



Young learners' and parents' views on how parental support shapes English learning motivation and task engagement

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ABSTRACT

This study examined how children and their parents perceived the parents' roles in young learners' (YLS) English learning motivation and task engagement in a cross-sectional survey in Indonesia. Hardly any research compares children's and parents' views of parental support. Therefore, a holistic study is needed to clarify how parental support relates to children's motivation and task engagement in the EFL context. The study drew on self-determination theory and motivational theories relevant to fifth graders. Structural equation modeling was used to analyze data from two surveys. The samples involved 598 children and 598 parents from Indonesian primary schools. The model examined direct and indirect relationships among YLS' and parents' views of their roles and socioeconomic status (SES) on task engagement with motivation as a mediator. The model fit was good. The findings showed that YLS' views of parental roles were significantly related to their motivation and engagement in English tasks, whereas SES had a lower correlation. Motivation had a significant and strong relationship with task engagement, as supported by the high explanatory power of the model. Therefore, schools should foster home-school collaboration by guiding parents to constructively engage, such as praising effort and encouraging environments rich in English. Policies could include initiatives to raise parental awareness during meetings or workshops. Providing equitable English learning resources is also important to bridge motivational gaps across socioeconomic backgrounds.

1. Introduction

English language learning motivation and task engagement for young learners (YLS) are influenced by multifaceted interactions among personal, family-related, and contextual variables. The roles that parents play and their socioeconomic status (SES) are widely acknowledged as major factors affecting how children behave in learning and determining their attitudes toward education (Eccles & Wigfield, 2020; Fan & Chen, 2001; Iwaniec, 2020). Parental involvement is a pivotal variable in YLS' academic achievements (OECD, 2023). Parents are key facilitators, role models, and motivators in their children's education. Their resources, expectations, and emotional and academic support influence how children approach learning and persist through challenges.

SES, including family income, parents' education, and occupation, further influences these dynamics (Duncan et al., 2015). SES is a concept representing children's access to family sources, economic, public, and

cultural wealth, and their family's social standing (Avvisati, 2020). Having home literacy resources was the top determinant of academic success, followed by parental occupation. Other factors, namely parents' education, learning resources at home, cultural assets, and wealth, had minimal impact on learner performance (Eriksson et al., 2021). Higher SES families offer more enriched learning opportunities, improved access to educational resources, and more opportunities for academic enhancement (Iwaniec, 2020; Poon, 2020; Şengönlü, 2022). In contrast, children from financially disadvantaged families might face problems that limit their access to engaging learning experiences or reduce parental engagement because of financial constraints or lack of time (Poon, 2020). SES, however, does not function in isolation; its impacts are frequently mediated by parents' beliefs, expectations, and engaging activities, highlighting the significance of considering both parents' and YLS' perspectives together (Hoover-Dempsey et al., 2005). Children's interpretation of parental support is a crucial path whereby parental

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involvement influences motivation and academic achievements. Based on this framework, the present study investigates to what extent perceived parental support is associated with children's English learning motivation and task engagement.

How parents' views of their roles align or conflict with their children's views has been researched recently. These views shape whether children experience parental involvement as supportive or controlling, which affects their motivation and engagement in schoolwork (Rowe et al., 2016). Examining these dual perspectives clarifies the parent-child relationship in educational motivation. Differences between parents' and children's views can cause misunderstandings that affect children's emotional and motivational experiences.

Parents' reports alone may not capture children's perspectives, especially in non-Western settings where family roles and cultural norms are different. Western and Asian parenting styles vary in beliefs about development and achievement: Western parents are likely to emphasize independence, self-expression, and a balance of academic, social, and emotional growth (Chao, 1994; Pomerantz & Wang, 2009). By contrast, parents in East Asia tend to prioritize academic achievement, discipline, and family honor, offering structured guidance and supervision (Chao, 1994). In Asia, parenting practices are likely to place higher demands on children, emphasize maintaining parental authority, and rely more frequently on discipline (Riany et al., 2017). These variations describe the contrast between individualist and collectivist orientations, influencing parental responsibilities and children's development (Chao, 1994; Pomerantz & Wang, 2009).

In traditional Indonesian society, parenting is often split between two complementary roles, with authoritarian fathers focusing on managing behavior and instilling discipline, politeness, and social skills, while permissive mothers provide emotional nurture, warmth, and affection as the child's primary emotional support (Riany et al., 2017). However, both parents contribute to their children's motivational and developmental outcomes through supportive involvement. As the present study focuses on overall parental support rather than gender-specific aspects, parental support was examined without distinguishing between mothers and fathers.

Although parental support is known to be important for children's English learning, most studies take a single perspective, examine certain types of parental behavior, and rarely include both motivation and task engagement in an integrated conceptual model. Integrated conceptual model research with primary school EFL learners is particularly scarce, and few studies compare children's and parents' views of parental support. Thus, a holistic study is needed to clarify how parental involvement interacts with children's EFL motivation and task engagement. The associations among parental support, children's motivation, and engagement with English tasks can be interpreted through the lens of self-determination theory (SDT). According to SDT, social contextual factors, such as parental support, are associated with individuals' motivation, and supportive social environments are believed to facilitate motivation by fulfilling the psychological needs for autonomy, competence, and relatedness (Ryan & Deci, 2020). However, the present study focuses specifically on intrinsic and extrinsic motivation rather than on psychological need satisfaction. In educational contexts, supportive parental behaviors may promote more autonomous forms of motivation, which in turn are associated with greater engagement. Thus, parental support may represent an important contextual factor contributing to children's motivation and subsequent task engagement.

An alternative theoretical model proposed that SES and parents' behaviors were associated with children's motivation (Butler, 2015). The previous model explains that parental beliefs and involvement relate to children's learning achievement (Hoover-Dempsey et al., 2005), but does not explicitly include SES as a predictor. Instead, SES is treated as a broader context shaping parents' opportunities and resources for involvement. The present study extends the model by adding SES alongside parents' and children's views of parental support to examine how SES and parental roles relate to children's motivation and

task engagement.

