

## A systematic review of understanding parental involvement in children's ESL learning: What the literature says?



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### ABSTRACT

#### Article History

Received: 28 February 2023

Revised: 20 April 2023

Accepted: 8 May 2023

Published: 26 May 2023

#### Keywords

ESL learning  
Home-based involvement  
Home-school partnership  
Parental involvement  
Primary school  
School-based involvement  
Systematic literature review.

A systematic literature review (SLR) regarding parental involvement in children's ESL learning at the primary school level was carried out using electronic data searching. This review considered articles published in the last three years (2020–2022) from an electronic database, specifically SCOPUS. The paper summarizes previous research, examines the current literature, and suggests directions for future research. The results of this evaluation, which include the identification of ten relevant papers, show that the majority of the parental involvement studies were conducted qualitatively and focused more on home-based than school-based involvement. Besides that, reading activities were largely performed by parents to get involved in their children's ESL learning followed by helping with homework. Several theories have been seen employed by studies shortlisted in this SLR namely Bronfenbrenner's Ecological Theory, Epstein Framework, Walker's Model of Parental Involvement, and Vygotsky's Sociocultural Theory. Bourdieu Social Classes Theory and Asset-based Framework. The findings of this review suggest that for children to benefit most from reading, parents should obtain a better understanding of effective reading strategies. Additionally, more studies are needed on school-based parental involvement to get more insights into implementing home-school partnerships for better student educational outcomes.

**Contribution/ Originality:** This study's contribution to the literature on parental involvement in children's ESL learning is a systematic review that identifies gaps and suggests future research directions. The use of multiple theories and emphasis on effective reading strategies and home-school partnerships are innovative and crucial for better educational outcomes.

### 1. INTRODUCTION

Education is crucial as it equips our children with the abilities they need to participate in the global labor market and become a positive member of society. Among the main objectives of the Malaysia Ministry of Education (henceforth MOE) is to provide children with a quality education that will enable them to excel in the 21st century. One of the aims of the MOE is to prepare children to have high proficiency in English as a Second Language (ESL) which has been notably essential for their academic success, social life and world of work. There are many programs

that have been held by the MOE to assist the children acquire ESL more effectively. Such an effort includes the programmes that require the engagement from the parents such as the introduction of a manual titled *Sarana Ibu Bapa* or Parents Toolkit (Ministry of Education Malaysia, 2012). This national project aims to boost parental involvement in their kids' academic progress both inside and outside of the classroom (Kamal, Rahman, & Ghani, 2021). The objective of this systematic literature review (SLR) was to identify recent studies on parental involvement in children's ESL learning, summarize previous research, identify gaps, suggest future directions, explore theories used, and provide insights into effective strategies and home-school partnerships.

Parental involvement is one of the crucial factors contribute to children's achievement (Kamal, Masnan, & Hashim, 2022; Wahab, Talib, Abdullah, Mottan, & Dawi, 2016) and children's ESL development affectively, cognitively, motivationally as well as socially (Emerson, Fear, Fox, & Sanders, 2012). It can be defined as activities which parents engage in to support their children's learning such as helping with homework and participating in educational decisions (Gokturk & Dinckal, 2018). Moreover, it is described as the actions parents do in conjunction with teachers and other school staff to improve their children's academic performance (McNeal, 2014).

The key indicators of parental involvement were found to be parents' socioeconomic status, parents' educational background, attitudes of teachers, school and cultural factors. (Kalayci & Öz, 2018). Walker, Wilkins, Dallaire, Sandler, and Hoover-Dempsey (2005) claimed that the three factors that affect parental involvement in children's education are parents' motivational beliefs, parents' perceptions of invitations for participation with others, and parents' perceived life context.

Parental involvement is an essential aspect of a child's academic success. Studies have shown that when parents are involved in their children's education, they perform better academically, have better attendance, and have better attitudes towards learning. In the context of ESL (English as a Second Language) learning, parental involvement becomes even more critical. ESL students may face unique challenges, such as language barriers, that make it difficult for them to succeed in school. Parental involvement can help to bridge this gap by providing support at home and reinforcing the skills learned in the classroom. Furthermore, when parents are involved in their children's ESL learning, they become more invested in their child's education and are more likely to advocate for their child's academic needs. While previous studies focus on parental involvement in children's academic worldwide, there is lack of research interest on parental involvement in children's ESL learning specifically in Malaysian primary schools (Kamal et al., 2021). Thus, the purpose of this systematic literature review was to examine how research on parental involvement in children's ESL learning worldwide has been conducted so far, and what the results suggest about how to support ESL children in the Malaysian classrooms. This Systematic Literature Review (henceforth SLR) also intends to gather research data about a specific subject that met the pre-established eligibility requirements and provided a solution to the research questions that had been presented (Mengist, Soromessa, & Legese, 2020).

