

Factors Affecting Academic Achievements of Cambodian English Students at a Private School in Phnom Penh: Insights from Parents, Teachers, and Students

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ARS Vol. 5

Received: May 06, 2026

Revised: July 03, 2026

Accepted: Aug 05, 2026

ABSTRACT

This study explored the factors influencing English academic achievement among Cambodian students at a private school in Phnom Penh. A qualitative case study design was employed to gain an in-depth understanding of the perspectives of parents, teachers, and students regarding academic achievement. Data were collected through semi-structured interviews with 12 purposively selected participants, including four teachers, four parents, and four students. The interview data were analyzed using thematic analysis. The findings revealed three major factors influencing students' English academic achievement: parental involvement, teacher quality, and student learning behaviors. Parents contributed to students' success by monitoring learning activities, communicating with teachers, and providing academic and emotional support. Teachers emphasized the importance of professional competence, instructional effectiveness, and continuous professional development, while students highlighted motivation, self-discipline, independent learning, and positive peer relationships as essential contributors to achievement. The findings suggest that academic success is shaped by the combined efforts of students, parents, and teachers within a supportive learning environment.

Keywords: Academic achievements, private schools, learning outcomes, Cambodian students, parental involvement

How to Cite in APA Style:

Te.S., Long.S., Pring.R., Chang.M., & Phoeun.M. (2026). Factors affecting academic achievements of Cambodian English students at a private school in Phnom Penh: Insights from parents, teachers, and students. *AUB Research Series*, 5, 147–169.

1. Introduction

Many educators have agreed that parents, teachers, and students play critical roles in influencing students' academic achievements, including success in learning the English language (MoEYS, 2024; UNESCO, 2024). When students achieve good results in English, they are more likely to progress to higher levels of education and gain better opportunities for employment and communication in the global community (World Bank, 2016). However, not all parents, teachers, and students effectively contribute to improving students' English language achievements. Additionally, previous studies highlighted that socioeconomic conditions and limited time can reduce parents' ability to participate actively in their children's learning activities (Adepoju & Pitan, 2025). In the context of English language learning, some parents also have limited English proficiency, which restricts their ability to support their children's English study at home (Dong & Chow, 2022). In a similar vein, teachers also play a very significant role in students' English language development (Johnson & Wells, 2017).

However, previous studies have indicated that some teachers may lack sufficient pedagogical training or professional preparation before entering the teaching profession, which may affect the effectiveness of English language instruction (Hirpa et al., 2024). Furthermore, many studies have found strong contributors to their English language achievements. Students can achieve it through many factors, such as motivation, learning habits, and attitudes toward English learning, which can significantly influence their academic outcomes (Rassul et al., 2024). Therefore, to improve students' English language achievement, it is necessary to investigate the roles and responsibilities of parents, teachers, and students, as well as the effectiveness of how these roles are performed in supporting English language learning. Thus, the purpose of this study is to investigate the key factors influencing students' academic achievement in English within the General English Program (GEP) at a private school in Phnom Penh, Cambodia. Specifically, the study aimed to examine the influence of parents, teachers, and students on students' English academic achievement.

This study is significant for three key stakeholders — parents, teachers, and students — as it provides practical strategies to improve English learning outcomes. By identifying challenges and solutions, the findings will guide parents in supporting learning at home, help teachers refine instructional practices, and encourage students to take responsibility for their own progress. Beyond these groups, the study offers valuable insights for school leaders,

educational staff, and organizations seeking to strengthen academic achievement in private schools. The study is guided by one research question: What are the main factors that contribute to Cambodian students' English academic achievement in private schools?

2. Literature Review

Definitions of students' academic achievement

Students' academic achievement refers to the extent to which learners successfully attain educational goals and learning outcomes. In contemporary research, academic achievement is commonly measured through indicators such as grades, standardized test scores, and overall academic performance (Borghans et al., 2016). It is also conceptualized as a multidimensional construct, encompassing cognitive development, knowledge acquisition, skills mastery, and learning competencies (OECD, 2019). Recent studies emphasize that academic achievement is influenced by a combination of individual, instructional, and socio-environmental factors, rather than being solely dependent on students' abilities (World Bank, 2023). Furthermore, academic achievement reflects not only students' performance in examinations but also their capacity to apply knowledge, critical thinking skills, and long-term educational success (Sakız et al., 2021).

