Factors that Influence Parental Involvement in the PNIEB: Parents’ Perspective

Thesis Submitted to The Modern Languages Faculty for the Degree of LICENCIATURA EN LENGUAS MODERNAS

By

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Licenciatura en Lenguas Modernas

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Dedication

To God. I am very grateful for all the good things you have brought to my life: the experiences, my family and friends, the kind people I have met and the beautiful places I have been to. Thanks for loving me in such a way.

To my mother, for encouraging me and showing me the value of hard work and responsibility.

To my father, for supporting my decisions and helping me believe in myself.

To my brothers and my sister that are my inspiration to continue with my career and who added happiness to my life with the little beauties they gave to the family: Michelle, Lalo, André and Karla.

To my grandmother, thank you for caring for me and because I am always in your prayers.

To my grandfather, thank you for all you did for me, for being an example to follow and for all the great memories. You will always live in my heart.

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CHAPTER I
INTRODUCTION

1.0 Introduction

Six years ago, after I finished the undergraduate program of English teaching at BUAP I worked in a private school in the south of the city. It was a unique experience, being a novice teacher in charge of kinder garden, elementary and secondary English classes. It was challenging as I had to struggle by myself with no training, course book, English colleagues or coordinator. In addition, there was very little parent participation, and from time to time I wished I had the possibility to talk to them and have their support; however, the administration said “we should bother them as little as possible”. I had some fairly good students, but there were many that did not have their parents’ attention and support; it was too evident. I was a committed, responsible teacher; however, because of the circumstances, I took the decision of leaving when the school year finished.

After that, I worked in a private kinder garden for 3 years. I perceived this school was different in many ways from the previous one. A meeting was held at the beginning of the school term to inform parents about the way we were going to work, what we expected from them and their children as well as what they could expect from us (teachers) and the school. As the school term went by, parents were invited to participate in school activities, and they were often in touch with teachers and school personnel. There was communication and interaction between people involved in the kids’ education: teachers, parents and directors. I had parents in addition to principal’s support, and I consider that helped my students’ achievement and my performance as a teacher. From my point of view
parental involvement was a significant element that made the difference between the two schools.

These two teaching experiences led me to conclude that parental involvement is crucial in students’ academic development and my work as a teacher. Parent participation is an important variable when it comes to students’ performance and success at school. Thus, this research project attempts to explore the factors that influence parental participation their child’s English learning in a public elementary school.

Nowadays there is a global tendency toward an increase in parental time investment in children’s education. However, there is little research in relation to the theme in Mexico if compared to other countries in which parental involvement in school has been an issue of importance for the last decades. According to Guevara (1996) a consequence of this lack of exploration is that there are few sources of information in our context.

Results gathered from some studies show that there is generally little participation of parents in children’s education in Mexico (Guzmán & Del Campo, 2001; Valdés, Martín & Sanchez, 2009) which is a common problematic situation in most public schools in our country very tangible and usual complaint among teachers. Furthermore if there is parents’ participation it is usually delimited to helping students with homework at home (Valdés, Urías, Montoya & Ortiz, 2009). It was found that the lowest level of parents’ involvement is related to school participation (García & Martinez, 2005; Urías, Marquez, Tapia & Madueño, 2008) and that mothers get more involved than fathers in children’s schooling.
(Moreno, Valdés & Sánchez 2008; Valdés et. al, 2009) although there is a close relation between good levels of achievement and parents’ involvement (Valdés and Echevarría, 2004; Bazán, Sánchez and Castañeda, 2007).

El Consejo Nacional de Fomento Educativo (CONAFE 2012) states that family participation in school must be dynamic, collaborative and inclusive so that students reach good academic outcomes, fundamental to increase social development in Mexico. From this perspective CONAFE created a system to have parents’ participation in basic education in Mexico. Nevertheless, Guzman & Del Campo (2001) argued that parents do not often take part in school decisions in relation to the organization and pedagogy at the school, as it is done in some countries like England. Parents committees allowed to take part in pedagogic matters and participate in educational processes do not exist in Mexico.

From the facts presented above it is evident that parental involvement has become an area of interest in México as research has increased in the last years. Although so that results can be used as the base towards change and improvement in pro of quality in education new areas need to be explored as there is still much to do in the field .

The present research project based on a questionnaire attempts to understand the barriers, difficulties and factors that influence parent involvement in children’s English
learning. The results might be useful to increase and improve parental level of participation in schools, especially in English language learning.

1.1 Significance of the Topic

Knowing the barriers parents face to get involved in their children’s English learning might guide the school and teachers to better understand how to assist parents. This knowledge might give teachers and administrators ideas on how to improve their practices to increase parental involvement in students’ English learning.

1.2 The Context of the Research

Research concerning the relationship between school, family and community is a relatively new field of research in contrast with other areas of investigation in education. In the last two decades, new theories have emerged, inquiry has risen, methods of analysis have improved and teachers and education administrators’ interest on this issue has increased (Epstein & Sheldom, 2007).

As a result of the interest educational systems have in parental participation new policies, regulations, orientations and programs have appeared. Parental involvement is promoted as a mean to improve education and seen as a crucial factor to increase quality in education (Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (UNESCO), 2004).
The involvement of parents in their children’s learning is nowadays usually accepted, desirable and seen as vital in education. Bronfenbrenner (1974) argued that parent participation is essential to good education and in his ecological model of human development he claims that the complete system in which someone develops needs to be taken into account in order to understand human performance.

Taking into account the above, the necessity to understand what parents go through in their attempt to be part of their children’s education and language learning is visible. The factors that influence their level of commitment and involvement are important to create the situations that allow them to successfully participate in children English learning.

1.3 Location of the Research

With the creation of PNIEB (Programa Nacional de Inglés en Educación Básica) English classes where recently implemented to the curriculum of basic education in Mexico. A few research projects relating to the topic exist; an exploration of teachers’ experiences, concerning the needs and feelings they experienced as part of this implementation was carried out by Salas, 2012. While Ruiz & Maldonado, 2012 and Morales, 2012 focused on the suitability of the PNIEB program to specific contexts. In her study “Voices and echoes from the PNIEB experience in Puebla” Salas (2012) reported that teachers claimed to have difficulties working with children as a result of the lack parental involvement in children’s English learning. Hence the purpose of the present
project is to understand the factors that hinder parent involvement and takes place in a public elementary school in central Mexico. Understanding the factors that avoid parental involvement to happen might serve as a tool to English teachers and principals to improve or create practices to increase parent involvement in their children’s language learning.

