She found that parents did not help their children with school work because they lacked proficiency in the English language. Her study indicated that these parents would like to expand their involvement in their children's education, but needed support from the school. This suggests that parents need help from schools and community for their lack of proficiency.

c. ***Parental Attitude toward Encouragement (Variable 28)***

The study revealed that 95% of the sample believed that parental encouragement towards education is very important. This indicates that parents believe in the importance of their role in education.

However, the analysis of the data showed that parental attitude towards encouragement did not correlate highly with student achievement (only 0.04). This means that their belief is not reflected in their behaviour; that is why it did not affect their children's achievement in English. In other words, these parents believe in the importance of parental encouragement but they might not practice certain behaviours to convert their belief into reality.

d. ***Parental Socioeconomic Factors***

The study showed that there was a low-moderate correlation between socioeconomic factors and students' achievement in English.
Some of the background factors such as guardian's job, father's qualification, and language used at home had a low correlation with students' achievement scores in English. This means that students can achieve high scores in English regardless to the profession of the parents, the qualification of the father, or the language used at home.

However, the rest of the background factors such as family income, mother's qualification, and parents' level in English correlated moderately with students'

achievement scores in English. This indicates that students may achieve better in English if the family's income, the mother's qualification, and the parents' level in English are high.

Generally, this analysis indicates that the background factors are not significant predictors to a successful language learner since the correlation was not highly significant. This means that students can achieve high scores in English even if their parents are with a low social status. In other words, low educated, low income, and low profession parents can make important contributions to their children's education. This finding supports Comer (1988) who found that poor parents with little education can contribute to their children's academic progress.

e. *Student's Sex and Area*

The findings showed that the level of encouragement was not affected by area; i.e. whether it is rural or urban. The correlation coefficient for rural was 0.83 and for urban was 0.84. This means that all students, living in rural and urban areas received the same amount of encouragement.

The findings also revealed that the level of encouragement is not affected by sex of students; i.e. whether they are boys or girls (see the analysis in Chapter 4). This indicates that both girls and boys from rural and urban areas need the same amount of encouragement in order to succeed. Since Bahrain is a small kingdom and the people belong to a closely knit community these results are expected. Moreover, Bahraini society provides equal opportunity to men and woman; i.e.

no gender bias is there with regard to job, education and other fields. Therefore, educators need not pay attention to gender or area when they plan for programmes that help parents to be involved in their children's education.

However, the results showed that parental expectation and parental help with homework seemed to have a stronger impact on the achievement of girls than boys. This indicates that girls attain better results if they get more expectation and more help in homework from parents. It may be due to the fact that girls are more obedient and have deep attachment towards family than boys; and boys at this age are more involved in other things like sports, friends or cinema than girls.

f. *High-achieving and Low-achieving Students*

Generally, this study revealed that parental encouragement affect students' achievement positively, i.e. the more encouragement the students receive from their parents, the better their achievement is. However, to what extent does parental encouragement affect the level of achievement?

To answer the above question, the students were divided into four levels; i.e. **high achievers**, **moderate achievers**, **low achievers**, and **total failures**. Then the scores of their achievement test were correlated with their parental encouragement scores. The analysis showed the expected results.

With regard to higher achievers, the analysis showed that the correlation between higher achievers' scores and parental encouragement scores was very low **(only 0.25)**.This result may suggest that high achieving students do not need encouragement since they are self-motivated, self-reliant and posses inborn interest in learning. Therefore, they were not affected by their family encouragement.

Similarly, there was no correlation **(-.06)** between parental encouragement and total failures' achievement. A possible reason for this result might be that the responsibility of the parents may not be carried out properly. These parents may lack the necessary skills required to raise their children's level of achievement in English or may believe that it is a waste of their money and efforts to spend on these children. After all, the results suggest that these children need more effort and special attention from their parents. It does not mean that the parents of the failures cannot provide support to their children. Research proved that all parents can encourage their kids to succeed in school if they are given enough encouragement and support from schools and community services (Henderson and Berla, 1994).

However, the analysis showed that the correlation coefficient between parental encouragement score and achievement scores of both low achievers and moderate achievers was almost **0.5** (0.57 for moderate achievers and 0.50 for low achievers). This indicates that the level of these achievers can be improved because they are affected by the level of encouragement they receive from parents. It may also suggest that moderate achievers and low achievers need more attention from their families to achieve better.

This analysis may show a phenomenon regarding the optimum utilization of parental encouragement in the light of the economic theory of the *Law of Diminishing Returns*. Ruffin and Gregory (1988) point out that "increasing the amount of one input in equal increments, holding all other inputs constant, eventually brings about ever smaller increases in output" (p. 40). According to this law, parental encouragement affect students' level of achievement to the extent where increasing the amount of encouragement has no effect or has a negative result.

5.5 Conclusion

This study provides evidence that the role of parents is important in assisting children to learn a foreign language; and stresses the importance of providing a second language environment at home which helps children achieve high scores in English.

Using the bivariate correlation, it was found that there was a strong correlation between parental encouragement and students' achievement in English (the correlation ranged from .73 to .83). This means that the research hypothesis was accepted within the limits of the research.

Using the multivariate correlation, the study revealed that the effect of some categories were stronger than others. However, this should not nullify the existence of the general relationship between all the categories and students' achievement.

Additional analysis of the data revealed more findings. These are:

a. Parental expectation affected students' achievement score.
b. The majority of the parents believed that parental encouragement is important.
c. Socioeconomic background did not correlate significantly with students' achievement score.
d. Parental encouragement was not affected by sex or area of students.
e. Parental encouragement affected the level of moderate achievers and low achievers.

The main findings and the additional findings, as a whole, lead us to the conclusion that parental encouragement is important to a language learner.

However, one must be careful in drawing causal inferences of this sort. Family encouragement should not be regarded as the only variable that determines the level of achievement. It is with the limitations of the study that the positive influence of parents emerged; i.e. the study can be generalized only within its scope (see the limitations of study in Chapter 1).

Perhaps the single most powerful statement that can be made as a result of this study is that parents play a crucial role in raising their children's education. This study revealed the importance of the family in the educational success of 14-15 years students. However, do parents know about the importance of their role? Do they know how to promote their children's success in English? Therefore more research work is needed to investigate in this matter.

CHAPTER 6

IMPLICATIONS AND RECOMMENDATIONS

6.1 Implications

This study enhances the significant role of parents in assisting children to learn a foreign language; equally significant is the importance of providing a rich foreign-language environment at home which helps children achieve better in school. The implications of this study are as follows:

1. This study revealed that the home environment has a powerful impact on the achievement of intermediate level students. What parents do at home to support learning has a strong influence on their children's achievement. Therefore, learners need to have an environment that encourages learning English. In other words, the provision of effective home environment together with a degree of parental encouragement make students feel that learning English can also take place at home; thus help students to improve their level in English.

2. The results indicated that some variables could be powerful in predicting students' achievement in English. Variables such as the use of learning aids, preparing well for exam, and parents' positive attitude towards learning English were shown to be predictors of students' level in English. Provision of learning aids showed more prediction than the socioeconomic variables. Therefore, the family socioeconomic factors need not be considered as predictors of

achievement in learning English. What the family does for the children at home has a significant effect on the level of their achievement.

3. The data suggests that parents' attitudes help children to do better in school. When parents value the language, they can positively influence their children's progress in the language. Parents who see English as an important language for employment and getting knowledge and experience of the world outside and who pass this view to their children, have successful children in English. Therefore, parents should have frequent talk with their children about the importance of learning English. This is consistent with AL-Ansari (1985) finding who points out that parents should not have negative attitude towards English since there is a strong chance that their children will develop the same attitudinal aspects and behaviours. Instead, they should point out the important prospects of learning English.

4. Almost all parents expressed a positive attitude towards parental encouragement. This has two indications. First, this suggests that they place a high value on English and want their children to learn English. This is expected because competence in English is important in Bahrain. It is the second language that is widely used in different domains. English for many parents is a way of getting a better job that leads to a better quality of life. Second, it suggests that parents would like to increase their encouragement, but need guidance from teachers and support from the school and the society.

5. The study also suggests that showing interest in children's performance at school, preparing students for exam, and staying in contact with teachers are all

important. This indicates that parents need to be informed about their children. It also suggests that parents need to encourage their children to learn English by helping them participate in different activities at home and at school. At school, they should meet the teachers to enquire about their children's performance. At home, parents should help children with their homework, follow up their achievement, provide learning aids, prepare them for exams and talk with them about the importance of learning English.

6. The analysis showed that students whose parents provide verbal or financial incentives to their children achieve higher scores in English, indicating that this has to do with motivation for learning English; i.e. students are highly motivated by the incentives they receive from their parents.

It can be concluded that the findings of the study have implications for practice and education. The major implication is the need for a formal support system in order to provide opportunities for parents to help their children learn English. Schools should help parents in laying the foundation for their children's learning so that teachers and schools will be able to build upon it. Therefore, educators, administrators together with school teachers should work collaboratively to enhance the role of parents in encouraging the children to succeed in English.

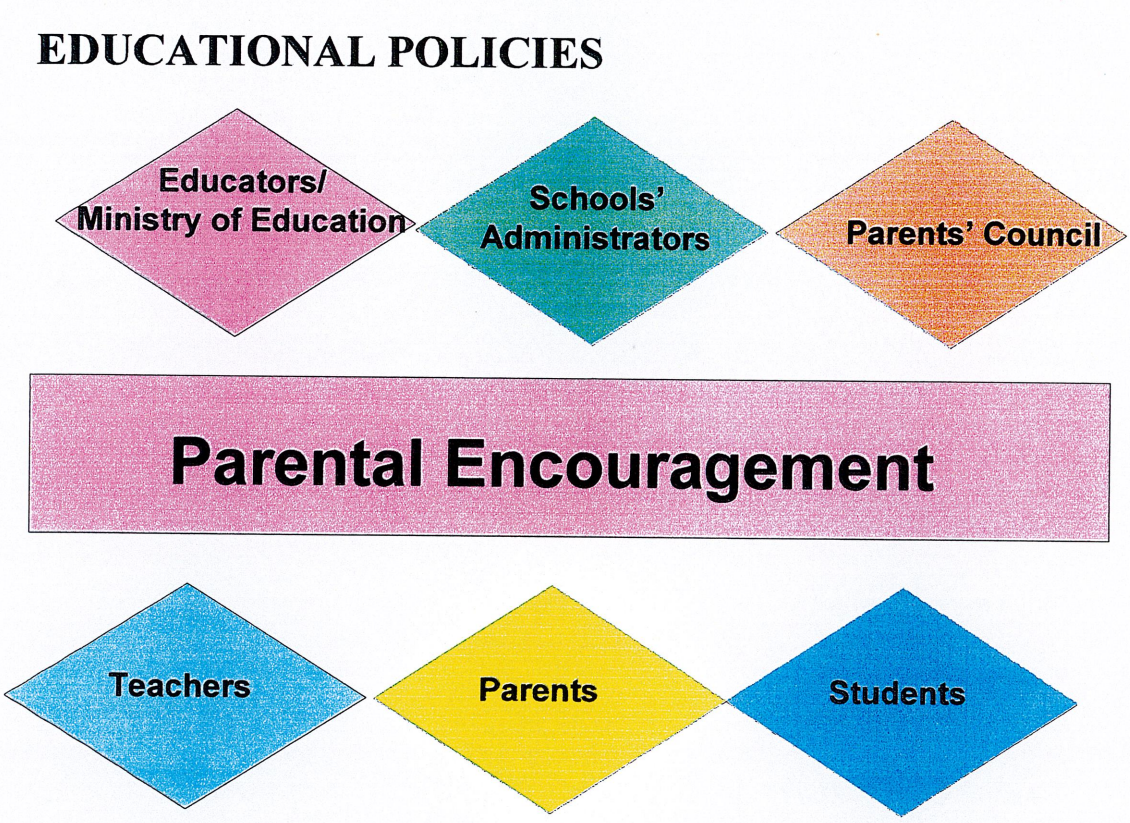
6.2 Recommendations

In the light of the above implications, several recommendations and guidelines have emerged from the research. There are recommendations for parents,

teachers, administrators and future research concerned with improving student academic success in English.

