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## Influence of Parental Involvement and School Environment on Pupils' Academic Performance in The English Language

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### ABSTRACT

This study examines the factors influencing academic performance, specifically in the context of English language proficiency, among students in Nigeria. The importance of English language proficiency in the Nigerian education system is highlighted, as it serves as the medium of instruction and the language of textbooks. Despite its significance, students' performance in written and spoken English is generally poor. The study emphasizes the role of various factors, including student-related factors (interest, motivation, study habits), teacher-related factors (teaching methods, experience, workload), and parental involvement in students' academic performance. Parental involvement is seen as crucial in shaping children's educational and environmental transformation, with active participation from parents positively impacting children's development, behavior, motivation, and academic performance. The study also recognizes the influence of the school environment on academic performance, emphasizing the need for a conducive learning environment with adequate resources and support services. The findings suggest that parental involvement and a supportive school environment contribute to improved academic performance. Overall, this study underscores the importance of addressing these factors to enhance students' English language proficiency and academic achievement in Nigeria.

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## 1. INTRODUCTION

Generally, many factors influence the teaching and learning process. Nowadays, there is no doubt about the importance of English studies in education. The complexity of academic performance begins with its conceptualization. Sometimes it is referred to as school readiness, academic achievement, and school performance. However, the difference in concepts is generally only explained by semantics, as they are used as synonyms. Conventionally, it has been agreed that academic performance should be used in university populations, while school performance should be used in regular and alternative basic education populations.

Several authors agree that academic performance is the result of learning, influenced by the teaching activity of the teacher and demonstrated by the student. From a humanistic approach, [Martinez \(2007\)](#) states that academic performance is "the product provided by the students, usually expressed through school grades." [Pizarro \(1985\)](#) refers to academic performance as a measure of the indicative and responsive abilities that estimate what a person has learned as a result of the educational or training process. According to [Caballero et al. \(2007\)](#), academic performance involves meeting goals, achievements, and objectives set in the program or course that a student attend. These achievements are expressed through grades, which are the result of assessments that determine whether a student has passed certain tests, subjects, or courses. Torres and Rodríguez (2006, as cited by Willcox) define academic performance as the level of knowledge demonstrated in an area or subject compared to the norm, and it is generally measured using the grade point average.

The purpose of school or academic performance is to achieve an educational goal, namely learning. In this regard, there are several components of the complex unit called performance. They are learning processes facilitated by the school, involving the transformation from one state to another, and they are achieved through the integration of cognitive and structural elements. Performance varies depending on circumstances, and organic and environmental conditions, which determine skills and experiences. Academic performance is influenced by factors such as intellectual level, personality, motivation, skills, interests, study habits, self-esteem, and the teacher-student relationship. When a gap occurs between academic performance and the student's expected performance, it is referred to as diverging performance. Unsatisfactory academic performance falls below the expected level, and sometimes it can be related to teaching methods.

Annie, Howard, and Mildred ([Arhad et al., 2015](#)) also indicate that academic performance measures educational outcomes. They stress that it shows and measures the extent to which educational institutions, teachers, and students have achieved their educational goals. Academic performance is a measurable and observable behavior of a student within a specific period. They add that it consists of scores obtained by a student in assessments such as class exercises, class tests, mid-semester exams, mock examinations, and end-of-semester examinations. The academic performance of students is defined by their performance in examinations, tests, and coursework.

Students' academic performance has a direct impact on the socio-economic development of a country. Similarly, [Farooq et al. \(2011\)](#) assert that students' academic performance serves as a foundation for knowledge acquisition and the development of skills. Additionally, [Farooq et al. \(2011\)](#) emphasize that the topmost priority of all educators is the academic performance of students. According to [Narad and Abdullah \(2016\)](#), academic performance is the knowledge gained, which is assessed by marks assigned by a teacher and/or the educational goals set by students and teachers to be achieved over a specific period.

