

Investigating the Impact of Educational Aspirations, Study Habits, Parental Involvement, and Institutional Environment on Saudi EFL Learners' Language Proficiency

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Abstract—The study assesses the impact of educational aspirations, study habits, parental involvement, and institutional environment on Saudi EFL learners' language proficiency. It also examines if the demographic profiles of Saudi EFL learners differently shaped their worldviews and responses. As the study focuses on how certain independent variables (educational aspirations, study habits, parental involvement, and institutional environment) impacted the dependent variable (language proficiency), a descriptive quantitative approach was employed to collect data from respondents using a self-designed questionnaire with partial adoption of modified items. A simple random sample method was used to select 131 respondents (10% of the population) from the undergraduate population at the College of Science & Humanities and College of Business Administration, Prince Sattam bin Abdulaziz University, Saudi Arabia. The findings revealed that educational aspirations followed by institutional environment, study habits, and parental engagement affected the language proficiency of Saudi EFL learners. One way ANOVA analysis showed that year/level of study causes significant differences in the means of the study respondents. However, no statistically significant difference was observed in the means of the responses based on the professional profiles of their parents. The findings of the study hold significance for both language instructors and policymakers for effective teaching and policy making.

Index Terms—level/year of study, institutional environment, learners' language proficiency, parents' professional profiles

I. INTRODUCTION

The growth and development of any country is directly linked to the quality of the education system. A quality education system prepares a professionally qualified workforce which is needed to run the affairs of their countries. That is why reforming the education system and programs and examining the reasons affecting learners are immensely significant for educational institutions (Alabdulkarem et al., 2021). Learning is an active process, and knowledge is generated and constructed according to the principles of constructivism. This learning process is affected by many factors, including the learning and study habits of the learners and their prior experiences. They have a direct connection with the learning outcomes. This explains the increasing number of research studies dealing with the factors that affect the language learning and teaching process.

Multiple studies have been carried out to investigate the factors affecting the academic performance and language learning process in different contexts. For example, Shah et al. (2013) investigated Saudi Arabia's EFL education factors and professional educators' instructional approaches. To gather qualitative evidence, the study team performed semi-structured interviews involving five chosen EFL teachers. The study identified three primary barriers to teaching English as a second/foreign language: students' lack of interest, detrimental institutional policies, and social, cultural, and religious sensitivities. Liton (2016) identified academic, educational, and socio-cultural challenges that impede the learning of English in prep year students at a Saudi university. A questionnaire was utilized to conduct the interview and record the participants' thoughts. The data was analyzed qualitatively and quantitatively. It was revealed that cross-cultural challenges, lack of motivation, EFL methods, and pre-university curricular deficiencies promote learners' negative opinions towards learning English.

All these studies have been carried out to examine how certain factors adversely affect student academic performance. They found a deep connection between independent variables and academic achievement. However, there is a lack of

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studies on how certain variables such as parental guidance, learners' aspirations, educational surroundings, and learners' study habits impact the English proficiency and skills of Saudi EFL learners. This study addresses this literature gap.

A. *Research Problem*

Saudi language learners encounter multiple challenges in acquiring effective English language skills. Many environmental and societal elements affect students' language learning attitudes (Mahboob & Elyas, 2014). Several studies investigated foreign language learning factors. However, they often disregarded the views of learners. Therefore, this study examines learners' opinions and perspectives regarding the barriers and challenges they experience in learning and acquiring language skills. This differentiates this study from others.

B. *Statement of Purpose*

The study focuses on investigating the opinions of Saudi EFL learners, their attitudes regarding English, and the impact of contextual factors impacting their English language proficiency and performance.