The following model summarizes the main recommendations of this research. It consists of six cornerstones or forces that should be the focus of the strategy regarding parental encouragement programmes. This model is based on **Porter's Competitive Forces** model (1998) with some modifications:

Figure 6.1 The Cornerstones of Parental Encouragement



6.2.1 Recommendations for Educators/Policymakers

The researcher recommends that educationalists should build on these findings to assist administrators, teachers and parents to promote the students' success in English. Educators can help by:

- designing parent education programmes, group meetings or workshops which train administrators and teachers on how to involve parents in the learning of English.

- supporting and funding parental projects and English activities carried out by administrators and teachers.

- establishing policies for the **Parents' Council** that promote the study of the English language at government schools.

6.2.2 Recommendations for School Administrators (headmasters/ headmistresses)

This research suggests that schools should support the existing parent encouragement and provide parents with advice on how to help in their children's learning. Administrators should:

- believe in the importance of parents' role in raising their children's level of English; and develop high expectations for all parents.

- conduct studies to know why parents are not involved in English language learning of their children. They should also conduct different research work to help children who are at risk of failing and support their families in order to help their children achieve better in English.

- establish partnerships with families. This can be achieved by preparing teachers to work with families since teachers need skills to create positive family partnerships that result in students' success in English. Establishing partnerships with families can also be achieved by activating the role of the **Parents' Council** in order to involve parents in more effective roles in the English language learning.

- use effective and creative strategies to encourage parents to participate more actively in their children's learning. Parents can be given specific things to do to encourage the learning of English at home. School can use written policies encouraging parent involvement. School contracts signed by the Principal, teacher, parent and child stating that the parent would make a suitable place for the child to study, talk to the child about the school day and take an interest in the child's performance in English will have a positive effect on their children's achievement.

- encourage parents to stimulate or reinforce their children's learning at home by showing them how to be collaborators or co-learners with their children. To achieve this, schools can help by training parents to be teachers of their own children and increase their awareness of their influence on their children's language achievement. Properly used technology can be very helpful. Schools can use new technology like e-mails, CD-ROM programmes, etc... to help parents encourage English learning at home.

- inform parents of both the process and results of English learning. Schools may use effective strategies to inform parents. Strategies may include activities held in the evening, conferences, newsletters and early warning of low grades. Schools can use technology to improve communication between families and teachers. These include voice mail systems, audiotapes and videotapes, computer classes for parents and free Internet connections to parents.

- point out to parents the important prospects of learning English in different fields. This can be achieved by holding career days or meetings with parents and their children to emphasize the importance of learning English for jobs, higher education and other purposes.

6.2.3 Recommendations for the Parents' Council

The parents' council should take an active role to promote the study of English language at government schools. It is recommended that the parents' council should:

- enhance positive interactions between the home and the school. This can be achieved by promoting collaborative interactions and information between teachers and parents to raise the children's level of English.

- provide parent discussion groups, classes, home visits, newsletters and other strategies to support parents in helping their children's to learn English at home.

- make parents aware of the need for their children to be proficient in English. This can be achieved by holding meetings or workshops for parents to provide information about the different fields that require English language skills.

- establish partnerships with private schools, business establishments, institutes and communities to support English learning at government schools.

6.2.4 Recommendations for Teachers

Teachers should not underestimate the ability of parents to help their children. Therefore, they should:

- Interact with parents, and provide them with positive feedback on their children's effort. They should also keep parents informed of any difficulties in behaviour or academic success in English from the outset.

- encourage learners to use different resources to acquire the language. These include the use of the computer, the internet, stories, magazines, and films. Teachers can set up a library in the class with books, magazines, stories and videotapes for students and parents to use.

- use new teaching methods which create meaningful relationships with students and families. Encourage family learning (For example, students can interview family members on their daily work or historical events and write a report about it in English).

- establish a routine for parents to review their children's work on a regular basis (e.g. sending a weekly folder of student English work with a place for parents' comments).

- give more guidance to parents who do not encourage English learning so that they understand how to guide and monitor their children's homework. Sending circulars or newsletters (in Arabic) that contain tips for parents to support learning at home will be a good idea. Talking to parents about study habits that can improve their children's English is also useful.

6.2.5 Recommendations for Parents

This study revealed that the majority of the parents believed that parental encouragement is important for their children's success. This indicates that these parents are willing to help their children but need help from schools. Therefore, it is recommended that to encourage children learn English, parents should:

- create learning environment at home that supports English learning by:

a. setting aside a special study area.

b. providing stimulating learning aids such as films, computers, CDs, the internet, cassettes, videos, posters, comics, books, magazines, and encouraging children to use them. Using words of appraisal, parents can help their children to acquire the language through these aids.

c. watching English programmes which meet the interests and hobbies of children.

- value English and develop positive attitude toward learning English by:

a. Daily discussions about school, learning and education.

b. pointing out the importance of learning English in various fields like getting a good job and access to other nations' culture and knowledge.

c. showing an interest in the assignments and examining English homework of their children's everyday and helping them when needed.

d. exposing their children to people from varied language and cultural backgrounds if possible.

- have high expectations of their children's attainment. Research shows when parents have high expectations, their children succeed in school (see chapter 2).

- establish contact with their children's teacher by:

a. asking for guidance from teachers on how to support English learning at home or to reinforce the learning in the classroom.

b. discussing their child's English progress with teachers on a regular basis.

c. talking to the teacher about what they can do to reinforce the English learning in the classroom.

- encourage their children to continue learning English after school.

- encourage or help their children prepare well for tests.

- praise and reward their children when they do well in English exams. Parents can reward their children by giving them English cassettes, films, books or comics.

6.2.6 Recommendations for Future Research

Further studies should focus on the family as a unit of care which reinforces the learning process. Therefore, the study has come up with the following questions for further research to answer:

1. What is the effect of the five categories examined in this research on students of primary level and secondary level? (investigating parental encouragement components with other groups or levels)

2. Do students achieve better results if their parents provide them with learning aids, prepare them for exams and point out the importance of learning English? (Testing the regression results, i.e. the most important three factors of parental encouragement, on students' achievement in English)

3. Who gets more parental encouragement to learn English, primary students, intermediate students or secondary students? (Contrast on parental encouragement towards intermediate students with those of primary level and secondary level)

4. What are the characteristics of parents who encourage their children to learn English?

5. What other family factors and behaviours contribute to students' success in English?

6. What are the familial characteristics of high/low achievers in English?

7. How can teachers help students to make use of learning aids at home?

8. How can teachers/schools help families to encourage learning English at home?

9. What kind of school, family and community collaboration work is needed to improve students in English?

10. How can community organizations help students and their parents in raising the students' level of English?

In conclusion, continued research of the role of parents would give fruitful insight into other factors which are more influential than others in determining the level of success achieved by language learners.

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Appendix A

Parents' Living Areas

Parents' Living Areas

Name of School	Location	Areas Included	NO of Parents from Each Area	Total
Sh. Moh'd Boys'	Budaiya	1. Budaiya 2. Graya 3. Jasra 4. Manama 5. Karana 6. East Riffa	33 15 6 1 1 1	57
Issa Town Boys'	Isa Town	1. Isa Town 2. Tubli 3. Boori 4. Sanad 5. Jerdab 6. Salmabad 7. Jid Ali 8. Nwaidrat 9. Kawara	57 5 8 1 2 3 3 2 1	82
Jidhafs Boys'	Jidhafs	1. Al Daih 2. Magaba 3. Karana 4. Karbabad 5. Jidhafs 6. Jed Al Haj 7. Jannosan 8. Jabalat Habshi 9. Shakhura 10. Sanabis 11. Mugsha	6 3 3 8 25 2 1 1 1 1 2	53
Khadija Girls'	Muharraq	Muharraq	43	43

Sanabis Girls'	Sanabis	1. Karbabad 2. Al Hajar 3. Mugsha 4. Sanabis 5. Shakhoora 6. Mussala 7. Jidhafs 8. Jabalat Habshi	1 1 2 12 2 2 6 2	28
East Riffa Girls'	East Riffa	1. East Riffa 2. Bhair 3. Isa Town 4. A'ali	103 1 1 1	106
Halima Girls'	Salmaniya	1. Jufair 2. Manama 3. Salhiya 4. Adliya 5. Zinj 6. Mahooz 7. Umm Al Hassam 8. Blad Al Qadim	10 26 1 2 1 2 5 3	50
Umm Salama Girls'	Hoora	1. Manama 2. Barbar 3. Juffair 4. Arad 5. Galali 6. Al Murkh 7. Bsaiteen 8. Hoora 9. Gudaibiya 10. Zinj 11. Hamad Town	42 1 5 1 1 1 1 7 8 1 1	69
Total	**8**		**488**	**488**

Appendix B

A Letter from Bahrain University to the Ministry of Education

NIVERSITY OF BAHRAIN
College of Arts
Dept. of Foreign & Literatures

جامعة البحرين
كليـــة الآداب
قســم اللغــات الأجنبيــة وآدابــها

2001/4/29 م

الفاضل الأستاذ ناصر الشيخ الموقر
مدير إدارة التعليم الإعدادي والثانوي

تحية طيبة وبعد،

تقوم الطالبة نرجس عبدالله حبيب رقمها الأكاديمي (879670) في برنامج الدراسات العليا بقسم اللغات الأجنبية وآدابها بكتابة بحث الماجستير بعنوان " أثر تشجيع الآباء في مستويات تحصيل الأبناء في اللغة الإنجليزية" وتود أن تقوم بتطبيق الإستبانة الخاصة بالبحث في المدارس التالية:

- **مدرسةالسنابس الإعدادية للبنات.**
- **مدرسةالرفاع الشرقي الإعدادية للبنات.**
- **مدرسة أم سلمة الإعدادية للبنات.**
- **مدرسة خديجة الكبرى الإعدادية للبنات.**
- **مدرسة حليمة السعدية الإعدادية للبنات.**
- **مدرسةالشيخ محمد بن خليفة الإبتدائية الإعدادية للبنين.**
- **مدرسة مدينة عيسى الإعدادية للبنين.**
- **مدرسة جدحفص الإعدادية للبنين.**

يرجى تقديم كل مساعدة ممكنة لها لإتمام مهمتها.

