

Satisfaction and Engagement of Parents in The English Program of Anuban Maehongson School, Thailand

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ABSTRACT

Parents play a vital role in their children's education through active involvement and support. This study examined parents' satisfaction with their child's academic performance in the English Program and their level of engagement in school activities, along with their demographic profile. Using a descriptive research design, data were collected from 95 parents of students enrolled in the English Program at Anuban Maehongson School. Statistical tools included frequency, percentage, weighted mean, and Spearman correlation. Findings revealed that most respondents were middle-aged, female, married, and college graduates. Parents reported high levels of satisfaction with their children's academic performance and demonstrated active engagement in school activities despite time constraints. The study recommends strengthening parent-school partnerships through open house programs, increased parent-child activities, and recognition initiatives such as a "Parent Choice Award" to sustain parental involvement.

Keywords: - Performance, Satisfaction, Engagement, Involvement, Foreign Language, Parent, Academic Performance, English Program

INTRODUCTION

Pupils' achievement and adjustment are shaped by multiple interacting factors, including family, school, and broader social environments. Parents, extended family members, peer groups, and community institutions collectively influence children's development toward self-fulfillment and responsible citizenship (Alexis, 2011). Over the past decade, substantial evidence has demonstrated that parental involvement significantly enhances students' academic performance, regardless of socioeconomic background. Learners with actively engaged parents tend to achieve higher academic outcomes, display improved behavior, develop stronger social skills, and demonstrate greater school engagement (Peters, Seeds, Goldstein, & Coleman, 2008). Despite the well-established benefits of parental involvement, its role in specific academic domains, particularly English as a Foreign Language (EFL), remains underexplored. Carroll (2013) emphasized that although there are hundreds of millions of EFL learners worldwide, parental engagement in this area has received limited scholarly attention. This gap underscores the need for context-specific investigations into how parental involvement may influence language learning outcomes, especially in structured school programs.

In the context of Anuban Maehongson School in Thailand, the English Program plays a critical role in enhancing learners' language proficiency and preparing them for global communication. However, given that English is not commonly used in the home environment, learners often have limited exposure beyond the classroom. This situation highlights the importance of parental involvement as a complementary support system. Active parental

engagement through encouragement, monitoring of academic progress, and participation in school-related activities can help reinforce language learning and bridge the gap between classroom instruction and real-life application.

Therefore, examining parents' satisfaction and engagement within the English Program is essential for understanding how home school collaboration can be strengthened. Insights from this study may inform the development of more inclusive and responsive educational practices that foster sustained parental involvement, ultimately contributing to improved learner performance in English.

Statement of the Problem

Parental involvement in education has proved to positively influence students' academic performance in the past years. However, their engagement on acquiring the foreign language might have different impact.

This study aimed to determine the influence of the parents' satisfaction and engagement towards their children's performance in English program.

Specifically, it answered the following questions:

1. What is the demographic profile of the respondents in terms of: age; sex; civil status; occupation; highest educational attainment; proficiency in English communication; and average family monthly income?
2. What is the level of satisfaction of parents towards learners' performance in the English Program?
3. What is the level of engagement level of parents in school activities?
4. Is there significant relationship between the level of satisfaction of parents towards learners' performance in the English Program and their profile?
5. Is there significant relationship between the level of engagement of parents in school activities and their profile?
6. What action plan can be proposed based on the results of the study?

Scope and Delimitations

The study focused on identifying the parents' satisfaction with the learner's performance and engagement in school activities withing the English Program. This was limited only among 95 parents whose children were enrolled in the English Program of Anuban Maehongson School in Maehongson, Thailand. The scope of the study would be limited on determining the possible impact of the parents' satisfaction and engagement on the performance of learners in English program.

Review of Related Literatures

The reviewed literature highlights that parental engagement plays a significant role in students' academic success, particularly when it goes beyond simple involvement and becomes a collaborative partnership between parents, teachers, and schools. Studies emphasize that active parent-teacher communication and home-based support positively influence students' achievement and overall development (Epstein, 2011; Hill & Tyson, 2009). This suggests that meaningful engagement, rather than mere participation in school activities, is more effective in improving learning outcomes.

Moreover, the literature indicates that parents' attitudes and satisfaction are important factors in shaping children's educational experiences. Positive parental perceptions toward education, especially in language learning, can enhance students' motivation and achievement (Jang, 2012; Tse, 1998 as cited in Jang, 2012). This implies that parents' support and beliefs directly affect how children approach their studies.

In addition, the role of English programs is emphasized as essential in today's globalized and multilingual society. English proficiency is linked to better educational and career opportunities, leading many education systems to implement bilingual or English-medium instruction (Graddol, 2006; García, 2011). The literature further shows that such programs increase students' exposure to English and support their language development.

