



The North African Journal of Scientific Publishing (NAJSP)

مجلة شمال إفريقيا للنشر العلمي (NAJSP)

E-ISSN: 2959-4820

Volume 4, Issue 2, 2026

Page No: 290-296

Website: <https://najsp.com/index.php/home/index>



Directory of Online Libyan Journals

SJIFactor 2024: 5.49

معامل التأثير العربي (AIF) : 0.69 : 2025

ISI 2024: 0.696

Parents' Motivations for Enrolling Their Children in English Language Courses During Summer Vacation

Raja Ramadan*

Department of English Language, Faculty of Education, Sabratha University, Libya

ORCID: 0009-0004-1563-5727

دوافع أولياء الأمور لإلحاق أبنائهم بدورات اللغة الإنجليزية خلال العطلة الصيفية

رجاء رمضان احمد*

قسم اللغة الإنجليزية، كلية التربية، جامعة صبراتة، ليبيا

*Corresponding author: rajaaemsahel@gmail.com

Received: March 15, 2026

Accepted: April 29, 2026

Published: May 13, 2026

Copyright: © 2026 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

Abstract:

The growing importance of English as a global language has increased parents' interest in providing additional language-learning opportunities for their children. This study aimed to investigate parents' motivations for enrolling their children in English language courses during summer vacation. A cross-sectional descriptive design was employed, and data were collected from 104 parents in Zawiya, Libya, using a structured questionnaire. The instrument consisted of socio-demographic items and five dimensions assessing parents' motivations and expectations: Academic and Educational Motivations, Future Motivations, Personal and Social Motivations, Enrollment Decision Factors, and Expectations and Future Intentions. Data were analyzed using descriptive statistics, including frequencies, percentages, means, and standard deviations. The findings revealed positive attitudes toward English language learning across all dimensions. Future Motivations recorded the highest overall mean score ($M = 4.47$), indicating that parents strongly perceived English proficiency as an important factor for their children's educational and professional success. Expectations and Future Intentions ($M = 4.29$) and Personal and Social Motivations ($M = 4.24$) also demonstrated high levels of agreement. Academic and Educational Motivations ($M = 4.03$) and Enrollment Decision Factors ($M = 3.98$) further highlighted parents' recognition of the educational value of English language courses and the importance of educational quality in enrollment decisions. Overall, the results suggest that parents view English language courses as a valuable investment in their children's future development and learning opportunities. The study recommends that educational institutions continue to provide high-quality English language programs that meet parental expectations and support young learners' linguistic and academic growth.

Keywords: Parents' motivations; English language learning; Summer vacation courses; Parental involvement; Language education.

المخلص:

أدت الأهمية المتزايدة للغة الإنجليزية بوصفها لغة عالمية إلى زيادة اهتمام أولياء الأمور بتوفير فرص إضافية لأبنائهم لتعلمها. هدفت هذه الدراسة إلى استكشاف دوافع أولياء الأمور لإلحاق أبنائهم بدورات اللغة الإنجليزية خلال العطلة الصيفية. واعتمدت الدراسة المنهج الوصفي المقطعي، حيث جُمعت البيانات من 104 من أولياء الأمور بمدينة الزاوية في ليبيا

باستخدام استبيان منظم. وتكوّن الاستبيان من قسم للبيانات الديموغرافية وقسم آخر تناول خمسة أبعاد رئيسية هي: الدوافع الأكاديمية والتعليمية، والدوافع المستقبلية، والدوافع الشخصية والاجتماعية، والعوامل المؤثرة في قرار التسجيل، والتوقعات والنوايا المستقبلية. وتم تحليل البيانات باستخدام الإحصاء الوصفي المتمثل في التكرارات والنسب المئوية والمتوسطات الحسابية والانحرافات المعيارية. أظهرت النتائج وجود اتجاهات إيجابية مرتفعة نحو تعلم اللغة الإنجليزية عبر جميع أبعاد الدراسة. وقد حقق بُعد الدوافع المستقبلية أعلى متوسط حسابي (4.47)، مما يشير إلى أن أولياء الأمور ينظرون إلى إتقان اللغة الإنجليزية باعتباره عاملاً مهماً في دعم المستقبل التعليمي والمهني لأبنائهم. كما أظهرت أبعاد التوقعات والنوايا المستقبلية (4.29) والدوافع الشخصية والاجتماعية (4.24) مستويات مرتفعة من الاتفاق. كذلك أكدت نتائج الدوافع الأكاديمية والتعليمية (4.03) والعوامل المؤثرة في قرار التسجيل (3.98) إدراك أولياء الأمور لأهمية الدورات الإنجليزية في تعزيز تعلم أبنائهم وحرصهم على جودة البرامج التعليمية المقدمة. وبوجه عام، تشير النتائج إلى أن أولياء الأمور ينظرون إلى دورات اللغة الإنجليزية على أنها استثمار مهم في مستقبل أبنائهم وتطورهم الأكاديمي والشخصي. وتوصي الدراسة المؤسسات التعليمية بالاستمرار في تقديم برامج عالية الجودة تلبّي تطلعات أولياء الأمور وتسهم في تنمية المهارات اللغوية للمتعلمين الصغار.

