

Parental Engagement, Learning English and Socio-Economic Opportunities among Students of Secondary School in Burundi

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Abstract: *This study examines the impact of parental engagement on the English language learning of secondary school students in Burundi. It emphasizes the crucial role of family support, regardless of parents' education level, in enhancing students' English proficiency and academic outcomes. The survey research design is employed on a population of 11 communes of Bujumbura province. Data was collected from 122 respondents for the study. The structured questionnaire was employed to collect data, and the analysis was done using descriptive statistics, a t-test, and regression analysis. Findings reveal that parental engagement is a vital factor in enhancing English learning, socioeconomic opportunities, which in turn affects academic achievement. Therefore, parental engagement extends beyond basic involvement, highlighting the importance of active participation in fostering students' linguistic development. The study recommends that the government of Burundi, parents, the schools, and stakeholders make an effort and each play their role to improve English and the socioeconomic status in Burundi.*

Keywords: English Learning, Parental Engagement, Student Motivation, and Socioeconomic Opportunities

I. INTRODUCTION

Every country possesses a unique educational framework designed to suit its culture and population. Burundi, as a member of the East African Community and other regional as well as international organizations, has crafted an educational system that mirrors its distinct culture and emphasizes the local language, Kirundi, which is predominantly spoken by its citizens. Besides Kirundi, French is recognized as the second official language, while English was added as a third language starting in 2014. GPI (2024). The level of proficiency in these languages poses difficulties for students in secondary schools. Although all Burundian secondary schools award diplomas to those who complete their education, the gap in English proficiency remains a significant challenge for these graduates, limiting their access to various opportunities.

This research was conducted to study the contribution of family in the instruction of the children, particularly for enhancing English language proficiency in Burundi, where Kirundi is the predominant language spoken throughout the nation, which could potentially improve their socio-economic status. Cultivating these abilities can open up global opportunities for students, improve access to higher education, advance local trade, and achieve proficiency in English, thereby contributing to the socio-economic development of young Burundians. Considering the socio-economic challenges faced by Burundi, active family or parents' engagement in investigating their children in improving languages, especially in learning English, becomes essential to help and close educational gaps, providing substantial benefits in an increasingly competitive job market, at local and international levels.



1.1. STATEMENT OF THE PROBLEM

In Burundi, similar to many other countries where quality education is vital for socio-economic progress, the challenge of mastering English has become increasingly important for its citizens, directly influencing students' futures. It seems that parental contributions to formal education are limited, with a lack of awareness regarding the contribution of parents in enhancing formal education, particularly in learning the English language, which is essential for improving the future of their children in Burundian secondary schools. Although some parents have fluency in English and are in a more favorable economic and social position, only a few parents are actively involved in the learning and improvement of English of their children. This lack of engagement negatively impacts the academic performance of these children, leading to poor English proficiency. Considering that Burundi is a member of the East African Community and other regional and global organizations where English is widely used, this is the reason why parents have to participate actively in the English learning of their children. Consequently, young Burundians, especially those in secondary education, face many challenges in the learning and improvement of the English language.

1.2. OBJECTIVES

- To find out how parental engagement contributes to English learning among students in secondary schools in Burundi.
- To find out the role of engagement of parents in influencing socioeconomic opportunities for the students of secondary school in Burundi.
- To examine how English learning improves socioeconomic opportunities for the students of secondary school in Burundi
- To highlight the effect of the engagement of parents on the learning of English among secondary school students in Burundi.

1.3. HYPOTHESES

H₀1. There is no significant mean difference in parental engagement and English learning among students in secondary schools in Burundi.

H₀2. There is no significant mean difference in parental engagement and socioeconomic opportunities among secondary school students in Burundi.

H₀3. There is no significant mean difference in socioeconomic opportunities based on the level of English learning among secondary school students in Burundi

H₀4. There is no significant impact of parents' engagement, English learning, and Socio-Economic opportunities among secondary school students in Burundi.

