

HOW PARENTS' BACKGROUND AND ATTITUDE INFLUENCES CHILDREN'S MOTIVATION AT SCHOOL (EDUCATIONALLY) AND ENGLISH LANGUAGE LEARNING

Simona Serafimovska

University American College-Skopje, R. N. Macedonia

Abstract: This paper presents the results of research and studies on the level and extent of parental influence on the development of the general learning process in their children, as well as the role of parents in English language learning in particular, including contemporary trends in English language learning, including and applying modern knowledge in students' learning and progress. Parents play a critical role in a child's English language development. Numerous studies have shown that children who are read to and spoken with a great deal during childhood will have larger vocabularies and better grammar than those who aren't. Some ways that proved useful into child's language development were narration since the earliest age and evolving through the process, reading to your child since the amount of time parents spend reading with their child is fine predictor of their future reading success. Also, parents and their kids should enjoy the music together since young children love music and movements as they will learn about the world around them and the rhythm of the language. We as parents should not forget to tell our kids elaborate stories with characters, conflict, adventure, and a happy ending. As parents we should never criticize our child's articulation or English language speech patterns and instead we should repeat his statements back to him with the correct pronunciation or word usage. Television and computers should be used only sparingly although some educational programs can be beneficial to kids, TV shows don't interact with or respond to children as parents do. Instead of starring into TV or computer monitor organize them a trip to the zoo, the aquarium, or a children's museum, which will open up a whole new world for your child. Learning the names in English language of all those fascinating creatures and fun activities they experienced would be very beneficial for them. This is very important direction if we are aware of the fact that despite the importance of supporting vocabulary growth in the early childhood period, especially for children with risk factors such as poverty, language delay etc., intentional vocabulary instruction is missing from a lot of school curricula. Educational support with rich vocabulary exposure has been shown to be one of the most effective means for enhancing word learning in young children. In addition, as these children begin to master second language they will have better and more solid starting ground in second language (English) classrooms to promote vocabulary acquisition.

Keywords: motivation, parental influence, learning process, children

1. INTRODUCTION

In my study I will give the reader an insight into how the parents may influence their children's motivation at school, as well as their English language learning, and up to date findings in that regard. It is known that pupils' achievement and adjustment are influenced by many people, processes and institutions. Children's progress towards their self fulfilment and citizenship is strongly influenced by parents, the broader family, neighborhood influences, schools and other bodies (e.g. churches, clubs). The children themselves, of course, with their unique abilities, temperaments and propensities play a central role in forming and reforming their behaviour, aspirations and achievements. From the recent research, enclosing several decades of research on this problem, there is an inevitable evidence of the importance of involvement of parents in their children's education. All the proofs goes into direction that parental involvement does make a difference to pupils' engagement and their achievement. Parents' role in their children's learning process is significant contribution into their positive learning habit, because for every moment of life, it is necessary a certain behavior without which progress would not be possible. In the meantime, the role of parents in children's learning process and particularly during adolescence is very important. Children should reconsider their negative behaviors and create things that they have not, and change undesirable behaviors (Afraz et al., 2017). These actions will form and convert and change behaviors, it is possible through action learning and by parents, educators and the community. Many factors can mentioned here, but the most important factor is the attitude of the parents to learn. When parents in words and actions respect for knowledge, literally are valuable for them on their own, their behavior will be very different in the face of intellectual and their children's education. The parents want to force to create motivation in their children, in fact, they do not have tasted the joy of learning and not understood the thirst for learning. How is it possible that parents do not have a real positive attitude to learning and then demand that his son reach to highest academic progress? Of course, there may be exceptions, but these cases are not public. Many researchers and authors have stated that learning is not confined to the school and classroom and can always happen in any location. According to these researchers, many factor such as previous

experience and trends involved in the process of learning. Much of the experience and desire and motivation can be formed in a family environment. Apart from that, learning is taking place within the larger context. In this connection, the family is preparing the child for the society. Instead, you read the content for the child and he listens, you feel the change. Students, who are at home and their parents read books, magazines and newspapers, have better performance at school.

2. GENERAL FINDINGS AND REVIEW

As it was found by extensive research evidence, children's cognitive and social development is highly influenced by their parents' behaviors in direction of children-stimulation, consistency, moderation etc, similarly as given by Clarke-Stewart (1983). If we manage to determine the best parental practices, which significantly helped their children's cognitive growth, we may be able to give an extraordinary opportunity to majority of parents to foster learning capabilities of their children as well as reaching their peaks of the intellectual potential. This task is not and should not be trivial in its basis and its doctrine, having in mind related concerns over the school performance of poor and minority children (a population that is increasing). Here I would like to stress out the fact about the poorer learning performance of American children related to that of Japanese children for example (McKnight et al. 1987; Pallas et al., 1989; Stevenson et al., 1986).