## 2. LITERATURE REVIEW

Parental involvement can be defined as a parent's participation in their child's education at home as well as at school for the purpose of assisting the child in learning (Ntekane, 2018). Furthermore, the concept of parental involvement has also been discussed as "the extent to which parents are involved in their children's education at home and the amount to which they communicate with the school (Smokoska, 2020). Various definitions of parental involvement exist (Kamal et al., 2022). However, there are two common definitions discussed in the literature: home-based (Kamal et al., 2022; Ribeiro, Cunha, Silva, Carvalho, & Vital, 2021; Xiong et al., 2019) and school-based (e.g., (Kamal et al., 2022; Xiong et al., 2019)). Home-based involvement usually refers to the way parents work with their children at home to support their learning. For example, providing motivation (Satar, Zakaria, & Ishak, 2020) and guidance for examination (Vellymalai, 2014). School-based is usually explained as parents' engagement with the child's school events for instance attending the parent-teacher meeting and report card day (Wahab et al., 2016).

The benefits of parental involvement are undeniable. For example, family support has been proven essential in helping children's self-confidence to be successful in school (Lawrence & Barathi, 2016). Another study revealed the significant influence of parents' involvement in children's learning (Durisic & Bunijevac, 2017). Moreover, Niehaus and Adelson (2014) found parental involvement affected ESL children's academic performance positively. Emerson et al. (2012) also stated that parental involvement in children's ESL learning can improve children's development in term of motivation, affection, social and cognitive. Specific types of parental involvement such as reading activities have also contributed a positive impact on children's ESL reading (Raslie, Deli, John, Mikeng, & Pandian, 2020).

### *2.1. Models and Theories of Parental Involvement*

One of the parental involvement's frameworks that is being referred to is Walker et al. (2005) Model of Parental Involvement. Walker et al. (2005) focus on two forms of parental involvement which are school-based and home-based. Generally, there are three factors that influence parental involvement in children's learning, namely parents' motivational beliefs, parents' perceptions of invitations which focus on involvement with others and parents' perceived life context. Walker et al. (2005) proposed a framework for parental involvement that distinguishes between two types of involvement: school-based and home-based. The model identifies three factors that impact parental involvement: the parents' motivational beliefs, their perception of invitations to engage with others, and their perception of their life context.

Parents' motivational belief is mainly about parental conception of their position as parents and their confidence to support their children's academic success. On the other hand, parents' perceptions of invitations refer to how parents view requests for their engagement, whether requests from school, teachers and children. Additionally, parents' perceived life context encompasses factors from their own personal lives, such as time, energy, and skill they possessed. Walker et al. (2005) also emphasized that parental role of construction for the involvement is influenced by parents' views on child parenting, child development, and acceptable home support in children's education. Furthermore, parental involvement develops from parents' interactions with people and groups relevant to education and is influenced by social factors over time. Parents' beliefs of their own capabilities and knowledge influence the type of involvement activities they may engage with the children. In this approach, knowledge and skills are merged which influence a parent's choices in involvement with children (Walker et al., 2005).

Another theory that is related to parental involvement in children's ESL learning is Vygotsky's Sociocultural Theory. In his sociocultural theory, Vygotsky focuses on the interaction between people as well as social environments. Vygotsky (1978) states the importance of social and cultural factors that impact towards learning and development. This is in line with a study from Rieber and Robinson (2004) who claimed that children are surrounded by their parents and family members and are influenced by the culture around them. As families are children's first teachers and where they begin to learn, children's interactions with family members including the parents are important to their learning and development.

Vygotsky also developed the concept of zone of proximal development (ZPD) which was defined as "the distance between the actual developmental level as determined by the independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978). He stated that the children can study and learn anything by themselves at one level and move to another level from more knowledgeable people's helps. Hence, parents have a significant role to assist their children enhance their academic performance (Kamal et al., 2022).

