

Theoretical Perspectives on Parental Involvement in Children's ESL Learning: A Systematic Literature Review

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ABSTRACT

This systematic literature review (SLR) aimed to explore the theoretical frameworks used to comprehend parental involvement in ESL children's learning. Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, the review analysed relevant articles published within the last five years (2019-2023) by utilising the SCOPUS database for electronic data searching. The findings revealed that Vygotsky's sociocultural theory emerged as the most frequently employed framework. Moreover, several other theories such as Hoover-Dempsey and Sandler's model of parental involvement, Walker et al.'s model, Bourdieu's social class theory, asset-based framework, and Bronfenbrenner's ecological systems theory were also employed in some of the reviewed articles. On the other hand, some other studies did not use any theories and they drew upon relevant concepts related to parental involvement. The absence of explicit theoretical frameworks hindered the depth of understanding and interpretation of research findings, limiting the ability to provide comprehensive explanations and insights into parental involvement in ESL children's learning. The implications of the findings suggest that a strong theoretical foundation is crucial in understanding parental involvement in children's ESL learning. This understanding can inform the design and implementation of effective interventions and strategies to enhance parental involvement in ESL education, ultimately leading to improved outcomes for ESL children.

Keywords: Systematic literature review, Parental involvement, Theories, ESL learning, ESL children

INTRODUCTION

Children's development is shaped by various environmental factors, with the home and family environment playing a crucial role (Yang et al., 2021; Zhang et al., 2021). As primary educators, parents significantly influence their children's attitudes towards education (Thahir et al., 2022) and have a profound impact on their overall development (Sayanna & Ksheerasagar, 2021). This influence extends to children's English as a Second Language (ESL) learning, where parental involvement has consistently been found to positively contribute to children's language acquisition (Harthy, 2020; Kamal, 2020). Recent policy changes and educational reforms in Malaysia have emphasized the importance of parental involvement in children's ESL learning. The Malaysia Education Blueprint (2013-2025) has been instrumental in promoting partnerships between schools, parents, and communities to improve learning

outcomes (MEB, 2013). A key initiative under this blueprint is the Caregivers Toolkit, which provides support to parents to actively support their children's education both at home and in school.

Researchers rely on theories to structure their investigations and ensure their work is grounded in established principles. A theoretical framework is essential for demonstrating the relevance and contribution of research to broader knowledge (Heale & Noble, 2022). Theories also help illuminate concepts, facts, and ideologies, providing explanations for why phenomena occur (Nkhata et al., 2019). Without a theoretical framework, research lacks structure and becomes difficult to organize and interpret (Creswell, 2018). Therefore, robust theoretical frameworks are crucial for shaping evidence-based educational practices and policies, enabling research to address challenges and drive meaningful improvements (Ur, 2019; Nkhata et al., 2019). Additionally, some scholars assert that a theory may serve as a metaphor, a model, or a framework for comprehending or interpreting social occurrences (Wellington and Szczerbinski, 2007). This article will consistently employ the term “theory,” encompassing models and frameworks related to PI.

Parental involvement in ESL learning is a complex phenomenon that requires a deeper understanding of its underlying dynamics. Theoretical frameworks serve as valuable analytical tools that help researchers navigate this complexity and provide explanations for the observed phenomena (Yahaya et al., 2019). In line with the significance of theoretical frameworks, this SLR aims to facilitate researchers in familiarizing themselves with the existing body of literature on parental involvement in ESL learning. By examining relevant theories and exploring their applications in research (Zawacki-Richter, 2020), this SLR seeks to shed light on the theoretical foundations that inform studies in this field. This SLR distinguishes itself by focusing on parental involvement within the specific context of ESL learning. While studies exist on parental involvement in general educational settings, the unique dynamics and challenges presented by ESL contexts necessitate dedicated examination. This SLR attempts to address these intricacies by synthesizing the existing literature and elucidating the theoretical frameworks that underpin research in this specialized domain.

Research Question

1. What are the key theories used to understand parental involvement in ESL children's learning?
2. What is the impact of explicit theories (or their absence) on the depth of understanding and interpretation of research findings in studies on parental involvement in ESL children's education?

LITERATURE REVIEW

This review focuses on six prominent theories related to parental involvement. These theories were chosen for their comprehensive coverage of various factors influencing parental involvement and their specific relevance to the context of children's ESL learning.

