

# The Role of Parental Involvement in Academic Achievement among Pre-University College Students

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## Abstract

This study examines the extent of parental involvement in three key areas: communication at home, the creation of a conducive learning environment, and overall support provided at home. It also investigates the relationship between parental roles and the academic achievement of students at Kota Kinabalu Form Six College (Pre-University), Sabah. A total of 172 students were selected through stratified random sampling, and the data were analysed using the Statistical Package for the Social Sciences (SPSS) version 26.0. The findings indicate that the level of parental involvement is high across all three domains, and students' academic achievement is also high. Pearson correlation analysis revealed a significant positive relationship between parental involvement and academic performance. The novelty of this study lies in its focus on pre-university students, a group often underrepresented in parental involvement research, especially within the Malaysian context. While existing studies typically centre on primary and secondary education, this research highlights the continuing importance of parental support during the transitional phase to higher education. This study contributes to the body of knowledge by providing empirical evidence that parental involvement remains a key factor influencing academic success at the pre-university level. It also offers practical insights for educators, policymakers, and parents in developing strategies that foster student achievement through sustained family engagement.

**Keywords:** Communication at Home, Learning Environment, Parents Involvement, Form Six, Pre-University, Academic Performance, Students, Kota Kinabalu, Sabah

**Introduction**

Education plays a vital role in shaping a nation's future by developing skilled, knowledgeable, and responsible citizens. It is the foundation for building human capital and remains one of the key pillars in achieving a country's long-term vision and development goals (World Bank, 2018). Recognising this, governments have placed strong emphasis on improving the quality of education and student performance at all levels. In Malaysia, Form Six or pre-university education serves as a critical transition phase that prepares students for higher education and the demands of the knowledge-based economy. This stage plays a significant role in cultivating higher-order thinking skills, academic maturity, and a strong foundation in specialised subject areas. As students at this level are on the verge of entering universities or the workforce, the quality of their academic and personal development is essential in determining their readiness for future challenges. Therefore, understanding and addressing the factors that influence student achievement at the pre-university level is crucial for policymakers, educators, and stakeholders in their efforts to strengthen Malaysia's education system and human capital development.

Among the many factors that influence academic success, parental involvement has been widely acknowledged as a significant contributor (Fan & Chen, 2001; Wilder, 2014). For pre-university college students who are at a transitional and often challenging stage in their academic journey, the role of parents in providing emotional support, motivation, and guidance can be particularly impactful (Epstein, 2011; Cheung & Pomerantz, 2012). Understanding how parental roles contribute to students' academic performance is therefore crucial in identifying strategies to enhance educational outcomes and support systems within institutions.

According to Halimatus (2020), academic excellence is all activities carried out to determine success achieved at the maximum level. In this case, it is usually the ambition of a student when applying to continue his studies to the next level. Student academic achievement is the effort and perseverance of an individual towards mastering the knowledge or skills he has learned based on the points he has collected (Hafizah, 2015). This achievement is measured based on grades, raw scores, and ranks for the subject or the entire course (Hafizah, 2015). In other words, achievement is a yardstick for student success or failure based on assessments and examinations in a test. Good reading grades obtained from student assessment instruments can produce learning style suitability as well as achieve excellence in student achievement results.

In this regard, education at the Form Six level is one of the paths that allows form six students to continue their studies to the next level (Theen & Abdullah, 2008). Based on academic achievement, form six students can continue their studies to the public higher education institutions (IPTS) or private higher education institutions (IPTS). The goal of a higher education institution is clear, namely to produce graduates who are successful in academic and personal achievement. Generally, academic achievement is a determinant of the level of individual achievement in an official examination taken and public examination under the Ministry of Education. According to Othman (1997), achievement is a solution and competence obtained in a skill, knowledge or progress obtained naturally that does not depend too much on intellectual intelligence. Kerlinger (1973) defines academic achievement operationally through a test based on teacher assessment in a test.

In this study, the researcher chose to examine the role of parents in improving the academic achievement of students who continue their studies to form six. In this study, the researcher selected respondents among students at Kota Kinabalu Form Six College (Pre-University), Sabah. Therefore, this study aims to see the extent of parental involvement in terms of communication, providing a learning environment at home and parental support of students which has an impact on students' academic achievement.