1.4. METHODOLOGY

The study employs a survey research design. Data were gathered from 122 respondents in Bujumbura province using a structured questionnaire. The data were analyzed using descriptive statistics, a t-test, and regression analysis to validate the research hypotheses.

II. REVIEW OF LITERATURE

According to Goodall and Montgomery (2023) and Reed and Stegeline (2004), parental engagement and parental involvement are different in a way that the engagement of parents focuses on the establishment of relationships and partnerships aimed at fostering student success in their development, whereas parental involvement pertains to the specific and practical activities undertaken by both mothers and fathers to aid their children's learning journey. In summary, these researchers examined the role and contribution of parental engagement in enhancing language proficiency, while also considering its impact on academic performance.

The articles titled "The Challenge for using English for Burundians," "English a 21st global common language now in Burundi" by ERIC by YELI, and "Promoting English in Burundi" by IWACU, present significant insights regarding



various contextual factors that elucidate the importance of learning and improving English proficiency in Burundi, which can aid in establishing appropriate objectives. According to these sources, five factors are essential for enhancing the English language in Burundi. The first factor is that historically, the primary languages included Kirundi, which serves as the national language or mother tongue for all Burundians, French, which was adopted as a medium of instruction following colonial influences, and Swahili, which is utilized for regional trade. The second factor for improving the English language in Burundi is the country's integration into regional organizations such as the East African Community (EAC), which recognizes English as one of its official working languages.

The third factor is that despite English being taught in schools from the primary level, learners still exhibit low proficiency in the language, resulting in poor academic performance in English. According to these authors, fewer than 5% of students are fluent in English.

According to their perspective, the fourth reason pertains to the effectiveness of English instruction, which faces numerous challenges related to teaching methodologies, educational resources, and the caliber of English educators in primary and secondary schools in Burundi. Furthermore, the final point made by these authors is that as long as Burundi remains a member of regional organizations, the citizens of Burundi should benefit from employment opportunities provided by those organizations.

Mapp has addressed this topic, as Karen L. Careemdeen (2024) has argued that socioeconomic opportunities significantly influence family involvement. This influence not only affects the parents but also has a profound impact on the education of children, contributing to their future through essential resources, knowledge, communication, and skills. It is proposed that parental engagement is vital in equipping children with problem-solving skills, communication abilities, technological knowledge, digital literacy, and the capacity to collaborate with others, including family members, friends, and peers.

This underscores the necessity of family involvement in supporting and monitoring a child's activities, enabling them to achieve a developed socioeconomic status that opens up various opportunities.

In conclusion, this chapter has highlighted the importance of the relationship between parental involvement, English language acquisition, and socioeconomic opportunities within the educational context of Burundi. Research has shown that effective parental participation is crucial for students' language learning and development, which in turn affects their academic achievements. The research has also underlined that there are various challenges faced by the students due to the traditional context, such as the use of local language and the French that affect the non-improvement of English language proficiency. However, efforts can be made as long as Burundi is integrated into the regional and African regions that create job opportunities for the Burundian youths. Socioeconomic opportunities are instrumental in encouraging parents to become more actively involved in their children's English learning, thus enhancing their academic and social performance. It is said that Children from families that can provide educational materials and resources are fortunate, as they benefit from effective support in their education and skill development, which ultimately assists in their English language acquisition.

Scope of the study

1. The research examines government secondary schools in the province of Bujumbura.
2. The emphasis of this research is solely on upper secondary school students from grades 11 to 13 in Burundian secondary schools, as they are preparing for university.
3. The investigation will emphasize the support that parents can offer their children in learning and improving their English language skills in Burundi, specifically excluding other subjects and countries.
4. In Burundi, the research will take place in the province of Bujumbura with 11 communes only.