1.4 Aims
The principle aims of this research study are:

- To examine parents’ beliefs concerning their influence on their children’s English learning.

- To explore parents’ beliefs about what is important, necessary and permissible for them to do with and on behalf of their children.

- To explore parents’ perceptions about whether school and teachers want them to be involved in their children’s English learning.

- To identify the main difficulties parents have when supporting their children’s English learning.

1.5 Research Question
What factors influence parental involvement in the PNIEB?
1.6 Chapter Summary and Thesis Overview

So far, it has been stated that this work intends to examine the factors that influence parent participation in their children’s English learning. This understanding could help English teachers to support and work towards programs to enhance parental involvement in language learning and thus reach higher levels of students’ performance and achievement in English classes.

In the next part of this paper the theoretical framework that embraces the present research will be analyzed.
CHAPTER II
LITERATURE REVIEW

2.0 Introduction

The literature review underlying this project will be presented in this chapter. It is divided into four main topics. First, the ecological approach which emphasizes the importance of taking into account the environment surrounding the learner when it comes to his/her education. Second, parental involvement at school, its benefits and barriers parents encounter when attempting to be involved in their children’s education. Third, studies on the field carried out in Mexico. Finally, PNIEB, the National English Program in Basic Education.

2.1 Socio Ecological Model

“Every head is a world” is a quite certain proverb when talking about humans, their development and learning. While every person is a whole, he/she belongs to a system which in turn is part of another system and so on. According to Bronfenbrenner (1994) each system is a community part of an environment; it is a bounded structure involving relating, interconnected or dependent elements that form a whole. Therefore, the only way to completely understand something is to comprehend its parts in relation to the entire system.

The socio ecological model was introduced in the 1970s, and in his original theory Bronfenbrenner stated that in order to understand human development, the whole ecological system in which development occurs needs to be taken into account. The social
sciences use this model to study the dynamic connections between people and consider the influence of environmental factors that define individual behavior at several levels e.g. family, school, country and others.

According to Bronfenbrenner (1994) the system is composed of social subsystems that support and guide human growth. It is organized in five layers as presented below:

- **The microsystem** consists of the “activities, social roles and interpersonal relations experienced by the developing person in a given face to face setting with particular physical, social and symbolic features that invite, permit, or inhibit engagement in sustained, progressively more complex interaction with, and activity in, the immediate environment. Examples include such settings as family, school, peer group and workplace” (p.3).

- **The mesosystem** covers “the linkages and processes taking place between two or more settings containing the developing person. Examples the relations between home and school, school and workplace, etc.” (p. 4).

- **The exosystem** defines “the linkages and processes taking place between two or more settings, at least one of which does not contain the developing person. Example for a child, the relation between the home and the parent’s workplace…” (p.4).

- **The macrosystem** comprises “the overarching patter of micro-, meso-, and exosystems characteristic of a given culture or subculture, with particular reference to the belief
systems, bodies of knowledge, material resources, customs, life-styles, opportunity structures, hazards, and life course opinions that are embedded in each of these broader systems” (p.4).

- *The chronosystem* consists of “change or consistency over time not only in the characteristics of the person but also of the environment in which that person lives (e.g., changes over the life course in family structure, socioeconomic status, employment, place of residence, or the degree of hecticness and ability in everyday life)” (p.4).

EFL teachers should take into account the socio ecological perspective when asking themselves about why a student behaves in one way or the other. When looking for answers about why some students achieve a good level of English and some struggle learning it. A child does not exist by him/herself, but he/she is part of a whole system that needs to be understood and involved to reach satisfactory results in education and to enhance language learning.

### 2.2 Parental Involvement

It is important to define parental involvement as it is a key concept in this research project. It has been defined in many different ways and might be related to one or all of the following environments: home, school and community. According to Henderson & Mapp (2002) and Ireland (2010) parental involvement is the participation parents have in their child’s school life and learning. Parental participation should include usual and significant
communication in a dual way as well as letting parents have the privilege of taking part in decision making and being actively involved in school (Henderson & Mapp 2002). Furthermore, Vandergrift & Greene (1992) claim that besides being active doing something visible, parents need to be supporting, loving, comforting and understanding to children. “This combination of high level of commitment and active participation is what makes an involved parent” (p. 57).

According to the US Department of Education (2002), children also need solid role models. If parents hold high expectations of themselves, children may follow their examples and have them in mind when making decisions about their professional development as adults.

Parental participation and role model influence children’s learning which in consequence defines the kind of life a youngster experience, so parents should reflect on what they do to have a positive impact in their children’s learning. Parents need to bear in mind that their involvement will be reflected not only in their child’s education, but in the success they have in life. Schools should likewise take part by promoting parental participation and guiding parents through the process of getting involved.

2.2.1 Benefits of Parental Involvement

Parental involvement benefits students in many ways. When parents are active in their children’s education students tend to be more successful in school and beyond it. Their performance gets better unrelatedly to their income, race or cultural background.
They show better adaptation to school, social interaction skills, increase self-esteem, discipline, positive attitudes towards school and behavior. In addition they have higher grades and test results, do better home assignments, receive quality teaching and present general accomplishment in school (Frost 2008; Olsen & Fuller 2008; Hornby & Lafaele 2011). Students may also show better shift from one school grade to another and are more likely to continue their studies (Olsen & Fuller 2008; Taniesha 2010).

According to Olsen & Fuller (2008) parental involvement brings benefits not only to children but also to parents, educators and school.

**Benefits for parents**

- Improve their relationships with kids and develop an awareness of their necessities.
- Become more confident about their parenting and decision making skills.
- There is little punishment and more constructive emotional support.
- They have a better understanding of the school system and teachers performance.
- They gain knowledge about what their children work so they are able to help at home.
- Parents have positive views about school.
- They become conscious of the decisions they make concerning educational policies.

**Benefits for the educators**

- Their confidence and enthusiasm rise.
- They get more respect from parents towards their work.
- There is good interaction between principal, teachers, parents and administrators.
- Teachers and principals become more knowledgeable about families’ issues.
• Teachers and principal have optimistic feelings about their job.

Benefits for the school

• Gets community support.
• Positive community opinions about school increase.
• School performance gets better and it offers improved programs.