The role of parents, teachers, and students

To make students' academic achievement successful and effective is not an easy effort, particularly within the Cambodian context as this country has just recovered from a few decades of civil war which resulted in heavy destruction of human resources (Islam et al., 2016). A lot of challenges affect students' learning outcomes. Some may face possible obstacles while they are studying. For example, some students may face financial problems because their families are poor so they do not have money to pay for school fee and daily expenses (UNESCO, 2024). Furthermore, some parents do not have high education, so they may not value education and force their children to learn some skills rather than let them go to school. In addition, some parents always cause violence in the families, which disturb their children and demotivates them from studying (Supol et al., 2021).

Teachers also play important roles which affect students' academic achievement. Some teachers teach very well because they are very experienced, highly educated, or well prepared (Song, 2012). However, others are less experienced, poorly educated, or not well prepared

so students will face problems if they study with those teachers. Although some teachers are high educated and much experienced, their students still get poor results because they go to teach to just to complete teaching hour to get payment (Klassen & Tze, 2014). They do not really care about students' academic achievement.

Students themselves shape their academic achievement. If they go to study without paying attention, doing homework, or reading books to learn by themselves, they will not achieve good results for their study (Richardson et al., 2012). In order to get good academic achievement, it is recommended that students should be well supported by parents, study with much experienced and high educated teachers, and try to study hard by themselves.

Parental involvement and students' academic achievement

Recent studies have consistently demonstrated that parental involvement plays a crucial role in enhancing students' academic achievement (Barger et al., 2019). Parental involvement includes activities such as monitoring homework, communicating with teachers, providing emotional support, and setting academic expectations (Epstein & Sheldon, 2016). Research has indicated that students whose parents are actively engaged in their education tend to perform better academically (Barger et al., 2019).

According to Sengonul (2022), there is a significant positive relationship between parental involvement and students' academic outcomes. Similarly, Li et al. (2023) found that parental support improves students' learning engagement, which in turn significantly enhances academic achievement. In addition, parental expectations have been identified as one of the strongest predictors of student success. Family structure and home environment also influence academic achievement. A supportive and stable home environment promotes students' psychological well-being and motivation to learn. Conversely, family conflicts and lack of parental support may negatively affect students' academic performance (Barger et al., 2019).

Teacher quality and students' academic achievement

Teachers' qualifications, including academic degrees, professional certifications, and subject-matter knowledge, are considered important factors influencing students' academic achievement. Recent studies indicate that teachers with higher qualifications and specialized training are more effective in providing quality instruction, demonstrating stronger

pedagogical skills, classroom practices, and the ability to respond to diverse students' learning needs (Perini, 2023; Yakubu, 2023). Previous research has also found a positive relationship between teachers' qualifications, content knowledge, and students' academic outcomes (Ogbonnaya & Mogari, 2014). Similarly, highly qualified teachers have been associated with improved student performance because they possess deeper knowledge of their teaching subjects and stronger instructional abilities (Rice, 2003; Sok & Heng, 2024). However, teacher qualifications alone cannot guarantee students' success, as other aspects of teacher quality, including teaching skills, pedagogical knowledge, professional development, assessment practices, dedication, and commitment to the profession, also significantly influence students' learning outcomes (Henke et al., 2000).

Teaching experience is another significant teacher-related factor affecting students' academic achievement. Experienced teachers generally develop stronger classroom management skills, effective instructional strategies, and greater ability to adapt teaching approaches according to students' needs. Yadav (2025) reported that teaching experience positively influences student-learning outcomes, particularly during the early stages of teachers' professional development. Similarly, Kini & Podolsky (2016) emphasized that experienced teachers are more capable of engaging students and facilitating meaningful learning experiences. Nevertheless, research suggests that the impact of teaching experience depends on various contextual factors, including teaching practices, professional learning opportunities, and teachers' commitment to continuous improvement. Therefore, experience should not be considered as the only indicator of teacher effectiveness but should be combined with effective pedagogy, professional preparation, and continuous professional development (Ventista & Brown, 2023; You et al., 2025). Moreover, professionally qualified teachers are more likely to provide effective instruction because they possess the necessary knowledge and skills to support students' learning. However, some studies have found that professional qualifications alone may not always produce significant differences in students' achievement without strong teaching practices and supportive educational conditions (Croninger et al., 2007).