Bronfenbrenner's Ecological Systems Theory

Bronfenbrenner's ecological systems theory provide a framework for understanding the influence of various systems on children's development, including the role of parental involvement (Şengönül, 2022; Shelton, 2019). According to Bronfenbrenner (1979), the microsystem, which encompasses the immediate social settings in which the child actively

participates, such as parents, family members, and teachers, is crucial in shaping their development (Rokita-Jaśkow et al., 2023). Parents, as key figures in the microsystem, have a direct and substantial impact on their child's development (Bronfenbrenner, 1979). The mesosystem, the interrelationships between different settings in which the child is involved, further emphasizes the importance of parental involvement (Bronfenbrenner, 1979). Within the mesosystem, the relationship between a child's home and school environments can significantly influence their development (Erlendsdóttir et al., 2022) Alias& Kamal, 2024). Effective communication and collaboration between parents and educators create a positive synergy that enhances children's educational experiences (Minić,2019). Besides, there is a strong link between collaboration between schools and families and a child's academic success (Pepito, 2019). For example, regular communication between parents and teachers allows for the exchange of information, alignment of expectations, and joint efforts to support the child's learning (Alias& Kamal, 2024).

Parental involvement also extends to the ecosystem level, which includes settings not directly involving the child but still influencing their experiences (Bronfenbrenner, 1979). Factors such as parents' workplace environments and educational policies can impact children's educational opportunities and resources (Ballam, 2013). Supportive workplace policies, flexible schedules, and access to resources can positively affect parents' ability to be involved in their child's education (Alias& Kamal, 2024). Parents may struggle to attend school events and meetings due to scheduling conflicts, as their work hours often overlap with their children's school hours (Handayani et al., 2020).At the macrosystem level, the broader cultural and societal factors, including beliefs and norms related to education, shape parental involvement (Bronfenbrenner, 1979). Societal values regarding the importance of education and parental roles in supporting learning influence parents' attitudes and behaviors (Hayes et al., 2017). For example, in cultures where education is highly valued, parents may prioritize their involvement in their child's education and seek out opportunities for engagement (Kamal, 2020).

In summary, Bronfenbrenner's ecological systems theory highlights the significance of parental involvement in children's development. Parents' role within the microsystem, their interactions with educational settings in the mesosystem, the influence of external factors in the exosystem, and the broader cultural context in the macrosystem all contribute to shaping children's educational experiences. Understanding the impact of parental involvement across these ecological levels provides insights into creating supportive environments that promote children's educational development.

Epstein Model of Parental Involvement

The Epstein Model of Parental Involvement, developed by Joyce Epstein and her colleagues, is a comprehensive framework that emphasizes the importance of partnerships among schools, families, and communities to support children's academic success (Epstein et al., 2002). This model recognizes that student achievement is influenced not only by what happens within the school but also by the involvement and collaboration of families and community members. At the core of the Epstein Model are six types of involvement that parents and other stakeholders can engage in to enhance student learning and development. These types of involvement include:

Parenting: This involves providing a nurturing and supportive home environment that promotes children's physical, emotional, and intellectual well-being. It encompasses activities

such as setting high expectations, establishing routines, and fostering a positive home learning environment.

Communicating: Effective communication between schools and families is vital. It involves regular and meaningful exchanges of information regarding students' progress, school policies, and educational opportunities. Open lines of communication foster collaboration and shared decision-making.

Volunteering: Encouraging parents and community members to volunteer their time and skills within schools helps create a sense of belonging and active engagement. Volunteer activities can range from assisting in classrooms and school events to serving on advisory committees or organizing extracurricular activities.

Learning at Home: Supporting learning beyond the school walls is crucial. This includes engaging in activities at home that reinforce and extend classroom learning, such as reading with children, providing educational resources, and assisting with homework assignments.

Decision-Making: Parents and community members should have opportunities to participate in school decision-making processes. Collaborative decision-making allows diverse perspectives to be considered and ensures that policies and practices align with the needs and values of the community.

Collaborating with the Community: Building partnerships with community organizations and resources enhances educational opportunities for students. Engaging businesses, cultural institutions, social services, and other community stakeholders can provide additional support, resources, and opportunities for students and their families.

To conclude, The Epstein Model highlights the importance of creating a supportive and inclusive school climate that actively involves families and communities in the educational process. By promoting strong connections and partnerships between schools, families, and communities, this model recognizes that all stakeholders play a significant role in supporting students' academic achievement and overall well-being.

