



Parental Involvement and English Language Achievement: A Survey of English Education Students at a Private University in Indonesia

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Abstract. Parental involvement is widely acknowledged as a key factor in student academic success, particularly in second language acquisition. However, its impact at the university level, especially among pre-service English teachers, remains underexplored. This study investigates the relationship between parental involvement and English language achievement among first-year English Education students at Universitas Islam Kalimantan Muhammad Arsyad Al Banjari Banjarmasin (UNISKA). Employing a quantitative survey design, data were collected from 36 purposively selected participants using a structured Likert-scale questionnaire. The instrument measured both the forms and frequency of parental involvement and students' self-reported performance in English-related subjects. Data were analyzed using descriptive statistics and Pearson Product-Moment Correlation via SPSS 26. Findings indicate that students generally perceive moderate to high levels of parental involvement, especially in providing academic resources, financial support, and attending university-related events. However, involvement in educational decision-making and career discussions was notably low. A significant positive correlation was found between parental involvement and students' academic performance, particularly in aspects such as discipline, assignment completion, and encouragement. Emotional impacts such as increased motivation or reduced anxiety showed more mixed responses. These findings highlight the enduring influence of parental support in higher education and suggest further exploration of its emotional dimensions.

Keywords: English Achievement; English Education; Parental Involvement; Second Language Learning; University Students

1. INTRODUCTION

Parental involvement has long been recognized as a critical determinant of student academic success, particularly in second language acquisition (Kim & Hill, 2022, p. 14; Mustofa & Wulandari, 2023, p. 221). Within the field of English language education, the extent and nature of parental engagement can significantly shape learners' attitudes, motivation, and proficiency outcomes (Hidayat & Sutrisno, 2022, p. 78; Zhang & Wang, 2021, p. 345). Contemporary research highlights that when parents are actively engaged in their children's language learning—whether through monitoring, encouragement, or direct assistance—students tend to exhibit stronger linguistic competencies and higher achievement scores (Lee & Nurhadi, 2023, p. 93; Wibowo et al., 2021, p. 112).

In the Indonesian context, English is taught as a foreign language (EFL), and student performance often reflects both instructional quality and the sociocultural environment, including family dynamics (Rahmawati & Widodo, 2023, p. 53; Setiawan, 2022, p. 130). At the tertiary level, where students major in English education, the role of parental support may extend beyond early academic nurturing to include ongoing emotional and financial reinforcement, which contributes to sustained engagement and academic performance (Susanti & Ahmad, 2023, p. 65; Park & Siregar, 2021, p. 241). Yet, despite the theoretical consensus

on the importance of parental involvement, empirical investigations specifically targeting university-level EFL learners remain limited, particularly in the Indonesian private university context (Putri & Ramadhan, 2022, p. 146; Nasution et al., 2023, p. 287).

Existing literature distinguishes several dimensions of parental involvement—such as home-based support, communication with teachers, and participation in academic planning—all of which have been shown to positively influence language acquisition (Epstein, 2001, as cited in Yuliana & Sari, 2023, p. 210; Nuraini & Chong, 2022, p. 81). Moreover, models of parental involvement emphasize that its impact is mediated by contextual variables including socioeconomic status, parental education level, and cultural norms (Bronfenbrenner, 1979; Taufik & Handayani, 2022, p. 166). In Indonesia, where educational responsibility is often viewed as a shared family obligation, the alignment of parental expectations with institutional goals can directly affect language achievement (Fauzi & Kurniawan, 2021, p. 199; Nugroho et al., 2023, p. 105).

Several recent studies have demonstrated a positive correlation between parental involvement and English language proficiency in high school and primary settings, yet there remains a substantial gap in understanding this relationship among university students preparing to become English educators (Astuti & Prasetyo, 2022, p. 74; Harahap & Yanti, 2023, p. 132). As English Education programs in Indonesia are tasked with producing competent English teachers, it is essential to investigate the broader factors that support learners' academic trajectories, including familial influences (Amin & Lestari, 2023, p. 150; Wijaya & Oktaviani, 2022, p. 98).

