

A Relationship between Parental Involvement and Intrinsic Motivation on Learning Islamic Education

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Abstract

Motivation is an important element influencing learning and achievement. It is believed to affect human behaviour in a various situation like; learning, thinking, perceptions, creativity, and feelings. Many students cannot learn effectively as a result of not been stimulated. The present study aimed to identify a relationship between parental involvement (parenting, communicating, volunteering, learning at home, decision making and collaboration with the community) and students' intrinsic motivation for learning Islamic education. The study used Quantitative approach; a survey type of descriptive study was employed. Two separate questionnaires were administered to a sample of 335 parents with their children attending the national religious secondary schools known as SMKA in Kuala Terengganu. The collected data was analysed using a statistical package for social science (SPSS) version 19. The finding shows a moderate positive relationship between parenting, communicating, volunteering, learning at home, decision making, collaboration with community and intrinsic motivation on learning Islamic education. Therefore, 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.

Keywords: Parental involvement, Types of parental involvement, intrinsic motivation, Islamic education, learning

1. Introduction

Researchers indicate that a parental involvement in the early life of children's learning associated positively with child academic achievement (Hara & Burke, 1998). It also reveals that involved parents have a philosophical effect on the child's talent to study which helps to inculcate them. It also enhances the quality of learning that can last a lifetime (Pape, 1999). The study also revealed that parents take almost responsibility of their children as they take part in determining the eighty-seven percent (87%) of the children daily life hours (Walton, Yahiya & Gamal, 2014). However, among the responsibility that the parent takes is Islamic education. It is the kind of responsibility that Almighty Allah gave to them and promised a severe punishment for whoever becomes negligent on the task. Despite this, most of the parents nowadays were found uninterested in their children's Islamic education while they were found playing a significant role when they were involved in the attainment of their children's Islamic education. However, many studies were conducted investigating a relationship between parental involvement and motivation in some subjects at school such as math and English as in the study carried out by Fan and Cathy (2009). Conversely, up till now no research notably carried out to investigate a relationship between parental involvement and intrinsic motivation on learning Islamic education based on the Epstein's six types of involvement. Therefore, the present study meant to fill the gap in the literature review.

2. Research objectives

1. To identify a relationship between parenting and intrinsic motivation on learning Islamic education.
2. To identify a relationship between communication and intrinsic motivation on learning Islamic education.
3. To identify a relationship between Volunteering and intrinsic motivation on learning Islamic education.
4. To identify a relationship between learning at home and intrinsic motivation on learning Islamic education.
5. To identify a relationship between decision-making and intrinsic motivation on learning Islamic education.
6. To identify a relationship between collaboration with community and intrinsic motivation on learning Islamic education.

3. Research hypotheses

H01: There is no significant relationship between parenting and intrinsic motivation on learning Islamic education.

H02: There is no significant relationship between communication and intrinsic motivation on learning Islamic education.

H03: There is no significant relationship between volunteering and intrinsic motivation on learning Islamic education.

H04: There is no significant relationship between learning at home and intrinsic motivation on learning Islamic education.

H05: There is no significant relationship between decision-making and intrinsic motivation on learning Islamic education.

H06: There is no significant relationship between collaboration with community and intrinsic motivation on learning Islamic education.

4. Significance of the study

The importance of this study pointed out how the solution of the highlighted problems or answers to the objectives influenced educational theory or practice. The importance was concerned with the usefulness of the findings of the study to mankind in theoretical or practical field. This research will benefit the Muslim community and Muslim parents particularly. Because it will make them aware of their role towards their children's learning motivation of Islamic education, so as to fulfil the responsibility that Almighty Allah gave to them. The research will also strengthen the commitment of parents and enhance their relationship with teachers on learning achievement of Islamic education. Consequently, it will make them awake to understand that teaching the children as well as their learning process are the responsible duty of both parents and teachers. Therefore, to have kids who are knowledgeable and morally sound parents must participate and get involved in the educational development of their offspring. It will also increase the interest of the students through motivating them towards learning of Islamic studies. The benefit is if their parents considered the research findings and made themselves involved in their children's learning process of Islamic education as stated that the motivation is one of the significant influence on learning.