II. LITERATURE REVIEW

In any environment, the educational process is viewed as an amalgamation of conventions and information flow between educators and students, influenced by social and cultural norms. Sociocultural norms influence students, educators, and members' views and expectations, as well as classroom conversations, generating an inclusive educational setting. Multiple studies have dealt with how these factors impacted academic performance and language skills. For example, Alabdulkarem et al. (2021) utilized a questionnaire disseminated among four Saudi Arabian colleges to examine the relationship between thirty-two variables and the students' reported academic performance. 3565 students participated in the survey which focused on factors such as childhood, secondary education, and organized and uncontrolled activities. This study found considerable relationships between many variables and the RAP. It was found that factors such as parental education, employment field, school type, and mosque attendance significantly affect reported performance. The findings hold immense implications for enabling educators and policymakers to improve education results. Wilder (2014) argues that parents' involvement has been acknowledged as one of the important factors that impact the academic success of students. The study carried out a synthesis of the results of nine meta-analyses that looked at the impact of parental involvement on students' performance. The findings revealed that there was a positive relationship between academic achievement and parental involvement. This connection was consistent across grade levels and ethnic groups. Al-Sohbani (2015) investigates various factors that cause poor skills in ESL students. Student responses were collected using an open-ended questionnaire. Lack of family and societal encouragement, lack of instructional and study tools, lack of student motivation, and imperial and colonial attitudes regarding English contributed to poor skills. Sabbah (2016) investigated the study habits of studying English as a foreign/second language at a community college, in Qatar. A five-Likert questionnaire involving 6 dimensions of study habits was designed and sent to students. The descriptive and ANOVA results show a difference of much significance in students' mark levels. Ansong et al. (2019) replicated earlier studies that explored the connection between educational aspirations, self-efficacy, and academic success. Pathway analysis and route invariance research were used on 4282 adolescents to examine causal connections and gender moderation. The results demonstrated interventions such as academic self-efficiency may bolster academic success and achievement in places where a lack of resources acts as a demotivating force.

Daniel et al. (2018) examined English learning and teaching issues in Kuwait. The study evaluated students' self-reported speaking skills using the Attitude/Motivation Test Battery to measure socio-educational framework components for second language (L2) acquisition. It was found that all socio-educational model items affected second language learning equally. Ahmad (2015) examined conventional and sociological constraints on English language training and explored new ways to improve learning and instruction in Saudi Arabia. Four qualitative and quantitative analyses revealed that Saudi EFL students developed boredom in English due to their traditional and socio-cultural milieu. The employment of inexperienced instructors, a lack of motivation, insufficient learning environments, and an ineffective teaching method were the main barriers to learning English in Saudi Arabia. The findings are immensely useful for overcoming language barriers. Lodhi et al. (2019) examined the impact of the school environment on the performance of English language learners. A questionnaire was designed, validated, and sent to the study participants. The responses were analyzed quantitatively. The results showed that an excellent educational setting improved the children's language skills. Haberman et al. (2020) looked at several numbers of factors influencing English language learning of learners. The study examined reading comprehension, writing skills, students' parents, and study habits outside of the classroom. The findings of the pre-test and post-test results demonstrated that the role of English native teachers is not as important in the improvement of the vocabulary of learners, writing skills, and comprehension is not as is often thought by both students and parents. Jabeen et al. (2022) looked at the impact of the educational setting on the achievement of students as understood by their teachers at a senior secondary level. A questionnaire was adopted and 17 female and 17 male schools as samples with around 340 teachers. The study was descriptive. The findings imply that the impact of the educational atmosphere on student outcomes differs significantly between female and male

teachers. The results demonstrate that male and female teachers differed on how school atmosphere affected student performance.

A. Research Questions

1. What is the impact of educational aspirations, study habits, parental involvement, and institutional environment on the language skills of Saudi EFL learners?
2. Do factors such as educational aspirations, study habits, parental involvement, and institutional environment shape Saudi EFL learners' differently?

B. Hypothesis

1. Years/levels of study do not significantly affect respondents' responses.
2. Parents' professional profiles do not significantly affect respondents' responses.