الكلمات المفتاحية: دوافع أولياء الأمور؛ تعلم اللغة الإنجليزية؛ الدورات الصيفية؛ المشاركة الوالدية؛ تعليم اللغات.

Introduction:

To a large extent English has become one of the most influential languages in the world, serving as a key medium for international communication, education, technology, and employment. As globalization continues to shape educational priorities, many parents increasingly view English language proficiency as an essential skill that can enhance their children's academic achievement and future career opportunities. Consequently, the demand for supplementary English language programs has expanded significantly, particularly during school breaks when students have more time to participate in extracurricular learning activities [1,2]. Summer vacation represents a unique period in which parents can invest in their children's educational development outside the formal school environment. Unlike regular school terms, summer programs provide opportunities for intensive language exposure, skill reinforcement, and personalized learning experiences. Many parents perceive these programs as valuable avenues for improving their children's language competence while preventing learning loss during extended school holidays [3].

In recent years, English language courses offered during summer vacation have become increasingly popular in many countries, reflecting parents' growing awareness of the importance of early language acquisition and continuous language practice [4]. Research has consistently highlighted the critical role of parents in shaping children's educational experiences and learning outcomes. Parents influence not only their children's educational choices but also their attitudes, motivation, and engagement in language learning. Studies have shown that parental involvement, encouragement, and educational aspirations significantly contribute to children's motivation to learn English and other foreign languages [2,5]. Furthermore, parents often make educational decisions based on their perceptions of the long-term benefits associated with language proficiency, including academic success, access to higher education, international mobility, and future employability [6].

Several recent studies have emphasized that parents' decisions regarding English language learning are influenced by multiple factors. These factors include academic and educational considerations, future-oriented expectations, social influences, and personal beliefs about the value of English in contemporary society [4,7]. Parents frequently associate English proficiency with global competitiveness and consider language learning an investment in their children's future. In addition, parental involvement and support have been found to positively affect children's motivation and engagement in second-language learning contexts [8]. The post-pandemic educational landscape has further reinforced the importance of parental participation in children's learning processes. As parents became more involved in supporting educational activities at home, many developed a stronger appreciation of the challenges and benefits associated with language learning.

Recent evidence suggests that parents continue to play a central role in facilitating English language development and seeking additional learning opportunities for their children beyond formal schooling [5,9]. Despite the growing popularity of English language courses during summer vacation, limited research has specifically examined the motivations that lead parents to enroll their children in such programs. Understanding these motivations is important for educational institutions, language centers, and policymakers seeking to design programs that effectively address parental expectations and learners' needs. Therefore, the present study aims to investigate the motivations that influence parents' decisions to enroll their children in English language courses during summer vacation, with particular attention to academic and educational motivations, future motivations, personal and social motivations, enrollment decision factors, and parents' expectations and future intentions.

Research Objectives:

1. To examine the motivations that influence parents to enroll their children in English language courses during summer vacation.
2. To explore parents' expectations and intentions regarding their children's participation in English language courses.

Research Questions:

1. What motivations influence parents to enroll their children in English language courses during summer vacation?
2. What are parents' expectations and future intentions regarding their children's participation in English language courses?

Material and methods:

This study employed a cross-sectional descriptive design to investigate parents' motivations for enrolling their children in English language courses during the summer vacation. The study was conducted in the city of Zawiyah, Libya. A total of 104 parents participated in the study. Participants included both male and female parents whose children were enrolled in English language courses offered during the summer vacation period.

Data were collected using a structured questionnaire developed based on the relevant literature concerning parental involvement, educational motivations, and language learning. The questionnaire consisted of two sections. The first section collected socio-demographic information, including gender, age, educational level, number of children, school stage, and previous attendance of English language courses. The second section assessed parents' motivations for enrolling their children in English language courses and included five dimensions: Academic and Educational Motivations, Future Motivations, Personal and Social Motivations, Enrollment Decision Factors, and Expectations and Future Intentions.

