

THE RELATIONSHIP BETWEEN PARENTS INVOLVEMENT,
SELF ESTEEM AND ACADEMIC MOTIVATION AMONG
STUDENTS

RENUKA A/P MUNIANDY

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Faculty of Social Sciences and Humanities
Universiti Teknologi Malaysia

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DEDICATION

This thesis is dedicated to my late parents, not only for the encouragement that they had given to me but also motivating me to pursue my Master.

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Lord, thank you for your abundant, abounding grace.

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ABSTRACT

The purpose of this research is to study the Correlation Study of Students' Self Esteem and Academic Motivation especially on Covid-19 Pandemic. . There is not much study was carried on Parents involvement between students self esteem and academic motivation. Although there were many studies have been conducting on students' academic achievement, as far as I know, no research has investigated the relationship between parents support and students self esteem and learning motivation, especially during the Covid-19 pandemic taking into account on students self esteem. The research involved 331 respondents from age 13 to 16 years old. A Google form questionnaire has been used as instrument to collect the desired data for this study. It is a Likert scale questionnaire which is consisting of forty nine questions. The survey data was gathered using Parent' involvement which is developed by Cadosles Rosid Benilde Q et al., (2017), Rosenberg Self Esteem Scale (1965), and Academic Motivation Scale (AMS) which has been adopted and adapted from Vallerland et al., (1992). The collected data was then analyzed thoroughly by means of descriptive statistics (mean and percentage) and Non Parametric analysis (Spearman Correlation). Overall the findings show that Parents Involvement are in high level while students self esteem is in low level and Academic Motivation shows high level of mean interpretation. However there are significant relationship between parents' involvement in students self esteem and academic motivation.

ABSTRAK

Tujuan penyelidikan ini adalah untuk mengkaji kajian Korelasi Nilai Kendiri Pelajar dan Motivasi Akademik terutamanya pada masa kemelut pandemik Covid 19. Sebelum ini, tiada banyak kajian yang dilakukan untuk menilai penglibatan ibu bapa dalam penghargaan diri sendiri pelajar mahupun motivasi akademik. Kebanyakan kajian yang dilakukan adalah mengenai pencapaian akademik pelajar, namun tiada kajian yang mengkaji perhubungan di antara sokongan ibu bapa dengan nilai sendiri pelajar dan juga motivasi pelajar dalam masa kemelut pandemik Covid 19. Kajian yang dijalankan melibatkan 331 orang responden dari usia 13 hingga 16 tahun. Selain itu, instrumen yang digunakan untuk mengumpul data yang diperlukan ialah Kertas soal selidik (Google Form) yang merupakan kertas soal selidik jenis Skala Likert yang terdiri daripada empat puluh sembilan soalan. Tambahan pula, data ini dikumpulkan dengan menggunakan modul Penglibatan Ibu Bapa yang dihasilkan oleh Cadosles Roshid Benilde Q et al., (2017), dan Motivasi Akademik (AMS) yang diadaptasi dari Vallerland et al., (1992). Kemudiannya, data yang dikumpul dianalisis secara menyeluruh dengan menggunakan kaedah statistik deskriptif (min dan peratus) dan analisis Non Parametrik (Sperman Correlation). Secara keseluruhan dapatan kajian menunjukkan bahawa penglibatan ibu bapa berada pada tahap yang tinggi sementara nilai sendiri pelajar ditahap yang rendah manakala tahap motivasi akademik menunjukkan tahap interpretasi min yang tinggi. Namun terdapat hubungan yang signifikan di antara penglibatan ibu bapa dalam penghargaan diri sendiri pelajar dan motivasi akademik.

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LIST OF ABBREVIATIONS

Covid-19	-	Corona Virus Disease 19
TPB	-	Theory of Planned Behaviour
SPSS	-	Statistical Package for Social Science
SDT	-	Self Determination Theory
RSES	-	Rosenberg Self Esteem Scale

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Education is essential for each and everyone in all countries to produce a high intellectual citizen so that they can become an intellectual future leader. There are many students are left behind because of poor in academic performance and it might be the one of the reason for them to be indulged in an undesirable activities. Educators measure students' achievement not only using standardize test but also using several tools such as classroom performance, graduation rates, results and so on. Each student's academic achievement is very important to country. Not only in Malaysia but also in the every countries as their development may lead to the students' development and also education development. Most of the students who poor in studying are attending school for the sake of meeting their friends and some parents not even bother their children's academic performance, even though they fail in their exams for the couple of time. Furthermore, higher order thinking skills are left behind with the students and also maybe because of parents busy with their work. Besides, low academic achievement may create negative consequences for students and country. Most of the students who are poor in studying, are attending school for the sake of meeting their friends and some parents not even bother their children even they fail in their exam for many time. The higher order thinking skill is left behind with the attitudes. There for it is important to investigate the reasons which might influence students Academic achievement.