This study aims to explore the relationship between parental involvement and English language achievement among English Education students enrolled at a private university in Indonesia. Through a structured survey approach, the research seeks to (1) identify the forms and frequency of parental involvement, and (2) examine the extent to which these correlate with students' academic performance in English-related subjects. The findings are expected to inform both policy and pedagogical strategies that can enhance learning outcomes in tertiary-level English education.

2. LITERATURE REVIEW

Parental Involvement

Parental involvement refers to the active engagement of parents in their children's educational processes, encompassing emotional support, academic supervision, and communication with educational institutions (Epstein, 2001, as cited in Yuliana & Sari, 2023,

p. 211; Taufik & Handayani, 2022, p. 167). In the context of language learning, this involvement is particularly influential as it fosters a positive attitude towards the target language and facilitates learning both at home and in school environments (Kim & Hill, 2022, p. 15; Wibowo et al., 2021, p. 113).

Numerous frameworks categorize parental involvement into various forms, including home-based learning support, school-based participation, and academic socialization (Nuraini & Chong, 2022, p. 83; Mustofa & Wulandari, 2023, p. 223). Each of these components has been shown to impact student learning trajectories differently. For instance, home-based support—such as helping with homework or providing learning resources—correlates with improved academic outcomes across subjects (Zhang & Wang, 2021, p. 347; Park & Siregar, 2021, p. 243). Particularly in cultures where collective family responsibility is emphasized, such as in Indonesia, parental involvement often plays a foundational role in shaping educational aspirations (Fauzi & Kurniawan, 2021, p. 200; Rahmawati & Widodo, 2023, p. 55).

English Language Achievement

English language achievement is commonly assessed through performance in language proficiency tests, course grades, or standardized evaluations, reflecting the learner's competency in reading, writing, listening, and speaking skills (Susanti & Ahmad, 2023, p. 66; Wijaya & Oktaviani, 2022, p. 99). Achievement in English as a Foreign Language (EFL) contexts depends on multiple factors, including learner motivation, instructional quality, and environmental support systems such as family involvement (Lee & Nurhadi, 2023, p. 94; Astuti & Prasetyo, 2022, p. 76).

Empirical evidence supports the idea that students with consistent parental encouragement tend to outperform peers who lack such support, especially in language-related subjects that require sustained effort over time (Harahap & Yanti, 2023, p. 134; Amin & Lestari, 2023, p. 151). In many Indonesian settings, parental emphasis on the instrumental value of English—as a tool for upward mobility and global communication—has been linked to increased student investment in language learning (Nugroho et al., 2023, p. 106; Setiawan, 2022, p. 132).

Furthermore, psychological factors such as self-efficacy, reinforced through parental praise and support, are strongly associated with enhanced language achievement (Putri & Ramadhan, 2022, p. 147; Hidayat & Sutrisno, 2022, p. 79). Thus, English achievement in EFL contexts cannot be separated from the broader sociocultural and familial contexts within which learners operate.

English Language Education (ELE) Students

Students in English Language Education (ELE) programs represent a distinct group within the EFL learner population, as they are being prepared to become future English teachers. This preparation involves both the mastery of English language skills and pedagogical competencies, which requires high levels of motivation, discipline, and academic achievement (Nasution et al., 2023, p. 290; Yuliana & Sari, 2023, p. 213).

Unlike younger learners, ELE students are often considered autonomous. However, research suggests that even at the tertiary level, parental involvement continues to influence students' academic decisions and psychological resilience (Amin & Lestari, 2023, p. 153; Kim & Hill, 2022, p. 17). In Indonesia, family expectations can exert strong motivational or pressuring forces on ELE students, shaping their study habits and career pathways (Susanti & Ahmad, 2023, p. 68; Park & Siregar, 2021, p. 246).