ولكم خالص الشكر والتقدير ،،،

د. محمد القدومي

رئيس قسم اللغات الأجنبية وآدابها

Appendix C

A Letter from the Ministry of Education to Visit the Schools

KINGDOM OF BAHRAIN
MINISTRY OF EDUCATION

مملكة البحرين
وزارة التربية والتعليم
إدارة التعليم الإعدادي والثانوي
قسم التعليم الإعدادي

الأساتذة الأفاضل مديري ومديرات المدارس الإعدادية المحترمين

أن الطالبه زهيه عبدالله حبيب يقوم / تقوم بأعداد رسالة الماجستير في

موضوع دور الآباء في تعلم اللغة الانجليزية بقسم

اللغات الاجنبية وآدابها كلية الآداب جامعة البحرين . فنرجو

تسهيل مهمة الباحث في تطبيقاته الميدانية في مدرستكم .

شاكرين لكم تعاونكم ،،،

ملاحظات :

ستقوم الباحثة بتطبيق استبانة خاصة على المدارس الآتية :-
مدرسة السنابس الاعدادية للبنات / مدرسة الرفاع الشرقي الاعدادية للبنات / مدرسة أم كلثوم / ع للبنات /
مدرسة خديجة الكبرى / ع للبنات / مدرسة الشيخ محمد بن خليفة م / ع للبنين / مدرسة مدينة عيسى / ع للبنين
مدرسة جدحفص / ع للبنين / مدرسة حليمة السعدية / ع للبنات .

رئيسة التعليم الإعدادي

Appendix D

Final Exam of Third Intermediate Students

Intermediate General Certificate Examination

English Language - June 2001

Time: 2 hours

لاحظ أن أسئلة هذا الامتحان تقع في 8 صفحات

I. Reading

Passage 1

Read the following passage, then answer the questions.

Marie Curie

_1__ Marie Curie was a great scientist. She was born in Warsaw, Poland, in 1867. Both of her parents were teachers. When Marie was only 10 years old, her mother died.

_2__ Marie was a very good student. She loved science, math, and languages. She and her sister Bronya wanted to go to college. But in those days, only men could go to college in Poland. The girls had to go to France to study. There was not enough money for both sisters to go. So Marie worked as a teacher in Poland. She sent money to Bronya to pay for medical school in Paris. After Bronya became a doctor, she helped Marie.

__3__ When she was 24, Marie became a science student at the Sorbonne, a university in Paris. Even with her sister's help, she did not have much money. She lived in a small room near the college. It had no lights, no water, and no heat. Sometimes Marie only had bread and tea to eat.

(انظر بقية الأسئلة في الصفحة التالية)

__4__ Marie studied hard and graduated in 1894. A year later, she married Pierre Curie. He was also a scientist. They worked together for many years. Their most important discovery was radium. Today, doctors use the rays from radium to treat cancer. The Curies won a Nobel Prize for their discovery. This is the highest award for a scientist. Marie Curie was the first woman to receive this award.

_5__ When Marie Curie was 39, Pierre died in a road accident. But she continued their work and became the first woman professor in France. In 1911, Marie won a second Nobel Prize. But years of working with radium destroyed her health. She died of cancer in 1934. Her daughter Irene continued Curie's work. She also received a Nobel Prize. Sadly, Irene also got cancer and died young. Both women gave their lives for their work.

A: Now answer the questions below.

1. Where was Marie Curie born?

_____

2. Why did Marie leave Poland?

_____

3. Who did she get married to?

_____

4. When did Marie Curie get the second Nobel Prize?

_____

5. How did Irene and Marie die?

_____

5x2= 10 marks

B: Match these titles with the correct paragraph number in the passage. <u>You only need 5 titles.</u>

a. The discovery of radium. ☐
b. The end of her career. ☐
c. Marie's childhood. ☐
d. Marie's early years in college. ☐
e. The treatment of cancer. ☐
f. Marie's success in Rome. ☐
g. The two sisters' schooling. ☐

2.5x5=12.5 marks

<u>Passage 2</u>

Read the following passage, then answer the questions.

Search dogs are trained to find missing people. Using only its sense of smell, a single dog can search an area eight times faster than a search team of 20 people. A search begins when the dog receives the smell from an article that the missing person has handled. The dog then sets to work following the smell.

Besides a good sense of smell, search dogs must have other special qualities. They must be able to learn quickly. They must be tough enough to survive severe weather. Searches often take place in snow and bitter cold. Indoor pets don't have the thick, tough coats that are needed.
In the United States, search dogs are usually German shepherds or bloodhounds. German shepherds are specially useful in finding people after sudden emergencies, such as floods or earthquakes. Police use them to help find criminals, too. The dogs are smart and take orders well.
Bloodhounds are also used in police work. They have often followed a criminal's smell from the scene of the crime to a hiding place.

Bloodhounds can "point out" a burglar in a large group of people. Bloodhounds are the best dogs to use for night searches. They have very poor eyesight, so they are able to concentrate fully on the smell.
Dogs cannot be used in every search. First, there aren't enough trained dogs to go round. The dogs may have to be flown to a place from hundreds of miles away. By the time they arrive, the smell may be too old for them to pick up.

In a very small area, search dogs are not usually needed. By the time a search dog is flown in, a search team could easily have found the missing person.

In some searches, weather conditions may not be right for a search dog. A smell is specially strong in damp weather. A slight wind also helps because it spreads the smell to a large area. Then the dog can pick up the smell from farther away. But strong winds, heavy rains, and even hot weather can cause a smell to disappear.

For these reasons, dogs are used in only one out of every four searches. But when they are used, they prove their value. Search dogs have done some things that seemed impossible. Some dogs have tracked people across rivers. Others have followed a smell for 100 miles. A dog once found a person still alive under 14 feet of snow. There had been a snow slide on a mountain.

(انظر بقية الأسئلة في الصفحة التالية 73)

Now answer the following questions.

1. Which of these titles best describes the main idea of the passage?
   a. "How Dogs Are Used in Searches"
   b. "Training a Search Dog"
   c. "Bloodhounds in Police Work"
   d. "Following a Trail in Snow"
2. What are the three qualities that a search dog must have?
   - _____
   - _____
   - _____
3. Which type of dog is specially used by the police to find people during an earthquake?

   _____
4. Why can a bloodhound concentrate only on a smell?

   _____
5. Which of the following weather conditions could cause a smell to disappear? Circle the correct answer:
   a. a slight wind
   b. dampness
   c. strong heat
   d. light snow

5x2.5= 12.5 marks

(انظر بقية الأسئلة في الصفحة التالية)

II. Writing

Question 1

Write a biography of Adel Imam, the famous comedy actor. In your writing, include the information below.

Name: Adel Imam
Age: 52
Place of Birth: Cairo
Nationality: Egyptian
Marital Status: married
Number of Children: two sons, Mohammed 25, Esam 18
Appearance: deep black eyes/ short dark hair/ funny face
Hobbies: traveling/ reading books
Movies made: " Al Erhab and Kebab" (1980), "Bekheet and Adeela"(1990)
Famous plays made : " Madrasat Al Mushagebeen", (1977), " Shahed Mashafshe Haga", (1980).

10 marks

Question 2

Read about these people and write a paragraph giving some advice to each person.

1. **Ali eats a lot of beefburgers and watches too much T.V.**

_____

_____

_____

_____

_____

_____

_____

_____.

5 marks

2. **Fatima doesn't have any friends and never goes out.**

_____

_____

_____

_____

_____

_____

_____

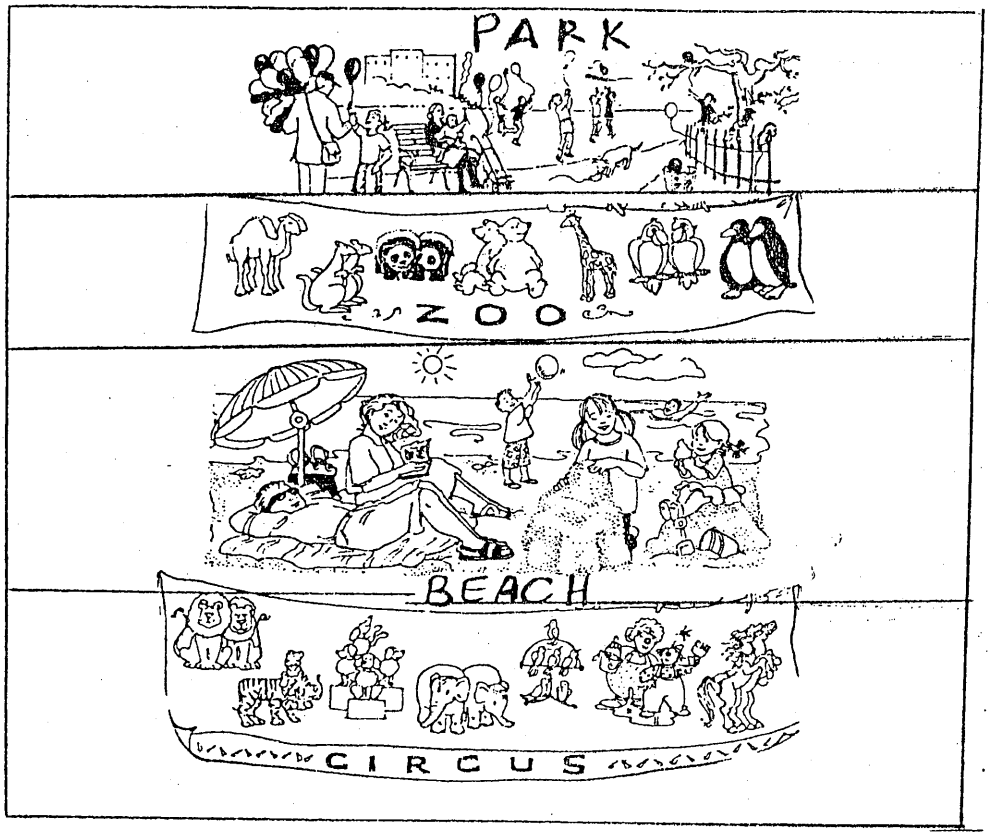
_____.

5 marks

(انظر بقية الأسئلة في الصفحة التالية)

Question 3

Imagine that you have recently visited one of the places below. Describe the place and write about your visit.



15 marks

End of Exam

Intermediate General Certificate Examination

English Language

June, 2002

Time: 30 minutes

تأكد أن هذا الامتحان يحتوي على صفحتين

Please note that this exam has 2 pages.

Listening

Question 1: (10X2= 20 marks)

You will hear an announcement in a department store. Listen carefully and fill in the missing information.

Floor	Items for sale
1. First	a. _____ b. _____
2. Second	a. _____ b. _____
3. Third	a. _____ b. _____ c. _____
4. Fourth	a. _____ b. _____ c. _____

(انظر بقية الأسئلة في الصفحة التالية)

Question 2: (5X2= 10 marks)

Listen to the story of the first man who landed on the moon and circle the correct answers.