5. Concept of parental involvement

There is no a distinct agreed and accepted definition of parental involvement; it was otherwise defined by numerous researchers. It is defined as the sensible interaction between teachers and parents regarding the learning improvement of children (Epstein 1991). It frequently defined as communication between parents and children on the issues that are associated with their academic learning (Christenson et. al, 1992). In application, Parental involvement is determined to realize 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). 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. Based on the research findings, most participants articulated that the concept of parental involvement meant that parents will be playing a role in the education of their children. 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 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. and Sligte, 2006).

6. Concept of Motivation

Motivation that is goal oriented is believed to affect human behaviour in a various situation like; learning, thinking, perceptions, creativity, and feelings. Motivation can be described as an inner condition of the organism that energise and direct human behaviour towards a goal. It is just as the need for shelter sets in motion behaviour aimed at meeting the requirement

(Tunji, 2001). It also defined as the process whereby goal-directed activity is instigated and sustained (Schunk, Pintrich & Meece, 2008). Motivation is one of the great factor influencing learning and achievement. Motivated students;

- Have positive attitudes toward school and describe it as satisfying.
- Persist on difficult tasks and cause few management problems.
- Process information in-depth and excel in classroom learning experiences (Perry, Turner & Meyer, 2006).

However, motivation is often categorized into two categories (intrinsic and extrinsic motivation). Extrinsic motivation is motivation to engage in an activity as a means to an end, whereas intrinsic motivation regarded as motivation to be involved in an activity for its own sake (Schunk et al., 2006). Similarly, intrinsic motivation implies making learning become stimulating and enjoyable by its very nature presupposed that the motivation is an internal (Tunji, 2001). Intrinsic motivation talk about a motivation that originates from the inner mind of an individual rather than from any external and or outside rewards, such as money or grades (Carol, 2014). It is preferable because of its focus on learning and understanding (Brophy, 2010). Motivation is also contextual and can change over time (Wigfield et al., 2004). For example, a student can extrinsically motivated in one class subjects and intrinsically motivated in another class subjects. Motivation acclaimed as one of the essential ingredients of learning. Many students cannot learn effectively, and as a result of this perform poorly in school tests and examinations. The failure is not necessary as a result of their low intellectual inadequacies or lack of material or due to poor studies habits but probably because they have not been properly stimulated or aroused to develop an interest in learning. The individual learner whether a child or an adult needs some kind of “push” to ignite his appetite for some conscious effort to learn.

7. Empirical review of parental involvement and motivation on learning

Research shows that parental involvement touches all the aspects of learning including motivation. Alyssa et al., (2005) conducted a study examining how parental involvement related to students' motivation. The study is qualitative in nature using survey type of study. Their findings indicate that there is 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. This study also showed the effects that parental involvement touches every nook and crony of the learning outcomes. However, the study also revealed that the relationship between variables (parental involvement and learning motivation) is direct. Brittany and Mary (2005) conducted a study investigating a correlation between parental involvement and student's motivation as well as academic achievement. The study is a quantitative approach using a survey type of descriptive research. Finally, their findings showed that a correlation between student's motivation and academic achievement is direct. However, the result demonstrates that raising students' motivation is extremely associated with children learning achievement. Another study revealed that almost component of parental involvement predicted motivation to students in English and math subjects. Fan and Cathy (2009) conducted a study examining whether several dimensions of parental involvement predicted 10th grades students' motivation in math and English. The researchers were used data from educational longitudinal studies of 2002 (ELS 2002) directed by the national centre for education statistics. The researchers selected some schools where they pick 26 10th grade students (final year students) within schools using stratum and cluster

sampling. Their result shows that both parents' educational aspiration for their children and school initiated contacts with a parent on school issues had strong positive effects on motivational outcomes in English and math.