Parental involvement in children's education has been found to be a crucial factor that impacts children's academic success. Numerous theories and frameworks have been developed to understand the mechanisms that govern parental involvement. Two such theories are Walker et al. (2005) and Vygotsky (1978). Walker et al.'s Model of Parental Involvement distinguishes between two types of parental involvement: school-based and home-based. The model identifies three factors that impact parental involvement: the parents' motivational beliefs, their

perception of invitations to engage with others, and their perception of their life context. Parents' motivational belief is mainly about their conception of their position as parents and their confidence to support their children's academic success. Their perception of invitations refers to how parents view requests for their engagement, whether requests from school, teachers, or children. Additionally, parents' perceived life context encompasses factors from their own personal lives, such as time, energy, and skill they possess. Walker et al. also emphasized that parental role of construction for involvement is influenced by parents' views on child parenting, child development, and acceptable home support in children's education. Furthermore, parental involvement develops from parents' interactions with people and groups relevant to education and is influenced by social factors over time. Parents' beliefs of their own capabilities and knowledge influence the type of involvement activities they may engage in with their children. In this approach, knowledge and skills are merged, which influences a parent's choices in involvement with children. In Vygotsky's Sociocultural Theory, the focus is on the interaction between people as well as social environments. Vygotsky stated the importance of social and cultural factors that impact learning and development. This is in line with a study from Rieber and Robinson (2004) who claimed that children are surrounded by their parents and family members and are influenced by the culture around them. As families are children's first teachers and where they begin to learn, children's interactions with family members, including parents, are important to their learning and development. Vygotsky also developed the concept of zone of proximal development (ZPD), which was defined as "the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978). He stated that children can study and learn anything by themselves at one level and move to another level from more knowledgeable people's help. Hence, parents have a significant role in assisting their children to enhance their academic performance.

Both the Walker et al.'s Model of Parental Involvement and Vygotsky's Sociocultural Theory emphasize the importance of parental involvement in children's education. By understanding the factors that impact parental involvement and the mechanisms through which children learn, parents can be better equipped to support their children's academic success. Through their interactions with children, parents can help them develop the necessary skills and knowledge that will serve them throughout their academic journey.

## 2.2. Research Question

This SLR aims to explore and provide an insightful understanding about parental involvement in children's ESL learning that focuses on primary school students globally. This paper will investigate the types of parental involvement in children's ESL learning. Additionally, it focuses on the theories used in the past studies related to ESL learning. Moreover, it highlights the methodology employed in research about parental involvement in the ESL children.

Based on the aforementioned objectives, the following research questions have been formulated for this study.

1. What are the types of parental involvement in children's ESL learning?
2. What are the theories used in the past studies on parental involvement in children's ESL learning?
3. How has parental involvement in children's ESL learning been investigated?

## 3. METHODOLOGY

This SLR is performed based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) (Ikhlās, Mokhtar, & Rahman, 2022; Kanukula et al., 2021). It has been argued that SLR can enhance the quality, dependability, and validity of the review being conducted (Xiao & Watson, 2019). This paper consists of articles review from all Scopus-indexed articles published during 2020 to 2022. With extensive global and regional coverage of scientific journals, conference proceedings, and books, Scopus is one of the largest curated abstract and citation databases. Baas, Schotten, Plume, Côté, and Karimi (2020) state that articles from Scopus will undergo

strict content selection and ongoing evaluation by an independent Content Selection and Advisory Board to make sure that only the highest quality data are indexed.

Based on the search from the Scopus official website, and by using the keywords ‘parental’ and ‘involvement,’ 1801 results were found. The next step was to filter the search data which has been published during 2020 to 2022. The author limited the search to the articles published in the past three years to obtain relevant data which are not outdated (Gottlieb, 2003). Then, the authors only limited the search to articles and reviews paper in English. After the filtering data process, 364 documents were obtained that met the criteria.

The 364 documents were then filtered for the second time. The documents that had the unrelated keywords were excluded such as parental involvement in Mathematics and Science. These documents needed to be removed as this SLR paper only focused on parental involvement in children’s ESL learning. Hence, 339 documents were omitted from the initial 364 documents. Next, the remaining documents which consisted of 25 documents proceeded to the next step which was abstract reading. To prevent any mistakes in deciding whether to exclude the documents, each abstract was thoroughly evaluated. All documents that contained unrelated keywords were excluded too. After abstract reading process was performed, the authors obtained the full text for each abstract. Due to the inaccessibility of the full-text, 11 articles had to be removed, leaving 14 articles. However, four more articles had to be eliminated at this point since it did not fit the initial criteria as the article did not focus on parental involvement in children’s ESL learning. As a result, only ten documents would be utilized for this SLR. The articles selection process PRISMA is summarized in Figure 1.

