A RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND LEARNING ACHIEVEMENT OF ISLAMIC EDUCATION IN NATIONAL RELIGIOUS SECONDARY SCHOOLS KUALA TERENGGANU MALAYSIA

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Abstract

Lack of parental involvement in learning Islamic Education helps to increase the rate of failure in the school and negatively affect the learning interest as well as motivation for children. Nowadays, most of the parents do not involve in their children’s education whereby those have already involved do not know which of the types of involvement that best predict the learning performance of Islamic Education. This study aims to identify the types of parental involvement that best predict the learning performance of Islamic Education. It also focus to determine the extend to which parental involvement relate to Islamic education performance as well as a intrinsic motivation on learning Islamic Education. In carrying out this study, the researcher utilized quantitative approach; a correlation and survey type of descriptive research have been adopted. Two separate questionnaires were administrated to a sample of 335 parents with their children attending the National Religious Secondary Schools known as SMKA in Kuala Terengganu. Multiple regressions and Pearson’s’ product-moment correlation coefficient were employed as statistical tools for data analysis through using a statistical package for social science often known as (SPSS) version 19. The findings revealed that collaboration with community appeared with the highest value followed by learning at home and then volunteering. Therefore, they are the only types with the highest value that significantly predicted the learning performance of Islamic Education. Result also indicated that, there was a high moderate positive correlation between parental involvement and Islamic Education’s performance. It also shown a high moderate positive correlation between parental involvement and intrinsic motivation in learning Islamic Education. This study provides some recommendations. Firstly, parents, regarding their involvement should pay more attention and provide their maximum support in the above prescribed areas as they are the only types discovered to have the best prediction on the learning performance of Islamic Education. Secondly, schools should put some endeavour to plan tirelessly, so as to strengthen their commitment and enhance their relationship with parents as they are the co-partners in learning achievement of Islamic Education. The study will benefit parents, children, school as well as entire community in general.

Keywords: parents, parental involvement, learning achievement, Islamic Education, SMKA

1. INTRODUCTION

The involvement of the parents in 1995 in Malaysia lay under platform of Parent Teachers Association often known as PTA. This level of participation is not integral in boosting the parent’s partnership in children’s education (Wee, 1995). In 2001, study findings indicate that the current system of education in Malaysia mainly focused on teachers as the root in the children’s education, giving little concentration to parents
as co-partners in the learning process of children. Schools are aware that there is a distance between family institution and school which further to create unnecessary problems for the children they share (Sharifah, Nor Jennifer & Wee Being, 2001). People have to know that children’s education is an integral and mutual duty for both parents and teachers. Focusing on teachers only in providing the education to children would not help to have successful learning.

Furthermore, it is stated in the Malaysian National Philosophy of Education that; “Education in Malaysia is an on-going effort to developing the potential of individuals in a complete and unified manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious based on a firm belief in and devotion to God. Such an effort is planned to produce Malaysian citizens who are educated and competent, who hold high moral standards and who are accountable and capable of achieving a high level of personal well-being as well as being able to contribute to the harmony and improvement of the family, society and the nation at large” (www.moe.gov.my/en/falsafah-pendidikan-kebangsan). Therefore, it is the teachers’ responsibility as educators to educate the individuals as well as to produce children who are knowledgeable and competent.

However, Providing an individual who are morally sound, balanced, and one who can able to contribute to the clan, society and also the country, in general, is not only the responsibilities’ duty of a teacher (instructor) alone but besides with the struggle and commitment of the parents, family and entire people of the community. A school has a vital role to play in getting parents and family members involved in students' education. Just because some of the family or parents may like to engage in their children’s education, but are not conscious of how to do so. For this reason, teachers as a guide, educators and the agents of socialization and changes need to create ways on how to involve the parents in their children’s schooling (Siti Munawirah, 2009). To fulfil what was designed in the Malaysian National Philosophy of Education willingly in a rightful way, parents must be involved.

In the context of Malaysia, a lot of studies have been conducted on education but little concentration was given to the subject of parental involvement in schooling. This is in-line with Suresh (2012) point of view that indicates that researches on parental involvement are still inadequate to show the importance of parental involvement to guarantee a child's educational accomplishment. Vellymalay (2012) study indicates that the parental involvement in 2012 in Malaysia is not active enough. This shortage is due to the lack of adequate and proper sensitisation on the effect of their participation from management and other private interventions. However, it also shows that the existing studies on parental involvement are still insufficient. Therefore, more studies are needed on parents’ engagement that will help to understand its value to assure the success of the students’ learning.