III. RESULTS AND DISCUSSIONS

3.1. Descriptive Statistics

Parental Engagement	Code	SA (%)	A (%)	UD (%)	D (%)	SD (%)	STD	MEAN	DECISION
I have provided my children with materials to help them learn English.	PE1	35 (28.7)	26 (4.9)	13 (10.7)	42 (34.4)	6 (4.9)	1.34 1	3.34	Undecided
I motivate my children by emphasizing the significance of learning English for their future careers.	PE2	58 (47.5)	19 (15.6)	3 (2.5)	40 (32.8)	2 (1.6)	1.38 2	3.75	Agree
I have hired a part-time English teacher to help my children with their learning at home.	PE3	22 (18.0)	19 (15.6)	8 (6.6)	62 (50.8)	11 (9.0)	1.31 5	2.83	Undecided
I participate in parent-teacher meetings to discuss my children's advancement in English classes.	PE4	42 (34.4)	26 (21.3)	5 (4.1)	44 (36.1)	5 (4.1)	1.38 6	3.46	Agree
I help my children improve their English reading skills at home.	PE5	25 (20.5)	17 (13.9)	13 (10.7)	58 (47.5)	9 (7.4)	1.31 8	3.46	Agree
I encourage my children to spend adequate time reviewing their studies at home.	PE6	56 (45.9)	18 (14.8)	6 (4.9)	34 (27.9)	8 (6.6)	1.45 3	3.66	Agree
I have provided my children with a television and CDs containing English teaching resources and conversations.	PE7	29 (23.8)	15 (12.3)	4 (3.3)	58 (47.5)	16 (13.1)	1.43 9	2.86	Undecided
I take part in English language activities with my children to enhance their skills.	PE8	26 (21.3)	20 (16.4)	10 (8.2)	57 (46.7)	9 (7.4)	1.33 9	2.98	Undecided
I support my children's English	PE9	28 (23.0)	18 (14.8)	8 (6.6)	59 (48.4)	9 (7.4)	1.36 3	2.98	Undecided



language development by practicing conversations and engaging in games.									
I feel confident in my English abilities, enabling me to help my children improve their language skills.	PE10	20 (16.4)	14 (11.5)	13 (10.7)	58 (47.5)	17 (13.9)	1.31 2	2.69	Undecided
I face some challenges related to time constraints, limited English proficiency, and a lack of resources to assist my children in learning English.	PE11	42	41 (4.1)	8 (0.8)	21 (43.4)	9 (51.6)	1.30 7	3.71	Agree
I am unable to help my children with English because I do not speak the language.	PE12	19 (15.6)	94 (77.0)	4 (3.3)	2 (1.6)	3 (2.5)	1.50 3	3.34	Undecided
I believe I cannot support my children in learning English, as it may lead to arrogance.	PE13	14 (11.5)	13 (10.7)	6 (4.9)	53 (43.4)	36 (29.5)	1.31 2	2.31	Undecided
The fear that improving their English could create a distance between us is why I cannot support their learning of the language.	PE14	13 (10.7)	8 (6.6)	6 (4.9)	63 (51.6)	32 (26.2)	1.22 0	2.24	Disagree
I would feel delighted to see my children speaking English fluently, as I appreciate it, even though I am not proficient myself.	PE15	54 (44.3)	24 (19.7)	4 (3.3)	34 (27.9)	6 (4.9)	1.40 1	3.70	Agree
I encourage my children to use	PE16	48 (39.3)	33 (27.0)	4 (3.3)	35 (28.7)	2 (1.6)	1.29 2	3.74	Agree



