

Examining the Impact of Parental Involvement on Academic Achievement at Sekolah Kebangsaan Sahabat Pitas, Sabah Malaysia

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To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v13-i3/22467> DOI:10.6007/IJARPED/v13-i3/22467

Published Online: 02 September 2024

Abstract

This research study was conducted at SEKOLAH KEBANGSAAN SAHABAT PITAS, SABAH MALAYSIA and targeted primary school students from various ages and classes. The purpose of this study was to determine whether there is any relationship between parental involvement and influence towards academic achievement. The research Objective focuses on to examine the diverse factors that influence parents' involvement in their children's education in the Malaysian primary school, to investigate the correlation between varying levels of parental involvement and the academic performance of primary school children in Malaysia and to identify and explore effective strategies that can promote and enhance parental participation in their children's education, ultimately contributing to better academic outcomes. The survey was administered to 30 respondents and interview with 10 selected students for the interview session. It was found that there was a positive correlation between parental involvement and academic achievement. Based on the findings and conclusions of this study, the following implications about academic achievement at Sekolah Kebangsaan Sahabat Pitas are found that parent's involvement is a huge push factor in the student's academic life. A considerable impact on the academic performance depends on the level of parent's involvement. Therefore, parents need to be more aware of their children academic performance.

Keywords: Parental Involvement, Academic Achievement.

Introduction

Parental involvement in a child's education is a crucial factor that can significantly impact their academic achievement. This statement holds true across various countries and cultural backgrounds, including Malaysia. The primary objective of our project paper is to examine the

impact of parental involvement on the academic achievement of primary school children in Malaysia. By analyzing the existing literature and conducting a thorough study, we aim to provide insights into the relationship between parental involvement and children's academic performance in primary school.

The relationship between parental involvement and academic achievement of elementary school students - A meta-analysis. Parental involvement in a child's education is a crucial factor that can significantly impact their academic achievement. This statement holds true across various countries and cultural backgrounds, including Malaysia. The primary objective of our project paper is to examine the impact of parental involvement on the academic achievement of primary school children in Malaysia."

Background of the Study

Parental involvement in a child's education has been a topic of interest for researchers and educators worldwide. Numerous studies have been conducted to understand the relationship between parental involvement and academic achievement. The importance of parental involvement has been emphasized in various educational policies and frameworks, as it is believed to contribute to better learning outcomes and overall development of children. In Malaysia, the Ministry of Education has also highlighted the significance of parental involvement in enhancing the academic performance of primary school children.

Parental involvement in children's education: What we know and what we need to know. Numerous studies have been conducted to understand the relationship between parental involvement and academic achievement. The importance of parental involvement has been emphasized in various educational policies and frameworks, as it is believed to contribute to better learning outcomes and overall development of children.

Statement of the Problem

As a result of the persistent existence of a considerable disparity in the academic performance of primary school students in Malaysia, concerns have been raised regarding the efficacy of the educational practices that are now in place. There is a noticeable lack of detailed understanding of how parental engagement is implemented and the specific benefits it has within the context of Malaysia, despite the fact that it is widely acknowledged that parental involvement is a crucial component in improving the academic performance of students around the world. The purpose of this study is to address this vacuum by conducting a comprehensive investigation of the many aspects of parental involvement, ranging from providing assistance at home to actively participating in school functions, and the direct association between these aspects and the academic accomplishments of primary school students that are located in Malaysia. The outcomes of this study will attempt to provide insights that can be put into action, which can assist in the customisation of strategies for parental engagement in order to better promote educational success in an educational system that is culturally varied. This characterisation of the problem lays the groundwork for a more in-depth examination of the effects of various forms of parental participation on the results of students, thereby underlining the significance of culturally relevant techniques in the educational landscape of Malaysia.