In 2013 annual report, ministry of education in Malaysia took stages to upgrade the propagation over the role that parents (educators) and entire community play in children’s schooling, especially by collaborating with schools to improve learning outcomes. Conversely, to fulfil the plan the ministry created a toolkit for parents’ engagement that guides parents on how to get themselves involved in the success of their children education. The ministry also used the plan for helping the schools to improve an intimate partnership between teachers and parents. Furthermore, workshop was also conducted for parental involvement that consisting more than 332, 000 teachers and more than 2.2 million parents. An online data collection
scheme for parental participation was also launched in 2013. The system was invented for data collection on parent attendance to school occasions, as well as data from survey results in parental engagement. Despite the forgone measures taken by the ministry in that year, they are eventually aspires the changes across the education system for future reference. They recommended that parents will become greater partners in their children’s learning; working closely with school leaders and teachers to support their children’s learning in school and at home (Malaysia Education Blueprint, Annual Report 2013). This indicated that the system is not hundred percent (100%) favorable since they are still recommending for parents to strengthen their partnership in their children’s schooling. In a nutshell, we can still acclaim that parental involvement is lacking.

2. RESEARCH OBJECTIVES
The study has the following objectives:
   i. To identify the types of parental involvement that best predicts the learning performance of Islamic Education.
   ii. To determine the extent to which parental involvement relates to Islamic Education performance.
   iii. To determine the degree to which parental involvement relates to intrinsic motivation in learning Islamic Education.

3. RESEARCH QUESTIONS
The following are the key questions of the study;
   i. What are the types of parental involvement that best predicts the learning performance of Islamic Education?
   ii. To what extent does parental involvement relates to Islamic Education performance?
   iii. To what extent does parental involvement relates to intrinsic motivation in learning Islamic Education?

4. RESEARCH HYPOTHESES
The following are the research hypotheses that were predictably formulated so as to give guidance for the solution of the above-mentioned problems.

   H0: The types of parental involvement do not significantly predict the learning performance of Islamic Education.
   H0: There is no significant relationship between parental involvement and Islamic Education performance.
   H0: There is no significant relationship between parental involvement and intrinsic motivation on learning Islamic Education.

5. SIGNIFICANCE OF THE STUDY
This study is significant to find out the solution of the highlighted problems or answers to the questions. It influences educational theory or practice. The importance was concerned with the usefulness of the findings of the study to mankind in theoretical or practical field. The rationale behind this study laid on the following;
The findings of the study would benefit the parents to comprehend the types of involvement that best predict the learning performance of Islamic Education to their children so as to mainly focused and give their profound attention to them. It is one of the present study's objectives to come out with types of involvement among the others; those are more helpful in learning Islamic Education. It will also help schools' leaders to understand the various types of parental involvement that are not practically utilized in their respective schools in such a way that it will facilitate to realize the learning objectives of Islamic Education. However, the study will benefit the Muslim *Ummah* and Muslim parents particularly, because it will make them aware of their role towards their children’s learning performance of Islamic Education, so as to fulfil the responsibility that almighty Allah given to them.

6. **THE CONCEPT OF ISLAMIC EDUCATION**

Islamic education as a subject is the umbrella term of the broader concept of Islamic education that enables one to prepare himself for the last day that automatically begins after death. It entailed the training of the body, mind and soul through enriching it with knowledge both compulsory and recommended one (Recommendations, first world conference on Muslim Education 1977). It often regarded as a process that makes one be the complete person, including the rational, spiritual, and social dimensions as indicated by al-Attas (1979). Islamic education focused to attain the distinct role of the human that is preferably design to reform and construct the entire human life. It is an independent education system that encompasses the unique essential aspects, objectives and methods, besides enthused by fundamental philosophical principles of Islam (Yalqin 1986).