Therefore, the present study investigates how children and their parents perceive parental roles in learning English and how SES relates to YLs' English learning motivation and task engagement, and whether motivation mediates the relationship between these antecedent factors and task engagement. It examines direct and indirect links between parental role perceptions, SES, motivation, and engagement. By integrating parents' and children's views, the study clarifies how SES shapes English learning motivation and task engagement, offering guidance for teachers and policymakers creating motivating learning environments.

This research contributes to our insight of the complex ways in which family-related variables, SES, interact with fifth graders' motivation and task engagement when learning English. These findings are supposed to be useful for teachers, policy makers, and parents to assist in designing strategies to develop supportive home environments, close perception gaps, and advance equitable learning opportunities for children of different SES.

2. Literature review

2.1. SES and children's English learning motivation

SES is a multifaceted construct that generally involves aspects like parental education, job, and income levels. Socio-economic status constitutes an integrative construct intended to encapsulate learners' access to familial sources, including financial, community, and cultural capital, alongside the social stratification associated with the students' familial or household context (Avvisati, 2020).

SES shapes the educational opportunities and resources children have access to. Students with highly educated, steadily employed parents typically have greater financial (e.g., tutoring, books), cultural, and social resources that support academic success than those from less educated or unemployed families (OECD, 2023). Academic success is indicated by having books at home, followed closely by parents' job status. Other factors like parents' educational level, home learning resources, cultural assets, and wealth had minimal impact on student performance (Eriksson et al., 2021). Higher-SES families typically afford more educational opportunities, extracurricular activities, and social networks, which boost YLs' motivation and participation (Şengönül, 2022). Lower-SES learners may encounter limited learning resources, less parental availability due to work, and higher stress, all of which can reduce parental involvement and YLs' motivation (Garcia et al., 2025). Moreover, high-SES young immigrant learners showed greater motivation than their lower-SES peers in learning (Brandmiller et al., 2020). Parents' SES significantly influenced children's motivation to learn EFL (Butler, 2015). The moderate effect of SES suggests that other psychological and contextual factors are also important, such as parental support and classroom experiences, although SES is important for motivation (Wentzel & Brophy, 2014).

But the effects of SES are not entirely determined. Parental beliefs, expectations, and involvement behaviors often mediate the relationship between socioeconomic conditions and children's learning (Butler, 2015; Butler & Le, 2018). Some studies have indicated that supportive parenting may buffer the adverse impacts of low SES on YLs' motivation and engagement (Carlo et al., 2018). The findings indicate that further research is needed to examine how SES interacts with parental roles, and how this interaction is perceived by both parents and children.

2.2. The roles of parents in children's motivation and task engagement in English

Parents are crucial in shaping YLs' motivation by exemplifying and nurturing specific values, beliefs, and behaviors in their home environment. They play an important social and motivational role in children's development by offering emotional, informational, and behavioral support (Hoover-Dempsey et al., 2005). Prior research has

revealed that parental support influences children's learning not only through parents' actual behavior, but also through the way children perceive and interpret these behaviors (Hoover-Dempsey et al., 2005). This indicates that children's perceptions of parental support should be considered alongside parents' own perspectives when investigating children's motivation and task engagement.

Parental support is linked to increased motivation, engagement, and academic achievement across cultures and socioeconomic strata (Eccles & Wigfield, 2020; Fan & Chen, 2001; Iwaniec, 2020). They include not only practical support like helping with homework or providing educational resources, but also psychological contributions such as setting high expectations, supporting autonomy, providing emotional encouragement, scaffolding learning, and being role models. Parents act as language facilitators, collaborators with teachers, resource providers, learning advisors, and sometimes coercers or critical agents who closely regulate their children's learning (Zeng & Yung, 2025). Parental involvement in YLs' EFL motivation also includes respecting children's learning styles, offering information, and providing emotional support (Choi et al., 2024). Parents contribute significantly to Indonesian children's EFL learning, including parental involvement and high expectations, providing access to resources, enrichment activities, and extracurricular activities (Lena, Nikolov, 2025b). Wahyuni and Bee Tin (2026) identify five forms of parental involvement in children's EFL learning at elementary schools: 1) creating a language-rich home and exposing children to English through activities, conversation, and media, 2) building children's motivation and self-efficacy in EFL, 3) transmitting cultural values and expectations to foster positive attitudes toward EFL, 4) supporting cognitive development through engaging activities, varied resources, and supportive interactions, and 5) providing ongoing inspiration and aspirations that sustain lifelong interest in EFL.

SDT (Ryan & Deci, 2020) suggests that independent and supportive parenting cultivates intrinsic motivation by meeting children's essential emotional needs for autonomy, competency, and relatedness. In contrast, overly controlling or directive parenting might reduce children's motivation (Butler, 2015) and lower their engagement. Parents view their involvement positively and understand the educational and psychological features of English learning, and these views do not differ by gender, age, employment, or education level (Kalaycı & Öz, 2018). Importantly, there may be a discrepancy between children's perceptions of their parents' roles and parents' views of themselves, which may impact how parental involvement impacts YLs' views, motivation, and task engagement. Considering both viewpoints enables us to gain a fuller understanding of how children interpret and internalize parental behaviors.

2.3. Motivation and task engagement

The constructs of motivation and task engagement share strong connections but reflect separate aspects of children's involvement in English learning contexts. Motivation shapes learners' perseverance, engagement, and language achievements (Dörnyei & Ushioda, 2021). Motivated learners engage actively in learning English (Jiao, 2024). Motivation is the psychological process that energizes and directs behavior, shaping why children participate and how much interest, enjoyment, or personal value they find in an activity (Ryan & Deci, 2020). We focused this study on intrinsic and extrinsic motivation based on SDT (Ryan & Deci, 2020). Intrinsic motivation is distinguished by a willingness or pleasure in participating in English tasks. Extrinsic motivation, conversely, is directed by external rewards, pressures, or outcomes.