1. Armstrong was born in
   a. 1950.
   b. 1930.
   c. 1913.
2. After the Korean War, Armstrong was
   a. awarded three air medals.
   b. shot down.
   c. sent back to college.
3. In 1955, Armstrong
   a. went back to college.
   b. landed on the moon.
   c. became a pilot for NASA.
4. The name of the spaceship (rocket) that went to the moon was
   a. NASA.
   b. Apollo II.
   c. Discovery.
5. The astronauts collected samples of
   a. plants.
   b. metals.
   c. rocks.

Total: 30 marks

(انتهت الأسئلة)

Appendix E

Thanking Letter

مملكة البحرين
وزارة التربية والتعليم
مدرسة سار الثانوية للبنات

التاريخ : 25 / 6 / 2001 م

حضرة الأستاذة الفاضلة / أمل المحمـــــــود المحترمة
مديرة مدرسة الرفاع الشرقي الإعدادية للبنات

السلام عليكم ورحمة الله وبركاته وبعد ،،،

أتوجه إلى شخصكم الكريم بخالص الشكر وعظيم الامتنان لما أبديتموه من تعاون ملموس معي في أثناء تطبيق دراستي الميدانية الخاصة بماجستير اللغة الإنجليزية بمدرستكم العامرة ، كما أتقدم إلى أعضاء الهيئتين الإدارية والتعليمية بامتناني وتقديري ، وأخص بالشكر والتقدير الأستاذة فاطمة السويدي المديرة المساعدة.

لكم مني جميعاً أكرر شكري وتقديري،،،

الباحثة : نرجس عبدالله حبيب
مدرسة اللغة الإنجليزية
بمدرسة سار الثانوية للبنات

Appendix F

Parents' Questionnaire
(In Arabic & in English)

جامعة البحرين
كلية الآداب
قسم اللغات الأجنبية وآدابها
برنامج الدراسات العليا

استبانه تشجيع الآباء لأبنائهم على تعلم اللغة الإنجليزية وأثره على مستوى التحصيل الدراسي

الأعزاء أولياء الأمور .....

السلام عليكم ورحمة الله وبركاته ، وبعد ،،

كما تعلمون ، قد أصبحت اللغة الإنجليزية واحدة من أهم اللغات الأجنبية التي تدرس كمادة أساسية في المدارس الحكومية ، وبالرغم من ذلك فإننا لا نملك صورة واضحة عن مدى تشجيع أولياء الأمور ومدى اهتمامهم بتدريس هذه اللغة في المدارس الحكومية .

وللتعرف على مدى تشجيعكم واهتمامكم بتعلم اللغة الإنجليزية في المدارس الحكومية . يرجى منكم الإجابة عن هذه الاستبانه ؛ لأن ذلك من شأنه أن يفيدنا في تجاوز العديد من المشكلات التي تخص الموضوع .

علماً بأنه ستحاط الإجابة بالسرية التامة وستستخدم لأغراض إحصائية فقط .

وتفضلوا بقبول فائق الاحترام ،،،

الباحثة: نرجس عبد الله حبيب

معلومات عامة عن الوالدين

وظيفة الأب: _____ **وظيفة الأم:** _____

دخل الأسرة:

☐ 100 دينار - 199 دينار

☐ 200 دينار - 299 دينار

☐ 300 دينار - 399 دينار

☐ 400 دينار - 499 دينار

☐ 500 دينار - فأكثر

المستوى التعليمي للأب:

☐ أمي ☐ ابتدائي ☐ إعدادي

☐ ثانوي ☐ جامعي

المستوى التعليمي للأم:

☐ أمي ☐ ابتدائي ☐ إعدادي

☐ ثانوي ☐ جامعي

مستوى الأب في اللغة الإنجليزية					
	ممتاز	جيد جدا	متوسط	ضعيف	لا يجيد
الكتابة					
القراءة					
المحادثة					

مستوى الأم في اللغة الإنجليزية					
	ممتاز	جيد جداً	متوسط	ضعيف	لاتجيد
الكتابة					
القراءة					
المحادثة					

اللغة المستخدمة في البيت:

☐ العربية ☐ الإنجليزية ☐ العربية والإنجليزية

☐ الفارسية ☐ العربية والفارسية ☐ لغات أخرى :_____

معلومات عامة عن الطالب / الطالبة وولي الأمر

اسم الطالب/ الطالبة	
العمر	
اسم المدرسة	
الصف	
اسم ولي الأمر	
قرابة ولي الأمر	
عنوان ولي الأمر	
وظيفته	
جهة العمل	
هاتف المنزل	
النقال	

ملاحظة: يملئ هذا الجدول من قبل الباحثة

الفصل	درجة امتحان منتصف الفصل	درجة أعمال الفصل	درجة نهاية الفصل	المجموع
الأول				
الثاني				
الدرجة النهائية				%100

توضح البنود التالية مدى اهتمامك وتشجيعك لأبنائك على تعلم اللغة الإنجليزية ، اقرأ كل بند بدقة ثم ضع علامة (√) في الخانة التي تراها مناسبة.

		دائماً	غالباً	أحياناً	نادراً	أبداً
1	أحرص على متابعة تنفيذ (ابني/ ابنتي) للواجبات المدرسية الخاصة باللغة الإنجليزية وأتأكد من (إنهائه/ إنهائها) لها.					
2	أساعد (ابني/ ابنتي) في الواجبات المنزلية الخاصة باللغة الإنجليزية إذا تمكنت من ذلك.					
3	أطلع على نتائج الاختبارات الشهرية والفصلية الخاصة باللغة الإنجليزية.					
4	أسأل (ابني/ ابنتي) عن (مستواه/مستواها) الدراسي في اللغة الإنجليزية.					
5	أحث (ابني/ ابنتي) على الإعداد الجيد للامتحان.					
6	أوفر (لابني/ لابنتي) بيئة مناسبة للدراسة.					
7	أوفر (لابني/ لابنتي) بعض الأفلام التعليمية الخاصة باللغة الإنجليزية و (أشجعه/أشجعها) على مشاهدتها.					
8	أشاهد البرامج الإنجليزية على شاشة التلفاز مع (ابني/ ابنتي).					
9	أشجع (ابني/ ابنتي) على شراء القصص أو المجلات الإنجليزية التي (يهواها/تهواها).					
10	أشجع (ابني/ ابنتي) على استخدام الحاسوب أو الإنترنت في تعلم اللغة الإنجليزية.					

11	أوفر (لابني/لابنتي) بعض القصص والكتب الإنجليزية و(أشجعه/أشجعها) على قراءتها.					
12	أرسل (ابني/ ابنتي) إلى أحد معاهد تدريس اللغة الإنجليزية عند الحاجة.					
13	أتحدث مع (معلم/معلمة) اللغة الإنجليزية بخصوص مستوى (ابني/ابنتي).					
14	أشجع (ابني/ابنتي) على الحصول على درجات أفضل في اللغة الإنجليزية .					
15	أشجع (ابني/ ابنتي) مادياً أو معنوياً إذا (حصل / حصلت) على درجات أفضل في اللغة الإنجليزية .					
16	أحث (ابني / ابنتي) على الجد والمثابرة إذا (حصل / حصلت) على درجات متدنية في اللغة الإنجليزية .					
17	إذا حصل (ابني / ابنتي) على درجات متدنية في اللغة الإنجليزية أبحث عن الأسباب أو أتحدث مع (المعلم / المعلمة) .					
18	لا أبين أي نوع من الاهتمام إذا حصل (ابني / ابنتي) على درجات عالية أو متدنية في اللغة الإنجليزية .					
19	أتحدث مع (ابني/ ابنتي) عن أهمية تعلم اللغة الإنجليزية في مجتمعنا .					
20	أتحدث مع (ابني/ ابنتي) عن أهمية مادة اللغة الإنجليزية في المدرسة وأوضح (له / لها) بأن مادة اللغة الإنجليزية لا تقل أهمية عن باقي المواد .					
21	أحث (ابني / ابنتي) على الاستمرار في دراسة اللغة الإنجليزية بعد التخرج من المدرسة .					
22	أشجع (ابني/ابنتي) على المشاركة في المسابقات الثقافية التي تقام باللغة الإنجليزية في المدرسة وخارجها .					
23	أؤكد (لابني/ابنتي) بأن تعلم اللغة الإنجليزية (يؤهله / يؤهلها) للحصول على وظيفة جيدة					
24	أتحدث مع (ابني/ ابنتي) عن أهمية اللغة الإنجليزية في اكتساب المزيد من المعرفة .					
25	أوضح(لابني/ابنتي) بأن تعلم اللغة الإنجليزية (يساعده/يساعدها) على الوصول إلى ثقافات وخبرات الأمم الأخرى .					
26	أتوقع أن ينال(ابني/ ابنتي) مستوى أفضل في اللغة الإنجليزية مستقبلاً .					

27- هل تساعد ابنك/ابنتك في الواجبات الخاصة باللغة الإنجليزية؟

☐ نعم ☐ لا

إذا كانت الإجابة " لا " فما هي الأسباب؟ يمكنك اختيار أكثر من إجابة بوضع علامة (√) في المربع المقابل		
أ	لم أتعلم اللغة الإنجليزية من قبل.	
ب	اعتقد بأن المعلم/ المعلمة له قدرات أفضل مني	
ج	لا أمتلك الوقت الكافي لمساعدة ابني/ ابنتي.	
د	لا يحتاج ابني/ ابنتي إلى مساعدتي لتفوقه.	
هـ	لا يهمني إلمام أبنائي للغة الإنجليزية.	
و	أسباب أخرى (تذكر) : _____ _____ _____	

28. ما رأيك في تشجيع الوالدين لأبنائهم؟

☐ مهم جداً ☐ مهم ☐ لا بأس ☐ غير مهم

شكراً جزيلا على حسن تعاونكم

University of Bahrain
College of Arts
Department of Foreign Languages and Literature

The Effect of Parental Encouragement on Students' Achievement in English

Dear parents,

As you are perhaps aware, English has become one of the most important languages in Bahrain and is taught as a main subject in schools. In spite of this, we seem to have a very vague picture of parents' awareness of English at school and their involvement in their children's education.

Therefore, to find out to what extent you encourage and support your children to learn English at a government school, you are kindly requested to answer the following questionnaire.

Please indicate your answers stating your honest feelings and perceptions. Your answers are confidential and will be used only for statistical purposes.

Your cooperation will be highly appreciated.