Moreover, it is the type of education which is grounded on the ideas and institution of Islam and the entirety of the educational and guidance strategies, formal or informal are both directly connected to the concept of Islamizing society. It encompasses training the individuals and groups in the right fields with a view to facilitating a development both material and immaterial (Mudawi 1989). Similarly, Islamic education is the process through which a person is given a training as well as preparation on how to adequately worship the Almighty Allah so as to enjoy in the hereafter (Raoudhatul Firdausi and Muhammad 2013). The above connotations is exactly what Islamic education as a subject set out to realized (Azeez & Adeshina 2013). Some of the writers claim that Islamic Education does not ever inculcate independent thinking. Conversely, Sobhi (2012) rejected their claims elaborating more about what Islamic philosophical idea on education all about. He finally indicates its role in encouraging a critical thinking and personal independence such as encouragement towards ability (*ijtihad*), thinking (*tafakkur*) and searching for knowledge.

From the above mentioned descriptions collected from different perspective of Muslim scholars, one may realise that Islamic education is a comprehensive and unique way of life which is fundamentally tailored to suit the divine purpose and fundamental goals for human existence on this globe. It also guides one towards the realisation of that divine purpose for their lives on earth as enshrined in the Qur’an and traditions of the Prophet Muhammad (may peace and blessings of Allah be upon him).
7. THE CONCEPT OF PARENTAL INVOLVEMENT

There is no proper definition of parental involvement; it was differently defined by various researchers based on their understanding. According to Majoribanks (1983) parental involvement entails certain rules and regulations that parents carry out for their children at home that are mainly established to assist them educationally. Parental involvement defined as the product of experience, and commitment to democratic involvement, in different ways, England established an excellent testing ground of the above mentioned definition (Nicholas 1985). However, parental involvement according to Stevenson and Baker (1987) was also defined as parents’ participation on the issues concerning the school activities. Furthermore, Grolnick and Ryan (1989) described it as a commitment of parents and their constructive consideration to their children educational process. In application, parental involvement is determined to comprehend various parental behaviours and practices, which covers parental expectation for their children academic’s achievement and transfer of such expectation for their children (Bloom 1984). It similarly defined as the reasonable interaction between teachers and parents concerning the educational development of children (Epstein 1991). Conversely, it often defined as communication between parents and children on the issues that are related to their academic learning (Christenson et al. 1992).

Parental involvement is usually denoted to as parents’ participation in their children’s schooling with the determination of stimulating their educational and social achievement (Fishel & Ramirez 2005). In another definition, Jenning & Bosch (2011) revealed that Pushor and Ruitenberg (2005) viewed parental involvement by way of “…Allowing parents to give their contribution in conjunction with educators in the learning achievement of their offspring, sharing together their familiarity with children, teaching and learning”. This kind of involvement signifies a collective tactic to the education of children. In a study conducted by Mafa and Esther (2013) that aimed to explore the extent of parental involvement in the upbringing of children in Zimbabwe’s rural primary schools, indicated that most of participants articulated that the concept of parental involvement meant that parents will be playing a role in the education of their children.

From the above, one will grasp that the above mentioned definitions that suggested by numerous researchers are very close in meaning to each other. Also, each one of them tries to restrict the meaning of parental involvement as parental struggle towards the victory and success of their children’s education. In summary, parental involvement can be a label as a parental contribution as well as taking part towards the learning goals’ achievement of their children. It does not limit to only their participation in the school; rather it goes beyond the school’s environment. To ensure the success of this partnership, both teachers and parents have to strive positively to fulfill their responsibility of upbringing the children with sound knowledge and social well-being.

There is a slight difference between parental involvement and parental participation, even though; some of the researchers used the two terms interchangeably. Smith et al. (2007) describe both terms as follows: Parental involvement entails the participation of parents at both school and home in the background and schooling of their own children. They defined parental participation as the vigorous support of parents in activities that are related to school only.
The involvement of parents often divided into two namely institutionalised and non-institutionalised forms. The first one involves partaking in an institution such as in the parent council or school governance. However, none-institutional structures entail partaking in which parents help teachers through instructional activities like escorting children on school journeys, cleaning toys or assisting in the public school library (Karsten & Sligte 2006).

From the above point of view, it will become obviously that the term parental involvement meant certain involvement of parents in their children’s education in both school and beyond the school, while parental participation restricted to only their support within the school environment. It consequently indicates that parental involvement is general while parental participation is specific. However, parental participation is part of parental involvement; therefore, parental involvement could never be separated from parental participation. This is the reason that might be lead some researchers used the two terms interchangeably.