Task engagement is the extent of students' involvement in language learning tasks, and its construct comprises four components: behavioral, emotional, cognitive, and social engagement (Philp & Duchesne, 2016). Behavioral engagement is learners' active task involvement (Philp & Duchesne, 2016), measured by time spent and responses to questions.

Emotional engagement involves students' feelings about classroom experiences (Sang & Hiver, 2021). Cognitive engagement includes attention, understanding, intellectual effort, and self-regulation (Dao, 2021). Social engagement is about following classroom norms, like punctuality and proper interaction (Finn & Zimmer, 2012). In the current research, we examined four dimensions of task engagement, as in the previous studies not all of these aspects were included (Oga-Baldwin et al., 2017; Oga-Baldwin & Nakata, 2017; Rosário et al., 2016).

Examining both constructs is important because high motivation does not automatically lead to active engagement, which is the observable expression of motivation. By treating motivation as a mediator between contextual factors and task engagement, this study seeks to clarify how parental support and SES factors contribute to children's task engagement.

2.4. Hypothesized model

We hypothesized direct and indirect associations among YLs' and parents' perspectives of parents' roles, SES, English learning motivation, and task engagement. The proposed model (Fig. 1) is developed to examine how family-related contextual factors contribute to YLs' English learning motivation and task engagement. The model conceptualizes SES and parental roles as complementary contextual factors that shape children's motivation and task engagement. Parental roles are represented from two perspectives: children's perceptions of parental roles and parents' self-reported views of their own roles. Including both perspectives allows the examination of whether children's motivation and task engagement are more strongly related to parents' intentions or to children's interpretations of parental support.

Based on SDT (Ryan & Deci, 2020), motivation is conceptualized as the central psychological mechanism linking family-related contextual factors to task engagement. Accordingly, the model assumes that SES and parental roles contribute to children's task engagement primarily through their relationship with English learning motivation, while also allowing for direct relationships with task engagement. The literature states that motivation directly influences engagement (Dörnyei & Ushioda, 2021) and parental involvement increases motivation and engagement (Eccles & Wigfield, 2020; Fan & Chen, 2001; Iwaniec, 2020). Learners' views of parental involvement influence their motivation (Ahmed et al., 2022) and their task engagement via motivation (Núñez et al., 2019). Parents' perspectives of their roles are related to YLs' task engagement via motivation (Lena, Nikolov, 2025b). Parents' SES significantly influenced children's EFL learning motivation (Butler, 2015). The model included relationships among exogenous latent variables to describe covariance in perspectives of parental support.

Drawing from the literature reviewed above and the identified research gaps, the key research questions we aim to address are as follows:

1. What are the relationships among YLs' and their parents' perspectives of parental roles and children's motivation to learn English and to engage with tasks?
2. How does YLs' socioeconomic status interact with their English learning motivation?
3. What is the indirect relationship between perspectives regarding parental roles and socioeconomic status on task engagement through motivation?

3. Method

3.1. Research design

We used a quantitative cross-sectional design to investigate the relationship among YLs' and their parents' perspectives of the roles of parents, SES, motivation, and task engagement. This design allows researchers to gather data at one specific moment (Creswell & Creswell,

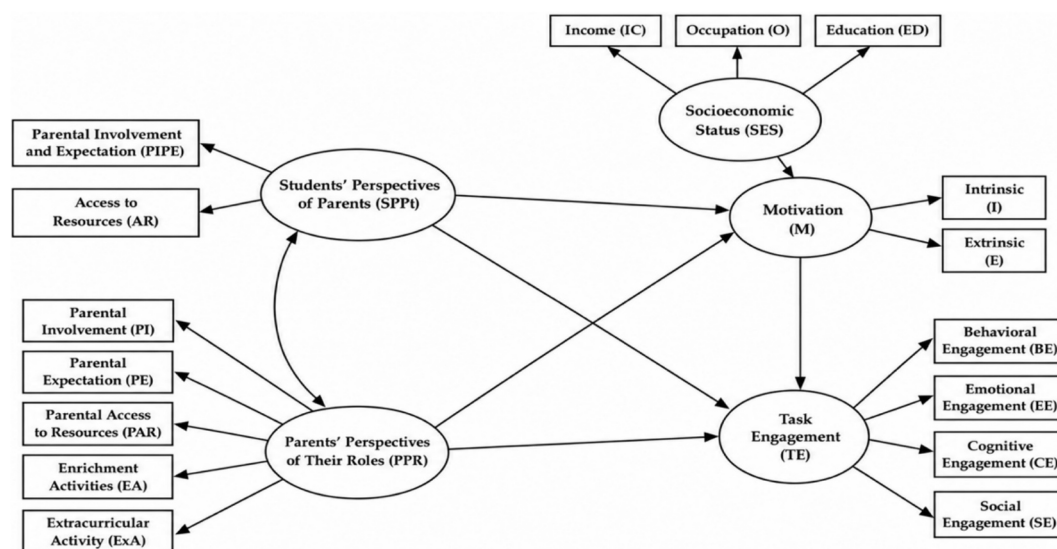


Fig. 1. Hypothesized model of students' and parents' perspectives, motivation, SES, and task engagement.

2018). The study was guided by theoretical perspectives suggesting that social contextual factors are related to children's motivation, which subsequently relates to task engagement. Accordingly, a conceptual model was developed in which YLs' perceptions of parents' roles and parents' perceptions of their roles, and SES were related to children's motivation, while motivation was assessed as a mediator of task engagement. The datasets were analyzed using SEM to assess direct and indirect interactions among YLs' and parents' perspectives of their roles and SES related to participation in tasks through motivation to learn English. The results are interpreted as relationships among variables.