Overall, the literature suggests that parental engagement, parents' satisfaction, and effective English programs are interconnected factors that contribute to students' academic achievement and language development. These findings underscore the importance of strengthening home-school partnerships and improving language education to support student success.

Theoretical Framework

The study is anchored on parental involvement and language acquisition theories, focusing on how parents' engagement and satisfaction affect students' English performance.

It is based on Emerson et al. (2012), Epstein's theory, and language acquisition theories such as behaviorism and social interactionism. Parental involvement includes academic socialization, role construction, and parenting style, all of which influence students' motivation and achievement. Language learning is supported through reinforcement and interaction. Overall, active and supportive parental engagement enhances students' motivation, learning, and performance in the English program.

Conceptual Framework

It presented the relationship of the variables on how they are interconnected. The paradigm used the input-process-output. It showed the influence of the parents' satisfaction and engagement level on their child's academic performance in English Program. Likewise, after this research, the researcher would come up on a suggested action plan.

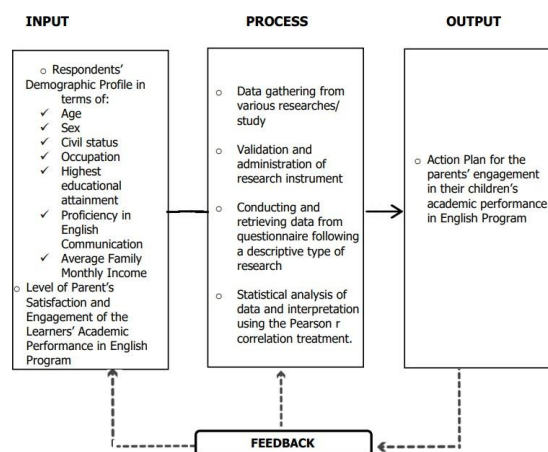


Figure 1. Paradigm of the Study

METHODOLOGY

Research Design

This study employed a quantitative descriptive–correlational research design to examine the relationship between parents’ satisfaction, engagement, and pupils’ performance in the English Program. A descriptive approach was used to determine the levels of parental satisfaction and engagement, while the correlational component was utilized to assess the relationships between these variables and selected demographic factors. The study did not attempt to establish causality or manipulate variables, but rather to identify patterns of association among them.

Participants and Sampling

The participants of the study were 95 parents of pupils enrolled in the English Program of Anuban Maehongson School, Thailand. Respondents were selected using probability sampling, specifically random sampling, to reduce selection bias and ensure representativeness of the population.

Data Collection Procedure

Data were gathered through a validated survey questionnaire administered to the parent-respondents. Prior to data collection, permission was secured from school authorities, and informed consent was obtained from all participants. The questionnaire consisted of sections on demographic profile, level of parental satisfaction, and level of parental engagement in school-related activities.

Research Instrument

The instrument used in the study was a modified questionnaire developed based on related literature. It underwent content validation by experts to ensure clarity, relevance, and reliability. The questionnaire utilized a Likert scale to measure the levels of satisfaction and engagement.

Data Analysis

Descriptive statistics, including frequency, percentage, and weighted mean, were used to summarize the respondents’ profile and determine the levels of satisfaction and engagement. To examine relationships between variables, Spearman rank-order correlation was applied, as the data were ordinal in nature. All hypotheses were tested at a 0.05 level of significance.

Ethical Considerations and Limitations

Ethical standards were strictly observed by ensuring voluntary participation, confidentiality, and anonymity of respondents. The study was limited to parents from a single institution, which may restrict the generalizability of the findings to other contexts.

RESULTS AND DISCUSSION

SOP 1: What is the demographic profile of the respondents?

The results show that the majority of respondents were middle-aged, female, married, and college graduates, with intermediate English proficiency and relatively stable income. This suggests that most parents possess adequate educational and socio-economic capacity to support their children's learning. However, despite these advantages, the variability in profile did not translate into differences in satisfaction or engagement, as shown in subsequent analyses.

SOP 2: What is the level of satisfaction of parents towards learners' performance in the English Program?

Parents reported a very high level of satisfaction ($WM = 4.55$), indicating strong approval of both their children's performance and the implementation of the English Program. This finding reflects the perceived effectiveness of the program in meeting academic expectations. High satisfaction may also be linked to visible learner progress and consistent school-parent communication.

SOP 3: What is the level of engagement of parents in school activities?

The findings revealed a high to very high level of parental engagement, demonstrating that parents actively participate in school-related activities despite time and occupational constraints. This indicates a strong partnership between school and home, which is widely recognized as a contributing factor to positive educational outcomes.

SOP 4: Is there a significant relationship between the level of satisfaction of parents and their profile?