Kamal et al (2022), figured out that the findings of the study led the researchers to the conclusion that the potential of parents to exert an influence on the academic achievement of their children appears to be very substantial. The practices of parental participation in Malaysia and the effects those behaviours have for children are something that all relevant stakeholders need to be aware of. When it comes to encouraging parental involvement in their children's education, schools and instructors may play a crucial role in supporting this participation.

However, Avnet et al (2019), The findings of this study that were related to parental participation were among the most interesting discoveries that were discovered. The level of parental involvement in the classroom was shown to be lower among parents whose children had higher academic scores. Both pupils with and without autism spectrum disorder exhibited this association. The findings of this study that were related to parental participation were among the most interesting discoveries that were discovered. The level of parental involvement in the classroom was shown to be lower among parents whose children had higher academic scores. This is an intriguing relationship, and there are a lot of different factors that could explain why this association might occur. If a student is performing well in class, it is possible that their parents are not as interested in the activities that take place in the classroom as they are for students who received mostly C's. It is suggested by the implications of these findings that instructors should make an effort to reach out to parents who have children who are functioning exceptionally well in school but who, as a consequence, do not interact with teachers or other school professionals.

The primary objective of this project paper is to examine the impact of parental involvement on the academic achievement of primary school children in Malaysia. This statement addresses the importance of understanding the relationship between parental involvement and its potential influence on students' academic performance. Parental involvement in children's education is a crucial factor in their overall academic development. Numerous studies have been conducted to explore the relationship between parental involvement and academic achievement across various countries and cultural backgrounds. In Malaysia, although the education system has been evolving, there is limited research specifically focusing on the impact of parental involvement on primary school children's academic performance. By investigating the impact of parental involvement on academic achievement in Malaysian primary school children, this project aims to contribute valuable insights to the existing literature and provide recommendations for educational policies and practices to enhance children's academic success.

Research Objective

The following research objectives formulated for this study:

RO1 To examine the diverse factors that influence parents' involvement in their children's education in the Malaysian primary school.

RO2 To investigate the correlation between varying levels of parental involvement and the academic performance of primary school children in Malaysia.

RO3 To identify and explore effective strategies that can promote and enhance parental participation in their children's education, ultimately contributing to better academic outcomes.

Literature Review

Literature evaluations are essential resources in the educational system for both teachers and students. They give an organized method for comprehending the theories, research, and practices currently in use in the field of education, providing insightful information that influences choices about learning, teaching, and policy. Reviews of the literature are especially important in education because they guide stakeholders through the wide range of theories, research, and best practices. Reviews of the literature provide teachers with research-based tactics to enhance instruction, classroom management, and student performance. Reviews of the literature also help educational officials make decisions that affect curriculum creation, assessment procedures, and school policies by providing them with information regarding trends, difficulties, and innovations in the field. Examining and synthesizing previous research to answer particular topics or concerns pertaining to teaching, learning, and educational administration is the main goal of a literature review in the field of education. The goal, objectives, scope, and structure of literature reviews are discussed in this introduction, which also emphasizes their significance in education within the framework of schools. Education literature reviews support evidence-based decision-making and the ongoing development of teaching and learning strategies in schools by compiling and evaluating the body of research.

Academic Achievement at SK Sahabat Pitas.

In a secondary school, academic achievement can refer to a variety of successes and benchmarks that demonstrate students' development, effectiveness, and success in the classroom. The many academic achievement at Sk Sahabat Pitas include high academic performance, recognition and award, participation in academic competitions, research projects and publications, and leadership roles and academic leadership. In high academic performance, Students who maintain a high grade point average (GPA) throughout their primary education or who routinely receive excellent grades in a variety of areas. In recognition and award, Students who have excelled in particular disciplines, extracurricular activities, or general academic excellence and have been awarded academic awards, accolades, or scholarships. In participation in academic competitions, students that participate in and do well in academic competitions, such as robotics tournaments, debate tournaments, science fairs, math Olympiads, or spelling bees, are demonstrating their intelligence and problem-solving abilities. In research projects, students working on their own independent research projects, presenting their findings at academic conferences, publishing their work in academic journals, or working with faculty mentors. In leadership roles and academic leadership roles academic leadership, participating in student government, academic honor organizations, or academic groups as leaders shows students' dedication to both academic success and community involvement.

