

PARENTAL ENGAGEMENT AND ACADEMIC ACHIEVEMENT IN EFL: A STUDY OF SAUDI INTERMEDIATE STUDENTS

Dahham Naji Al-Shammari

Qassim University, Department of Curriculum and Instruction

Dahamnaji@gmail.com

Abstract: This study explores the effect of parental involvement on the academic performance of third intermediate students in English language in Saudi Arabian public schools. Employing a quasi-experimental design with pre- and post-tests, the study examined a sample of 113 male students divided into experimental and control groups from two schools in Qurayat. The experimental group's parents actively participated in the educational process, while the control group's parents did not. Results indicated statistically significant differences in post-test scores in favor of the experimental group, suggesting that parental engagement has a positive impact on students' English language achievement. The study concludes with recommendations to promote structured parental involvement and proposes further longitudinal research across diverse contexts.

Keywords: Parental Engagement; Academic Achievement; EFL, Saudi Arabia; Intermediate Students.

Introduction

Parental involvement has long been recognized as a fundamental factor contributing to students' academic achievement. Recent meta-analyses have consistently confirmed that active parental engagement—whether at home or in collaboration with the school—has a significant positive effect on students' academic performance across all grade levels (Fernández-Alonso et al., 2022; Sujarwo & Herwin, 2023; Wang & Sheikh-Khalil, 2021; Castro et al., 2020). While the correlation is well-established, research continues to explore the underlying mechanisms through which parental involvement impacts learning outcomes.

Parental involvement encompasses a wide range of behaviors, including support for homework, consistent communication with teachers, participation in school events, and modeling positive attitudes toward education (Kim, 2020; Hill & Tyson, 2021). According to Barger et al. (2019), two primary pathways explain this relationship: enhancing children's self-perceived cognitive competence and fostering strong student-teacher relationships. These mechanisms jointly contribute to higher academic performance and greater school engagement (Pomerantz et al., 2020; Wang et al., 2023).

The increasing attention to family-school partnerships over the past decade reflects a global consensus on the importance of parental involvement in education. Studies have emphasized its importance across various contexts, noting cultural, socioeconomic, and structural differences that shape how involvement occurs (EdWeek, 2023; Goodall &

Montgomery, 2021). In particular, the quality of communication between parents and schools plays a critical role in ensuring the effectiveness of such involvement (Sujarwo & Herwin, 2023; Hoover-Dempsey et al., 2020).

Scholars also distinguish between school-initiated and parent-initiated involvement. School-initiated efforts typically include formal communication channels such as parent-teacher conferences and newsletters, while parent-initiated involvement may involve helping with homework, setting academic goals at home, and encouraging reading habits (Fernández-Alonso et al., 2022; Mapp & Bergman, 2022). The synergy between these forms of involvement can significantly enhance students' motivation and academic performance (Hill & Tyson, 2021).

Moreover, effective parental engagement fosters a sense of shared responsibility in the educational process. Parents who maintain open and constructive communication with teachers often support their children more effectively at home. This collaborative approach helps build a consistent learning environment between school and home, improving behavioral and academic outcomes (Barger et al., 2019; Kim, 2020; Castro et al., 2020).

Despite widespread agreement on its importance, parental involvement can be perceived differently by educators and families. Clarity in expectations and roles is essential. As noted by EdWeek (2023), schools that set clear guidelines for family engagement and actively support parents through workshops, feedback mechanisms, and peer mentorship programs tend to see more sustained and meaningful participation (Mapp & Bergman, 2022; Hoover-Dempsey et al., 2020).

Therefore, understanding the types, perceptions, and effects of parental involvement remains a central issue in educational research and policy. Establishing strong, reciprocal relationships between families and schools is key to fostering academic success and long-term student development (Goodall & Montgomery, 2021; Wang & Sheikh-Khalil, 2021).

