

The Effects of the Epstein's Types of Parental Involvement in Learning Islamic Education

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Abstract: Islamic education is a compulsory subject for Muslims in Malaysian educational system. Its purpose is to produce Muslims who are righteous, civilized and able to accomplish responsibility in this life and hereafter. Research revealed that one of the factors affecting students' interest in learning Islamic education is parental influence. It also asserted that most of the parents who do not involved are not aware of the extent of academic performance related to their involvement. However, those have already involved do not know which of the types of involvement that best predict the learning performance of Islamic education. Therefore, the present study focused to identify the effects of the Epstein's types towards learning performance of Islamic education and also aimed to determine the types of involvement that best predict the learning performance of Islamic education. In carrying out this study, researcher utilized quantitative approach and a survey type of descriptive research was employed. A close-ended questionnaire was administered to a sample of 335 parents with their children attending the National Religious Secondary Schools in Kuala Terengganu, Malaysia. Multiple regression was employed for data analysis through using Statistical Package for Social Science (SPSS) Version 19. The study findings indicated that collaboration with community, learning at home and volunteering are the types that significantly predicted the learning performance of Islamic education. Therefore, parents, regarding their involvement should pay more attention and provide their maximum support in these areas.

Key words: Parental involvement, types of parental involvement, Epstein's types, Islamic education, learning

INTRODUCTION

Family, particularly the parents are in point of fact that they are the first and most influential educator, not the school teacher. It commonly acknowledged that parental involvement enhance quality as well as improvement in children's learning that will eventually give birth to potential graduates who are morally sound and productive in the country. A survey conducted by the Education Policy Studies Laboratory has indicated that children at the age of 18 have naturally consumed only (13%) of their daily lives at school. Families most importantly parents have a part in determining the outstanding eighty seven percent (87%) (Wider *et al.*, 2014). Therefore, parents take almost responsibility of their children among which is Islamic education. Despite the serious burden for their negligence, many parents nowadays failed to fulfil this responsibility in acquiring Islamic education to their children. Mustafa and Salim (2012) indicated that one of the factors affecting students in learning Islamic education is parent's influence

which prevents children from getting an adequate learning. Parents are encouraged to take proper care about their children's education and other activities right from home up to the school environment and also urge them to strive to fulfill it. Based on the above, the present study focused to identify the types that best predict the learning performance of Islamic education.

Research objectives:

- To determine the effect of the Epstein's types of parental involvement in learning Islamic education
- To identify the types of parental involvement that best predicts the learning performance of Islamic education

Research questions:

- To what extent do Epstein's types of parental involvement affect learning of Islamic education?
- What are the types of parental involvement that best predict the learning performance of Islamic education?

Significance of the study: The answers of the above research questions will influence 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 research will strengthen the commitment of parents and enhance the relationship between parents and teachers towards learning achievement of Islamic education. Because it will make them awake to understand that teaching the children as well as their learning process are the responsible duty for both of them. However, the findings would also 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.

Conceptual review of parental involvement: There is no a single agreed and accepted definition of parental involvement; it was differently defined by various researchers. According to Majoribank (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. 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 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 as parents' participation in their children's schooling with the determination of stimulating their educational achievement and social development (Fishel and Ramirez, 2005). In another definition, Jennings and Bosch (2011) revealed that parental involvement is allowing parents to give their contribution in conjunction with educators in the learning achievement of their offspring, sharing together their familiarity of children, teaching and learning. This kind of involvement signifies a collective strategy to the educational development of children.

The above mentioned definitions that suggested by numerous researchers are very close in meaning to each other. In addition, 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 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 fulfil 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) described both terms as 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 only school. This involvement of parents often divided into two namely institutionalised and non-institutionalised forms. The first one involves participating in an institution such as in the parent council or school governance. However, none-institutional structures entail participation in which parents help teachers through instructional activities like escorting children on school journeys, cleaning toys or assisting in the school public library (Karsten *et al.*, 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 matters. It consequently indicates that parental involvement is general while parental participation is particular. However, parental participation is part of parental involvement, therefore, parental involvement could never be separated from parental participation. This is the reason that lead some researchers used the two terms interchangeably.