Parents' involvement in students' education is seen playing an essential role in promoting the better results in academic. There are many types of parents' involvement such as behaviour involvement, cognitive involvement and also personal involvement. There is no doubt that Parents' involvement in students education can lead to a positive impact in the students learning as it increases students' self-esteem and also in academic motivation. Parents' involvement not only provide extrinsic and motivational factor, but also primarily on their self-esteem, mentioned by Rich (2004). Besides, parents' involvement is always started from home. Furthermore, Pint Rich also said that if students believe that they can do then they will do it with if Parents' involvement arises. Sirin and Rogers-Sirin (2004) also stress that the strong parents' and students' relationship enhance student performance. Next Pomerantz, Moormann, and Litwack (2007), have stated that students' academic motivation is cultivated by parents behavioural involvement in their learning. In order to that, it is essential to all parents to involve themselves in their children's education because it could help in increasing the children's academic motivation. It also said that students' becoming better in the term of behaviour, education, motivation, and so on if their parents are actively involved in their academic. Finally, their children might get better result.

Self-belief also remembered for the components, it has been said that individuals who have high confidential levels may learn things rapidly trust that they can complete a task to a decent norm, and this hence may help their self-esteem. Moreover, self-esteem can be classified as high self-esteem, moderate self-esteem and also low self-esteem. Students who are high in self-esteem usually have a good feelings about oneself, their activities and furthermore their future. On the other hand, low self-esteem is characterized as negative feelings about oneself, their activity and also their future. Coopersmith (1967) mentioned that the self-esteem is simply the judgment or assessment that we hold about ourselves. It's simply the degree to which we see to be beneficial and competent person. According to James (1980), self-esteem is the satisfaction or dissatisfaction with oneself. Besides, According to the property of William G. Huitt (2011), self-esteem is the feeling or enthusiastic part of self and generally self alludes to how individuals feel about or how individuals esteem themselves, it is known as one's self-worth.

Academic motivation is actually determined by students, in how much hard work that they put in excelling in their academic. Intrinsic, extrinsic, goals, values, and belief are the parts of academic Motivation. Students who are high in academic motivation usually know the important of learning in their life. Not only that, high self-esteem students also view the entire tasks have a relationship to beneficial leaning as they achieve the goals.

1.2 Background of study

Students achievement is commonly tested by using standardize test. Each student's academic achievement is very important to country. Not only in Malaysia but also in every country as their development may lead to the students' self development and also education development. But due to the Corona Virus Disease 2019 (COVID-19), all level students are not able to returning to their school and one of the consequences is academic performance is affected in many schools due to the cancelation of the examination all over the world. Besides, due to the some circumstance, the particular students' academic performance has not been able to take into account and all those academic assessment has been changed to several options. Not only that, all the schools in the country also have been recommended by the government to conduct home based learning, including the selected independent high school.

Researcher has selected one independent school which is located in Kluang Town, Johor for the study. Kluang is still considered as the greatest urban area located in state of Johor. The reason researcher has selected the school for the study is to determine students' self-esteem and students' academic motivation in learning.

Before pandemic, tests and exam contributes 60% while the rest of 40% will be taken for performance based of assessment which are six class Spellings contributes 10%, assessment from Activity Class contributes 10%, Project from Google Classroom contributes 10% and

Homework submission carries 10%. The total obtained average mark is considered as their final result. Average 60 over 100 is the passing mark in the selected school.

Based on the researcher's own experience, those students who were not attentive and doing well in class have been promoted to the next grade. The allocation of marks might decrease students learning motivation since they do not need to struggle or focus during the teaching process because they know that they could get a better mark through the carry mark. Along with it, students also aware that they will be promoted to the next level even though they did not study well. Not only that, most of the parents also focus on the average mark instead of exams mark. And the main reason they are sent to the school is because of a Chinese medium school and also they will further their study in Taiwan once they have graduated from the high school. Taking all those into account, his study will focus on students' self-esteem and academic motivation.