### **Problem Statement**

Parental involvement is widely recognised as a crucial factor influencing students' academic success (Erdem & Kaya, 2020). However, the extent and nature of this involvement often vary based on demographic characteristics such as gender, race, educational background, income level, and type of employment (Fan & Chen, 2001; Wilder, 2014). Moreover, research examining the level of parental involvement and its effect on academic performance remains limited (Shebani et al., 2025). Specifically, in the context of pre-university students in Sabah, particularly at Kota Kinabalu Form Six College, there is a lack of empirical evidence on parental roles and their subsequent impact on students' academic achievement.

Given that academic achievement is a key indicator of student success and future potential, students are regarded as critical human capital necessary for national development. Their academic performance, particularly at the Malaysian Higher School Certificate (STPM) level, deserves close attention. Academic achievement is not only crucial for personal development but also plays a vital role in producing quality graduates who can contribute to national leadership and economic growth (Ali et al., 2009). As highlighted by Abdullah (2006), the younger generation represents a valuable asset for the future of the country.

Despite the acknowledged importance of parental involvement and student motivation, there remains a lack of comprehensive research exploring the relationship between parental roles and academic achievement within the pre-university context in Sabah. Therefore, it is essential to examine how various dimensions of parental involvement such as communication at home, the learning environment, and academic support interact with demographic factors and contribute to the academic performance of students at Kota Kinabalu Form Six College.

### **Literature Review**

#### *Parental Involvement Theory*

Parental Involvement Theory introduced by Epstein (1995) offers a useful framework for understanding how parents can contribute to their children's educational success. This theory outlines six key areas of parental involvement which include parenting, communication, volunteering, learning at home, decision making, and collaboration with the community. Among these, the roles that take place at home, particularly communication, the learning environment, and support, are especially influential in shaping students' academic performance.

Communication between parents and children about school matters plays a central role in building motivation and positive attitudes toward learning. When parents regularly engage in meaningful conversations about their children's studies, progress, and challenges, it can increase students' confidence and help them stay focused on their goals (Epstein, 1995). This open communication also encourages children to view education as a shared responsibility

between school and family. In addition, the learning environment at home is critical to academic success. A quiet, organised space for study, access to learning materials, and a consistent routine can all support the development of good study habits and self-discipline (Desforges & Abouchaar, 2003). Epstein's model recognises that learning is not confined to the classroom. The way parents organise and encourage learning at home sends strong messages to children about the value of education.

Support at home, whether emotional, motivational, or practical, also plays a significant part in academic outcomes. When parents express interest in their children's learning, provide encouragement, and assist when needed, children tend to feel more capable and motivated (Hill & Tyson, 2009). Supportive parenting helps children manage stress, overcome challenges, and stay engaged in their studies. Overall, Epstein's Parental Involvement Theory suggests that when parents are actively involved at home through communication, providing a supportive learning environment, and offering encouragement, students are more likely to perform well in school. These forms of involvement help strengthen the connection between home and school, creating a more cohesive and supportive educational experience.

### **Parental Roles**

#### *Communication at Home*

Parental involvement is reflected in various aspects such as parent-child discussions, care, and effective communication (Hamid, Othman & Ahmad, 2011). With adequate support and affection from parents, students are more likely to feel motivated and strive for academic success. In contrast, students who are not given sufficient support and emotional warmth from their parents, often due to divorce or unstable family environments, may face emotional and psychological barriers that hinder their learning (Ahmad & Mohd Noor, 2016). One contributing factor to weak communication and interaction within families is the limited time that is spent with children by parents, often caused by work commitments and financial responsibilities. A study by Zainudin and Norazmah (2011) involving socially at-risk adolescents at a moral rehabilitation centre in Melaka revealed that inadequate family interaction and poor communication were among the main causes of their involvement in social problems.

Previous studies have found that family institutions that practice effective communication practices at home can strengthen family relationships and even help students improve their personal, emotional and academic development (Jaafar, Zain, & Eshak, 2020). According to Ismail et.al (2019) stated that there is a significant relationship between student achievement and parental involvement. Parental involvement in student tasks at home will help them improve their achievement at school. More recent studies have found that effective communication between parents and adolescents enhances academic performance, as open and supportive communication fosters trust, encourages adolescents to share academic challenges, improves motivation, and allows parents to be more actively involved in their children's educational journey (Levy, 2024).