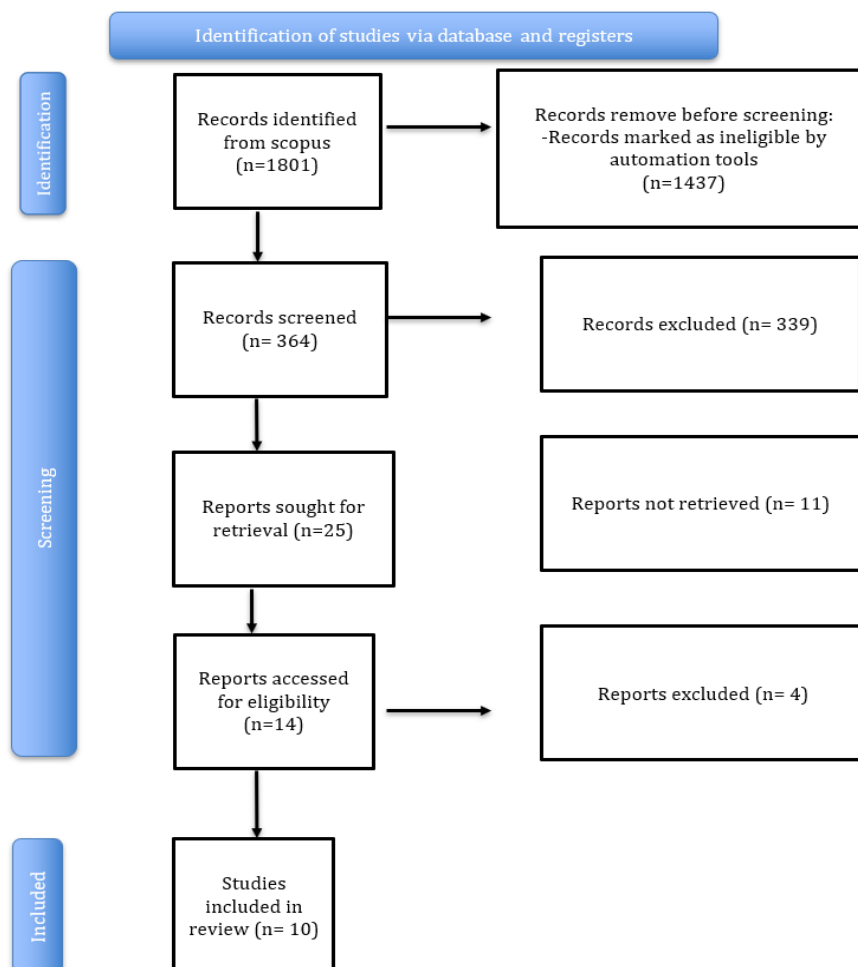


Figure 1. Systematic review strategy based on Moher, Liberati, Tetzlaff, Altman, and Prisma Group (2009) guideline.

### 3.1. Identification of the Literature

As shown in Figure 1, a total of 1801 articles were found using the Scopus database with the keywords "parental involvement". After filtering the results by publication year (2020-2022), language (English), and relevance to ESL learning, 364 documents remained. Abstracts of these documents were then thoroughly evaluated, resulting in 25 articles. Full texts were obtained for these articles, but 11 were inaccessible, leaving 14 out. After further evaluation, four more articles were eliminated, leaving a final count of ten documents for use in the systematic literature review.

## 4. ANALYSIS AND FINDINGS

### 4.1. Research Question 1: What are the types of parental involvement in children's ESL learning?

Table 1 reproduces the 10 articles that examined various forms of parental involvement in children's ESL learning. A majority of these studies focused on home-based involvement along with other types of involvement. Such an involvement included reading activities, sending children to private tuition, helping in children's homework, providing English books and movies, attending parent-teacher interviews, conducting learning activities, listening to English song, reading picture dictionary, reading TV guides and subtitles, reading song lyrics, reading pizza box, communicating in English and advising children to do homework. Reading with children was discovered as the main activity carried out among parents followed by helping children with homework. On the other hand, only one study focused on school-based involvement namely attending parent-teacher interviews.

Table 1. Types of parental involvement in children's ESL learning.