English even outside school, including at home.										
English Improvement										
I motivate my children to achieve better academic results in English subjects.	EI1	56 (45.9)	24 (19.7)	5 (4.1)	36 (29.5)	1 (0.8)	1.31 5	3.80		Strongly Agree
I recognize that fluency in English will create more job opportunities and help advance my children's careers.	EI2	43 (35.2)	19 (15.6)	8 (6.6)	46 (37.7)	6 (4.9)	1.41 7	3.39		Undecided
I believe that proficiency in English is essential for my children's higher education.	EI3	62 (50.8)	13 (10.7)	6 (4.9)	35 (28.7)	6 (4.9)	1.44 8	3.74		Agree
Fluency in English will enable my child to engage in global communication and collaborative efforts.	EI4	60 (49.2)	20 (16.4)	4 (3.3)	34 (27.9)	4 (3.3)	1.38 3	3.80		Agree
I am confident that my improvement in English skills will have a positive impact on my children's education.	EI5	51 (41.8)	21 (17.2)	10 (8.2)	35 (28.7)	5 (4.1)	1.37 9	3.64		Agree
Most of the time, I speak English at home with my family.	EI6	18 (14.8)	19 (15.6)	11 (9.0)	57 (46.7)	17 (13.9)	1.30 3	2.70		Undecided
I aspire to take my children to an English-speaking country to improve their language skills.	EI7	47 (38.5)	17 (13.9)	11 (9.0)	39 (32.0)	8 (6.6)	1.43 8	3.46		Undecided
My fluency in English will help	EI8	40 (32.8)	22 (18.0)	8 (6.6)	40 (32.8)	12 (9.8)	1.46 1	3.31		Undecided



my children improve their performance in English classes.										
Good relationships between schools and communities will support my child's English fluency.	EI9	28 (23.0)	18 (14.8)	8 (6.6)	59 (48.4)	9 (7.4)	1.32 9	3.58	Agree	
My children's school consistently provides regular progress updates to keep parents informed about their English language development.	EI10	20 (16.4)	14 (11.5)	13 (10.7)	58 (47.5)	17 (13.9)	1.25 8	3.26	Undecided	
The contributions of the government and NGOs are crucial in the English learning process through support, funding, and parent-teacher organizations.	EI11	42 (34.4)	41 (33.6)	8 (6.6)	21 (17.7)	9 (7.4)	1.33 1	3.48	Agree	
If I do not take an active role in my child's English language learning, my child may achieve lower grades in English.	EI12	43 (35.2)	19 (15.6)	8 (6.6)	46 (37.7)	6 (4.9)	1.39 0	3.35	Undecided	
If I am not involved in my children's English language education, they might struggle with reading and writing difficulties.	EI13	62 (50.8)	13 (10.7)	6 (4.9)	35 (28.7)	6 (4.9)	1.34 0	3.25	Undecided	
If I do not engage in my children's English language learning, their fluency may remain limited.	EI14	60 (49.2)	20 (16.4)	4 (3.3)	34 (27.9)	4 (3.3)	1.33 5	3.41	Agree	



If I am not active in my children's English education, they may suffer from reduced self-confidence and fear of communicating with others.	EI15	51 (41.8)	21 (17.2)	10 (8.2)	35 (28.7)	5 (4.1)	1.33 5	3.41	Agree
If I do not participate in my children's English language development, they may miss out on job opportunities, higher education, and global communication.	EI16	18 (14.8)	19 (15.6)	11 (9.0)	57 (46.7)	17 (13.9)	1.32 5	3.46	Agree
Enhancement of socioeconomic opportunities									
I believe that learning English can help parents improve their children's socioeconomic status.	SEO1	48 (39.3)	24 (19.7)	12 (9.8)	35 (28.7)	3 (2.5)	1.32 3	3.65	Agree
I consistently encourage my children to elevate their socioeconomic status by mastering the English language for their future benefit.	SEO2	53 (43.4)	27 (22.1)	3 2.5	36 (29.5)	3 (2.5)	1.34 6	3.75	Agree
I used to provide emotional encouragement to assist my children in overcoming various challenges they face.	SEO3	40 (32.8)	31 (25.4)	7 (5.7)	38 (31.1)	6 (4.9)	1.35 6	3.50	Undecided
Developing socioeconomic opportunities will enhance my	SEO4	42 (34.4)	34 (27.9)	8 (6.6)	33 (27.0)	5 (4.1)	1.31 4	3.61	Agree



