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VALIDITY AND RELIABILITY OF THE INSTRUMENT ON THE IMPACT OF PARENTAL INVOLVEMENT ON MALAYSIAN PRIMARY PUPILS' PERFORMANCE IN ENGLISH LANGUAGE

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ABSTRACT

The study aimed to assess the impact of parental involvement on Malaysian primary pupils' performance in English language. A survey served as the research tool. The data collection for this study was conducted through a survey using a self-administered questionnaire. Google Forms online questionnaire was administered. SPSS software was used for analysis. Findings revealed that parental involvement have a significant and positive impact on the Malaysian Primary pupils' performance in English language. The study recommended that schools should work to foster positive attitudes towards education by emphasizing the importance of education and celebrating academic achievements. Schools should consider individual pupils' needs and provide tailored support to help them succeed. Schools and parents should work collaboratively to support pupils' academic progress.

Keywords: parents, involvement, performance, impact, academic achievements.

INTRODUCTION

Parental engagement has been found to have a substantial impact on pupils' academic outcomes especially in pupils' performance in English language. Parents are crucial to their children's development and future success. As a result of their clear and direct participation in learning tasks, they get the power and ability to establish their children into individuals who are stimulated, encouraged, and forgiving (Lara & Saracosti, 2019). Guardians who don't engage in education for their children, on the contrary side, seen as foolish and doing more harm than good to their children. This has a detrimental impact on their achievements.

Working together, parents and educators may get a more comprehensive understanding of the roles each plays and how those relationships affect children's growth. the key actors in building the roles and methods of involvement of both families and schools are those institutions themselves, as they adapt their interactions with one another to the specific context in which they operate (Naite, 2021). The term "parental involvement" involves activities parents consider taking responsibility of education for their children's academics in school. Parents' perceptions toward kids' activities, assisting with schoolwork, planning to visit the school to speak with instructors, and thoughts concerning their kid's education are some of these (Roy & Giraldo-Garca, 2018). Other factors to consider are childcare style, parental goals and desires, domestic regulations, and parental guidance.

Parents' active participation in their kids' educational experiences has a significant and positive impact on their children's development, behaviour, ambition, and school performance. According to research by Hamlin and Flessa (2018), enrolment and persistence in school are both higher among kids whose guardians are actively engaged in their education. Children with supportive parents act appropriately, have higher grades throughout elementary, middle, and secondary schools, and continue their education smoothly. When parents are involved in their kid's lives, they demonstrate to their children that they value education. Parental involvement may convey a strong message to their children. Parents show their children that they appreciate education and to encourage them in their pursuits.

Research Objectives

The present study, aims to: -

- 1) Produce empirical data on the reliability and validity of the instrument on the impact of parental involvement on Malaysian primary pupils' performance in English language.
- 2) Assess the impact of parental involvement on Malaysian primary pupils' performance in English language.

Research Questions

- 1) How does parental involvement help on Malaysian primary pupils' performance in English Language?
- 2) How does parental involvement affect Malaysian primary pupils' performance in English Language?

PROBLEM STATEMENT

One of the challenges faced by instructors and administrators in Malaysian primary schools is figuring out how to guarantee that more parental involvement in kids' education with the ultimate aim being to improve their academic success. Children's educational achievement, outlooks, and behaviours are all positively affected by their parents' level of involvement in their education (Park & Holloway, 2018). However, many of the facility's parents aren't aware of the most up-to-date teaching methods or how they might get more actively involved in children's education. Several initiatives have been implemented by the government with the goal of strengthening students' connections to their educational community at home such as Highly Immersive Programme. Yet, many of these efforts have failed to provide the desired results. This is especially true of primary school parent involvement programs (Roy & Giraldo-Garca, 2018). Many parents are unwilling to get involved, despite the fact that the school administration has put in place programs to encourage and ensure parent participation. There is still work to be undertaken to inspire parents, along with indications that they must receive thorough briefings before becoming engaged. Isik et al. (2018) found that guardians are typically more actively engaged in kids' early schooling and progressively less engaged as they become older. So, research of this kind in Malaysian Primary

Schools would ascertain the significance and impact of parental participation on Malaysian Primary Students' English Language Performance.