No.	Authors	Types of parental involvement	Themes
1.	Skwarchuk et al. (2022)	<ul style="list-style-type: none"> <li>● Reading activities</li> </ul>	<ul style="list-style-type: none"> <li>● Home-based involvement</li> </ul>
2.	Çaliskan and Ulas (2022)	<ul style="list-style-type: none"> <li>● Reading activities</li> </ul>	<ul style="list-style-type: none"> <li>● Home-based involvement</li> </ul>
3.	Gupta (2022)	<ul style="list-style-type: none"> <li>● Sending children to private tuition</li> </ul>	<ul style="list-style-type: none"> <li>● Home-based involvement</li> </ul>
4.	Wang et al. (2023)	<ul style="list-style-type: none"> <li>● Helping in children's homework.</li> <li>● Providing English books and movies</li> </ul>	<ul style="list-style-type: none"> <li>● Home-based involvement</li> </ul>
5.	Bromley and Yazdanpanah (2021)	<ul style="list-style-type: none"> <li>● Attending parent-teacher interview</li> </ul>	<ul style="list-style-type: none"> <li>● School-based involvement</li> </ul>
6.	Noguerón-Liu and Driscoll (2021)	<ul style="list-style-type: none"> <li>● Reading activities</li> </ul>	<ul style="list-style-type: none"> <li>● Home-based involvement</li> </ul>
7.	Kamal and Hashim (2021)	<ul style="list-style-type: none"> <li>● Conducting learning activities</li> </ul>	<ul style="list-style-type: none"> <li>● Home-based involvement</li> </ul>
8.	Kamal et al. (2021)	<ul style="list-style-type: none"> <li>● Reading activities</li> <li>● Listening to English song</li> <li>● Doing homework given by teacher</li> <li>● Reading picture dictionary</li> <li>● Reading Television (Henceforth TV) guides and subtitles</li> <li>● Reading song lyrics</li> <li>● Reading pizza box</li> </ul>	<ul style="list-style-type: none"> <li>● Home-based involvement</li> </ul>
9.	Kalayci and Ergül (2020)	<ul style="list-style-type: none"> <li>● Communicating in English</li> <li>● Helping children with homework</li> </ul>	<ul style="list-style-type: none"> <li>● Home-based involvement</li> </ul>
10.	Motseke (2020)	<ul style="list-style-type: none"> <li>● Advising children to do homework.</li> </ul>	<ul style="list-style-type: none"> <li>● Home-based involvement</li> </ul>

### 4.2. Research Question 2: How has Parental Involvement in ESL Children's Learning been investigated?

From the analysis shown in Table 2, it shows that a majority of the research was done qualitatively. In particular, there were seven qualitative studies, two quantitative studies and one study that had both components of

qualitative and quantitative methods. The qualitative studies mainly explored types of parental involvement in children's ESL learning.

**Table 2.** Research design applied in the past studies.

No.	Authors	Research design
1.	Skwarchuk et al. (2022)	Mixed-method
2.	Çaliskan and Ulas (2022)	Quantitative
3.	Gupta (2022)	Qualitative
4.	Wang et al. (2023)	Quantitative
5.	Bromley and Yazdanpanah (2021)	Qualitative
6.	Noguerón-Liu and Driscoll (2021)	Qualitative
7.	Kamal and Hashim (2021)	Qualitative
8.	Kamal et al. (2021)	Qualitative
9.	Kalayci and Ergül (2020)	Qualitative
10.	Motseke (2020)	Qualitative

The qualitative studies utilized a few instruments to obtain information from the participants including interviews, document collection and open-ended questionnaire. For instance, Kamal and Hashim (2021) and Kamal et al. (2021) discussed about types of parental involvement and challenges faced by parents in their involvement in Malaysia respectively. Besides, Gupta (2022) investigated parental involvement that highlighted on mother's participation in sending children to private tuition. This study involved 12 middle-class mothers from Dehradun, India who stated that their effort was mainly to help their children to have a high proficiency in English. Next, a study by Bromley and Yazdanpanah (2021) explored parental involvement in children's ESL learning in one of the primary schools in Melbourne. In this study, four teachers were interviewed to collect their perceptions on parental involvement. Another study by Noguerón-Liu and Driscoll (2021) explored parental involvement in home-literacy programs and its effect to ESL children's learning in Latin. This study analyzed two households with their children in primary school. Additionally, Kalayci and Ergül (2020) studied the role of parental involvement in ESL learning among young learners. The study was based on 03 private primary schools in Ankara, which had sampled 25 participating parents. Lastly, Motseke (2020) investigated parental involvement in children's English linguistic development in one of the rural schools in Limpopo Province. There were eight parents who had participated in this study.