Types of parental involvement: Different researchers utilised parental involvement in various ways depending on their various perception about the concept. However, the effects of involvement of parents on their children's learning outcomes also differ depending on which types of learning outcomes were examined by the researcher (Fan and Williams, 2009). This is due to the misconception of the parental involvement concept and unclear operational definition of the term. Grolnick and Slowiaczek (1994) in their study on parental involvement in children schooling have pointed out three types of parental involvement that encompass of behavioural, intellectual and personal aspects.

However, Desforges and Abouchaar (2003) in their study indicate that parental involvement takes different form which include good parenting in the home, the provision of the secure and stable environment, intellectual stimulation, parent-child discussion, good model of constructive social and educational values and higher aspiration relating to personal fulfilment and good citizenship; contact with school to part information, sharing in school happenings, contribution in the activities of the school and partaking in the school governance.

Fan (2001) also empirically determine a seven component of parental involvement namely television rules, communication, contact with the school, parent-teacher association, volunteering, supervision and educational aspiration. However, Fan and Williams (2009) in their study aiming to explore the influence of parental participation on children academic self-efficacy, engagement and intrinsic motivation have fragmented some variables regarding parental involvement which include school to home communication, parental values, parental involvement in school functions and surveillance of homework and reactions towards grades.

From the above, it will become naturally that parental involvement is an elusive term that is why researchers used the term in their studies with a different perspective. As a result of this, the impacts of variables (parental involvement and students' academic performance) become different depending on which aspects were examined. However, some of the types of parental involvement that have been used by various researchers were similar and some were used interchangeably. In this current study, the following type of parental involvement that was developed by Epstein (2001) was adopted as constructs or determiners regarding the involvement of the parent. They are parenting, communicating, volunteering, decision making, learning at home and collaboration with community. The description of those Epstein's types of parental involvement as follows:

Parenting: Parents are required to provide primary needs for their children that will enable them to learn at both home and school. Some of this fundamental needs include; good behaviour and encouraging learning in school as well as providing for the safety and health. To ensure a good parenting, school should work tirelessly to encourage parents to have good skills of parenting. This can be achieved by organising workshops and seminars.

Communicating: Parents are expected to establish a good rapport as well as become appropriate channel and

medium of communication with school's teachers. This will enable them to disperse concerns and any information with them. Some of the issues that to be communicated include school's programs and students' progress. School play a vital role to ensure the success of the channels. This can be achieved through weekly and monthly newsletters, school website, Parent Teacher Association (PTA) meetings, welcome wall, email, progress report, reportcards, community newspapers, parents conferences and active phone calls home.

Volunteering: Parents, as well as communities are expected to provide many activities that will help teachers in the school programs. School and community should encourage parents to have meaningful involvement in the school programs. This can be achievable through; parent resource centre workshop, family literacy day, school council, school beautification projects and PTA school store. Baru *et al.* (2014) emphasized that parents have to play an important role in conveying opinions and motivating their children whereby they could come to school at any time for a discussion with the administrator or teachers while monitoring the development of their children from a near.

Learning at home: Parents are expected to help their children to learn at home. Children spend almost their daily life hours at home. Therefore, parents have enough time to help them in so many ways including their homework, checking their books, preparing extra lesson for them, goal setting, monitoring their behaviour and watching all their gesture and movements. School, as well as teachers should try to initiates homework and relevant programs that would make children share and deliberate an important issue with their parents. However, school can ensure the success of this segment through online tutorial, school/classroom website, homework helpline assistance for parents and students and ideas that to be given to parents on how to help their children practice appropriate study skills at home.

Decision-making: In this segment parents are expected to get themselves involved in school decision-making course that will enable them to fill confidence and enthusiasm towards learning achievement of their children. School should discuss with parents on matters that inform and guide parent strategies and procedures. They should also help parents and school community by given that training for school council and help discussions on recognized areas of desirable progress as well as inspire energetic commitment in limited school decision. Moreover, school should create dates for

constant academic symposiums with parent, teachers and counsellors. Finally, parents should be given a chance to have a response by including them in the formation of parent surveys and parent forums.

Collaborating with the community: Parents are expected to collaborate with school and community. To ensure this, school should initiate and preserve an active corporation with wider community or stakeholders of the school. It will also assist parents and community forums collaborate with increasing students' performance and consolidate school improvement plans. However, school should include community forums and partners in school enhancement planning for improving academic performance of the children.