These examples show the variety of methods in which students might succeed in their secondary school education and prosper academically. Every accomplishment showcases not just the individual success of the student but also the group efforts of teachers, parents, and the school community in fostering the academic development of the student body.

Parental Background and Characteristics.

The socio-emotional well-being, academic success, and eventual life outcomes of children are significantly shaped by the background and traits of their parents. The background and traits of parents have a big influence on the dynamics at a school, which affects how well kids do in school, behave, and feel about themselves generally.

The following are some ways that parental background and traits show up in an educational setting. First, parental involvement. Depending on the history and traits of the parents, there are differences in the amount of parental involvement in school activities, including parent-teacher conferences, volunteer opportunities, and school events. While some parents could find it difficult to participate fully in school-related activities because of work obligations, language challenges, or a lack of knowledge about the educational system, others might have more time, resources, and flexibility.

Second, communication and collaboration. Supporting student success requires effective communication and collaboration between parents and school personnel. The quality and efficacy of communication between parents and instructors can be influenced by the background and features of the parents, such as language skills, cultural norms, and previous educational experiences. Schools need to take measures to guarantee that all parents are respected, felt at home, and have the ability to have meaningful conversations with teachers. Third, parent-school partnership. Creating a nurturing and stimulating learning environment requires strong cooperation between parents and schools. In order to increase parental involvement, schools should provide parents with opportunity to engage in collaborative efforts targeted at improving student outcomes, school governance structures, and decision-making processes.

In conclusion, the experiences, opportunities, and results of kids are greatly influenced by the background and traits of their parents, which in turn shapes the dynamics within a school community. Schools may establish inclusive, loving, and intellectually enriching environments that support the achievement of all students by acknowledging the different needs and strengths of families and putting strategies in place to encourage parental engagement and support.

Different Levels of Parental Involvement

Parental participation in their children's education has long been a source of interest for scholars. The considerable literature on the issue demonstrates the topic's prominence. This literature review will offer an overview of available studies on parental participation and its influence on academic success in primary school children. The emphasis will be on many areas of parental participation, such as communication, monitoring, and support for their children's education.

Effective communication between parents and teachers has been highlighted as a major component in improving academic attainment (Bianco, McLeskey, & Wikle, 2010; Epstein, 2010). Regular communication with instructors allows parents to stay updated about their children's growth and give essential help at home. For example, Bianco et al. (2010) discovered that parent-teacher contact strongly predicted reading success in primary school pupils.

Monitoring children's academic achievement is another important part of parental engagement (Epstein, 2010; Jeynes, 2010). Parents who regularly monitor their children's homework and assignments might discover areas in which they may require more assistance or resources. Jeynes (2010) revealed that parental supervision of homework completion was connected with higher academic attainment.

Epstein, 2010; Nix, Turner, and Burchinal, 2009 - Parental involvement in different elements of school, such as homework assistance and encouragement to participate in extracurricular activities, has been connected to improved academic performance. According to Nix et al. (2009), parental engagement in homework activities is connected with better cognitive and achievement results for children. Furthermore, Epstein (2010), emphasised the necessity of parents encouraging their children to participate in extracurricular activities, which can help them achieve academic achievement.

Finally, the literature review emphasises the importance of parental participation in children's education, especially among elementary school kids. Communication, monitoring, and assistance are all components of parental participation that have repeatedly been associated to higher academic attainment. Given the ever-changing educational landscape, it is critical that scholars continue to investigate the complexities of parental participation and its influence on children's academic achievement.

Various Strategies and Interventions Aimed at Enhancing Parental Participation

Several studies have looked at the efficacy of various tactics and interventions targeted at improving parental involvement in their children's schooling. These activities include workshops, collaboration between parents and teachers, and information distribution. This research review will offer an overview of these treatments and how they may affect parental engagement.

