THE ROLE OF PARENTAL INVOLVEMENT IN CHILDREN'S
ACADEMIC ACHIEVEMENT IN A PRIMARY IN STATE OF JOHOR

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DEDICATION

This project report is dedicated to my husband who supported me to pursue my study. He gave moral and financial supports to me, thus I am able to complete this project report.

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ABSTRACT

Parents are the closest people and role models for children to learn. Even words and deeds of parents can affect the lives of children. Therefore, parents play an important role in their children's growth and lives and learning including children's academic. Parental involvement in children's learning not only helpful but also improve children's academic achievement. However, the finding of past research shows that parental involvement in children's academic achievement is limited in primary school. Most of the parents usually only participate in parents day or sports day. Moreover, the research on the role of parental involvement in primary school is limited. A case study design with an in-depth interview was used to explore the role of parental involvement in children's academic achievement. A total of 6 parents whose children were studying in Year 4 and from the same class of primary school in district of Kluang in Johor state were participate in this current study. Thematic analysis was used to analysis the data obtained from the participants. Most parents were aware that parents played an important role in participating in their children's academic achievement. Therefore, they were willing to spend time to accompany their children completing homework, took appropriate methods to teach their children and carry out some useful activities with their children to improve their academic achievement. In addition, parents often communicated with school teachers or other parents to share their experiences in teaching their children to help children improved their academic performance. They believed that parents' participation in their children's academic performance would have positive effects on their children's learning attitudes. Therefore, they would continue to participate in their children's academic work to lay a good foundation in primary school and improve children's interest in learning. Only a parent reported that because of work, she did not have time to monitor her son's homework. She also reported that she would try not to participate her child's academic work if her child was able to cope with homework. In conclusion, parents played an important role and influenced on their children's academic achievement. Parents had to take up the responsibility of parenting and teaching children, so as to help children have best performance in their academic and a good conduct in their character.

ABSTRAK

Ibu bapa adalah orang yang paling dekat dan teladan untuk anak-anak belajar. Malah kata-kata dan perbuatan ibu bapa boleh mempengaruhi kehidupan anak-anak. Oleh itu, ibu bapa memainkan peranan penting dalam pertumbuhan dan kehidupan serta pembelajaran anak-anak mereka termasuk pencapaian akademik anak-anak. Walau bagaimanapun, penemuan kajian lepas menunjukkan bahawa penglibatan ibu bapa dalam pencapaian akademik anak-anak terhad di sekolah rendah. Kebanyakan ibu bapa hanya mengambil bahagian dalam hari ibu bapa atau hari sukan. Tambahan pula, kajian mengenai peranan penglibatan ibu bapa di sekolah rendah adalah terhad. Kajian kes yang menggunakan kaedah temu bual telah digunakan untuk meneroka peranan penglibatan ibu bapa dalam pencapaian akademik anak-anak. Enam ibu bapa yang anaknya belajar di Tahun 4 dan dari kelas sekolah rendah yang sama di daerah Kluang menyertai kajian ini. Analisis tematik telah digunakan untuk menganalisis dapatan kajian. Kebanyakan ibu bapa menyedari bahawa mereka memainkan peranan yang penting dalam penglibatan pencapaian akademik anak mereka. Mereka sanggup meluangkan masa untuk menemani anak menyelesaikan kerja rumah, memberi kaedah yang sesuai untuk mengajar dan menjalankan aktiviti yang berguna bersama dengan anak-anak untuk meningkatkan pencapaian akademik mereka. Selain itu, mereka sering berkomunikasi dengan guru atau ibu bapa yang lain untuk berkongsi pengalaman mengajar anak agar membantu anak meningkatkan prestasi akademik. Ibu bapa percaya bahawa penglibatan mereka dalam prestasi akademik anak-anak dapat mengukuhkan asas yang baik di sekolah rendah dan meningkatkan minat anak-anak untuk belajar. Hanya seorang responden yang melaporkan bahawa dia tiada masa untuk memantau pekerjaan rumah anaknya kerana bekerja dan cuba tidak melibatkan diri dalam kerja akademik anaknya jika anaknya mampu menguruskan kerja rumah. Kesimpulannya, ibu bapa memainkan peranan yang penting dan mempengaruhi pencapaian akademik anak mereka. Mereka harus memikul tanggungjawab mengasuh dan mengajar anak-anak untuk membantu mereka mempunyai prestasi terbaik dalam akademik mereka dan tingkah laku yang baik.