LITERATURE REVIEW

Academic achievement is positively correlated with parental participation, according to a number of studies. Hamlin and Flessa (2018) noted that learners who have parents being active in the educational tasks for children do better academically than learners whose guardians are not as actively involved. The interpersonal, emotional, and intellectual development of a kid is more likely to be supported by parents whom have proactively participated in education tasks for their children. Children that have greater parental involvement in their academic pursuits attend classes more often, behave better, do intellectually well from early childhood to high school, and advance intellectually, as per Silinskis and Kikas (2019). According to the findings, parental involvement in educational endeavours is crucial if they are to attain higher levels of academic success. As parents are their children's first and most influential teachers, they should take an active part in their education. Parental involvement is essential to ensuring their children's future excellence, growth, and advancement. Children will take schooling more critically, perform well intellectually, demonstrate better attitude in school and accept more accountability for his or her activities when they find their guardians are proactively participating.

By helping their kid with schoolwork, parents may learn more about their child's strengths and weaknesses in a range of academic areas, such as literacy, as per Darko-Asumadu and Sika-Bright (2021). Silinskis and Kikas (2019) noted that parental participation is a strong predictor of a child's numerical competence and that it also promotes the child's positive behavior and emotional development. Park and Holloway's (2018) research shown that parental engagement in their students' literacy practices at homes had a substantial effect on those kids' reading, creative language abilities, language proficiency, and reading proficiency. Students did better on homework tasks when they did them at home with their parents. Parental participation in a kids upbringing, such as doing homework with them, communicating with teachers, and attending school events, was shown to improve the child's performance throughout the curriculum.

Based on the study literature findings, the hypothesis proposed are following:

H0: Parental involvement does not have a significant and positive impact on the Malaysian Primary pupils' performance in English language

H1: Parental involvement has a significant and positive impact on the Malaysian Primary pupils' performance in English language

METHODOLOGY

Research Design

This study employs a quantitative methodology. Collecting and analysing statistical data statistically is at the heart of quantitative study. A cross-sectional survey method was employed for this investigation. Data for a cross-sectional survey is gathered at a particular, predetermined moment in time. Using a self-administered survey, this research gathered information from primary school educators. The questionnaire was designed to collect data on the impact of parental involvement on Malaysian primary pupils' performance in English language, as well as other variables such as the teacher's gender, and years of experience.

The research applied a convenience sampling strategy to select participants. Convenience sampling involves selecting participants who are readily available and accessible to the researcher. In this study, primary school teachers were selected as participants. The inclusion criteria for the study were that the selected teachers must be teaching in a primary school, must have at least 3 months of teaching experience. The sample size was 70 primary school teachers. Therefore, the research design for this study is appropriate for investigating the impact of parental involvement on Malaysian primary pupils' performance.

Research Instrument

In this investigation, a survey served as the research tool. There were no open-ended items on the survey. The close-ended questions consisted of statements that the respondents were required to rate on an agreement five-point Likert scale.

Data Collection

The data collection for this study was conducted through a survey using a self-administered questionnaire. The questionnaire was distributed to the thirty selected primary school teachers through a combination of online methods. Ethical approval by the appropriate authorities and expressed permission from the participating educators were both acquired prior to data gathering. Teachers' responses were kept private and involvement was entirely optional.

Google Forms online questionnaire was administered, which allowed for easy distribution, collection, and storage of the data. The online questionnaire was sent to the teachers via email, with a link to the Google Form. The email included a brief introduction to the study, instructions on how to complete the questionnaire, and the deadline for submission. The physical questionnaires were distributed to the teachers during staff meetings or workshops. There was a cover letter included with the surveys that explained the study's goals, why their participation was crucial, and how their answers would be kept private. The physical questionnaires were collected on the spot or returned via post to the researchers.

The data collected from the questionnaires was checked for completeness and accuracy before being entered into the SPSS software for analysis. The data was coded and cleaned to ensure that there are no errors or missing values. The coding and cleaning of the data was done by the researchers to ensure consistency and accuracy in the process. Therefore, the data collection methods for this study was efficient and effective in obtaining the required information from the primary school teachers. The use of online questionnaires provided a wider reach and increase the response rate, while the assurance of confidentiality and voluntary participation ensure the validity of the data collected.

Data Analysis

For the purpose of summarizing and describing the study's data, descriptive statistics were used. The data was characterized by means, variances, frequencies, and percentages. To ensure the reliability and validity of the survey, a reliability analysis was performed. Cronbach's

alpha was used to determine the questionnaire's reliability. For calculating the Cronbach's alpha value, a value of 0.7 or above was deemed reliable. The study utilized Pearson correlation to examine how factors like parental involvement influenced the success of primary school students in Malaysia. With the use of Pearson correlation, the study ascertained the nature and direction of the connection between the variables.