3.2. Context of the study and participants

This research was carried out in 15 Indonesian primary schools in Padang. Young learners were all in grade five (11 years old), where they learn EFL for about 70 min per week during school hours. The participants included 598 children in grade five in elementary schools (303 boys and 295 girls), and their parents ($N = 598$), 528 mothers and 70 fathers. The young learners were recruited from 15 elementary schools (8 public, 7 private). These participants were chosen using a cluster random sampling technique. There were 1196 participants in total.

The parents' SES was diverse: 261 completed high school, 41 earned a diploma, 215 achieved a bachelor's degree, 64 possessed a master's degree, and 17 earned a doctorate. Parents' occupations also varied: housewives (254), government employees (184), working in private companies (61), self-employed individuals (58), and manual workers (41). Parents' monthly income distribution was as follows: 374 earned IDR 1 to 5 million (lower-income families), 94 earned IDR 6 to 10 million (middle-income families), 76 earned IDR 11 to 15 million, and 54 earned more than IDR 15 million (higher-income families).

3.3. Instruments

We used two questionnaires to collect data: one for parents and another one for their children. The questionnaires were adopted from previous studies; both questionnaires were valid and reliable (Lena & Nikolov, 2025a, 2025b, 2026), with AVEs ranging from 5 to 7 and CR between 7 and 9 for children's perception of parents' roles, parents' perspectives of their roles, and the motivation and task engagement questionnaires (Lena & Nikolov, 2025a, 2025b, 2026). These questionnaires were used because they were developed and validated in the same context as this study. Therefore, these were appropriate to measure YLs' and their parents' perspectives as well as YLs' motivation and task

engagement. The students' 25-item questionnaire covered perceptions of their parents' roles (8 items) consisting of two factors: parental involvement and expectation e.g., My parents want me to practice English outside of school and access to resources e.g., I go to extra English classes, motivation (6 items) with two factors: intrinsic motivation, e.g., I use English for fun activities and extrinsic motivation, e.g., I want to do well in English to get rewards from my parents, and task engagement (13 items) comprising four factors: behavioral engagement, e.g., I work hard on reading tasks, cognitive engagement, e.g., I guess the meaning of new words while reading in English, social engagement, e.g., I work with my friends to make my English writing better, and emotional engagement, e.g., I enjoy storytelling tasks and SES (3 items), e.g., what is your parent's highest level of education? About how much does your family earn each month? What is your parent's occupation? (see Appendix A).

The parents' 19-item questionnaire, comprising five factors, examined their roles, including parental involvement (4 items), e.g., I attend parental meetings with my child's English teacher, parental expectations (5 items), e.g., I want my child to speak English fluently, access to resources (5 items), e.g., I provide my child with access to the Internet and to videos in English, enrichment activities (3 items), e.g., My child learns English at a language center, and extracurricular activities (2 items), e.g., I encourage my child to participate in activities in English outside school (see Appendix B).

3.4. Procedure

In this section, we outline what steps were followed and how. After obtaining ethical approval from the IRB (removed for review), we invited participants (fifth graders and their parents) by informing them about the study via WhatsApp through their English teachers in April 2025. All YLs and parents were informed that taking part in this research was optional and that they could discontinue participation at any time. Parents signed a consent form before participating in these surveys, both for themselves and their children, as their children were underage. The surveys were administered online via Google Form in the Indonesian language. We asked the English teachers to distribute the questionnaires to the parents via WhatsApp groups. Both parents and children filled out their surveys independently at their convenience. The process of data collection was over three months in 2025 (April–June). Finally, the datasets were analyzed.

3.5. Data analysis

Data were processed utilizing a SEM through IBM SPSS AMOS Version 26 to test the proposed model. We assessed the model's measurement in terms of validity and reliability, including composite reliability (CR) (Hair et al., 2018), discriminant validity, and average variance extracted (AVE) (Fornell & Larcker, 1981). CR is utilized in structural equation modeling to analyze the internal consistency of latent constructs. AVE measures the amount of variance a latent construct captures compared to the variance resulting from measurement error. Discriminant validity pertains to how distinctly a construct is defined from others in a model, signifying that it captures unique variance not shared with associated variables. Then, the model was analyzed by examining path coefficients and mediation relationships to investigate the intricate connections across the model. Lastly, we computed squared multiple correlations (R^2) for the dependent variables and determined the effect size (f^2).

3.5.1. Prerequisite analysis

3.5.1.1. *Normality test.* Before conducting the main data analysis, we ran a normality test (Appendix C). AMOS provided Mardia's coefficient for assessing multivariate normality, revealing a kurtosis of 2.033 and a critical ratio (c.r.) of $1.911 < \pm 1.96$; it was not statistically significant, confirming the data's support for multivariate normality (Byrne, 2013; Kline, 2023). Consequently, the presumption of multivariate normality was deemed suitable for further analyses.

3.5.1.2. *Multicollinearity test.* We conducted a multicollinearity test before the main data analysis (Hair et al., 2018; Kline, 2023). Inner model multicollinearity is examined via correlations among independent latent variables. YLs' views of parents show a moderate correlation with parents' role perceptions (0.416) and a weak one with SES (0.282). Parents' role perceptions have a weak correlation with SES (0.112). Motivation strongly correlates with YLs' perceptions of parents (0.613) and parents' perceptions (0.523), and moderately with SES (0.336), indicating its importance in the model. Task engagement is strongly related to motivation (0.661), parents' role perceptions (0.537), and YLs' perceptions of parents (0.551), and moderately with SES (0.435). As no correlation exceeds 0.9 or is below -0.9 , there is no multicollinearity among the latent constructs (Kline, 2023).