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CHAPTER 1

INTRODUCTION

1.1   Introduction

Parents are described as one of the two individuals from whom one is immediate biologically descended who are called a mother or father. By actively participating in the learning process and educational activities, parents have the ability to shape, maintain and develop their children to be more interesting, creative and tolerant. A philosopher, John Locke (1689) stated that children are born like a blank paper, called "tabula rasa". It implied that when children are born, they do not carry any information and knowledge and they acquired all knowledge through environmental experiences. Thus, parents as an important role in their children's growth and lives and learning (Al-Matalka, 2014) because most of the time children absorb whatever they learn from their parents, especially when they are young. Since parents spend more time at home with their children, it is important for them to educate their children.

According to Dauber and Epstein (1993), academic achievement is the basis for measuring the success of students at all levels of education in school. Students often make continuous efforts to maintain excellent grades, hoping to show some performance in their grades. However, this kind of academic achievement does not accumulate, it needs hard work and self-efficacy to obtain it (Comer, 2005). In order to achieve outstanding results, it requires the coordination of all parties to achieve effective results. Parents are recognized one of them play an important role in children's academic achievement because parents are already become their primary teachers when their children are born and continue involve in the formal educational of their children. According to Jeynes (2016), there is a significant relationship between parental involvement and children's academic performance, which shows

positive impact on children's academic performance. Parental involvement can generate an education-oriented learning environment which enables parents to understand their children to a certain extent and provide support during their studies.

According to Miksic (2015), parental involvement is a way that parents support their children 's education through word and action. Abdullah, Seedee, Alzaidiyeen, Al-Shabatat, Alzeydeen, and Al-Awabdeh, (2011) describe "parental involvement" is whether it is activities between parents and children or between parents and school teachers, it can help children's academic achievements and development. Most of the researchers believed that an important strategy in the advancement of the quality of education is parental involvement because parents would help their children to overcome the challenge when they follow-ups with their children's teachers to identify areas where the children are struggling (Perkins, 2014). At home, parents can also involve their children's academic activities such as listen to child reading, assist them in completing their homework or sporting with them to improve their children motivation in their education (Hornby and Lafaele, 2011). This not only can increase the child's desire to learn, but also strengthen the relationship of parents with the school.

Although parental involvement in children's education is important, many a time parents are less involved. One of the factors is parent's educational level. Different parents' education level may affect the expectations and goal setting they have for their children. Children from parents with higher educational background perform well than those with lower parents. They are curious about learning compared with children from parent lower educational background because parents who were well educational usually value education and hope that their children are also well education. (Bakar et al., 2017). The second factor is parents' overall attitudes towards their children's education and the way they teach them. Although educating children is the responsibility of parents, the education they give their children may not be suitable for their children or reverts to the educational methods their parents used to themselves, causing children to misunderstand their parents and refuse to allow their parents to participate in their studies. (Montalbano, 2014).

For these reasons, parents may gradually forget that they play significant role in children's studies which result in children not being able to perform well in their studies. This invisibly will cause children to be bored with their studies, even when they are in school. So, they start to skip class or drop out from school as well as cause some disciplinary problems in school. From this point can be seen that parental involvement in their children's academic achievement is important. Centre for Child Well Being (2012) stated that the learning and development of children can be encourage by parental involvement. The good behavior amongst school children also improve and reduce absenteeism through parental involvement (Sapungan & Sapungan, 2014; Malukeke, 2014). This shows that the parental involvement has improved the level of student's academic achievement, behavior and education.

It has always been an issue for many schools on parents' participation in children's academic work at home. In this study, a qualitative approach will be employed to investigate the role of parental involvement in their primary school children's academic achievement. Participants come from a Chinese National Type primary school in the district of Kluang in Johor state. It has been a concern of the school with the falling students' academic performance despite various measures from the school. One aspect remain unclear is the parent's participation in their children's academic work at home.

1.2   Background of the Study

"Parental involvement in children's academic achievement" is not a recent phenomenon. In the past few centuries, many researchers have conducted in-depth studies on the factors of parents involve in children's studies and recorded empirical evidence to support students' academic achievement and parental involvement have between a positive correlation relationship (Epstein, J.L., 2015). Many researchers believe that parents' participation in children's learning is not only helpful and have a great effect on children's academic performance. Hill, Witherspoon and Bartz (2018) highlighted that the academic achievement of students has direct and indirect

influence by parental involvement. They have a lifelong influence on children's values and thought, especially when children are young, because parents are their first teachers. The words and deeds of the parents are the object of the children's model, and it will invisibly affect the children's attitude towards learning.