Students play a critical role in their academic performance. Student factors, such as developing an interest in a subject, engaging in co-curricular activities, regular studying, self-motivation, punctuality in school (Khan & Ahmed, 2013), and student's personal goals as well as personality traits, affect their academic performance. According to Maric and Sakac (2014), student factors that affect their academic performance can be classified as internal and social factors. They found that internal factors influencing students' academic performance included interest in the content of a subject, internal satisfaction, and aspiration. Social factors also included social prestige and material rewards. Students' level of interest in a subject influence their academic performance. Students' attitudes toward school and their interest in learning influence their academic performance.

Moreover, A positive relationship between students' school attendance and academic performance. Teachers play a vital role in students' academic performance. A study conducted by Kimani, Kara, and Njagi in Kenya on teacher factors influencing academic achievement found that teachers' experience, age, gender, and professional qualifications had no effect. Scholars have given credence to the notion that the English language is crucial to the Nigerian education system. It serves as the medium of instruction, especially at the upper primary, secondary, and tertiary levels, and is also the language used in textbooks. Therefore, English is the gateway through which students access knowledge in other subject areas. Due to this importance, there is a strong belief that mastering the English language leads to better academic performance. However, it is essential to note that assimilating into the English culture does not necessarily equate to mastering the language.

English has been rated as the world's most popular language, facilitating communication across continents. As the language of formal education in Nigeria, English plays a vital role in the acquisition of knowledge. Without English, formal education would be impossible to acquire in Nigeria. Despite its significance, the performance and proficiency of students in written and spoken English are generally poor.

Nonetheless, all stakeholders in Nigeria's education system, including parents, guardians, teachers, and counselors, are deeply concerned about students' academic performance and its correlation with academic standards. Academic performance is considered a crucial instrument for national development, yet it is disheartening to observe that students' academic performance in Nigeria, particularly in the English Language, is not encouraging and for any child to perform excellently, there is a need for parental involvement.

Parent involvement has always been an essential component of the teacher-student-school dynamic. Parents, as important stakeholders in the school community, play a significant role in their child's educational and environmental development. The extent of parents' participation in their child's education and school is of utmost importance. Many parents actively engage by assisting in classrooms, maintaining regular communication with teachers, helping with homework, participating in school projects, and discussing their child's academic strengths and weaknesses with teachers. Unfortunately, some parents remain passive and disengaged in their child's education, demonstrating an "I-don't-care" attitude. They are absent from school premises and fail to support their children's educational goals.

Parents are among the most influential factors in their children's development. They have the authority and ability to shape and nurture their children, fostering motivation, inspiration, and leniency through explicit involvement in learning activities. Encompasses attitudes, actions, styles, and events both inside and outside the school environment that support children's academic or behavioral success. Actively involved parents have a positive and significant impact on their children's lives, including their development, behavior, motivation, and academic performance.

Parental involvement in their children's learning not only improves a child's morale, attitude, and academic achievement across all subject areas but also promotes better behavior and social adjustment. It further states that family involvement in education helps children grow up to be productive, responsible members of society. This means that involving parents in their children's education indicates that the school is proactive in implementing changes or development among the students. As parental involvement increases, teachers and school administrators also have a greater chance to achieve quality reform in education.

True school reform will always begin with increased parental involvement in their children's education. It has been proven time and time again that parents who invest time and value their children's education will have children who are more successful in school. Although there are exceptions, teaching a child to value education has a positive impact on their academic performance. As a school administrator for nearly two decades, this author firmly agrees with the idea that school administrators and teachers are continuously frustrated in an age where parental involvement seems to be on the decline, despite the efforts made by school heads, teachers, and the Department of Education (DepEd) through their local counterparts.

Unfortunately, a fraction of this disappointment rests on the fact that the community often solely blames teachers and school heads when, in reality, there is a natural incapability if parents are not mindful of their obligations. Over the past five years in the five school districts, the author has observed that schools in certain districts are influenced by parental involvement to a certain degree. The schools with more parental involvement are almost always the higher-performing schools in both academic and non-academic endeavors.