Outer model multicollinearity was assessed using correlations between indicators and their latent variables. Table 1 and Table 2 show that no indicator pair had a correlation above 0.9 or below -0.9 . For instance, within YLs' perspectives of parents, parental involvement and expectation correlated strongly with access to resources (0.544), see Table 1. In task engagement, cognitive engagement correlated strongly with behavioral engagement (0.679), see Table 2. These outcomes demonstrate that the indicators were adequately differentiated and did not pose estimation or identification problems in the SEM.

Table 1
Correlation matrix among indicators of YLs' and parents' perceptions.

	Parental involvement and expectation	Access to resources	Extracurricular activities	Enrichment activities	Parental involvement	Parental expectation	Parent access to resources
Parental involvement and expectation	1.00						
Access to resources	0.544	1.00					
Extracurricular activities			1.00				
Enrichment activities			0.475	1.00			
Parental involvement			0.514	0.454	1.00		
Parental expectation			0.334	0.352	0.314	1.00	
Parent access to resources			0.425	0.362	0.433	0.327	1.00

3.5.2. Measurement model assessment

3.5.2.1. *Construct reliability.* The AVE and CR from each construct indicate satisfactory construct validity and internal reliability. AVE figures for YLs' perceptions of parents (0.622), parents' perspectives of their roles (0.552), SES (0.528), motivation (0.550), and task engagement (0.631) all exceeded the 0.50 threshold, confirming acceptable convergent validity and showing that each construct explained over 50% of the variability in its indicators (Fornell & Larcker, 1981). All CR values for YLs' perceptions of parents (0.766), parents' perspectives of their roles (0.860), SES (0.770), motivation (0.710), and task engagement (0.872) were above the 0.70 threshold, indicating acceptable internal consistency and suggesting that the measurement model is consistent and accurately represents the underlying constructs (Hair et al., 2018).

3.5.2.2. *Convergent and discriminant validity.* Factor loadings ranged from 0.687 to 0.814, all above 0.60, indicating valid indicators with strong convergent validity. Based on the Fornell-Larcker criterion, the square roots of AVE were above inter-construct correlations, showing acceptable discriminant validity of the latent variables (Fornell & Larcker, 1981). Table 3 shows the relation among constructs with root AVE on the diagonal.

3.5.2.3. *Heywood case.* A Heywood case occurs when the model overestimates parameters, indicated by negative variances or loadings over 1 (Kline, 2023), suggesting model or sample problems. We found no Heywood case, as all variances were positive, indicating acceptable parameter estimation. The measurement model showed acceptable reliability and validity, supporting the construct's use in the structural model.

4. Results

4.1. Goodness of fit of the final model

Model estimation used the maximum likelihood method (Kline, 2023) in AMOS (Arbuckle, 2017). Model fit was evaluated before any modifications. The model of students' and parents' perspectives, SES, motivation, and task engagement showed excellent fit: $\chi^2(73.181)$, CMIN/DF = 2.404 (below the cutoff of 3), RMSEA = 0.048 and RMR = 0.047 (both below 0.05), and CFI = 0.970 and TLI = 0.962 (both above 0.95). These indices indicate that the model accurately represents the data. Fig. 2 presents the final model.

4.2. Path analysis

4.2.1. Direct relationship

The analysis showed significant direct relationships of exogenous variables on endogenous variables. YLs' views of parents' roles were strongly related to English learning motivation ($\beta = 0.66$) and were moderately related to task engagement ($\beta = 0.38$). Parents' views of their roles were moderately related to motivation ($\beta = 0.40$) and task

Table 2
Correlation matrix among indicators of SES, motivation, and task engagement.

	Education	Occupation	Income	Extrinsic motivation	Intrinsic motivation	Social engagement	Cognitive engagement	Emotional engagement	Behavioral engagement
Education	1.00								
Occupation	0.656	1.00							
Income	0.373	0.509	1.00						
Extrinsic motivation				1.00					
Intrinsic motivation				0.582	1.00				
Social engagement						1.00			
Cognitive engagement						0.633	1.00		
Emotional engagement						0.602	0.662	1.00	
Behavioral engagement						0.618	0.679	0.646	1.00

Table 3
The correlations among constructs.

	Students' perspectives of parents	Parents' perspectives of their roles	SES	Motivation	Task engagement
Students' perspectives of parents	0.788				
Parents' perspectives of their roles	0.416	0.743			
SES	0.282	0.112	0.727		
Motivation	0.613	0.523	0.336	0.742	
Task engagement	0.551	0.537	0.435	0.661	0.794