III. METHODOLOGY

A. Research Design

We used a quantitative approach (descriptive quantitative design) because the study is based on data and evaluates how variables such as study level and the professional background of learners' parents influence the dependent variables (language proficiency). Creswell and Creswell (2017) recommend using a quantitative approach when studying data with numbers and statistics.

B. Study Participants' Description

The study includes undergraduate learners from the College of Science & Humanities and College of Business Administration, Prince Sattam bin Abdulaziz University, Saudi Arabia. They are at various levels of their degree programs. All survey participants are native Arabic speakers who use English as a foreign language. English has been their required coursework for the past seven or eight years. A total of 131 students were chosen at random using a simple selection method.

TABLE 1
DEMOGRAPHIC DESCRIPTION

Variables	Frequency	Percentage
Gender		
Male	131	100%
Female	0	0%
Others	0	0 %
Level/Year of Study		
6th to 8 th Level	11	8.4%
4th to 5th Level	41	31.3%
1st to 3 rd Level	79	60.3%
Parents' Profession		
Government Job	100	76.4%
Private Job	13	9.9%
Self-Employment	9	6.9%
No Employment	9	6.8%

C. Data Collection Instrument

The questionnaire was developed after a careful review of the existing studies. Some of the items were self-developed, while others were adopted from earlier studies to meet the study requirements. The demographic profile component of the questionnaire is followed by Saudi EFL learners' educational aspirations, study habits, parental engagement, and institutional environment. Participants were given guidelines to rate their opinions on a 5-point Likert scale (strongly agree=5, agree=4, neutral=3, disagree=2, and strongly disagree=1).

D. Validity

English questions were translated into Arabic because the respondents lacked adequate English skills. Language experts in Arabic and English approved the translation. The questionnaire and its items were confirmed using a pilot study. The questionnaire incorporated expert thoughts and opinions.

E. Data Collection Method

The questionnaire was used to collect the data from the respondents. A link to the questionnaire was sent to students and instructors. The respondents received the English and Arabic versions to better convey their ideas. They were advised to read each component's instructions carefully. As they were assured of confidentiality and that their responses would be used for academic and research purposes, they felt free to express their true opinions.

F. Data Interpretation

After obtaining enough responses, the data from the Google Form was downloaded and exported into an Excel sheet. Having assigned the numeric codes (5= very true of me, 4= true of me, 3= neutral, 2 untrue of me, and 1= very untrue of me), the data was transferred to SPSS. As the questionnaire consisted of only closed-ended items, the data was quantitatively analyzed. Data means, frequency, and standard deviation were determined using descriptive statistics. One-way ANOVA was used to contrast the demographic profiles of respondents. The following criteria were employed to interpret and categorize perceptions/perspectives.

TABLE 2
PERCEPTION/PERSPECTIVE AND PROSPECTS LEVEL MEASURING SCALE

Mean Square	Level
3.01 – 4.50	high
1.51 – 3.00	moderate
1.00 – 1.50	low

IV. RESULTS AND FINDINGS

The results displayed in Table 3 demonstrate Saudi EFL learners' educational aspirations, study habits, parental involvement, and institutional environment. It is revealed that Saudi EFL students hold a high degree of educational inspirations which motivate them to enhance and English language proficiency. The second factor which affect positively their language learning and proficiency is the institutional environment. It also showed that Saudi EFL learners' study habits play a significant role in improving and enhancing their language skills. The factor that plays a minimum role in developing their English language proficiency is parental involvement.