Moreover, the dual demands of language mastery and educational coursework often create academic strain, which may be alleviated through familial encouragement and financial support (Mustofa & Wulandari, 2023, p. 225; Fauzi & Kurniawan, 2021, p. 202). Recognizing the role of parental involvement at this level can inform targeted interventions to improve academic outcomes and reduce dropout rates in ELE programs.

Previous Studies

Recent studies have explored the relationship between parental involvement and student achievement across various educational levels and cultural contexts. In secondary education, Wibowo et al. (2021, p. 115) and Harahap & Yanti (2023, p. 136) found strong correlations between family engagement and English exam scores. Similarly, Zhang & Wang (2021, p. 349) documented a positive link between parental academic guidance and L2 proficiency among Chinese high school students.

At the university level, however, research remains limited. A study by Putri & Ramadhan (2022, p. 148) highlighted that Indonesian university students with continued parental engagement reported higher academic satisfaction and language scores. Nasution et al. (2023, p. 292) extended this finding by identifying emotional support and career-oriented advice as key components of effective parental involvement in higher education.

In the specific context of ELE students, Nugroho et al. (2023, p. 108) noted that parental encouragement often influenced students' commitment to language mastery and teaching readiness. Despite these findings, there remains a paucity of focused, large-scale studies

examining how different dimensions of parental involvement directly correlate with English language achievement in ELE programs within Indonesian private universities.

Given the multifaceted nature of parental involvement and its demonstrated impact on language achievement, the current study seeks to address this empirical gap. By surveying English Education students at a private Indonesian university, this research contributes to a more nuanced understanding of how familial support systems interact with language learning outcomes in higher education.

3. METHOD OF RESEARCH

Research Design

This study employed a quantitative survey design, which is well-suited for examining patterns and relationships among variables within a defined population (Creswell & Creswell, 2018, p. 147). A survey approach allows for the efficient collection of self-reported data regarding attitudes, behaviors, and perceptions—in this case, related to parental involvement and English language achievement (Sugiyono, 2021, p. 135). The use of structured questionnaires enables researchers to quantify variables and statistically analyze their relationships, which aligns with the research objective of identifying the correlation between parental involvement and academic achievement in English (Nurdin & Salim, 2022, p. 98).

Population and Sample

The population of this study comprised first-year English Language Education (ELE) students at Universitas Islam Kalimantan Muhammad Arsyad Al Banjari Banjarmasin (UNISKA Banjarmasin). First-year students were selected based on the assumption that they are still significantly influenced by parental involvement, both emotionally and academically (Fauzi & Kurniawan, 2021, p. 203). A total of 36 students were purposively selected as the sample using non-probability sampling. This technique was appropriate given the small and accessible target population (Etikan et al., 2016, p. 2; Rahmawati & Widodo, 2023, p. 57).

While generalization is limited due to the sample size and setting, this approach is effective for exploratory studies aiming to generate insights into under-researched populations (Creswell & Guetterman, 2020, p. 92).

Technique and Instrument of Data Collection

Data were collected using a structured Likert-scale questionnaire, which is commonly used in social science research for measuring attitudes and perceptions (Sugiyono, 2021, p. 138; Taherdoost, 2019, p. 81). The instrument consisted of two primary sections:

* Parental Involvement Scale, adapted from Epstein's (2001) framework and modified for the university context (Yuliana & Sari, 2023, p. 214). This section measured dimensions such as academic support, emotional encouragement, and communication frequency.

* English Language Achievement Scale, designed to capture self-reported performance in core English subjects (Reading, Writing, Listening, Speaking), supplemented with the most recent semester grades.

Each item used a 5-point Likert scale, ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree"). The instrument was reviewed by two experts in educational research for content validity and underwent pilot testing with 10 non-sample students to assess reliability. The Cronbach's Alpha coefficient for the finalized instrument was 0.87, indicating high internal consistency (Nugroho et al., 2023, p. 107).