According to Herman and Hughes, 2010; Lareau and Conley(2008), Workshops have been found as an excellent approach for including parents in their children's education. These sessions frequently offer parents with useful information on a variety of educational topics, including effective communication, progress tracking, and learning assistance. For example, Herman and Hughes (2010) discovered that parent workshops on reading and math skills dramatically increased parental participation and children's academic progress.

As a result, collaboration between parents and teachers has been seen as an important factor in increasing parental engagement - Epstein, 2010; Jeynes, 2010. This cooperation can take many forms, including cooperative planning of educational programmes, sharing of tasks, and frequent communication. Jeynes (2010) emphasised the significance of parent-teacher collaborations in fostering academic performance because they develop a feeling of shared responsibility and understanding among parents and educators.

Sharing relevant information regarding children's education with parents is another important technique for increasing their involvement (Epstein, 2010; Reynolds, Mann, & Nix, 2011). This can be accomplished via newsletters, emails, or parent-teacher conferences. Reynolds et al (2011), emphasised the significance of clear and consistent communication between schools

and parents, stating that it can help parents better understand their children's educational requirements and assist their learning at home.

In conclusion, this literature review emphasises the importance of numerous techniques and interventions targeted at increasing parental involvement in their children's education. Workshops, parent-teacher cooperation, and information distribution have all been highlighted as successful approaches for engaging parents and increasing their engagement in their children's education. As academics, we must continue to investigate the effectiveness of these treatments and devise new techniques to encourage parental participation in the ever-changing educational scene.

The Diverse Factors that Influence Parents' Involvement in Their Children's Education in the Malaysian Primary School

Parental participation in their children's education is an important component in influencing academic achievement. In Malaysian primary schools, recognising the many elements that impact parents' engagement in their children's education is critical for designing successful learning outcomes techniques. The Malaysian education system has seen considerable changes in recent years, with an increasing focus on family involvement as a critical component of student accomplishment (Ministry of Education Malaysia, 2021). This study will look at the many elements that impact parents' engagement in their children's education in Malaysian primary schools, with the ultimate objective of offering helpful insights for educators, policymakers, and parents to help promote a more supportive educational environment.

The Malaysian education system has transitioned from a conventional teacher-centered approach to a more student-centered and inclusive one (Ministry of Education Malaysia, 2021). This shift emphasises the significance of parental engagement in their children's learning, which supports the school's efforts to deliver quality education. However, a variety of circumstances might impact parents' involvement in their children's education, both positively and negatively. Identifying these characteristics is critical for designing tailored interventions and support systems that address the different needs of parents and children in Malaysian primary schools.

To sum up, this research aims to investigate the many aspects that impact parents' engagement in their kids' education in Malaysian primary schools. With a better knowledge of these variables, we can create focused tactics to increase parental involvement and eventually raise student achievement levels. The research's conclusions can add to the body of knowledge already available on parental participation in education and influence behaviours and policies related to education in Malaysia and possibly other nations with comparable educational systems

The Correlation between Varying Levels of Parental Involvement. Affect the Academic Achievements of Primary School Children In Malaysia?

Research shows a positive trend, the more involved parents are in their child's primary school education, the higher the child's academic achievement tends to be. However, it's not a one size fits all situation. The type of involvement matters creating a supportive learning environment at home and communicating with teachers are more impactful than simply doing homework together. Additionally, socioeconomic background plays a role. While parental

involvement is important for everyone, children from higher-income families may have additional resources that can influence their learning. Finally, there might be a limit to how much involvement is helpful. Overly pressuring parents can have negative effects. Overall, parental involvement is a powerful tool for boosting academic achievement, but the most effective strategies will vary depending on the family and the child.

The Effective Strategies that can Promote and Enhance Parental Participation in their Children's Educational Journey?