As observable above, parental involvement in students’ learning brings many benefits to children, parents, the school and educators. There are positive outcomes in different areas and individuals. Thus, it is important that schools, parents and policy makers get interested and desirable to work on creating parents-school partnerships and then achieve the benefits of parents’ time investment their children’s learning.

2.2.2 Types of Parental Involvement

Parental involvement in their children’s academic life seems to bring many benefits to students’ achievement at school; however, its benefits may depend on the level and type. Epstein (1995) established a framework for describing six different kinds of parental participation. She states that the main objective to create school-home interactions is to support students succeed at school but also in a lifetime.

Epstein’s Six Different Types of Involvement:

1. Parenting: creating home environments to support children as learners and being responsible of children’s health, nutrition, safety and basic needs.
2. **Communicating**: have effective communication from school to home and vice versa in relation to school activities and students’ progress.

3. **Volunteering**: having parents’ support at school.

4. **Learning at home**: providing information and guidelines to parents about how to work with children.

5. **Decision making**: Have parents’ representatives and leaders at school and take them into account in school decision making.

6. **Collaborating with community**: Improve school programs, parents’ support and students’ development by incorporating services and resources from the community.

Parental involvement might take place in one or different areas. As seen above parents have the opportunity to participate in children’s academic life at home, at school or at the community. The opportunity to get involved in different ways gives parents the opportunity to adjust to the options that best fit their needs, context and possibilities, but it is important that they must have in mind that the more they get involved the better the benefits.

**2.2.3 Barriers to Parental Involvement**

Parents are usually interested in students’ success and they desire a high-quality life for their children. Hence, promoting education as well as taking an active role in it should be perceived as instruments to contribute to children’s benefit. Unfortunately, parents are not often aware of the positive difference they can make by being active in their children’s learning. Perhaps, they know yet they give up when they encounter difficulties in their
endeavor. According to the Family and Parenting Institute (2014) and Russell & Granville (2005) the following are the most common barriers parents face when trying to be involved.

**Barriers at School**

- Lack of good communication and relationships skills from part of the teachers.
- Lack of teachers’ knowledge about the importance of parent involvement.
- Lack of teachers’ self-confidence, abilities and positive attitudes to work with parents.
- Services not adapted to parents’ needs, context or their academic level.
- There is not a staff representative parents feel confident with.
- Lack of money and space.
- No flexible schedules at school for attending parents.
- No many opportunities for parental involvement.
- Physical barriers such as locked gates, entry phones, and main entrance not well signed.

**Barriers on the Part of Parents**

- Parents negative attitudes and mistrust.
- Living far from school.
- Feelings of not fitting in, being dominated by the same people, intimidated by public speaking, view that their opinions are ignored, thoughts of being formal and boring.
- Cultural differences.
• Fright of being judged about parenting skills.

• Experience of discrimination.

• Time and work.

• Need of somebody to care for younger kids.

• Difficult family circumstances.

**Knowledge**

• Not knowing the importance of their involvement for child’s development.

• Lack of knowledge about community services.

• Above level expectations of children’s learning.

• Low literacy rate.

• Lack of confidence in English language.

• Lack of knowledge about the school program and teaching methods.

• Not knowing how to work with the kids at home.

• Believing that only one parent can take the responsibility.

The list of barriers to parental participation in students’ education is long and might be present in a variety of areas. Certainly, most of the times lack of interaction between parents and school is not related to parents or school not wanting to participate yet to the barriers. Therefore, it is necessary that schools and parents identify the barriers that hinder interaction to happen and overcome them.
2.2.4 Overcoming Common Barriers to Family Involvement

As stated before, family involvement plays a very important role in students’ achievement however, parents may not know how to participate or do not take part in their children’s education due to complications they face when attempting to do so. According to Funkhouser & Gonzales (1997), the following are ways to break down barriers for parental involvement:

**Supporting School Outreach**

- Teachers should use technology in order to enhance school-parents interaction.

- Teachers should be given the opportunity to use phones, mail, information hotlines and other up-to-date communication devices.

**Supporting Parents to Deal with Time and Resource Constrains**

- Have the option for parents to talk to teacher at night or early weekend days.

- Inform parents about meetings and school activities in advance so that they can organize their time.

- Allow parents to contact the school from home by phone or voice mail.

- Have the same activity twice or more and inform parents about the presented topics if there were not present.
✓ Offer car pool and somebody to take care of small children.

✓ Have school meetings at the community and visit parents at home.

Making Time for Teachers

✓ Have a person to assist the teacher by visiting parents at home or teaching students while the teacher talks to parents.

✓ Give some free time to teachers so that they can contact parents e.g. freeing them up of extra responsibilities.

✓ Give some time compensation to teachers who visit parents at home after school.

Staffordshire Children’s Trust (2010) presents additional suggestions to overcome skills, language, suspicious, mistrust, emotional and disinterest obstacles.

Skills and Language Barriers

✓ Teachers’ visits to the community so that parents get to know them.

✓ Use of simple oral and written language.

✓ Take into account parents’ literacy skills when designing informing material.

✓ Inform through different sources and different formats.

✓ Interview parents personally or by phone to know their opinions.
✓ Have a translator to help with written or spoken information.

✓ Make sure parents comprehend by questioning.

✓ Support parents who are new by working in pairs or groups.

✓ Provide workshops to help parents develop the abilities they may need to participate in their kids’ education.

**Suspicious and Mistrust**

✓ Teachers should visit the community to gain parents confidence.

✓ Be careful about the language used. Some parents feel uncomfortable when people see them as needing help because they perceive it as failing.

✓ Value parents’ abilities, advice and experiences.

✓ Be careful with titles and make sure parents do not feel inferior.

✓ Teachers should show their real personality to parents in meetings and start over each time without taking into account past bad experiences.

✓ Have a website where staff and parents can be in contact and get to know each other.

✓ Provide secure online conversation rooms.

✓ Have some parents as teachers’ representatives in the community.
Emotional barriers

✓ Provide parents a welcoming, friendly and kind environment.

✓ Promote parents’ confidence and self-esteem.

✓ Allow parents express their needs and emotions.

✓ Give importance to their efforts.

Disinterest

✓ Investigate why parents are not getting involved and tell them how they can join.

✓ Ask them about their needs.

✓ Describe to parents the benefits obtained from their participation and public them.