8. RELATED LITERATURE REVIEW

Self-report data from five hundred and ninety-four (594) Latino teenagers about parental involvement and educational motivation were examined through three family structures that include intact, stepfather, and single-mother/non-resident father participated. Significant differences were discovered in fathers’ participation and also in mothers’ participation depending on the family construction. Overall analyses disclosed that the method of mothers’ participation that clarified the most distinctive variance in educational motivation follows: observing for youth in intact and single-mother/non-resident participated father families and educational support for teenagers in stepfather families. The method of fathers' participation that explained the highest distinctive variance in educational motivation follows: observing for teenagers in intact families, educational support for teenagers in stepfather families, and educational goals for teenagers in single-mother/non-residential participated father families (Henry 2011).

The study also shows that the more parents get involved, the more students get motivation in learning. Pomerantz (2012) conducted a research examining why parents’ involvement enhances children’s achievement, identifying the role of parent-oriented motivation. The study is a quantitative approach using survey type of descriptive research where he utilised the 7th-grade students that encompass American and Chinese children. The researcher consequently states the following result that the more parents involved in children learning, the more motivated were to do well in school for parent-oriented reason that contribute to children to enhance self-regulatory learning and thereby grades. Even though children parent-oriented motivation was associated with their control and autonomous motivation in school, it uniquely explained the positive effects of parent involvement on children’s grades. The research also corresponds with the previous research findings in terms of correlation between the variables but differ with Coleman and McNeese research findings that suggest that increase in parental involvement is really associated with a decrease in both students' motivation and academic achievement.

Vellymalay (2012) also conducted a study focused to investigate the impact of parents’ socio-economic status on parental involvement in their children’s schooling at home. The researcher selected one of the best national types of Tamil schools in the state of Kedah in Malaysia. He used both quantitative and qualitative approach,
adapting the questionnaire as a research instrument for data collection. However, an in-depth interview was conducted with twenty students, selecting five students with a higher performance from each year. The study findings indicate that almost parents are from higher economic status and therefore, show the higher degree of involvement in almost involvement strategies at home and therefore they got higher achievement motivation to their children. This evidently revealed that socioeconomic level of parents has a significant effect on their children’s education in general and in learning motivation, in particular.

Zakaria, Zuwaiti and Ummu Kulsum (2013) also conducted Another study, with designation “family context and its relationship with parental involvement in the education of secondary schools children”. The study was aimed to investigate the context of parental involvement in educating their high school children. The study is a quantitative approach; a survey type of descriptive research was used where they employed a multiple regression as their statistical tool for data analysis. 950 forms four students were randomly selected as their participants in the state of Selangor in Malaysia. Finally, their findings indicate that component of family context (interaction and communication, parenting practices, leisure openness and acceptance) have positively and significantly related to parental involvement in the education of children at the time they enrolled in secondary schools. However, Tesha (2013) conducted a research with the aim to determine what factors motivate African-American parents to become involved in their children’s learning. The factors measured were self-efficacy, school invitation, and parents role construction. The researcher used quantitative approach, employing a survey type of descriptive research. The participants employed in the study were African-American. The findings show that self-efficacy was not significantly related to parental involvement among parents of African-American. It indicated that parent role construction and school invitation found significantly related to their participation.

Research also reveals the significant correlation between authoritarian parenting style and academic performance and vice-versa in permissive parenting style. The study was conducted by Niagi (2014) aimed to find the relationship between parental involvement, parenting style, student’s attitude towards school and academic performance. The study is quantitative in nature. A correlation and survey type were employed. The questionnaire was distributed to a sample of 200 students of equal size 100 girls and 100 boys, from government secondary schools in the location of Embu North District. Pearson correlation coefficient was used to analyse the collected data. The finding revealed that parental involvement had significant positive relationship with both students attitude regarding school and academic performance, while authoritarian style was found negatively insignificant correlation with attitude regarding school and had significant negative correlation with academic performance. However, permissive parenting style had a negative significant correlation with both attitude towards school and academic performance while the attitude towards schooling had a positive significant relationship with academic achievement.

9. METHODOLOGY
The study is a systematic study, designed to promote the development of education. It employed the quantitative approach that involved using of numbers, numerical data, and statistic. The method was selected considering the nature of the
study as it involves using of numbers and numerical data as well as applying a
statistical tool for data analysis.

