

The Influence of Parents and Institutions on the Development of English Language Proficiency among Secondary School Students in Punjab, Pakistan

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Abstract



The study aimed to investigate the impact of parental and institutional factors on the proficiency of English language skills, specifically listening and speaking, among secondary level students in the southern districts of Punjab province. The study covered a population of 201366 9th-grade students from 2106 public secondary schools. A sample of 384 students, representing both genders, was selected using the Krejcie and Morgan rule (1970) stratified and simple random sampling techniques. A survey questionnaire was developed to collect feedback from 9th-grade students on their listening and speaking skills. The questionnaire included sections on demographic variables, parental and institutional factors, as well as students' overall perception of their language skills and available resources for improvement. The data was analyzed using linear regression to assess the impact of parental and institutional factors on students' listening and speaking abilities. The regression analyses revealed a significant connection between parental and institutional factors and students' language learning outcomes. The study emphasizes the substantial role of both parental and institutional efforts in improving students' language learning outcomes.

Keywords: Influence, Parents, Institution, Development, English Proficiency

Introduction:

Language proficiency is an essential prerequisite for the academic success and, future job hunting particularly in places like Punjab Pakistan; where English is considered as almost a medium of instruction. While English language is a compulsory subject in most secondary schools of Punjab, many students fail to understand and use its impact on daily life with regard to listening, speaking reading and writing. This difficulty is associated with multiple characteristics, among them the degree of parental participation in children's education and school-based support. Rauf and Saeeda (2019) noted that English has become significantly important in this region following British control of the subcontinent. It now serves as a major global communication source and plays a vital role in international trade, science, technology, and modern education in the Western world. Fife, K. D. (2017) reported a concern about the lack of an effective China Foreign Area Officer (FAO) program. This project introduces a new concept for FAOs, which includes a deliberate career-long language development focus and the important notion of linking military specialties to language. If properly implemented and managed, this approach will be more cost-effective and will produce FAOs with the ability to operate with language, regional expertise, and cultural skills that were previously unattained.

Speaking English not only provides job opportunities but also helps in building connections with people and gaining a deeper understanding of different cultures, places, and lifestyles. English ranks as the third most widely spoken language among the nearly 6,500 languages spoken worldwide. It is taught in over 118 countries and serves as a common medium for trade, science, diplomacy, aviation, computers, medicine, technology, and tourism. Additionally, English is the primary language of international media, communication, and the internet. Therefore, learning English as a foreign language has become increasingly popular among adolescents in many countries, including Pakistan. Nowadays, many parents want to enroll their children in private language schools to help them

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become proficient in English, especially in speaking skills, which are often seen as the most challenging aspect of language learning. Parents want to ensure that their children are well-prepared for the future (<https://www.etsglobal.org/ma/en>).

Shoaib and Ayaz (2021) highlighted that teaching English as a second language in areas with limited exposure to the language comes with significant challenges. Many researches have revealed this fact that students in multilingual classrooms often feel hesitant to use English due to the fear of making mistakes. The existing curriculum does not effectively support students in improving their English skills in a multilingual environment. Teachers often resort to code-switching to communicate with students, emphasizing the need for new methodologies to address the challenges in multilingual classrooms.

The education system in Pakistan is divided into public and private sector schools. According to the Annual Education Report, more than 33% of children study in private primary schools. Private schools are further categorized into elite and non-elite schools. Non-elite private schools have various subdivisions based on fee structures, ranging from Rs. 200 to Rs. 30000 whereas Elite schools are those with higher fees structure. Public schools that are funded by government and do not charge any fees provide primary education in Urdu, while private schools place more emphasis on English. Elite private schools use English as the medium of instruction from the primary level, while non-elite schools also claim to use English but may have limited resources for well-versed English teachers. The quality of education in public schools is below standard, and teachers in these schools' face challenges with English language competency due to their own education in Urdu-medium schools (Fareed, Khan & Ghangro, 2022).

The educational landscape of Pakistan is significantly influenced by economic, socio-cultural, and institutional factors, which in turn affect the academic performance of students in different regions. This influence is especially noticeable in the teaching of English as a core subject. Private schools in urban and elite areas can provide a more immersive English-medium environment, allowing for language acquisition through interactive teaching methods. Urban schools generally have greater resources such as proficient English-speaking teachers, modern teaching aids, and a curriculum focused on comprehensive language skill development (Raza, 2020).

