

Developing the Language Mastery of Early Childhood Learners from the Lens of Parents: A Phenomenology

Madelyn P. Arca, Jeanilyn E. Tacadena, PhD*

Saint Mary's College Inc., Philippines

**Corresponding Author*

Abstract Parents play a critical role in the development of the childhood. This encompasses the language mastery. As such, this study was initiated to investigate and understand the lived experiences of parents in assisting the development of language mastery of their early childhood learners. Results show that parents are skilled enough to assist their early childhood learners in the development of their language mastery which can be learned by the teachers as well by re-echoing these findings through SLAC sessions, seminars, trainings and take these insights up to the educational leaders and authorities who can implement relevant agendas and developments.

Keywords— language mastery, parental support, early childhood, language education, language development

I. INTRODUCTION

In the new learning delivery, parents are expected to contribute significantly in the language mastery of young learners. Part of the changes in the academic delivery during the Pandemic included the shift to Self-learning modules. Given this shift in modality, self-learning modules were provided to young learners in the hopes of learning the English language. Thus, academic competence of parents became an advantage for students.

Previous studies show that there have been issues with the parental support in the language mastery of students. Yulianti et al. (2018) found that low-educated parents were reported to have minimal involvement to the language mastery of their children. Instead of communicating their problems to the school, some parents hesitate to collaborate because of their lack of knowledge. Similar issues were also found by Tong et al. (2021). The study revealed that that parents with limited knowledge struggled with their children's literacy and language mastery. The parents had a hard time creating home-based activities to reinforce their children's learning. Another study by Misbah et al. (2017) highlighted that the learners' poor language skills were influenced by two factors: language use at home and the socioeconomic conditions of the family.

There had been local studies conducted on the language learning of students. Muico et al. (2022) studies the questioning techniques of teachers and the speaking ability of students while Dagohoy (2021) studies the role of social media on the creative writing of students. However, there was an observable gap particularly on the experiences of parents

and learner's language learning during the new normal.

The study of Butler and Le (2018) attributed the limited effect on the students' language learning from the mismatch of parental support. Similarly, van der Pluijm, et al. (2019) only described that some educational support and materials had less impact on parents with limited education, leading to minimal involvement in the language mastery of their language children. With this, the study would focus on the lived experiences of parents in assisting their children and their coping mechanism in helping their children master language during the existing educational situations.

II. METHODOLOGY

This study utilized a qualitative research design. More particularly it used phenomenological approach. Creswell (2013) stated that a Phenomenology is a type of qualitative design that looks closely at people's words, actions, and records, to discover patterns that emerge after close observation, careful documentation, and thoughtful analysis of the research topic. Through this approach, the phenomena were studied and viewed through the perspective and experiences in assisting their children.

An interview guide was used to gather the answers of each participant. The interview guide was designed to elicit responses that capture the perspectives of the participants. Ten participants were selected for this study. This also conforms with previous qualitative studies (Muico, 2022; Canillo et al., 2022; Carcueva, 2018).

The participants of this study were selected through a purposeful sampling procedure. The main consideration was that each participant should be able to provide relevant information for the study (Suen et al., 2014). The responses of the participant were analyzed using thematic analysis. This generated the themes that represented the phenomenon under investigation.

III. RESULT AND DISCUSSION

Experiences of Parents in Assisting the Development of Language Four themes emerged after analyzing the responses of participants about their experiences as parents who have difficulty in assisting the development of language mastery of their early childhood learners:(1) dealing with learners'

misbehaviors; (2) extending support and encouragement; (3) facing barriers due to parents' educational background and (4) having struggles with comprehension and coaching. This is shown in Table 1.

Table 1. Major Themes and Core Ideas on the Experiences of Parents in Assisting the Development of Language Mastery of their Early Childhood Learners

Major Themes	Core Ideas
Dealing with Learners' Misbehaviors	Having children resisting tutorials because of the want to play having children who choose playing over studying having children being easily distracted by the games dealing with disinterested learners dealing with misbehavior learners having difficulty dealing with inattentive learners
Extending Support and Encouragement	teaching and explaining to children the words found in their module teaching children individually to read, write, and comprehend the lesson persuading children the importance of learning guiding the learners in their studies assisting children in learning the alphabet
Facing Barriers due to Parents' Educational Background	struggling in teaching children because of limited personal capacity having difficulty teaching reading since education is up until Grade 3 only having difficulty teaching reading and writing for finishing Grade 1 only having difficulty teaching since educational attainment is up until Grade 2 only
Having struggles with comprehension and coaching	having difficulty understanding some of the words in the module having difficulty teaching children due to personal reading problems having a hard time teaching the writing of letters
Extending Support and Encouragement	teaching and explaining to children the words found in their module teaching children individually to read, write, and comprehend the lesson persuading children the importance of learning guiding the learners in their studies assisting children in learning the alphabet