Parents and school teachers are children's two main educators in their lives. During the pre-school period inevitably, parents are the main and unique educators of their children and of course remain a major influence on their children's learning through school period and beyond in life. Some studies (Beyazit and Bütün, 2016), suggested that enriched and positive surroundings of the child during the pre-school period, favors the child's life experiences and fastens their development.

Also, here I would like to stress out that blurred boundary where the parents' input stops and the teachers' input begins is supported by the fact that both, the school and the parents, all have leading roles and the impact to children's school achievements during the school period. Full support of their parents is a must for the pupils to reach peaks of their potential from education, sports and other life activities. A forementioned support could be materialized as so-called 'good parenting' during the pre-school period (in the warmth of children home), which initiate positive skills, high values and attitudes. Also, this process may positively continue with the start of school period through school visits, establish good relationships and discussions with teachers to keep track with the child's progress or to discuss eventual problems.

At the beginning of studies of cognitive socialization, how parents influence the basic intellectual development of their children, it was assumed that children's general level of achievement is related with the degree to which parents provide tutoring when it is needed (Haggard 1957; Tobey 1957). However, latest findings suggested probably parent-child interactions are even more important. Probably interactions with mother are the key that foster or inhibit child's cognitive development. Basis of this assumption is that parents function is quite compatible as that of teachers. That emphasizes parents behaviors and supportive interaction with their children. If we say that the parents teach their children every day in several subtle and indirect ways we would say pure truth. In that direction it was found that academic achievement were greater at pupils who's parents promoted an active approach to learning. Opposite to that, some researchers (Hess and Shipman, 1965; McDevitt and Hess, 1985) determined that hampered children's cognitive development may be initiated by their parents' direct control techniques, which limits their self-appraisals. Characteristic example of such hampering is when mothers made appeals based on their authority resulted in children that tended to attribute failure to lack of ability and did not attribute success to ability due to not allowing more self-exploration and causing lack of confidence in their children. The best example of interaction adult-child in this direction is when adult-child in this regard (Rogoff and Gardner 1984), should be when adults organize cognitive tasks for children (e.g., making a puzzle) and facilitate their learning by monitoring difficulty level, providing pointers at appropriate places, that should help children to easily accept the new information according to their level of knowledge and skills.

Lately, although already implicated, was confirmed that child's cognitive socialization is heavily influenced by their parents' social class and social status. Some serious studies found that middle-class children show higher levels of representational thinking than do working-class children (Bee et al. 1982; Sigel 1982) due to fact that of middle-class mothers have shown higher levels of questioning in a problem-solving task with their children. In that regards, they are more likely to foster an active and assertive approach to learning, while lower-class mothers will initiate, less successful, passive and compliant approach.

An academic achievement of pupils as the second biggest pillar in their intellectual development, how parents influence the development of attitudes and motives that are essential for school learning (Baker and Stevenson 1986; Stevenson and Baker 1987; Milne et al. 1986), showed important correlation to family background, also (Coleman et al. 1966). Although in real life the socialization of achievement should operate as a relative match between the

child's learning skills, attitudes, and motives and the demands of the school, sometimes children have difficulties realizing their full potential, so that they fall behind in their school work and develop poor attitudes and misbehavior all that resulting by the family's high expectancy (Bempechat and Ginsburg 1989; Bempechat, 1992).

Numerous studies and debates had been performed on a subject of parents influence to their children's development of attitudes and beliefs dealing with instruction in school and school curriculum. Some of the beliefs are that sometimes parents' attitudes and expectancies about school and education process of their children have accented impact on their achievement attitudes and behaviors. Although strict in most of the cases, parents' beliefs do not have to be explicit always. Even unintentional and subtle, some parents' beliefs and behavior can be very influential and limiting to their children. Simply said, kids perception of math is strongly intimidated and limited by their parents' beliefs and suggestions than their personal experience and achievements. Sometimes, just simple parents' appraisal Math is hard to understand will cause domino effect and demolish children's math ability and further progress (Toby, 1957). Maybe academic and cognitive socialization are facilitated by middle-class status, but however even lower-class status does not necessarily predict less effective parent practices. Even when low income, parents of high achieving African-American children showed their beliefs in the value of education for their futures, monitored their academic progress closely, and fostered an internal sense of control and responsibility over academic outcomes (Clark, 1983). If we may summarize, I would denote that children's cognitive and academic achievement can be fostered by their middle-class parents action, since they have both the material and social resources to implement such practices.