MATERIALS AND METHODS

Research design: In carrying out this study, the researcher utilized quantitative approach, a survey type of descriptive research have been employed. It is a survey type of descriptive research because it was engaged to determine the types of parental involvement that best predict the learning performance of Islamic studies. This assessment shall be through gathering information via questions and answers. This type will be appropriate for the study because it describe a characteristic of a particular group and estimate the proportion of people in the population who behave in a given way. The design was also picked considering the research subject matter as it is based on the determining the degree of relationship between variables. Conversely, it was also carefully chosen based on the previous studies conducted in the area.

Sample: The sample size of the study regarding the children consisted of three hundred and thirty five students. However, in accordance with the children sample size, the parents' sample size was three hundred and thirty five 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 sample size by Krejcie and Morgan (1970) with 95% level of confidence.

In the case of this study, simple random technique was employed for selecting the research 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 (Mustafa and Salim, 2012). 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 indicate that no number of the population been omitted deliberately except by chance.

Instrument: Regarding this study, questionnaire was employed as an instrument for data collection. It is a set of questions relating to the objective of the study to which the respondents (research sample) required to answer by ticking in one of the preferable options that will best represent their responses. In this study, close-ended questionnaire has been used. It was adopted and adapted from Guolaug (2010) with a significant modification to meet the needs of the research objectives. The modification involves changing of sentences, words and addition of some questions in order to be more fit to the topic. It is planned to solicit the information about the parental level of involvement in relation to the Epstein's six types of involvement. The questionnaire is in two parts, part A contained five questions on social demography whereas part B encompassed forty five questions on parental involvement in their children's Islamic education. The expected responses were designed base on the five likert scales (A: Strongly Agree, B: Agree, C: Undecided, D: Disagree and E: Strongly Disagree). Directives on how to adequately fill the questionnaires were given on the first page of each designated questionnaire.

Students' scores on Islamic education have been collected and utilized as the secondary source for data collection. The scores have been used in order to determine which among the types that best predict the learning performance of Islamic education. Epstein *et al.* (2009) indicated that academic performance is frequently measured by students' grades and their test performances.

The questionnaire has been translated into Malay for easier access to the information and the benefit of those does not understand English language. The conversion (translation) was authenticated by the research supervisor and one professional as well as skillful in Malay and English language. The questionnaire is suitable for this present study as the study engaged quantitative approach. It 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. The information gathered have been strictly and confidentially treated for educational purpose; no individual participant been mentioned. The participants were given the right to take out at any time.

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, pilot study was run using small-scale from target population. A total number of one hundred 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 the necessary requirement value pertaining KMO, Cronbatch's alpha, eigen value. The KMO value for the whole types is above 0.6 while Cronbatch's alpha value is above 0.7, however, the eigenvalue is 1.0 above. Moreover, the Bartlett's test in whole of them is <0.05 . in addition, any item with factor loading lower than 0.6 under all component have been discarded from the further analysis.

Lastly, any item under the Corrected Items Total Correlation (CITIC) has been above 0.35. The parental questionnaire consisted of fifty items (the questions) under six constructs measuring the involvement of parents towards their children's education. However, in the course of this study, the items reduced to 45.

Data collection procedures: After getting official permission from Malaysian Ministry of Education and the schools' principals, researcher with collaboration of class masters have randomly selected a sample of 167 students (respondents) and 167 their parents (respondents) from SMKA Sheikh Abdul Malik. However, a sample of 168 students (respondents) and 168 their parents was randomly selected from SMKA Dato' Haji Abbas. This will give the total number of 335 students and total number of their parents 335.

The parents were selected through random selection of their children. The selected children (students) were given a consent form and participant information letter back to home for parental approval. The selected students within 3 days returned the form through one of the staffs who was designated by the school principal to be in-charge of the issue. Schedules concerning dates and times were set by the researcher and schools' senior staff before taking the questionnaires to the schools. Researcher via collaboration with form masters distributed the questionnaires to the children back to their parents with notice instructing them to return it within 5 days in order to minimize and save the time. The questionnaires were submitted to the schools' senior master back to the researcher.

Lastly, researcher communicated to the schools' management in order to make a schedule with the principals of national religious secondary schools so as to collect the current examination's scores of the selected students. Islamic education's scores were

obtained using the range for each student for data analysis. However, chance was given to the contributors (participants) to ask any inquiries that they may have. However, human right was also well-maintained that each of the contributors has right not to partake at all or to leave the study at any suggested time. Data were gradually collected within 1 month. Throughout the collection, the researcher frequently uses to maintain the process and uncertainty that may unintentionally occur.