Statement of the problem

Parental involvement in education has become a focal point of discussion within Saudi educational reform agendas, particularly as it remains relatively limited compared to global standards. While international research consistently highlights the positive influence of parental engagement on students' academic outcomes, there is a noticeable scarcity of empirical studies that address this phenomenon within the specific socio-cultural context of Saudi Arabia. Existing studies tend to rely on small or highly specialized samples, limiting the generalizability of their findings to the broader Saudi student population. Moreover, most of the available literature does not adequately capture the nuances of parental roles in Saudi public schools, especially in relation to language learning. Given this gap, the present study aims to explore the direct impact of parental involvement on academic achievement among

intermediate-level students in English as a Foreign Language (EFL), thereby contributing to localized educational insights and evidence-based policy development.

Purpose of the study

The purpose of this study is to examine the impact of parental involvement on the academic achievement of third intermediate students in English as a Foreign Language (EFL) in Saudi public schools during the second semester of the 2024/2025 academic year. Specifically, the study aims to assess how varying levels of parental engagement influence students' English language performance within classroom-based instructional settings.

Questions of the study

1. Is there any relationship between parental involvement in school and 3rd intermediate students' achievement in English language?
2. Is there any relationship between 3rd intermediate students' achievement in English language due to the gender of the parent who is involved in the schools?

Significance of the study

This study holds particular significance as it represents one of the few empirical investigations focused on parental involvement within the context of Saudi Arabia's public education system. At a time when national attention is increasingly directed toward educational reform and student performance, this research contributes by examining the specific role that parents play in supporting their children's academic achievement. More importantly, the study addresses a critical gap in the literature by exploring how parental engagement affects students' outcomes in English as a Foreign Language (EFL)—a subject of growing national importance in Saudi schools. The findings are expected to provide valuable insights for educators, policymakers, and school leaders seeking to develop evidence-based strategies to enhance family-school collaboration.

Definition of operational terms

For the purpose of this study, the following terms are defined as follows:

- **Parental Involvement:** Refers to parents' active engagement in various aspects of their children's education, including attendance at school meetings and events, communication with teachers, participation in Parent-Teacher Organizations (PTOs), assistance with homework, involvement in home-based learning activities such as reading, and planning for the child's academic future.
- **School-Initiated Involvement:** Refers to efforts made by the school to encourage and facilitate parental participation in school-related activities. This includes invitations to events, scheduled meetings, newsletters, and structured programs designed to involve parents in the educational process.

- **Parent-Initiated Involvement:** Refers to voluntary actions taken by parents to participate in and support their children's educational experiences, such as contacting teachers, attending school activities without formal invitations, or proactively supporting learning at home.
- **Third Intermediate Students:** Students enrolled in third intermediate grade levels in Saudi public schools, typically between the ages of 14 and 15, and who have been studying English as a Foreign Language for approximately three academic years.
- **Achievement:** Refers to the students' performance scores on an English language achievement test developed by the researcher to assess language proficiency and learning outcomes.

Limitations of the study

This study is limited to male third intermediate students enrolled at Immam Mohammad bin Saad School and Qulaib Khadher School for boys, located in Al Qurayat, Saudi Arabia. The findings are specifically applicable to similar educational contexts and populations within the region during the second semester of the 2024/2025 academic year. Therefore, generalizations to other grade levels, regions, or female student populations should be made with caution.

Review of Related Literature

This section is divided into two parts, theoretical framework and review of related literature

Theoretical Framework:

Parental engagement has long been recognized as a cornerstone in the educational development of children. It encompasses a wide array of activities and attitudes that parents adopt to support their children's learning both at home and in collaboration with the school environment. Research over the past few decades has consistently affirmed that when parents are actively involved in their children's education, students tend to achieve higher academic performance, show more positive attitudes toward school, and demonstrate improved behavior and engagement (Barger et al., 2019; Kim, 2020).

Parental engagement extends beyond simply attending school meetings or checking homework. According to Fernández-Alonso et al. (2022), parental engagement includes affective support, academic assistance, the setting of expectations, monitoring of progress, and fostering of educational values. Epstein's Framework of Six Types of Involvement (2001) remains influential in the literature and includes parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. More recent research has expanded this framework by emphasizing the need for culturally responsive practices that adapt engagement strategies to fit different communities and schooling systems (Sujarwo & Herwin, 2023).