TABLE 3
SAUDI EFL LEARNERS' EDUCATIONAL ASPIRATIONS, STUDY HABITS, PARENTAL INVOLVEMENT, AND INSTITUTIONAL ENVIRONMENT

Questions/Items	Overall means
1. Saudi EFL learners' educational aspirations	4.47
2. Saudi EFL learners' institutional environment	3.86
3. Saudi EFL learners' study habits	3.54
4. Saudi EFL learners' parental involvement	3.21

TABLE 4
SAUDI EFL LEARNERS' EDUCATIONAL ASPIRATIONS

STATEMENTS	VTM	TM	N	UM	VUM	MEAN	LEVEL
1	109(83.2%)	14(10.7%)	5(3.8%)	2(1.5%)	1(0.8%)	4.74	HIGH
2	97(74%)	26(14.8%)	7(5.3%)	0	1(0.8%)	4.66	HIGH
3	83(63.4%)	34(26%)	9(6.9%)	4(3.1%)	1(0.8%)	4.48	HIGH
4	79(60.3%)	27(20.6%)	18(13.7%)	5(3.8%)	2(1.5%)	4.34	HIGH
5	94(71.8%)	26(19.8%)	6(4.6%)	4(3.1%)	1(0.8%)	4.58	HIGH
6	64(48.9%)	28(21.4%)	24(18.3%)	13(9.9%)	2(1.5%)	4.06	HIGH

VTM=very true of me, TM= true of me, N=neutral, UM=untrue of me, VUM= very untrue of me

Table 4 shows Saudi EFL learners' educational aspirations measured from items 1 to 6. In item no 1, 93.9% (VTM 83.2% & TM 10.7%) of the respondents stated that they studied because they wanted a good career and employment. While 3.8% stayed neutral, 1.5% differed, and 0.8% expressed strong disapproval of the statement. The mean is 4.74 which is accepted as high as per the supposed criteria. In the next item no. 2, 88% (VTM 74% & TM 14.8%) of the respondents accepted that they studied because they wanted to get a position of power/influence in their lives. 5.3% were neutral. No one differed, and 0.8% severely opposed the opinion. The mean is 4.66 which is classed as high. Regarding item no. 3, 89.4% (VTM 63.4% & TM 26%) of the respondents said that the purpose of their study was to contribute to community empowerment. 6.9% maintained neutrality, 3.1% rejected it, and 0.8% strongly opposed the assertion. The mean is 4.48 which is classed as high. In item no. 4, 80.9% (VTM 60.3% & TM 20.6%) of the respondents said that they studied because they wanted to become mentors for the next generations. While 13.7% remained neutral, 3.8% dissented, and 1.5% severely opposed the statement. The mean is 4.34 which is also accepted to be high. About item no. 5, 91.6% (VTM 71.8% & TM 19.8%) of the participants said that they wanted to study because they wished to enter the business world. 4.6% were neutral, 3.1% disagreed, and 0.8% severely opposed the opinion. The mean is 4.58 which is also classed as high. In the last item no. 6, 70.3 % (VTM 48.9 & TM 21.4%) of the respondents said that they wanted to study because they wished to enter the academic world. While 18.3% stayed neutral, 9.9% disagreed, and 1.5% strongly agreed with the opinion. The mean is 4.06 which is classed as high as per the established criteria.

TABLE 5
SAUDI EFL LEARNERS' STUDY HABITS

Statements	VTM	TM	N	UM	VUM	Mean	Level
7	23(17.6%)	33(25.2%)	35(26.7%)	27(20.6%)	13(9.9%)	3.19	moderate
8	80(61.1%)	37(28.2%)	4(3.1%)	7(5.3%)	3(2.3%)	4.4	high
9	45(34.4%)	37(28.2%)	34(26%)	13(9.9%)	2(1.5%)	3.83	high
10	24(18.3%)	30(22.9%)	33(25.2%)	33(25.2%)	11(8.4%)	3.17	moderate
11	39(29.8%)	29(22.1%)	28(21.4%)	16(12.2%)	19(14.5%)	3.4	moderate
12	25(19.1%)	31(23.7%)	24(18.3%)	36(27.5%)	15(11.5%)	3.11	moderate
13	39(29.8%)	24(18.3%)	32(24.4%)	24(18.3%)	12(9.2%)	3.41	moderate
14	42(32.1%)	47(35.9%)	29(22.1%)	8(6.1%)	5(3.8%)	3.86	high