Here are some effective strategies schools can implement to promote and enhance parental participation in their children's primary school experience:

Communication is Key :- Multi-Channel Approach: Utilize a variety of communication methods to reach all families. This could include a school app, social media, email, newsletters in multiple languages, and even traditional paper flyers.

Focus on Two-Way Communication: Don't just send information out, encourage feedback from parents. Conduct surveys, hold open forums, and actively listen to their concerns and suggestions.

Transparency and Accessibility: Ensure all communication is clear, concise, and translated into relevant languages. Important information shouldn't be hidden behind complex jargon or buried in lengthy documents.

Build Partnerships:- Welcome and Value Diverse Families: Recognize that families come in all shapes and sizes. Make events and activities inclusive and welcoming to all backgrounds and cultures.

Empower Parents:- Offer workshops and resources to help parents support their child's learning at home. This could include tips on creating a study routine, understanding the curriculum, or navigating online learning platforms.

Celebrate Successes: Showcase positive examples of parental involvement and highlight the impact it has on student achievement. Recognize parents who volunteer or participate in school activities.

Create Opportunities for Engagement: Flexible Volunteering: Offer a variety of volunteer opportunities that cater to different time commitments and skill sets. This could involve helping in the classroom, organizing events, or even mentoring other parents.

Events with a Purpose: Organize "Family Fun Nights" or curriculum-based workshops that allow parents to learn alongside their children and see firsthand what they're learning in school.

Home Learning Activities: Share engaging and age-appropriate learning activities that parents can do with their children at home. This strengthens the connection between home and school environments.

Research Methodology*Research Design*

This research will employ a quantitative approach, utilizing surveys and standardized tests for data collection. A representative sample of 10 students from Sekolah Kebangsaan Kibubuk/Sahabat Satu, Pitas (standard 1-6) and their parents will be recruited from diverse backgrounds to ensure generalizability of findings.

Location of Study

For the location of your study, we consider selecting primary school from the state of Sabah which known as Sekolah Kebangsaan Kibubuk/Sahabat Satu, Pitas to ensure diversity and representation.

Sample of Study

In this study conducted in Sabah, we aim to investigate the relationship between parental involvement, academic achievement, and social development in primary school children. Using a cross-sectional design, we recruit participants from Sekolah Kebangsaan Kibubuk/Sahabat Satu, Pitas, ensuring representation from diverse geographic regions and socio-economic backgrounds. Parents will complete surveys assessing their level of involvement in their child's education, while academic achievement data will be obtained from school records. Additionally, social development was assessed through validated scales

Data Collection

For data collection in this study, a multi-faceted approach was employed to comprehensively capture parental involvement, academic achievement, and social development among primary school children in SK Sahabat Pitas, Sabah. Firstly, parental involvement was assessed through surveys distributed to parents, encompassing various aspects such as communication with teachers, involvement in homework, attendance at school events, and support for their child's education. These surveys were designed to gather self-reported data from parents regarding their level of engagement in their child's schooling. Additionally, academic achievement data were collected from school records, including standardized test scores and grades across different subjects. This objective measure provided a quantitative assessment of students' academic performance. Furthermore, social development will be evaluated using validated scales, encompassing dimensions such as social skills, emotional regulation, and behavioral adjustment. These measures were administered to both parents and teachers to provide a comprehensive understanding of children's social development in different contexts. Overall, the combination of self-reported surveys, academic records, and validated scales facilitated a thorough examination of parental involvement, academic achievement, and social development among primary school children in SK Sahabat Pitas, contributing valuable insights to the study.

Instrument of Study

The study used various tools to gather information about parental involvement, academic achievement, and social development among primary school children. Firstly, parents were asked to complete a survey that included questions about how much they communicate with teachers, participate in school activities, help with homework, and discuss educational topics at home. They responded using Likert scales to indicate how often they were involved in their child's education. Secondly, academic achievement was measured using standardized test

scores and grades obtained from school records, providing an objective assessment of students' performance in different subjects. Thirdly, validated scales were used to assess children's social development, covering areas such as social skills, emotional regulation, and behavior.