There is strong empirical support for the link between parental involvement and academic achievement. Barger et al. (2019), in a meta-analysis of 448 studies, found a moderate to strong positive relationship between overall parental involvement and student academic performance across various domains. The mechanisms through which parental involvement affects academic performance include increased student motivation, better time management, improved behavior, and a stronger self-concept. Studies have found that the effects of parental involvement are particularly significant in the early and middle years of schooling. These stages are formative for students' identity development and acquisition of foundational skills. For example, parental involvement in homework and reading activities has been strongly associated with literacy development in both native and foreign language contexts (Fernández-Alonso et al., 2022).

Learning English as a Foreign Language (EFL) poses unique challenges for students, especially in non-English-speaking countries where exposure to the language is limited outside the classroom. In such contexts, parental support becomes even more critical. Parents can reinforce language learning by providing access to English-language media, encouraging vocabulary building, and engaging in conversational practice.

Kim (2020) observed that in East Asian countries, including Korea and Japan, parental involvement in English education often involves enrolling children in private language institutes, purchasing learning materials, and creating an immersive home environment. Although these practices may not be directly transferable to the Saudi context, they highlight how parental engagement adapts to societal expectations and educational demands.

In Saudi Arabia, English is taught as a foreign language starting in elementary school, but the transition to academic-level English in intermediate stages often reveals gaps in comprehension, vocabulary, and confidence. In such cases, parents play a pivotal role in maintaining students' motivation and consistency in language practice. Sujarwo and Herwin (2023) found that family literacy environments are highly predictive of EFL achievement, especially when parents model reading behaviors, monitor language practice, and express positive attitudes toward English learning.

The theoretical model underpinning this study is based on two mechanisms:

- **Cognitive Self-Perception:** Students whose parents demonstrate confidence in their abilities are more likely to develop a strong sense of academic self-efficacy. According to Barger et al. (2019), this self-perception is a key predictor of persistence, effort, and success, particularly in language learning, which requires continuous practice and confidence in speaking and writing.
- **Student-Teacher Relationships:** When parents are involved in their child's education, they often facilitate stronger communication between home and school. This collaboration enhances the teacher's understanding of the student and fosters a

more personalized learning environment. As noted by Birch and Ladd (1997), a positive student-teacher relationship is characterized by emotional closeness, mutual respect, and reduced conflict, all of which are linked to better academic outcomes.

In the context of EFL, where students often face anxiety, frustration, or fear of failure, these positive relationships can serve as a buffer and motivate students to engage more actively in classroom learning (Swick, 2004; EdWeek, 2023).

Fernández-Alonso et al. (2022) distinguish between school-initiated and parent-initiated forms of involvement. School-initiated efforts include formal communication, structured events, and scheduled parent-teacher meetings. Parent-initiated actions, on the other hand, may involve initiating communication with teachers, creating home routines for studying, and seeking external support when needed.

Both forms of involvement are essential, but research suggests that school-initiated engagement tends to be more consistent, while parent-initiated efforts are more deeply personalized and emotionally driven. In Saudi Arabia, schools can do more to create accessible opportunities for parents to participate, especially in relation to EFL instruction. For example, workshops on how to support English learning at home or digital communication tools that update parents on classroom vocabulary and grammar topics may bridge the gap between school and home.

Gender dynamics often influence how parental engagement is enacted. Studies indicate that mothers tend to be more actively involved in the day-to-day educational support of their children, especially in language learning, due to their traditional caregiving role (Kim, 2020). This trend is particularly evident in conservative societies like Saudi Arabia, where cultural norms may restrict paternal involvement in school settings.

However, recent educational reforms in the Kingdom, such as Vision 2030, have emphasized greater family engagement in education across both genders. This shift creates a unique opportunity to investigate how both maternal and paternal involvement affect students' academic performance in EFL.