Walker's Model of Parental Involvement

Hoover- Dempsey and Sandler (1997) work, which was later revised in Walker et al. (2005), propose a parental involvement model which is grounded in “review of educational, developmental and social psychology research” (Walker et al., 2005, p. 85). This model offers an articulation of the model of parental involvement in children’s education, that coming from parents’ viewpoints which is deemed comprehensive (Pope, 2020). Particularly, this model highlights reasons for parents getting involved, forms of involvement and the influence of involvement on students (Walker et al., 2005). Walker et al. (2005) model of parental involvement is different to other model such as Epstein’s because the later tends to focus most on the teachers’ and schools’ side of the process than on what parents and communities themselves might be doing and it is therefore perceived as more of a professional practitioners’ manual. In the model of parental involvement proposed by Walker et al. (2005) nonetheless, a number of factors that influence parental involvement in children’s learning is highlighted namely: a) parents’ motivational beliefs, b) parents’ perceptions of invitations to involvement from others and c) parents’ perceived life-context (Walker et al., 2005). According to Walker et al. (2005), the construct of parents’ motivational beliefs encompasses two aspects, which are: i) parental role of construction and ii) parent’s sense of efficacy in respect to assisting their children to do well at school. Self-efficacy theory recommends that the decision of getting involved in children’s learning made by parents in some way is affected by the results they think will possibly achieve (Bandura, 1997; Hoover-Dempsey et al., 1992).

Specifically, Walker et al. (2005) explains, “parents who believe that their involvement will make a difference for the child are more likely than parents who doubt that their involvement will make any difference to take on varied involvement tasks (p. 93). Parents’ perceptions of invitations for involvements with others is another element that influence parental involvement in their children’s education (Walker et al., 2005) and has normally become “key motivators of parents’ decisions to become involved” (Hoover-Dempsey et al., 2005, p. 110). Invitations to participation come from three parties which are children, school, and teacher. Invitations by school include extensive school activities that suggest to the parents that their involvement is welcome and valuable to support students’ education and success (Hoover- Dempsey& Sandler, 1997). Furthermore, Walker et al. (2005) argue that “an overtly welcoming school climate and clear manageable suggestion for parents’ home based support of the child’s learning are examples of general school invitations” (p. 94). Invitations from teachers are also essential because they highlight the value of parental involvement in the children’s education and the significant influence of parental actions to have an effect on student education. Among the examples are parents and teachers have a regular contact with one another, teacher encourages parents to visit the classroom and teacher assigns homework that parents can engage together. On the other hand, invitations from children are crucial as “they express the child’s need for and willingness to accept parental help” (Walker et al., 2005, p. 94). This in turn, could increase the motivation of parents and enhance their awareness to cater for the child’s need as well as shape the types of participation (Walker et al., 2005).

Aspects of parents’ life context serves as the third main motivator of parents’ decisions about participating in their children’s learning. The life contexts include time, energy, skills and knowledge that could be invested for students’ learning. Parents’ perceptions of their personal skills seem to affect their idea about the types of activities that have a probability to give positive outcomes towards children’s learning (Hoover-Dempsey & Sandler, 1997). Furthermore, Hoover- Dempsey et al. (2005) argue that if parents felt that their skills are adequate, they inclined to be positive about their involvement in the activity. Besides that, the way parents perceive the demands on their time and energy are normally associated to the way they think about their participation in their children’s learning (Hoover-Dempsey et al., 2005). These demands on time and energy can be related to working and other family responsibilities. Parents with flexible working hours and parents who does not have too much of child-care responsibility may involve more in their individual children’s learning. However, Walker et al. (2005) suggest that the influence of parent’s life context should be measured objectively and subjectively due to the mixed findings on the roles of it in relation to the parental involvement.

In essence, the parental involvement model proposed by Hoover-Dempsey and Sandler (1997), later revised by Walker et al. (2005), provides a comprehensive framework for understanding parental involvement in children's education. This model takes into account factors such as parents' motivational beliefs, perceptions of invitations to involvement from others, and their perceived life context. It highlights the importance of parents' belief in their efficacy to make a difference in their children's education and the influence of invitations from children, schools, and teachers. Additionally, parents' personal skills, time, energy, and other family responsibilities play a role in shaping their involvement. This model offers valuable insights into understanding the motivations and dynamics of parental involvement in education.

Vygotsky's Social Development Theory

Vygotsky's social development theory highlights the role of social interactions and cultural contexts in knowledge construction (Vygotsky, 1978). Parental involvement, within this framework, plays a significant role in supporting children's learning and educational development (Grolnick & Pomerantz, 2022). Parents, as active participants, contribute to the construction of knowledge by engaging in meaningful interactions with their children (Belaić, 2021). According to social constructivism, parents are seen as important facilitators who provide guidance and support within the Zone of Proximal Development (ZPD) (Vygotsky, 1987). The ZPD represents the gap between a child's current level of development and their potential level with assistance. Parental involvement can take the form of scaffolding, where parents provide appropriate support and guidance to help their children achieve higher cognitive functions (Duncan et al., 2021). This support can include engaging in educational activities, discussing concepts, and encouraging critical thinking (Belaić, 2021). Alawiyah, 2014; Amineh & Asl, 2015).