RESULTS

Parents' demographic information: The parents' demographic 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 1001-3000. However, 68 of the participants representing (20.3%) ranging from RM 10,001 above while 54 parents who are 16.1% of the respondents testified to have earning RM 8001-10,000 monthly.

Analysis and findings: A multiple linear regression was used to answer the first objective that aim to identify the effect of the Epstein's types of parental involvement in learning Islamic education. It also employed to determine which among the types of parental involvement that best predict the learning performance of Islamic education. The findings of the two objectives are summarized in Table 1-4. Table 1 contained the descriptive statistics of the variables and Table 2 is the model summary table. It is arranged for the R, R^2 , adjusted R^2 and the standard error of the estimation which can be utilized to conclude how well a Regression Model fits the data. This can be reached by looking at the entry labeled R^2 in the table.

However, Table 3 is the statistical significance table. It examines whether the General Regression Model is a good fit for the data. It can be achieved by looking at the

F-ratio in the ANOVA table. In addition, Table 4 is the estimated model coefficient. It is the general form of the equation to predict Islamic education's learning performance from the Epstein's types (parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community).

Table 1 indicate the mean and standard deviation of the constructs (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. The mean of each construct is parenting 4.5381, communication 3.9019, volunteering 3.8141, learning at home 4.4714, decision-making 4.0765 and collaboration with community 4.0994. However, the mean for a dependent variable (Islamic education's learning performance) is 4.2955. 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 constructs is very close to the mean value of the dependent variable. It indicate how the construct relate to each other.

Table 1: Descriptive statistic

Parameters	Mean	SD	N
Islamic education's			
Learning performance	4.2955	0.56797	335
Parenting	4.5381	0.38998	335
Communicating	3.9019	0.71318	335
Volunteering	3.8141	0.75060	335
Learning at home	4.4714	0.46582	335
Decision making	4.0765	0.55581	335
Collaboration with community	4.0994	0.52524	335

Table 2: Regression Coefficient Model of summary

Model	R	R ²	R ² _{adj}	SE
1	0.659	0.435	0.424	0.43096

Predictors: constant, collaboration with community, parenting, communicating, learning at home, decision making and volunteering

Table 3: ANOVA summary of regression analysis

Model	df	F-value	p-value
Regression	6	42.22	0.000*
Residual	328		
Total	334*		

p<0.05; **p<0.01

Table 2 indicates how the model fits the data. The R-value signifies a multiple correlation that is 0.659, this value revealed the strong correlation that show a good level prediction of the data. It also indicates a degree of the quality of the forecast of the islamic education's performance (dependent variable). However, R² (often called as coefficient of determination) that is 0.435 tells us 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 constructs (parenting, communication, volunteering, learning at home, decision making and collaboration with the community). Therefore can be concluding that the constructs (types of parental involvement) are explaining approximately 43.5% of the variability of the dependent variable (Islamic education's performance).

Table 3 displays that the constructs (types of parental involvement) are statistically significantly forecast the dependent variable (Islamic education learning performance). The value is F (6, 328) = 42.22, p<0.000, this means that the Regression Model is a good fit of the data. The result is an evident that indicated that Islamic education's performance was significantly predicted by the combination of constructs (parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community).

Table 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. Furthermore, significant value in the table designates to test a statistical significance of each construct (type). It required to be smaller than 0.05. However, the result of the table revealed that some of the constructs (types) that were measured (parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community) are more powerful (effect) than others in predicting the learning performance of Islamic education. The constructs (types) appeared with

Table 4: Summary of regression variables predicting the Islamic education performance

Variables	Unstandardized coefficient (B)	SE	Standardized coefficient (β)	t-values	p-values
Constant	0.583	0.296	1.969	0.050	-
Parenting	0.148	0.076	0.102	1.943	0.053
Communicating	0.021	0.055	0.026	0.382	0.703
Volunteering	0.134	0.054	0.177	2.499	0.013
Learning at home	0.182	0.067	0.149	2.708	0.007
Decision making	0.133	0.069	0.130	1.918	0.056
Collaboration with community	0.267	0.067	0.246	3.952	0.000

**p<0.01

the following values; parenting = 0.148, $p = 0.053$, communication = 0.021, $p = 0.703$, volunteering = 0.134, $p = 0.013$, learning at home = 0.182, $p = 0.007$, decision making = 0.133, $p = 0.056$ and collaboration with community = 0.267, $p = 0.000$. This indicates that the value of Islamic education's performance will increase by the value under column labelled B of the Regression Model when the value of the independent variable change by 1, except parenting, communication and decision making which are not significantly predict the learning performance of Islamic education.