This phenomenon also occurs in a Chinese National Type primary school in the district of Kluang in Johor state. The school located in an urban area and has 6 grades. Each grade is divided into three classes. There are 517 students, 31 teachers and 4 administrative. In addition to the Chinese, Malay, and Indian students, there are also Kadazhan and Iban students in this school. These students have different family backgrounds, some parents have higher education, some parents have lower education. Furthermore, most of these parents are double-income families in the local work. For these reasons, the learning level of these students is uneven. There is also a great contrast in academic performance. In the past two years, the six grade students of this school have not satisfactory results in UPSR, slipping from 74.16% to 68.35%. This phenomenon worries the principal of the school. He often encourages parents in the Family Association Council to involve more in children's studies and school activities. However, this phenomenon has not changed.

According to Niia et al (2015), the participation of parents is statistically related to students' academic achievement. Analysis result of Niia et al. (2015) further stated that parents often communicate with teachers not only improve students' cognition of cognitive abilities but also improve the relationship between them and teachers. It helps teachers to better understand the students and teach them with teaching methods that suit them, which invisibly increases the relationship between teachers and students. Goodwin (2015) stated that the importance of parental involvement was acknowledged legally by the United States which as the discussed by Individuals with Disabilities Education Act (IEDA) of 2004, parents are mandated by the law to involve when the children are physically challenged. This shows that parents involve in their children's academic achievement is important.

However, as technology has become more advanced, the initial starting point for parents involve in their children's academic achievement has gradually diminished. It is believed that there are some factors that cause parents to be less active in their children's academic nowadays. One of the reasons is parents' level of education. Children from families with lower education levels tend to perform poorly in school than students with higher education levels. This is because uneducated parents cannot provide their children with intellectual, financial, psychological and emotional support, so that they cannot better adapt to their learning and development, and cannot improve their academic achievement.

Hornby (2011) point out that compared with parents from high socioeconomic status, parents from poor socioeconomic status are seldom participation, less knowledgeable and more prone to problems in language, transportation, communication and parenting because they lack knowledge and cannot express their opinions in words, which leads to their lack of confidence, so they usually communicate less with teachers and participate in activities organized by schools. In addition, because of limited financial ability, they are very busy with work until they have no extra time to participate in the children's studies.

Parents' attitude towards children's education in daily life shapes children's attitudes towards learning desire (Nugent et al., 2015). Nowadays, society has gradually entered into the footsteps of the new technological era, children would be able to compete in this era of globalization through the broad support given by their parents. Therefore, the support given by parents to children is very important, because it can affect children's educational development and even children's future. Regrettable, some parents are very passive to their children's academic. They are obviously show an "I don't care" attitude or not directly involved. They don't even see and do not participate the school's expected goal where their children can get what they need most in their lives. These attitudes not only influence children's learning attitude and performance, but also affect children's behavior in dealing with others.

This situation also happens in today's Malaysia society. In this study, the participants are the parents of a group of Year 4 students. There are 32 in total, of which 21 are Chinese, 6 and 2 are Malay and Indian, and Iban is the remainder. Most of these parents come from middle-class families, and some are poor or wealthy families. Most of them graduated from SPM, some are higher education or lower education. Because these parents have different family backgrounds, their attitudes towards children's education are also different. Some parents are cared about their children's studies and actively participate in school activities. Some parents are less involved in their children's studies because they are busy with work or come from poor socioeconomic background. It makes their children have different academic performances and different learning attitudes. In order to encourage parents to participate in their children's academic, the Malaysian Education Development Plan (PPPM) from 2013 to 2025 which involves school leaders, teachers, parents, the public and students through the country (PPPM, 2012) was developed by the Ministry of Education Malaysia (MOE). This shows that the responsibility of educating children no longer falls on teachers, but also on parents and local communities, including private and government agencies.

Activities of learning can take place in the school grounds but also take place anyplace including at home and also in the community. On 27 January 2019, The Ministry of Education Malaysia (MOE) hold a National Level Cakna Pilgrimage Program (Program Ziarah Cakna). This program aims to expand the concept of a caring school and strengthen the relationship between the school and parents or guardians through the practice of visiting teachers to students' homes. However, the school found that through this program, parents did not take any action in their children's academic work, which made the children's performance worse and worse. According to the school's documents, the result of UPSR in 2019 slipped from 74.16% to 68.35%. This data worries the school, so that the school often discusses with parents and encourages parents to pay more attention to their children's academic performance. It can be seen that parents play an important role in children's academic performance.

1.3 Statement of Problem

Many researches show that parental involvement in their children's study can improve their achievement. Gonida & Cortina (2014) stated that parents active involve in children's academic give a beneficial effect in their achievement. Epstein et al. (2009) also stated that the partnership established between family, school and community will improve student's academic achievement and student success.