Good communication and social interaction between children and parents can also create close and harmonious family relationships in the family. The emergence of communication and interaction conflicts between family members of different ages in a family is inevitable. These differences certainly involve differences in opinions, views, stances and attention (Az-

Zhecolany, 2013). This clearly shows that emotions and ego are the main obstacles in effective communication that occurs between family members who have different levels of maturity in thinking.

#### *Providing a Conducive Learning Environment at Home*

In the context of parental involvement in children's academic achievement, it is important to provide a comfortable and enjoyable learning environment at home. A home with a comfortable and suitable learning space is a necessity for children to ensure that the learning process at home is more effective. The study found that a conducive home environment significantly impacts students' academic performance. Specifically, parents with higher education levels tend to provide better support and resources, such as learning materials, which positively influence their children's educational outcomes. In contrast, children of less educated parents may lack these essential resources, leading to lower academic performance. Therefore, fostering a supportive and resource-rich home environment is crucial for enhancing students' educational achievements (Opoku et al., 2023).

Epstein and Salinas (2004) explained that parental involvement as a family or community plays an important role in providing a comfortable learning environment for their children. Parental involvement in children's education at home is important in addition to school because the concentration of children's learning at home is less if parents are less involved in their education at home, which results in less excellent academic achievement (Lawson, 2003; Shaverand & Walls, 1988).

In addition to parents being teachers at home, they are also involved in helping to improve students' academic achievement by providing appropriate extra classes, tuition or personal tutoring services. Parents need to create a harmonious environment, for example, a comfortable home environment that can create a positive aura that keeps students from acting out of control and can adapt well (Hindman & Morrison, 2012). The findings of this study are in line with the study by Dev (2016) which found that students' academic achievement depends on a conducive environment and has a great influence on students' academics because if the home environment is not conducive, it is likely to reduce learning ability.

#### *Overall Support at Home*

In addition, parental support is important for the development of children's learning. Parental involvement in children's learning at home is very important in giving a positive impact on children's development in learning activities in addition to showing good and balanced behavior. Students who receive learning support at home are more likely to show good academic achievement because they are more confident in themselves (Guo et al., 2025). Children always consider themselves as students and see their parents/guardians as teachers. The presence of parents/guardians in learning at home can strengthen feelings and increase children's concentration in learning. Therefore, parents play an important role in students' academic achievement.

According to Candis, (2003) stated that parents are "role models" for children, and parents who have children who are successful in academics will always advise how important it is to continue their education at a high level. Children's education at an early stage is obtained at

home, family support and encouragement will be the basis for students' success in school and beyond. Lack of focus on student learning is caused by the daily tasks of parents who are too busy with their respective jobs (Salim & Khairuddin, 2020). The neglect that occurs towards students leads to a lack of enthusiasm for learning, which in turn causes a decline in academic achievement. Parents often point the finger at teachers when students' examination results are weak, while parental commitment at home is also important in ensuring that students' academic excellence is maintained. In fact, parents are also an important factor in the success or failure of a student. A study by Arnold et al. (2008) found that the relationship between parents and students is a key element in student progress. A recent study involving a sample of 433,549 participants from 71 countries found that family support is more strongly associated with academic performance in collectivist and economically less developed societies, such as Malaysia (Guo et al., 2025).

### Research Framework of the Study

This study aims to see the relationship between roles of parents and academic performance as illustrates in Figure 1. The demoh are the role of parents involving selected demographic characteristics (gender, race, highest level of education of parents, total income of parents, type of employment of parents) and the role of parents involving communication at home, provision of a learning environment at home and support at home.