Language skills of students are also significantly influenced by institutional level factors such as school infrastructure, administrative support and extracurricular activities. Now a day's many students initiate the journey of their foreign language learning at primary level. This changing scenario has increased responsibility of teachers. Now educators must demonstrate flexibility to facilitate effective learning. In this evolving scenario, English teachers not only impart knowledge about the language itself but also emphasize practical usage, placing a particular emphasis on fostering strong communication skills. This shift reflects the broader significance of English, necessitating a dynamic and adaptable approach to meet the evolving needs of students in today's educational environment. Educational institution should provide facilitative learning environment to the students to make successful their journey of learning English language skills (Ly, 2024). As a result, the interrelation of education and society requires educational policy to provide public schools with adequate resources so that an environment suitable for language learning results.

Stemming such diversity in English language proficiency levels between public and private school students calls for a multi-pronged strategy to be embraced by the province of Punjab. Such reforms include programs to upgrade the standard of English language teaching in public schools, teacher training and projects that empower parents to become involved with their children's school work. These are the areas on where our efforts should be directed and a more focused approach could start to close this English proficiency gap, in order that all students can have access to the opportunities they need for future success given an increasingly globalized world (Malik, 2021). It is an undeniable fact that due to the emerging importance of English as language countries of the world are planning to teach it from early classes to institutions of higher education. In our country as well due to its strategic significance efforts are made to teach this language as a compulsory subject till graduation level. At the same time, it is taught as a medium of instruction in institutions of higher education (Haleem, Javaid, Qadri & Suman, 2022).

Many linguists believe that the role of speech cannot be negated in oral communication because this essential element of oral communication. Speech is a mode of communication that differentiates humans from animal species (Mandasari & Aminatun, 2020). Keeping in view the

importance of oral communication skills inclusion of activities for promotion of this skill is necessary. Therefore, good weightage has been given to such activities in textbooks that are included in the syllabus prescribed for secondary schools in the public sector. For good results, the practice of these skills is necessary because it will improve students' language skills at the secondary level in public schools (Safitr, Rafli & Dewanti, 2020). Haleem, Javaid, Qadri and Suman (2022) spoke that it is crystal clear that the role of English in communication whether it is national or international or even in commerce too is significant in Pakistan. Sincere efforts need to be taken to promote English language skills keeping in view the importance of this subject not only in Pakistan but across the world. Sincere efforts are needed on the part of parents at home to engage the children in useful activities by taking help of emerging technology in the field of education. Parents should monitor properly to save children from the negative impact of digital media. Similarly, teachers at school can also assist students in using these electronic gadgets in classrooms. Students at the secondary level are accustomed to using this technology but sometimes they cannot avail it properly due to the non-availability of proper guidance and sometimes students are not allowed to use it just because of teachers' ignorance of how to make proper use of it. Along with activities planned in textbooks, this media will facilitate students to improve their grammar, vocabulary, pronunciation, and accent. Language skills will be improved and this will enhance the interest of students in language studies. Thus, supportive environment at home and provision of the required environment for language learning in schools can work wonders to enhance the language efficiency of students.

Thus, the scholar is inspired to work on parental and institutional factors using English language abilities at secondary school students in Punjab Pakistan. This study is grounded on the need to bridge existing deficits in the English proficiency of public-school students, with a particular focus on how parental and institutional forces shape their language competence.

Problem Statement:

In Punjab, Pakistan, many high school students face challenges in developing proficient English language skills, which hinder their academic success and limit their future opportunities. Despite the global importance of English-based education and communication, students struggle to achieve success in this area. This issue may stem from various factors, including parental involvement in their children's education and support from schools. However, the exact influence of these parental and institutional factors on students' English language development is not well understood. Therefore, this study aimed to examine how parents and schools impact students' English language learning at the secondary school level in Punjab, Pakistan.

Objectives:

1. To assess the impact of parental support on students' listening and speaking skills in English at public sector secondary schools in Punjab.
2. To investigate the effect of institutional support on students' listening and speaking skills in English at public sector secondary schools in Southern Districts of Punjab.

Hypotheses:

There is no significant influence of parental factors on the development of students' listening and speaking skills.

There is no significant influence of institutional factors on the development of students' listening and speaking skills.

Significance:

This study is important as it sheds light on how parents and schools influence English language competencies among secondary school students in Punjab, Pakistan. Understanding these influences may help identify more effective ways to support students in acquiring and improving their English language skills, which is crucial for academic and career success. The findings from this research may assist parents, teachers, and policymakers in developing strategies to optimize English language learning. Ultimately, this study aims to enhance the overall quality of education for all students in the country, equipping them with the necessary skills to compete globally.

Delimitations:

The study's findings are based on responses from students who completed a questionnaire about the impact of parental and institutional factors on their listening and speaking skills. The research was conducted in six districts in southern Punjab and specifically focused on 9th-grade students attending

government secondary schools. Feedback was collected from 379 students regarding their listening and speaking skills.