3. PARENTS' ATTITUDE AND ROLE IN THEIR CHILDREN'S ENGLISH LANGUAGE LEARNING PROCESS

We cannot avoid the key fact that learning and mastery of English language is vital and should be emphasized as English proficiency is necessary to ensure successfulness in various fields such as technology, education and economy. As we already know English is the world's lingua franca, the universal language of especially important for countries and societies that strive to achieve rapid advancement and development (Yusup and Ahmad, 2016). There are various factors which can influence pupils' achievement in English subject. Among them are, family socio-economic state, interest and their learning motivation. In addition, another factor which is seen as affecting pupil achievement is family. Family plays an important role in fostering pupils' interest in learning at home, including promoting their interest in learning English. They will eventually achieve success with the right guidance and tremendous support from surrounding people, especially their own parents. In that direction I would like indicate that parental involvement is a significant factor influencing pupils' educational development, especially when it comes to English language learning since earliest age. Worldwide experiences have shown that parents in general have a positive attitude towards parental involvement and they are generally aware of the academic and psychological aspects of English language education (Kalayci and Öz, 2018). In that direction goes the fact that children's developmental process is undoubtedly influenced by social environment such as family, school and community whose partnership in education has recently gained in importance. Families, especially parents play a major role in producing and developing a knowledgeable society which in turn will develop an excellent community. They carry a great responsibility to develop a balanced individual in the term of human capital development and self-improvement. Parents are the closest entities to the children, hence a proper education and adequate attention to their children is vital as it provide a profound impact on children's development in the future. The parents or other caregivers should be the first teachers of children and this role must probably continues even when they start school. We cannot omit the fact that parental involvement can be defined as the actions that the parents perform in order to boost their children's English language learning achievement. In that regard are required joint partnerships such as parent-child, parent-teacher and parent-parent as it was suggested by McNeal Jr (2014). There is a growing body of literature that recognizes parental involvement's critical role in pupils' educational development, particularly in the English language learning process (Al-Mahrooqi et al., 2016; Niehaus & Adelson, 2014; Panferov, 2010). As it is expected, teachers and parents have different viewpoints about parental involvement. For the teachers, parental involvement refers to the home activities with which parents help their children's in academic achievement such as homework, while from the parents' perspective, it means attending the educational decisions as an involvement strategy (Göktürk & Dinçkal, 2018). On the other hand, Epstein et al. (2002) suggest that teachers and parents need to work together in order to go into an efficient partnership and provide an effective English language learning environment for the children.

Parents in several ways may contribute to their children's academic achievements. In addition to providing moral support and encouragement motivation, parents can also engage in various school activities, helping children with their homework assigned by the teachers and also attended a discussion with the class teacher regarding their child academic development (Yusup and Ahmad, 2016). Parents with variation of backgrounds contribute to different

types of children educational involvement because they are not the same in terms of types of behaviors, attitudes, perceptions, socioeconomic status (SES), and educational attainment (Lee & Bowen, 2006). Parents with low levels of education may be less involved at their children's school activities due to several factors including a lack of knowledge of the school system, or their own negative educational experiences (Lee & Bowen, 2006). One provocative finding in the Snow et al (1998) study was that children from low-income families tended to have limited exposure to books, and underdeveloped literacy and language skills. Even more concerning is that parents reported that their children also never read a book by themselves (National Statistical Office, 2011). As it was promoted in, general theory of behavior concluded that children and teens will learn by observation of others behavior, especially those who are significant like their parents. This theory emphasises that children and teenagers learn many new things through imitation. Therefore, children that observe their parents behavior, will indirectly promote children's response toward their parents behaviour which encourage them and involve in their education. Reciprocal process will occur and it will encourage and motivate the children to be successful in their English language studies. Parents support especially in pupils education at home, is very important as it can increase their motivation and enthusiasm to learn and improve their academic performance, including in English subject. Experiences revealed that when parents help their children with homework, this will give their children the confidence and motivation in the process of their education. (Cunha et al., 2015).

In that order goes the claim that one of the factors in English language learning development for young children is parents' beliefs or attitudes toward language learning. For example, as it is already known dialogic reading as a form of shared reading encourages interactions between parents and their children. As defined, dialogic reading changes a role of shared bookreading so that a parent helps a child become a teller of the story. The parent becomes the listener, the questioner, and the audience for the child (Petchprasert, 2014). Some of the benefits of this method includes increasing children's alphabetic and non-alphabetic languages, receptive vocabulary, sound and letter identification, emergent writing skills, knowledge of print concepts, and interest in reading (Petchprasert, 2014; Figure 1).