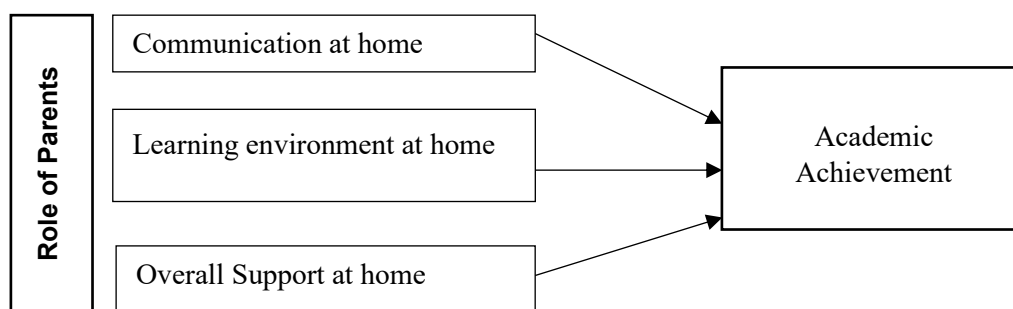


Figure 1 Research Framework

### Methodology

This study aims to examine the role of parents in supporting students at Kota Kinabalu Form Six College (Pre-University), Sabah. Specifically, it investigates three key aspects of parental involvement: communication at home, the provision of a conducive home learning environment, and overall parental support. The study was conducted at Kota Kinabalu Form Six College, which has a total student population of 310. A stratified random sampling method was employed to ensure representative sampling across relevant subgroups. Based on the Sample Size Determination Table by Krejcie and Morgan (1970), a total of 172 students were selected as respondents. Data were analysed using the Statistical Package for the Social Sciences (SPSS) Version 26.0. The instruments measuring parental involvement in this study were adapted and modified from the *Kajian Keberkesanan Sarana Ibu Bapa* (2013), an initiative by the Parents, Community, and Private Sector to support the Malaysia Education Blueprint 2013–2025. Meanwhile, the instrument for academic performance was adopted from Orçanlı et al. (2021).



### Profile of the Respondents

The study findings for gender showed that the highest number of respondents were female, 125 (72.7%), while the lowest number was male, 47 (27.3%). For the demographic findings for race, the majority of respondents were Sabah Bumiputera, 106 (61.6%) respondents, followed by other races such as Malays, 61 (35.5%) and Chinese, 5 (2.9%). Parents' Education Level, the findings showed that the majority of respondents were from secondary school education, 98 (57.0%), followed by college education, 43 (25.0%) and university education, 31 (18.0%). A total of 78 (45.3%) respondents had a monthly income of RM1001-RM2000 followed by a monthly income of RM2001-RM3000 of 61 respondents (35.5%), income of RM1000 and below was 17 respondents (9.9%) and the lowest was income of RM3001 and above which was 16 respondents (9.3%). The majority of the parents of the respondents were non-professional workers which was 38 people (58%) compared to working parents/guardians who were from non-professional occupations which was 92 people (53.5%) compared to professional fields of 80 people (46.5%).

Table 1

#### *Demographic distribution of respondents*

Demographics	Frequency (n-172)	Percentage (%)
<b>Gender</b>		
Male	47	27.3
Female	125	72.7
<b>Race</b>		
Malay	61	35.5
Chinese	5	2.9
Indian	-	-
Sabah Bumiputera	106	61.6
Sarawak Bumiputera	-	-
Others	-	-
<b>Parental Education Level</b>		
University	31	18.0
College	43	25.0
High School	98	57.0
Elementary School	-	-
<b>Total Parental Income</b>		
RM1000 and below	17	9.9
RM1001-RM2000	78	45.3
RM2001-RM3000	61	35.5
RM3001 and above	16	9.3
<b>Parent Occupation</b>		
Professional	80	46.5
Non-Professional	92	53.5

## Findings

Descriptive findings related to the level of parental roles at home are reported in the first stage. In the second stage, the findings of the Pearson Correlation analysis between parental roles and students' academic achievement are described. First, the reliability and validity of the research instruments were assessed, and the results showed that the Cronbach's alpha values were .915 for Communication at Home, .861 for conducive learning environment at home, 0.870 for Support at Home, and .901 for Academic Achievement. These values indicate good to excellent reliability and are considered acceptable. Next, the data in this study were analyzed using both descriptive and inferential statistics.