Dealing with Learners' Misbehaviors

In lieu of this emerging theme of the study about parents dealing with learners' misbehaviors, a study by Pomerantz and Moorman (2017) revealed parallel findings as they found that students' misbehaviors can be influenced by their parents' practical support. When it comes to helping their kids at home, parents can aid by helping with schoolwork and topic selection and preference, explaining educational objectives and post-school options, and wider engagement about their child's schooling. Students who get parental support at home are more likely to cultivate a lifelong habit of mindfulness. Even students believe that having a parent at home helps them do better in school.

Moreover, the same supporting ideas can be taken from Owens et al. (2020), who mentioned that parents who effectively help their kids with their school assignments at home also impact the mindfulness of learners. Students' emotional competencies for expertise, independence, and belonging can only be met if their parents set up the environment in a way that meets these three factors: (1) they aid and honor their children's independence; (2) they actively comprise themselves in their children's lives; (3) they create and maintain optimistic connections with their children's viewpoints. Parents' and teachers' observations have also been used by researchers to assess students' concentration and educational achievement.

Facing Barriers Due to Parents' Educational Background

In consonance with the findings of this study, Rain & William (2017) found that children of well-educated parents perform better on average on academic assessment tests than children of high school-educated parents. This finding is in light of this emerging theme from the study about parents Facing Barriers Due to Parents' Educational Background. They also note that parental educational attainment is unaffected by household wealth since parental educational attainment may affect how much importance parents place on education, which in turn may affect the educational aspirations of their kids. Particularly, adolescents' educational performance is influenced by their mother's education level. Although many different behaviors fall under the umbrella of "parental involvement in preschool activities," generally it refers to how parents and other family members use and invest resources in their children's education. These investments can be made within or outside the classroom to enhance kids' learning. Parental participation at home might take the form of conversations with kids about school, helping them with their schoolwork, and reading to them. Parents can get involved at school by helping in the classroom, attending workshops, or attending plays and sporting activities.

Additionally, Kraft & Dougherty (2018) have also resembled findings as they noted a connection between parents' educational attainment and their kids' academic success. Mothers' education is more significant since it has a greater impact than fathers' education. Additionally, pupils

with educated parents are placed higher than students with uneducated parents. Parents with education assist their kids with their schooling. Further research revealed that students who perform well come from families with more educated parents. The unsuccessful students are those whose parents have less education. Research conducted in Kenya found that illiterate parents could not help their kids with homework. It is a given that parental participation is crucial for kids to succeed academically.

Also, similar thoughts can be taken from Muola (2010), who stated that hundreds of studies had revealed a prevalence of good connections between this characteristic and students' academic achievement, regardless of the parent's level of involvement in education or schooling. The home setting for learning is better for children of educated parents. Parents instruct their kids on their own. The kids at home have the facilities they need to accomplish their goals. Parents who do not finish elementary or secondary school are unable to properly assist their children with their academic difficulties. However, other studies disagree with this. They contend that parental education level is not always a factor in children's academic success. For instance, a study of parents' educational backgrounds concluded that it has no impact on their children's academic performance. As a result, it is possible that low socioeconomic status (including low parental education levels) could have an impact on negative family interaction patterns, which in turn could have an impact on children's behavior issues (measured in our study by aggression), which could eventually have an impact on lowered academic and achievement-oriented attitudes.

Having struggles with comprehension and coaching

In the same light of this emerging theme from the study, relevant ideas can be taken from Gayatri (2020), who mentioned that parents might become involved in their children's education if they believe it is part of their parenting role and they have the time and skills to do so, and if their children's school makes them feel welcome in light of this emerging theme from the study about parents Having Struggles Assisting Due to Parents' Comprehension. There seem to be at least slight favorable effects across most studies, even though not all studies discover benefits from parents' involvement. Additionally, studies have discovered variations in the academic subjects in which families participate with their kids. Although the majority of parents believe it is vital for their kids to engage in literacy and mathematics activities at home and to receive assistance from them, they place a greater emphasis on literacy than mathematics. In a related vein, parents may feel more comfortable helping their kids with literacy tasks than math ones, despite the fact that they frequently struggle with coaching and comprehension.