Beyond qualifications and experience, teacher effectiveness is a broader concept that includes teachers' ability to improve students' academic outcomes through effective instruction, classroom interaction, and student engagement. Research using teacher effectiveness measures, including value-added models, has demonstrated that teachers vary considerably in their ability to influence students' academic achievement, particularly in

standardized test performance. Effective teachers can contribute significantly to students' learning progress; however, teacher quality cannot be fully assessed through test scores alone. Therefore, evaluating teacher effectiveness requires multiple indicators, including instructional quality, classroom practices, student engagement, learning outcomes, and teachers' professional commitment. Overall, the literature suggests that students' academic achievement is influenced not only by teachers' qualifications and experience but also by the broader dimensions of teacher quality, including continuous professional development, pedagogical competence, and dedication to improving students' learning (López-Martín et al., 2023).

Students and their academic achievement

The self-perception of students is all-important here, and this will be strongly influenced by teachers' beliefs about the relative importance of effort as against ability in their views of learning. In particular, motivation must be seen to involve changes in students' qualitative beliefs about themselves, which the setting of goals and the style of feedback should both be designed to secure. Students themselves play a critical role in determining their academic achievement through factors such as motivation, engagement, and self-regulated learning. Recent studies highlight that students who are actively engaged in learning activities and demonstrate high levels of motivation tend to achieve better academic results.

Research in the Cambodian context supports this view. For example, Sun (2023) found that learner autonomy significantly influences English academic achievement among Cambodian students. Similarly, Chhom and Kep (2022) identified that students' engagement and participation in learning activities are key predictors of their success in English language learning. Furthermore, students' beliefs about their abilities, self-confidence, and learning strategies are important determinants of academic performance. Students who take responsibility for their own learning, complete assignments, and actively participate in class are more likely to achieve higher academic outcomes.

Conceptual framework

The conceptual framework of this study is developed based on the literature review on the factors influencing students' academic achievement in English. It proposes that students' academic achievement is influenced by three interrelated factors: parental involvement, teacher quality, and students' own learning behaviors. These three factors serve as the

independent variables, while students' academic achievement in English represents the dependent variable.

The conceptual framework assumes that these three factors interact with one another to influence students' academic achievement in English. Rather than functioning independently, parental involvement, teacher quality, and students' own learning behaviors work together to create meaningful learning experiences and improve academic outcomes. The interaction among these factors highlights that students' success is not determined by a single element but by the combined contributions of all three. Therefore, improving students' academic performance requires collaborative efforts from parents, teachers, and students within a supportive and positive educational environment. Such collaboration fosters effective learning, enhances students' motivation and engagement, and ultimately contributes to higher academic achievement in English (Ryan & Deci, 2017; Sengonul, 2022; Ventista & Brown, 2023).