VTM=very true of me, TM= true of me, N=neutral, UM=untrue of me, VUM= very untrue of me

Table 5 displays Saudi EFL learners' study habits. In item no. 7, 42.8% (VTM 17.6% & TM 25.2%) of the respondents said that they found it hard to focus when they studied. 26.7% maintained neutrality, 20.6% disagreed, and 9.9% strongly disapproved of the opinion. The mean is 3.19 which is classed as moderate as per the established criteria. In the next item no. 8, 89.3% (VTM 61.1% & TM 28.2%) of the study respondents claimed they usually sought a quiet place to study. While 3.1% stayed neutral, 5.3% differed, and 2.3% severely opposed the opinion. The mean is 4.4 which is accepted to be high. Regarding item no. 9, 62.6% (VTM 34.4% & TM 28.2%) said that they allocated time each week to study the course material. 26% were neutral, 9.9% opposed, and 1.5% severely opposed the assertion. The mean is 3.83 which is classed as high. About item no. 10, 41.2% (VTM 18.3% & TM 22.9%) of the respondents said that they could not remember much of what they studied. 25.2% were neutral, 25.2% differed, and 8.4% severely opposed the opinion. The mean is 3.17 which is classed as moderate. As far as item no. 11 is concerned, 51.9% (VTM 29.8% & TM 22.1%) of the respondents agreed that their lack of discipline/disorganized lifestyle caused them to waste time. While 21.4% remained neutral, 12.2% disagreed, and 14.5% severely opposed the opinion. The mean is 3.4 which is accepted to be moderate. In item no. 12, 42.8% (VTM 19.8% & TM 23.7%) said that they had trouble finding study time. 18.3% maintained neutrality, 27.5% differed, and 11.5% severely opposed the opinion. The mean is 3.11 which is categorized as high. About item no. 13, 48.1% (VTM 29.8% & TM 18.3%) said that prioritizing the content of my English chapter was a challenge for them. 24.4% of respondents chose to remain neutral, 18.3% dissented, and 9.2% strongly refuted the opinion. The mean is 3.41 which is classed as high. In item no 14, which is the last item of this category, 68% (VTM 32.1% & TM 35.9%) of the respondents said that they reviewed their chapters/lessons after completion. While 22.1% of the respondents stayed neutral, 6.1% disagreed, and 3.8% strongly disapproved of the statement. The mean is 3.86 which is categorized as high.

TABLE 6
SAUDI EFL LEARNERS' PARENTAL INVOLVEMENT

Statements	VTM	TM	N	UM	VUM	Mean	Level
15	50(38.2%)	21(16%)	20(15.3%)	22(16.8%)	18(13.7%)	3.48	moderate
16	24(18.3%)	27(20.6%)	27(20.6%)	26(19.8%)	27(20.6%)	2.96	moderate
17	60(45.8%)	37(28.2%)	17(13%)	9(6.9%)	8(6.1%)	4	high
18	27(20.6%)	18(13.7%)	17(13%)	36(27.5%)	33(25.2%)	2.77	moderate
19	29(22.1%)	10(7.6%)	27(20.6%)	39(29.8%)	26(19.8%)	2.82	moderate
20	57(43.5%)	39(29.8%)	12(9.2%)	11(8.4%)	12(9.2%)	3.9	high
21	26(19.8%)	12(9.2%)	14(10.7%)	36(27.5%)	43(32.8%)	2.55	moderate

VTM=very true of me, TM= true of me, N=neutral, UM=untrue of me, VUM= very untrue of me