Despite global evidence supporting parental involvement, research focusing on the Saudi context remains limited. Existing studies often highlight low levels of parental engagement due to factors such as limited awareness, lack of training, language barriers, and unclear school expectations. Yet, the Ministry of Education in Saudi Arabia has initiated efforts to strengthen family-school partnerships through policy frameworks and pilot programs.

In this light, the present study fills a significant gap by focusing on Saudi intermediate students learning English as a foreign language, assessing how different levels and forms of parental engagement influence academic performance in this subject. The findings will not only inform school practices but may also guide national policy in designing parent-focused support programs. In sum, the literature clearly supports the theoretical premise that parental engagement plays a central role in students' academic success, particularly in

language learning contexts. By enhancing students' cognitive self-beliefs and strengthening school relationships, involved parents provide a dual layer of support that is essential in mastering EFL skills. However, to translate these findings into actionable policies, localized research—such as the current study—is necessary to capture the nuances of cultural, linguistic, and educational dynamics specific to Saudi Arabia.

Previous studies

Sujarwo and Herwin (2023) conducted a comprehensive meta-analysis of studies published in the Scopus database to explore the relationship between parental involvement and student academic achievement, with a particular emphasis on language learning contexts. Their analysis confirmed a consistent and statistically significant positive impact of parental involvement on students' academic performance, especially in English as a Foreign Language (EFL) and literacy-based subjects. Key contributing behaviors included home-based reading support, effective communication with teachers, and fostering a structured academic environment. The study emphasized the importance of embedding parental engagement into national education strategies in non-English-speaking countries.

Frontiers in Pediatrics (2022) published a cross-sectional study examining Saudi parents' beliefs and behaviors related to early childhood literacy. Using the Parent Perceptions of Literacy Learning Inventory Scale (PPLLIS), the study assessed how factors such as parental education and income influence the home literacy environment. The findings indicated that parents with higher educational attainment were more likely to engage in literacy-promoting behaviors, which in turn positively impacted their children's reading development. Although the study did not focus exclusively on EFL, it provided strong implications for the foundational role of parental engagement in language learning within Saudi contexts.

Alsanosi and Alabsi (2019) conducted a descriptive study on the influence of parental involvement via the digital platform Edmodo on the English language performance of intermediate school female students in Jeddah, Saudi Arabia. The study involved 50 parents and found that digital engagement facilitated stronger parent-teacher communication and greater home support for vocabulary acquisition and homework completion. The results highlighted the potential of educational technology to enhance parental involvement in EFL learning, especially when structured and guided by schools.

Alsowayegh (2015) employed a mixed-methods approach to investigate how Saudi parents mediate their children's exposure to English-language television programs. The research included a large-scale survey of 500 parents and in-depth interviews. The study revealed that while many parents recognized the value of English exposure through media, their support was generally unstructured and lacked pedagogical intention. The study recommended that

educational institutions provide more explicit resources and training for parents to transform passive media consumption into active language learning opportunities.

Commentary on Previous Studies

The reviewed studies collectively underscore the significant role of parental involvement in enhancing students' academic achievement, particularly in language learning contexts. Sujarwo and Herwin (2023) demonstrated through meta-analytic evidence that parental engagement has a consistently positive effect on students' academic performance, especially in English as a Foreign Language (EFL). Their findings support the theoretical foundation of the current study, which posits that parental support is a key driver in shaping language proficiency and motivation among learners.

The Saudi-based studies, including those by Alsanosi and Alabsi (2019) and Alsowayegh (2015), contribute context-specific insights relevant to the present research. Alsanosi and Alabsi highlighted the value of digital platforms in enhancing parental communication and home-based support, aligning with the current study's interest in understanding how parental involvement manifests in real-world Saudi classrooms. Alsowayegh's findings on passive parental mediation of English-language media reinforce the need for more intentional and structured home involvement—one of the core motivations for conducting the current investigation.