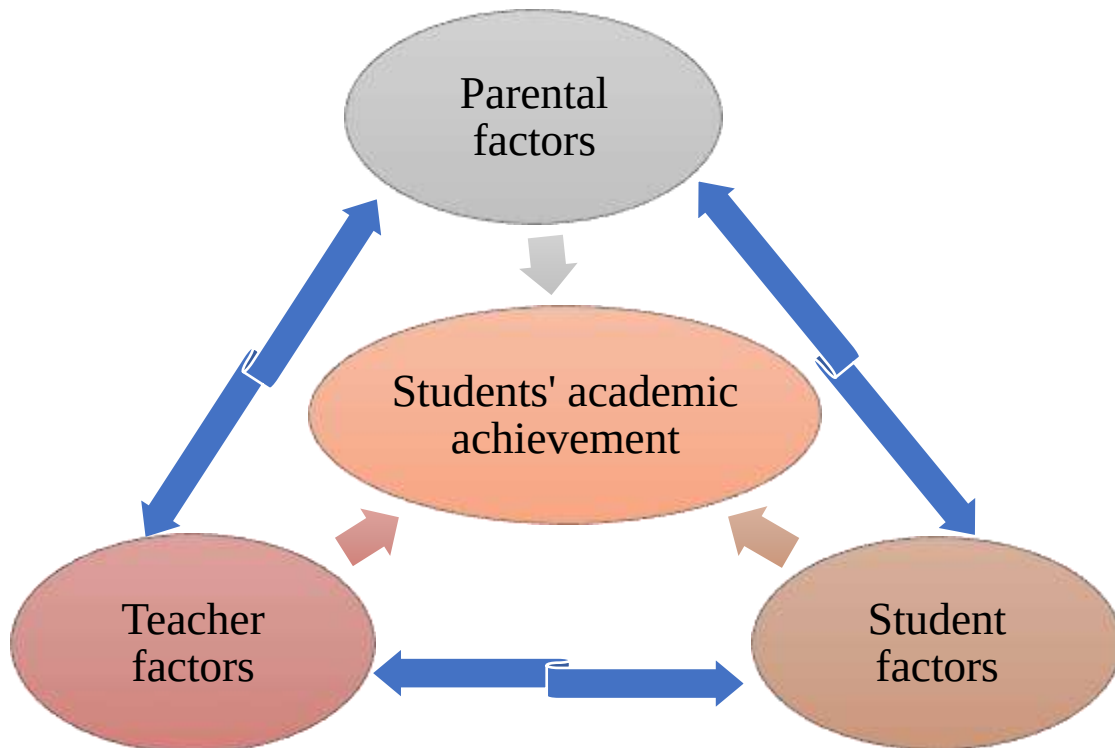


Figure 1. Conceptual framework

3. Methodology

Research design

This study employed a qualitative case study design to explore the factors influencing students' academic achievement in English language learning at a private school in Phnom Penh, Cambodia. A qualitative approach was considered appropriate because the study aimed to gain an in-depth understanding of the perceptions, experiences, and viewpoints of students, parents, and teachers regarding English academic achievement. Qualitative research is particularly suitable for investigating social phenomena within their natural settings and for understanding how individuals interpret and make meaning of their experiences (Creswell & Poth, 2018).

A case study design was adopted because the research focused on a bounded educational setting, namely a private school in Phnom Penh. Case study research enables researchers to investigate complex phenomena within their real-life context and to examine how multiple factors interact to influence a particular outcome (Yin, 2018). In the present study, the case study approach facilitated an in-depth examination of how parental involvement, teacher-related factors, and student-related factors contributed to students' academic achievement in English. By focusing on a specific school context, the study sought to generate a rich and contextualized understanding of the phenomenon under investigation.

Sample and sampling design

The participants consisted of 12 individuals, including four teachers, four students, and four parents from a private school in Phnom Penh, Cambodia (see Table 1). These participant groups were purposively selected because they are key stakeholders in students' learning and academic development. Students were included because they could provide firsthand accounts of their learning experiences, while teachers and parents contributed complementary perspectives regarding the factors influencing students' academic achievement. The inclusion of multiple stakeholder groups allowed for a more comprehensive understanding of the phenomenon and strengthened the depth of the investigation (Creswell & Poth, 2018).

Purposive sampling was employed to select information-rich participants who could provide relevant insights into students' academic achievement in English (Creswell, 2012; Patton,

2015). The participants were recruited from the researchers' workplace because access to the study site and potential participants could be more easily facilitated. Student participants were selected from both lower-secondary and upper-secondary levels to ensure diversity in academic performance and learning experiences. The sample included students with high, average, and low academic achievement to provide a broader understanding of the factors affecting learning outcomes.

Teacher participants were selected based on their teaching experience and instructional approaches. The selected teachers had teaching experience ranging from five to twenty years and employed different pedagogical approaches, including deductive, inductive, mixed, and communicative teaching methods. Parent participants were selected based on their active involvement in their children's education, such as monitoring homework, maintaining communication with teachers, attending school meetings, and supporting learning at home.

Participant recruitment continued until sufficient information was obtained to address the research question and no substantially new themes emerged from the interviews, suggesting an adequate level of data saturation for the scope of this case study (Guest et al., 2006). To protect participants' identities, pseudonyms and identification codes (e.g., T1, S1, and P1) were used throughout the study.