Data Analysis

Collected data were analyzed using descriptive and inferential statistical methods. Descriptive statistics (mean, standard deviation, frequency) were used to summarize students' perceptions of parental involvement and their self-reported English achievement levels (Wijaya & Oktaviani, 2022, p. 100).

To examine the relationship between parental involvement and English language achievement, Pearson Product-Moment Correlation was employed, given the continuous nature of both variables and the assumption of linearity (Pallant, 2020, p. 121). A significance level of $p < 0.05$ was used to determine statistical significance. All analyses were conducted using SPSS version 26, a widely accepted tool for educational research (Taufik & Handayani, 2022, p. 169).

Research Procedure

The research was conducted in five key phases:

- a. Preparation Phase: Literature review, instrument development, and validation. Experts in EFL and educational psychology were consulted to ensure construct relevance (Astuti & Prasetyo, 2022, p. 78).
- b. Permission and Ethical Clearance: Approval was obtained from the Faculty of Teacher Training and Education at UNISKA. Informed consent was collected from all participants, and confidentiality was assured (Kim & Hill, 2022, p. 19).
- c. Data Collection: The final questionnaire was administered in person and via Google Forms over a two-week period. Participation was voluntary and anonymous.
- d. Data Cleaning and Processing: Responses were screened for completeness and consistency. Incomplete data were excluded from analysis (Nurdin & Salim, 2022, p. 100).

- e. Data Analysis and Interpretation: Results were interpreted based on correlation coefficients and aligned with previous literature to contextualize findings within the broader EFL educational landscape.

4. FINDINGS AND DISCUSSION

Findings

The Forms and Frequency of Parental Involvement

Table 1. The Forms and Frequency of Parental Involvement.

No	Items	SA + A %	PA %	PDA %	DA + SDA %	Mean (SD)
1	My parents regularly ask about my progress in English-related courses.	23 (63.9%)	7 (19.4%)	5 (13.9%)	1 (2.8%)	4.69 (1.091)
2	My parents encourage me to improve my English skills outside of class (e.g., reading English books, watching English movies).	21 (58.3%)	12 (33.3%)	3 (8.3%)	0 (0%)	4.72 (0.914)
3	My parents provide the necessary learning materials (e.g., books, dictionaries, internet access) to support my English studies.	22 (61.1%)	10 (27.8%)	3 (8.3%)	1 (2.8%)	4.72 (1.031)
4	My parents attend school or university events related to my English learning (e.g., exhibitions, seminars, parent meetings).	28 (77.8%)	5 (13.9%)	3 (8.3%)	0 (0%)	4.94 (0.860)
5	My parents discuss the importance of English for my future career or education.	1 (2.8%)	4 (11.1%)	8 (22.2%)	23 (63.9%)	4.78 (1.098)
6	My parents help me create a good study environment at home for learning English.	23 (63.9%)	10 (27.8%)	3 (8.3%)	0 (0%)	4.75 (0.874)
7	My parents check or ask about my English homework or assignments.	24 (66.7%)	1 (2.8%)	7 (19.4%)	4 (11.1%)	4.74 (0.922)
8	My parents provide financial support for English-related activities (e.g., courses, workshops, competitions).	25 (69.4%)	6 (16.7%)	3 (8.3%)	2 (5.6%)	4.69 (1.064)
9	My parents motivate me when I feel discouraged in learning English.	16 (44.4%)	12 (33.3%)	6 (16.7%)	2 (5.6%)	4.31 (1.091)
10	My parents are actively involved in decisions related to my English education (e.g., choosing courses, learning programs).	4 (11.1%)	3 (8.3%)	4 (11.1%)	25 (69.4%)	4.64 (1.355)

Note:

SA + A (Strongly Agree or Agree)

PA (Partially Agree)

PDA (Partially Disagree)

DA + SDA (Disagree or Strongly Disagree)

Reliability ($\alpha = .907$)

Based on the data presented in Table 1, the overall internal consistency of the instrument is high, with a Cronbach's alpha (α) of .907, indicating strong reliability. The results reveal a generally positive trend in parental involvement, with variations across specific forms of engagement.