According to [Llamas and Tuazon \(2016\)](#), learners with parents who are involved in their education have better social skills and show improved behavior. Parental involvement doesn't just refer to parents inquiring about their children's school performances but also involves communicating with their children to establish a healthy relationship, enabling the process of encouragement, mentoring, leadership, and inspiration to be successful. According to [Hornby and Lafaele \(2011\)](#), parental involvement is a significant element in education and can be achieved through home-based parental involvement such as listening to the child as they read, helping them complete their homework, and participating in school-based activities like attending parents' meetings and educational workshops.

The active involvement of parents in their children's education, such as helping with homework, can improve academic performance and strengthen the relationship between the school and the family. It has been proven time and time again that parents who invest much time and resources in their children's education will have successful children. Observing parents involved in their children's education is beneficial as it improves academic performance. Learners become more focused on their schoolwork. This motivates learners not to give up easily when they don't understand a particular topic and encourages them to attend classes because they know their parents are monitoring their school attendance. Learners with active and engaged parents learn to be punctual from a young age, develop persistence as their parents continuously inquire about their progress, and strive not to disappoint them. Taking responsibility becomes a part of these children's nature as they plan and organize their work according to a schedule. Through this, parents can ensure their children succeed in school ([Hornby & Lafaele, 2011](#)).

Parental involvement has a positive impact on the academic performance of their children. Parent involvement directly affects students' behavior and attitudes but indirectly influences their academic performance. Students with a high level of parental involvement in their academics perform significantly better than those without parental involvement in the

English Language. Empirically, parental involvement has been found to have a significant positive impact on the academic performance of children, although the degree and level of parental involvement vary, indirectly affecting their academic performance.

Education is an essential factor for the effective development of any country. The quality of education depends not only on teachers and their performance but also on the effective coordination of the school environment. Until now, environmental influence has not been considered as one of the factors affecting academic performance in schools. The school environment refers to the extent to which school settings promote student safety and health, including topics such as the physical plant, the academic environment, available health supports and services, and the fairness and adequacy of disciplinary procedures, as supported by relevant research and an assessment of validity. However, the school environment remains an important area that should be studied and managed effectively to enhance students' academic performance.

A school with an adequate learning environment contributes to the expected outcomes of learning that facilitate good academic performance by encouraging effective teaching and learning. When a school fails to provide the necessary learning facilities and a conducive atmosphere for teaching and learning, it becomes difficult to achieve optimal results for both teachers and students. The learning environment plays a vital role in determining how students perform or respond to circumstances and situations around them. The learning environment largely influences a student's behavior and interactions, shaping their behavior to meet the demands of life, whether negatively or positively.

The school environment consists of both material and non-material resources in the school. It includes teachers, peers, cohesiveness, subjects, and teaching methods. School locations influence students' learning through the quality of teaching staff, class size, and availability of infrastructure. The choice and location of a school site are essential aspects of effective school planning. The site influences the type of school to be built and the quality and quantity of buildings. A child's environment, whether rural or urban, significantly impacts their intellectual development. Schools in rural areas are likely to face problems of poor academic achievement due to the inequality in providing human and material resources required for positive educational outcomes. This perpetuates inequality in access to education and the provision of an adequate number and quality of teachers, content, and teaching methods.

The school environment is of paramount importance in shaping and reshaping intellectual ability. A supportive and favorable school environment, enriched with sufficient learning facilities and a conducive climate, makes students more comfortable and focused on their academic activities, resulting in high academic performance. The influence of the school environment on students' academic achievement has been a concern for all stakeholders in education. The school climate is becoming uninteresting for teaching and learning due to inadequate provision of instructional materials, dilapidated infrastructure, and misuse of technology such as the Internet. Qualified teachers and facilities that promote teaching and learning are also in short supply.