However, parental involvement in children's academic achievement is limited in primary school. Most parents usually only participate in parent's day and sports day (Wee, 1995). They rarely understand the important of parents' participation in children's academic achievement that they seldom spend time urging their children to do homework and review. Moreover, the research findings on the effect of the parents' participation in children's academic performance is limited.

Although some researches on certain aspects of parental involvement have been conducted in Malaysia, such as the role of schools in educators, the role of the school PIBG and the type of parental involvement (Razali, 2007), but the research on the role of parental involvement in Chinese type national primary school is limited.

Therefore, the research should be carried out to investigate the parents' awareness on the role of parents participating in children's academic achievement and the effect in Chinese Primary School in Zone Kluang. A model developed by Epstein containing six type of parental involvement is adopted in this study to explore the relationship between the role of parental involvement and their children's academic achievement.

1.4   Objectives of the Study

In this study, the purpose is to explore the role of parental involvement in children's academic achievement and thus the following objectives were designed to study parents' perceptions of their involvement:

i.   To investigate parents' awareness on the role of parental involvement in children's academic achievement.

ii.   To identify the strategies used in parental involvement in children's academic achievement.

iii.   To investigate the effects of parental involvement in children's academic achievement.

1.5   Research Questions

The aim of this study was to investigate nowadays parents' views on parental involvement in their children's academic achievement. Thus, following are the three main research questions of this study:

i.   Are parents aware of their role in parental involvement in their children's academic achievement?

ii.   What strategies or approaches used by parents to improve their children's academic achievement?

iii.   How do you see the effect of parental involvement on your child's academic achievement?

1.6   Significance of the Study

The study contributes to parents in understanding their role in their children's academic performance. With more understanding, parents will be more willing to participate more actively in activities of school. Parents also will be more responsible to guide their children's schoolwork at home through understanding of Epstein's types of parental involvement.

This study is also significant to children. With the cooperation of parents, their academic achievement will slowly improve. They also finish their homework every day. Moreover, it is believed that children's disciplinary issues will reduce because parents help to keep watch over their children.

Besides, this study may be helpful to school administration as well. They are able to know that level of parental involvement actually brings impacts on the student's academic performance. School administration can plan and implement more school curriculum related to parental involvement in school activities, decision-making and homework. The organization of more effective programs and activities can increase the involvement of parents, improve school academic achievement and foster a culture of love of learning among students.

Furthermore, the results of this study can give a more comprehensive picture to the Ministry of Education to create more appropriate and effective programs to improve cooperation and communication between family and school while improving student's academic performance.

1.7   Theoretical Framework

Theoretical viewpoints not only stimulate scholars to have further development in various fields, but also provide a basis for research. The field of parental involvement also true happen. Four theories about involvement with parents are described in this section:(i) Bronfenbrenner's ecological systems theory, (ii) Vygotsky's sociocultural theory, (iii) Joyce Epstein's Overlapping spheres of influence and (iv) Hoover-Dempsey and Sandler's Parent Involvement Model.

"Ecological Systems Theory" was advocated by Urie Bronfenbrenner. In this theory, the center of a system is the individual. This system has four environmental systems which was ranging from close interpersonal interaction to extensive cultural influence (Santrock, 2004). The recognized systems are microsystem, mesosystem, exosystem and macrosystem.

Bronfenbrenner connects these four environment systems to the growth and development of children because he believes children's growth is affected by children's internal factors but also by family and the world around them, for example social, political, biological, and economic conditions (Bronfenbrenner, 1986).

The innermost and most direct level including the relationship among child, family, school, roles and the surroundings environment is microsystem (Santrock, 2004). Hence, the relationship between parents and a child often has a lasting impact and stable on the child's knowledge, morality and academic achievement.

Mesosystem is interconnectedness between microsystems which assists children's learning, for example the relationship between parents and school and neighbours (Donald et al., 2010). Thus, there is a need to ensure that there is good relationship between home and school. The close construction between home and school helps to improve children's confidence and morality. It also helps them to perform academically.

Exosystem refers to that not directly involve the child's social environment and institutions but they can have a very great effect on development of children such as the way the parents use their money and time (Santrock 2004). For example, parents' social status affects their children not because of poor families have no money to invest in children, but because the parent's good ability was reduced by low income (Tina and McComb , 2008).

Macrosystem describes beliefs and values are connected with culture and are affected by all levels of the ecological. In the macrosystem, these values embedded in social culture not only affect class, race and society, but also affect the development process of individuals. Amatea (2009) declaring "the dominant cultural practices and belief systems around individual achievement are affected by what parents and teachers prioritize and value and how they organize their daily routines to achieve their goals". This shows that cultural beliefs can influence children's academic achievement.