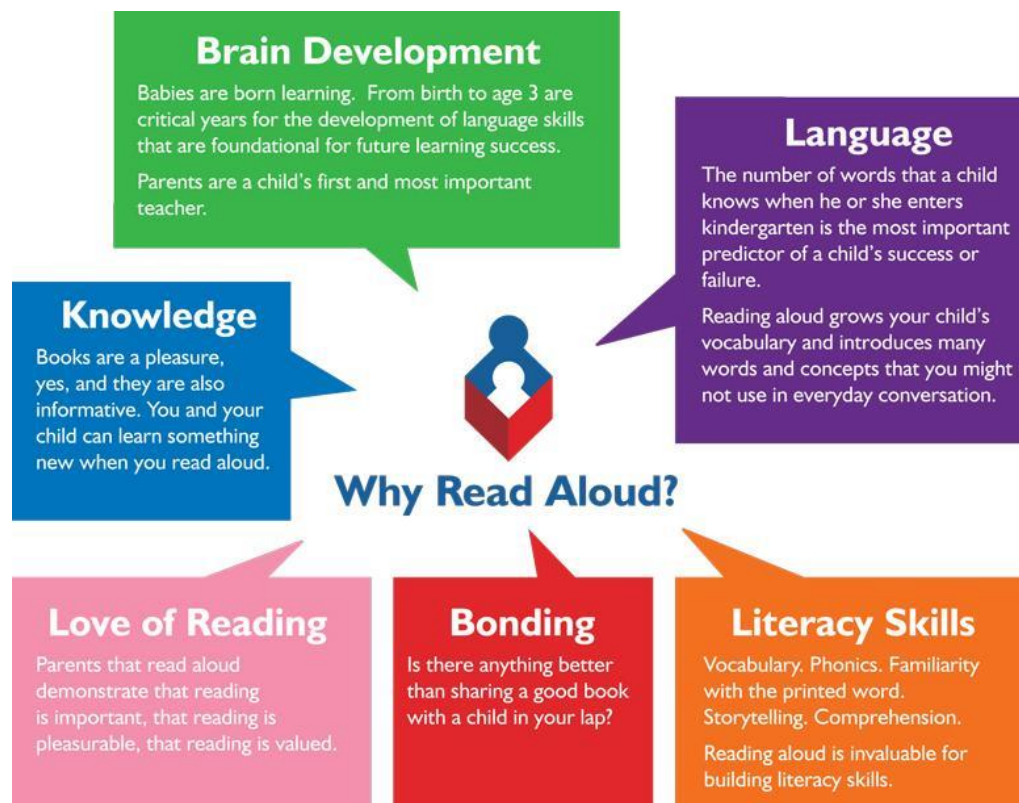


Fig. 1. Different kinds of benefits from parents reading aloud books to their children

It is a definite fact that parental involvement in young children's reading helped improve their English vocabulary knowledge. Consistent with the results indicating that the parents read with their children, on average, three or four times per week and used parent based strategies to promote the children's lexical learning. Reading for knowledge and warmth of family were seen as casual factors that might encourage the parents to continue reading with their children.

4. CONCLUSION

The human mind, especially at birth, is viewed as having no innate ideas, or widely known as tabula rasa. That proofs statement that learning process in human life starts with birth. Nowadays, as the opinion that education of children starts from birth at home and continues within and outside the school through the life gains importance, the view that education starts at school became insignificant. The cognitive, physical, social and emotional development of the child primarily starts in the family, which makes parents to have an important place in the life of their children. It is worth mentioning that parental involvement in homework of learners is not necessarily meant to be their success in school. So it is better, since the students reach at least the age of 9 and their parents are interested in studying the language and academic progress, along with them they should review lessons and solve exercises. Strengthening the thinking and memory skills and time management, also play a significant role in the meantime, because now, the volume of content and assignments are increased and if we can teach learner how timing works to reach their assignment and also read with interest, the results would be far more favorable. As we saw above, the parental involvement in a child's schooling (child between 7-16 of age) is a more powerful force than family background, size of family and level of parental education. Pupil's achievement throughout the years of schooling is strongly influenced by parental involvement. In that direction, lack of parental interest in schooling may result quite often in educational failure of their children, due to complex psychic interactions parent-child.

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