✓ Have fun activities for mothers and fathers.

After reviewing literature regarding parental involvement, it is evident that parents’ participation in schools is crucial. Certainly, a great variety of barriers get on the way in the attempt to construct school-parents partnerships however, there are also many ways to triumph over these obstacles. If school staff, parents, students and community work as a team to support each other, parental involvement will become a reality.
2.3 Research in Mexico

In Mexico there is little research concerning the relationship school-family, however in the last decade education researches have focused on topics related to this area. Studies show that parents consider relevant their children education and somehow take part in it. In a study with successful university students Valdés & Echevarría (2004) stated that students claimed to have their parents’ economic en emotional support since parents consider their children’s education a priority. In addition, Bazan, Sanchez & Castañeda (2007) showed that family support and teachers’ characteristics significantly influence children’s results on language tests. Furthermore, Medina (2010) has concluded that the more parents participate in students’ academic life the better the results.

On the other hand, Guzman & Del Campo (2001) in their study with high school students found that there are difficulties for interaction between school and family; parents show little interest towards children’s education which might be a result of their personal lack of education. Furthermore, according to Medina (2010), parents’ participation decreases at basic levels as students get older. Additionally parents do not know the syllabus and subjects children have at school as a consequence of their lack of participation in their children’s academic life (García and Martínez 2005). In a study with secondary schools Uríá et al., (2008) found that parents do not participate at school and they do not volunteer either. Only a few parents participate actively, communicate or have visited the school (Valdés et. Al 2009).
In his research with basic education students Valdes (2001) claimed that only 20% of students have the support of their mother when doing homework, but any help from their parents. Moreno et. al (2008) compared the participation of parents of low and high achievement students, and it was found that in both groups parents’ participation was low, but there was less fathers’ participation than mothers’. Mothers know the school better than fathers and have more communication with teachers, so it is common that mothers participate more than fathers (Valdes, Martín & Sanchez, 2009; Medina, 2010).

It is visible that parents usually participate mainly in the aspects related to learning and supervision at home. They do not have a wide view of the ways in which they can take part in their children’s education. Most of the parents do not communicate or participate in school activities, and it is common that mothers get more involved and committed than fathers.

These research studies show the interest researches have had in the last years however, there is still a lot to work on. Schools, teachers, students and the education system in general need to promote more significant participation from parents. Parents need to understand that education is not only schools’ work, but everybody’s work. It is also essential that fathers get involved in supporting students, because at the moment it seems like mothers’ job. Community and, as part of it, employers need to facilitate employees attendance to school meetings and to participate in school activities. So that
quality in education is reached in Mexico group work is needed, where everybody shares knowledge, experience and abilities to strengthen students.

2.4 Federal Requirements in Mexico for Parents’ Participation in Education

Parent involvement components are required by the federal government in all public schools of basic education in Mexico. This community participation in education is based on the national agreement for the modernization of basic education (Acuerdo Nacional para la Modernización de la Educación Básica) signed in May 1992. The mission of community participation is to drive quality in basic education in Mexico, thus parents’ participation in education is required by the general law of education in which the requirements for parents’ associations and school boards of social participation can be found too.

The social participation concerning parents is stated in the general law of education in chapter VII, article 65 (1992). The first section includes parents’ rights in relation to their child’s education. Parents have the right to inform the school about any problem in relation to the student’s education so that the school becomes responsible of it. Parents are invited to participate in students’ education and the school building improvement.

They have the opportunity to be member of the asociación de padres de familia (parents’ association) and consejos de participación social (school board of social
participation). Chapter VII also talks about parents’ obligations which are summarized in participating in students’ education process and taking part in school activities (article 66).

Parents’ association objectives are referred in the article 67. These objectives are: enhancing the integration of the school community and the improvement of the school building as well as informing the school about any problem in relation to the student’s education so that the school takes care of it. The parents’ association will not participate in pedagogic or laboral issues at school though.

School boards were created when the federal government saw the necessity of including schools in looking for solutions to social necessities, subsequently each basic education school is supposed to have a school board which is a body of collaboration, support, enquiry, administration and source of information (concerns about school boards of social participation can be found in section II).

**A school board is consists of:**

1. The school’s principal

2. The president of the parents’ association

3. A representative of the teacher’s union

4. A graduated student from that school, who is interested in the school’s development
5. Three parents

6. A community citizen interested in education matters

7. A secretary chosen by the school’s principal

**Functions of the School Board**

1. Help the teacher, for this, the school board must know the school year calendar, the school year objectives and the school activities progress.

2. Know the evaluation results and assist directors and teachers to establish actions to reach good results during the school year.

3. Contribute so that there is collaboration between teachers and parents.

4. Get social incentives and awards for the school directors, teachers, students and other school workers.

5. Promote and support school activities to reinforce and complement students’ learning.

6. Be in charge of civil protection actions, school emergency and school safety.

7. Promote family and community interest for students’ development.

8. Participate in pedagogical issues.

9. Reduce adverse social conditions that influence education.


11. Disclose the amount of resources provided to the school by the federal, state and municipal programs.

12. Promote reading programs, visits to and improvement of the library.

13. Promote physical activation and healthy food consumption.
15. Promote sports, recreation activities, art and culture.

Although the federal requirements to promote participation between family and school exits, there is no much evidence that this interaction exists. Institutions in charge of education report a lack of parents’ involvement in school activities (SEP 2004). From this panorama Mexican education system needs to work to increase the link between parents and school as the most common predictors of parent time investment at school and at home are school programs and teacher practices that elicit parents to participate.

2.4.1 PNIEB

During the last lasts decades English in the Mexican public educational system was only compulsory in secondary schools. However, during the last few years efforts have been made to include the English language subject in the preschool and elementary school programs. In order to carry out the actions that make possible the English teaching, the Secretaría de Educación Pública, SEP (Secretariat of Public Education) has implemented the National English Program in Basic Education (NEPBE) and syllabuses for the three levels of basic education were created. These syllabuses, teachers’ training criteria, the design and evaluation of materials, as well as the certification of English language proficiency were all shaped based on national and international standards.
The legal principles established in the third article of the Mexican Constitution, the educational transformation encouraged by the 2007-2012 National Development Plan (Plan Nacional de Desarrollo) and the objectives outlined in the 2007-2012 Education Sector Program (Prosedu: Programa Sectorial de Educación) are the base to provide direction and sense to the actions in public education policies in Mexico. Within this framework and based on the General law of education (Ley General de Educación), the Secretariat of Public education (Secretaría de Educación Pública) proposed “to raise the quality of education so that students improve their level of educational achievement, have means of accessing to a better well-being and as a result, contribute to the national development”. The main strategy to achieve this goal in basic education is “to carry out an integral reform in basic education, focus on the adoption of an educational model based on competencies that corresponds to the developmental needs of México in the XXI century ”, focusing on a greater connection and efficiency among preschool, elementary and secondary schools.