As a result, this study will be focusing on the parents' involvement in students' self-esteem and academic performance. In such case, parents' involvement during this time is playing an important role in students' self-esteem and academic motivation so that they can stay focus and motivated throughout the home based learning during this pandemic. Parents' behaviour involvement in students learning might motivate students to avoid doing unwanted activities during the lesson and also reduce the truancy which is not able to be detected. In addition, it also might help students to overcome the difficulties. Not to deny that parents' involvement in students' learning now becomes the most crucial element in education. High parents' involvement in students academic will produce a better result even though home based learning has been conducting all over the world and parents' involvement could motivate students in their academic at the same time.

During home based learning, it is clearly visible that parents' involvement is the main factors which determine students' self-esteem and academic motivation. In Midori Otani's (2019) study, parents' involvement is correlated with students' education consequence.

Furthermore, it has been said that parents' involvement and academic achievement is correlated with the student's attitudes. There was dissimilar alliance was found between parents' involvement and achievement for elementary and also middle school. To add it, findings conclude that parents' involvement was emphatically matched up with academic achievement Bezabih, Mezgebu and Bayu (2020). It also has mentioned by Jerald, Mark and Marsha (2020) that parents who keep motivating their children would affect on their children's self-esteem. And parents' involvement also has been said positively contributes on students' self-esteem and academic motivation. It is revealed that parents' involvement is crucial in students learning.

A finding has concluded that parenting styles on students' self efficacy trust to be reduced as their children getting older, said Mawa, Hussain, Ibrahim, Hafidha and Amal (2020). Parents who provide involvement and encouragement towards students will result the higher self-esteem will be founded among students. It will provide positive impact on students because they tend to be self assured and well defined during school. Furthermore, it was said that parents should divided their time and visit their children's school and get to know their progress in order to keep students motivated in their learning Wegaychu, Gebremedhin and Digvijay (2020).

Furthermore, the home based learning will be effective if students have a good level of self-esteem, and academic motivation. Harlen and Crick (2003) said that there is between self-esteem and motivation for learning. Jacoby (2008) also mentioned that students with the high level of self-esteem could complete the given task and have a positive feeling on the all task which were given to them.

Due to many considerations, this study is focused on correlations between parents' involvement, students' self-esteem and academic motivation which can lead to better learning. Furthermore, in this research students' academic motivation and their self-esteem are believed as the consequences of parents' involvement in their learning. Parents' involvement is independent and both self-esteem and academic motivation are set as dependent variable.

1.3 Statement of the Problem

Due to the pandemic, our government has introduced home based learning since 2020. Besides, the selected school is implementing virtual learning to keep the students engaged in their academic and it also to make sure that students are not left behind due to the pandemic.

On the other hand, the students have lack of understanding in the importance of virtual learning which has been implementing by the school. Students with good self-esteem will be stayed motivated during the learning and they could achieve the given target. And due to several issue, students are attending the virtual lesson without parents' supervision. Without parents' involvement students become less motivated in learning. Not only that, students self-esteem also should be taken into account in learning to keep them stay motivated in learning even without their parents' supervision.

To find out the connection of parents' involvement, this study is created to investigate the correlation of parents' involvement in students' self-esteem and academic performance. Although there were many studies have been conducted on students academic. There is lack of studies which is focussing on students' self-esteem and academic motivation which are the outcome of the main source that is parents' involvement.

Ryan et al. (1994) said that existing research lo shows that the advised and information sharing between students and teachers, parents, classmates and friends can meet their proficiency need. The relationship has been displayed to have a strong influence on academic motivation said Furrer and Skinner (2003). Besides, the role of social support in academic motivation has been well demonstrated in the study of self-determination theory. Academic attitudes and students' behaviours are strongly affected by key social dimension, for examples as parents, teachers, and friends mentioned by Legult et al. (2006).