children's life skills, such as financial literacy, time management, and problem-solving abilities.									
Improving the socioeconomic status of Burundian youths will offer financial resources and planning support for my children in their future.	SEO5	46 (37.7)	31 (25.4)	7 (5.7)	37 (30.3)	1 (0.8)	1.28 0	3.69	Agree
My increased income is crucial so that my children can afford social and financial support	SEO6	21 (17.2)	22 (18.0)	26 (21.3)	50 (41.0)	3 (2.5)	1.17 6	3.07	Undecided
I lack an improved economic status to support my children; they will achieve it on their own.	SEO7	18 (14.8)	30 (24.6)	19 (15.6)	43 (35.2)	12 (9.8)	1.26 3	2.99	Undecided
The strategies that enabled me to enhance my social and economic status will be beneficial for my children.	SEO8	39 (32.0)	34 (27.9)	7 (5.7)	37 (30.3)	5 (4.1)	1.32 5	3.53	Agree
I believe that my improved socioeconomic status positively influences my children's ability to access quality education.	SEO9	39 (32.0)	31 (25.4)	9 (7.4)	39 (32.0)	4 (3.3)	1.31 9	3.51	Agree
I am committed to providing the support necessary for my children's education in schools that will help them	SEO10	52 (42.6)	20 (16.4)	5 (4.1)	36 (29.5)	9 (7.4)	1.46 5	3.57	Agree



	improve their socioeconomic prospects.									
	I have accessed various resources to boost my socioeconomic opportunities, which I will leverage to enhance my children's education.	SEO11	29 (23.8)	35 (28.7)	12 (9.8)	42 (34.4)	4 (3.3)	1.26 6	3.35	Undecided
	I encourage my children to cultivate resilience and perseverance, which will aid them in securing better socioeconomic opportunities in their future.	SEO12	47 (38.5)	29 (23.8)	7 (5.7)	34 (27.9)	5 (4.1)	1.34 8	3.65	Agree
	I may not be educated, but I am determined to see my children's socioeconomic status advance through their improvement in English.	SEO13	43 (35.2)	31 (25.4)	6 (4.9)	36 (29.5)	5 (4.1)	1.34 6	3.59	Disagree
	I am dedicated to fostering a culture of lifelong learning in my children, which will enhance their socioeconomic opportunities.	SEO14	57 (46.7)	19 (15.6)	8 (6.6)	36 (29.5)	2 (1.6)	1.34 9	3.76	Agree
	Through networking and building social connections alongside my children, I assist them in improving their socioeconomic status.	SEO15	46 (37.7)	30 (24.6)	8 (6.6)	34 (27.9)	4 (3.3)	1.32 2	3.66	Agree
	I provide moral	SEO 16	61	21	8	31	1	1.28	3.90	Agree



support and guidance to my children to help them navigate social challenges effectively.	(50.0)	(17.2)	(6.6)	(25.4)	(0.8)	8		
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NB : SA = Strongly agree, A=Agree, UD=Undecided, D=Disagree, SD=Strongly Disagree, STD=Standard