9.1 Research design

Regarding this study, the researcher employed quantitative approach, a survey
type of descriptive research have been adopted. It is a survey type of descriptive
research because it was engaged to describe a correlation between parental
involvement and learning achievement of Islamic education.

9.2 Sample

The sample size of the study regarding the children consisted of three hundred
and thirty-five (335) students. However, in accordance with the children’s sample
size, the parents’ sample size was three hundred and thirty-five (335) respondents.
The sample was chosen from two national religious secondary schools namely;
SMKA DATO HAJI ABBAS and SMKA SHEIKH ABDUL MALEK. The sample size
was determined by using the table for determining the sample size of Krejcie and
Morgan (1979) with 95% level of confidence. In the case of this study, the simple
random technique was employed for selecting the research’s sample. The technique
is the type of probability sampling in which a researcher choose a sample from a
population in a situation whereby all members of the target population will have an
equal chance of been selected (Mustapha, 2000). The parents were randomly
selected through random selection of their children. This method is been appropriate
for the study in such a way that all members of the population will be given the same
chance of being selected. It indicates that no number of the population been omitted
deliberately except by chance.

9.3 Instrument

In this study, two separate close-ended questionnaires have been used. The first
one was planned for parents that were adopted and adapted from Guolaug (2010)
with a significant modification to meet the needs of the subject matter (Islamic
education). The modification involves changing of sentences, words and addition of
some items in order to be more fit to the topic. However, the other one was prepared
for their children (students) that was developed by the researcher based on the
available literatures, meaning that the questionnaires were specifically modified and
designed by the researcher for the purpose of this study. The parents’ questionnaire
was designed to measure in a straight line the level of parental involvement while
students’ questionnaire was designed to measure the students’ intrinsic motivation
for learning Islamic education.

9.4 Pilot Study

Exploratory factor analysis (EFA) and reliability in the survey was employed in
the study in order to refine the items. To test the viability of questionnaires and
method, a pilot study was run using small-scale from the target population. A total
number of one hundred (100) respondents including male and female from the two
selected schools were participated in the study. Participants were reported having
found the items easy to understand. However, all the requirement value encompassing KMO, Cronbach’s Alpha, Eigen Value. The KMO value for the whole
types is above 0.6 while Cronbach’s Alpha value is above 0.7. However, the
10. DATA ANALYSIS

Mills (2007) revealed that data analysis “carry out when investigators want to summarize and represent data that have been collected in a dependable, accurate, reliable, correct, and right”. Regarding the present study, collected data have been analyzed and categorized using the quantitative method. The collected data was analysed using a simple descriptive statistics and Pearson product-moment correlation coefficient through applying a statistical package for social science often known as (SPSS) version 19.

11. RESULT OF THE STUDY

The research objectives and hypotheses were addressed through Pearson product-moment correlation coefficient (r). The findings were presented in table form for easier access to the information.

11.1 Respondents’ Demographic Information

The participants’ (parents) demographics characteristics are; father level of education, mother level of education, family income and family interest towards learning Islamic education. Regarding the father level of education, it was discovered to be predominately with 191 respondents, representing (57.0%) who have attended college/university level and 121 (36.1%) attended secondary education. It also indicated that 23 (6.9%) have attended primary education. Mother level of education was discovered to have predominately 184, representing (54.9%) who have attended college/university level, and 131 representing (39.1%) attended secondary education. It also indicated that 20 mothers representing (6.0%) have attended primary education. Regarding the economic status, a great portion of the sample (124 parents) revealed to have earned RM 3001-8000, representing (37.0%) as their monthly income. However, 89 of the respondents representing (26.6%) showed their monthly income reaching from RM 1000-3000. However, 68 of the participants representing (20.3%) ranging from RM 10000-above, while 54 parents who are 16.1% of the respondents testified to have earning RM 8001-10000 monthly.