The researcher

Narjes Abdulla Habib

General Information about Parents

Father's Job: _____ **Mother's Job:** _____

Family Income:

☐ BD 100 – BD 199 ☐ BD 200 – BD 299 ☐ BD 300 – BD 399
☐ BD 400 – BD 499 ☐ BD 500 – More

Father's Education Level:

☐ Illiterate ☐ Primary ☐ Intermediate
☐ Secondary ☐ University

Mother's Education Level:

☐ Illiterate ☐ Primary ☐ Intermediate
☐ Secondary ☐ University

Father's English Level					
Skills	**Excellent**	**Very Good**	**Good**	**Poor**	**Unable**
Writing					
Reading					
Speaking					

Mother's English Level					
Skills	**Excellent**	**Very Good**	**Good**	**Poor**	**Unable**
Writing					
Reading					
Speaking					

Language Spoken at Home:

☐ Arabic ☐ Arabic & Persian ☐ Persian

☐ English & Arabic ☐ English ☐ Other: _____

General Information about the Student and the Guardian

Student's Name	
Age	
School Name	
Class	
Guardian's Name	
Relationship	
Guardian's Address	
Occupation	
Contact Number	

Student's Exam Results

This table has to be filled by the researcher

Term	Midterm Exam 20%	Monthly Grade 20%	End of Term Exam 60%	Final Grade 100%
First Term				
Second Term				
Total	**Average of the two terms**			**100%**

The items below show your interest and encouragement toward your child learning English at school. Read every item carefully and put a tick (√) in the box that is applicable to your situation.

NO	Item	Always	Often	Sometimes	Rarely	Never
1	I keep track of every homework my son/daughter brings home, and I make sure that he/she gets it done.					
2	I help my son/daughter in finishing his/her English homework when I have time.					
3	I keep track of English tests and exams.					
4	I ask my son/daughter about his/her English level in school.					
5	I encourage my son/daughter to prepare himself/herself for the English exams.					
6	I provide my son/daughter with a convenient study place.					

7	I provide my son/daughter with some educational videos in English, and I encourage him/her to watch them.					
8	I watch English programmes on T.V. with my son/daughter.					
9	I encourage my son/daughter to buy English stories or magazines that he/she enjoys reading.					
10	I encourage my son/daughter to use the Internet to learn more English.					
11	I provide my son/daughter with English books and stories and I encourage him/her to read them.					
12	I send my son/daughter to institutes for English courses.					
13	I talk to the English teacher about my son's/ daughter's performance in English.					

14	I encourage my son/daughter to get better grades in English.					
15	I encourage my son/daughter financially or verbally when he/she gets better grades in English.					
16	I ask my son/daughter to work harder if he/she gets low grades in English.					
17	If my son/daughter gets low grades in English, I search for the causes of the failure or I talk to the teacher.					
18	I do not show any kind of concerns whether my son/daughter gets high or low grades in English.					
19	I talk to my son/daughter about the importance of learning English in our society.					

20	I talk to my son/daughter about the importance of English as a subject in school.					
21	I encourage my son/daughter to continue studying English after graduating from school.					
22	I encourage my son/daughter to participate in English contests on or off campus.					
23	I assure my son/daughter that learning English will qualify him/her to get a good job.					
24	I talk to my son/daughter about how English would make him/her gain more knowledge in life.					
25	I explain to my son/daughter that learning English would help him/her to get access to the culture and experiences of other nations.					
26	I expect that my son/daughter to achieve better in English in future.					

27. Do you help your son/daughter with English homework?

☐ Yes ☐ No

If NO, what are the reasons? (You can choose more than one answer by putting a tick (√) in the boxes below:

☐ a. I have never learned English before.

☐ b. I think the teacher has better skills than me.

☐ c. I do not have time to help my son/daughter.

☐ d. My son/daughter does not need my help.

☐ e. It is not important for my children to gain any knowledge in English.

☐ Other reasons: _____

28. What do you think of parental encouragement?

☐ Very important ☐ Important

☐ Not bad ☐ Not important

Thank you for your cooperation

Appendix G

The Scores of Socioeconomic/Background Factors

The Scoring of the Background Factors

A five-point rating scale (Likert Scale) was applied to the socioeconomic factors.

Factor (1) Guardians'/ Parents' Job

According to the Civil Service Bureau "CSB" regulation, parents' jobs were divided into the following categories (starting with the highest post):

Category NO	Job Categories	Score
1	Managers, Administrators, and Businessmen	5
2	Professionals (e.g. accountants, computer specialists, medical doctors, lawyers, engineers, statisticians)	4
3	Employees (i.e. general staff)	3
4	Workers/ Labours	2
5	Unemployed and Retired	1

Factor (2) Family Income

Category	Income Rate	Score
1	BD 100 – BD 199	1
2	BD 200 – BD 299	2
3	BD 300 – BD 399	3
4	BD 400 – BD 499	4
5	BD 500 - More	5

Factor (3) Parents' Education Level

Category	Education Level	Score
1	Illiterate	1
2	Primary	2
3	Intermediate	3
4	Secondary	4
5	University	5

Factor (4) Parents' English Level

Parents' English Level					
Skills	**Excellent**	**Very Good**	**Good**	**Poor**	**Unable**
Writing	5	4	3	2	1
Reading	5	4	3	2	1
Speaking	5	4	3	2	1

Factor (5) Language Used at Home

Category	Language Used at Home	Score
1	Arabic	1
2	Persian & Arabic	2
3	Persian	3
4	English & Arabic	4
5	English	5