Besides that, scaffolding is a crucial concept within Vygotskian theory, particularly when considering a child's ZPD (Xue, 2023). Imagine these frameworks as temporary support structures, similar to scaffolding used in construction. As a building gains strength, the scaffolding becomes unnecessary and is removed. In the same way, more knowledgeable others (parents, teachers, peers) and resources (dictionaries) can provide temporary assistance during the learning process, allowing students to achieve beyond their current independent capabilities (Kamal, 2020).

Furthermore, Vygotsky (1978) argued that learning is fundamentally social. He emphasized that our thoughts and understanding develop through constant back-and-forth interactions with the people and environment around us. Children, in particular, acquire knowledge by actively engaging and communicating with their surroundings and the people in their lives (Vygotsky, 1978). While motivation is not explicitly emphasized in social constructivist theory, it aligns with the theory's focus on cultural influences. Motivation is seen as a cultural construction, shaped by various factors such as the involvement of parents. Parents can create a positive learning atmosphere, setting high expectations, and providing opportunities for children to explore various subjects (Li et al., 2019). Through their involvement, parents contribute to the cultural construction of motivation and create a supportive context for children's educational development (Ahmed et al., 2022). In brief, Vygotsky's social development theory emphasizes the importance of social interactions and cultural contexts in knowledge construction. Parental involvement plays a crucial role in supporting children's learning and development within this framework. Parents act as facilitators, providing guidance and support in the Zone of Proximal Development (ZPD), where children can achieve more advanced cognitive abilities with assistance. Through scaffolding, parents engage in educational activities, discussions, and encourage critical thinking. Parents also contribute to the cultural construction of learning and development by fostering meaningful interactions and providing a supportive socio-cultural environment. Ultimately, parental involvement in these areas contributes significantly to children's educational development.

Bourdieu Social Classes Theory

Bourdieu's social class theory (1986) provides valuable insights into understanding parental involvement in education and its relationship to social class. According to Pierre Bourdieu,

social class is a key determinant of individuals' access to and success in education. His theory highlights the ways in which social class influences parents' educational aspirations, engagement, and the resources they can mobilize to support their children's educational pursuits. Bourdieu argues that individuals' social class positions shape their habitus, which refers to the ingrained dispositions, values, and behaviors acquired through socialization within a specific class context. These class-based habitus affect parents' attitudes towards education and their ability to navigate educational systems effectively. For example, parents from higher social classes often possess cultural capital, which includes educational credentials, knowledge, and skills valued by schools. They are more likely to have a familiarity with educational institutions and possess the resources to provide educational advantages for their children (Bourdieu, 1986).

Moreover, Bourdieu emphasizes the role of economic capital in shaping parental involvement. Parents from higher social classes typically have greater financial resources to invest in their children's education, such as hiring tutors or providing enrichment activities. They can afford to live in neighborhoods with better schools and access additional educational opportunities (Alias & Kamal, 2024). Conversely, parents from lower social classes may face financial constraints that limit their ability to engage in similar forms of involvement (Bourdieu & Passeron, 1977).

Bourdieu's theory also highlights the significance of social capital in understanding parental involvement. Social capital refers to the social networks, relationships, and connections that individuals can leverage to gain educational advantages. Parents from higher social classes often have access to influential networks and connections that can facilitate their engagement with schools and provide additional opportunities for their children (Coleman, 1988). In a nutshell, Bourdieu's social class theory offers important insights into the dynamics of parental involvement in education. It highlights how social class shapes parents' habitus, cultural capital, economic capital, and social capital, all of which influence their ability to participate in their children's education. Recognizing these class-based disparities is essential for promoting equitable and inclusive parental involvement in educational settings.

Asset-based Theory

Asset-based theory, rooted in the works of Kretzmann and McKnight (1993), emphasizes the recognition and mobilization of strengths and assets within communities, including the valuable assets that parents possess (Kretzmann & McKnight, 1993). These assets can include funds of knowledge such as cultural practices and community resources, family language policies such as how families make decisions about language use within the home as an asset and transnational literacies namely the ability to navigate and understand cultures across borders (Noguerón-Liu and Driscoll, 2021). Rather than focusing on deficits and problems, asset-based approaches adopt a strengths-based perspective that acknowledges and builds upon existing capabilities and potentials (Flint & Jagers, 2021; Hammond, 2014). By embracing this approach, schools can tap into the wealth of resources that parents bring to their children's education.