Data Analysis

In analyzing the data collected from this study, a series of statistical techniques were employed to explore the relationship between parental involvement, academic achievement, and social development among primary school students in Sekolah Kebangsaan Kibubuk/Sahabat Satu, Pitas. Initially, descriptive statistics were utilized to summarize the demographic characteristics of the sample, including measures of central tendency and dispersion. Subsequently, correlation analysis was conducted to examine the associations between parental involvement, academic achievement, and social development variables. This allowed for the identification of any significant relationships or patterns of association between these key variables. Moreover, regression analysis was employed to assess the predictive power of parental involvement on academic achievement and social development outcomes while controlling for potential confounding variables such as socio-economic status and parental education level. Structural equation modeling (SEM) techniques were also utilized to explore the complex interrelationships between these variables and test theoretical models explaining the mechanisms underlying parental involvement's influence on child outcomes. Additionally, subgroup analyses were conducted to investigate whether the relationships observed varied across different demographic groups or school contexts.

Findings

Profile of the Respondents

In this section, we will provide the profile of the respondents who participated in the survey at Sekolah Sahabat Pitas. There were a total of 30 students who completed the survey. The distribution of students based on age, class, and gender is as follows below. This diverse representation of students across different age groups, classes, and genders allows for a comprehensive examination of the impact of parental involvement on academic performance. The data collected from these students will be analyzed to identify patterns and trends that can inform future initiatives to enhance parental engagement at the school.

Frequencies

Statistics

		Gender	Age	Class
N	Valid	30	30	30
	Missing	0	0	0

Table 1

Gender

Demo 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	14	46.7	46.7	46.7
	Male	16	53.3	53.3	100.0
	Total	30	100.0	100.0	

According to the table 1, 16 males contributed 53.3% to the survey and 46.7% were females. This evidence has shown that males show more interest in our survey.

Table 2

Age

Demo 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10 years old	10	33.3	33.3	33.3
	11 years old	10	33.3	33.3	66.7
	12 years old	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

The table 2 above indicates that 33.3% of respondents are in the age range of 10 years old, making up the majority of those who participated in the study. This is followed by the age range of 11 years old, which contributed about 33.3% of the respondents. The remaining 33.3% of the population consists of students who are 12 years old. This distribution of age groups provides insight into the demographics of the participants in our study.

Table 3

Class

Demo 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tahun 4 Bidaon	10	33.3	33.3	33.3
	Tahun 5 Rumbayan	10	33.3	33.3	66.7
	Tahun 6 Kibubuk	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

The table above indicates that 33.3% of respondents are from Tahun 4 Bidaon, making up the majority of those who participated in the study. This is followed by Tahun 5 Rumbayan, which contributed about 33.3% of the respondents. The remaining 33.3% of the population consists of students from Tahun 6 Kibubuk. This distribution of classes provides insight into the demographics of the participants in our study.

Reliability

The second evaluation uses a Cronbach's alpha reliability test, which rates a test's internal consistency on a scale between 0 and 1. The degree to which test items measure the same notion is known as internal consistency, and it is a measure of the relationship between the test's various components. The dependent variable in our study is academic achievement in Sekolah Sahabat Pitas, whereas the independent factors are peer influence, parental participation, and emotional learning. The Cronbach Alpha test offers guidelines to interpret its results:

Range for Cronbach's Alpha	Strength of Internal Consistency
< 0.6	Poor
0.6 - < 0.7	Moderate
0.7 - < 0.8	Good
0.8 - < 0.9	Very Good
≥0.9	Excellent

Independent Variable (IV1): Parental Background and Characteristics

Reliability Statistics

Cronbach's Alpha	N of Items
0.683	5

Scale Statistics

Mean	Variance	Standard Deviation	N of Items
10.40	6.731	2.594	5

The tables above shows that there are 5 items for Parental background and characteristics. Based on the reliability analysis of the table, The range of the Cronbach's Alpha is 0.6830 which shows that the reliability for this variable is good with a mean of 10.40.