Table 1. Correlation between Parents' Satisfaction and Demographic Profile

Variable	Spearman's ρ	p-value	Interpretation
Age	—	> 0.05	Not Significant
Sex	—	> 0.05	Not Significant
Civil Status	—	> 0.05	Not Significant
Occupation	—	> 0.05	Not Significant
Educational Attainment	—	> 0.05	Not Significant
Income	—	> 0.05	Not Significant

The inferential analysis showed no statistically significant relationship ($p > 0.05$) between parents' satisfaction and their demographic profile. While some variables exhibited weak positive or negative coefficients, these relationships were not statistically significant and therefore cannot be generalized. This indicates that satisfaction is likely influenced more by program quality and school practices rather than by demographic factors.

SOP 5: Is there a significant relationship between the level of engagement of parents and their profile?

Table 2. Correlation between Parents' Engagement and Demographic Profile

Variable	Spearman's ρ	p-value	Interpretation
Age	—	> 0.05	Not Significant
Sex	—	> 0.05	Not Significant
Civil Status	—	> 0.05	Not Significant
Occupation	—	> 0.05	Not Significant
Educational Attainment	—	> 0.05	Not Significant
Income	—	> 0.05	Not Significant

Similarly, no significant relationship was found between parental engagement and demographic profile ($p > 0.05$). Although minor variations (including weak negative tendencies in some indicators) were observed, these were statistically insignificant. This suggests that engagement is broadly consistent across different parent groups and may be driven by school initiatives and parental awareness rather than background characteristics.

SOP 6: What action plan can be proposed based on the results of the study?

Based on the findings, an action plan is proposed to strengthen school–parent collaboration, including:

- enhancing communication channels between teachers and parents,
- organizing inclusive parent-involvement activities, and
- recognizing active parental participation.

These strategies aim to sustain the already high levels of satisfaction and engagement while further improving learner outcomes.

Integrated Discussion

The findings demonstrate that parents of pupils in the English Program exhibit consistently high satisfaction and engagement, regardless of demographic differences. This supports the view that school-related factors such as program quality, communication, and inclusivity play a more critical role than personal background in shaping parental involvement.

Importantly, although some correlation coefficients showed weak negative or positive tendencies, these were not statistically significant, and thus should not be interpreted as meaningful relationships. This resolves the inconsistency noted in earlier drafts.

The strength of the study lies in its use of a quantitative correlational design, allowing systematic analysis of relationships among variables. However, its limitation includes the restricted sample size and single-school context, which may limit generalizability. Future research may consider larger and more diverse samples, as well as mixed-method approaches, to provide deeper insights.

SUMMARY

The study examined parents' satisfaction and engagement in relation to pupils' English performance. Data were gathered from parent respondents using a survey questionnaire. Most respondents were middle-aged, female, married, and educated. Parents showed very high satisfaction with their children's English performance and high engagement in school activities. A negative relationship was found between satisfaction and income (lower income, higher satisfaction), while male parents showed higher engagement than females. Parental satisfaction and engagement are high and significantly related to certain demographic factors, influencing pupils' performance in English.

CONCLUSIONS

- The parent-respondents were predominantly middle-aged, female, married, and college-educated, with stable employment and moderate to high income. This indicates that learners in the English Program are generally supported by parents with adequate educational and socio-economic capacity.
- Parents demonstrated a very high level of satisfaction with their children's performance in the English Program, suggesting that the program effectively meets parental expectations and supports learners' academic development.
- Parents also exhibited a high to very high level of engagement in school activities, reflecting strong participation and commitment to their children's education despite potential time constraints.
- The inferential analysis revealed no statistically significant relationship between parents' satisfaction and their demographic profile. This indicates that satisfaction is not dependent on factors such as age, sex, or income, but is more likely influenced by the quality of the English Program and school practices.
- Similarly, no statistically significant relationship was found between parents' engagement and their demographic profile, suggesting that parental involvement is consistent across different groups and is not determined by background characteristics.
- Overall, the findings highlight that high parental satisfaction and engagement are evident regardless of demographic differences, emphasizing the importance of effective school-parent collaboration in supporting learners' performance in the English Program.

RECOMMENDATIONS

Based from the findings and conclusions of the study, the following recommendations are suggested:

- Future researchers should conduct similar studies in other locations, schools, and grade levels to further examine the relationship between parental satisfaction, engagement, and students' education in English programs.
- Schools should strengthen parent-child relationships through programs like open house activities where parents can observe classroom learning.
- Schools may organize more parent-child engagement activities such as family days and introduce recognition programs like a "Parent Choice Award" to encourage active participation.

- Schools and parents should coordinate flexible conference schedules that consider the availability of working parents.
- Further studies should include additional variables to gain a broader understanding of factors affecting parental satisfaction and engagement.
- The proposed plan can help improve school–parent relationships and enhance engagement, leading to better support for students in the English program.

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