One area where asset-based theory is particularly relevant is in family engagement strategies. Leo et al., (2019) delve into asset-based strategies for family engagement, emphasizing the importance of creating a supportive and inclusive school community that values the diverse assets of families. This approach recognizes and appreciates the unique knowledge, experiences, and cultural backgrounds that parents bring. By valuing and

leveraging these assets, schools can establish positive parent-teacher relationships and collaborative partnerships, enhancing parental involvement in the education process (Leo et al., 2019). By adopting an asset-based approach to parental involvement, schools can create an inclusive and equitable educational environment that values and respects the diverse strengths and resources that parents possess. This approach not only enhances the educational experiences of children but also strengthens the overall school community. It promotes meaningful parental involvement, establishes collaborative partnerships, and creates a sense of belonging and empowerment among parents (Flint & Jagers, 2021)

In conclusion, asset-based theory emphasizes the importance of recognizing, valuing, and mobilizing the assets that parents bring to their children's education. It encourages a shift from deficit-based approaches to strengths-based approaches that build upon existing capabilities and potentials. By adopting asset-based strategies, schools can promote meaningful parental involvement, establish collaborative partnerships, and create an inclusive and supportive educational environment for all stakeholders involved.

METHODOLOGY

This systematic literature review (SLR) paper adheres to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) guidelines, which are widely recognized in the field for enhancing the quality, dependability, and validity of systematic reviews (BMJ, 2021). By following these guidelines, the study ensures a rigorous and transparent approach to synthesizing relevant research findings. Besides that, the authors conducted the SLR by systematically reviewing articles indexed in Scopus, a comprehensive abstract and citation database that includes a wide range of scientific journals, conference proceedings, and books from global and regional sources. Scopus is known for its rigorous content selection criteria and ongoing evaluation process conducted by an independent Content Selection and Advisory Board, ensuring that only high-quality data are indexed (Baas et al., 2020). The utilization of Scopus as the primary source for literature selection provides several advantages for this SLR paper. Firstly, it offers access to a diverse and extensive collection of scholarly publications, increasing the likelihood of capturing relevant and up-to-date research within the specified timeframe of 2019 to 2023. Secondly, the inclusion of articles from various disciplines and regions enriches the review, enabling a more comprehensive analysis of the topic under investigation.

Upon conducting a search on the official Scopus website using the keywords 'parental involvement,' an initial set of 2895 results was obtained. To ensure the relevance of the data, the search was narrowed down to articles published between 2019 to 2023, with a focus on recent and up-to-date information. Additionally, the search was limited to articles and review papers written in English, resulting in 346 documents that met the specified criteria and 2549 were dismissed. Next, a second filtering process was performed to exclude 27 documents that contained unrelated keywords, such as parental involvement in Mathematics or Science, as this SLR paper specifically focused on parental involvement in children's ESL learning. Consequently, 339 documents were selected for the next screening. Then, 214 reports could not be retrieved, leaving 25 documents for further analysis. In the next step, each abstract was carefully evaluated to ensure the inclusion of only relevant articles, and the full text of each selected abstract was obtained. However, due to the unavailability of the full text, 15 articles had to be removed, resulting in 10 remaining articles. As a result, only 10 articles were deemed suitable for inclusion in this SLR paper. The article selection process adheres to the PRISMA guidelines, which are summarized in Figure 1.