Deviation

4.2-5=SA, 3.4-4.19=A, 2.6-3.39=UD, 1.8-2.59=D, 1-1.79=SD

The majority of cases remain undecided regarding the provision of English materials, the hiring of a part-time teacher, the availability of a television and CDs featuring English content, the engagement of their children in language activities, the practice of English conversations and games, the development of confidence in English, the inability to assist due to a lack of English knowledge, and the perception that English leads to arrogance. Conversely, a few cases concerning Parental Engagement agreed that they motivate their children, participate in parent-teacher meetings, assist their children in enhancing their English skills at home, encourage their children to dedicate sufficient time to English, and acknowledge the challenges posed by time constraints. They express satisfaction in witnessing their children speaking English and utilizing English outside of the classroom. However, there was an instance of disagreement stemming from the fear of being separated from their children due to English proficiency. Consequently, given that the majority of cases are undecided, it is evident that parental engagement continues to pose a challenge for Burundian parents. A significant majority regarding the improvement of the English language strongly agree and agree that motivation is a key factor in achieving better academic performance, that English proficiency is vital, that fluency facilitates global communication, that parents' improvement in English positively impacts their children's education, that relationships contribute to English fluency, that the contributions of NGOs are essential, and that English fluency will be restricted if parents do not participate. Furthermore, there will be a lack of self-confidence and fear of communication if parents do not engage, as well as a deficiency in job opportunities, limited access to higher education, and restricted global communication if parents do not communicate. On the other hand, some expressed doubts regarding the fluency of English as a means to create job opportunities, the practice of English at home, the preference to send their children to English-speaking countries, the belief that parents' English fluency can enhance their children's performance in English, the regular progress observed in their children's schools, the likelihood of lower grades for children if parents are not involved, and the struggles children may face if parents do not fulfill their roles. The majority of cases remain undecided regarding the provision of English materials, the hiring of a part-time teacher, the availability of a television and CDs featuring English content, the involvement of their children in language activities, the practice of English conversations and games, the development of confidence in English, the inability to assist due to a lack of English knowledge, and the perception that English leads to arrogance. Conversely, a few cases concerning Parental Engagement concur that they motivate their children, participate in parent-teacher meetings, assist their children in enhancing their English skills at home, encourage their children to dedicate sufficient time to English, and acknowledge the challenges posed by time constraints. They express satisfaction in witnessing their children speaking English and utilizing English outside of the classroom. However, there was an instance of disagreement stemming from the fear of being separated from their children due to English proficiency. Consequently, given that the majority of cases are undecided, it is evident that parental engagement continues to pose a challenge for Burundian parents. A significant majority regarding the improvement of the English language strongly agree and agree that motivation is a key factor in achieving better academic performance, that English proficiency is vital, that fluency facilitates global communication, that parents' improvement in English positively impacts their children's education, that relationships contribute to English fluency, that the contributions of NGOs are essential, and that English fluency will be restricted if parents do not participate. Furthermore, there will be a lack of self-confidence and fear of communication if parents do not engage, as well as a deficiency in job opportunities, limited access to higher education, and restricted global communication if parents do not communicate. On the other hand, some expressed doubts regarding the fluency of English as a means to create job opportunities, the practice of English at home, the preference to send their children to



English-speaking countries, the belief that parents' English fluency can enhance their children's performance in English, the regular progress observed in their children's schools, the likelihood of lower grades for children if parents are not involved, and the struggles children may face if parents do not fulfill their roles. The majority of respondents agree that proficiency in English contributes to the enhancement of socioeconomic opportunities. Furthermore, English encourages the development of these opportunities, which in turn improve life skills. Enhanced socioeconomic opportunities can lead to financial support, and various strategies empower parents to improve their children's socioeconomic prospects, thereby influencing their abilities. Parents are dedicated to supporting their children's education. However, some respondents expressed skepticism regarding the potential for socioeconomic opportunities to arise from improvements in English proficiency. With the emotional encouragement provided by parents, an increase in parental income can assist a child, even if they do not experience financial improvement themselves, as they possess various resources to aid their children. Although some parents may be illiterate, they aspire to enhance the socioeconomic opportunities available to their children.

3.2. H₀1. There is no significant mean difference in parental engagement and English learning among students in secondary schools in Burundi

Table 3.2.1. Analysis of the Significant mean difference in Parental Engagement and English Learning among students in secondary schools in Burundi

Variable	N	M	S.D	t-value	p-value	S/NS
PE	<u>122</u>	<u>3.1542</u>	<u>0.81621</u>	-2.319	0.021	
LE	122	3.4411	1.09617			S

From the above table, the calculated t- t-value = -2.319, and its P-value of 0.021, which is less than the table value of 1.96 at a 0.05 significance level. Therefore, the formulated null hypothesis is rejected. Thus, it is found that there is statistical significance, and this proves that Parental Engagement does have an impact on the learning of English. From the observed mean score of Learning English of 3.44, which is statistically higher than the parental Engagement of 3.15.