In addition, a similar area of research has looked at parents' worry when helping kids with their homework because of their difficulties with comprehension and coaching. Depending on how comfortable they are with the

topic and other difficulties, this could cause parents stress. It was discovered that children who collaborated with stressed parents on homework had increased anxiety (Moe et al., 2020).

Additionally, Barnett et al. (2021) reported pertinent findings stating that during pre-pandemic times, parents were more likely to become involved if they thought demands from their school fit their skill level (comprehension and coaching), as well as their time availability, and if the demands were consistent with their beliefs about their role. According to several parents' spontaneous comments in their survey, these parents struggled to change their schedules to accommodate the increasing time demands of remote learning. Additionally, some of the parents in the survey reported putting other children's wants and demands over their own, which is certainly understandable. As was mentioned, when in-person classes are in session, many parents encounter obstacles to participating in their children's education. These challenges appear to be compounded when distance learning is involved.

Indeed, a child's first teachers are their parents, and their first classroom is their house. Parents play a crucial role in a child's learning and development since they mold their social, emotional, and physical growth for them to succeed in school and beyond. Supporting student achievement begins with a shared commitment to working together among families, schools, and the community, and it entails taking active steps to make it happen.

Extending Support and Encouragement

With the same ideas of this emerging theme from the study, Sharma (2018) argued that parental support and encouragement are one of the characteristics of parent treatment patterns in light of this emerging theme from the study concerning parents providing support and encouragement. In recent years, parents have helped and guided their children to increase their academic performance so they will not become discouraged when facing a particular challenge. Parent involvement in school events can improve students' learning, behavior, and workload. Educational outcomes and expectations appear to be correlated with aspects of family functioning, including parent-child ties, parent-parent relationships, parental behavior with children, and children's perceptions of their parents. Parents' participation in extracurricular activities and teenagers' opinions of their support for their own education appear to have an impact on adolescents' educational expectations.

Additionally, the same thoughts were given by Devi and Kiran (2017), who asserted that parents assist and encourage their children by giving them the right environment at home for both their psychological and academic growth. This helps the child feel less discouraged in times of hardship. The children who are encouraged by their parents towards studies and other activities are found to show better performance in test scores, academic achievement, attitude, and behavior than those who are rejected by their parents.

Furthermore, this finding is in consonance with the revelations of Kishor (2019), who found that private high school students have better parental support and encouragement alongside academic achievement than government high school students. Further, the study reveals a positive and significant relationship between parental encouragement and support with the academic achievement of government and private high school students.

Indeed, because they absorb their parents' positive attitudes toward school and learning, kids who have supportive and encouraging parents are more driven to learn for learning's sake. The largest positive effects on learning come from supporting and encouraging children's primary academic goals, which are to study and learn, modeling positive school-related behaviors and attitudes, and emphasizing the value of education. However, to have an impact on promoting equitable learning outcomes, family policies need to be strengthened. Family policies can also be used to boost school attendance and to learn at all stages of life.

A. Coping Mechanism of Parents in Assisting Their Children in Developing the Language Mastery of Their Early Childhood Learners

The participants mentioned their ways to cope with the challenges they encountered in developing the language mastery of their early childhood learners. Based on their responses, the following themes emerged and these are (1) parents' extended inexhaustible support; (2) giving varied activities at home; (3) utilizing other resources in teaching; and (4) requesting assistance from others.

Table 2. Major Themes and Core Ideas on How Parents Cope in Assisting the LanguageMastery of their Early Childhood Learners

Major Themes	Core Ideas
Parents' Extended Inexhaustible Support	translating English words into vernacular guiding them in reading engaging in constant practice to help children having the perseverance to support the children teaching diligently the children making reading a part of family bonding
Giving Varied Activities at Home	incorporating games in teaching the alphabet having activities at home like writing, reading, and storytelling making children read stories and sing songs practicing writing on the blackboard singing the alphabet

Utilizing Other Resources in Teaching	making flashcards of alphabets from cardboard utilizing alphabet and number charts in teaching using a stick to emphasize letters and numbers written on the board using books from school to teach children using gadgets in teaching the alphabet
Requesting Assistance from Others	asking help from other adult members in the house seeking assistance from older siblings to teach the modules being assisted by older siblings

Parents' Extended Inexhaustible Support

Parental influence and support can be extremely important during a child's personal and academic growth. The child's primary educators are their parents and caregivers, who can encourage their development and promote education at the same time. Parent involvement describes a parent or caregiver's dedication and active involvement in the classroom and with the kids. This covers a variety of exercises that supplement and advance a child's academic work at home and in the classroom. Parent engagement examples include reading to your kids, assisting with their homework, regularly practicing language mastery with them, and more.