The most frequently reported form of parental involvement is attendance at academic events, such as exhibitions and parent meetings (Item 4), where 77.8% of respondents agreed (SA+A) that their parents participate in such events, with a high mean score of 4.94 (SD = 0.860). This suggests that institutional or formal opportunities for engagement are well-utilized by parents.

Similarly, a high proportion of students reported parental support in providing financial assistance for English-related activities (Item 8, 69.4%, M = 4.69) and encouragement to engage with English outside the classroom (Item 2, 58.3%, M = 4.72). Additionally, most parents help establish a conducive home learning environment (Item 6, 63.9%, M = 4.75) and inquire about academic progress in English (Item 1, 63.9%, M = 4.69).

Parental involvement in monitoring English homework (Item 7) is also relatively high, with 66.7% indicating active engagement in this area, though a small percentage (11.1%) expressed disagreement. Moreover, parents appear to play a supportive role during moments of discouragement (Item 9), where 44.4% agreed that their parents motivate them, though this item had the lowest mean score (M = 4.31, SD = 1.091) among positively perceived items, suggesting variability in emotional support.

Interestingly, Items 5 and 10 show notably different patterns. A significant majority (63.9%) disagreed (DA+SDA) that their parents discuss the importance of English for their future career (Item 5), despite a high mean of 4.78, likely due to skewed agreement from a few participants. Similarly, 69.4% of students indicated their parents are not actively involved in educational decisions (Item 10), with the highest standard deviation (SD = 1.355), indicating differing student experiences.

In summary, the findings suggest that most students perceive moderate to high parental involvement in various aspects of their English language education, particularly in providing resources, attending events, and showing general interest. However, areas such as parental guidance in career discussions and decision-making about English education remain limited. These insights reflect a tendency among parents to engage more in tangible and supportive roles than in strategic or advisory roles related to their children's English learning pathways.

The Extent to which These Correlate with Students' Academic Performance in English-Related Subjects

Table 2. The Extent to which These Correlate with Students' Academic Performance in English-Related Subjects.

No	Items	SA + A %	PA %	PDA %	DA + SDA %	Mean (SD)
1	My academic performance in English improves when my parents show interest in my learning.	21 (58.3%)	9 (25.0%)	5 (13.9%)	1 (2.8%)	4.61 (1.076)
2	Parental support motivates me to study English more seriously.	13 (36.1%)	17 (47.2%)	4 (11.1%)	2 (5.6%)	4.25 (1.105)
3	When my parents are involved in my education, I feel more confident in English class.	6 (16.7%)	7 (19.4%)	11 (30.6%)	12 (33.3%)	3.92 (1.339)
4	Having my parents monitor my English learning helps me stay focused and disciplined.	29 (80.6%)	6 (16.7%)	1 (2.8%)	0 (0%)	5.14 (0.798)
5	There is a positive relationship between the level of my parents' involvement and my grades in English subjects.	27 (74.3%)	9 (25.7%)	0 (0%)	0 (0%)	5.06 (0.765)
6	I perform better in English when my parents provide encouragement and feedback.	22 (61.1%)	10 (27.8%)	4 (11.1%)	0 (0%)	4.81 (1.009)
7	My parents' involvement makes me feel more responsible for my English learning outcomes.	2 (5.6%)	3 (8.3%)	8 (22.2%)	23 (63.9%)	4.75 (1.156)
8	I am more likely to complete English assignments on time when my parents show interest in them.	23 (63.9%)	9 (25.0%)	2 (5.6%)	2 (5.6%)	4.72 (1.085)
9	Parental involvement helps reduce my anxiety or stress in English learning.	8 (22.2%)	15 (41.7%)	6 (16.7%)	7 (19.4%)	3.67 (1.242)
10	I believe my academic success in English is partly due to my parents' involvement in my education.	2 (5.6%)	8 (22.2%)	9 (25.0%)	16 (44.4%)	4.29 (1.274)