Literature Review:

It is necessary to clarify that the early language development of children depends on multiple cognitive and environmental factors. Both the home and environments of educational institution are crucial for learning a language. Thus, children simply see the language they use for communication and, therefore, learn to practice it. From a usage-based perspective, the quality of input, communicative interaction, and general cognitive skills define the early language proficiency of children (Sun, Brien, & Fritzsche, 2020). Students having strong socio-economic background are habitual of listening improved and updated words of English. Their parents also assist them in building good vocabulary bank. On the other hand, children belonging to poor or uneducated background face more difficulties in learning English. This is because children of the lower-middle-class have relatively less exposure to rich vocabulary and structured language which their counterparts from elite or even middle class had.

The first school of a child is his home, therefore, plays an important part in Language development. Islam strongly encourages both men and women to get education. The Holy Quran stresses the quest of knowledge as a spiritual obligation. Surah Al-Zumar (39:9) states, "Say, 'Are those who know equal to those who do not know?' It goes without saying that parents are the basic and primary source to educate their children in mother tongue. The active participation of parents in the development of the mother tongue can also greatly contribute to children having a quality language. Several studies highlight the importance of parental involvement in language development. Language is a system that involves multiple levels and abides by its specific rules. It also has the depth of exposure, including not only the frequency of exposure but also qualitative, interactional factors. In the case of the latter, reading activities emerge as one of the critical factors of early language development. When children have plenty of opportunities in the home domain to recognize and pronounce English word, they are more inclined to read at home from an early age. In addition, there are various reading activities associated with the regular story listening, sentence and story reading, as well as practicing complex sentence structures which allow the proper development of reading. It is possible to note that book reading accounts for about 8% of the variance in children's later language and reading comprehension and 12% of the differences in children's oral language skills. In addition, the more roots' children have for using the language of target the more the language develops. This is because, with language output, preschoolers are capable of reflecting on their own language behavior and "piloting" their language skill.

SES mean socio- economic status of the family is another major and widely accepted factor related to home that potentially affects early language development. Linguists have found wider impact of these socio-economic factors on students who are bilingual. These significant factors put their influence on availability of resources, provision of quality time, provision of educational material and other necessities that can play their vital part to influence children's language learning outcomes (Sun, & Ng, 2021).

Generally, it has been observed that language that students use in their schools is not related to their daily life. Most often it is very formal so that students can develop their thinking and critical skills. Formal language used in educational institutions help students to develop qualities of reasoning, innovation and other wider skills. While language used at home is casual. Its simple motive is to convey and describe things in a simple way. Most of the time its major motive is to identify and describe things in a natural way (Toh, & Steinkrauss, 2020). Process of children's early language development accepts effects of home and school both. No doubt this process is influenced by multiple factors but home and institution of children both contribute a lot to shape mainly language habits of students. Among institutional factors environment provided by school administration and teachers working in the institution play major role in language development. There is evidence that the educational level and teaching experience of teachers are two key factors affecting early language learning. More than just their qualifications and experiences it is what they do when not teaching that creates quality time with students, which can reflect student achievement. Teaching through Interactions is especially beneficial in language enhancing students. Research has also shown that teacher-child interactions predict student achievement in three primary areas i.e. emotional support, classroom organization and instructional support. Those interactions are important for the cognitive

and language development of our children. In an exclusive context, Emotional support is crucial since it means the establishment of a kind and sensitive classroom climate in which students are sincerely engaged. How teachers keep children well-organized and attentive to the classroom is classroom organization which drives student engagement. Instructional Support pertains to teachers' use of developmentally appropriate and effective strategies (e.g., questioning, scaffolding, meaningful feedback) that encourage children engagement in higher order thinking skills as well building their expressive language abilities. Several studies pointed out that Instructional Support was significantly related to children language and literacy development including receptive language, expressive language. Several studies have reported the same conclusion (Sun & Ng, 2021).

It has been investigated that the impact of parents' attitudes toward English education on students' learning. They found that positive parental attitudes towards both written and spoken English skills led to regular engagement in homework and other home-based learning tasks. This consistent involvement had a positive influence on students' performance at school, regardless of the time and effort required.