Prior to the main data collection, a pilot study was conducted to evaluate the clarity, relevance, and comprehensibility of the questionnaire items. Feedback obtained from the pilot participants was used to refine the wording and structure of several items. The pilot participants were not included in the final study sample.

Ethical considerations were carefully observed throughout the study. Participation was voluntary, and informed consent was obtained from all participants before completing the questionnaire. Respondents were informed about the purpose of the study and assured that their responses would remain confidential and would be used exclusively for academic research purposes. No personal identifying information was collected.

Data were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarize the socio-demographic characteristics of the participants and to examine their responses to the study dimensions.

Results and discussion:

This section presents and discusses the findings related to parents' motivations for enrolling their children in English language courses during summer vacation. The results are presented through descriptive statistical analyses and interpreted in light of the study objectives.

Table (1): Socio-Demographic Characteristics of Respondents (N = 104)

Variable	Category	Frequency (n)	Percentage (%)
Gender	Female	83	79.8
	Male	21	20.2
Age	Less than 30	17	16.3
	30–39	53	51.0
	40–49	26	25.0
	50 or above	8	7.7
Education Level	High School	21	20.2
	Diploma	35	33.7
	Bachelor	35	33.7
	Postgraduate	13	12.5
Number of Children	1	5	4.8
	2	22	21.2
	3	21	20.2
	4	21	20.2

	5	17	16.3
	6	12	11.5
	7	4	3.8
	8	2	1.9
School Stage	Elementary	52	50.0
	Middle	40	38.5
	High	12	11.5
Previous English Course	Yes	54	51.9
	No	50	48.1

The socio-demographic results indicate that females constituted the majority of respondents (79.8%), while males represented the smallest proportion (20.2%). The largest age group was 30–39 years (51.0%), whereas respondents aged 50 years and above accounted for the lowest percentage (7.7%). Regarding educational level, Diploma and Bachelor's degree holders shared the highest proportion equally (33.7% each), while postgraduate participants represented the smallest group (12.5%). Participants with two, three, and four children showed very similar proportions (21.2%, 20.2%, and 20.2%, respectively), whereas those with eight children were the least represented (1.9%). In terms of school stage, elementary school teachers formed the largest group (50.0%), while high school teachers represented the lowest proportion (11.5%). Finally, previous English course attendance was almost evenly distributed between respondents who had attended courses (51.9%) and those who had not (48.1%).

Table (2): Descriptive Statistics for Academic and Educational Motivations (Axis 1).

Item	Mean	SD	Rank
AEM_6	4.50	0.61	1
AEM_3	4.27	0.71	2
AEM_4	4.25	0.75	3
AEM_1	3.80	0.82	4
AEM_2	3.77	0.86	5
AEM_5	3.60	0.94	6
Overall, Axis Mean	4.03	—	—

The findings indicate a high level of agreement with the Academic and Educational Motivations dimension (M = 4.03). The highest mean score was recorded for the statement that learning English at an early age contributes to developing the child's educational abilities (M = 4.50). This was followed by the statements that English language courses help improve the child's writing skills (M = 4.27) and that learning English during the summer helps maintain the child's educational progress (M = 4.25). In contrast, the statement that summer courses provide additional learning opportunities beyond those offered at school obtained the lowest mean score (M = 3.60). Furthermore, the statements regarding enrolling children in English courses to improve their academic performance (M = 3.80) and developing their reading skills (M = 3.77) showed very similar levels of agreement among respondents.

Table (3): Descriptive Statistics for Future Motivations (Axis 2)

Item	Mean	SD	Rank
FM_1	4.71	0.59	1
FM_2	4.68	0.54	2
FM_6	4.56	0.62	3
FM_3	4.55	0.62	4
FM_4	4.55	0.65	4
FM_5	3.76	0.85	6
Overall, Axis Mean	4.47	-	-

The results indicate a very high level of agreement with the Future Motivations dimension (M = 4.47). The highest mean score was recorded for the statement that mastery of the English language is important for the child's educational future (M = 4.71), followed closely by the belief that learning English increases future career success opportunities (M = 4.68). Likewise, the statements that English is an essential skill in today's world and that parents wish to prepare their children for future academic challenges received identical mean scores (M = 4.55), reflecting similar levels of agreement. In contrast, the statement that English may help the child study abroad in the future obtained the lowest mean score

(M = 3.76), although it remained within the positive range. Overall, the findings suggest that future-oriented considerations play a significant role in parents' decisions to enroll their children in English language courses. Result discussion section should be typed in character size 10pt Arial and alignment justified. Author can directly select Normal style from styles of this template. The results and discussion may be combined into a common section or obtainable separately. An easy way to comply with the conference paper formatting requirements is to use this document as a template and simply type your text into it.