### *The Level of Parental Involvement*

This section discusses the descriptive findings of the mean value and parental roles which contain three components, namely communication at home, provision of a learning environment at home and support at home. The questionnaire in this study uses a Likert scale of 1 to 5. To find out the level of the mean value for each variable studied, the researcher categorized and interpreted the mean score into 5 levels as shown in the Table below.

Table 2

*Interpretation of Average Scores into 5 levels (Likert Scale 5)*

Average Interpretation	Score
1.00 to 1.89	Very Low
1.90 to 2.69	Low
2.70 to 3.49	Moderate
3.5 to 4.29	High
4.3 to 5.00	Very High

*Source: Education Policy Planning and Research Division (BPPDP) (2006b).  
Education Development Master Plan (PIPP).*

### *Communication at Home*

Table 3 shows the descriptive findings of the mean value, standard deviation and level for communication at home. The mean value of communication at home overall is 3.81, which means that the level of communication at home between students and parents is at a high level. The detailed findings into each statement show that most of the communication statements at home reach a high level. However, there are two statements, namely the statement 'My parents discuss school activities with me' (mean 3.41) and Parents give a positive view of knowledge (mean 3.06) which are at a moderate level.



Table 3

*Mean values, standard deviations and levels of communication at home*

No.	Communication at home	Mean	Standard Deviation	Level
1.	My parents tell me the importance of studying for the future.	4.35	0.91	High
2.	My parents remind me to study diligently.	4.35	0.88	High
3.	My parents care about what I learn at school.	3.77	1.01	High
4.	My parents discuss school activities with me.	3.41	1.04	Medium
5.	My parents ask about my learning progress at school.	3.66	1.16	High
6.	My parents are sensitive to the learning problems I face.	3.80	1.14	High
7.	My parents respond to what I learn at school.	3.85	1.13	High
8.	My parents give me constructive criticism to succeed in my studies.	3.64	1.41	High
9.	My parents give me a positive view of knowledge.	3.06	1.21	Medium
10.	My parents give me comments on my homework practice.	4.22	0.78	High
<b>Overall findings of communication at home</b>		<b>3.81</b>	<b>0.79</b>	<b>High</b>

*Providing a Learning Environment at Home*

Table 4 shows the descriptive findings of the mean value, standard deviation and level for the provision of a learning environment at home. The mean value for the provision of a learning environment at home overall is 3.89, which means that the level of provision of a learning environment at home between students and parents is at a high level. The detailed findings into each statement show that the majority of all 10 items of the provision of a learning environment at home statement are at a high level.

Table 4

*Mean value, standard deviation and level of the creation of a conducive learning environment*

No.	Providing a Learning Environment at Home	Mean	Standard Deviation	Level
1.	My parents ensure that I have a special place equipped with learning facilities.	4.23	0.85	High
2.	My parents provide additional reference books in addition to textbooks.	4.05	1.10	High
3.	My parents provide a comfortable space for studying.	3.92	1.21	High
4.	My parents ensure that the house is always quiet so that I can study.	4.17	1.09	High
5.	My parents ensure that I have a study schedule at home.	3.77	0.91	High
6.	My parents provide tuition classes for me.	3.81	0.88	High
7.	My parents ensure that I am comfortable studying in the environment at home.	3.57	1.08	High
8.	My parents care about my learning needs at home	3.44	1.10	High

9.	My parents ensure that the house is always clean so that I can study comfortably.	3.81	1.05	High
10.	My parents provide a reading corner for my reference.	4.14	0.90	High
<b>Overall findings of Providing a conducive learning environment at home</b>		<b>3.89</b>	<b>0.68</b>	<b>High</b>

### *Support at Home*

Table 5 shows the descriptive findings of the mean, standard deviation and level for support at home. The mean value of support at home overall is 3.96, which means that the level of support at home between students and parents is at a high level. The detailed findings into each statement also show that one item with the statement “Parents encourage me to study hard” which is a mean of 4.36 is at a very high level while the other statements in support at home are at a high level. This means that the majority of support statements at home are at a high level.