3.3. H₀2. There is no significant mean difference in parental engagement and socioeconomic opportunities among secondary school students in Burundi.

Table 3.3.1. Analysis of the Significant mean difference in Parental Engagement and Socioeconomic Opportunities among students in secondary schools in Burundi

Variable	N	M	S.D	t-value	p-value	S/NS
PE	<u>122</u>	<u>3.1542</u>	<u>0.81621</u>	-3.260	0.01	
SEO	122	3.5466	1.04957			S

From the above table, the calculated t- t-value = -3.260, and its P-value of 0.01, which is less than the table value of 1.96 at a 0.05 significance level. Thus, the formulated null hypothesis is rejected. Thus, it is found that there is statistical significance, and this proves that Parental Engagement does have an impact on Socioeconomic Opportunities. From the observed mean score of Socioeconomic Opportunities of 3.54, which is statistically higher than the parental Engagement of 3.15.



3.4. H_0 3. There is no significant mean difference in socioeconomic opportunities based on the level of English learning among secondary school students in Burundi

Table 3.4.1. Analysis of the Significant mean difference in Socioeconomic Opportunities and the level of English Learning among students in secondary schools in Burundi

Variable S/NS	N	M	S.D	t-value	p-value
SEO	122	3.5466	1.04957	-0.768	0.443
LE	122	3.4411	1.09617		NS

From the above table, the calculated t-value is -0.768, and its P-value of 0.443, which is greater than the table value of 1.96 at a 0.05 significance level. Therefore, the formulated null hypothesis is accepted. Thus, it is found that there is no statistical significance, and this proves that the learning of English does not have any significant effect on socioeconomic opportunities. From the observed mean score of Socioeconomic Opportunities of 3.54, which is statistically higher than the parental Engagement of 3.44.

3.5. H_0 . 4. There is no significant impact of parents' engagement, English learning, and Socio-Economic opportunities among secondary school students in Burundi.

	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate			Change Statistics			
			R Square change	F Change	df1	df2	Sig. F Change				
1	0.932	0.868	0.866	0.3845153		0.868		391.266	2	119	0.000

Table 3.5.1. Regression Model Summary

The table reveals a very strong positive relationship between parental engagement and the Learning of English on socioeconomic opportunities, since $R=0.932$. The R Square = 0.868, which indicates that changes in Parental Engagement and Learning of English lead to 86.8% changes in Socioeconomic Opportunities. The F-value is 391.266, and a p-value of 0.000, which is an indication of statistical impact on Socioeconomic Opportunities. Hence, the null hypothesis is rejected.

Table 3.5.2. Coefficients (Regression)

Model Statistics	Unstandardized Coefficients		Standardized Coefficients		t	Sig	Collinearity
	Tolerance	VIF	B	Std.Error			Beta
Constant		0.272	0.140		1.940	0.055	
Parental Engagement	0.229	0.83	0.178	2.770	0.007	0.267	3.742
English Learning	0.741	0.62	0.774	12.020	0.000	0.267	3.742

The table reveals that a unit increase in Parental Engagement and Learning of English leads to increases of 0.178 and 0.774, respectively, in Socioeconomic Opportunities. The t-values are 2.77 and 12.02, with corresponding p-values of 0.07 and 0.000, respectively. This indicates that Parental Engagement has an insignificant effect, while Learning English has a significant effect on Socioeconomic Opportunities.