Table (4): Descriptive Statistics for Personal and Social Motivations (Axis 3)

Item	Mean	SD	Rank
PSM_6	4.60	0.73	1
PSM_2	4.56	0.62	2
PSM_5	4.55	0.67	3
PSM_4	4.12	0.85	4
PSM_3	3.86	0.89	5
PSM_1	3.77	0.86	6
Overall, Axis Mean	4.24	-	-

The results reveal a high level of agreement with the Personal and Social Motivations dimension (M = 4.24). The highest mean score was recorded for the statement that learning English contributes to the child's personal development (M = 4.60), followed closely by the statement that parents encourage their children to make productive use of the summer vacation (M = 4.56) and the belief that society places considerable importance on English language proficiency (M = 4.55). These findings indicate strong agreement regarding the personal and social value of learning English. In contrast, the statement that the child has a personal desire to learn English recorded the lowest mean score (M = 3.77), although it remained within the positive range. Overall, the findings suggest that personal and social considerations play an important role in motivating parents to enroll their children in English language courses during the summer vacation.

Table (5): Descriptive Statistics for Enrollment Decision Factors (Axis 4)

Item	Mean	SD	Rank
EDF_1	4.49	0.74	1
EDF_6	4.15	0.71	2
EDF_3	3.84	0.88	3
EDF_4	3.83	0.86	4
EDF_2	3.80	0.89	5
EDF_5	3.79	0.87	6
Overall, Axis Mean	3.98	-	-

The results indicate a high level of agreement with the Enrollment Decision Factors dimension (M = 3.98). The highest mean score was recorded for the statement that the reputation of the educational center influences parents' enrollment decisions (M = 4.49), followed by the statement that interactive teaching methods encourage them to enroll their children in English language courses (M = 4.15). In contrast, the statement that recommendations from friends and relatives influence their choice obtained the lowest mean score (M = 3.79). Furthermore, the statements related to teachers' competence, course fees, and the location of the educational center showed very similar mean scores (3.80–3.84), indicating comparable levels of agreement among respondents. Overall, the findings suggest that institutional quality and teaching approaches are among the most influential factors affecting parents' enrollment decisions.

Table (6): Descriptive Statistics for Expectations and Future Intentions (Axis 5)

Item	Mean	SD	Rank
EFI_5	4.67	0.59	1
EFI_1	4.50	0.67	2
EFI_3	4.49	0.64	3
EFI_2	3.89	0.87	4
EFI_4	3.88	0.91	5
Overall, Axis Mean	4.29	-	-

The results indicate a high level of agreement with the Expectations and Future Intentions dimension ($M = 4.29$). The highest mean score was recorded for the statement that parents expect the course to improve their child's language skills ($M = 4.67$). The statements that they expect their child to enjoy learning English during the summer vacation ($M = 4.50$) and that enrolling their child in English courses is worth the time and financial investment ($M = 4.49$) showed very similar levels of agreement. In contrast, the statement that parents intend to enroll their children in similar courses in the future recorded the lowest mean score ($M = 3.88$). Overall, the findings suggest that parents hold positive expectations regarding the benefits of English language courses and demonstrate favorable intentions toward supporting their children's English language learning.

Discussion:

The present study aimed to investigate parents' motivations for enrolling their children in English language courses during summer vacation. The findings revealed that Future Motivations received the highest level of agreement among all study dimensions. This result suggests that parents primarily view English language learning as a long-term investment in their children's educational and professional success. Such a finding is consistent with previous research indicating that parents often associate English proficiency with access to better educational opportunities and enhanced career prospects in an increasingly globalized world [2,6]. Similarly, recent studies have reported that English is widely perceived as a critical skill for future academic and occupational advancement [7]. Academic and Educational Motivations also received a high level of agreement. Parents particularly valued the role of English learning in supporting their children's educational development and maintaining academic progress during the summer break. This finding supports earlier studies which found that parents frequently seek supplementary educational programs to reinforce learning outcomes and prevent learning loss during school holidays [1,3]. Furthermore, the growing demand for extracurricular English language programs has been linked to parents' increasing awareness of the importance of early language acquisition and continuous language exposure [4].