The Secretariat of Public Education acknowledges the need to include English as a subject in the curricula of preschool and elementary education, as well as to make the necessary changes to English subject curricula in secondary school. The articulation of the teaching of English in the three levels of Basic education has the objective that, by the time students complete their secondary education, they will have developed the necessary multilingual and multicultural competences to face the communicative challenges of a globalized world, to have a broader view of the linguistic and cultural diversity of the world, and therefore respect their own and other cultures.
CHAPTER III
METHODOLOGY

3.0 Introduction

The methodology used to answer this project’s research questions is presented and explained in this chapter. The chapter is divided in four sections: first, an explanation of the methodological approach used in this project. Then the subjects as well as the instrument which helped to gather data are described. Finally, the procedure’s description takes place.

3.1 Methodological Approach

This research project adopts a survey research methodology because its objective is to determine people’s opinions and perceptions about the situation being studied. Stated that survey research seeks personal points of view of a situation this is a form of qualitative-quantitative research that consists on the collection of parents’ perceptions about the variables that influence their participation in their children learning of a foreign language.

3.2 Subjects

A sample population consisting of 63 participants was taken for this study due to the fact that the population is quite large. The sample is a group of parents of third grade students of a public elementary school. The selection was based on that believe that parents
participate more with young students as mentioned in chapter two. Third grade students are the youngest students who have English classes in the school were the research took place.

3.3 Instrument

The instrument used in this study is a written-20 questions questionnaire. It included the purpose of the survey and requested the occupation of the person answering it as it is believed that parents’ educational level might influence their perceptions concerning the importance of English learning (See appendix A). Questions were formulated aiming to answer the research question proposed in chapter one. The first part of the questionnaire consists of five questions concerning parents’ beliefs on their influence on children’s English learning. The second part deals with their beliefs about what is important and necessary to do for children. The third part asks parents their perceptions about whether the school and teachers want them to be involved. The fourth part addresses the main difficulties they face when supporting their child’s learning of English. Finally, an open-ended question is included requesting parents’ opinions on what can be done to increase their involvement in students’ learning of English. The first version of the questionnaire was written in English and then translated into Spanish considering it would be easier for parents to read and answer it. The piloting of the Spanish version was made to see its consistency. After feedback was given, some changes were made to the questionnaire to improve it and reach the objectives of this research project.
3.4 Procedure

Permission to apply the questionnaires was requested to the principal of the school when the Spanish version of the questionnaire was ready. Once permission was granted, questionnaires were sent to parents with each student of third grade of elementary school. Parents were given two days to answer it and bring it back to school. The instrument was gathered back and questions 1 to 19 were interpreted on a numerical data to get quantitative results and answers in question number 20, which was open-ended, were classified into four categories as they were diverse. The results were analyzed and represented in graphics and charts in order to determine conclusions. These conclusions were interpreted and described in order to understand the factors that influence parental involvement in their children’s English learning. That is to say, to give answers to the research question.
4.0 Introduction

In this chapter the results collected through the questionnaire will be analyzed. Parents’ beliefs about their participation in their children’s English learning will be presented in order to highlight the main findings.

The results will be organized in four main topics: first parents’ beliefs concerning their children English learning. Secondly, parents’ beliefs about what is important, necessary and permissible for them to do with their children. Next parents’ perceptions about whether the school and English teacher want them to be involved in their children’s English learning. Finally, the main constraints they have when supporting their children language learning and suggestions they gave about how to increase their involvement.

4.1 Research Question

The purpose of the present research project was to answer the question bellow:

What factors influence parents’ involvement in the PNIEB?

4.2 Participants’ Background

This research project is based on parents’ beliefs. It is why two background questions were included in the questionnaire: first their relationship to the child and second their academic degree.
4.3 Results

Figure 1. Participants’ relationship to child.

The results illustrate a significant difference of participation between mothers and fathers. As Valdes et al. (2009) found in their study of parents participation in their children education “Participación de los padres de alumnos de educación primaria en las actividades académicas de sus hijos” the results support what they said about mothers’ participation in comparison to fathers’. They affirmed that mothers are the ones who usually keep in communication with the school. They held that this is a cultural pattern in Mexico where mothers become the person in charge of children’s education and fathers are involved in a lower level. Results in Fig. 1 show a clear difference between mothers’ and fathers’ participation, parents’ participation was low (21%) and mothers’ was higher (79%).
The results show that most parents do not have a bachelor’s degree, only 8% of them were university graduates and 92% did not attend university. Fathers who do not hold a university degree reported to have the following occupations: employees, mechanics and shopkeepers. On the other hand, mothers who lack a university degree are: housewives, employees and shopkeepers.

Figure 3. Do parents think they are responsible of their child’s language learning?
Clearly most parents were aware of their responsibility in children’s language learning, although 27% are not conscious of it. It is important to take this thinking into account since it defines the extent of parents’ involvement in their children’s learning.

Figure 4. Parents influence in their children’s English learning through their involvement.

![Pie chart](image)

As shown in figure four most parents agree that they have a positive influence in their child’s English learning by getting involved, 3% are uncertain and 10 disagree. These results are satisfactory because as seen across a range of studies there has emerged a strong conclusion that parental involvement in children’s education generally benefits students’ learning and school success Epstein, 1995; Clark, 1983; US Department of Education, 1994).
As shown in figure 5, less than half of the parents (49%) are convinced of having the skills to support their children in English tasks; the rest hesitated. This should be taken into consideration by the school because as stated by Hoover-Dempsey and Sandler (1997) parents’ involvement in their children education, besides other things, depends on the sense of efficacy they have to help their children succeed in school.

Figure 6. Parents’ beliefs about being a role model for their children.
The graph shows that 56% of the parents think they are an important role model in their children’s English learning. Twenty five per cent are not sure and 19 disagree. Hoover-Dempsey and Sandler (1997) claimed that even well-designed school programs inviting for involvement will have limited success if they do not address issues of parental role construction; this is another issue the school needs to deal with.