Table 6 represents Saudi EFL learners' parental involvement in their studies and English language proficiency. In item 15, 54.2% (VTM 38.2% & TM 16%) of the respondents said that their parents were very concerned about their English proficiency. While 15.3% stayed neutral, 16.8% disagreed, and 13.7% strongly disapproved of the statement. The mean is 3.48 which is classed as moderate. In the next item 16, 38.9% (VTM 18.3% & TM 20.6%) of the respondents said that their parents often discussed their English grades with the teachers. 20.6% were neutral, 19.8% expressed disagreement, and 20.6% severely opposed the opinion. The mean is 2.96 which is classed as moderate. Regarding item no. 17, 74% (VTM 45.8% & TM 28.2%) of the respondents said that whenever they struggled with English, their parents supported them. While 13% stayed neutral, 6.9% dissented, and 6.1% expressed dissatisfaction with the statement. The mean is 4 which is categorized as high. In item no. 18, 34.3% (VTM 20.6% & TM 13.7%) of the respondents said that their parents were involved in their everyday homework. 13% remained neutral, 27.5% disagreed, and 25.2% severely opposed. The mean is 2.77 which is classed as moderate. About item no. 19, 29.7% (VTM 22.1% & TM 7.6%) of respondents said that their parents are unfamiliar with their English class challenges or successes. 20.6% expressed neutrality, 29.8% disagreed, and 19.8% expressed a strong rebuttal of the opinion. The mean is 2.82 which is classed as high. As far as item no. 20 is concerned, 73.3% (VTM 43.5% & 29.8%) of the respondents said that their parents continuously inquired about their English test scores. 9.2% chose to remain neutral, 8.4% disagreed, and 9.2% strongly disagreed with the opinion. The mean is 3.9 which is categorized as high. In item no 21 which is the last item of this category, 29% (VTM 19.8% & 9.2%) of the respondents said that their parents never encouraged them to enhance their English language proficiency. 10.7% stayed neutral, 27.5% differed and 32.8% severely opposed. The mean is 2.55 which is considered high.

TABLE 7
SAUDI EFL LEARNERS' INSTITUTIONAL ENVIRONMENT

Statements	VTM	TM	N	UM	VUM	Mean	Level
22	65(49.6%)	35(26.7%)	20(15.3%)	3(2.3%)	8(6.1%)	4.11	high
23	51(38.9%)	34(26%)	30(22.9%)	7(5.3%)	9(6.9%)	3.84	high
24	64(48.9%)	37(28.2%)	17(13%)	8(6.1%)	5(3.8%)	4.12	high
25	40(30.5%)	22(16.8%)	32(24.4%)	23(17.6%)	14(10.7%)	3.38	moderate

VTM=very true of me, TM= true of me, N=neutral, UM=untrue of me, VUM= very untrue of me

Table 7 shows Saudi EFL learners' institutional environment. In item no. 22, which is the first item of this category, 76.3% (VTM 49.6% & TM 26.7%) of the respondents said that their college/university's language resources made learning English fun and joy. 15.3% were neutral, 2.3% differed, and 6.1% severely opposed the opinion. The mean is 4.11 which is categorized as high. In the next item no. 23, 64.9% (VTM 38.9% & TM 26%) of the respondents said that they were skilled in English because it is the medium of communication and teaching in their college. While 22.9% maintained neutrality, 5.3% differed, and 6.9% severely opposed the opinion. The mean is 3.84 which is classed as high. Regarding item no. 24, 77.1% (VTM 48.9% & TM 28.2%) of the participants said that their university administration strove constantly to enhance students' English. 13% were neutral, 6.1% differed, and 3.8% severely opposed the opinion. The mean is 4.12 which is classes as high. In item no. 25, which is the last item of the study questionnaire, 47.3% (VTM 30.5% & TM 16.8%) of the respondents said that the college environment was not conducive for English speaking and learning. While 24.4% stayed neutral, 17.6% differed, and 10.7% severely opposed the opinion. The mean is 3.38 which is classed as high.