Based on the above values, it is evidently revealed that collaboration with community appeared with the highest value followed by learning at home and then volunteering. Therefore, they are the only constructs (types) with the highest value that significantly predicted the learning performance of Islamic education. It also implies that the value of Islamic education's performance will increase by the value of collaboration with community at 0.267 and by the value of learning at home at 0.182 as well as by the value of volunteering at 0.134. Therefore, collaboration with community was highly linked significantly to the children's learning performance of Islamic education followed by learning at home and then volunteering. Furthermore, 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. These can be declared as the types that are more helpful in learning Islamic education. However, It justifies the areas that students need the maximum support in order to improve their performance in Islamic education.

DISCUSSION

The purpose of this study was to find out the effect as well as the types of parental involvement that best predicts the learning performance of Islamic education. The study findings revealed how each of the type affects the learning performance of Islamic education. It also indicated that collaboration with community appeared with the highest value followed by learning at home and then volunteering (Table 4). Therefore, they are the only constructs with the highest value that significantly predicted the learning performance of Islamic education. Collaboration with community was highly linked significantly to the children's learning performance of Islamic education followed by learning at home and then volunteering.

However, in-line with collaboration with community, it means that parents should pay more attention to the following; taking child to Islamic propagation centres

(such as mosque, annual and or monthly Muslim gathering, etc.), taking child to the mosque for almost five daily prayers, encouraging child to visit Islamic historical places (e.g., museum, mosque, etc.), encouraging child to participate in any Islamic program that serves the community and insisting a child to exhibit real membership in the community. Through this process, a child will learn and understand the Islam more than that expected from him and consequently make him perform better in Islamic education at school. Regarding the "learning at home", it means that parents have to focus on the following; buying a child an Islamic educational product (e.g., Islamic CDs, games for self-regulated learning at home, etc.), encouraging and assisting a child to do his Islamic education's homework, making sure that the child did his homework, discussing with him about the knowledge of Islamic education, regular checking of the child's school work and preparing an extra lesson for him at home. As a result of this, the child will consequently develop an interest and will enable him to put more effort into learning Islamic education. However, on the subject of "volunteering", it means that parents have to participate in almost school's events most importantly the one that is connected to islamic affairs. In addendum to this, the parents have to donate in the school for example in PTA and school beautification project. It also includes; assisting to plan school's graduation, volunteering to help teachers and administrators bodily and financially, helping to organise home and school events and volunteering to provide other parents with needed information. The guidelines will enable a child to be well prepared for learning. Furthermore, it is a very meaningful contribution if the parents actively engaged with the school programmes since the roles and responsibilities of teachers have become very complex, challenging and stressful nowadays (Abdullah *et al.*, 2015).

These can be declared as the types that are more predictable and helpful in learning Islamic education. It also justifies the areas that students need the maximum support in learning achievement of Islamic education. The more parents participated and involved in their children's Islamic education through collaboration with community, learning at home and volunteering, the better for students' achievement. The result also asserted the discovery that indicated that the types were fundamentally initiated to facilitate academic achievement (Epstein, 2001). 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 (Shute *et al.*, 2001) being that the 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.

CONCLUSION

Parents, regarding their involvement should pay more attention and provide their maximum support in the following areas such as 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. Schools should become responsible to encourage parents to get them involved more in the prescribed areas collaboration with community, learning at home and volunteering. The encouragement can be through organising a series of seminars and regular enlightenment as well as sensitisation regarding the effects and importance of their involvement. The area of expectation toward parental involvement in their children's achievement of Islamic education should be clearly stated to parents. Conversely, most of the parents do not know which of the types of parental involvement that best predicts the learning performance of Islamic education.

Schools should 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. This segment gives a four recommendations for future studies in order to extend and add value to the body of current information as well as a work of literature in the field of education regarding the issue of parental involvement towards learning achievement of Islamic education. This study suggests that 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. A research should be conducted to determine if parents' involvement with low-income significantly predicts the learning performance of Islamic education. A further research should examine if parents' interest significantly related to students' intrinsic motivation for learning Islamic education.

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