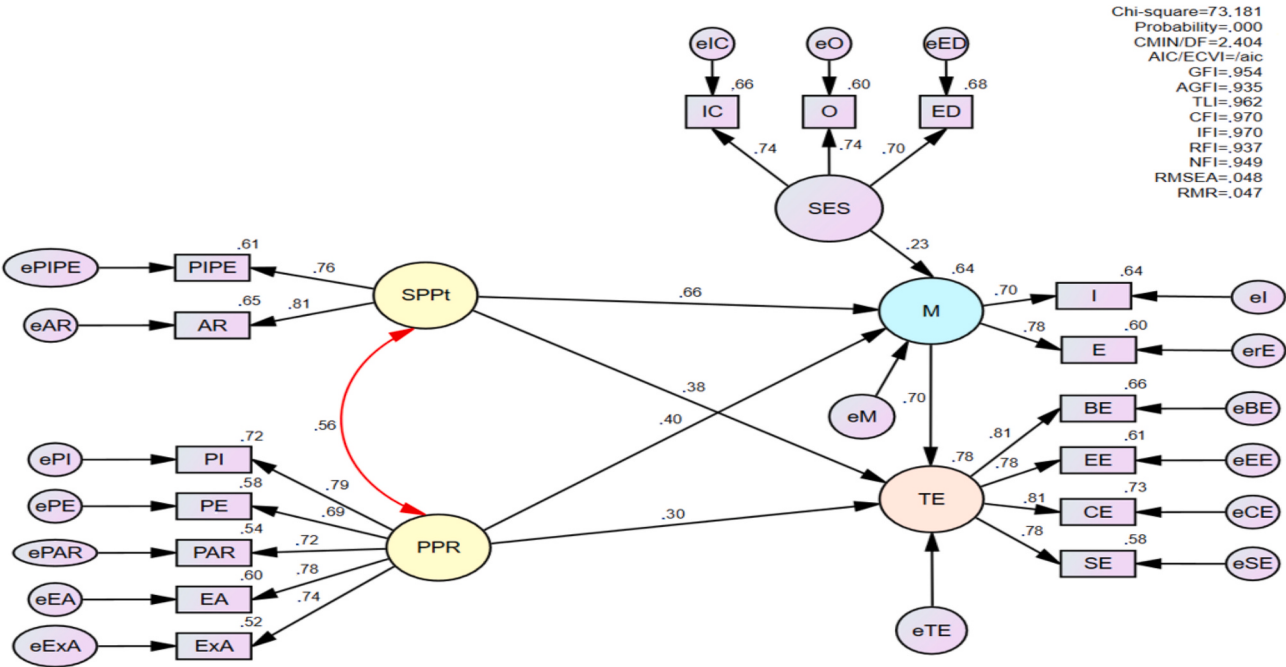


Fig. 2. Final model of students' and parents' perceptions, SES, motivation, and task engagement
Note: socioeconomic status (SES): income (IC), occupation (O), education (ED); students' perspectives of parents (SPPt): parental involvement and expectation (PIPE), access to resources (AR); parents' perspectives of their roles (PPR): parental involvement (PI), parental expectation (PE), parental access to resources (PAR), enrichment activities (EA), extracurricular activity (ExA); motivation (M): intrinsic (I), extrinsic (E); task engagement (TE): behavioral engagement (BE), emotional engagement (EE), cognitive engagement (CE), social engagement (SE).

engagement ($\beta = 0.30$). Motivation was strongly related to task engagement ($\beta = 0.70$), and SES was moderately and significantly associated with motivation ($\beta = 0.23$), see Fig. 2.

4.2.2. Indirect relationship

Indirect relationship via the mediator showed that YLs' perceptions

of parents, parents' views of their roles, and SES were significantly related to task engagement through motivation, with relationships ranging from moderate to weak. Fig. 2 shows that YLs' views of parents' roles had a moderate indirect relationship ($\beta = 0.46$), while parents' views of their roles and SES had small indirect relationships ($\beta = 0.30$ and 0.16 , respectively).

4.2.3. Total correlation

YLS' perspectives of parents, parents' perspectives, and SES all had significant total associations with motivation and task engagement, from weak to strong. YLS' perspectives of parents' roles, parents' perspectives, and motivation were strongly related to task engagement ($\beta = 0.84, 0.58, \text{ and } 0.70$). SES had a weak total association with motivation and task engagement ($\beta = 0.23 \text{ and } 0.16$), see Fig. 2.

4.2.4. Squared multiple correlations (R^2)

The R^2 shows how much variance in each endogenous variable is explained by its predictors. Motivation had an R^2 of 0.636; thus, 63.6% of its variance was explained by YLS' perspectives of parents, parents' perspectives of their roles, and SES. Task engagement had an R^2 of 0.777, indicating that 77.7% of its variance was explained by YLS' perceptions of parents, parents' perspectives, SES, and motivation. Both R^2 values were statistically significant ($p < .001$), indicating strong model predictive power.

4.2.5. Effect size (f^2)

The f^2 values show how strongly each predictor contributes to explaining variance in the endogenous constructs. For motivation, YLS' views of their parents' roles were moderately contribution ($f^2 = 0.223$), while parents' self-perceptions ($f^2 = 0.144$) and SES ($f^2 = 0.125$) had a small contribution. For task engagement, students' views of parents had a strong contribution ($f^2 = 0.362$), followed by motivation ($f^2 = 0.249$) and parents' self-perceptions ($f^2 = 0.201$), both moderate. SES had a small contribution to task engagement ($f^2 = 0.099$). Overall, YLS' views of their parents' roles are the strongest predictors of their motivation and task engagement, whereas SES has only a minor contribution.

5. Discussion

This study showed that the model of young learners' and their parents' perspectives, SES, motivation, and task engagement fit the data very well. This model enriches the body of knowledge concerning motivation and task engagement in the Indonesian context for fifth graders' EFL learning. This model differs from a previous parent involvement model (Hoover-Dempsey et al., 2005) that explains how parental beliefs and involvement behaviors are related to children's academic outcomes; socioeconomic characteristics are not explicitly modelled as a predictor within the framework. This present study specifically introduces a new model that explains relationships among YLS' perceptions about their parents' roles and parents' views of their roles, SES, motivation, and task engagement that contributes to the existing literature in young EFL research.

5.1. The relationships among parental roles, English learning motivation, and task engagement

Related to research question 1, this study found that both YLS' and parents' views of parental roles were significantly related to motivation and task engagement. YLS' views of parents' roles were strongly related to English learning motivation and moderately related to task engagement. When children view parents as supportive and involved, they show higher motivation and greater engagement. Whereas parents' perceptions of their roles demonstrated a direct association with YLS' task engagement. Therefore, these findings suggest that children's and parents' perceptions about parents' roles provide complementary information regarding children's motivation and task engagement. This finding corresponds to earlier studies showing that children perceive parental involvement as influencing their motivation (Ahmed et al., 2022).