Bronfenbrenner emphasizes environmental factors as playing a major part in children's development, especially the family's participation and school plays an important role in the growth of children, so that children have good performance and outstanding in all aspects. In this study, parents play significant role in children's academic achievement. Their words and deeds will affect the child's growth and learning, because parents are the closest people with the child. Therefore, microsystem was selected in this study.
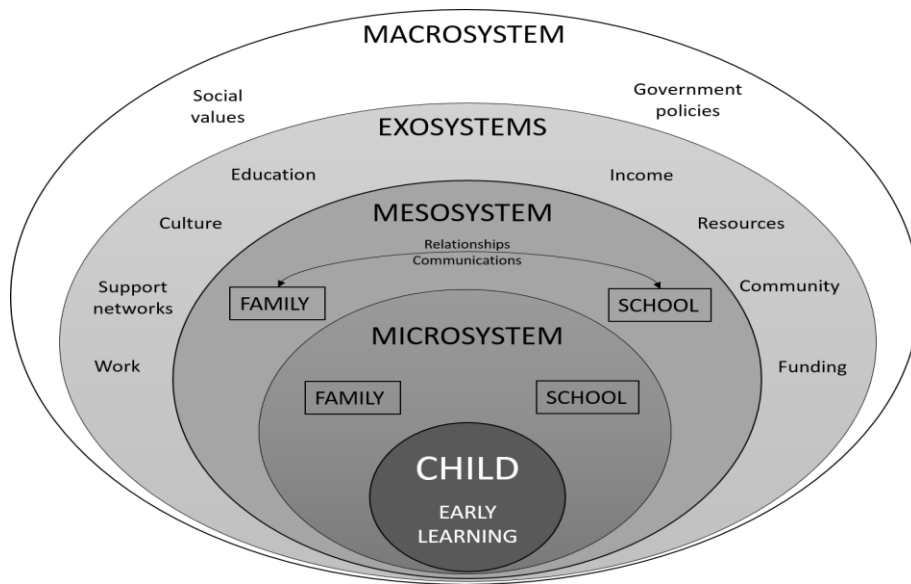
Figure 1.1: Parental involvement in Bronfenbrenner's Ecological Systems Model

Lev Vygotsky (1962) emphasized that all relationships have a huge impact on learning, and evaluated the involvement of parents and the community in education (Vygotsky, 1978). In his theory, the key concept is that mental structure and thinking process come from social interactions. These social interactions not only affect cognitive development, but also create cognitive structure and thinking process. Vygotsky believes that adults in society can promote children's cognitive development and language learning through challenging and meaningful activities.

Vygotsky believes that adults in society can promote children's cognitive development and language learning through challenging and meaningful activities.

Vygotsky (1962) emphasized children's environment, communication process and experiences that can shape children's thought development through language. Vygotsky believes that children's language and thoughts will be affected by social factors, especially family members, because their first teacher is the family. Therefore, parents can use language to interact with their children, which helps to improve children's literacy ability. For example, parents and children read story books together and share vocabulary with children to help children develop literacy.
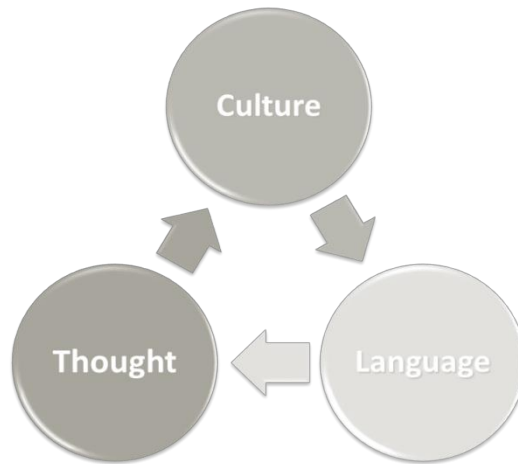
Figure 1.2: Vygotsky's Sociocultural Theory

According to Vygotsky's sociocultural theory, parents can improve their children's learning skills through the proximal development zone. Proximal developmental zones occur when parents help their children learn new skills until the children can master the skills themselves. For example, parents can take out letter cards, read each letter with their children, and say the letters on the cards with their children, until the children can finish them by themselves. Vygotsky's proximal developmental zone emphasizes the interconnection and interdependence between learning and development. This theory also supports that the child's family life is very important and that parents have made great contributions to the child's development and learning achievement (Prior & Gerard, 2007).