Although there were many studies have been conducting on students' academic achievement, but no research has investigated the relationship between parents support and students' self-esteem, and learning motivation, especially during the Covid-19 pandemic taking

into account on students' self-esteem. Ria Novianti, Enda Pusphitasari, Ilga Maria (2021) said that they need help in the learning at home, therefore, the responsibilities of parents is very crucial as it has a long term effect on the progress of children. Participating in children's education is generally higher. This shows that parents understand the important role of their children, feel safe to accompany their children's learning activities and have a good motivation to help their children in learning.

1.4 Objectives of the Study

The objectives of the study are:

- a) to determine the level of parents' involvement?
- b) to determine the level of self-esteem?
- c) to determine the level of academic motivation?
- d) to determine the relationship between parents' involvement and students' self-esteem?
- e) to determine the relationship between parents' involvement and students' academic motivation?

1.5 Research Questions

The research questions of the study are:

- a) What is the level of parents' involvement?
- b) What is the level of self-esteem?
- c) What is the level of academic motivation?
- d) Is there any relationship between parents' involvement and self-esteem?
- e) Is there any relationship between parents' involvement and academic motivation?

1.6 Research Hypotheses

The hypotheses for this study are:

- a) H_{01} : There is no significant relationship between parents' involvement in academic motivation.
- b) H^{02} : There is no significant relationship between parents' involvement in students' self-esteem.

1.7 Theoretical Framework

There are few key theories that form the basics of the current study. Researcher has chosen theory of Planned Behaviour (TPB) for parents' involvement, Bandura's Self-esteem Theory and Self-determination Theory for Academic Motivation.

1.7.1 Theory of Planned Behavior (TPB)

The motivation of parents previously is referred as Theory of Reasoned Action in 1980 and it was used to prophesy the intention to be taken part in behaviour at a specific time and place. Besides, it could have the predicted outcome and get benefit from it said Wayne (2019). He also said that the behaviour could be influence the given action to carry out the expected behaviour. So for an example, parents' involvement in students' academic could produce desired outcome. Moreover, the involvement and also element that influence parents' extend of involvement are illustrated by theory of planned behaviour which is conducted by Ajzen (1991). It could be related to the study where parents' involvement which is occupied the theory of Reasoned Action and could reflect on students' self-esteem and academic motivation that considered as predicted outcome in the study.

Parents' involvement refers to parents' participation in their children's academic matter in order to engage in their academic and school matters. It is brought out quantifiable earn in students' achievement said Dixon (1992). Vandergrift and Greene also mentioned that there are consisting two key components which are making up the concept of parents' involvement. First is the degree of responsibility to the parents support includes attitudes that motivate the students. The second component is the amount of parents activity and participation. For example, observing children while they are doing their homework. Achievement can be defined as the overall progress which is shown by students throughout their learning process. Furthermore, the academic achievement is one of the tools which are used by all the factors to hire their employee. In other word, academic achievement plays an important role in students' life after they have graduated in their study. Sucilia Paramitha (2017) said that achievement is a tool that shows students' competency in their learning progress. Achievement also stands as a bench mark on students' accomplishment in their learning progress.

In this study, parent' involvement as independent variable, which could produce on the parents expected results on students' self-esteem and academic motivation. Parents' involvement can be more important than any other factors because it is explained the purpose of parents' involvement prefer to be engaged in students' academic and the technique could promote the better direction on students outcome said Fan and Chen (2001). Not only that, parents' involvement and students academic are emphatically corresponded with their children's academic said by Barnard (2004). To clear up and forecast parents' involvement, Perry and Langley (2013) recommend using Ajzen's theory which is touching on the planned behaviour. Parents' role could be strengthening extension and development throughout the children schooling period when parents providing acceptable and comfortable environment situation said Epstein and Dauber (1991). It has been said that parents' involvement is known as crucial variable that could determine the better result in children's academic, said by Harris (2019).

1.7.2 Self-esteem Theory

Self-esteem is well known as one's self worth and also self-value. It is usually determined by how a person values about themselves. As stated by Redenbach (1991), there are many researchers have stated as academic achievement is influenced by students' self-esteem. Self-esteem is an essential key that affects students academic. It also has been stated that students who are high in self-esteem can proceed to higher self worth and also in academic and also can be defined as a universal perception of proficiency which is highly referred to people's self-value and worth said Harter (1988). Consequently, the development of self-esteem among adolescence is considered as important growth process said Sirin and Rogers (2004). Furthermore, students who are high in self-esteem tend to get better academic achievement. Rubie et al (2004) also mentioned that the only way to increase students academic performance is through their self-esteem. As a rule, people think that high self-esteem students able to look themselves as someone who is capable and they could set higher goal that can lead to learn new thing especially in academic stated by Rubie (2004). Not only that, students who are high in self-esteem able to perform well compare to low self-esteem student. In our student both self-esteem and academic motivation are set as dependent variable which parents' involvement will be the dependent variable to check the correlation.