In light of this emerging theme from the study, Wilk et al. (2018) asserted the same revelations that parents who support their kid's demand for connectedness invest enough time in the company of their kids and become at least somewhat engaged in the children 's interests. It is not enough for kids to develop a strong bond with their parents if their parents are always there to lend a helping hand. It has been found that neither the quantity of time parents can devote to their kids nor the support they give to their children's extracurricular endeavors has a direct impact on the well-being of their kids.

Moreover, comparable statements were given by Relkin et al. (2020), who also emphasized that kids could reap the full benefits of their parents' inexhaustible support only if the level of parental involvement is good enough. As a result, parents must maintain psychological focus, pay attention to their kids' emotions, and plan ahead for how certain scenarios can affect them. Consider, for example, anticipating how the kids would react if they were separated from their parents for an extended period of time, such as when they are left with a caretaker or if they are taken to a physician. Parents can assist kids in better expressing their feelings by stating what will transpire ahead of time. This can reduce the anxiety that comes with these circumstances. It is common for parents who strongly need support to respond quickly when their children are experiencing emotional or physical discomfort. They bring warmth, and they are accessible for aid. As a result, the kids already have a secure place to go during a

rough time.

Furthermore, consonant results were published by Liu et al. (2017), who added that there is no limit to the amount of assistance that parents can provide for their children. This tenderness can be communicated affectively and personally, for example, by being nice, amusing, and upbeat around the kid (e.g., through cuddles, caresses, or a hug). The third component of inexhaustible support is participation in collaborative interests. It is possible for parents and kids to participate in fun and educational events around each other (e.g., playing sports or playing a board game) or separately (e.g., reading a book) (e.g., making a trip, going to a music festival, travelling together). In addition to strengthening the parent-child relationship, events with the family can foster a sense of family unity and group solidarity.

Giving Varied Activities at Home

Many parents are at home with their young children when schools close because of COVID-19 concerns, and new social distancing restrictions go into force. They are searching for new activities to keep them engaged while enhancing the skills they have been acquiring in school. It may be challenging to keep kids interested and active (without overusing devices) during an unplanned vacation like this, particularly if new safety warnings temporarily postpone play dates, dining out, and outings to overcrowded zoos, parks, and other kid-favorite locations. Giving varied activities at home has become one good option for parents to keep their children at work.

In light of the emerging theme from this study about parents giving varied activities at home, Wang et al. (2020) claimed consistently with the findings by saying that when children and parents participate in educational activities at home, they are likely to spend more time together, therefore strengthening the bond between them. In such situations, parents become a place of happiness in lessening their children's agony and fear and start a dialogue with them to alleviate their uneasiness. It has been suggested that parents be educated on how to offer emotional assistance to children during uncertain times. With parental support parameters, distance learning might help strengthen the link between children and parents.

Moreover, Xia (2020) also revealed similar ideas saying that children concur that isolation has brought with it almost infinite time and that this may be an exceptional chance to try out new activities and ideas. They specialize in being artistic with children, which works for both sides and makes the days appear productive by providing them with a variety of activities. Children and parents are responsive to every suggestion from art projects to cookery and from singing to dancing. Several of them have registered their children in online classes so that, after this period, the youngsters would have learned both soft skills and structured education.

However, Hasan (2020) revealed contradicting statements as he found that despite the fact that parents are

attempting to the best of their ability to keep their kids interested in a variety of worthwhile activities at home, they also perceive certain obstacles. Many kids view this time as a school break; hence, they want nothing about a typical school-like schedule. Instead, they prefer to sleep, get up on their own schedules, and spend the remainder of their day playing games or watching cartoons/movies. This may harm their social, academic, and physical growth. Their routine is becoming increasingly sedentary since they have limited access to the outdoors and are not accustomed to engaging in physical activities within their home, perhaps due to a lack of room.

Utilizing Other Resources in Teaching

Parents are struggling to comprehend their new position as substitute instructors as millions of pupils in grades K-12 transition to at-home study due to the coronavirus concern. Patience and tenacity will be required in equal measure. Aside from that, the situation asks the parents to become innovative enough to utilize other resources in teaching and assisting their children with their schooling.