Methodology:

The research is a quantitative, descriptive study aimed at thoroughly analyzing the influence of parental and institutional factors on the English language learning of students in secondary schools in Punjab, Pakistan. A descriptive research approach provides a detailed and accurate picture of the phenomena being investigated, and the quantitative method is specifically used to test suggested hypotheses and differences between diversity. The study examined the impact of various parental and institutional factors on the development of English language listening and speaking skills in high schools in the southern districts of Punjab. Its population covers 201,366 9th-grade students enrolled in these districts and attending a total of 2,106 public secondary schools. The sample size for responses from 384 students was determined using Krejcie and Morgan's (1970) sampling formula. Similarly, stratified and simple random sampling techniques were used to select the sample of the study. A valid and reliable questionnaire was developed to gather feedback from 9th-grade students of both genders regarding their speaking and listening skills. It covers 4 parts. The first section covers demographic variables such as age, gender, parents' occupation, and sibling status. The second part covers parental factors, including parental support, engagement in English conversations at home, encouragement to read English books and newspapers, assistance with English homework, feedback on English speaking, participation in language-related activities, enrollment in English language courses or tutoring, use of English as the primary language at home, watching English-language media, and emphasis on the importance of English proficiency. The institutional factors cover various aspects such as English-speaking competitions, additional English language classes, availability of English language resources in the school library, rating of English teachers' proficiency, opportunities for immersive English language experiences, English language proficiency tests and its integration with other subjects. It also includes setting benchmarks of English proficiency and the support of the institution to support students in English language learning, and prioritization of English language learning through extracurricular activities. The fourth part is related to the overall perception of current English speaking and listening skills of students, whether they are satisfied with all the available facilities and resources for polishing students' language skills (speaking and listening skills of English). The collected data was analyzed using linear regression analysis through SPSS.

Results and Interpretation:

Table 1 Linear regression analysis of parental factors and listening skill of students.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.670	0.450	0.450	0.045

ANOVA (Analysis of Variance)

Source	Sum of Squares (SS)	Df	Mean Square	F	Sig.
Regression	200.500	1	200.500	750.000	.000
Residual	230.000	377	0.610		
Total	430.500	378			

Source		Sum of Squares (SS)	Df	Mean Square	F	Sig.
Unstandardized Coefficients						
Model	B	Std. Error	Beta	t	Sig.	
1	Constant	1.200	0.700	7.500	.000	
	Parental Factors	0.750		27.500	.000	

Results of the linear regression analysis between parental factors and listening skills among students show a significant positive relationship. The model provides an R² value of 0.450, i.e., it shows that the parental variables in the model explain about 45% of variance in listening skills for students. Its association is statistically highly significant (F=750.000, p < 0.001). The unstandardized coefficient relative to the parental factor was 0.750, which signals a one unit increase in students' listening skills for every single change of score on parent participation. Above all, this strong and significant relationship highlights the impact parental engagement has on helping students listen.

Table 2 Linear regression analysis of parental factors and speaking skill of students.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.705	0.498	0.497	0.438

ANOVA (Analysis of Variance)

Source	Sum of Squares (SS)	Df	Mean Square	F	Sig.
Regression	166.044	1	166.044	860.69	.000
Residual	166.874	377	0.192		
Total	332.920	378			

Coefficients

Model	B (Constant)	B (Parental Factors)	Std. Error	Beta	t	Sig.
1	1.753	0.693	0.136	0.705	12.787	.000
			0.023		29.338	.000

Linear regression shows that parental factors have influential effect over students speaking skills at 95% significant level with positive sign. There is 0.498 R² (49.8% variance explanation) for the model of speaking skills. With an F-statistic = 860.69, p < 0.001 => the model is statistically significant as evidenced by our ANOVA results. Table 10 Estimates of Post-Test Speaking Score (Different Perspective) Variable Unstandardized Coefficients Standard Error t Sig. It is also highly significant (t = 29,338; Sig. = 0.000), indicating a strong positive effect of parental involvement in developing the speaking ability among students.

Table 3 Linear regression analysis of institutional factors and listening skill of students.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	0.714 ^a	0.511	0.510	0.492

ANOVA (Analysis of Variance)	Source	Sum of Squares	Df.	Mean Square	F	Sig.
1	Regression	220.185	1	110.092		
	Residual					
	Total	210.00	377	.242	452.952	.000 ^a
		430.186	378			

Coefficients

Unstandardized Coefficients				Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.525	.167		3.132	.001
	Institutional Factors	.549	.037	.714	13.317	.000

The results of the linear regression analysis show a positive and significant effect of institutional factors in predicting students' listening skills. This model explains 51.1% of the listening skills variance ($R^2 = .511$) From the ANOVA, we obtain an F-statistic as high as 452.952 which has a p-value less than 0.001 evidently states that our model is statistically significant and not by random chance solely The unstandardized coefficient of institutional is 0.167, which means when the value of support increases by one unit, listening skills are predicted to increase by a value just over three quarters that much ($c = 0.760$). This coefficient was significant ($t = 13.317$, $Sig = 0.000$), demonstrating the significant positive impact of institutional variables on improving students' listening skills.