Ethical Considerations

Ethical standards such as explicit consent, privacy, and anonymity were met throughout the investigation. All participating educators provided informed permission prior to any data collection. The confidentiality of the participants' responses was guaranteed, and no identifying information was collected from them. The data collected was stored in a secure location and only accessible by the researchers.

FINDINGS

Reports on the findings and analyses of the data are included in the chapter. Results were also emphasized in relation to the goals of the research. It is tallied the demographic data that was supplied in the responses. In SPSS 26.0, all statistical analysis was completed.

Demographic Variables

Table1

Gender

| | | Frequency | Percent |
|-------|--------|-----------|---------|
| Valid | Female | 51 | 70.8 |
| | Male | 21 | 29.2 |
| | Total | 72 | 100.0 |

Most respondents (70.8%) were female teachers, and a proportion of 29.2% were male teachers.

Table 2

Years in Teaching

| | | Frequency | Percent |
|-------|-------------------|-----------|---------|
| Valid | 2-4 years | 12 | 16.7 |
| | Less than 2 years | 55 | 76.4 |
| | More than 4 years | 5 | 6.9 |
| | Total | 72 | 100.0 |

Most teachers who responded to the survey had taught for less than 2 years in primary school, 16.7% had worked for a period of 2 to 4 years, while 6.9% had worked for more than 4 years in teaching primary school.

Validity Test

KMO and the Bartlett's Test were used to assess how suitable the sample was. Factors with KMO values greater than 0.5 suggest that the sample size is adequate for drawing conclusions.

Table 3

KMO and Bartlett's Test- Perceived Parental Involvement

| | | |
|--|--------------------|---------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .607 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 607.478 |
| | df | 55 |
| | Sig. | .000 |

As the sample being used to gauge Perceived Parental Involvement has a KMO value of 0.607 (greater than 0.5), it is suitable. The Bartlett's Test of Sphericity score of 607.478 and a p-value of 0.000 demonstrate the validity of the Perceived Parental Involvement factor components. The findings reveal that the factor items are valid for collecting data.

When a factor extracts enough variation from the collection of explanatory variables to be considered, it has a high factor loading value (above 0.4).

Table 4

Factor Loadings- Perceived Parental Involvement

| | Initial | Extraction |
|--|---------|------------|
| Parents typically set strong academic standards for their children. | 1.000 | .891 |
| The parents urge students to attain high educational aims | 1.000 | .787 |
| Parents usually emphasize the importance of education to their children. | 1.000 | .849 |
| The parents expect pupils to acquire the highest education | 1.000 | .815 |
| When their children perform well in school, their parents are pleased. | 1.000 | .820 |
| If students request it, their parents will assist them with their English homework. | 1.000 | .858 |
| When performing English homework, pupils may ask their parents for assistance at any moment. | 1.000 | .793 |
| When children are doing English assignment, they can seek assistance from their parents when they do not comprehend something. | 1.000 | .927 |
| If pupils are experiencing difficulty with their English homework, their parents will assist them. | 1.000 | .829 |
| Even when the pupils do not require assistance with their English schoolwork, their parents assist them. | 1.000 | .700 |
| When pupils are doing English assignments, their parents frequently assist. | 1.000 | .857 |

Extraction Method: Principal Component Analysis.

The results showed that all items under the Perceived Parental involvement factor category had a communality value between 0.700 and 0.927, and were thus retained. Since the factor items have factor loadings more than 0.4, every component/item of the Perceived Parental involvement factor will be retained for the data analysis process.

Table 5

KMO and Bartlett's Test- Academic Performance

| | | |
|--|--------------------|---------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .765 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 166.894 |
| | df | 10 |
| | Sig. | .000 |

Since the sample being used to gauge Academic performance has a KMO value of 0.765 (greater than 0.5), the tool is considered suitable. The Bartlett's Test of Sphericity score of 166.894 and a p-value of 0.000 demonstrate the validity of the Academic performance factor components. The findings reveal that the Academic performance factor items are valid for collecting data.

Table 6

Factor Loadings- Academic Performance

| | Initial | Extraction |
|---|---------|------------|
| When completing homework, pupils demonstrate effort or endurance. | 1.000 | .874 |
| The students make an effort to complete even the challenging assignments. | 1.000 | .835 |
| The students do wonderfully in English. | 1.000 | .855 |
| The students have the ability to study English. | 1.000 | .934 |
| The students are fluent in English. | 1.000 | .717 |

Extraction Method: Principal Component Analysis.

Findings revealed that all items under the Academic performance factor category had a communality value between 0.717 and 0.934, and were thus retained. This implies that every component/item of the Academic performance factor will be retained for the data analysis process.