Among the quantitative studies, the study by Çaliskan and Ulas (2022) investigated the effect of parental involvement in English reading activities among primary school children. The study involved 104 students from two primary schools. The study revealed that there was a positive effect between parental involvements towards the development of children's English reading activities. On the other hand, Wang et al., 2022 explored the parental involvement towards the children's learning engagement in English subject during COVID-19. The study which involved 253 students revealed that parental involvement increased the children's academic performance in English.

Furthermore, one mixed method study was carried out by Skwarchuk et al. (2022). The study aimed to identify home-learning environment and parental activities to improve academic performance among children. This study involved 51 mothers and 31 fathers of children studying in Canadian schools. The study revealed that parents' reading activities with the children successfully increased their children's vocabulary.

#### 4.3. Research Question 3: What are the Theories Used in the Past Studies on Parental Involvement in Children's ESL Learning?

From the analysis, it was found that there were six theories or framework used to lens the researchers' study. Two articles utilized Bronfenbrenner's Ecological System Theory (Skwarchuk et al., 2022; Wang et al., 2023). Besides that, one article applied Epstein's Framework (Çaliskan & Ulas, 2022). Moreover, another two studies employed Walker et al. (2005)'s Model of Parental Involvement (Kalayci & Ergül, 2020; Kamal & Hashim, 2021).

Two more studies were referred to Vygotsky's Social Constructivist as the theoretical framework (Kamal et al., 2021; Motseke, 2020). One article applied Bourdieu Social Classes Theory (Gupta, 2022) and another one applied asset-based framework (Noguerón-Liu & Driscoll, 2021). Meanwhile, one of the studies did not mention about any theories because the study applied grounded theory as the research design (Charmaz, 2014) and that did not require employing any theories in the study (Bromley & Yazdanpanah, 2021).

## 5. DISCUSSION AND IMPLICATIONS OF THE STUDY

### 5.1. Research Question 1: What are the Types of Parental Involvement in Children's ESL Learning?

The analysis of this SLR identified two types of parental involvement which are home-based and school-based. The findings of this study were in line with Kamal et al. (2022) who discovered that home-based and school-based were commonly used classifications of parental involvement in Malaysian primary school children. Those two categorizations are also similar to what have been found in the international context (Hornby & Lafaele, 2011; Xiong et al., 2019; Zong, Zhang, & Yao, 2018). The definition of each construct of home-based is nonetheless different from one study to another.

Besides that, the analysis revealed that in home-based involvement, reading is an activity that is mostly conducted by parents with their children. Research has shown that reading positively influenced the ESL students' reading performance (Raslie et al., 2020). Therefore, parents needed to be further guided to fully utilize the reading activities for more significant outcomes in children's ESL learning. For example, parents should be aware of their children's reading preferences, demonstrate positive reading engagement, recommend books to their children, and assist children in gaining access to books.

The second common activity conducted by parents to get involved in their children's ESL learning is helping with homework. Assisting children in their homework has also been largely practiced by parents in Malaysia (Kamal et al., 2021) and other countries (Li, 2004; Pendleton, 2017; Rodriguez, 2006; Xiaoyi, 2017). Therefore, school can inform families about the skills their children needed for English subject as well as information about homework policies and how to supervise and discuss school assignments at home for more effective outcomes in learning (Durisic & Bunijevac, 2017).

Apart that, school-based involvement has been focused on parent-teacher interview which is similar to other studies (e.g. Latif and Abdullah (2016)). According to Mafa and Makuba (2013) the relationship between parent and teacher is essential to promote children's achievement as well as to improve the quality of education. Moreover, "student learning is most effective when it is the result of a partnership among the school, teachers, parents and the community" (Organisation for Economic Co-operation and Development (OECD), 2012). Therefore, school can assist parents in developing parenting skills and creating a home environment that promotes ESL learning. School can also invite parents to participate in classroom teaching episodes as volunteers or as audience members. Moreover, collaboration with relevant parties, such as non-governmental organizations, can be conducted to support school ESL programmes, including parent support.