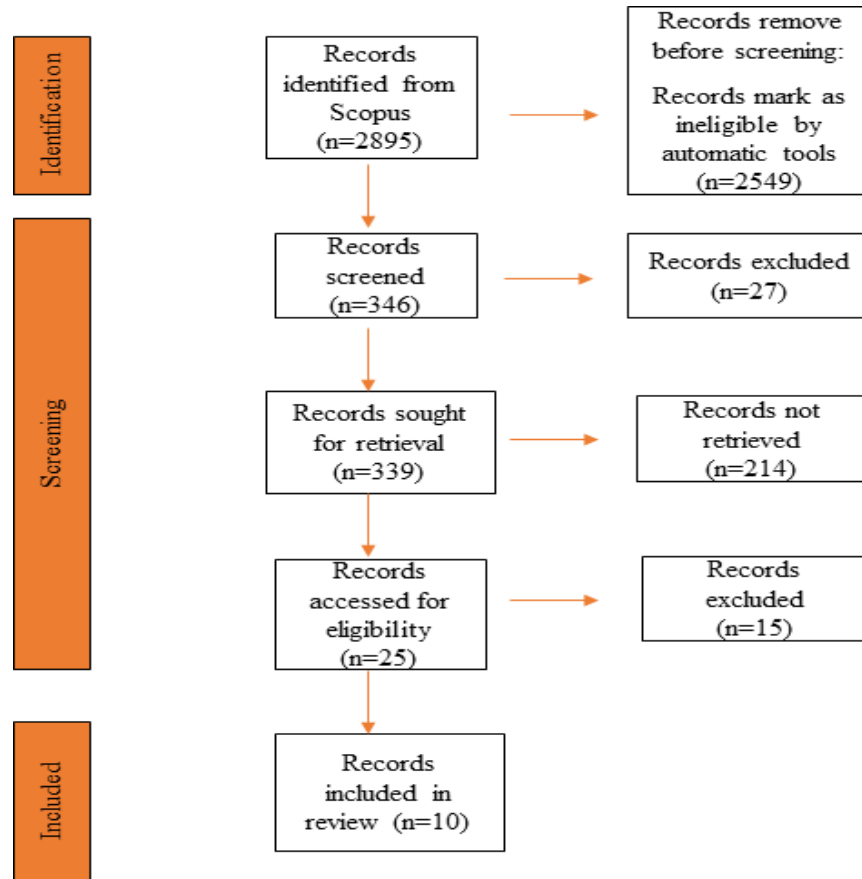


Figure 1. Systematic Review Strategy by PRISMA 2020 (BMJ, 2021).

Table 1
Inclusion and exclusion criteria.

Criterion	Inclusion	Exclusion
Type of Article	Journal Article	Book, book chapter, thesis
Year of Publication	2019-2023	Outside the years of 2019-2023
Peer-Review	Peer-reviewed	Non-peer reviewed
Subject	English as a Second, Foreign or Additional Language	Others
Full Text	A full text	Not a full text

RESULTS AND DISCUSSION

Research Question 1: What are the key theories used to understand parental involvement in ESL children's learning?

Table 1

Theoretical frameworks for parental involvement in children's ESL education.

No	Authors	Theories of parental involvement
1.	Wang et al. (2022)	Bronfenbrenner's Ecological System Theory (1979)
2.	Gupta (2022)	Bourdieu Social Class Theory (1986)
3.	Varshney et al. (2020)	-
4.	Kalayci and Ergul (2020)	-
5.	Motseke (2020)	Vygotsky (1978)
6.	Albahri et al. (2020)	-
7.	Bromley & Yazdanpanah (2021)	-
8.	Noguerón-Liu, & Driscoll (2021)	Asset-based framework
9.	Kamal & Hashim (2021)	Vygotsky (1978)
10.	Kamal et al. (2021)	Walker et al. (2005)

Vygotsky's sociocultural theory emerged as the most frequently employed theoretical framework in the reviewed studies (Motseke, 2020; Kamal & Hashim, 2021). This theory emphasizes the significance of social interactions and cultural contexts in shaping children's language development and learning. The findings from Kamal and Hashim (2021) specifically highlighted the relevance of Vygotsky's theory in the context of parental involvement particularly in relation to reading-related conducted by parents at home, such as school-related, entertainment, story-book time and Literacy for the Sake of Teaching/Learning Literacy. In contrast, Motseke (2020) explored the role of parents in their children's English First Additional Language (EFAL) learning and found limited parental involvement due to various constraints. Interestingly, although Vygotsky was explained in the beginning of Motseke's article, no further discussion was provided to relate the findings to the theory. Besides that, Bourdieu's social class theory was also employed in previous research on parental involvement (Gupta, 2022). The theory was used to analyse the ways in which middle-class mothers invest in private tutoring for spoken English to accumulate cultural capital and reinforce their middle-class status. This research highlighted how middle-class mothers perceive proficiency in spoken English as a cultural resource that contributes to their social capital and networks within privileged middle-class circles.

Moreover, the model of parental involvement by Walker et al. (2005) was used by Kamal et al. (2021). The research explored the challenges faced by participating parents in working with their children at home. Three types of challenges were identified: parents and family factors, school and teacher factors, and child factors. The findings suggested the need for strengthening the home-school relationship and implementing educational programs for parents in the Malaysian context. The authors drew upon Walker et al. (2005) framework, highlighting the influence of parents' beliefs, life context, and invitations from children, school, and teachers on their participation in their children's learning. An asset-based framework,

focusing on the strengths and resources present within the households was used by Noguerón-Liu and Driscoll (2021) who examine the literacy practices, resources, and strategies utilized by Latina mothers and their elementary school children, for whom English is not their first language. The research delved into case studies of these families, shedding light on the perspectives and practices of both the mothers and children involved in a community-based family literacy program. The findings emphasized various aspects, including access to texts and technology, attitudes towards academic literacy practices, and the selection of educational resources that support bilingualism, biliteracy, and foster transnational cultural understanding. Apart from that, Hoover-Dempsey and Sandler's model of parental involvement in children's schooling was also used in the previous study (Al Harti, 2023). The author studied parental involvement in children's education including English during the COVID-19 pandemic. This author proposed five levels of parental involvement decision-making, ranging from the initial decision to become involved to the ultimate impact on children's outcomes. By utilising this model, the author emphasizes that external forces, such as the COVID-19 pandemic and the shift to e-learning, have driven changes in parental involvement.

