

## A Correlation Study Of Parental Involvement And Islamic Education's Achievment Among Smka Students In Kuala Terengganu Malaysia

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### Abstract

Lack of parental involvement in learning Islamic Education leads 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 know the extent to which their involvement relate to Islamic education's achievment. This study focus to determine the extent to which parental involvement relate to Islamic education's performance and 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 questionnaires were administered to a sample of 335 parents with their children attending the National Religious Secondary Schools known as SMKA in Kuala Terengganu. However, students' scores of islamic education was used to analyse their performance. Pearson's' product-moment correlation coefficient was employed as a statistical tool for data analysis through using a statistical package for social science often known as (SPSS) version 19. The findings revealed the moderate positive correlation between parental involvement and Islamic Education's performance  $r = 0.647$ ,  $n = 335$ ,  $p = 0.000$ .  $P < .05$ ". It also showed a moderate positive correlation between parental involvement and intrinsic motivation in learning Islamic Education  $r = 0.656$ ,  $n = 335$ ,  $p = 0.000$ .  $P < .05$ ". This study provides the recommendations that schools should put some effort to plan tirelessly, so as to reinforce their commitment

and improve their association with parents as they are the co-partners in the achievement of Islamic Education. The study will benefit parents, children, school as well as an 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 the 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 the 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 intellectual, spiritual, emotional and physical 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](http://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.

However, in the context of Malaysia, many 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 studies 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 as the result of the lack of adequate and proper sensitization 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, the 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 foregone measures taken by the ministry in that year, they eventually aspire 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 determine the extent to which parental involvement relates to Islamic Education performance.
- ii. 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. To what extent does parental involvement relates to Islamic Education performance?
- ii. 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 problems mentioned above.

**H<sub>0</sub>:** There is no significant relationship between parental involvement and Islamic Education performance.

**H<sub>0</sub>:** 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 humanity in the theoretical or practical field. The study will benefit the parents, schools and children in particular, because it will make them aware of their role towards the children's learning performance as well as motivation towards Islamic Education, so as to fulfil the responsibility that Almighty Allah gave to them.

## **6. The Concept of Islamic Education**

Islamic education as a subject comes under the umbrella 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 on attaining 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 philosophic 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 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 the 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 a parental struggle towards the victory and success for 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 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) describe both terms as follows: Parental involvement entails the participation of parents at both school and home in the background and schooling of their children. They defined parental participation as the vigorous support of parents in activities that are related to school only. The involvement of parents is 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. A study is a quantitative approach using survey type of descriptive research where he utilised the 7<sup>th</sup>-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 the 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 on investigating 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 higher performance from each year. The study findings indicate that almost parents are from higher economic status and therefore, show the greater 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. A study is a quantitative approach; a survey type of descriptive research was used where they employed 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 significant negative 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 and correlation have been implemented. It is a survey type of descriptive research and correlation because it was engaged to describe a correlation between parental involvement and learning achievements 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 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. However, students' Islamic education's scores were used to analyse the level of their performance.

### **9.4 Pilot study**

Exploratory factor analysis (EFA) and reliability in the survey was employed in the study 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 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 were met. 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 the whole of them is less than ( $<$ ) 0.05. Also, any item with factor loading lower than 0.6 under all component has been discarded from the further study. 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 involvement of parents towards their children's education. However, in the course of this study, the items reduced to 45. However, students' questionnaire consisted of twenty items. After the study, the items reduced to eleven items that will further represent the twenty items of the construct in the primary research. In a nutshell, the output suggests that the construct with identified items under each component are now reliable and appropriate for use in the central research.

### **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

Table 11.2.1

Descriptive Statistic

	Mean	std. Deviation	N
Parental involvement	4.1586	.44732	335
Islamic Education's Performance	4.2955	.56797	335

Table 11.2.1 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 11.2.2

Pearson correlation for the variables

Variables	<i>r</i>	<i>p</i>	<i>n</i>
Parental involvement	.647**	.000	335
Islamic Education's performance	.647**	.000	335

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

Table 11.2.2, revealed that "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 first objective. This means increases in parental involvement do significantly relate to increases in students' learning performance in Islamic Education. The 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.

### Hypothesis 2 Testing and second Objective

Table 11.3.1

Descriptive statistic

	Mean	std. Deviation	N
Parental involvement	4.1586	.44732	335
Intrinsic motivation in Learning Islamic edu.	4.2638	.42686	335

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 means 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 that 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 11.3.2

Pearson correlation for the variables

Variables	<i>r</i>	<i>p</i>	<i>n</i>
Parental involvement	.656**	.000	335
Intrinsic motivation in Learning Isl. Education's	.656**	.000	335

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

From the Table 11.3.2, 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 second objective. This means increases in parental involvement do significantly relate to increases in an intrinsic learning motivation of Islamic Education. The 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**

The findings revealed that parental involvement is significantly related to students' performance in Islamic Education (see Table 11.2.2), therefore failed to accept the first null hypothesis. It indicates that increases in parental involvement do significantly relate to increases in students' learning performance in Islamic Education. It also asserted the extent to which parental involvement relates to Islamic education performance as it is statistically significant with 0.000 which is the answer to the first objective. The result corresponds to the findings that revealed that involvement of parents affects the students' level of attainment (Pomerantz, 2012). However, it supports the findings that indicate a significant correlation between parental involvement and children academic performance, as well as the effect of the child intelligence (David et al., 2011 and Tesha 2013). The only difference is that the present study restricted on Islamic Education as well as SMKA students in Kuala Terengganu. Therefore, it filled the gap in the literature as many studies were conducted in different school subjects and countries as well as places with dissimilar schools' setting, philosophical ideas and curriculum but no study conducted on the above mentioned filled areas.

The study also hypothesized that there is no significant relationship between parental involvement and intrinsic motivation in learning Islamic Education. The findings accepted to reject the null hypothesis where it revealed 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 intrinsic motivation on learning Islamic Education. It also asserted the extent to which parental involvement relates to intrinsic motivation on learning Islamic education as it is statistically significant with 0.000 which is the answer to the second objective. The overall result revealed that there was a moderate positive correlation between parental involvement and intrinsic motivation. The result strengthen the findings that asserted that involvement of parents enhances learning motivation among children (Henry, 2011). 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.

**13. Conclusion**

Based on the findings of this study, 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.

**14. Suggestions and Recommendation for Further Practice**

- i. schools should put some effort to plan tirelessly, so as to reinforce their commitment and improve their association with parents as they are the co-partners in the achievement of Islamic Education

- ii. 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 the 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.
- iii. A research should be conducted to determine if parents' involvement with low-income significantly predicts the learning performance of Islamic Education.

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