In light of this emerging theme from the study about parents utilizing other resources in teaching, Ali (2020) also concluded similar findings that online learning has developed as an alternative to normal education techniques, which must be made efficient to offer children basic learning skills at home with the limited resources available. Home implementation is possible for curriculum-aligned online materials. The curriculum should contain carefully chosen online classes involving physical and psychological aspects and academic objectives. The restrictions remain, such as how parents with diverse educational backgrounds would follow the instructions; hence, virtual learning to complement home learning can be a fallback option in which teachers give education online. Centralized information dashboards, an interactive, adaptive educational technology, could be utilized to evaluate, monitor, categorize, and analyze information to keep learners, teachers, and institutions on track.

Meanwhile, Xie & Young (2020) also reported findings consistent with this emerging theme from the study that parents, on the other hand, have had to face the problems of being shut down. Schools, workplaces, and other venues were closed due to the shutdown. While most parents have been at a loss as to how to keep their children interested, many have attempted to befriend technology and wrestle with online learning to use these opportunities. Those already acquainted with technology and online tools were significantly more effective in developing a pattern of learning at home with their children, incorporating school-provided activities and home assignments, and employing additional internet resources for literacy and home-based activities. Numerous moms have already been utilizing Facebook groups to communicate with the neighborhood about how to keep their kids occupied with pot decorating, indoor landscaping, simple activities, workbooks, and hobbies. Many parents have been able to use the free reading options that have been accessible,

such as audiobooks, e-books, and flipbooks.

Requesting Assistance from Others

Many parents were concerned that their kids' interpersonal growth might be harmed due to the pandemic. Relatively young kids' interpersonal and psychological progress was hampered, in particular by the lack of contact with their friends and the familiarity with their surroundings. Their self-esteem could suffer if they could not visit their favorite public spaces, such as playgrounds, bookshops, and other gathering spots. Distant education has deprived kids of this possibility, so parents are turning to others for help in developing their children's interpersonal interactions.

In light of this emerging theme from the study about parents requesting assistance from others, Bhamani et al. (2020) cited parallel ideas saying that it was evident that not only the students but also the parents found this new method of education to be strange since they were forced to move from books and chalkboards to computers for the first time. Our school system has been founded on a specific structure for years, and a radical change such as this demonstrates how unprepared it is for alternative learning modes. In the end, this implies that our children's education is at risk, and their parents are justified in their anxiety. Due to the elimination of physical lessons, there is no longer any chance for peer learning. Furthermore, for parents to be able to still assist their children, they always resort to requesting assistance from others to resolve any problem at hand.

Moreover, Drane et al. (2020) provided supporting citations for this theme of the study as they mentioned that using the new educational method, home-schooling must be modified and adapted by the parents. Due to remote education, parents are required to serve as learning supervisors, tutors, and home-schooling instructors. During the COVID-19 epidemic, this corroborates earlier research indicating that parents are currently participating in the full implementation of home-based child education. In light of this, even if they are working to support the family, parents should be as committed to teaching their children at home. Thus, whenever they struggle with their responsibilities of assisting their children, they request assistance from others they know can help them.

B. Insights of Parents in Assisting the Development of Language Mastery of Their Early Childhood Learners

Participants expressed various insights and views about their encounters. From the transcriptions made, the following themes emerged: (1) having the commitment to teach and help the learner; (2) giving patience and encouragement to the learner; and (3) being nurturing to learners.

Table 3. Major Themes and Core Ideas on the Insights of Parents in Assisting the Development of Language Mastery of their Early Childhood Learners

Major Themes	Core Ideas
Having the Commitment to Teach and Help the Learner	being determined to support the child despite difficulties being determined to make the child a reader having dedication and passion for teaching and helping the child at home doing everything for the child to learn
Giving Patience and Encouragement to the Learner	encouraging and teaching the children finding ways to inspire and motivate children to learn extending patience in teaching learners at home enduring the difficulty of teaching the children at home
Being Nurturing to Learners	making the child understand the importance of learning giving them advice on the importance of studying guiding the children in learning an essential skill making learning possible for the child despite the limitations

Having the Commitment to Teach and Help the Learner

Children learn most effectively when the major adults in their life — their parents — are committed to teaching and assisting them. This fundamental information should serve as a guiding concept when considering how institutions must be structured and how students must be instructed. Schools cannot provide all of the children's developmental requirements on their own. The active participation of parents and societal involvement is vital. The necessity of a solid relationship between schools and families in the education of children may seem obvious.