Motivation, in turn, strongly predicted task engagement, with more motivated learners participating more actively and persistently in English tasks. It thus serves as a key internal driver of effort, focus, and task completion (Ahmed et al., 2022). This result corroborates previous

research findings that motivated learners exhibit elevated levels of behavioral, cognitive, and emotional involvement in learning a new language (Dörnyei & Ushioda, 2021). Motivation is important for YLS because it encourages curiosity, enjoyment, and a positive outlook on language learning (Lamb, 2017). As a result, fostering students' intrinsic motivation may greatly enhance their engagement, resulting in more meaningful and prolonged participation in English learning activities.

5.2. The relationship between YLS' SES and English learning motivation

In relation to research question 2, we found that SES had a moderate but significant relationship with YLS' motivation. This means that the higher learners' SES corresponded to the higher their motivation level. Students from higher-SES families typically have better educational resources, stronger parental support, and more exposure to English through media and extracurricular activities, which increase their motivation (Eccles & Wigfield, 2020). However, YLS characterized by lower SES tend to have fewer chances to engage with the English language, which can hinder their motivation to learn, regardless of interest or effort. The moderate association of SES implies that other psychological and contextual factors, including parental involvement and classroom experiences, also play important roles in motivation (Wentzel & Brophy, 2014). These findings highlight the necessity of addressing socioeconomic inequalities in access to quality educational experiences to foster equal motivation among YLS of English.

Higher-SES families have greater access to education, extracurricular activities, and social networks, which enhance children's motivation, participation (Şengönül, 2022), and academic success (OECD, 2023). On the other hand, lower SES children might encounter difficulties such as limited learning resources, less parental availability because of work obligations, and increased stress, which can negatively impact parental involvement and YLS' motivation (Garcia et al., 2025). High-SES YLS exhibited higher motivation than their lower-SES peers (Brandmiller et al., 2020). Parents' SES has a significant relationship with YLS' motivation to learn English (Butler, 2015).

5.3. The indirect relationships among perceived parental roles and SES on task engagement through motivation

Concerning research question 3, our study found that YLS' and parents' perspectives on parents' roles and SES were related to task engagement indirectly through motivation. YLS' perceptions of parents' roles had a moderate indirect relationship with task engagement via motivation, whereas parents' views of their roles and SES had small indirect links. Although SES is a significant contributor to children's educational opportunities, these findings suggest that direct parental interactions, especially children's perceptions of parental support, may more directly explain their motivation. Previous research also shows that the relationship between socioeconomic conditions and YLS' learning is often shaped by parental beliefs, expectations, and involvement (Butler, 2015; Butler & Le, 2018). Some research indicates that supportive parenting can mitigate the negative relationship of low SES and YLS' motivation and engagement (Carlo et al., 2018).

SES tends to be associated with the types of opportunities and resources available for children's education. Students with highly educated and well-employed parents have more resources, financial (like tutoring and books), cultural (vocabulary and time organization), and social (role models and connections), boosting their academic success compared to those from less educated or unemployed families (OECD, 2023). Academic success is indicated by having books at home, followed closely by parents' job status. Other factors like parents' education level, home learning resources, cultural assets, and wealth had a minimal relationship with student performance (Eriksson et al., 2021).

YLS' perceptions of parents, parents' views of their roles, and SES had a significant total association with motivation and task engagement; more specifically, YLS' perceptions of parents' roles, parents' views of

their roles, and motivation had a strong total association with children's task engagement. SES had a weak total association with motivation and task engagement.

The structural model effectively explained relationships with both motivation and task engagement. This study shows that the differences in YLs' motivation were strongly explained by a combination of YLs' perceptions of parents, parents' role perspectives, and SES. The variation in task engagement was strongly explained by YLs' perspectives of parents, parents' role perspectives, SES, and motivation. The two R^2 values were significant, indicating that the model fully explains how these factors were associated with task engagement in learning English. Our study highlighted the value of considering both motivation and social-contextual relationships in understanding children's task engagement. According to Cohen (1988), these R^2 values indicate large effect sizes, highlighting the model's strong explanatory power for YLs' English learning motivation and task engagement.

The f^2 values show how strongly each predictor relates to the model's endogenous constructs. For motivation, students' perceptions of their parents' roles had a moderate effect, indicating that perceived parental involvement significantly contributes to motivation to learn English, while parents' self-views of their roles and SES had a weak contribution, suggesting a less direct contribution. For task engagement, students' perceptions of parental roles had a strong contribution, motivation and parents' self-views of their roles had moderate contributions, and SES again showed only a weak contribution. In general, students' perceptions of parental involvement are the main drivers of both motivation and engagement, whereas socioeconomic differences play a relatively minor role. These findings are consistent with prior research highlighting parental support and students' perceptions of involvement as key to enhancing motivation and engagement in language learning (Dörnyei & Ushioda, 2021; Pomerantz et al., 2007).

6. Conclusions and implications

The present research found that children's views of their parents' roles, along with parents' self-assessments of their roles and SES, all contribute to students' English learning motivation and task engagement. Children's views had the strongest relationship with both outcomes, and parents' views were moderately related to task engagement, while SES had a smaller contribution. Motivation had a strong relationship with task engagement, underscoring its importance for sustaining participation in English tasks. The model's high explanatory power confirms the strength of these relationships.

The findings show that YLs' views of parental support matter more than parents' self-reported involvement. When learners see their parents as supportive, encouraging, and positively engaged in their English language learning, they become more motivated and actively engaged in English learning tasks. Effective parental involvement should therefore emphasize emotional support, encouragement, and positive communication about learning, rather than pressure or control.

Teachers and schools should strengthen collaboration between the school and home environment. Parents should be trained to praise effort, show interest in learning, and create an English-rich home, which can boost students' motivation. Policies and curricula should raise parents' awareness of their influence through meetings and workshops, especially where English learning starts early. To mitigate motivation-related disparities associated with SES, learners from less advantaged

backgrounds must be provided with equitable access to English language learning resources.