Reliability Test

Cronbach's Alpha is employed in the reliability assessment to evaluate the internal consistency of the study variables.

Table 7

Reliability Analysis

| | Cronbach's Alpha | N of Items |
|--------------------------------|------------------|------------|
| Perceived Parental involvement | 0.83 | 11 |
| Academic performance | 0.9 | 5 |

The findings indicated that the variables: Perceived Parental involvement and Academic performance had Cronbach's alpha values of 0.83, and 0.90 respectively. All of the values were over 0.7, indicating that the instrument (questionnaire) was accurate & reliable.

Descriptive Analysis

In the descriptive quantitative evaluation method, both the mean scores and the standard deviations were considered. A higher mean indicates that more individuals concur with the assertion in general.

Table 8

Perceived Parental Involvement

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|----|---------|---------|------|----------------|
| Parents typically set strong academic standards for their children. | 72 | 1 | 5 | 4.10 | .891 |
| The parents urge students to attain high educational aims | 72 | 1 | 5 | 4.08 | .884 |
| Parents usually emphasize the importance of education to their children. | 72 | 1 | 5 | 3.94 | .902 |
| The parents expect pupils to acquire the highest education | 72 | 1 | 5 | 4.07 | .924 |
| When their children perform well in school, their parents are pleased. | 72 | 2 | 5 | 3.92 | .900 |
| If students request it, their parents will assist them with their English homework. | 72 | 1 | 5 | 3.99 | 1.132 |

(continued)

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--|----|---------|---------|------|-------------------|
| When performing English homework, pupils may ask their parents for assistance at any moment. | 72 | 1 | 5 | 4.25 | 1.017 |
| When children are doing English assignment, they can seek assistance from their parents when they do not comprehend something. | 72 | 1 | 5 | 3.49 | 1.035 |
| If pupils are experiencing difficulty with their English homework, their parents will assist them. | 72 | 1 | 5 | 4.08 | 1.031 |
| Even when the pupils do not require assistance with their English schoolwork, their parents assist them. | 72 | 2 | 5 | 3.96 | .926 |
| When pupils are doing English assignments, their parents frequently assist. | 72 | 1 | 5 | 3.68 | .976 |

The mean values for the factor of perceived parental involvement in primary school student learning were between 3.49 and 4.25. This implies that the responses agreed on the parental engagement in the assignments of primary school students. The findings reveal the Parents typically set strong academic standards for their children and urge students to attain high educational aims. Further, parents usually emphasize the importance of education to their children and expect pupils to acquire the highest education. The respondents agreed on the statements that when their children perform well in school, their parents are pleased. The parents assist students with their English homework, as pupils may ask their parents for assistance at any moment and when they do not comprehend something. It was noted that the when pupils are experiencing difficulty with their English homework, their parents assist them. Most respondents agreed that even when the pupils do not require assistance with their English schoolwork, their parents frequently assist.

Table 9

Academic Performance

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|----|---------|---------|------|----------------|
| When completing homework, pupils demonstrate effort or endurance. | 72 | 1 | 5 | 3.83 | .888 |
| The students make an effort to complete even the challenging assignments. | 72 | 1 | 5 | 3.88 | 1.006 |
| The students do wonderfully in English. | 72 | 1 | 5 | 3.72 | .953 |
| The students have the ability to study English. | 72 | 1 | 5 | 3.88 | .838 |
| The students are fluent in English. | 72 | 2 | 5 | 3.86 | .861 |

Most primary school teachers stipulated that when completing homework, pupils demonstrate effort or endurance with a mean of 3.83. Most teachers agreed that the students make an effort to complete even the challenging assignments as per the mean of 3.88. Most primary school teachers agreed that the students do wonderfully in English with a mean of 3.72. Most teachers agreed that the students have the ability to study English as per the mean of 3.88. Most teachers agreed that the students are fluent in English with a mean of 3.86.

Pearson Correlation Analysis

The researchers employed Pearson correlation association analysis to carry out this investigation, to determine the connection between Perceived Parental involvement and Academic performance factors.

Table 10

Pearson Correlation

| | | Perceived Parental involvement | Academic performance |
|--------------------------------|---------------------|--------------------------------|----------------------|
| Perceived Parental involvement | Pearson Correlation | 1 | .787** |
| | Sig. (2-tailed) | | .000 |
| | N | 72 | 72 |
| Academic performance | Pearson Correlation | .787** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 72 | 72 |

** . Correlation is significant at the 0.01 level (2-tailed).

The link between the effects of parental involvement and primary pupils’ performance in English language factors was found to be considerable or significant (p-value 0.000). The Pearson coefficient for the factors was 0.787. This demonstrates a strong, significant and positive correlation between parental involvement and primary pupils’ performance in English language. This shows that a higher parental involvement in student learning will lead to a higher performance in English language among students.