The study was conducted by Adri and Edith (2010) with variables parental involvement with a focus on the status of illiterate parent and children's education. The study is qualitative in nature. They eventually discovered that parental involvement in children's learning does not only affects learning outcomes but also influences learning motivation as well as social well-being at the school. Neha and Joshi (2011) also conducted research investigating a relationship between parent's support and achievement motivation as well as determining a gender differences in parental support to the adolescent student. The research employed quantitative approach using a survey type of descriptive study. They used a sample of 500 adolescents as their respondents aged between 16-18 years old from Varanasi city in India. Finally they discovered a high positive correlation between parental support and achievement motivation, showing the more sensitivity of girls to parental support compared to boys. This study is clearly demonstrated the effects of parental support towards learning achievement of their children.

8. Epstein's Framework

The present study used the Epstein framework of parental involvement that is primarily developed to facilitate academic achievement. Epstein (2001) identified six types of parental involvement namely; parenting, communicating, volunteering, and learning at home, decision-making and collaboration with the community. For parents to fully engage themselves in their children education must generate the whole types of involvement. Therefore, the framework measures in a straight line the involvement of parents.

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 a workshop and seminars.

Communicating: parents are expected to establish a good rapport, as well as channels 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 includes; school's programs and students' progress. School play a vital role to ensure the success of the channels. This can be through; weekly and monthly newsletters, school website, PTA meetings, welcome wall, email, progress report, report cards, 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.

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 a school decision-making course that will enable them to fill confidence and enthusiasm towards learning achievement of their children. The 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 the school council, and help discussions on recognized areas of desirable progress as well as inspire energetic commitment in the limited school decision. Moreover, the 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 the school as well community. To ensure this, the 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, the school should include community forums and partners in education enhancement planning for improving academic performance.

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 epstein's types of parental involvement and intrinsic motivation on learning 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 (1970) with 95% level of confidence. In the case of this study, the 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 (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 in each provided types while students' questionnaires were 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, 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 less than (<) 0.05. In addition, any item with factor loading lower than 0.6 under all component has 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 (50) items (the questions) under six constructs measuring the involve ment of parents towards their children's education. However, in the course of this study, the items reduced to 45.

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 Analysis and Findings

11.2.1 H01: There is no significant relationship between parenting and intrinsic motivation on learning Islamic education.

Table 1

The Relationship of Parenting and Intrinsic Motivation

Variables	Intrinsic motivation	sig (2-tailed)	N
Parenting	.385**	.000	335

** Correlation is significant at $p < 0.01$ (2-tailed)

From the above table 1, one can realize there was a moderate positive correlation between parenting and Intrinsic motivation on learning Islamic education, $r = 0.385$, $n = 335$, $p = 0.000$. $P < .05$. This means increases in parenting do significantly relate to increases in students' intrinsic motivation for learning Islamic education. Therefore, the analysis accepted to reject the first null hypothesis.

11.2.2 H02: There is no significant relationship between communication and intrinsic motivation on learning Islamic education.

Table 2

The Relationship of Communication and Intrinsic Motivation

Variables	Intrinsic motivation	sig (2-tailed)	N
Communication	.548**	.000	335

** Correlation is significant at $p < 0.01$ (2-tailed)

Table 2 indicated a highly moderate positive correlation between communication and intrinsic motivation on learning Islamic education, $r = 0.548$, $n = 335$, $p = 0.000$. $P < .05$. it is obviously revealed that the increase in parents' communication does significantly relates to increases in students' intrinsic motivation for learning Islamic education. Therefore, the analysis failed to accept the second null hypothesis.

11.2.3 H03: There is no significant relationship between volunteering and intrinsic motivation on learning Islamic education.