Figure 7. Parents viewpoints about what is important, necessary and allowed to enhance their children English learning.

<table>
<thead>
<tr>
<th>Fig. 7 PARENTS’ VIEWPOINTS ABOUT WHAT IS IMPORTANT, NECESSARY AND ALLOWED TO ENHANCE THEIR CHILDREN ENGLISH LEARNING</th>
<th>AGREE</th>
<th>UNDECIDED</th>
<th>DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) My child English learning is important for me.</td>
<td>97%</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>b) It is important to keep in touch with my child’s school.</td>
<td>97%</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>c) It is necessary to know how my child is doing in English classes.</td>
<td>95%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>d) It is important to communicate with my child’s English teacher.</td>
<td>94%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>e) It is necessary to help my child with his/her English homework.</td>
<td>94%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>f) I talk to my child about the importance of doing well in English and what I expect from him/her.</td>
<td>86%</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>g) I spend some time with my child in doing English learning activities.</td>
<td>70%</td>
<td>21%</td>
<td>10%</td>
</tr>
</tbody>
</table>

The results obtained for statements a to g were grouped together because the outcomes are quite similar to each other in percentage. Figure 7 noticeably shows that participants consider English learning, doing homework and keeping in contact with the
school and teacher important. For the most part parents agree with the statements above having 97% as the highest score and 94% as the lowest. It is visible that fewer parents talk to their children about the importance of learning the foreign language and the expectations they have from them in relation to their English outcomes, however the percentages were still high.

Figure 8. Parents’ perceptions about whether the school and the teacher wanted them involved in their children’s English learning.

<table>
<thead>
<tr>
<th>FIG. 8 PARENTS’ PERCEPTIONS ABOUT WHETHER THE SCHOOL AND THE TEACHER WANT THEM IMPLICATED IN THEIR CHILD’S ENGLISH LEARNING.</th>
<th>AGREE</th>
<th>UNDECIDED</th>
<th>DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I feel free to talk to the English teacher about my child’s performance</td>
<td>82%</td>
<td>13%</td>
<td>5%</td>
</tr>
<tr>
<td>b) The school allows me to be in contact with the English teacher.</td>
<td>60%</td>
<td>28%</td>
<td>12%</td>
</tr>
<tr>
<td>c) I am involved in my child’s English homework.</td>
<td>58%</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>d) The English teacher values my views related to my child performance.</td>
<td>49%</td>
<td>25%</td>
<td>26%</td>
</tr>
<tr>
<td>e) The English teacher requests my support in my child’s learning of English.</td>
<td>45%</td>
<td>27%</td>
<td>28%</td>
</tr>
<tr>
<td>f) I feel free to share my opinions with the teacher concerning my child performance.</td>
<td>43%</td>
<td>28%</td>
<td>29%</td>
</tr>
<tr>
<td>g) I usually find opportunities or invitations for involvement in English classes.</td>
<td>38%</td>
<td>31%</td>
<td>31%</td>
</tr>
</tbody>
</table>
Figure 8 shows that parents feel certain openness from the teacher and the school. Approximately 58% of the parents recognized that they were involved in their children’s English homework. In the next three statements they seem quite unsure, just half of them agree that the English teacher valued their views, requested their support and feel free to share their opinions with him. However the other half seems undecided and disagrees with the statements. A few parents (38%) claimed to find opportunities or invitations for involvement in English classes. This premise is mention by Hoover-Dempsey and Sandler (1997) in their study why do parents become involved in their children’s education? They affirm that general invitations, demands, and opportunities for involvement refer to parents’ perceptions that the children and school want them to be involved.

Figure 9. Constraints parents face when supporting their children in English learning.
The results show that most parents had difficulties to get involved in their children’s English learning due to the fact that they don’t know English. The second most common constraint is time, followed by the lack of knowledge about what kind of activities they can do with their kids. As a consequence of not knowing English Parents also have trouble understanding the instructions of English assignments. Other constraints they mentioned were lack of materials, money and how to motive children. One person claimed to have discipline problems and another stated that lack of space to do homework is an obstacle for her. The largest number of parents recognized to have at least two of the difficulties mentioned above.

Figure 10. Parents’ suggestions to increase their involvement in children’s language learning.

The table shows results of the last question which was open-ended. It is divided into two categories: parents’ suggestions to get involved and suggestions to improve students’ proficiency in the language. It seems that some parents misunderstood the question and that is why they gave the answers in the second column; however they were included because they are important and showed parents’ interest in their children’s learning.
Figure 10 illustrates parents’ interest in their children English learning. They gave a good number of suggestions to increase their involvement which seem pretty feasible. They also gave their opinions on what needs to be done to improve student’s proficiency in the language; these include suggestions to the school and to themselves as responsible of their children. Two more comments were added in which parents declare that the English

<table>
<thead>
<tr>
<th>FIG.10 PARENTS’ VIEWS ON IMPROVING PARENTAL INVOLVEMENT IN CHILDREN’S ENGLISH LEARNING.</th>
<th>PARENTS’ SUGGESTIONS ON IMPROVING STUDENTS’ PROFICIENCY IN THE LANGUAGE</th>
</tr>
</thead>
</table>
| a) Increase interaction between parents and children through homework. | **Suggestions to the school:**
| b) English lessons and workshops for parents. | a) Increase the time of English lessons.  
b) Work on the book and finish it.  
c) Homework focused on the language.  
d) Improve the school facilities and adopt materials.  
e) Give extra class activities to students regularly having the teacher’s supervision.  
| c) Translation into Spanish: tasks & vocabulary. | **Suggestions to parents:**
| d) Let parents know the school year program and objectives for English classes. | a) Have children travel to English speaking countries.  
b) Look for English lessons out of school.  
c) Help the child at home with his/her English activities.  
| e) Set a schedule to talk to the English teacher. | **Extra comments:**
| f) Implement conversations between parents and children in English homework. | a) The teacher becomes the main source of learning since we (parents) do not speak English and materials are expensive.  
b) English is not important or necessary to learn given that students do not master speaking.  

teacher is responsible of students learning because parents do not speak English and the other one said that English is not relevant if students cannot speak.