Considering this emerging theme from the study about parents committing to teach and help the learner, Yan & Lin (2018) also stressed similar findings saying that parents' commitment to helping their children is a factor in explaining kids' academic performance. In terms of particular parental participation activities, research has shown that parents' home participation (including assisting children with schoolwork) and completing volunteer work at school have a favorable impact on learners' learning and academic progress. Parental participation in a child's reading and writing development is linked to establishing early literacy abilities. Children's literacy experiences, such as storybook reading and parental accounts of teaching, are proficient reading. Parents' instruction accounts predict "concurrent and future emergent reading skills," whereas storybook exposure predicts "children's receptive language skills."

Meanwhile, Graves & Wright (2019) also reported parallel ideas saying that due to variances in their habitus

(predispositions towards particular sorts of actions, dispositions, and perspectives), parents from various socioeconomic backgrounds may demonstrate various forms of dedication to assist their kids. For instance, parents with a lower level of education could be less committed to their children's education since they lack confidence and have had poor academic experiences. Parental engagement at home varies depending on cultural capital because parents with more cultural capital appear to be better equipped to foster a stimulating environment for reading at home. There are mixed results in the literature regarding the role of parents' socioeconomic background as an indicator of parental support, particularly in the overall quality of parental schoolwork active participation, despite the widespread belief that parents from low socioeconomic backgrounds are unable to give their kids strong family commitment because they lack the necessary cultural capital.

Patience and Encouragement to the Learner

As a result of the COVID-19 issue, education systems in the Philippines made extensive preparations to maintain efforts to provide high-quality instruction and avoid missing a term. Lockdowns were mandated by the global health situation and substantially impacted student-teacher connections. Schools were compelled to transition away from conventional face-to-face schooling to various modalities of learning delivery, most commonly via distance learning. This method of teaching and learning is widely accepted as a substitute for traditional methods because it allows students and teachers to be distanced by geography, time, or even both. Because of such adjustments, parents are more likely to show their kids tolerance and support to help them succeed academically despite the circumstances.

Considering the emerging theme from this study about parents giving patience and encouragement to the learner, Kalaycı&Öz (2018) indicated similar findings by revealing that parents who help in providing support to their kids encounter challenges with their patience. They further observed that both the students and their parents really ought to acclimatize and conform with the new educational set-up by employing maximum patience. Distant learning needs the parents to study together with their kids for a higher educational experience. Some kids can study on their own, but others find it difficult to absorb the lesson's most important principles without the help of an instructor. Teachers play an essential role in teaching-learning, and participants realize that patience is essential. Studies like Carcueva (2018) even found that the very heart of the teaching learning process is the patience and understanding of teachers.

Moreover, Wolf (2020) provided supportive and elaborative statements to this emerging theme of the study by saying that distance learning is the most acceptable mode of education for parents throughout a pandemic. In contrast, parents are aware of the difficulties their children face in respect of the quick pace of classes, many tasks in a brief duration, and an unmet educational goal. They say one

method to stay up with the circumstance is to practice long-term patience. Personal issues, such as stress, illness, and challenges relating to others, are met by a combination of positivity and patience on the part of both children and parents.

Being Nurturing Learners

Children's positive self-esteem may be cultivated by parents by assisting them in identifying their strengths. A child's sense of competence and expertise in an activity they like contributes to their sense of self-worth. Parents may significantly influence their children's success and self-esteem by providing them with the opportunity to explore new things, people, and activities and by supporting their interests. Children begin to exhibit personality characteristics and inclinations for what they enjoy and dislike throughout the early years. Parents may encourage their children's sense of self-worth by creating chances that consider each child's personality type.

In light of this emerging theme from the study about parents being nurturing to learners, Wertz et al. (2019) asserted relevant ideas by saying that providing a kid with food, housing, and clothes is only one aspect of nurturing. Developing a solid and healthy emotional bond with your child is about creating a strong emotional bond between you. It entails becoming the comfort source for your child, whether they are fussy young children or toddlers exhibiting tantrum-like behavior. It entails acting as a haven for your kids. When he starts to discover the vast world surrounding him, he can depend on the one who is for love, protection, and security.

IV. CONCLUSION AND RECOMENDATION

Parents and teachers play a pivotal role in the life of young learners. Most especially in learning the English language. A Collaborative effort between parents and teachers would mean so much help to the academic journey of the learners as their support would strengthen the learners' motivation to pursue education.

Given the limitations in the findings of the study, the following are recommended for future research. First, it is recommended that a focus group discussion (FGD) be utilized to deepen the exploration of this research topic. This is in pursuit of gathering more substantial, valid, and reliable results from parents. Second, it is recommended that elementary teachers be included in investigating this topic by making them participants. Third, it is recommended that the research be conducted in a wider location.