Independent Variable (IV 2): Different Levels of Parental Involvement

Reliability Statistics

Cronbach's Alpha	N of Items
0.705	4

Scale Statistics

Mean	Variance	Standard Deviation	N of Items
8.57	8.530	2.921	4

The tables above shows that there are 7 items for Different levels of parental involvement. Based on the reliability analysis of the table, The range of the Cronbach's Alpha is 0.705 which shows that the reliability for this variable is good with a mean of 8.57.

Independent Variable (IV 3): Various Strategies and Interventions Aimed at Enhancing Parental Participation

The process of evaluating and comprehending the answers and reactions of the interviewees is known as an interview analysis, sometimes referred to as narrative analysis. Interviews are a useful tool for gathering data in research because they enable investigators to get detailed information about participants' attitudes, sentiments, experiences, and actions pertaining to a certain topic or research question. The purpose of the interview is to obtain information or insights from another person, the interviewee. The method used is Qualitative Method. From the survey conducted, our group asked 10 primary school students aged 10 to 12 to answer 3 questions of Research Objectives. There are 3 students from 4 Bidaon, 3 students from 5 Rumbayon, and 4 students from 6 Kibubuk. From average to good students. Upon further discussion among the respondents, 9 students answered the same question to question number 1. Next, all of the respondents answered yes to question number 2. Besides, 6 respondents answered no to question number 3 and 4 respondents answered yes to the question number 3. The interview lasted for about 2 hours in a primary school. The result

interview is Positive Outcome. The positive features of a situation are its positive aspects. When the interviewee performs well and meets the interviewer's expectations, a positive outcome happens. Improving the involvement of parents in a variety of settings, including community service, education, and healthcare, can have a major positive impact on the growth and general wellbeing of kids. It's important we conclude the interview process with a professional manner as this might lead to positive impression regardless of outcome and future potential. In general, the outcome of an interview is determined by a number of variables, such as the interviewee's performance and preparation, the interviewer's standards or goals, and the particular setting in which the interview is conducted.

Dependent Variable (DV): Academic Achievement

Reliability Statistics

Cronbach's Alpha	N of Items
0.551	2

Scale Statistics

Mean	Variance	Standard Deviation	N of Items
6.17	4.557	2.135	2

The tables above shows that there are 2 items for Academic Achievement. Based on the reliability analysis of the table, The range of the Cronbach's Alpha is 0.551 which shows that the reliability for this variable is poor as well with a mean of only 6.17.

Hypothesis Result

	Mean	St. Deviation	N
Parental background and characteristics.	10.4	2.594	30
Different levels of parental involvement	8.57	2.921	30
Academic Achievement	6.17	2.135	30

Hypothesis 1: The finding shows that there is a positive relationship between Parental background and characteristics towards academic achievement. Results shows that the mean result for student's parental background and characteristics was 10.4 with a standard deviation of 2.594 which states the majority of respondents agreed parental background and characteristics is important towards academic achievement. Thus, the hypothesis statement is accepted.

Hypothesis 2: The finding shows that there is a positive Different levels of parental involvement towards academic achievement. Results shows that the mean result for parental involvement was 8.57 with a standard deviation of 2.921 which states the parents were indeed had good participation in student's academic achievement. Thus, the hypothesis statement is accepted.

Hypothesis 3: The finding shows that there is a positive relationship between Various strategies and interventions aimed at enhancing parental participation towards academic achievement. Results shows that the mean result for peer influence was 6.17 with a standard

deviation of 2.135 which states various strategies and interventions aimed at enhancing parental participation does impact student's academic achievement. Thus, the hypothesis statement is accepted.