Furthermore, the study published by *Frontiers in Pediatrics* (2022) emphasizes the strong connection between parental educational background and literacy outcomes. While this study focused on early childhood and general literacy, it reinforces the broader notion that parental beliefs and behaviors deeply influence language development, a key concern of the present study targeting intermediate EFL learners in Saudi Arabia.

Despite these valuable contributions, existing literature remains limited in three ways: (1) there is a scarcity of quantitative studies focusing on male intermediate students in Saudi public schools; (2) few studies isolate the effect of parental gender on student outcomes; and (3) there is insufficient investigation into how parental involvement specifically affects English language achievement, as distinct from general academic performance.

Thus, the current study seeks to address these gaps by examining the direct impact of parental involvement—distinguishing between maternal and paternal roles—on the English language achievement of third intermediate students in Saudi public schools. Building upon and extending prior research, this study contributes localized, data-driven insights that can inform educational practice and policy related to family-school partnerships in the Saudi context.

Design and Methodology

This section described the study population, sample, variables, instrument, procedures and the statistical analyses that were used in the study. instrument, procedures followed, and the statistical methods employed for data analysis.

Research Methodology

This study employed a **quasi-experimental design** with pre-test and post-test measures to examine the impact of parental involvement on the academic achievement of third intermediate students in English as a Foreign Language (EFL) within public schools in Al-Qurayat, Saudi Arabia.

Research Design

The study adopted a quasi-experimental approach using a non-randomized control group. Two groups were formed: an experimental group, whose parents were actively involved in their learning process, and a control group, which received regular instruction without direct parental engagement. Both groups completed pre- and post-tests to assess changes in academic performance.

Population of the Study

The target population for this study included all third intermediate grade students enrolled in schools under the supervision of the Al-Qurayat Educational Directorate during the second semester of the 2024/2025 academic year.

Sample of the Study

The sample consisted of 113 third intermediate male students, selected purposefully from two public schools in Al-Qurayat: *Immam Mohammad Bin Saud School for Boys* and *Qulaib Khadher School for Boys*. The students were divided into four academic sections to ensure appropriate representation and to facilitate the experimental design of the study. Table (1) presents the distribution of the sample across the selected school sections.

Table 1: The Sample distribution

School	Control group	Experimental group	total
Immam Mohammad bin Saud school for boys	31	32	63
Qulaib Khadher school for boys	22	28	50
Total	53	60	113

Instrument of the Study

To collect the required data, the researcher developed a teacher-made achievement test based on the content of the *third intermediate English textbook*. The test was designed to assess students' mastery of vocabulary, grammar, reading comprehension, and language use in alignment with curriculum standards. Both validity and reliability were established to ensure the instrument's appropriateness for the research objectives.

Reliability of the Instrument

To verify the reliability of the test, the test-retest method was employed. The test was administered to a pilot group of 20 students, who were not part of the main sample but were drawn from the same schools. A two-week interval separated the two administrations. The correlation coefficient between the two test results was 0.83, which is considered a strong indicator of reliability for achievement tests, thus confirming the stability and consistency of the instrument.

Validity of the Instrument

To establish content validity, the initial version of the test (25 items) was submitted to a jury of subject matter experts, including five EFL professors from Saudi Arabia universities, and two English language supervisors from the Al-Qurayat Educational Directorate. The panel was invited to review the items for relevance, clarity, alignment with curriculum goals, and linguistic appropriateness. Based on their feedback, modifications were made. The final version of the test consisted of 20 items, revised and refined according to the jury's recommendations.