It was found that most people who answered the questionnaire were mothers. This reflects the tendency of Mexican mothers to be in charge of children’s education leaving fathers aside. The results show that only 8% of the parents are university graduates. Some authors claim that parents’ educational attainment might influence the level of participation they have in their children Valdés, 2001; Tzec, Esquivel, & Sánchez 2004 yet in this survey responses by graduates and non graduates were quite similar. Some differences in responses based on the gender were found, however they were not pointed out because they do not represent a big variation and the number of fathers who answered this questionnaire was small.
CHAPTER V
CONCLUSIONS

5.0 Introduction

In this chapter a summary of the findings regarding the present research project will be presented. A reflection on the learning the writer acquired follows. Then the limitations of the study will be explained and finally suggestions for further research are provided.

5.1 Conclusions

You cannot connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something: your gut, destiny, life, karma, whatever. Because believing that the dots will connect down the road will give you the confidence to follow your heart, even when it leads you off the well worn path.


Analyzing this quote makes me think of my first and my last job as an English teacher after I graduated. The first was almost a nightmare, yet the last one was better. Living through these two experiences I fortunately was able to come up with the idea of this research project.

How do these experiences connect to each other? By the lesson they taught me about the positive influence parental involvement brings to students’ performance. The big distinction between them was parents’ participation in their children education. In the first
school directors avoided parents as much as possible and we (teachers) were requested not ask for their support too often. I was a novice teacher and I did was I was told; even I was conscious I needed of parent involvement to do well with students. I sometimes talked to parents but some of them were not open to participate. I remembered one of them told me to do whatever I could with her child because she did not know what to do and how to manage his misbehavior. I felt disappointed. Who would support my students if their parents could not?

My last job experience was different from the first one. A positive difference was parents’ time investment in their children’s school. Most parents were there from the beginning of the school term till the end when the school year was over. I had the obligation to talk to parents and inform them about the way we were going to work, materials, the time when they could reach me and what they could expect from me. Nowadays I have good memories and satisfactions from my last job. I consider that having a good team; the principal, teachers and parents focusing on students led to beneficial outcomes.

I started this project last year. I read some of my classmates’ projects related to the PNIEB program and in two of them I found out that their participants (teachers) complained about parents’ lack of involvement at school. They said outcomes in English classes would be better if parents took an active role in their children’s English learning. I
agree with them because of the experiences I had. So the question about why parents do or do not participate in their children language learning came to my mind.

The purpose of this study was to find out what factors influence parents’ participation in their children language learning. The information was collected through a questionnaire which was answered by parents of a public elementary school in central Mexico. The results will be presented in four sections: first parents’ beliefs about the influence they have in their children English learning, second parents’ beliefs concerning what is necessary, permissible and important for them to do with their children, third parents’ perceptions about whether the school and English teacher want them involved in their children learning. Finally, constraints they have when getting involved in their children learning and suggestions given by themselves about how to increase their involvement. In the following lines conclusions from the results are presented.

Results show a notable difference of participation between mothers and fathers, being mothers the ones in charge of children education and keeping communication with school. This lack of participation form part of fathers is common in Mexico as found in some research projects with primary and secondary schools Moreno et. al 2008; Medina, 2010. Another demographic aspect to highlight is parents’ level of studies given that only twenty one per cent of them have a university degree and as stated by Valdes et. al (2009) this is an important variable when defining the level of participation parents have in their children learning.
Most parents, but not all of them recognized themselves as responsible of their children language learning and that they influence positively their children outcomes in the foreign language by getting involved. However, a discrepancy was found because just half of them are convinced of having the skills to support their children in English tasks and that they are an important role model in their children’s English learning. It is evident that teachers and school need to help parents broaden their views about the things they can do to help their children succeed in English as well as to make them conscious about the importance they have as a model to follow by their children, seeing that children want to be as Mom or Dad when becoming an adult. Working on parents’ beliefs that they are being observed and imitated by their children is crucial.

It seems that in general there is gap between parents’ beliefs and actions because most of them considered English learning important, as well as doing homework, knowing about their child performance and keeping in contact with the school and teacher even so a few talk to their children about the importance of learning the foreign language and the expectations they have from them and just some of them reported to spend time in doing English learning activities.

Talking about parents’ perceptions concerning what the school and teacher do to get them involved showed low percentages in most of their responses. Although the majority claimed to have the liberty to talk to the English teacher half of them showed uncertainty in relation to being able to contact the teacher, being involved in homework,
teacher’s requests of support and teacher’s appreciation of their opinions. From the above it is realized that parents perceive certain effort from part of the school and teacher to get them participating but it seems that there is much to do from part of the school as most of the responses showed low percentages. An interesting concern here is to analyze what parents do to increase their involvement, or if despite perceiving the need they remain passive.

The results show that parents perceive difficulties to get involved in their children’s English learning due to the fact that they do not know English. Most of the difficulties reported are related to this lack of knowledge as: not knowing what kind of activities they can do with the kids and having trouble understanding the instructions of English assignments. Other constraints they chose were: time, lack of materials, money and how to motive their child.

Parents’ suggestions to get more involved in their children language learning are quite feasible and reachable. These ideas are good because they involve the teacher, students and themselves however these responses were obtain from about half of the parents. The other half gave the responsibility to the teacher arguing that he is the one who speaks English and to the school arguing that to improve outcomes in their child language learning it is necessary to get better school facilities, material, increase the time of English classes and have out of school activities with the children having the teacher supervision. These results allow seeing that although parents think English is important they see their
responsibility and participation affected by external factors so it is important that the
school and teacher guide parents and help them to broaden their view about what they can
do the support their children.

The results showed that most parents are aware of the importance of learning
English nowadays. They are also aware of the positive influence their involvement has in
children language learning, but they are not sure about what to do, how to get involved and
or what is needed from them. The necessity for the school to help parents get involved and
work together throughout this process is evident. It seems that parents are quite open to be
trained and even take English classes or workshops to improve their skills to support their
children. Better communication between parents and teachers is also needed because
parents are not sure about talking to the teacher or when they can do it.