"Overlapping spheres of influence model" was enlightened by the ecological model of Bronfenbrenner (1979, 1986) and designed from a organizational and social's perspective (Litwak & Meyer, 1974; Seeley, 1981, cited in Epstein, 1987, 1992, 1996), which emphasizes collaborate and complementarity between families, schools and community to encourage and cooperation of the three institutions (Epstein, 1987, 1996). At the same time, Epstein also developed a partnership model based on six main type of parental participation as a framework.
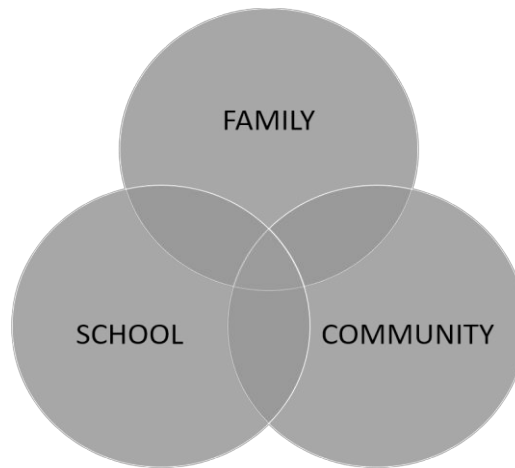
Figure 1.3: Epstein's Overlapping Spheres of Influence

Joyce Epstein's theory of overlapping spheres of influence is that in child-centred growing children representing family, school and community. This theory focuses on the interaction and communication between family, school and community to bring these three are more closely linked which will benefit children's development and learning (Epstein, 1996, 2001). This theory is also combined with Epstein's typology of parental involvement to let parents see that they play significant role in their children's academic achievements and support parents to participate more in their children's studies.

"Hoover-Dempsey and Sandler's Parent Involvement Model" is a comprehensive model of parental participation process base on psychological and educational research from the perspective of parents (Sheldon, 2002). The concept of the theory explains the reasons for parental involvement, the choice of specific forms of participation, and the differences brought about by participation.
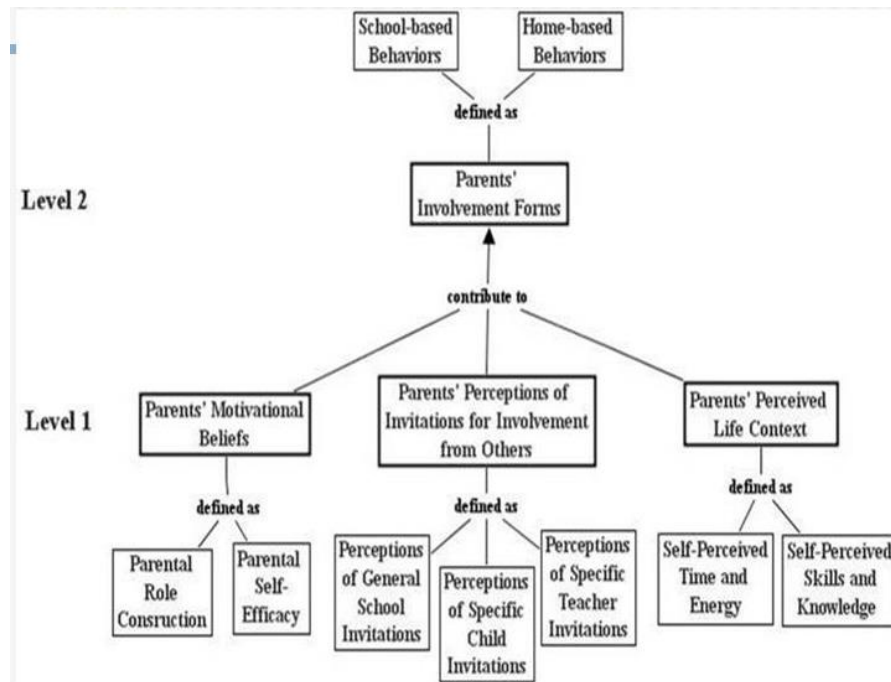
Figure 1.4: Hoover-Dempsey and Sandler's Parent Involvement Model

According to Hoover-Dempsey and Sandler (1995, 1997), they provide a framework for the model to describe and analyze the process of parental involvement in a holistic way and overview the parent involvement's five level in this model. These five levels' some ingredients were taken from Bronfenbrenner's ecological systems theory (Hoover- Dempsey & Sandler, 1997). Through this theory, parents will realize the reasons for their participation in children's studies, the factors of affect their participation, the influence they bring to their children and the strategies they use. A very valuable framework was provided by Hoover-Dempsey and Sandler's model on the psychological factors of parents' participation.