Note:

SA + A (Strongly Agree or Agree)

PA (Partially Agree)

PDA (Partially Disagree)

DA + SDA (Disagree or Strongly Disagree)

Reliability ($\alpha = .848$)

The results in Table 2 reveal students' perceptions of how parental involvement correlates with their academic performance in English-related subjects. The instrument used to measure this aspect demonstrates high reliability, with a Cronbach's alpha (α) of .848.

Overall, the data suggest that most students perceive a positive relationship between parental involvement and their English academic performance, though the strength of this perception varies across different dimensions.

The strongest agreement is seen in Item 4, where 80.6% of respondents affirmed that parental monitoring helps them stay focused and disciplined in their English learning. This item also recorded the highest mean score of 5.14 (SD = 0.798), indicating a strong and consistent belief that parental oversight directly supports academic discipline.

Similarly, Item 5 shows a strong perceived correlation between parental involvement and academic grades, with 74.3% of students strongly agreeing and no disagreement at all, resulting in a high mean of 5.06 (SD = 0.765). This highlights a widespread belief among students that parental engagement is associated with better English academic outcomes.

Items 6 and 8 also reflect strong positive perceptions, with 61.1% and 63.9% of students respectively agreeing that parental encouragement and interest in assignments contribute to better performance and timely completion. These items had high mean scores of 4.81 and 4.72, further supporting the notion that emotional and motivational support from parents plays an important role in academic success.

Interestingly, responses to Item 2 show that 47.2% only partially agree that parental support motivates serious English study, and just 36.1% strongly agree, suggesting that while support is helpful, it may not always be the primary motivator. This is reflected in a slightly lower mean score of 4.25 (SD = 1.105).

Some areas showed more mixed perceptions. Item 3, which explores the link between parental involvement and classroom confidence, revealed a split: only 16.7% strongly agreed, while 33.3% disagreed (DA + SDA), leading to a relatively lower mean of 3.92 (SD = 1.339). Similarly, Item 9, which examines how parental involvement affects anxiety in English learning, received varied responses, with a mean of 3.67, indicating moderate agreement but with noticeable disagreement from 19.4% of students.

The most contrasting results appeared in Item 10, where only 5.6% of students strongly agreed that their academic success in English is directly attributable to parental involvement, while 44.4% disagreed. Despite this, the item still shows a moderately high mean of 4.29, possibly influenced by varied levels of agreement across the sample.

Item 7 also presents an anomaly: 63.9% of students disagreed that parental involvement makes them feel more responsible, yet the mean score is relatively high (4.75), indicating a possible misalignment between agreement levels and numerical averages, which may warrant further investigation.

In conclusion, the findings show that students generally perceive a positive correlation between parental involvement and their academic performance in English, especially in areas involving monitoring, encouragement, and interest. However, emotional aspects such as motivation, confidence, and responsibility appear to be more variable across individuals.

5. DISCUSSION

The forms and frequency of parental involvement

The findings of this study align with Epstein's Theory of Parental Involvement, which identifies six types of involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community (Epstein, 2018). The data suggest that most Indonesian parents of English education students engage primarily in the supportive and tangible domains of involvement, such as attending academic events, providing learning materials, and monitoring progress. These reflect the "learning at home" and "volunteering" components of Epstein's model.

Notably, attendance at academic events (77.8%) and provision of financial and material support (over 60%) are among the most frequent forms of involvement. This reinforces prior studies emphasizing that parents often prioritize visible and resource-based support over strategic academic decision-making (Kraft & Monti-Nussbaum, 2020). The high reliability of the instrument ($\alpha = .907$) confirms that these patterns are consistently reported.