Furthermore, Bronfenbrenner's ecological systems theory (Bronfenbrenner, 1986) was employed as a theoretical framework in Wang et al.'s (2022) research on parental involvement and its impact on children's English learning engagement. The authors found that parental involvement, as perceived by both parents and children, had a positive influence on children's engagement with English learning. The measurement scale used in the study consisted of 23 items covering personal involvement, cognitive or intellectual involvement, and behavioural involvement (Cheung & Pomerantz, 2011). However, although Bronfenbrenner is explained in the literature review, the authors did not discuss the implications and consequences of utilising Bronfenbrenner's ecological systems theory in the context of parental involvement and its effects on children's academic performance. In addition to the studies that employed theoretical frameworks, there were six studies identified in this SLR that did not explicitly mention any theories in their research. For example, Varshney et al. (2020) conducted a study on parental involvement in the Midwest Child-Parent Centers (MCPC) program, examining the impact of the program on parent involvement and early childhood learning gains. The study focused on measuring parent involvement within the school setting, gathering empirical evidence on the program's impact. Besides that, Kalaycı and Ergül (2020) explored English language teachers' perceptions of parental involvement in young learners' English language learning process and had also mentioned no theories. In addition, Al Bahri et al. (2020) examined the relationship between parental involvement and attitude towards reading English in the Sultanate of Oman. Although the authors employed a two-dimensional approach to parental involvement focusing on parental encouragement and positive modeling, it did not explicitly discuss or incorporate any theoretical perspectives related to parental involvement, weakening the overall conceptualization of the construct. Apart from that, Bromley and Yazandapah (2021) explored teachers' perspectives on parental involvement in a Melbourne primary school with a significant number of refugee and migrant children. The authors revealed the limited recognition of parents as valuable resources in their children's education, and the marginalization of parents within the school community. The author did not explicitly draw upon any theoretical frameworks, relying on grounded theory coding to analyse the data and identify themes and categories. This approach prioritizes the emergence of theory directly from the data, rather than imposing pre-existing frameworks.

In summary, the use of established theories like Vygotsky's sociocultural theory, Bourdieu's social class theory, and Bronfenbrenner's ecological systems theory provides depth and context to the study of parental involvement in ESL education. Theories help to frame

research questions, analyze data, and draw meaningful conclusions that can inform educational policies and practices. Future research should continue to apply these frameworks while exploring their adaptability and relevance across diverse educational and cultural contexts.

Research Question 2: Impact of explicit theoretical frameworks (or their absence) on research

The explicit use of theoretical frameworks in research on parental involvement in children's ESL education enhances the depth of understanding and interpretation of the research findings. For instance, Kamal and Hashim (2021) related their findings to Vygotsky's sociocultural theory, providing a comprehensive understanding of how social interactions and cultural contexts influence parental involvement in ESL learning. This approach helped illuminate the mechanisms through which parental engagement impacts children's language development, highlighting practical implications for educational strategies that foster active family participation. Gupta (2022) employed Bourdieu's social class theory to examine middle-class mothers' involvement in English tutoring, highlighting the role of cultural capital and class dynamics in shaping parental practices. This suggests how policies can be tailored to bridge gaps influenced by social and economic factors. Noguerón-Liu and Driscoll (2021) utilized an asset-based framework, focusing on strengths and resources within households, shedding light on the perspectives and practices of Latina mothers and their children involved in a family literacy program. This perspective is critical for developing policies and practices that recognize and leverage existing community assets, contributing to a supportive learning environment for children. Besides that, the explicit incorporation of the theoretical framework allowed for a deeper understanding of the influence of parents' beliefs, life context, and invitations from children, school, and teachers on their participation in their children's learning which were highlighted in another study (Kamal et al., 2021). The authors use Walker et al. (2005) to explain their study. The explicit utilization of Hoover-Dempsey and Sandler's model of parental involvement in Al Harti's (2023) study on parental involvement during the COVID-19 pandemic also provided valuable insights into the decision-making process and its implications for children's outcomes. By applying this model, the author identifies five levels of parental involvement decision-making, ranging from the initial decision to become involved to the ultimate impact on children's outcomes that have implications for educational policy, especially during times of crisis such as the COVID-19 pandemic.