11.2 Hypothesis 1 Testing and First Objective

A multiple linear regression was used to test the first hypothesis that predict “the types of parental involvement do not significantly predict the learning performance of Islamic Education”. It will be the answer to the first objective that aim to identify which among the types of parental involvement that best predict the learning performance of Islamic Education.
Table 11.2.1 Descriptive statistic

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>st.Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Islamic Education's performance</td>
<td>4.2955</td>
<td>.56797</td>
<td>335</td>
</tr>
<tr>
<td>Parenting</td>
<td>4.5381</td>
<td>.38998</td>
<td>335</td>
</tr>
<tr>
<td>Communicating</td>
<td>3.9019</td>
<td>.71318</td>
<td>335</td>
</tr>
<tr>
<td>Volunteering</td>
<td>3.8141</td>
<td>.75060</td>
<td>335</td>
</tr>
<tr>
<td>Learning at home</td>
<td>4.4714</td>
<td>.46582</td>
<td>335</td>
</tr>
<tr>
<td>Decision making</td>
<td>4.0765</td>
<td>.55581</td>
<td>335</td>
</tr>
<tr>
<td>Collaboration with community</td>
<td>4.0994</td>
<td>.52524</td>
<td>335</td>
</tr>
</tbody>
</table>

Table 4.4.1 indicates the mean and standard deviation of the determinants (types of parental involvement) and dependent variable (Islamic Education’s learning performance) as well as the total number of the sample particularly selected for the study. Parenting has a mean of 4.5381 and .38998 of standard deviation. Communication has a mean of 3.9019 and .71318 of standard deviation. Volunteering has a mean of 3.8141 and .75060 of standard deviation. Learning at home has a mean of 4.4714 and .46582 of standard deviation. Decision-making has a mean of 4.0765 and .55581 of standard deviation. Collaboration with community has a mean of 4.0994 and .52524 of standard deviation. However, the mean and standard deviation for a dependent variable (Islamic Education’s performance) is 4.2955 and .56797. The mean indicates the arithmetic average of the items under each variable. However, the standard deviation measures the variability of each variable. From here, as one can see the mean value of almost determinants is very close to the mean value of the dependent variable. The values indicate how the mean of each determinants close to each other.

Table 11.2.2 Regression coefficient-model of summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>$R^2$</th>
<th>$R^2_{adj}$</th>
<th>Std.error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.659</td>
<td>.435</td>
<td>.424</td>
<td>.43096</td>
</tr>
</tbody>
</table>

4.4.2 Indicates the R value 0.659 that signifies a multiple correlation. The value revealed the strong correlation that shows a good level prediction of the data. It also indicates a degree of the quality of the forecast of Islamic education performance (dependent variable). However, $R^2$ (often called as coefficient of determination) which is .435 tells one the overall measure of the strength association. It is the proportion of variance in the dependent variable (Islamic Education’s performance) which can be explained by the types of parental involvement (parenting, communication, Volunteering, Learning at home, decision making and collaboration with the community). Therefore, it can be concluding that the types of parental involvement are explaining approximately 43.5% of the variability of the dependent variable (Islamic Education performance).

Table 11.2.3 ANOVA summary of regression analysis

<table>
<thead>
<tr>
<th>Model</th>
<th>df</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
</table>
Table 11.2.3 displays that the types of parental involvement are statistically significantly forecast the dependent variable (Islamic Education’s performance). The value is $F(6, 328) = 42.022$, $p < .000$, this means that the regression model is a good fit for the data. The result is an evidence that indicated that Islamic education performance was significantly predicted by the combination of the types (parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community).

Table 11.2.4 Summary of regression variables predicting the Islamic Education performance

<table>
<thead>
<tr>
<th>Variables</th>
<th>B</th>
<th>std.error</th>
<th>β</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>.583</td>
<td>.296</td>
<td></td>
<td>1.969</td>
<td>.050</td>
</tr>
<tr>
<td>Parenting</td>
<td>.148</td>
<td>.076</td>
<td>.102</td>
<td>1.943</td>
<td>.053</td>
</tr>
<tr>
<td>Communicating</td>
<td>.021</td>
<td>.055</td>
<td>.026</td>
<td>.382</td>
<td>.703</td>
</tr>
<tr>
<td>Volunteering</td>
<td>.134</td>
<td>.054</td>
<td>.177</td>
<td>2.499</td>
<td>.013</td>
</tr>
<tr>
<td>Learning at home</td>
<td>.182</td>
<td>.067</td>
<td>.149</td>
<td>2.708</td>
<td>.007</td>
</tr>
<tr>
<td>Decision making</td>
<td>.133</td>
<td>.069</td>
<td>.130</td>
<td>1.918</td>
<td>.056</td>
</tr>
<tr>
<td>Collaboration with</td>
<td>.267</td>
<td>.067</td>
<td>.246</td>
<td>3.952</td>
<td>.000</td>
</tr>
<tr>
<td>Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**p<.01.