Study Procedures

The implementation of the study followed a systematic sequence of procedures to ensure clarity, validity, and accuracy in both data collection and analysis. These procedures were carried out as follows:

1. Obtaining formal approval from the Educational Directorate of Al-Qurayat: The researcher began by securing official permission from the Directorate of Education in Al-Qurayat. This step was essential to gain institutional access to schools and students and to ensure that the research was ethically sound and aligned with local educational regulations. The approval also allowed for coordination with school principals and teachers during the implementation phase.
2. Defining the population and selecting the study sample from two intermediate schools:
After obtaining the necessary approvals, the researcher identified the study population, which included all third intermediate students in Al-Qurayat. A purposive sampling technique was used to select 113 students from two boys' schools—Imam Mohammad Bin Saud School and Qulaib Khadher School. The selected students were then distributed into four sections and assigned to either the experimental or control group based on their class affiliation.
3. Designing and constructing the achievement test instrument: The researcher developed an achievement test aligned with the content and learning outcomes of the official third intermediate English textbook. The test aimed to measure students' proficiency in key language skills such as vocabulary, grammar,

reading comprehension, and writing. Special attention was given to content balance, language appropriateness, and clarity of instructions.

4. Conducting a pilot study to evaluate reliability:
To ensure the test's reliability, a pilot version was administered to a group of 20 students who were not part of the main study sample but shared similar characteristics. The test was applied twice with a two-week interval, and the correlation coefficient between the two administrations was calculated. The resulting reliability score (0.83) confirmed the consistency and dependability of the instrument.
5. Validating the instrument through expert review:
For content validation, the test was reviewed by a jury of four experts: two professors specializing in EFL at Mutah University and two English supervisors from the Al-Qurayat Educational Directorate. The panel provided feedback on the relevance, clarity, and appropriateness of each item. Based on their suggestions, the researcher revised the test, reducing it from 25 to 20 items to enhance its focus and quality.
6. Administering the pre-test and post-test to both the experimental and control groups:
Before the intervention, both groups completed the pre-test to establish a baseline of their English language performance. Following the parental involvement intervention, both groups were re-assessed using the same instrument as a post-test. This enabled the researcher to measure changes in performance and attribute improvements to the experimental treatment.
7. Applying structured parental involvement activities to the experimental group:
The parents of students in the experimental group received clear guidance and support materials designed to involve them in their children's English language learning. These activities included supervised reading, vocabulary reinforcement, regular communication with teachers, and structured homework assistance. The control group continued with their standard classroom instruction without additional parental involvement.
8. Analyzing the collected data using SPSS statistical software:
Upon completion of the intervention, data from both the pre-test and post-test were entered into SPSS. The researcher used descriptive statistics to summarize the performance data and inferential statistics—specifically, Two-Way ANOVA—to assess the significance of differences between groups and to evaluate the interaction effects of parental involvement and students' residential context.
9. Presenting and interpreting the results and discussion in accordance with the study objectives:

The final phase involved organizing the findings into coherent results, supported by tables and statistical evidence. The researcher then interpreted the findings in light of the study's hypotheses and existing literature. The discussion also addressed the implications of the results for educational practice and future research within the Saudi context, particularly regarding the integration of families into EFL instruction.

Statistical Analyses

To analyze the data collected from the achievement tests, the following statistical methods were used:

- Descriptive statistics (means and standard deviations) were calculated for both the pre-test and post-test scores in the experimental and control groups.
- Two-way Analysis of Variance (ANOVA) was conducted to compare the impact of parental involvement and the place of students' residence on academic achievement.
- Where appropriate, paired t-tests were used to measure the significance of change within groups over time.

Findings of the study and Discussion of the Findings of the Study

The primary purpose of this study was to examine the impact of parental involvement on the academic achievement of third intermediate students in English language classes in Saudi Arabian schools. To achieve this, the researcher employed a quasi-experimental design using an equivalent pre-test/post-test two-group structure, where one group received structured parental involvement (experimental group) while the other followed regular instruction without additional parental engagement (control group). To analyze the collected data, the researcher applied descriptive statistics (means and standard deviations) as well as inferential statistical methods, including Two-Way ANOVA and independent-sample t-tests, in order to determine whether the differences observed between groups were statistically significant. The results are presented in alignment with the study's research questions. To specifically assess whether a statistically significant difference existed between the achievement scores of the experimental and control groups, an independent samples t-test was conducted. The outcome of this test is summarized in Table 2.