The English language is an international language, and it has been made a core subject in different school curricula around the world. It has been noticed that pupils fail English studies because of their inability to write and read in English. This is because reading gives a logical understanding of the language and thereby, increases one's ability to speak and write the language. The issue of poor academic performance of students in English studies has been of much concern to the government, parents, teachers, and even the students.

Researchers have tried to solve the problem of poor academic performance of pupils in schools by using different variables or strategies such as parent qualification, teaching methods, parental involvement, and others on reading skills generally but despite their effort, the problem persists.

This is why the researcher wants to investigate the relationship between parental involvement and school environment on pupil's academic performance in English studies in Ilorin South Local Government Area of Kwara State which is the research gap this study will fill.

The following hypotheses were formulated to guide this study.

- (i) Ho1: There is no significant influence of Parental Involvement on academic performance in Ilorin South Local Government Area, Kwara State.
- (ii) Ho2: There is no significant influence of School Environment on academic performance in Ilorin South Local Government Area, Kwara State.

## 2. METHODS

The research design adopted for this study was a descriptive survey research design. The researcher adopted this design because the researcher selected some samples which represented the entire population. The population for this study comprised all pupils in Ilorin South Local Government Area of Kwara State. The target population of this study was all primary five pupils at public and private primary schools in Ilorin South Local Government Area of Kwara State with a total of 23,975 pupils enrolled in 63 public primary schools and 17,511 pupils reenrolled in 261 private schools, according to Kwara State School Census Report (KSCR, 2018-2019). To determine the sample size for this study, a research advisor was consulted and a sample of 357 was recommended for the population of 41,486.

Three research instruments were used to gather information from the respondents. The questionnaire is made up of two sections. Section A collects information on demographic data of the respondents and Section B examines the involvement of parents. Ten items were generated on the involvement of parents towards the education of their children, especially in English studies, using the four Likert scale questionnaire of strongly agree and strongly disagree. The second instrument is the Performance Test in English Studies (PTES) which was administered to English Studies pupils whose parents have consented to and have interacted with the questionnaire. The third instrument, which was the observational rating scale was used to measure the school environment. This instrument's observational rating scale for the school environment has two sections.

## 3. RESULTS AND DISCUSSION

### 3.1. Basic data

**Table 1** shows the gender respondents on the influence of parental involvement and school environment on the academic performance of pupils in the English Language. One hundred and sixty-five (165) of the respondents representing 46.2% were male while one hundred and ninety-two (192) of the respondents were female representing 53.8%. From the analysis above, it was indicated that female respondents were found to be more in number than male respondents. Therefore, given the above result, female responses prevailed among the respondents.

**Table 1.** Distribution of respondents based on gender.

Gender	Frequency	Percentage
Male	165	46.2%
Female	192	53.8%
Total	357	100

### 3.2. Ho1: There is no significant influence of Parental Involvement on academic performance

**Table 2** shows the regression Analysis of the influence of Parental Involvement on academic performance in Ilorin South Local Government Area, Kwara State. The result indicated that there was a positive influence of Parental Involvement on the academic performance in Ilorin South Local Government Area, Kwara State ( $R = 0.752$ ) while the R-Square is .565 which means that the independent variable (parental involvement) explained 56.5% variation of the dependent variable (Academic Performance). This indicates a good fit for the regression equation. Therefore, this is a reflection that Parental involvement significantly influenced academic performance in Ilorin South Local Government Area, Kwara State ( $F(1,356) = 460.692, P < 0.05$ ). The hypothesis is therefore rejected in light of the result since the significant value is less than 0.05. This means that parental involvement has a significant influence on academic performance in Ilorin South Local Government Area, Kwara State.

**Table 2.** Summary of Linear Regression Analysis on the significant influence of Parental Involvement on Academic performance.