Table 5

*Mean values, standard deviations and levels of support at home*

No.	Support at home	Mean	Standard Deviation	Level
1.	My parents told me they hope to see me pass the exam with flying colors.	4.17	0.93	High
2.	My parents encourage me to succeed.	3.92	0.83	High
3.	My parents are concerned about my learning progress at school.	4.10	0.79	High
4.	My parents appreciate the results of my efforts in studies.	4.00	0.85	High
5.	My parents place great emphasis on a reading culture at home.	3.88	0.93	High
6.	My parents pay full attention to my studies.	3.47	1.12	High
7.	My parents praise me if I excel in exams.	3.77	0.93	High
8.	My parents give me moral support for my studies.	3.90	0.94	High
9.	My parents advise me to study hard for the future.	4.01	0.98	High
10.	My parents encourage me to study diligently.	4.35	0.91	Very High
<b>Overall findings of home support</b>		<b>3.96</b>	<b>0.62</b>	<b>High</b>

### **Relationship between Parental Role and Academic Achievement**

Pearson correlation analysis was conducted to examine the relationship between various dimensions of parental involvement, namely communication at home, provision of a learning environment at home, and overall support at home, and students’ academic achievement. As presented in Table 6, the results indicate significant and strong positive correlations between academic achievement and communication at home ( $r = 0.946, p < .01$ ), provision of a learning environment ( $r = 0.824, p < .01$ ), overall support at home ( $r = 0.576, p < .01$ ), as well as the overall parental role ( $r = 0.890, p < .01$ ).

Table 6

*Relationship between parental role level and academic achievement*

<b>Relationship between Two Variables</b>	<b>r-value</b>	<b>Sig.</b>	<b>Level</b>
Communication at home with academic achievement	0.946	000.	High
Provision of a learning environment at home with academic achievement	0.824	000.	High
Overall Support at home with academic achievement	0.576	000.	Medium
<b>Overall findings of parental role with academic achievement</b>	<b>0.890</b>	<b>000.</b>	<b>High</b>

## Discussion

The findings of the study on the level of parental role in terms of communication at home between students and parents are at a high level. This finding explains that two-way communication between students and parents has an impact on improving their children's performance in education. Good communication and social interaction between children and parents can also create close and harmonious family relationships in the family. According to Levy (2024), effective communication between parents and adolescents improves academic performance. This is because open and supportive communication fosters trust, encourages adolescents to share academic challenges, improves motivation, and allows parents to be more actively involved in their children's education. The emergence of communication and interaction conflicts between family members of different ages in a family is inevitable. Therefore, parents need to play a role in their children's education both at home and at school.

In terms of providing a conducive learning environment at home, the study findings are at a high level. This illustrates that parents who are concerned about their children's learning environment contribute to their children's academic improvement at home. A home with a comfortable and suitable learning space is a necessity for children to ensure that the learning process at home is more effective. The findings of this study corroborate with the study by Opoku et al. (2023) that fostering a supportive and resource-rich home environment is crucial for enhancing students' educational achievements (Opoku et al., 2023).

The findings indicate that parental support at home is generally at a high level. Continuous support from parents fosters greater enthusiasm for learning among children. Indirectly, encouragement and motivation provided through such support positively influence children's educational outcomes and contribute to their academic success. Guo et al. (2025) found that parents who offer academic assistance such as guidance with schoolwork and motivational support such as discussing academic challenges and monitoring children's activities play a significant role in enhancing their children's academic achievement. Similarly, an interview-based study by Erlendsdottir (2010) involving seven Namibian parents of high-achieving students revealed that sustained parental involvement and support were central to their children's academic excellence. These findings underscore the importance of continued parental engagement in children's learning at home to ensure the learning process extends beyond the classroom.

**Theoretical Implications**

This study provides empirical support for Epstein's (1995) Parental Involvement Theory and deepens the theoretical understanding of how parental involvement influences students' academic achievement, particularly in the context of emerging economies such as Malaysia. The findings indicate that the overall level of parental involvement in students' academic success is high. Notably, the study offers new insights into key aspects of parental involvement, specifically communication at home, the provision of a conducive learning environment, and parental support. Furthermore, it contributes to the theoretical discourse on parental roles by reinforcing widely accepted findings with robust empirical evidence.