On the other hand, the absence of theoretical frameworks in research studies on parental involvement in ESL children's education can limit the depth of understanding and interpretation of the research findings. Without a theoretical lens, researchers may focus solely on descriptive or statistical analysis of the data, without delving into the underlying mechanisms and contextual factors that shape parental involvement and its outcomes. Studies by Varshney et al. (2020), Kalaycı and Ergül (2020) and Al Bahri et al. (2020) a comprehensive theoretical foundation, which hinders the explanation of underlying factors, mechanisms, and contextual influences. These studies provide valuable insights but miss opportunities to provide a more nuanced understanding of parental involvement in ESL education. For example, Varshney et al. (2020) conducted a study on parent involvement in the Midwest Child-Parent Centers (MCPC) program but did not employ a specific theoretical framework. While the authors were able to gather empirical evidence on the impact of the program on parent involvement, the absence of a theoretical lens limited their ability to fully explain the underlying factors influencing parent involvement and understand the mechanisms through which the program was effective. Similarly, the study by Kalaycı and Ergül (2020) on English language teachers' perceptions of parental involvement in young learners' English language learning process

lacked a comprehensive theoretical framework to guide the analysis and provide deeper theoretical connections. As a result, the authors provide insights into teachers' perceptions of parental involvement but falls short in providing a robust theoretical foundation for understanding the role of parental involvement in young learners' English language learning process.

Another study by Al Bahri et al. (2020) examined the relationship between parental involvement and attitude towards reading English in the Sultanate of Oman but did not explicitly discuss or incorporate any theoretical perspectives related to parental involvement. The absence of a clear theoretical framework weakens the overall conceptualization of the construct of parental involvement in the study, limiting the understanding of the complex nature of parental involvement and its potential impact on children's attitudes towards reading. Furthermore, Motseke (2020) and Wang et al. (2022) explored Vygotsky's and Bronfenbrenner's theories, respectively, but their incorporation of these theories was limited. Vygotsky's emphasis on the significance of social interactions and cultural contexts in language development could have provided valuable insights into how parents' interactions with their children at home influence their language learning experiences in Motseke's. Moreover, multiple environmental systems influencing children's development could have offered a more comprehensive understanding of how various factors, such as family, school, and community, interact to shape parental involvement and its impact on children's English learning engagement in Wang's. It is worth noting that the grounded theory approach adopted by Bromley and Yazdanpanah (2021) provides an alternative perspective. Grounded theory is a qualitative research method that aims to develop theories directly from data rather than relying on pre-existing theoretical frameworks. In their study, the authors focused on generating theories based on their data analysis rather than explicitly drawing on existing theories.

In summary, using theoretical frameworks enables more comprehensive research that takes into account cultural, economic, and systemic factors, leading to the development of targeted interventions and educational policies that address the unique needs of various communities. On the other hand, the absence of theoretical frameworks can limit the depth of understanding and the practical implications of research findings, potentially leading to less effective policies and interventions.

CONCLUSION

In conclusion, by identifying the prominent theoretical frameworks utilised in the field of parental involvement in ESL children's learning, this review contributes to the existing body of knowledge and highlights the importance of incorporating explicit theoretical frameworks in research. Such an approach can enhance the validity and rigor of studies on parental involvement in ESL education and foster a deeper understanding of the factors influencing children's ESL learning outcomes. This study underscores the significance of explicit theoretical frameworks in informing research and practice related to parental involvement in ESL education. By employing established theories, researchers and practitioners can develop targeted interventions, leading to more effective parental involvement strategies and, subsequently, improved ESL learning outcomes. This review informs policy development by highlighting the crucial role of PI in ESL learning success. By understanding the factors influencing PI through the lens of established theories, policymakers can create targeted initiatives that support and empower parents in their roles. For example, understanding the importance of social interaction in Vygotsky's theory could inform policies promoting parent-child literacy programs or after-school ESL conversation groups.

A key limitation of this literature review is its focus solely on ESL learners, which limits the applicability of its findings to other groups, such as native English speakers or learners of other languages. Additionally, restricting the review to studies published in SCOPUS may limit the comprehensiveness of the findings. Future research could consider broader sources, such as Google Scholar, to ensure a more inclusive data set. Comparative studies examining parental involvement between ESL learners and native English speakers, or across various subjects like Math, Science, and the Arts, could provide valuable insights into subject-specific dynamics. Investigating parental involvement across different educational levels, from early childhood to higher education, could further illuminate the changing roles and impacts of parental engagement. Furthermore, applying theoretical frameworks in diverse educational contexts can be challenging due to variations in cultural, linguistic, and institutional factors that influence learners' experiences and outcomes. These differences may limit the applicability and validity of the frameworks when used outside their original context. To address this, future research should focus on developing more flexible and inclusive frameworks that can be adapted to diverse contexts.

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CONFLICTS OF INTEREST

The authors declare that there are no conflicts of interest regarding the publication of this study.

AUTHOR CONTRIBUTIONS

The author was responsible for the conception and design of the study, data collection, data analysis, interpretation of the findings, and preparation of the manuscript.

DECLARATION OF GENERATIVE AI USE

No generative artificial intelligence (AI) tools were used in the design, data collection, analysis, interpretation of the findings, or writing of this manuscript.

DATA AVAILABILITY STATEMENT

The data that support the findings of this study are available from the author upon reasonable request.

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