

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