Moreover, it is also recommended that a mixed design method be employed to further examine this relevant and timely research topic. Both quantitative and qualitative data can provide more comprehensive and significant findings that may add to the pool of knowledge that has already been existing. Using quantitative research designs, future research may include variables related to the research topic. These variables may also involve demographic variables. Also, for qualitative designs, this research topic may be widened further

by including other student performance indicators aside from language mastery like mathematical abilities and scientific skills.

REFERENCES

- [1] Ali, W. (2020). Online and remote learning in higher education institutes: A necessity in light of COVID-19 pandemic. *Higher education studies*, 10(3), 16-25.
- [2] Barnett, W. S., Grafwallner, R., & Weisenfeld, G. G. (2021). Corona pandemic in the United States shapes new normal for young children and their families. *European early childhood education research journal*, 29(1), 109-124.
- [3] Bhamani, S., Makhdoom, A. Z., Bharuchi, V., Ali, N., Kaleem, S., & Ahmed, D. (2020). Home learning in times of COVID: Experiences of parents. *Journal of education and educational development*, 7(1), 9-26.
- [4] Butler, Y. G., & Le, V. N. (2018). "A Longitudinal Investigation of Parental Social-Economic Status (SES) and Young Students' Learning of English as a Foreign Language." *System* 73: 4–15. <https://doi.org/10.1016/j.system.2017.07.005>.
- [5] Canillo, G., Cantos, R., Catamio, J. R., Diola, D., Duque, E., Espiritu, E. J., ... & Distor, J. M. (2022). PM is the Key: Perceived Stress and Mental Health as the Key Indicator of Wellbeing of Selected College Online Students in the Philippines During COVID-19 Pandemic. *Psychology and Education: A Multidisciplinary Journal*, 3(5), 372-384.
- [6] Carcueva, C. (2018, October). CORRECTIVE FEEDBACK: PROBING THE PREFERENCES OF ESL LEARNERS. In *The 1st International Conference on ELT (CONELT) (Vol. 1, No. 1)*.
- [7] Creswell, J. W. (2013). *Qualitative Inquiry & Research Design: Choosing among Five Approaches* (3rd ed.). Thousand Oaks, CA: SAGE.
- [8] Dagohey, D. L. (2021). *Unfolding the Role of Social Media Platforms in Creative Writing*. Virtually Hosted, Florida, USA, 59.
- [9] Devi, M. S., & Kiran, K. (2017). Family factors associated with scholastic backwardness of secondary school children. *Journal of Community Guidance and Research*, 19(2), 167-172.
- [10] Drane, C., Vernon, L., & O'Shea, S. (2020). The impact of 'learning at home' on the educational outcomes of vulnerable children in Australia during the COVID-19 pandemic. Literature Review Prepared by the National Centre for Student Equity in Higher Education. Curtin University, Australia.
- [11] Gayatri, M. (2020). The Implementation Of Early Childhood Education In The Time Of Covid-19 Pandemic: A Systematic Review. *Humanities & Social Sciences Reviews*, 8(6), 46-54. <https://doi.org/10.18510/hssr.2020.866>
- [12] Graves Jr, S. L., & Brown Wright, L. (2019). Parent involvement at school entry: A national examination of group differences and achievement. *School Psychology International*, 32(1), 35-48.
- [13] Hasan, S. (2020). Schools close, children free-parents face a new conundrum. Retrieved from Dawn News: <https://www.dawn.com/news/1540682/schools-close-children-free-parents-face-new-conundrum>.
- [14] Kalayci, G., & Öz, H. (2018). Parental involvement in English language education: Understanding parents' perceptions. *IOJET*.
- [15] Kishor, N. STUDY HABITS AND ATTITUDE IN RELATION TO PARENTAL INVOLVEMENT OF NATIONAL INSTITUTE OF OPEN SCHOOL (NIOS) STUDENTS.
- [16] Kraft, M. A., & Dougherty, S. M. (2018). The effect of teacher-family communication on student engagement: Evidence from a randomized field experiment. *Journal of Research on Educational Effectiveness*, 6(3), 199-222.
- [17] Liu, Y., Zhang, Y., Chen, S., Zhang, J., Guo, Z., & Chen, P. (2017). Associations between parental support for physical activity and moderate-to-vigorous physical activity among Chinese school children: a cross-sectional study. *Journal of sport and health science*, 6(4), 410-415.
- [18] Misbah, N. H., Mohamad, M., Yunus, M.M., & Ya'acob, A. (2017). Identifying the factors contributing to students' difficulties in the English language learning. *Creative Education*, 8, 1999-2008.