1.8   Conceptual Framework

Figure 1.5 shows the conceptual framework of this study. The main aim of this study is to explore the role of parental involvement in children's academic achievement. Those parents whose child is currently studying in Year 4 Chinese

Primary School in Zone Kluang. One of the main research objectives is to identify significant relationship between the role of parental involvement and children's academic achievement and hence the parents will be more aware that their participation in their children's studies can affect their grades and performance, making parents willing to spend more time on their children's studies.
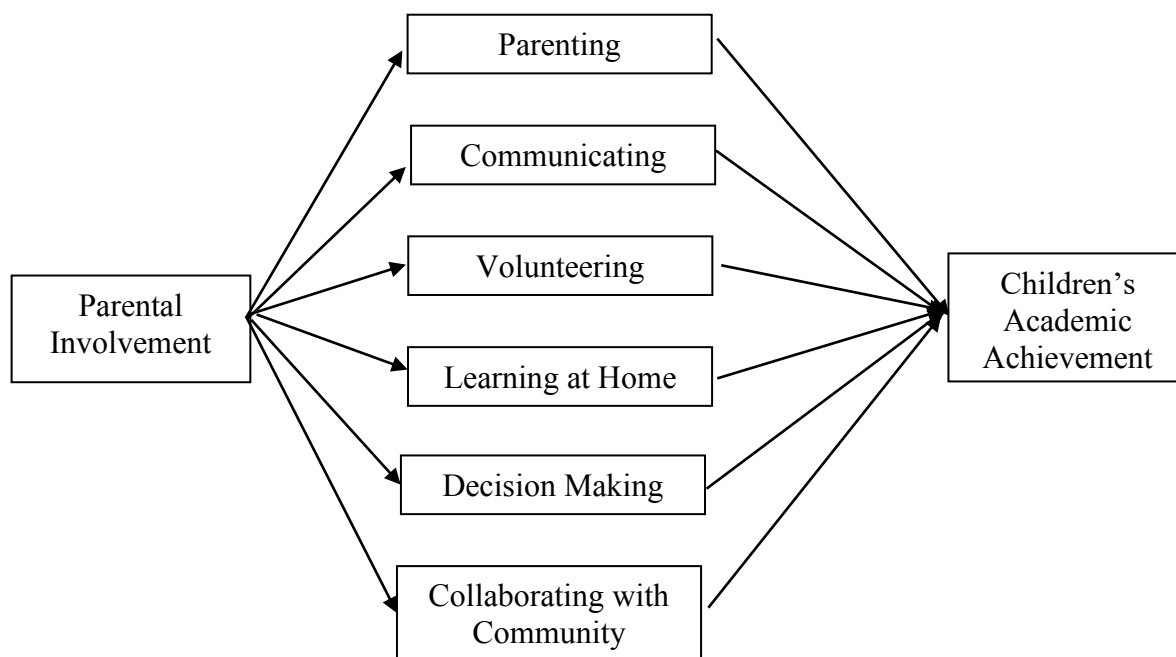
Figure 1.5 Conceptual framework of the study

To establish the level of parental involvement, Epstein's types of parental involvement are used for the research questions and the data analysis in this research. The types of parental involvement including parenting, communicating, volunteering, learning at home, decision making and collaboration with the community.

Epstein's types of parental involvement are one of an influential model in parent involvement research and the theory has an important influence on children's academic achievement.

As a framework for increasing parental participation in education, the model recognizes six types of educational involvement and encourage parents to participate

in school and community activities to learn about their children's learning level and obtain new information. The model has been influential in shaping social policy regarding parent involvement in education.

1.9   Scope of the Study

As a researcher's focus is to explore the role of parental participation in children's academic performance, so the participants this study include 6 parents inclusive of biological father, mother, and immediate guardian whose child is currently studying at Chinese primary school in Zone Kluang, Johor. The selection of participants is conducted by homogenous sampling, which the participants have children in the third grade and their children are from the same class. This study will be designed to be a qualitative research where the data was collected via interview protocol.

1.10   Delimitations of the Study

This study is delimited to parents whose child is studying in Year 4 of Chinese Primary School in Zone Kluang during the 2020 academic year. These parents are from families of different ethnicities and their children are the student of the researcher.

Another delimitation of this study is the researcher will use homogenous sampling method to select the participants from the population of parents whose child is studying in Year 4 of Chinese Primary School in Kluang. Through this method, researcher can use the collected data to effectively to compare and analyze. Therefore, the researcher works as a teacher herself, decided to select samples from her school would be the best way to collect data.