Factor (6) Parents' Living Areas

Category	Area	Score
1	Rural	1
2	Urban	2

Appendix H

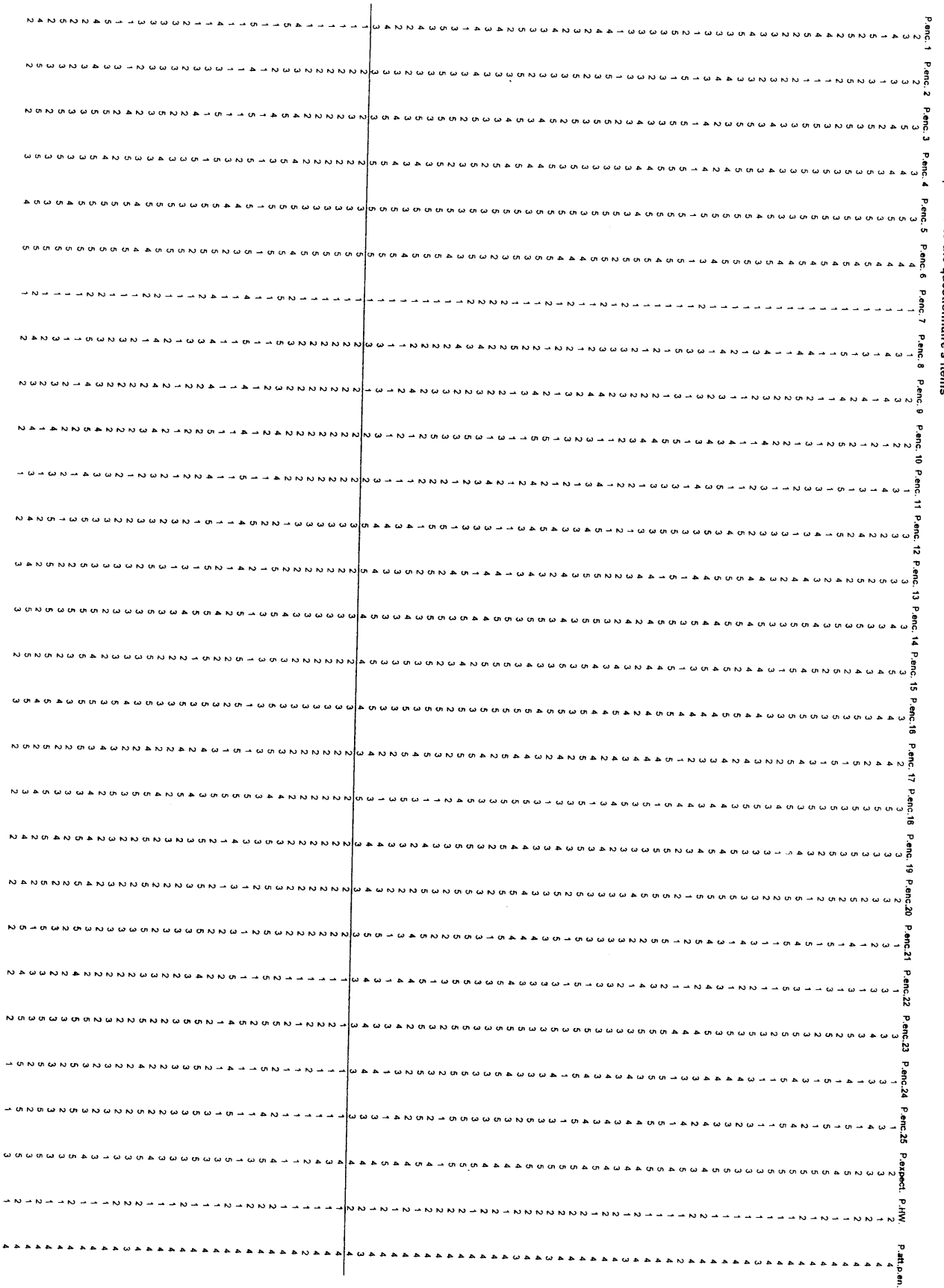
List of Jurors and their Posts

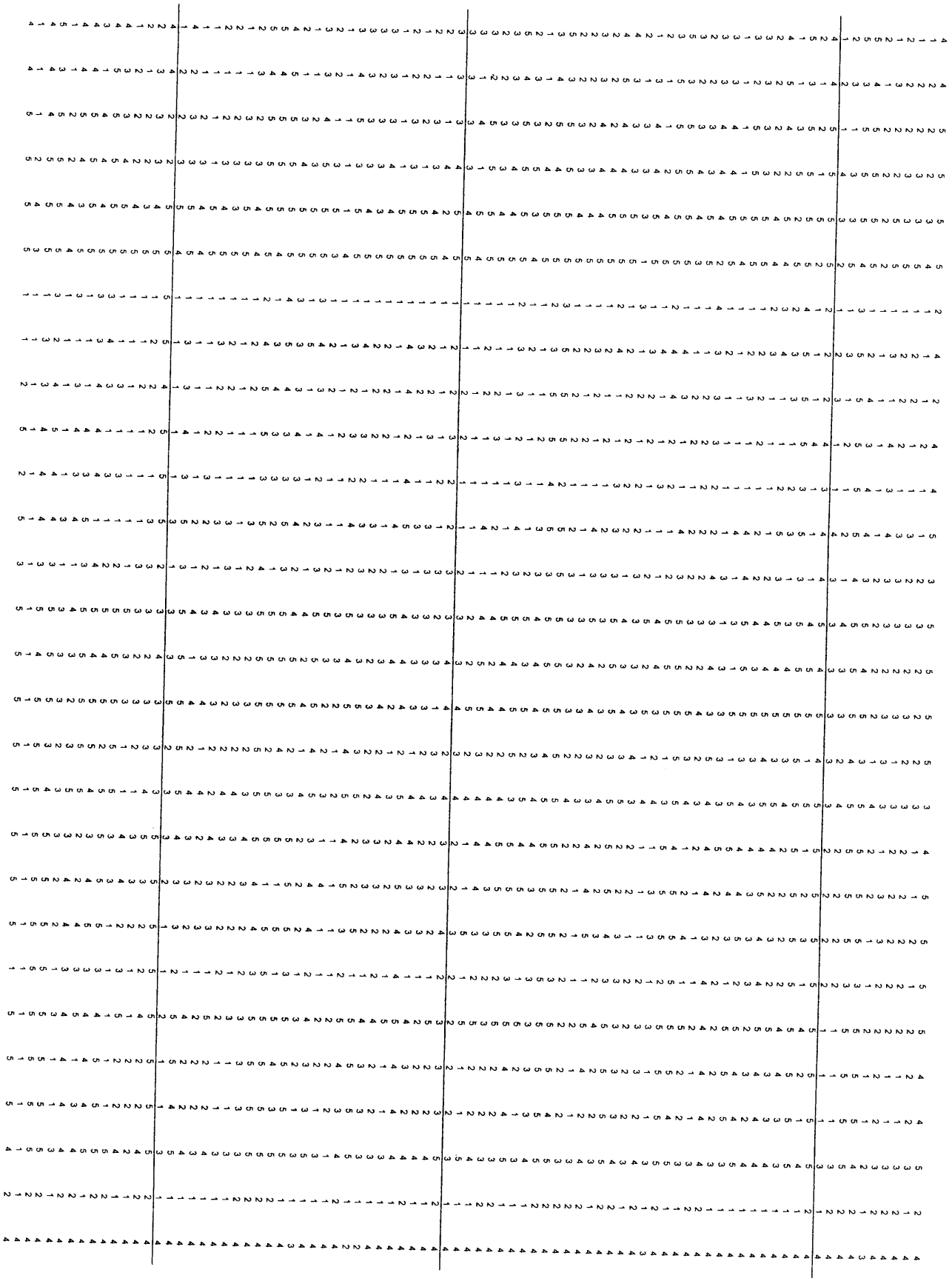
List of Jurors and their Posts

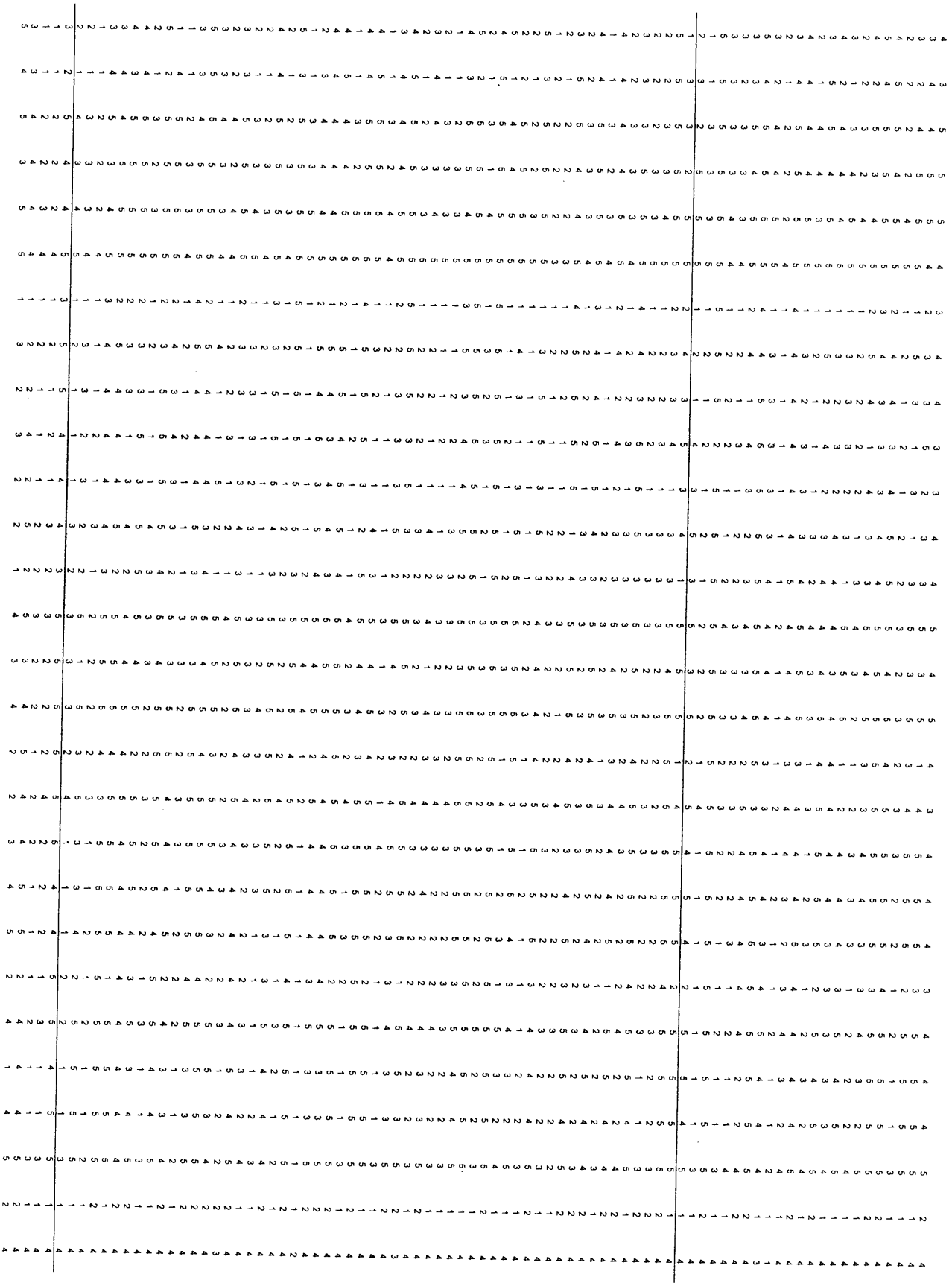
NO	Name	Qualification	Post	Place of Work
1	Saif Al Ansari	PhD in Applied Linguistics	Associate Professor	University of Bahrain
2	Ahmed Ibrahim Hamza	PhD in Social Work	Assistant Professor	University of Bahrain
3	Ahmed Matter	MBA in Finance ACCA	Electronic Commerce Consultant	Ministry of Commerce
4	Ali Lori	PhD in Education	Associate Professor	Arabian Gulf University
5	Amira Al Qasab	MA in Education	Headmistress Assistant	Saar Secondary School
6	Anisa Ali Yousif	MA in Education	School Headmistress	Saar Secondary School
7	Ashoor Kassim Ashoor	PhD in Education	Assistant Professor	Uniersity of Bahrain
8	Hassan Jaffar Al Nasser	PhD in Education	Associate Professor	University of Bahrain
9	Hassan Marhama	PhD in Literature	Associate Professor	University of Bahrain
10	Moh'd Al Badawi	PhD in Social Work	Associate Professor	University of Bahrain
11	Rafeda Al Hariri	PhD in Education	Assistant Professor	University of Bahrain
12	Salman Al-Halwachi	PhD in Education	Assistant Professor	University of Bahrain
13	Zahra Al-Mathbouh	MA in Arabic Literature	Teacher	Saar Secondary School