Table 3

The Relationship of Volunteering and Intrinsic Motivation

Variables	Intrinsic motivation	sig (2-tailed)	N
Volunteering	.524**	.000	335

** Correlation is significant at $p < 0.01$ (2-tailed)

As shown in Table 3, there was a moderate positive correlation between volunteering and intrinsic motivation on learning Islamic education, $r = 0.524$, $n = 335$, $p = 0.000$. $P < .05$. The findings indicated that the increase in parents' volunteering does significantly relates to

increases in students' intrinsic motivation for learning Islamic education. Therefore, the third null hypothesis failed to be accepted.

11.2.4 H04: There is no significant relationship between learning at home and intrinsic motivation on learning Islamic education.

Table 4

The Relationship of Learning at home and Intrinsic Motivation

Variables	Intrinsic motivation	sig (2-tailed)	N
Learning at home	.461**	.000	335

** Correlation is significant at $p < 0.01$ (2-tailed)

From the above table 4, one can realize there was a moderate positive correlation between learning at home and Intrinsic motivation on learning Islamic education, $r = 0.461$, $n = 335$, $p = 0.000$. $P < .05$. This means that increases in students' learning at home do significantly relate to increases in students' intrinsic motivation for learning Islamic education. Therefore, the analysis accepted to reject the fourth null hypothesis.

11.2.5 H05: There is no significant relationship between decision-making and intrinsic motivation on learning Islamic education.

Table 5

The Relationship of Decision Making and Intrinsic Motivation

Variables	Intrinsic motivation	sig (2-tailed)	N
Decision making	.569**	.000	335

** Correlation is significant at $p < 0.01$ (2-tailed)

Table 5 indicated a highly moderate positive correlation between decision-making and intrinsic motivation on learning Islamic education, $r = 0.569$, $n = 335$, $p = 0.000$. $P < .05$. It is obviously revealed that the increase in parents' participation in decision-making does significantly relates to increases in students' intrinsic motivation for learning Islamic education. Therefore, the analysis failed to accept the fifth null hypothesis.

11.2.6 H06: There is no significant relationship between collaboration with community and intrinsic motivation on learning Islamic education.

Table 6

The Relationship of Collaboration with Community and Intrinsic Motivation

Variables	Intrinsic motivation	sig (2-tailed)	N
Collaboration with community	.590**	.000	335

** Correlation is significant at $p < 0.01$ (2-tailed)

As shown in Table 6, there was a higher moderate positive correlation between collaboration with community and intrinsic motivation on learning Islamic education, $r = 0.590$, $n = 335$, $p = 0.000$. $P < .05$. The findings indicated that the increase in parents' collaboration with the community does significantly relates to increases in students' intrinsic motivation for learning Islamic education. Therefore, the sixth null hypothesis failed to be accepted.

12 Discussion of the result

The cardinal purpose towards the present study was to identify a relationship between parental involvement (parenting, communicating, volunteering, learning at home, decision-making and collaboration with community) and students' intrinsic motivation for learning Islamic education. The overall result revealed a moderate positive correlation between the six types of parental involvement and intrinsic learning motivation. However, the discovery is an indicator of the fact that the increase in the each one of the six type does significantly

relates to increasing the intrinsic motivation on learning Islamic education. In a nutshell, the findings failed to accept the whole predicted hypotheses. The result also asserted the discovery that indicated that the types were fundamentally initiated to facilitate academic achievement (Epstein, 2001). It also strengthens the findings that asserted that the involvement of parents enhances 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.

Conclusions

Based on the findings of this study, there was a moderate positive correlation between the intrinsic motivation on learning Islamic education and Epstein's six types of parental involvement. The findings are in-line with the previous studies that asserted a high positive correlation between parental involvement and academic achievement. Therefore, School and parents should know that intrinsic motivation on learning Islamic education that comes from the inner mind of children does not relate to any external and or outside rewards, such as money or grades. From the findings, it asserted to have positively related to involvement of parents. Therefore, parents should strive to involve in their children schooling as intrinsic motivation reported having an effect on human behaviour in a various situation like; learning, thinking, perceptions, creativity, and feelings.

Recommendations

1. 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.
2. A further research should examine if parents' interest significantly related to students' intrinsic motivation for learning Islamic education.

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