- [19] Moe, A., Katz, I., Cohen, R., & Alesi, M. (2020). Reducing homework stress by increasing adoption of need-supportive practices: Effects of an intervention with parents. *Learning and Individual Differences*, 82, 101921.
- [20] Muico, E. J. G. (2022). A Teacher's Work Ethic: Exploring Organizational Behaviour, Quality Work Life and Commitment. *Journal of Women Empowerment and Studies (JWES) ISSN: 2799-1253*, 2(05), 36-41.
- [21] Muico, E. J., Guino, K. L. V., & Mamulang, R. L. (2022). Questioning techniques of teachers and speaking ability of students. *International Journal of Research*, 11(5), 115-119.
- [22] Muola, J.M. (2010). A study of the relationship between academic achievement motivation and home environment among standard eight pupils. *Educational Research and Review*, Vol. 5 (5), 213-217.
- [23] Owens, J. S., Allan, D. M., Kassab, H., and Mikami, A. Y. (2020). Evaluating a short form of the academic competence evaluation scales: expanded examination of psychometric properties. *Sch. Ment. Health* 12, 38–52.
- [24] Pomerantz, E., & Moorman, E. (2017). The how, whom and why of parents' involvement in children's academic lives: More is not always better. *Review of Educational Psychology*, 77, 373-410.
- [25] Rain, L. & William, K. (2017). Parental involvement and students' academic achievement :A meta-analysis. *Educational Psychology Review*, 13, 1–12.
- [26] Relkin, E., Govind, M., Tsiang, J., & Bers, M. (2020). How parents support children's informal learning experiences with robots. *Journal of Research in STEM Education*, 6(1), 39-51.
- [27] Sharma, S. N. (2018). A Study of Effect of Parental Involvement and Aspirations on Academic Achievement of+ 2 Students. *Indian Educational Abstracts*, 3(1), 61-62.
- [28] Suen, L. J. W., Huang, H. M., & Lee, H. H. (2014). A comparison of convenience sampling and purposive sampling. *Hu Li Za Zhi*, 61(3), 105.
- [29] Tong, F., Zhang, H., Zhen, F., Irby, B. J., & Lara-Alecio, R. (2021). Supporting home literacy practices in promoting Chinese parents' engagement in their children's English education in low-SES families: An experimental study. *International Journal of Educational Research*, 109, 101816.
- [30] van der Pluijm, M., van Gelderen, A., & Kessels, J. (2019). Activities and strategies for parents with less education to promote the oral language development of their children: A review of empirical interventions. *School Community Journal*, 29(1), 317-362.
- [31] Wang, G., Zhang, Y., Zhao, J., Zhang, J., & Jiang, F. (2020). Mitigate the effects of home confinement on children during the COVID-19 outbreak. *The Lancet*, 395(10228), 945-947.
- [32] Wertz, Jasmin, Jay Belsky, Terrie E. Moffitt, Daniel W. Belsky, HonaLee Harrington, ReutAvinun, Richie Poulton, Sandhya Ramrakha, and Avshalom Caspi. "Genetics of nurture: A test of the hypothesis that parents' genetics predict their observed caregiving." *Developmental psychology* 55, no. 7 (2019): 1461.
- [33] Wilk, P., Clark, A. F., Maltby, A., Tucker, P., & Gilliland, J. A. (2018). Exploring the effect of parental influence on children's physical activity: The mediating role of children's perceptions of parental support. *Preventive Medicine*, 106, 79-85.
- [34] Wolf, S. (2020). "Me I don't really discuss anything with them": Parent and teacher perceptions of early childhood education and parent-teacher relationships in Ghana. *International Journal of Educational Research*, 99, 101525.
- [35] Xia, J. (2020). Practical exploration of school-family cooperative education during the COVID-19 epidemic: A case study of Zhenjiang Experimental School in Jiangsu province, China. *China* (March 15, 2020).
- [36] Xie, Z., & Yang, J. (2020). Autonomous learning of elementary students at home during the COVID-19 epidemic: A case study of the second elementary school in Daxie, Ningbo, Zhejiang Province, China. *Ningbo, Zhejiang Province, China* (March 15, 2020).

[37] Yan, W., & Lin, Q. (2018). Parent involvement and mathematics achievement: Contrast across racial and ethnic groups. *The Journal of Educational Research*, 99(2), 116-127.

[38] Yulianti, K., Denessen, E. J. P. G., & Droop, W. (2018). The effects of parental involvement on children's education: A study in elementary schools in Indonesia.