Table 1: The participant profiles

No.	Code	Type of Participants	Gender	Year of Experience and Other Characteristics
1	T1	Teacher	Male	5 years of teaching experience; deductive approach
2	T2	Teacher	Female	8 years of teaching experience; inductive approach
3	T3	Teacher	Female	15 years of teaching experience; mixed methods
4	T4	Teacher	Male	20 years of teaching experience; communicative approach
5	S1	Student	Male	Lower-secondary student; high academic achievement
6	S2	Student	Female	Lower-secondary student; low academic achievement
7	S3	Student	Male	Upper-secondary student; average academic achievement
8	S4	Student	Female	Upper-secondary student; high academic achievement

(to be continued)

Table 1: The participant profiles (continued)

No.	Code	Type of Participants	Gender	Year of Experience and Other Characteristics
9	P1	Parent	Female	Active parental involvement
10	P2	Parent	Male	Regular school communication
11	P3	Parent	Female	Monitors homework regularly
12	P4	Parent	Male	Attends school meetings

Research instrument

The primary research instrument was a semi-structured interview guide consisting of 26 open-ended questions. Semi-structured interviews were selected because they allow researchers to explore participants' experiences and perspectives while maintaining sufficient flexibility to probe emerging issues and obtain detailed explanations (Kvale & Brinkmann, 2015).

The interview questions were developed based on the research objectives and an extensive review of relevant literature concerning students' academic achievement, parental involvement, teacher quality, and student-related factors influencing learning outcomes (Creswell & Poth, 2018). Separate interview protocols were prepared for students, teachers, and parents to ensure that questions were relevant to each participant group and capable of eliciting information aligned with the study's objectives. Prior to data collection, the interview guide was reviewed by experienced educational researchers to enhance content validity and ensure the clarity, relevance, and appropriateness of the interview questions.

Data collection

Data were collected through individual semi-structured interviews conducted with the 12 participants. Before the interviews, participants were informed about the purpose of the study and were invited to participate voluntarily. Interview appointments were arranged at times and locations convenient to the participants. The interviews were conducted either at participants' homes or in other quiet and comfortable locations to promote open communication and minimize external distractions. Each interview lasted approximately 30 minutes. During the interviews, the researchers used the interview guide while also asking follow-up and probing questions when clarification or elaboration was required. With

participants' consent, all interviews were audio-recorded to ensure the accuracy and completeness of the data. In addition, field notes were taken throughout the interview process to document nonverbal cues, contextual observations, and reflective comments that could support data interpretation. Following the interviews, all recordings were transcribed verbatim to facilitate systematic analysis.

Data analysis

The data were analyzed using thematic analysis following the six-phase framework proposed by Braun and Clarke (2006). Thematic analysis was selected because it provides a systematic and flexible approach for identifying, analyzing, and reporting patterns within qualitative data. First, the researcher familiarized himself with the data by repeatedly reading the interview transcripts and listening to the audio recordings. Second, initial codes were generated by identifying meaningful segments of text relevant to the research question. Third, the codes were reviewed and grouped into broader categories and potential themes. Fourth, the themes were examined and refined to ensure internal consistency and clear distinctions between themes. Fifth, the themes were defined and named according to their central meanings and conceptual relevance. Finally, the findings were organized and presented using thematic narratives supported by representative quotations from participants. The coding process was primarily inductive, allowing themes to emerge from participants' experiences and perspectives rather than being imposed by predetermined categories. Throughout the analysis, the researcher maintained reflective notes to enhance transparency and support the interpretation of findings (Braun & Clarke, 2006).

Trustworthiness

To enhance the trustworthiness of the study, the researchers followed the criteria of credibility, transferability, dependability, and confirmability proposed by Lincoln and Guba (1985). Credibility was strengthened through the inclusion of multiple stakeholder perspectives, including students, parents, and teachers, which allowed for triangulation of viewpoints. Transferability was supported by providing detailed descriptions of the research setting, participants, and procedures to enable readers to assess the applicability of the findings to other contexts. Dependability was addressed through the use of a systematic data collection procedure and a clearly documented analytical process. Confirmability was enhanced by maintaining interview recordings, transcripts, field notes, and analytic memos throughout the study. Furthermore, the researchers engaged in continuous reflection to

minimize personal biases and ensure that the findings were grounded in participants' perspectives rather than researchers' assumptions.

Ethical considerations

Ethical principles were strictly observed throughout the research process, including informed consent, voluntary participation, confidentiality, anonymity, and protection from harm (Cohen et al., 2018). Prior to data collection, approval to conduct the study was obtained from the relevant authorities and the principal of the selected private school. All participants were informed about the purpose of the study, the procedures involved, the voluntary nature of participation, and their right to withdraw from the study at any time without penalty. Participants provided informed consent before the interviews commenced. To ensure confidentiality, all identifying information was removed from interview transcripts, and participants were assigned identification codes instead of using their real names. All research data, including audio recordings, transcripts, and field notes, were stored securely and were accessible only to the research team. The collected information was used solely for academic purposes and reported in a manner that protected participants' privacy and confidentiality.