Table 2: Means and Standard Deviations of the Achievement of two Groups on the Pretest

	GROUP	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pre	Experimental	60	55.35	7.05	.461	111	.646
	Control	53	54.74	7.09	.461	109.1 65	.646

Table 2 presents the results of the independent samples t-test conducted to examine whether there were any statistically significant differences between the experimental and

control groups prior to the intervention. The aim was to establish the equivalence of the two groups at the baseline level.

The results indicated that the difference between the two groups on the pre-test was not statistically significant at the 0.05 level of significance ($\alpha = 0.05$). Specifically, the mean score for the experimental group was 55.35, while the mean for the control group was 54.74, reflecting a very small difference in performance before the implementation of parental involvement strategies. The p-value associated with the comparison was 0.646, which is well above the accepted threshold ($p > 0.05$), confirming the lack of statistical significance.

Based on these findings, it was concluded that the two groups were statistically equivalent prior to the treatment. Therefore, any differences observed in the post-test results could be attributed to the effect of the parental involvement intervention, rather than to pre-existing disparities in English language proficiency.

The experimental group, in which parents were actively engaged in their children's educational activities, consisted of 60 male students, while the control group included 53 male students who received regular instruction without added parental involvement. The equivalence between groups at the outset validates the internal consistency of the experimental design and strengthens the reliability of subsequent comparisons. To determine if the two groups are equivalent in the level of their educational progress due to parental involvement, a posttest was conducted and Table 3 presents the results.

Table 3: t-test Results of the Experimental and the Control Groups on the Posttest.

	GROUP	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Post	Experimental	60	85.58	7.90	5.318	111	.000
	Control	53	76.15	10.87			

Table 3 displays the results of the post-test, which was conducted to assess the impact of parental involvement on students' academic achievement in English following the intervention. The findings indicate that there was a statistically significant difference at the 0.05 level ($\alpha = 0.05$) between the experimental and control groups, in favor of the experimental group.

Specifically, the mean score of the experimental group—whose parents were actively involved in their educational process—was 85.58, compared to 76.15 for the control group. This notable difference suggests that the parental involvement strategies implemented during the study had a positive and measurable effect on students' academic performance in English.

To further verify these findings, the researcher conducted a Two-Way Analysis of Variance (ANOVA) to examine whether the observed differences in post-test scores were statistically significant and whether they could be attributed to the group variable. The results

confirmed that the difference in post-test achievement scores between the experimental and control groups was statistically significant, again in favor of the experimental group. These results provide empirical support for the study's hypothesis, indicating that structured parental engagement contributes meaningfully to student success in English language learning. The findings reinforce existing literature highlighting the role of family-school collaboration in improving educational outcomes, especially in EFL contexts. To answer the second question about the effect of the gender of parents on the achievement of students, the researcher conducted a t-test. Table 4 shows the results

Table 4: t-test of the effect of gender

	GROUP Parent	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
POST	Male	35	83.46	8.779	-2.583	58	.012
	Female	25	88.56	5.324			

Table 4 presents the comparison of post-test achievement scores based on the gender of the participating parent in the experimental group. The results reveal that students whose mothers were involved in the educational process achieved higher mean scores than those whose fathers were involved.

The mean score for students with maternal involvement was 88.56, while the mean for those with paternal involvement was 83.46, indicating a clear difference in favor of female parental involvement. This suggests that mothers may have had a stronger or more consistent influence on their children's academic achievement in English.

Additionally, the standard deviation for the female parent group was 5.324, which is notably lower than the standard deviation of 8.779 for the male parent group. This indicates that the performance of students with maternal support was not only higher but also more consistent. The difference in standard deviations and mean scores was statistically significant, highlighting that parental gender played a role in the effectiveness of involvement.

Discussion of the Findings of the Study

Discussion

The findings of this study provide robust evidence that parental involvement exerts a significant positive effect on the academic achievement of third intermediate students in English as a Foreign Language (EFL). The improvement in post-test scores among students in the experimental group, compared to the control group, underscores the effectiveness of structured, school-guided parental engagement in enhancing student performance in language subjects.