### 5.2. Research Question 2: How has Parental Involvement in Children's ESL Learning been Investigated?

The analysis shows that qualitative study was mainly performed by the researchers of parental involvement and the research focus was on types of parental involvement. Using a qualitative approach to investigate how parents participate in their children's learning may stimulate research results to be comprehensive (Zwass, 2018) and may include individuals who are typically unrepresentative, which could portray their cultural circumstances (Bailey & Osipova, 2016) incorporating views, desires, and practices. The findings differ from those of Kamal et al. (2022) who discovered that quantitative research was mostly conducted in parental involvement research in Malaysian primary schools. Quantitative research can aid statistical analysis by identifying trends and testing



relationships across a large population; however, research on parental involvement is still limited, both qualitative and quantitative studies are required to supplement the existing literature.

### *5.3. Research Question 3: What are the Theories Used in the Past Studies on Parental Involvement in Children's ESL Learning?*

All of the studies except for one are based on particular parental involvement framework or theories. Theories guide and explain researchers' findings and discovery in a study. The analysis revealed that a few of common theories related to parental involvement such as Bronfenbrenner's Ecological Theory, Epstein's Framework, Walker's Model of Parental Involvement and Vygotsky's Sociocultural Theory were utilised by the researchers. This study confirms findings from a systematic literature review conducted by [Kamal et al. \(2022\)](#) who also found out similar theories applied in the past studies on parental involvement in the Malaysian primary school children's learning. This SLR also discovered that some of the researchers used theories which are not widely utilized such as Asset-Based Framework and Bourdieu Social Class Theory and in fact one author sets the study a-theoretical because the study applied the grounded theory approach. The prevalence of certain theories in the studies could be influenced by the research tradition and context within which the studies were conducted. For example, if specific theories have been widely applied and accepted in a particular educational or cultural context, subsequent studies within that context may continue to draw upon those theories. Besides that, researchers might choose theories that align with the specific research questions and objectives of their study. The theories selected should offer conceptual frameworks that provide meaningful explanations for the phenomenon under investigation.

Researchers can attempt to employ less commonly used theories such as Asset-Based Framework and Bourdieu Social Class Theory to gain other perspectives in understanding parental involvement in children's learning. Moreover, researchers can also combine a few theories to generate a more robust and interesting explanation of a study. For example, by combining Vygotsky's theory which concerns about communication with more knowledgeable person with Bronfenbrenner's Ecological Theory which highlights the importance of a person's social interactions and immediate environment which have a significant impact on the children's social and psychological elements.

## **6. CONCLUSION**

There are many studies focusing on parental involvement in children's learning; however fewer studies highlight parental involvement in children's ESL learning. Hence, this SLR aimed to investigate the types of parental involvement in children's ESL learning, the methodology used and the theoretical frameworks that underpin the studies worldwide.

In conclusion, this SLR identified two primary types of parental involvement in children's ESL learning: home-based and school-based involvement. The SLR highlighted the importance of activities like reading and assisting with homework in home-based involvement. Qualitative studies were predominantly conducted to explore parental involvement, focusing on the types of involvement. Common theories such as Bronfenbrenner's Ecological Theory and Vygotsky's Sociocultural Theory were widely used in past studies, while less commonly utilized theories like the Asset-Based Framework and Bourdieu Social Class Theory were also observed. Combining theories and employing a mix of qualitative and quantitative approaches can contribute to a more comprehensive understanding of parental involvement in children's ESL learning.

This SLR concentrated on the last three years, incorporating a total of 10 articles. Consequently, the findings may not be applicable to a broader context. Moreover, our focus is limited to the parental involvement in the context of ESL primary school students. Notwithstanding these limitations, this SLR is expected to offer valuable insights into the significance of parental involvement in children's ESL learning, thus contributing to the existing body of knowledge on this matter. Future research could investigate parental involvement in preschool and

secondary school children's education. The findings of the current study can help further explore and expand our understanding of parental involvement in children's ESL learning. The directions may include investigating the impact of technology and digital resources, exploring the impact of parental involvement programs and interventions, comparing parental involvement practices and their effects across different cultural and educational contexts and combining qualitative and quantitative research methods to obtain a comprehensive understanding of parental involvement in children's ESL learning.

**Funding:** This research is supported by a short-term grant of the University Sains Malaysia (Grant number: 304/PJJAUH/6315632).

**Competing Interests:** The authors declare that they have no competing interests.

**Authors' Contributions:** All authors contributed equally to the conception and design of the study.

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