In conclusion, it is visible that parents are willing to participate and to get involved
in their children English learning. The school is also willing to improve the English
language teaching program since it was open to the research and provided all the facilities
for the survey. The PNIEB has being part of the school program for three years, so interest
from part the principal to know what is hapenning with parents’ participation and how to
enhance it seem as a good first step to improve this relatively new program.
5.2 Reflection

Concluding my research project gives me great satisfaction after trying three times with no success. I always wanted to do my project, but never took the decision of doing it from beginning to end. I had work, obligations, time limitations; excuses to procrastinate. I was apparently fine with this procrastination, but deep inside me I was very unsatisfied and stressed. I think that what kept me away from doing it was my negative thoughts about how difficult, tiring and unreachable it would be, but a year ago I finally made the decision of doing it. At this moment I feel so fine I am over. When analyzing the process I went through when writing this paper I realized I grew in two ways: academically and personally.

I grew academically because I had to re-learn how to read, organize, analyze, compare, contrast, and write. I did not practice these skills often at work. So when I started my research it was hard for me to read and then write about my thoughts. I could take hours to write a few lines or to understand what I read. I kept going: I took a look at my university notes; I asked people and my thesis advisor, I looked for information on the internet and books. Then having too much information was a problem too because I easily got distracted. I like reading and I often caught myself reading things I should not (in that moment). So I understood that I had to delimit my time and readings to reach my objective. I set some goals and scheduled time for them. I started writing and as I finished one line, chapter or paragraph I became conscious of my advance and that every small piece of work was significant and that I wanted to conclude soon.
One of the difficulties I thought about when I started this project was people. First I wanted to have the same advisor I had in my previous attempts, but I was not sure if she would want because I had quit the project time ago. I also had pessimistic perspectives about the people I needed for the survey, I thought they would not be willing to participate or take the time to participate. However, when I requested support to my advisor she told me she would help me if I was really committed. After that when the time came to apply the questionnaires and have access to the school I did not have any difficulty. The school principal and the English teacher were very open to participate and help me in all the ways they could. Some of my friends who did their theses before supported me too, when I requested their help.

From the process of doing the research and writing I learnt that the limits were just in my mind. I never had the difficulties I thought about at the beginning. I had some difficulties with my writing skills as a result of not doing it for so long, but I only needed to practice and have something to say. In conclusion from this reflection I learnt that nothing is impossible, that I can reach whatever I want if I just decide so. I also learnt that if I try my best I will be happy and satisfied with my efforts. That I have the capacity to set and reach new projects and overall I learnt that there is a lot I need to leant and that concluding this project more that and end is a new beginning.
5.3 Limitations of this research

Although very significant information was obtained, the results might not be reliable since the sample was a small group. What means having the same school, teacher and grade. Parents were not interviewed to go deeper in their responses because of time limitations from part of them.

5.4 Suggestions for Further Research

As previously stated, this study analyzed the factors that influence parental participation in the PNIEB; from parents´ perspective. So it would be also worthy to talk to the English teacher and to principal of the school to know their opinions on the topic. In addition, investigate parents views about what school can do to get them involved and how to help them overcome the barriers they face when trying to be part of their children’s academic life.
LIST OF REFERENCES


Cuestionario

El objetivo del presente cuestionario es saber su opinión acerca de los factores que influyen en su participación en el Programa Nacional de inglés en Educación Básica (PNIEB). Sus respuestas se mantendrán anónimas.

Por favor tome unos minutos para contestar este cuestionario y entréguelo al (la) maestro(a) de grupo.

Parentesco con el alumno (a): ______________ Ocupación: ______________

Parte A: Influencia que tiene en el aprendizaje de inglés de su hijo(a).

INSTRUCCIONES: Marque que tan de de acuerdo o en desacuerdo esta con las siguientes afirmaciones, encierre el número correspondiente.

1 = Completamente de acuerdo 2 = De acuerdo 3 = No estoy seguro(a) 4 = En desacuerdo 5 = Completamente en desacuerdo.

1. Soy el principal responsable del aprendizaje de inglés de mi hijo(a).
2. Con mi participación puedo ejercer una influencia positiva en los resultados que obtiene mi hijo(a) en inglés.
3. Tengo la habilidad de ayudar a mi hijo(a) en sus actividades de inglés.
4. Soy un ejemplo importante a seguir en el aprendizaje de inglés de mi hijo(a).
5. Hablo con mi hijo(a) acerca de la importancia de obtener buenas notas en inglés y lo que espero de él (ella).

Parte B: Lo que es importante, necesario y permitido realizar con su hijo(a) o en representación de él (ella).

6. Es importante mantenerme en contacto con la escuela de mi hijo(a).
7. Es importante comunicarme con el maestro de inglés de mi hijo(a).
8. Es necesario saber del progreso de mi hijo(a) en clase de inglés.
9. Es necesario ayudar a mi hijo(a) con su tarea de inglés.
10. Tengo la libertad de hablar con el maestro de inglés acerca del desenvolvimiento de mi hijo (a).
11. Dedico un tiempo a mi hijo(a) para realizar actividades que le ayuden a aprender inglés.
12. Considero importante que mi hijo aprenda inglés.
Parte C: Disposición de la escuela y el maestro para involucrarlo(a) en el aprendizaje de inglés de su hijo(a).

13. La institución me da la oportunidad de estar en contacto con el maestro de inglés. 1 2 3 4 5
14. Comúnmente tengo oportunidad o invitaciones para involucrarme en el aprendizaje de inglés de mi hijo (a). 1 2 3 4 5
15. El maestro de inglés solicita mi apoyo para que mi hijo aprenda inglés. 1 2 3 4 5
16. Me involucran en la tarea de inglés. 1 2 3 4 5
17. Tengo la libertad de compartir mi opinión con el maestro acerca del desempeño de mi hijo(a). 1 2 3 4 5
18. El maestro de inglés toma en cuenta mis puntos de vista en relación con el desempeño de mi hijo (a). 1 2 3 4 5

Parte D: Dificultades para apoyar a su hijo en su aprendizaje de inglés.

19. Encierre las dificultades que comúnmente tiene.

Tiempo
Falta de conocimiento del inglés
Dificultad para entender las instrucciones del (la) maestro (a).

Disciplina
Como motivar a mi hijo (a)

Materiales: libros, diccionarios, internet, reproductor de CD, DVD, etc.

Lugar apropiado para hacer la tarea

Dinero
No tengo a alguien que me apoye

No sé qué tipo de actividades hacer con él (ella)

Otras:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
20. ¿Tiene comentarios acerca de cómo incrementar su participación en el aprendizaje de inglés de su hijo?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

¡Gracias por su tiempo y la información proporcionada! 😊