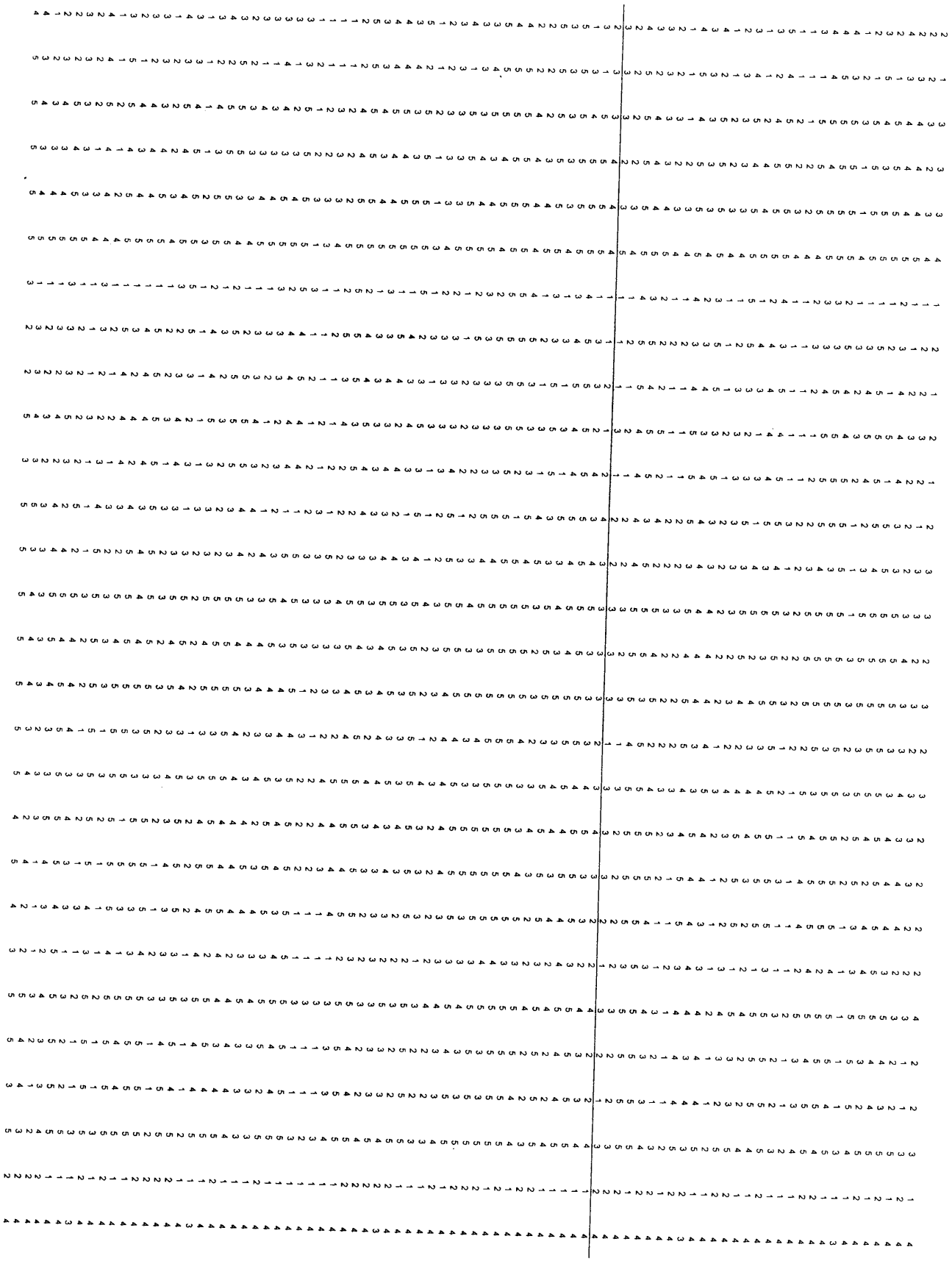
Appendix I

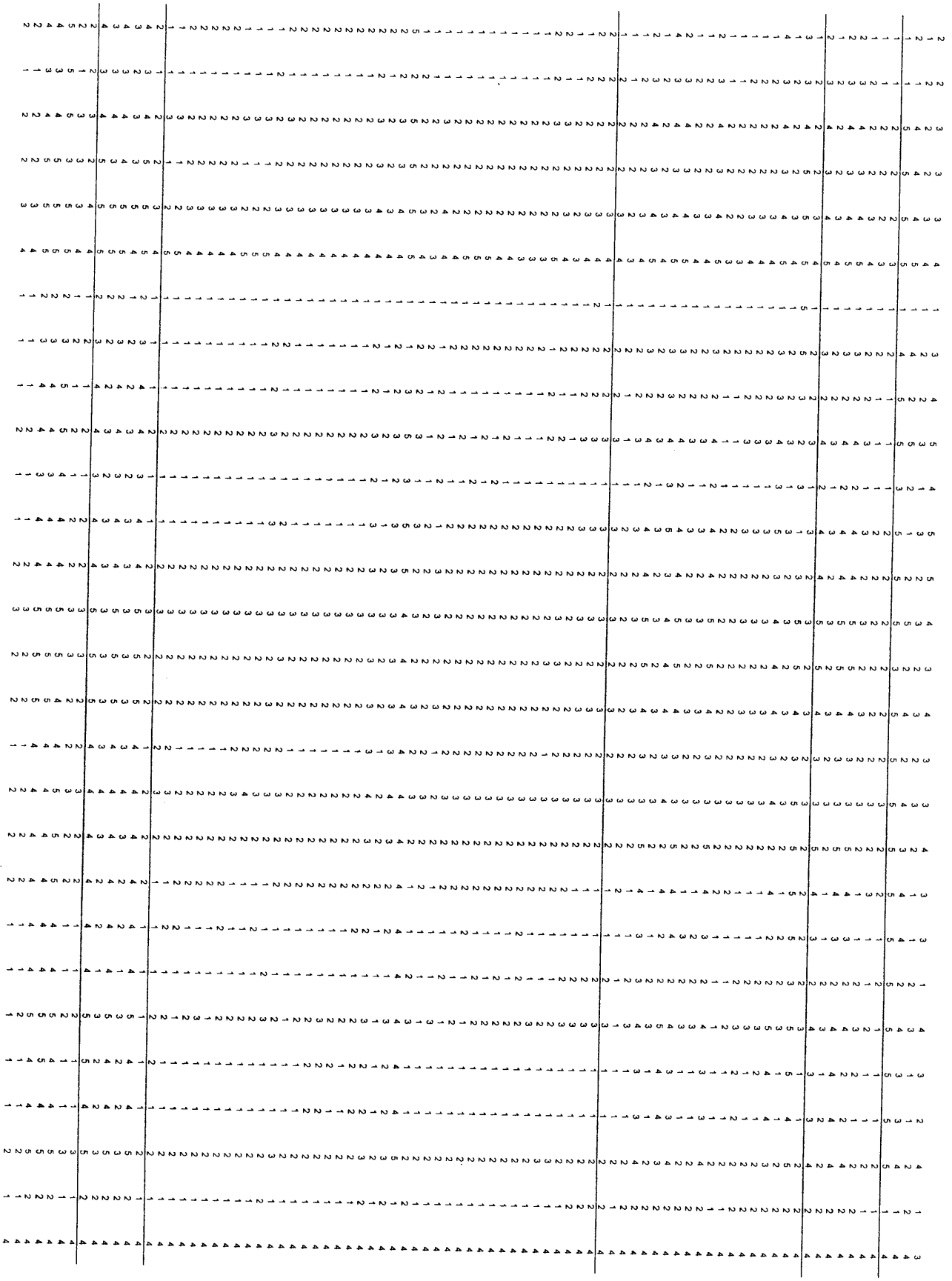
A Summary of the Questionnaire Responses

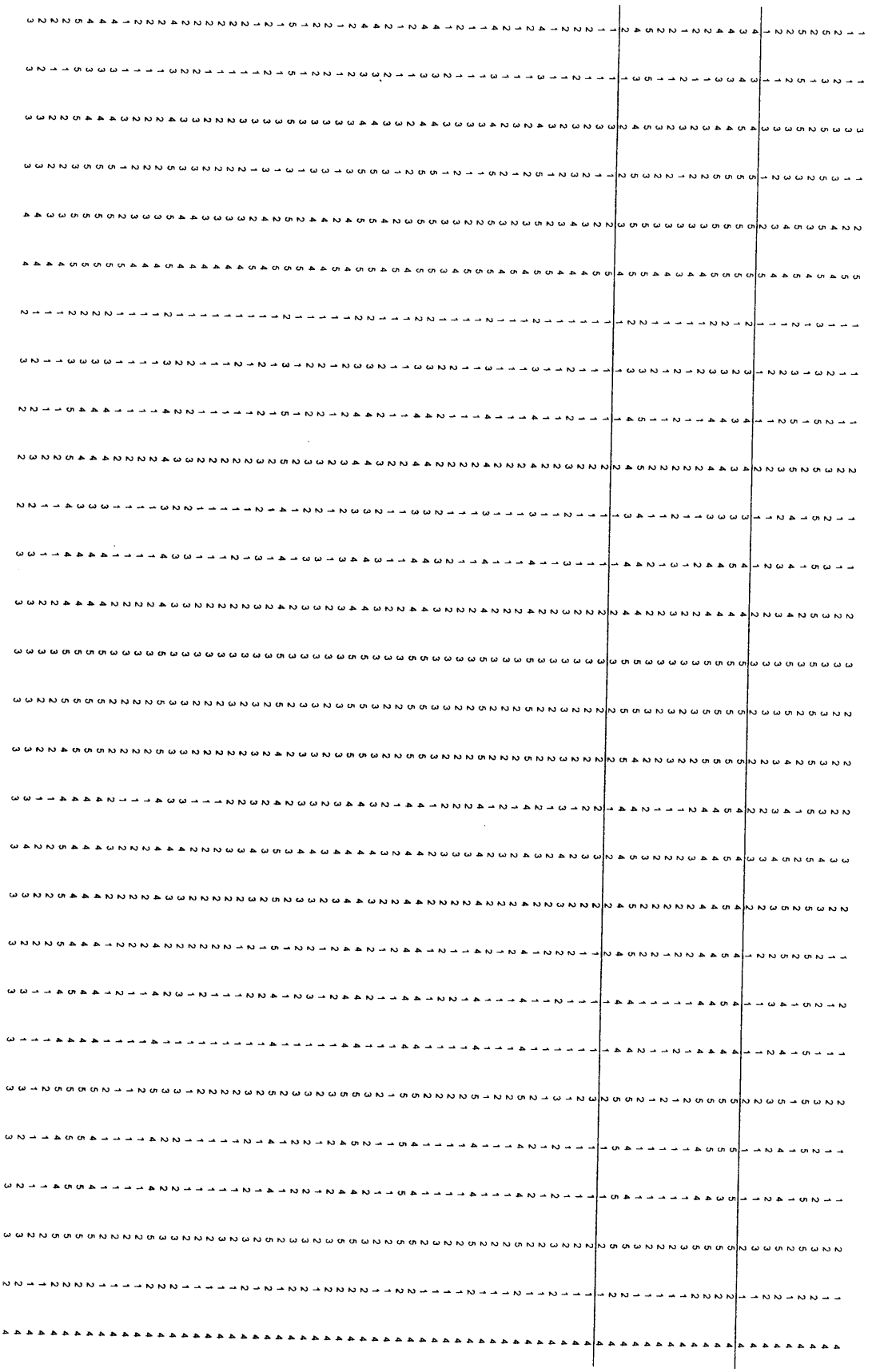

Parents' responses to the questionnaire's items
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P.enc. 2
P.enc. 3
P.enc. 4
P.enc. 5
P.enc. 6
P.enc. 7
P.enc. 8
P.enc. 9
P.enc. 10
P.enc. 11
P.enc. 12
P.enc. 13
P.enc. 14
P.enc. 15
P.enc. 16
P.enc. 17
P.enc. 18
P.enc. 19
P.enc. 20
P.enc. 21
P.enc. 22
P.enc. 23
P.enc. 24
P.enc. 25
P.expect.
P.HW.
P.att.p.en.