**Practical Implications**

The findings of this study indicate that parental involvement plays a significant role in enhancing the academic achievement of Form Six or of pre-university students. The results suggest that parental support, particularly in the form of encouragement, attention, and motivation, contributes meaningfully to students' academic improvement. Specifically, when parents actively fulfill their children's educational needs, they are better positioned to monitor academic progress and facilitate effective teaching and learning outcomes. Additionally, the provision of a supportive and conducive home environment further optimizes the learning process.

The study highlights the importance of raising awareness among parents regarding their influence on their children's academic success. Beyond material provision, parental involvement should encompass emotional and moral support, including spending quality time with children, showing genuine interest in their academic performance, and creating a stable, encouraging home atmosphere. For working parents with limited weekday availability, allocating time during weekends to engage with their children is recommended. Such efforts not only foster closer relationships but also allow parents to better understand and respond to their children's educational needs. It is also critical that parents avoid favoritism, which can adversely impact children's emotional well-being and, by extension, their academic outcomes.

The study further advocates for initiatives such as parenting workshops and support programs tailored to enhance parenting competencies, especially in the context of contemporary dual-income families. International examples of volunteer-led parenting education programs may serve as valuable models for Malaysian communities, particularly among younger or first-time parents. Lastly, strong collaboration between parents and educational institutions is essential to monitor student progress and provide timely interventions, ultimately contributing to improved academic achievement.

**Limitations and Future Research Suggestions**

This study has several potential limitations. First, it focuses on quantitative data, which may offer limited depth of information. This approach can hinder a deeper understanding of the topic and may prompt respondents to provide answers that do not accurately reflect their true feelings. This often occurs when respondents do not fully comprehend the purpose of certain questions, leading them to answer randomly, thus introducing bias and affecting the accuracy of the results. To enhance future research outcomes, qualitative methods such as interviews and open-ended surveys should be considered. Interviews are particularly suitable

for exploring sensitive issues, as they allow for in-depth probing and provide respondents with opportunities to seek clarification. Similarly, open-ended surveys give respondents the freedom to express their views without restriction, potentially yielding richer data.

The second limitation concerns the study sample. The research was confined to Form Six students in the urban area of Kota Kinabalu, without including students from rural regions. As a result, the findings may not represent the perspectives of rural students. A more holistic approach is needed in future studies to include students from urban, suburban, and rural areas, as parental affordability and support often vary according to socioeconomic background. Additionally, this study only examined three dimensions of parental involvement. Future research should explore other aspects such as parenting styles, personal and family issues, socioeconomic challenges, and family environments. It is also essential to employ other theories and models that better capture the multifaceted role of parents in influencing academic achievement. Future studies should delve deeper into these dimensions to compare the effects of different types of parental involvement on student performance, as the literature reveals varying findings in this area.

### **Conclusion**

Since students are an important asset that the country needs as human capital, this group of students needs to be given special attention in academic achievement. The role of family institutions, especially parents as the main motivators of children, will have an impact on the quality of learning and student achievement at the form six college level. Descriptive findings show that the level of communication at home, the provision of a learning environment at home and support at home are at a high level which provides positive findings on the academic achievement of students at Kota Kinabalu Form Six College (Pre-university), Sabah. In addition, the results of the relationship analysis obtained show a significant relationship between parental involvement in terms of communication at home, the provision of a learning environment at home and support at home on student academic achievement. Regression analysis also shows that the role of parents overall makes a positive contribution to student academic achievement. Overall, in this study, parents are significantly contributing agents to their children's academic improvement. Therefore, the role of parents is very important in the learning process of children at home, which in turn helps improve children's performance in education.

This study contributes to the existing body of knowledge by reinforcing the theoretical understanding of parental involvement as a pivotal factor influencing academic achievement, particularly within the Malaysian pre-university context. By aligning with and extending previous educational and developmental theories, the findings validate the relevance of family-based support systems in student success. Contextually, this research offers empirical insights specific to Form Six students in Sabah, a group that is underrepresented in existing literature, highlighting the unique sociocultural and educational dynamics within East Malaysia. The results not only highlight the importance of home-based parental support but also provide localised evidence that can inform targeted policies, school initiatives, and parental engagement programmes aimed at improving academic outcomes among pre-university students in similar settings.

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