4. Results and Discussion

Parental involvement as a foundation for academic achievement

The findings revealed that parental involvement was perceived as a key factor influencing students' academic achievement in English. Parents described their roles as extending beyond financial support to include monitoring homework, supervising study routines, maintaining communication with teachers, and providing motivation and emotional encouragement. Participants emphasized that active parental engagement created a supportive learning environment that promoted students' academic success.

One parent explained.

“I have to follow up my children all the time and contact with school every day in order to get some information what subject they are good at and poor. Then I and my wife are the second teachers who teach them at home after they learn from school which means that we teach them again and again of the lessons that they have learnt from school.” (P2)

Similarly, another parent highlighted the collaborative role of family members in supporting students' learning.

“Beside of helping children's study by me, my wife also assists them. She controls everything that the teachers give them to do at home such as homework or some exercises. If my wife does not understand some exercises, she takes photos and send to me by messenger. When I receives those photos, I explain her how to do this or to do that by sending back through messenger.” (P1)

These findings suggest that parents viewed academic achievement as a shared responsibility between schools and families. Their accounts demonstrated a strong commitment to supporting students' learning through supervision, guidance, and continuous communication. In addition, several parents expressed concerns regarding distractions associated with social media and online entertainment, indicating that parental involvement now includes monitoring students' use of digital technologies. The findings are consistent with previous studies that identified parental involvement as a significant predictor of academic achievement (Li et al., 2023; Sengonul, 2022). They also support the argument that parental support enhances students' motivation, engagement, and learning outcomes. In the Cambodian private-school context, however, parental involvement appears to be evolving from traditional supervision toward a more active role that includes regulating students' digital learning environments and encouraging greater learner independence.

Teachers' perceptions of academic achievement

The findings indicated that teachers perceived professional competence, teaching experience, and instructional effectiveness as important contributors to students' academic achievement. Participants emphasized that effective teaching involved not only subject knowledge but also the ability to adapt lessons to students' learning needs, create interactive learning experiences, and provide continuous support.

One teacher commented.

“I am not only caring the results of the students whether they get good grade or low grade, but also judging students equally. This is the ethic of the teacher. If teachers judge students unequally, they are not good teachers. They are corrupt teacher.” (T4)

Another teacher emphasized the importance of lifelong professional learning.

“Professional training gives teachers new teaching techniques, but teachers must also continue learning because students' needs change every year.” (T3)

Beyond qualifications and experience, participants highlighted the importance of commitment and professional ethics. Teachers believed that motivated educators devote greater effort to lesson preparation, classroom interaction, assessment, and student support. As a result, students are more likely to participate actively and achieve better academic outcomes. These findings are aligned with previous research suggesting that teacher quality, pedagogical competence, and professional development positively influence student achievement (Sok & Heng, 2024; Ventista & Brown, 2023). However, the present study further indicates that teacher effectiveness in the Cambodian context extends beyond formal qualifications. Participants consistently emphasized professional commitment, fairness, adaptability, and continuous learning as essential characteristics of effective teachers. This finding suggests that improving educational quality requires not only strengthening teachers' qualifications but also fostering professional values and ongoing development opportunities.

Students' perceptions of academic achievement

The findings revealed that students considered their own attitudes, behaviors, and learning efforts to be central to academic achievement. Participants emphasized the importance of self-discipline, preparation, active participation, independent study, and peer collaboration in supporting English language learning.

One student explained.

“I always set time to learn something first before teachers teach me. If today teachers teach page 10, I learn page 11 and 12 first. If I do not understand anything, I prepare some questions to ask teachers tomorrow so I can understand the lesson clearly because it seems like I have learnt two time already.” (S4)

Another student highlighted the importance of supporting peers.