From an interpretive standpoint, the improvement observed can be explained by several mechanisms. First, parental involvement likely provided students with more consistent

reinforcement of classroom content, particularly through home-based language activities such as vocabulary practice, reading aloud, and supervised homework completion. This interpretation aligns with Sujarwo and Herwin (2023), who demonstrated that structured family engagement—especially when tied directly to academic goals—has measurable benefits in language-related achievement. Their meta-analysis also emphasized the importance of daily interaction and the home learning environment, which the current study operationalized through specific activities and parent guidance.

Second, the significant impact of maternal involvement observed in this study may be attributed to the emotional and communicative nature of mother-child interactions. The mothers in the experimental group may have provided more nurturing, patient, and linguistically rich support, which translated into increased student confidence and willingness to engage with the subject matter. This interpretation is supported by *Frontiers in Pediatrics* (2022), which found that maternal involvement, particularly in literacy development, tends to be more consistent and emotionally supportive, thereby creating optimal conditions for language acquisition. Additionally, lower standard deviation scores in the maternal group suggest more uniform and stable performance, possibly due to structured and repetitive language support in the home.

Third, the improvement in achievement may also reflect a motivational boost in students who perceived their parents' involvement as a sign of encouragement and validation. According to Bandura's social-cognitive theory (1977), such external reinforcement contributes to greater academic self-efficacy, which enhances effort, persistence, and ultimately performance. This is consistent with the current findings, where students whose parents actively participated in their learning process not only performed better but did so with increased consistency. Though the study did not directly measure motivation, the results imply that perceived parental interest in schoolwork fosters a positive academic mindset in students.

The study's findings also corroborate those of Alsanosi and Alabsi (2019), who showed that when Saudi parents used digital platforms like Edmodo to support their daughters' EFL learning, performance improved. While this current study did not utilize digital tools, the underlying principle remains the same: when parental engagement is intentional, guided, and aligned with school objectives, it results in academic benefits. The difference lies in the delivery method—whether digital or traditional—and the key insight is that structured involvement outperforms passive awareness.

In contrast to this structured approach, Alsowayegh (2015) found that many Saudi parents were supportive of their children's English learning via television and media but lacked deliberate strategies for converting passive exposure into meaningful learning. The current study addressed this limitation by offering clear parental roles, instructions, and follow-up mechanisms, which likely contributed to the observed achievement gains. This suggests that

simply valuing English education is insufficient—parents need concrete tools and direction to turn intention into impact.

It is also worth noting that while many parents were willing to support their children's academic journey, they may have lacked the training or confidence to do so effectively prior to intervention. The structured parental involvement in this study helped bridge that gap, offering a model that could be replicated by schools, especially in contexts where parents are unsure of how to contribute meaningfully to their child's academic development. Moreover, the findings relating to the lack of statistically significant differences in pre-test scores validate the experimental design and confirm that the post-test differences were not due to pre-existing academic gaps but are instead attributable to the intervention itself. This strengthens the causal inference and confirms that parental involvement was the driving factor behind the students' academic improvement in English.

Finally, the results also have cultural significance. In the Saudi context, schools traditionally maintain limited two-way communication with families. This study demonstrates that when schools take the initiative to guide and involve parents systematically, it can yield substantial academic returns. These findings therefore carry implications not only for classroom instruction but also for school policy, family outreach strategies, and curriculum support programs.

Recommendations

In light of the findings of this study, which demonstrated a positive and statistically significant impact of structured parental involvement on students' achievement in English as a Foreign Language (EFL), the following recommendations are proposed to enhance future educational practices and research:

- Extend the duration of parental involvement programs to promote sustained engagement and achieve stronger long-term academic results.
- Conduct further studies on parental involvement across different subjects, grade levels, and regions to understand broader and contextual effects.
- Investigate the impact of parent gender on student outcomes more deeply.
- Integrate parent training programs in schools to equip parents with effective support strategies, especially for English language learning.
- Strengthen school-parent communication through regular updates, meetings, and digital platforms to enhance academic collaboration.

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