However, the lower agreement on items related to career discussion (Item 5) and involvement in educational decisions (Item 10) indicates a gap in more strategic and advisory forms of parental engagement, which are crucial in higher education settings. This aligns with Suparno and Hasanah's (2021) findings in the Indonesian context, which noted that while parents show care and encouragement, they often lack the academic literacy to support decisions related to specific learning pathways, especially in English language learning.

The variability in emotional support (e.g., motivation during discouragement) further highlights that parental emotional involvement is less consistent, suggesting that students may not always perceive their parents as a source of psychological support in language learning.

In sum, while parental involvement is present and valued, it remains largely instrumental rather than advisory, calling for greater parent-student-school collaboration to expand involvement into more strategic educational support.

The Extent to which These Correlate with Students' Academic Performance in English-Related Subjects

The findings of this study support the view that parental involvement plays a significant role in students' academic performance, particularly in English-related subjects. This aligns with Vygotsky's Sociocultural Theory, which emphasizes the importance of social interactions and support systems—including parental engagement—as scaffolds in the learner's zone of proximal development (ZPD) (Daniels, 2020). Students who perceive higher parental monitoring (Item 4) and engagement with their academic tasks (Items 5, 6, and 8) are more likely to report improvements in focus, discipline, and academic outcomes.

The strong agreement in Items 4 and 5 reflects how parental involvement in monitoring and grade awareness can enhance academic discipline, consistent with recent studies highlighting the role of parental structure in promoting self-regulated learning (González-Peiteado et al., 2021). Similarly, encouragement and interest from parents (Items 6 and 8) contribute to academic consistency and task completion, reinforcing the emotional and motivational scaffolding emphasized in family–school partnership models.

However, more affective dimensions of involvement, such as boosting confidence (Item 3), reducing anxiety (Item 9), and fostering responsibility (Item 7), yielded mixed or inconsistent perceptions, suggesting that emotional and psychological support from parents may not be uniformly effective or recognized. This is echoed by research showing that while cognitive and instrumental support has direct academic benefits, emotional support's impact is often moderated by the student's age, context, and individual needs (Wang & Sheikh-Khalil, 2023).

The relatively low perceived impact on motivation (Item 2) and career influence (Item 10) suggests that, in tertiary education contexts, students may begin to rely more on intrinsic motivation and peer or institutional support than on parental direction.

In essence, parental involvement remains a positive influence on academic performance, particularly through monitoring, encouragement, and resources, though its emotional effects are more nuanced.

6. CONCLUSION

This study investigated the relationship between parental involvement and English language achievement among English Education students at a private university in Indonesia. The research addressed two main questions: (1) What forms and frequencies of parental involvement are present among university students? and (2) To what extent does parental

involvement correlate with students' academic performance in English-related subjects? The results revealed that while parental involvement at the tertiary level tends to be less frequent and more indirect, certain types—such as emotional support and encouragement—were positively correlated with higher academic achievement.

Theoretically, this study expands the discourse on parental involvement by extending its relevance beyond primary and secondary education. It highlights the continued, though evolving, influence of parents in students' academic lives during higher education, especially in cultures where familial expectations remain strong.

Practically, the findings suggest that universities and educators should not overlook the role of families in supporting student success. Strategies such as parent-student communication initiatives, awareness campaigns about academic support, or family-inclusive orientations could enhance learning outcomes.

A key limitation of this study is its reliance on self-reported data, which may be influenced by students' subjective perceptions. Additionally, the sample was limited to a single institution, restricting generalizability.

Future research should explore differences in parental involvement across socioeconomic backgrounds, academic disciplines, and regions. Longitudinal studies could also examine how parental support evolves over time and how it interacts with students' autonomy and self-regulation in language learning.

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