The study which has been conducted by Mohammad Aryana (2010) stated that there is undeniable connection between student's self-esteem and their academic. Self-esteem seems play an important role in education and it has been stated by Pooky (2017), that students who have lowest self-esteem usually lack in confidence in their curriculum and it impacts their education too. She continued that, it also impact the engagement during the lesson and made them become passive learner and it might influence their academic motivation as well. The educational importance of Self-esteem also has been mentioned by Ferkany (2008), he argued that self-esteem played the important role to the students' academic motivation because it is a key to be success in school. Taking all that into consideration, this study will determine the correlation of parents' involvement in their self-esteem which is a key of success in education.

1.7.3 Self-determination Theory (SDT)

The self-determination theory is making a point in the connection in the middle of three fundamental needs. Self-determination is a condition that can be foster motivation among students by executing this framework results. Besides that, it is a connection which able to make the students energetically taking part in learning activities and also the result of their self-esteem. In the context of education, motivation encourages students getting move to their desired path and it is a connection which able to make the students energetically taking part in learning activities. Besides, motivation also keeps motivating the students working towards accomplishing the educational goal which has been set by themselves, parents and teachers. Furthermore, Student motivation is a component which is led the way students' attitude with regards to studying operation according to Imran Ali, Muhammad Aslam Khan and Kashif Hamid (2010). This study makes an effort to recognise a guidance of students' motivation on the students' academic performance.

Furthermore, motivation is also can be reflected by parents' involvement as well. The theory includes three motivational processes which are intrinsic motivation, extrinsic motivation and also amotivational. Furthermore, these three processes are highly related to the concept of self-determination.

Extrinsic motivation is different with intrinsic motivation because extrinsic referring to activities which are more to achieving well-defined results. It also assists to push students becoming more driven and also a competitive person in their education. On the contrary, intrinsic referring on doing activities which can lead to the students' inherent satisfaction because it reinforces students gaining knowledge for their own significant. At the end of the analysis, both extrinsic and intrinsic motivations are crucial enough to be cultivated by students to help them in developing better study habits and contribution in their learning process.

In contrast to intrinsic and extrinsic, amotivational referring to insufficient of interest and motivation and it is directed by positive and negative reinforcement. It is stated that, not only students could not assume the outcome of their attitude in learning by being amotivated, also they are detached from their attitude and thus they tend to be controled their own effort by themselves to execute the actions and amotivated behaviour are usually out of control said Legault et al. (2006). It is important for parents to identify the amotivated students in order to help them improve in their self-esteem and motivation which can give positive result in academic achievement.

1.8 Conceptual Framework

An illustration that what researcher wanted to find out via the study is called as a conceptual framework Bas Swaen (2020). Figure 1.0 shows the conceptual framework for this study. This study will look into the relationship of parents' involvement with self-esteem and also the relationship of parents' involvement in students' academic motivation. There will be one independent variable, which is Parents' involvement and two difference dependent variable, which are Self-esteem and Academic Motivation.