“I do not discriminate in making friends. I sometimes help and explain slow learners by giving some experiences and techniques in order to make them achieve in their learning.” (S1)

The participants also acknowledged the influence of peers on academic performance. Positive peer relationships encouraged collaboration, confidence, and motivation, while negative peer influences could create distractions and reduce students' focus on learning. Nevertheless, students stressed that personal responsibility and self-discipline remained essential regardless of external support. These findings support previous studies that identified learner autonomy, motivation, self-regulation, and collaborative learning as important predictors of academic achievement (Järvenoja et al., 2019; Ryan & Deci, 2017; Sun, 2023). Furthermore, the findings suggest that students are increasingly integrating independent learning strategies, peer support, and digital resources into their learning practices. This reflects a growing tendency toward learner autonomy while maintaining the importance of guidance from teachers and parents.

Interrelationship of parental, teacher, and student factors

Across all participant groups, the findings demonstrated that academic achievement cannot be attributed to a single factor. Rather, students' success in English emerged from the interaction among parental involvement, teacher quality, and students' own learning efforts. Parents provided support and encouragement, teachers facilitated learning through effective instruction and professional commitment, and students contributed through motivation, self-discipline, and active engagement.

The findings suggest that these factors are mutually reinforcing. For example, parental encouragement can strengthen students' motivation, while effective teaching can enhance students' engagement and confidence. Similarly, motivated students are more likely to benefit from parental support and instructional guidance. Therefore, academic achievement should be viewed as a collaborative outcome shaped by the combined contributions of students, parents, and teachers.

This finding is consistent with the conceptual framework of the study and reinforces previous research indicating that academic achievement is influenced by multiple interconnected factors rather than a single determinant. Consequently, efforts to improve students' English academic achievement should promote stronger partnerships among families, schools, teachers, and students in order to create a supportive and effective learning environment.

5. Conclusion

This study explored the factors influencing English academic achievement among Cambodian students at a private school in Phnom Penh from the perspectives of students, parents, and teachers. The findings revealed that students' academic achievement is shaped by the interaction of three key factors: parental involvement, teacher quality, and students' own learning behaviors. Parents contributed to academic success through monitoring learning activities, providing encouragement, and maintaining communication with schools. Teachers supported students' achievement through professional competence, effective instructional practices, and continuous professional development. Students emphasized the importance of motivation, self-discipline, independent learning, and positive peer relationships in achieving academic success.

The findings suggest that no single factor alone determines students' academic achievement. Rather, academic success emerges through the combined contributions of students, parents, and teachers within a supportive learning environment. Therefore, efforts to improve English academic achievement should promote stronger collaboration among families, schools, and students while encouraging effective teaching practices and learner responsibility.

Implications of the study

The findings of this study have important implications for educational practice, school leadership, and policy development. First, the study highlights the critical role of parental involvement in supporting students' English academic achievement. Parents should actively monitor their children's learning, maintain regular communication with teachers, provide emotional encouragement, and create a supportive home environment that promotes effective study habits and minimizes distractions. Schools may further strengthen parental engagement through regular parent-teacher meetings, workshops, and communication channels that encourage collaborative support for students' learning.

Second, the findings emphasize the importance of teacher quality in promoting students' academic success. Teachers should continuously enhance their pedagogical knowledge, instructional skills, and classroom management practices through professional development opportunities. Schools are encouraged to support teachers' professional growth by providing training programs, mentoring opportunities, and access to updated teaching resources that can improve the quality of English language instruction.

Third, the study suggests that students themselves play an essential role in their academic achievement. Students should be encouraged to develop self-discipline, learner autonomy, effective study habits, and positive attitudes toward learning. Schools and teachers can support this process by fostering active learning, goal setting, critical thinking, and collaborative learning opportunities that promote student engagement and responsibility.

At the institutional level, school leaders should establish learning environments that strengthen collaboration among parents, teachers, and students. Building strong home-school partnerships and promoting a culture of shared responsibility for learning may contribute to improved academic outcomes. At the policy level, the Ministry of Education, Youth and Sport and other educational stakeholders should continue to support teacher professional development, promote parental engagement initiatives, and strengthen quality assurance mechanisms that enhance teaching and learning effectiveness.

Limitations and suggestions for further research

This study has several limitations. First, it involved a small sample of 12 participants from a single private school, which may limit the transferability of the findings to other educational contexts. Second, data were collected solely through semi-structured interviews, which restricted opportunities for methodological triangulation. Future research should include participants from multiple schools and employ additional data collection methods, such as classroom observations, focus groups, and document analysis. Researchers may also consider using mixed-methods designs to provide a more comprehensive understanding of the factors influencing students' academic achievement in English.

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