7. Limitations and future research directions

This study has several limitations. First, the data of the study were based on young English learners in a particular sociocultural and educational context that limits generalizability. Second, this research relies on self-reported data from YLs and parents, which may be affected by social desirability and subjective bias. Future studies should use multiple data collection methods, such as classroom observations, teacher assessments, and longitudinal designs, to better capture how parental roles influence motivation and engagement over time. Third, it was a cross-sectional study, limiting conclusions on effects and causal relationships. Future studies should consider using experimental designs to present clearer evidence about causal relationships. Next, although the study examined parental roles and socioeconomic factors, it did not include other relevant variables- teacher support, peer interaction, and the learning environment. Future work should investigate how home, school, and individual factors interact to shape motivation and engagement, and compare outcomes across age groups, regions, and cultural contexts. Longitudinal and mixed-methods studies should be used to clarify how motivational processes develop as children learn English.

CRediT authorship contribution statement

Mai Sri Lena: Writing – review & editing, Writing – original draft, Visualization, Methodology, Investigation, Formal analysis, Data curation, Conceptualization. **Marianne Nikolov:** Writing – review & editing, Supervision. **Edit Tóth:** Writing – review & editing, Supervision.

Institutional review board statement

The study was conducted in accordance with the principles of the Declaration of Helsinki. Approval was granted by the Institutional Review Board of the Doctoral School of Education, University of Szeged (protocol code 24/2023 and date of approval: 21 December 2023).

Ethics approval and consent to participate

Participation was voluntary. All students and their parents received full information about the study and its confidentiality/anonymity, and provided written informed consent before data collection.

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Declaration of competing interest

There is no conflict of interest in this study.

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Appendix A

SES:

What is your parent's highest level of education?

What is your parent's occupation?

About how much does your family earn each month?

Students' perspectives of parents

Parental involvement and expectation

My parents. . .

1. are interested in my progress in English.
2. help me with my English tasks.
3. want me to practice English outside of school.
4. encourage me to study English hard.

Access to resources

5. I have English books at home.
6. I often access videos at home in English.
7. I often play games in English.
8. I go to extra English classes.

Motivation

Extrinsic

1. My parents think it is important for me to know English.
2. I feel proud when my teacher says I am good at English
3. I want to do well in English to get rewards from my parents

Intrinsic

4. I enjoy learning English a lot.
5. I like to use my English in my free time.
6. I use English for fun activities.

Task engagement

Behavioral

7. I always do my best when we practice speaking.
8. I focus when doing listening tasks.
9. I focus on spelling and grammar when I write in English.
10. I work hard on reading tasks.

Cognitive

11. I organize my ideas clearly when I write in English.
12. I guess the meaning of new words while reading in English.
13. I try to express my idea in English.

Social

14. I help my friends with English tasks
15. I listen closely when my friends share their English tasks.
16. I work with my friends to make my English writing better.

Emotional

17. I enjoy storytelling tasks.
18. I like to fill in blanks in tasks.
19. I enjoy getting feedback on my writing from my teachers.

Appendix B**Parents' perspectives of their roles**

Parental involvement

1. I ask the teacher regularly about my child's progress in English.
2. I help my child with the English tasks at home.
3. I read English storybooks with my child.
4. I attend parental meetings with my child's English teacher.

Parental expectation

5. It is important for my child to be good at English.

- 6. I expect my child to do well in their English lessons.
- 7. I expect my child to get a good grade in English lesson.
- 8. I want my child to speak English fluently.
- 9. I want my child to enjoy learning English.
- Access to the resources
- 10. I provide English books for my child to learn English at home.
- 11. I provide my child with access to the Internet and to videos in English.
- 12. I provide access to games in English.
- 13. My child has access to English language apps.
- 14. My child can watch movies in English at home
- Enrichment activities
- 15. My child reads English storybooks at home.
- 16. My child learns English at a language center
- 17. I pay for private tutoring in English.
- Extracurricular activities
- 18. I encourage my child to participate in activities in English outside school.
- 19. I support my child to participate in an English competition such as “spelling bee”.

Appendix C

Table 1
Multivariate normality statistics.

Variable	Min	Max	Skew	c.r.	Kurtosis	c.r.
ED	1.00	5.00	−0.213	−2.222	0.917	1.190
O	1.00	5.00	−0.661	−2.799	0.619	1.163
IC	1.00	4.00	−0.561	−1.684	0.618	2.031
SE	1.00	4.00	−0.269	−2.687	0.613	2.060
CE	1.00	4.00	−0.357	−3.565	0.710	2.542
EE	1.00	4.00	−0.395	−3.943	0.517	1.583
BE	1.25	4.00	−0.352	−3.510	0.068	.339
E	1.00	4.00	−0.231	−2.305	0.362	1.805
I	1.00	4.00	−0.413	−4.119	0.518	1.586
PIPE	1.50	4.00	−0.569	−5.680	0.272	1.356
AR	1.00	4.00	−0.511	−5.103	0.638	2.185
ExA	1.00	4.00	−0.570	−5.689	0.544	1.718
EA	1.00	4.00	−0.636	−6.352	0.606	1.026
PI	1.00	4.00	−0.349	−3.486	0.758	1.783
PE	1.00	4.00	−1.801	−1.977	0.649	1.206
PAR	1.00	4.00	−0.603	−6.020	0.443	1.205
Multivariate					2.033	1.911

Note: parental involvement and expectation (PI/PE), access to resources (AR), parental involvement (PI), parental expectation (PE), access to resources (PAR), enrichment activities (EA), extracurricular activity (ExA); income (IC); occupation (O); education (ED), intrinsic (I), extrinsic (E), behavioral engagement (BE), emotional engagement (EE), cognitive engagement (CE), social engagement (SE).

Data availability

Data will be made available on request.

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