Table 11.2.4 indicates how each of the types predicts dependent variable (learning performance in Islamic Education). Unstandardized coefficients point out how much the independent variable predicts the dependent variable holding other factors constant. Moreover, significant value in the table designates to test a statistical significance of each construct (type). It required to be smaller than .05. However, The result of the table revealed that some of the determinants (types) that were measured (parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community) are more powerful than others in predicting the learning performance of Islamic Education. The determinants (types) appeared with the following values; parenting = .148, $p = .053$, communication = .021, $p = .703$, volunteering = .134, $p = .013$, learning at home = .182, $p = .007$, decision making = .133, $p = .056$ and collaboration with community = .267, $p = .000$. This indicates that the value of Islamic education performance will increase by the value under column labelled B of the regression model when the value of each type change by unit, except Parenting, communication and decision making which are not significantly predict the learning performance of Islamic Education.

11.3 Hypothesis 2 Testing and Second Objective
Table 11.3.1  Descriptive Statistic

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental involvement</td>
<td>4.1586</td>
<td>.44732</td>
<td>335</td>
</tr>
<tr>
<td>Islamic Education’s</td>
<td>4.2955</td>
<td>.56797</td>
<td>335</td>
</tr>
<tr>
<td>Performance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 11.3.1 indicates the mean and standard deviation of the variables as well as the total number of the sample particularly selected for the study. The mean of parental involvement is 4.1586 while for Islamic education performance is 4.2955 which indicates the arithmetic average of the items under each variable. However, the standard deviation measures the variability of each variable which is .44732 for parental involvement and .56797 for Islamic Education’s learning performance. From here, one can grasp how the variables relate to each other.

Table 11.3.2  Pearson correlation for the variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>r</th>
<th>p</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental involvement</td>
<td>.647**</td>
<td>.000</td>
<td>335</td>
</tr>
<tr>
<td>Islamic Education’s performance</td>
<td>.647**</td>
<td>.000</td>
<td>335</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

Table 11.3.2, one can realize “there was a highly moderate positive correlation between parental involvement and Islamic Education performance, r = 0.647, n =335, p= 0.000. P <.05”. However, the P =0.000 which is extremely less than .05 indicates a statistically significant correlations between the two variables which is the answer to the second objective. This means increases in parental involvement do significantly relate to increases in students’ learning performance in Islamic Education. Overall result revealed that, there was a highly moderate positive correlation between parental involvement and Islamic Education’s performance. Therefore, the analysis accepted to reject the second null hypothesis.

11.4 Hypothesis 3 Testing and Third Objective

Table 11.4.1  Descriptive statistic

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental involvement</td>
<td>4.1586</td>
<td>.44732</td>
<td>335</td>
</tr>
<tr>
<td>Intrinsic motivation in</td>
<td>4.2638</td>
<td>.42686</td>
<td>335</td>
</tr>
<tr>
<td>Learning Islamic edu.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 11.4.1 indicates the mean and standard deviation of the variables as well as the total number of the sample particularly selected for the study. The mean of parental involvement is 4.1586 while for intrinsic motivation is 4.2638, this indicates the arithmetic average of the items under each variable. However, the standard deviation measures the variability of each variable which is .44732 for parental involvement and .42686 for Islamic Education’s learning performance. From here, one can grasp how the variables relate to each other.

Table 11.4.2 Pearson correlation for the variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>r</th>
<th>p</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental involvement</td>
<td>.656**</td>
<td>.000</td>
<td>335</td>
</tr>
<tr>
<td>Intrinsic motivation in Learning Isl. Education's</td>
<td>.656**</td>
<td>.000</td>
<td>335</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

From the table 11.4.2, one can realize “there was a highly moderate positive correlation between parental involvement and intrinsic learning motivation, r = 0.656, n = 335, p = 0.000. P <.05”. However, the p =0.000 is extremely less than .05, it indicates a statistically significant correlations between the two variables which is the answer to the third objective. This means increases in parental involvement do significantly relate to increases in an intrinsic learning motivation of Islamic Education. Overall result revealed that, there was a highly moderate positive correlation between parental involvement and intrinsic motivation in learning Islamic Education. Therefore, the analysis accepted to reject the third null hypothesis.