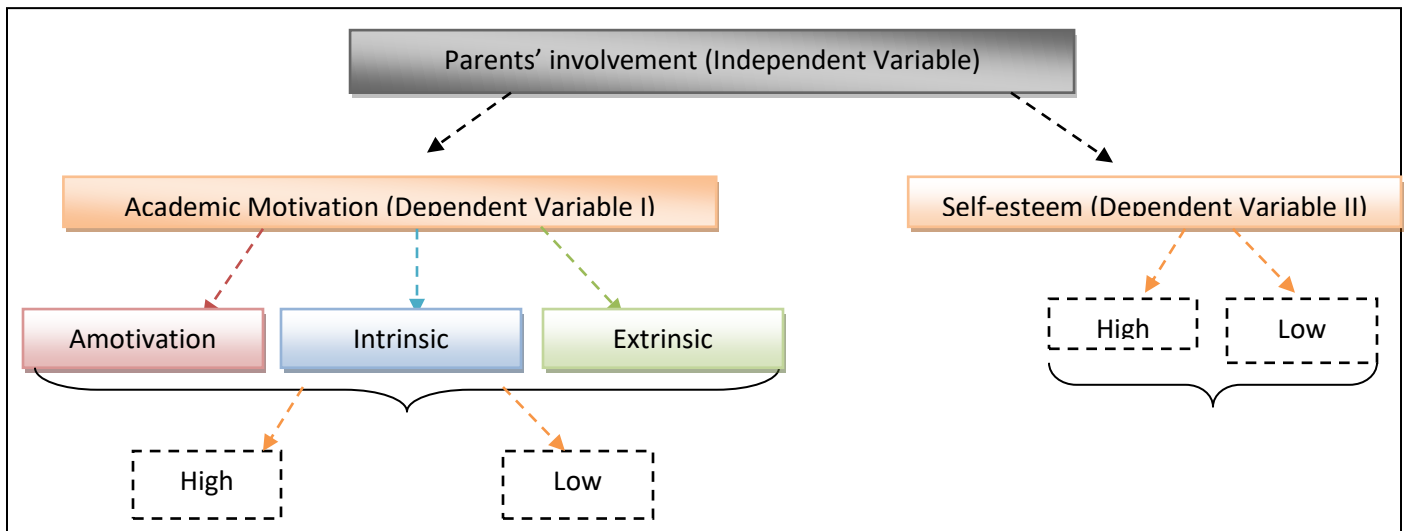


Figure 1.1 Conceptual framework

For this research, parents' involvement plays a crucial role in students' self-esteem and also in their academic motivation. Therefore, Parents' Involvement has been set as independent variable while students' self-esteem and academic motivation have been set as dependent variable. Besides that, researcher does believe that parents' involvement is an essential element which is highly related to each other in determining every child's self-esteem and their academic motivation. It has been said that parents' involvement is known as crucial variable that could determine the better result in children's academic, said Harris (2019). According to the conceptual framework, parent involvement which is independent variable will be used as key to decide the significant correlation between self-esteem and academic motivation. The diagrams below shows that parent involvement affect both students' self-esteem and also their academic performance.

To check the parents' involvement, a questionnaire which is developed by Benilde et al. (2017) was adopted to determine parents' involvement. It is mainly used to determine the parents' relationship with their children. Moreover the study which has been conducted by Benilde et al. (2017) has highlighted that parents' children relationship plays a crucial role in growth of children's self-esteem. Then, it also has reported that if students have a good relationship with their parents, they will perform better in their academic and it is align in academic motivation as well. After that, it is also mentioned that self-esteem will increase if parents positively involve in their academic. In this study parents' involvement has chosen as independent variable which determines students' self-esteem, and their academic motivation. There for parents' involvement has been set as independent variable to check the relationship of students' self-esteem and in academic motivation.

Self-esteem is seems quite important in everyone's life especially in students. Students who are high in self-esteem might have positive academic motivation. As a rule, one's self-esteem is belief determined by parent from their house. And both self-esteem and motivation are correlated by parent involvement. Students' self-esteem will be measured through Rosenberg

Self-esteem scale (1965) which is focusing on one's self-esteem. Self-esteem is very important in everyone's life because those who with good level of self-esteem seems able to obtain many positive outcome and benefits themselves. Ferkany (2008), he argued that self-esteem played an important role to the students' academic motivation because it is a key to be success in school. Taking all that into consideration, this study will determine the correlation of parents' involvement in their self-esteem which is a key of success in education. As per demonstrated in the figure 1.1, parents' involvement impacts in students' self-esteem. This study, researcher able to find out the relationship between parents' involvement and students self-esteem.

Harlen and Crick (2003) said that there is relationship between self-esteem and motivation for learning. To measure students' academic motivation, Academic Motivation Scale (AMS) has been used. The scale was developed from the theory itself which is self-determination theory. Jacoby (2008) also mentioned that students could complete any task with positive feeling, that statement determines that students' self-esteem elated positively with students academic motivation. At the same time, the figure also shows that the students' self-esteem correlated to their academic motivation. The framework also will help the research to find out the relationship between self-esteem and academic motivation. By using this framework, the research is not only able to find out the relationship of parent involvement with students' self-esteem, but also the relationship of parents' involvement with academic performance.