Parents' responses to the background factors

Father job	Mother job	Income	Father qu	Mother qu	Father E.	Mother E.	Home L.	Sex	Area	Guardian	Guard. Jot	1st s.mon	1st mid. E	End 1st M	total 1st s.	2nd s.mon	2nd mid. E	End 2nd m	total 2nd s	Final mark
2	5	5	5	2	4	1	1	1	1	4	2	11	9	7.5	27.5	14	14	32	60	44
3	5	4	2	1	3	1	1	1	1	4	3	15	13	33.5	61.5	15	14	28	57	59.5
3	5	2	4	2	4	1	1	1	1	4	3	16	13	26	55	14	16	32	62	58.5
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3	5	4	4	4	4	3	1	1	1	4	3	11	10	17.5	38.5	9	9	14	32	35.5
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1	5	3	3	3	2	1	1	1	1	4	1	13	13	17.5	43.5	12	12	35.5	59.5	51.5
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1	1	5	5	5	4	4	1	2	2	4	1	20	20	58	98	20	19.5	58.5	98	98
1	2	5	5	5	5	5	1	2	2	4	1	19	18	50.5	87.5	18	17	53	88	88
3	5	2	3	2	2	1	1	2	2	4	3	8	4	17	29	9.5	5.5	15.5	30.5	30
3	3	3	4	4	2	2	1	2	2	4	3	13	12.5	23.5	49	12.5	10.5	16	39	44
3	5	2	4	3	2	2	1	2	2	4	3	15.5	14	17	46.5	19.5	15.5	22.5	57.5	52
3	5	2	4	3	3	2	1	2	2	4	3	10.5	10	18.5	39	11	11.5	14.5	37	38
1	3	3	5	4	3	2	1	2	2	4	1	17	17	37	71	19.5	19	36	74.5	73
4	5	2	2	2	2	1	1	2	2	4	4	11	6.5	20.5	38	11	12	30.5	53.5	46
4	5	2	2	2	2	1	1	2	2	4	4	13.5	9.5	35	58	13.5	13	26	52.5	55.5
1	3	5	5	5	4	3	1	2	2	4	1	18	18	47	83	20	18	41	79	81
3	5	2	4	2	2	1	1	2	2	4	3	9.5	8.5	26.5	44.5	11	9.5	21.5	42	43.5
1	1	5	5	5	5	3	4	2	2	4	1	20	19.5	52	91.5	20	20	55	95	93.5
3	5	2	4	2	2	1	1	2	2	4	3	8	8	17	33	9.5	9	16.5	35	34
1	5	5	5	5	3	3	1	2	2	4	1	19.5	20	47	86.5	19.5	19.5	53.5	92.5	89.5
2	5	3	5	3	3	1	1	2	2	4	2	10	8.5	26.5	45	12	15.5	28	55.5	50.5
3	5	3	4	3	2	2	1	2	2	4	3	13.5	11.5	20.5	45.5	11	11.5	32	54.5	50
5	5	1	4	2	2	1	1	2	2	2	3	19	16	25	60	18	15.5	29	62.5	61.5
5	5	1	2	2	1	1	1	2	2	2	3	15	15	29.5	59.5	19.5	16	21.5	57	58.5
1	5	5	5	4	5	3	1	2	2	4	1	20	20	52	92	20	20	49.5	89.5	91
2	3	5	5	5	5	4	4	2	2	4	2	20	19.5	47	86.5	20	19	44.5	83.5	85
3	3	3	4	4	3	3	1	2	2	4	2	5.5	5	14	24.5	10.5	11	9	30.5	27.5
4	5	1	3	2	2	1	1	2	2	4	4	11.5	11	27.5	50	13.5	15	26.5	55	52.5
3	5	5	3	2	2	1	2	2	2	4	3	17.5	17	40	74.5	18	19	31	68	71.5
2	5	5	5	5	4	3	4	2	2	4	2	18.5	18	47	83.5	20	20	51	91	87.5
2	2	5	5	5	3	3	1	2	2	4	2	20	19.5	50	89.5	20	20	54.5	94.5	92
3	5	2	3	1	2	1	1	2	2	2	3	14.5	14	33.5	62	17	14.5	38.5	70	66
3	5	2	3	1	2	1	1	2	2	4	3	10.5	11	22	43.5	14.5	13.5	23	51	47.5
3	5	1	3	1	1	1	1	2	2	4	3	17.5	13.5	38	69	20	17.5	31	68.5	69
5	5	1	1	1	1	1	1	2	2	3	5	16.5	15.5	35	67	18.5	14	35.5	68	67.5
5	5	1	1	1	1	1	1	2	2	2	3	10	5.5	28	43.5	11.5	9.5	16	37	40.5
1	2	3	3	5	1	5	1	2	2isa	4	1	20	20	55.5	95.5	20	20	54.5	94.5	95
3	3	3	4	3	2	2	1	2	2	4	3	14	14.5	24.5	53	14.5	14.5	28	57	55
3	3	4	4	4	3	2	1	2	2	4	3	15.5	15	37	67.5	18	18	38.5	74.5	71
3	5	2	3	1	1	1	1	2	2	4	3	10.5	10.5	24	45	11.5	11	22.5	45	45
3	5	2	3	3	2	1	1	2	2	4	3	16.5	13.5	31	61	14.5	15.5	29.5	59.5	60.5
3	5	2	2	2	1	1	1	2	2	4	3	10	9	20	39	12	10.5	18.5	41	40
4	5	1	3	2	1	1	1	2	2	3	5	12.5	11.5	19.5	43.5	13	10	13	36	40
3	5	2	3	1	2	1	1	2	2	2	3	9.5	10	17	36.5	12.5	13.5	16	42	39.5
3	5	2	3	1	2	1	1	2	2	4	3	16.5	14	43	73.5	17	17	35	69	71.5
5	5	1	3	2	1	1	1	2	2	2	3	16	16.5	40.5	73	20	19.5	29	68.5	71
3	3	5	4	4	3	3	1	2	2	4	3	19.5	17.5	51.5	88.5	20	20	53	93	91
4	5	1	3	2	2	1	1	2	2	4	4	7	11.5	22.5	41	11.5	7	12.5	31	36
4	5	1	4	3	3	2	1	2	2	4	4	11	12.5	15.5	39	9	6	15.5	30.5	35
1	5	3	4	4	3	2	3	2	2	4	1	8	9	14.5	31.5	13.5	7	13.5	34	33
3	3	3	4	4	2	3	1	2	2	4	3	12	9.5	24	45.5	10	13.5	18	41.5	43.5
2	2	5	5	5	4	4	2	2	2	4	2	20	17.5	52	89.5	20	20	52	92	91
3	2	5	5	4	3	2	1	2	2	4	3	19.5	17	44.5	81	19.5	19	49	87.5	84.5
2	5	4	5	5	4	2	1	2	2	4	2	19	17	50	86	20	19.5	46.5	86	86
1	5	5	4	5	4	4	1	2	2	4	1	20	19	57.5	96.5	20	20	58.5	98.5	97.5
3	5	2	3	1	2	1	1	2	2	2	3	10	9	17	36	12.5	9.5	12.5	34.5	35.5
3	5	2	3	1	2	1	1	2	2	4	3	11.5	12	23.5	47	15.5	14	23.5	53	50
4	5	1	3	2	2	1	1	2	2	4	4	18	17	43	78	17	17.5	38.5	73	75.5
4	5	1	4	3	3	2	1	2	2	4	4	18	16.5	44	78.5	17	16	42.5	75.5	77

Appendix J

The Descriptive Analysis According to Students' Sex

Descriptive Statistics for Boys (N 192)

Variable	Minimum	Maximum	Mean	Standard Deviation
Final Mark	23.50	91.00	53.72	15.71
Total of Parental Encouragement	40.00	118.00	68.58	22.54
Parental Expectation	1.00	5.00	3.31	1.19
Parental Help with HW	1.00	2.00	1.45	.49
Parental Attitude	2.00	4.00	3.93	.28

Descriptive Statistics for Girls (N 296)

Variable	Minimum	Maximum	Mean	Standard Deviation
Final Mark	25.50	98.00	68.18	18.65
Total of Parental Encouragement	31.00	124.00	77.46	26.01
Parental Expectation	1.00	5.00	3.80	1.19
Parental Help with HW	1.00	2.00	1.45	.49
Parental Attitude	1.00	4.00	3.93	.31

Appendix K

The Descriptive Analysis According to the Students' Level of Achievement

The Descriptive Analysis according to the Students' Level of Achievement

Level	NO	Minimum	Maximum	Mean	Standard Deviation
Higher Achievers	85	43.00	124.00	105.70	10.67
Moderate Achievers	159	41.00	116.00	87.37	17.95
Low Achievers	173	31.00	92.00	57.12	12.77
Total Failures	71	38.00	64.00	47.01	6.01

أما بشأن التحليل، فقد استخدمت الباحثة عددا من المقاييس الإحصائية لتحليل النتائج، والتي شملت على وجه الخصوص دوالّ التقارب وتحليل العلاقة الثنائية أو المتعددة بين متغيرين أو أكثر، وذلك من خلال الإستعانة بالبرنامج الإحصائي المسمى (SPSS) الذي يعمل في بيئة نظام التشغيل ويندوز 2000.

هذا وقد أظهرت الدراسة بصورة إجمالية أن مستوى تشجيع أولياء الأمور لأبنائهم الطلبة الدارسين في الصف الثالث من المرحلة الإعدادية يبلغ 3 درجات من أصل 5 درجات. كما أظهرت الدراسة من خلال استخدام دالة التقارب أن هناك علاقة قوية بين الأساليب المختلفة لتشجيع أولياء الأمور بالمقارنة مع نتائج أبنائهم الطلبة في مادة اللغة الإنجليزية. كما لايخفى أن دالة التقارب الثنائية تقيس العلاقة بين متغيرين فقط، ولكي تتمكن الباحثة من معرفة العلاقة بين جميع العوامل المستخدمة لقياس مستوى تشجيع أولياء الأمور، فقد استخدمت الباحثة طريقة التحليل الإحصائي المعتمد على تحليل العلاقة بين متغيرات متعددة، ونتج عن هذا التطبيق توصل الباحثة إلى إطار نموذجي أظهر أن أهم أساليب تشجيع أولياء الأمور تتمثل في تلك الأساليب التي يستخدمها أولياء الأمور لتشجيع أبنائهم باستخدام الوسائل التعليمية، وتليها من حيث الأهمية الأساليب التي يستخدمها أولياء الأمور لتشجيع أبنائهم للإستعداد للامتحان، اضافة إلى أسلوب آخر مهم يتمثل في بيان أهمية تعلم اللغة الإنجليزية على الصعيد الإجتماعي. وتجدر الإشارة إلى أن هذا الاستنتاج لاينفي نتائج البحث التي أظهرت أن هناك علاقة ثنائية من الناحية الإجمالية بين الأساليب الأخرى لتشجيع أولياء الأمور والتي سبق ذكرها أعلاه.

علاوة على ماذكر، فقد أظهرت الدراسة أيضا أن هناك علاقة بين العوامل الخاصة بالوضع الاقتصادي والاجتماعي لأولياء الأمور ومستوى تحصيل أبنائهم الطلبة في اللغة الإنجليزية.

وأخيرا، تضمنت الدراسة مجموعة من التوصيات العملية بشأن البحوث المستقبلية ذات العلاقة، ومن أهم تلك التوصيات ضرورة أن تسعى المدارس إلى تقديم الدعم والمساندة والمشورة لأولياء الأمور للإستمرار في تشجيع ومساعدة أبنائهم الطلبة مما سيؤدي إلى تحسين مستويات تحصيل الأبناء في اللغة الإنجليزية.

أثر تشجيع الوالدين على مستوى تحصيل الطلبة في اللغة الإنجليزية بوصفها لغة أجنبية

ملخص البحث

إن الغرض من هذه الدراسة هو التعرف على مستوى تشجيع أولياء الأمور في البحرين على تعلم أبنائهم اللغة الإنجليزية كإحدى المواد الدراسية المقررة في مدارس البحرين، كما عمدت الدراسة الى قياس العلاقة بين مستوى تشجيع أولياء الأمور بالمقارنة مع نتائج أبنائهم الطلبة لمادة اللغة الإنجليزية.

وقد قامت الباحثة بإجراء هذه الدراسة على عينة شملت 488 طالباً من الذكور والإناث من طلبة الصف الثالث بالمرحلة الإعدادية وتبلغ أعمارهم 14 سنة أو أكثر. إضافة إلىأنهم قد أمضوا تسع سنوات دراسية على الأقل وأنهم درسوا اللغة الإنجليزية كلغة أجنبية لفترة ست سنوات دراسية. كما شملت الدراسة أولياء أمور الطلبة، علما بأن العينة المختارة للدراسة لم تقتصر على منطقة معينة بل شملت مناطق متفرقة من البحرين.

وبالنسبة لنوع وأداة البحث، فقد اعتمدت الباحثة في دراستها على تصميم بحث كمي، كما قامت الباحثة بتطوير إستبانة لاستخدامها كأداة رئيسة في تجميع المعلومات، وتحتوي الإستبانة على 28 سؤالا رئيساً تدور حول العوامل المتعلقة بتشجيع أولياء الأمور، بالإضافة الى عدد من الأسئلة الثانوية بهدف التعرف على بعض المعلومات الخاصة بالوضع الاقتصادي والاجتماعي لأولياء الأمور. وقد تم استخدام إجابات أولياء الأمور عن أسئلة الاستبانة المتعلقة بعوامل التشجيع في قياس العلاقة بين مستوى تشجيع أولياء الأمور بالمقارنة مع مستوى تحصيل أبنائهم الدراسي في اللغة الإنجليزية باعتماد نتائج أولئك الطلبة في امتحانات اللغة الإنجليزية للفصلين الأول والثاني من العام 2000- 2001م. كما قامت الباحثة بتقسيم العوامل المتعلقة بتشجيع أولياء الأمور الى عدد من المجموعات أو الأنواع بحيث تضم كل مجموعة عددا من العوامل المترابطة التي تشكل أساليب مختلفة لتشجيع أولياء الأمور لأبنائهم.