V. SAUDI EFL LEARNERS' EDUCATIONAL ASPIRATIONS BASED ON THEIR DEMOGRAPHIC PROFILE

A. Saudi EFL Learners' Educational Aspirations and Educational Level

Table 8 given below represents the findings of a one-way analysis of variance (ANOVA) for Saudi EFL learners' educational aspirations based on their educational level. The findings show that educational level causes a difference in the means of learners' responses as the F value (3.86106) exceeds the critical F value (3.47805). Hence, HO1 is rejected.

TABLE 8
ANALYSIS OF ONE-WAY ANOVA REPRESENTING SAUDI EFL LEARNERS' EDUCATIONAL ASPIRATIONS BASED ON THEIR EDUCATIONAL LEVEL

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	2234.267	4	558.5667	3.86106	0.037834	3.47805
Within Groups	1446.667	10	144.6667			
Total	3680.933	14				

B. Saudi EFL Learners' Educational Aspirations and Profession of Their Parents

Table 9 illustrates the findings of a one-way ANOVA for Saudi EFL learners' educational ambitions based on their parents' professional profiles. The calculated F value (1.894456) is below the critical F value (3.055568), indicating that parents' professional profiles do not affect learners' responses. HO2 is accepted.

TABLE 9
ANALYSIS OF ONE-WAY ANOVA REPRESENTING SAUDI EFL LEARNERS' EDUCATIONAL ASPIRATIONS BASED ON THEIR PARENTS' PROFESSIONAL PROFILE

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1740.5	4	435.125	1.894456	0.163783	3.055568
Within Groups	3445.25	15	229.6833			
Total	5185.75	19				

VI. DISCUSSION AND ANALYSIS

The research investigated the impact of educational aspirations, study habits, parental involvement, and institutional environment on Saudi EFL learners' language proficiency. It was revealed that Saudi EFL learners held a high degree of educational inspiration that motivated them to develop their English language proficiency and communicate with people in English. This finding aligns with (Ababneh, 2016; Al Noursi, 2013; Assulaimani & Alqurashi, 2024; Orfan, 2020; Rahman et al., 2021). However, these findings are inconsistent with multiple studies (Alrabai, 2016; Jamshed et al., 2024; Shah et al., 2013). In addition, it was also revealed that Saudi EFL learners' study habits played a significant role in developing and enhancing their language skills. This finding is supported and corroborated by many studies (Gahir et al., 2022; Jafari et al., 2019; John et al., 2020; Sabbah, 2016; Sasi & Anju, 2020). However, many studies (Ahmad, 2018; Marzulina et al., 2019; Lawrence, 2014; Nonis & Hudson, 2010; Silverrajoo & Hassan, 2018) contradict this finding as they do not find any role or connection between students' academic performance and study habits and language proficiency. The study also found that parental involvement played a role in helping Saudi EFL learners acquire enhanced English skills and improve their language proficiency. This finding is supported and corroborated by

many studies (Fan, 2001; Hanif & Alwi, 2019; Jaiswal & Choudhuri, 2017; Jamshed et al., 2024; Mutodi & Ngirande, 2014; Oluwatelure & Oloruntegbe, 2010). The research also revealed that the institutional environment also affected Saudi EFL learners positively. This finding aligns with many studies (Getie, 2020; Le & Le, 2022). However, some studies (Ahmed, 2015; Jamshed et al., 2024) contrast with this finding as they found that the institutional environment acted as a demotivating factor for language skills and proficiency.

VII. CONCLUSION

The study investigated Saudi EFL students' educational aspirations, study habits, parental engagement, and institutional environment. It was found that Saudi EFL students had many educational inspirations which positively affected their academic performance and language skills. The study also found that the institutional environment had a positive impact on their academic success and language proficiency. It was also revealed that Saudi English-language learners' study habits greatly affected their language proficiency and academic performance. The investigation also found that parental involvement also contributed to the development and enhancement of their language proficiency and academic performance. While parents' professions did not affect learners' responses, the respondents' level/year of study caused significant differences in the responses of learners. The study holds immense significance for language instructors and policymakers for enhancing language curriculum and study materials.

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