The amount of interview protocol to collect data also is delimitation. Researcher believes that interviewing all participants during the collect data will be time-consuming. Therefore, the researcher decided to interview only participants who chose to participate in the survey. During the interview, the participants will answer according to the set questions. The results and findings of this study may or may not applicable to other schools.

1.11   Definitions of the Terminologies

This section introduces the terminology and professional language used in this research. In this study, the interpretation of terms and their meanings is emphasized to maintain consistency. They are parent, parental involvement, role, children and academic achievement.

1.11.1 Parent

Generally, the definition of parent is the child's biological parent or adoptive parent. In law, the definition of parent is the guardian authorized to raise children, educate children, and even make any decisions for children, especially children under 18 years of age.

In addition, the definition of parent can also refer to those who take care of children on behalf of biological parents or adoptive parents, such as grandparents or relatives, or individuals who are legally responsible for the welfare of children.

In this study, "parent" refers to the biological parent whose child is studying in Year 4 of Chinese National Type primary school in Kluang. In reporting the analysis of interview data in chapter 4, the term "parent" and "participants" are used interchangeably.

1.11.2 Parental Involvement

In the literature, the term "parental involvement" has different definitions. Grolnick and Slowiaczek (1994) describe that parental involvement means that the parents put a lot of resources and energy into the education of their children which divided parental involvement into three categories that is behavior, cognitive-intellectual and personal. According Mcneal Jr (2014), parental involvement is defined as the actions taken by parents to cooperation with teachers and administrator staff in order to improve children's academic performance.

This study adapts definition of parental involvement by Joyce Epstein of Johns Hopkins University which cover six different kinds of parental involvement. The six different types of parent involvement are parenting, communicating, volunteering, learning at home, decision making and collaborating with community.

Type 1 of parental involvement is Parenting which refers to the parents' basic obligations towards their children includes establishing a family environment to support their children to learn such as providing them with guidance, supervision, educate and materials.

Type 2 of parental involvement is Communicating which refers to the sharing of knowledge, activities and events between home and school or communicate with their children, for example about the child's progress, health and educational history.

Type 3 of parental involvement is Volunteering which refers to parental involvement in school programs and children's activities, such as helping teachers and administrators as tutors or assistants in the classroom, attending school programs performances and so on.

Type 4 of parental involvement is Learning at Home which refers to parent guide their children do homework and make course-related decisions and activities,

such as helping with their children homework, talking to children about school and learning, encourage children and so on.

Type 5 of parental involvement is Decision making which refers to parents involve in organization or planning in the school to developing parent leaders and representatives, such as parents' associations or councils.

Type 6 of parental involvement is Collaborating with Community which refers to parents of the same community or the same school work together to share and exchange information in order to help children in their learning.

1.11.3 Academic Achievement

Academic achievement is the result of a complex interaction between environmental factors and personal talents, skills and motivation (Woolfe & Dryden, 1996). According to the definition, "academic achievement" is expressed as the average grade of all courses in arithmetic, reflecting the work of students in a school year (Akhun, 1992).

The performance of students in academic achievement can be measured by assessment. According Walvoord (2010), assessment is the use of time, knowledge, professional knowledge and available resources to systematically collect information about student learning in order to provide a basis for decision-making that affects student learning. Assessment can be divided into two categories, that is summative assessment or formative assessment.

Summative assessment is an assessment conducted at the end of the teaching unit of the course. It only occurs a few times over the course of the academic year. Since the summative evaluation is used to evaluate whether the learning objectives of the course were met, it is evaluative rather than diagnostic. It is also to measure

the degree of mastery of the learning standards and always arrive at a specific grade. Formative assessment is an assessment to provide both students and teachers with the information they need to improve the teaching and learning process so as to improve students' learning. The goal of formative assessment is to monitor student learning to provide ongoing feedback rather than a grade. These feedbacks can be used by instructors to improve their teaching and by students to improve their learning to respond to the academic needs of the students.

In this study, children's academic achievement measure students' performance with their classroom assessment known as *Pentaksiran Bilik Darjah* and grade of student's latest summative test.

1.12   Summary

This study aims to explore parents to re-see that they play significant role in children's academic performance. The findings from this study will be used to improve parental participation in children's academic performance in the future.

This chapter discuss about the introduction of the study, the study's background, the problem's statement, purpose of the study, research objectives, research questions, research hypothesis, the study's significance, scope of study, theoretical framework, conceptual framework, the study's delimitation and operational and conceptual definitions of terms that used in this study. All information would be applied during the interview protocol and the analysis of the findings.

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