The findings further demonstrated that Personal and Social Motivations play an important role in parents' enrollment decisions. Respondents agreed that learning English contributes to their children's personal growth and enables productive use of summer vacation. These results align with studies emphasizing that parental beliefs, aspirations, and social expectations significantly influence children's engagement in language learning [5]. Moreover, parental encouragement has been identified as a key factor in fostering positive attitudes toward second-language acquisition and sustaining learner motivation [8]. Regarding Enrollment Decision Factors, the reputation of educational centers emerged as the most influential factor, followed by the use of interactive teaching methods. This finding suggests that parents are concerned not only with learning outcomes but also with the quality of educational services provided. Previous research has similarly highlighted that parents often evaluate educational institutions based on perceived quality, instructional effectiveness, and their ability to meet learners' needs [4,7]. Finally, the high scores obtained for Expectations and Future Intentions indicate that parents expect English language courses to improve their children's language abilities and provide meaningful educational benefits. These positive expectations are consistent with findings reported by previous studies, which demonstrated that parents who perceive language learning as beneficial are more likely to support continued participation in language-related educational activities [2,5]. The results also reinforce the notion that parental expectations remain a significant driving force behind educational decision-making and children's learning opportunities [9].

Conclusion:

This study examined parents' motivations for enrolling their children in English language courses during summer vacation. The findings revealed that parents generally held positive attitudes toward English language learning, with high levels of agreement across all study dimensions. Future motivations emerged as the strongest factor influencing enrollment decisions, indicating that parents view English language proficiency as an important investment in their children's educational and professional futures. The results also showed that academic and educational considerations, personal and social motivations, enrollment decision factors, and positive expectations regarding course outcomes contributed to parents' decisions. Overall, the findings suggest that parents recognize the educational value of English language courses and perceive them as beneficial opportunities for supporting their children's development. Educational institutions should therefore continue to provide high-quality language programs that address parents' expectations and promote effective learning experiences for young learners.

References

1. Philominraj, A., Ranjan, R., Saavedra, R. A., & Cerón Urzúa, C. A. (2022). Family's role and their challenging commitment to English language learning: A systematic review. *Journal of Language and Education*, 8(1), 216–230. <https://doi.org/10.17323/jle.2022.12680>
2. Sampelan, Q. Y. Z., & Sengkey, V. G. (2022). Parental involvement and students' motivation in learning English. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(2), 1126–1138. <https://doi.org/10.24256/ideas.v10i2.3257>
3. Tong, F., Zhang, H., Zhen, F., Irby, B. J., & Lara-Alecio, R. (2021). Supporting home literacy practices in promoting Chinese parents' engagement in their children's English education in low-SES families: An experimental study. *International Journal of Educational Research*, 109, 101816. <https://doi.org/10.1016/j.ijer.2021.101816>
4. Liang, C., Zhou, N., & Yu, S. (2024). Parental involvement and children's L2 learning motivation and engagement: A person-centered approach. *Language Teaching Research*. Advance online publication. <https://doi.org/10.1177/13621688241279392>
5. Martin, C. (2023). Modern foreign language learning: Exploring the possible impact of parental experiences on student motivation. *Innovation in Language Learning and Teaching*, 17(2), 321–339. <https://doi.org/10.1080/17501229.2022.2043871>
6. Husein, N. S., Suharjito, B., & Andayani, M. A. T. (2022). Students' perspectives on their parents' involvement in their L2 English learning. *EFL Education Journal*, 9(1), 1–15. <https://doi.org/10.19184/eej.v9i1.30713>
7. Madima, S. E., & Makananise, F. O. (2021). Parental involvement in children's learning of English language in the Vhembe District, South Africa. *African Journal of Development Studies*, 11(2), 211–228. <https://doi.org/10.31920/2634-3649/2021/v11n2a10>
8. Carmel, R. (2022). Parents' discourse on English for young learners. *Language and Education*, 26(1), 57–73. <https://doi.org/10.1177/1362168819877080>
9. Nisa Sabila Husein, Bambang Suharjito, & Made Adi Andayani T. (2022). Students' perspectives on their parents' involvement in their L2 English learning. *EFL Education Journal*, 9(1). <https://doi.org/10.19184/eej.v9i1.30713>