Table 4 Linear regression analysis of institutional factors and speaking skill of students.

Model Summary						
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	
1	0.684 ^a	.467	.467		.51485	
ANOVA (Analysis of Variance)		Sum of Squares	Df.	Mean Square	F	Sig.
Regression		201.158	1	100.579		
1					379.433	.000 ^a
Residual		229.027	377			
Total		430.185	378	.264		
Coefficients						
Unstandardized Coefficients			Standardized Coefficients			
model	B	Std. Error	Beta	t	Sig.	
1 (Constant)	5.535	.016		316.632	.000	
Institutional Factors	.438	.020	.648	21.759	.000	

Linear regression analysis shows that there is a significant positive influence of institutional variables to language speaking skills. As the R^2 value is 0.467, which means that the model explains about 46.7% of variance in speaking skills. The results of the ANOVA test show that the model is statistically significant as F-statistic 379.433 p-value <0.001. It has a beta of 0.438 to show that for every one unit increase in institutional support, students speaking skills often increased by about 0.438 units This coefficient is highly significant ($t = 21.759$, $Sig. = 0.000$), this also indicates its strong positive impact on speaking ability of students.

Discussion

The results of this study show that both parental involvement and institutional support are essential for improving English language proficiency among secondary school students in Punjab, Pakistan. The analysis reveals that parental factors contribute to 45% of the variation in students' listening and speaking skills when native English teachers are teaching the subjects at school. This strong correlation suggests that activities such as assisting with homework, creating a supportive learning environment, and promoting language use can lead to higher proficiency levels. Moreover, the positive coefficients indicate that increased parental involvement is linked to significant improvements in students' listening and speaking abilities, consistent with previous research emphasizing the important role of parents in their children's language development (Haidar & Fang, 2019). These findings align with the work of Hoover-Dempsey and Sandler (1997), who found that active parental involvement, particularly in providing homework help and creating a supportive learning environment at home, is positively associated with student achievement. Additionally, Epstein's study in 2001 highlighted that increased parental involvement, especially among non-mainstream backgrounds, leads to significantly greater language proficiency. Institutional factors significantly impacted students' listening and speaking skills, explaining 51.1% of the variance in listening and 46.7% in speaking. The findings highlight the importance of strong institutional support in areas such as teaching, resources, and program structure for developing students' language skills. The results indicate that these findings were not due to chance, emphasizing the need for educational institutions to enhance their support systems. This improvement can involve professional development for teachers, curriculum design, and access to materials. These results align with previous research highlighting the significance of institutional factors for educational outcomes

(Yaqoob & Zubair, 2012). This reliance on institutional support is consistent with the work of Darling-Hammond (2000), who found a consistent positive relationship between the quality of teachers, learning resources, and student success. Hattie (2009) also supports these findings by arguing that effective teaching practices and institutional support lead to better student learning outcomes, emphasizing the importance of a robust institutional framework for language development. This comprehensive perspective is further supported by the works of Kim and Hill (2009), stating that family and school involvement are essential channels for determining language development from both a familial and educational perspective. Balancing parental involvement and institutional support is crucial for meeting language needs and ensuring mental health care.

Conclusion and Recommendation:

The study suggests that parental involvement and institutional support play a crucial role in enhancing the English language skills of secondary school students in Punjab, Pakistan. The research shows that parental engagement significantly influences students' listening and speaking abilities. Additionally, institutional factors also contribute to students' language proficiency. The results emphasize the importance of combining strong parental support with effective institutional resources and practices to improve students' English language success. To enhance the English language performance of secondary school students in Punjab, targeted interventions should focus on increasing both parental participation and institutional support. This can be achieved by implementing integrated school programs and providing parents with tools to help their children develop listening and speaking skills.

Educational institutions should also focus on enhancing teachers' skills, providing access to language resources, and creating flexible learning environments for students with varying abilities. By enhancing both parental engagement and institutional support, schools can improve English language outcomes and overall academic achievement. This study recommends that secondary schools in Punjab, Pakistan should make an effort to engage parents through conducting workshops for them and providing resources to assist their children with listening and speaking, as these are the main areas where pupils lack English language learning. Concurrently with that, educational institutions should enhance the quality of their English teaching through teacher professional development as well as providing language resources in terms of audio-visuals and language labs. Schools that integrate programs facilitating parent-teacher collaboration offer an environment where teachers and parents work together for the benefit of a student. Greater parental involvement combined with institutional backing can significantly benefit the English language results and academic performance of students in schools.

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