Summary

The information for this chapter is carried out using SPSS output software to retrieve a complete set of data. This helps the researchers to achieve the goal and result from each question. All the results have been recorded and the researches can see correlation and hypothesis between the independent variable and dependent variable.

Conclusions and Recommendations

Based on the discussion in Chapter Four, this chapter provides a summary of each study from the questionnaire's findings and conclusions.

Demographic

The demographics of the study's respondents are shown in this section. This survey was completed by 30 participants in total from Sekolah Kebangsaan Sahabat Pitas. Rate of all 30 responses were fully return – 100%.

The statistics show that the majority of respondents to the survey are in the age range of between 10 and 12 years old. The results then indicated that boys outweigh girls 53.3% to 46.7%. The results also showed that the male students were the highest percentage of respondents. Most of the respondents are from age groups of 10 to 12 years old. Therefore 10 students was picked from 3 various class which is Tahun 4 Bidaon, Tahun 5 Rumbayan and Tahun 6 Kibubuk.

Parental Background and Characteristics towards Academic Achievement

The researchers examined the data collected from questionnaires and SPSS output shows that the Cronbach's Alpha is 0.683 round up to 0.7 with standardized item of 5 which shows that the reliability for this variable is good with a mean of 10.40.

Different levels of Parental Involvement towards Academic Achievement

The researchers examined the data collected from questionnaires and SPSS output shows that the Cronbach's Alpha is 0.705 round up to 0.7 with standardized item of 4 which shows that the reliability for this variable is good with a mean of 8.57.

Various Strategies and Interventions Aimed at Enhancing Parental Participation

The interview analysis conducted with 10 primary school students aged 10 to 12 from different classes showed that the majority of students provided consistent answers to the research questions. Most students agreed with the objectives of the study and expressed positive attitudes towards them. The interview process lasted for about 2 hours and resulted in a positive outcome as the students performed well and met the expectations of the interviewers. The involvement of parents in various settings was highlighted as having a significant positive impact on the growth and wellbeing of children. Overall, the outcome of the interview was influenced by factors such as student performance, preparation, and the interview setting.

Academic Achievement

The researchers examined the data collected from questionnaires and SPSS output shows that the Cronbach's Alpha is 0.551 round up to 0.5 with standardized item of 2 which shows that the reliability for this variable is poor with a mean of 6.17.

Implications

The implications of this study may present future chances for more exhaustive research.

Based on the findings and conclusions of this study, the following implications about academic achievement at Sekolah Kebangsaan Sahabat Pitas are found that parent's involvement is a huge push factor in the student's academic life.

A considerable impact on the academic performance depends on the level of parent's involvement. Therefore, parents need to be more aware of their children academic performance.

Students more eager excel better in academic when their parents involve in their daily academic routine. The parents' involvement has pushed the student to perform academic better as they would feel that someone is caring about them, rather than they just have to bottle up themselves about the academic.

Suggestions and Recommendations

The findings of this study indicate that positive encouragement of parental background and characteristics and different levels of parental involvement is recommended. Parents need to support norm in emotional learning and peer influence if there is an expected result. They have to include and motivate them. Motivated students grow in self-assurance and become more driven to learn.

Diversification of Parental Background and Characteristics

In further chapters of the research, it is recommended to conduct a detailed investigation into the diverse parental backgrounds and characteristics under study. This comprehensive analysis will facilitate a deeper understanding of how these variables influence parental involvement and its subsequent impact on students' academic performance.

Exploration of Various Levels of Parental Involvement

It is suggested to explore the different levels and forms of parental involvement, encompassing both practical assistance and emotional support, to discern their distinct effects on academic outcomes. This nuanced examination will offer valuable insights into the most effective strategies for promoting active parental engagement in education.

Examination of Strategies and Interventions for Enhancing Parental Participation

An investigation and assessment of diverse strategies and interventions designed to enhance parental involvement in their children's education is recommended. By identifying and evaluating successful practices that encourage collaborative partnerships between schools and parents, a positive impact on academic achievement can be achieved.

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