We conclude that:

H1: Parental involvement has a significant and positive impact on the Malaysian Primary pupils’ performance in English language.

DISCUSSION

The study revealed that parental participation has a considerable and favourable influence on students’ English language ability is not unexpected. Growing evidence suggests that parental involvement in their kids learning could have a positive effect on their children’s performance in school. For academic and professional success, being able to speak and write in English is a crucial ability (Lara & Saracostti, 2019). Hence, parents’ efforts to help their kids become more fluent in English may be quite useful.

When it comes to their kids learning English, guardians may be engaged in a number of ways. Parents can help their children with

their English language homework, practice speaking and reading English with them, provide additional English language resources, and encourage them to participate in English language learning activities such as language classes or language immersion programs (Roy & Giraldo-Garca, 2018).

Parental involvement in English language learning is especially important for children who may not have access to adequate English language instruction at school or who may be struggling with English language proficiency (Hamlin & Flessa, 2018). For example, children whose first language is not English or who come from non-English speaking backgrounds may need additional support to develop their English language skills. In such cases, parental involvement can make a significant difference in their academic success.

A caring and nurturing teaching setting is established at home by parents who are actively interested in their kid's upbringing. They are more likely to monitor their child's academic progress and provide additional resources, such as books, educational materials, and access to educational technology. This extra support can help pupils develop a strong foundation in English language and improve their performance in the subject (Naite, 2021). In addition, research has demonstrated that pupils whose parents take an active role in their learning do better academically generally, not only in regards to their command of the English dialect. Parents playing an important role in their children's education is supported by these findings (Isik et al., 2018).

Schools should actively encourage and promote involvement of parents and children partnership in education. This can be done through regular communication with parents, parent-teacher conferences, and parent-teacher associations. Resources including learning books, instructional technology, and instructions on how to assist their child's education at home should be made available to parents by institutions. This will enable parents to better support their child's academic progress. Schools should work to foster positive attitudes towards education by emphasizing the importance of education and celebrating academic achievements. This can help motivate pupils to learn and view education in a positive light.

Schools should consider individual pupils' needs and provide tailored support to help them succeed. This can include extra support in English

language classes, additional reading materials, or one-on-one tutoring. Schools and parents should work collaboratively to support pupils' academic progress. This can involve regular communication between teachers and parents, sharing information about pupils' progress, and working together to identify areas where additional support is needed.

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APPENDIX

Questionnaire

Please respond to each and every one of the following questions with (✓)

Gender

Male []

Female []

How many years have you been teaching?

Less than 2 years []

2-4 years []

More than 4 years []

Please tick (/) in the corresponding box, from scale 1 to 5, as shown below. Kindly choose only ONE answer per question.

| Scale | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|-------|-------------------|----------|---------|-------|----------------|
| Items | 1 | 2 | 3 | 4 | 5 |

Perceived Parental involvement ambition

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|--|-------------------|----------|---------|-------|----------------|
| Parents typically set strong academic standards for their children. | | | | | |
| The parents urge students to attain high educational aims | | | | | |
| Parents usually emphasize the importance of education to their children. | | | | | |
| The parents expect pupils to acquire the highest education | | | | | |
| When their children perform well in school, their parents are pleased. | | | | | |
| If students request it, their parents will assist them with their English homework. | | | | | |
| When performing English homework, pupils may ask their parents for assistance at any moment. | | | | | |
| When children are doing English assignment, they can seek assistance from their parents when they do not comprehend something. | | | | | |

(continued)

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|--|-------------------|----------|---------|-------|----------------|
| If pupils are experiencing difficulty with their English homework, their parents will assist them. | | | | | |
| Even when the pupils do not require assistance with their English schoolwork, their parents assist them. | | | | | |
| When pupils are doing English assignments, their parents frequently assist. | | | | | |

Academic performance

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|---|-------------------|----------|---------|-------|----------------|
| When completing homework, pupils demonstrate effort or endurance. | | | | | |
| The students make an effort to complete even the challenging assignments. | | | | | |
| The students do wonderfully in English. | | | | | |
| The students have the ability to study English. | | | | | |
| The students are fluent in English. | | | | | |