3.6. Discussions

The research focused on parental engagement, the learning of English, and the socio-economic opportunities available to secondary school students in Burundi. The descriptive statistics indicated that most respondents were uncertain regarding parental involvement in aiding their children to improve their English learning, while a minority affirmed their support, and some expressed disagreement regarding such support. Additionally, the descriptive statistics highlighted the findings related to the enhancement of English language skills, where a majority of respondents concurred that they assist their children in improving their English proficiency. However, a few respondents were uncertain about the fluency of English among Burundian secondary school students, with no significant disagreement noted at this level. Lastly, the descriptive statistics also presented findings on the socio-economic opportunities in Burundi, where most respondents acknowledged the significance of English as a crucial factor for enhancing their children's socio-economic opportunities; however, a small number of respondents remained skeptical about the potential for improved socio-economic opportunities resulting from better English skills. Consequently, given that most respondents are undecided, it is evident that parental involvement, English language enhancement, and the improvement of socio-economic opportunities remain challenges for Burundian parents and their children in secondary education. A t-test and regression analysis were conducted, revealing that parental engagement plays a crucial role in improving English learning among these students. In relation to the established null hypothesis, the results supported its rejection, indicating a significant effect of parental engagement on English learning, which subsequently influences the academic success of the students. The evidence gathered from the field demonstrated that parental involvement not only affects English learning but also has a considerable impact on the socioeconomic opportunities available to Burundian parents and their children in secondary education. As a result, the second null hypothesis was also rejected, highlighting the essential role of parental engagement in determining students' future socio-economic outcomes. Moreover, the findings indicated a lack of statistical significance, suggesting that English learning does not have a substantial effect on the socio-economic opportunities of Burundian parents and their children. Consequently, the null hypothesis was accepted, implying that other factors may play a more pivotal role in shaping their prospects. By utilizing regression analysis to assess the impacts of parental engagement, English learning, and socio-economic opportunities among secondary school students in Burundi, the results demonstrated that variations in parental engagement and English learning account for 86.8% of the changes in socio-economic opportunities. The coefficients indicated that while learning English significantly affects socio-economic opportunities, parental engagement seems to have a minimal impact.

IV. CONCLUSION AND RECOMMENDATION

4.1. Conclusion of the Study

Following the investigation into parental engagement in enhancing English language skills to improve the socio-economic opportunities of secondary school students in Burundi, the descriptive statistics indicate that most respondents are uncertain regarding parental engagement in supporting their children to improve their English learning, enhance their English language skills, and boost their socio-economic opportunities. Conversely, a small number of respondents affirmed their support for their children, while a few others expressed disagreement regarding such support. Consequently, given that the majority of respondents remain undecided, it is evident that parental engagement, English language improvement, and the enhancement of socio-economic opportunities continue to pose challenges for Burundian parents and their children in secondary education.

The findings suggest that families or parents play a crucial role in advancing language learning overall, especially in the context of English proficiency within Burundian secondary schools. Such improvement can result in better academic outcomes, ultimately elevating the socio-economic status of Burundian youth and offering them increased opportunities both locally and internationally, as English functions as a global means of communication. For various reasons, it is essential for parents to exhibit active support for their children to bridge the gap that exists between a child and their parents, as well as between home and school. Furthermore, promoting students' self-confidence is essential for cultivating a passion for learning, which can be accomplished by fostering strong relationships and offering the necessary resources, motivation, and a nurturing environment, enabling students to excel academically in English and



prepare for their future. Research indicates that numerous Burundian parents do not actively engage in assisting their children in developing their English language skills, even though they take pleasure in witnessing their children speak English fluently. This absence of support underscores the importance of parents working together with educators and policymakers to enhance motivation and improve educational outcomes, thus supporting Burundian secondary school students in achieving success in their future pursuits as they prepare for higher education. In conclusion, parental involvement is vital for their children's success.

4.2. Recommendation

As the findings have demonstrated a lower level of parental engagement in the learning of English and the enhancement of socioeconomic opportunities, the research recommends that the government of Burundi and relevant stakeholders work together to strengthen parental literacy regarding their role in their child's education and language acquisition. The research advises the government of Burundi on the significance of establishing essential policies and infrastructures aimed at enhancing the academic performance of children in English subjects within secondary schools. This initiative could facilitate learners in making a practical connection between advancements in the English language and their proficiency, as well as the socioeconomic opportunities present in the country. The significance of this lies in the fact that improving socioeconomic opportunities instills hope in students for better employment prospects, higher education, global communication, and increased social mobility among Burundian youth, thereby enabling their integration with other African and international organizations.

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