1.9 Significance of Study

This study is important because it is related to students' self-esteem and academic motivation which are directly correlated from parents' involvement. The finding of this study will be useful to understand parents' involvement in their children's academic. Not only that, the study also could provide information on the relationship of parents' involvement between self-esteem. Furthermore, students' academic motivation could be the reflection of good self-esteem. The study could motivate parents to spend their time in the children's academic matter. Besides, parents' involvement is always started from home. Furthermore, Pint Rich also said that if

students believe that they can do then they will do if parents' involvements are aroused. Sirin and Rogers-Sirin (2004) also stress that the strong parents and students relationship to enhance student performance. Next Pomerantz, Moormann, and Litwack (2007) have stated that students' academic motivation is cultivated by parents behavioural involvement in their learning.

1.10 Scope of Study

The respondents for this study were selected from an Independent High School in Kluang, Johor. The students were from four different age groups, which were thirteen until sixteen years. This study is only focus on Relationship of parents' involvement in students' self-esteem and their academic motivation.

1.11 Delimitations of Study

The respondents of this research were chosen from 13 to 16 year old from only one school. Therefore, the finding will not represent all the independent school in Johor. For the purpose of the study, parents' socioeconomic status, educational background and students' academic achievement were not considered. Lastly, this study was not representing any specific subject. As a result, this research will be looked the relationship of parents' involvement in students' self-esteem and academic motivation as a whole.

1.12 Operational Definitions

Throughout this study, there are several terms and phrases that will be used. The terms and phrases need to be defined according to the scope of study to show a clearer direction of the study. This interpretation is done according to previous studies that are in line with this study.

1.12.1 Parents' involvement

1.12.1.1 Conceptual definition

Parents' involvement is defined as parents' engagement in their children's school activities and also in their welfare as well. Parents' involvement could be driven to positive outcome in their own self and also in their learning as they aware that their parents will engage in the entire curriculum.

Parents' involvement is defined by theory of Reasoned Action and it could reflect on students' self-esteem and academic motivation that considered as predicted outcome in the study.

1.12.1.2 Contextual definition

Parents' contribution is accepted to be a significant methodology in the headway of the nature of the instruction. Parents' contribution as much might be characterised in an unexpected way. As indicated by Althoff (2010), parents' contribution alludes to the measure of support a parent has with regards to tutoring and her kid's life.

1.12.2 Self-esteem

1.12.2.1 Conceptual definition

Self-esteem can be defined overall as how people believe about themselves on their worthy, valuable and their own capability. It can be included many belief about own self. And the self-esteem is also dependent with elements that surrounding them said Blascovich and Tomaka (1991).

In this research, students' self-esteem is referred as one of the factors that determine students' motivation in leaning. The study will be focused on the relationship of parents' involvement between students self-esteem which will be reflect on their academic performance.

1.12.2.2 Contextual definition

Self esteem alludes to an individual's general feeling of their worth. It tends to be viewed as a kind of proportion of likes oneself said Adler and Stewart (2004). Rosenberg self-esteem (1965) is basically one's mentality towards oneself.

1.12.3 Academic Motivation

1.12.3.1 Conceptual definition

A person's behaviour can be influenced by motivation. Academic motivation is referred to as a reason that can change students' behaviours in the academic. The behaviours involve student's interest in academic activities, competence in academic functioning, efforts that they put to complete and also in their academic success. Self-determination is a condition that can foster motivation among students. The theory includes three motivational processes which are intrinsic motivation, extrinsic motivation and also amotivation. Furthermore, these three processes are highly related to the concept of self-determination.

1.12.3.2 Contextual definition

The accomplishment objectives that people seek after in a given circumstance depend both on the individual's objective direction and the message in the accomplishment setting that make specific objectives remarkable.

In this research, students' academic motivation is referred to as self-determination among students in learning. The study will be focused on the relationship of parents' involvement between students' academic performance.

1.13 Conclusion

In this chapter, the importance of the research has been defined to support the purpose of the research. Not only research questions but also hypotheses of the study have been stated for the study purpose. By making the connection, the researcher can see the needs of this study. In the next chapter, the researcher will report a review of relevant past studies and see how they relate to current studies.

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