Variable	Mean	SD	n	R	R Square	Adjusted R Square	F	Sig.
Parental Involvement	42.56	10.406	357	0.752	0.565	0.564	460.692	0.000
Academic Performance	42.62	11.329						

### 3.3. Ho2: There is no significant influence of School Environment on academic performance

**Table 3** shows the regression Analysis of the influence of the School Environment on academic performance in Ilorin South Local Government Area Kwara State. The result indicated that there was a positive influence of School Environment on the academic performance in Ilorin South Local Government Area Kwara State ( $R = 0.370$ ) while the R-Square is 0.137 which means that the independent variable (school environment) explained 13.7% variation of the dependent variable (Academic Performance). This indicates a good fit for the regression equation. Therefore, this is a reflection that the school environment significantly influenced academic performance in Ilorin South Local Government Area, Kwara State ( $F(1,356) = 56.449, P < 0.05$ ). The hypothesis is therefore rejected in light of the result since the significant value is less than 0.05. This means that the school environment has a significant influence on academic performance in Ilorin South Local Government Area, Kwara State.

**Table 3.** Summary of Linear Regression Analysis on the significant influence of Parental Involvement on Academic performance.

Variable	Mean	SD	n	R	R Square	Adjusted R Square	F	Sig.
School Environment	43.62	14.007	357	0.370	0.137	0.135	56.449	0.000
Academic Performance	42.62	11.329						

#### 4. DISCUSSION

The main purpose of this research was to examine the influence of parental involvement and school environment on pupils' academic performance. The results obtained in this study showed that parental involvement and school environment are key factors in determining academic performance in Ilorin South Local Government Area, Kwara State. This finding corroborates a study conducted by [Fan and Chen \(2001\)](#) which examined the impact of parental involvement on student achievement in various subjects, including English language skills. The results showed that parental involvement, such as providing a supportive home environment and engaging in educational activities, positively correlated with better academic performance. Similarly, A longitudinal study conducted by [Desimone \(1999\)](#) found that parental involvement, specifically in the form of home-based activities, had a significant positive effect on children's language and literacy skills. This involvement included reading to children, discussing books, and engaging in conversations.

Another finding of this study revealed that the school environment has a significant influence on the academic performance of students in the English Language. It was observed that schools with adequate learning facilities would have good output in terms of good academic performance. The finding of this study supports a study by Sirin which examined the impact of school resources and support on student achievement across various subjects, including English language skills. The findings indicated that schools with adequate resources, such as well-equipped libraries, technology tools, and quality English language instructional materials, positively correlated with higher academic performance. Similarly, Research has shown that the quality of teachers and their instructional practices can have a significant impact on student's English language proficiency. Effective teaching strategies, engaging classroom activities, and supportive learning environments foster language development. A study by [Darling-Hammond \(2000\)](#) emphasized the importance of teacher qualifications, experience, and ongoing professional development in promoting student achievement.

Also, the overall school climate, including factors such as a safe and inclusive environment, positive relationships among students and teachers, and high expectations for academic success, has been found to influence academic performance. A study by [Cohen et al. \(2009\)](#) demonstrated that a positive school climate positively correlated with higher levels of English language proficiency and academic achievement.

#### 5. CONCLUSION

In conclusion, the findings of this study highlight the significant impact of both parental involvement and the school environment on academic performance in Ilorin South Local Government Area, Kwara State. The results indicate a positive influence of parental involvement, indicating that when parents actively engage in their child's education, it positively affects their academic performance. Similarly, the study reveals a positive



relationship between school environment and academic performance, suggesting that a conducive and supportive school environment contributes to better academic outcomes.

Recommendations are the following:

- (i) Educational institutions should actively engage and collaborate with parents to create a supportive learning environment. This can be achieved through regular communication, parent-teacher meetings, workshops, and involvement in school activities. Schools should also provide resources and guidance to parents on how they can effectively support their child's education at home.
- (ii) Offering workshops, seminars, or online resources that educate parents on effective ways to support their child's academic progress can be beneficial. This could include guidance on homework assistance, study habits, educational strategies, and the importance of parental involvement. By equipping parents with the necessary knowledge and skills, they can better support their child's learning journey.

## 6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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