12. DISCUSSION OF THE FINDINGS

Regarding the stated hypotheses, the study findings revealed that collaboration with community appeared with the highest value followed by learning at home and then volunteering (see Table 11.2.4). Therefore, they are the only constructs with the highest value that significantly predicted the learning performance of Islamic Education. This answered the first objective. Conversely, the discovery is an indicator of the fact that some of the constructs (types of parental involvement) have become a significant predictor of learning performance of Islamic Education, Thereby failed to accept the first hypothesis. The result also asserted the discovery that indicated that the types were fundamentally initiated to facilitate academic achievement (Epstein, 2002).

However, the findings do not support the study findings that indicate that good parenting at home is the strongest predictor among the parental involvement predictors (Valerie at el., 2011), as this study asserted collaboration with community as the strongest predictor of learning performance of Islamic Education followed by learning at home and then volunteering. The contradiction might be existed as a result of using a different method. In their study, they used qualitative approach while quantitative method was employed in the present study using a questionnaire and statistical tool for data analysis. Furthermore, a questionnaire will be more helpful to have standardized answers as the fact that respondents must be able to read the questions cautiously and thoroughly respond to them.

It also hypothesised that there is no significant relationship between parental involvement and intrinsic motivation in learning Islamic Education. The findings
accepted to reject the null hypothesis revealing the statistically significant correlations between the two variables (see Table 11.3.2). It indicates that increases in parental involvement do significantly relate to increases in an intrinsic motivation on learning Islamic Education. It also indicates the extent to which parental involvement relates to intrinsic motivation on learning Islamic as it is statistically significant with 0.000 which is the answer to the third objective.

Overall result revealed that, there was a moderate positive correlation between parental involvement and intrinsic learning motivation. The result strengthen the findings that asserted that involvement of parents enhance learning motivation among children (Gottfried et al., 1994). It also support the findings that indicate a beneficial relationship between parental involvement and the following motivational constructs; school engagement, extrinsic motivation, perceived competence, perceived control, self-regulation, Mastery goal orientation, and motivation to read (Alyssa et al., 2005). It also corresponds to the study findings conducted by Fan & Williams (2010) where it revealed that almost components of parental involvement predicted the motivation to students in English and math subjects.

CONCLUSION
Based on the findings of this study, collaboration with community appeared with the highest value followed by learning at home and then volunteering. Therefore, they are the only constructs (types of parental involvement) with the highest value that significantly predicted the learning performance of Islamic Education. However, it revealed a strong positive correlation between parental involvement and Islamic Education’s performance. Therefore, indicated that increases in parental involvement do significantly relate to increases in students’ learning performance of Islamic Education. Furthermore, the result also asserted a strong positive correlation between parental involvement and intrinsic motivation on learning Islamic education. Consequently, it designated that increases in parental involvement do significantly relate to increases in an intrinsic learning motivation of Islamic Education. The findings are in-line with the previous studies that asserted a strong positive correlation between parental involvement and academic achievement. Finally, it was suggested to extend the research on the subject matter through the above mentioned recommendations.

SUGGESTIONS AND RECOMMENDATIONS FOR FURTHER PRACTICE

i. Parents should strive to become more involved in their children’s Islamic Education as it is found positively related to the learning performance of Islamic Education statistically and significantly.

ii. Parents, regarding their involvement should pay more attention and provide their maximum support in the following areas; collaboration with community, learning at home and volunteering. Conversely, they are the only types discovered to have the best prediction on the learning performance of Islamic Education.

iii. A research should be conducted to determine why collaboration with community, learning at home and volunteering significantly predict the learning performance of Islamic Education. Conversely, the present study
only limited to determine which among the types of parental involvement that
best predict the learning performance of Islamic Education.
iv. A research should be conducted to determine if parents’ involvement with
low-income significantly predicts the learning performance of Islamic 

ACKNOWLEDGEMENT
The research was sponsored by Kano state government under the leadership of His 
Excellency, the visionary governor Dr. Rabiu Musa kwankwaso who is through his 
effort and tirelessly commitment to transform education in Kano state the research 
become completed. I will also commend the effort of Associate Professor Dr. Abdul 
Hakim Abdullah who has fatherly supervised the review right from the beginning up to 
the end.

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