PARENTAL INVOLVEMENT IN EDUCATION OF SECONDARY SCHOOL CHILDREN AND ITS RELATIONSHIP WITH ACADEMIC ACHIEVEMENT

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ABSTRACT

This study investigates to what extent parents are involved in the education of their secondary school children. This study differs from previous studies which have focused mainly on parental involvement in education of primary school children. The focus of the study is on students and not parents and teachers as in the past. The students evaluate whether their parents are truly involved and play a role in their education while they are in secondary school.

Only the survey method was used in this study. The variables identified were family context, family demographics, and parental involvement. Data based on the Likert scale were analyzed using inferential statistics through Predictive Analytics Software (PASW) while data from open ended questions were subjected to descriptive analysis. The strengths of both statistical approaches were used to answer the research questions.

The findings showed that all five components of family context (interaction and communication, parenting practice, leisure, openness and acceptance) had a positive relationship with parental involvement in the education of secondary school children. Multiple regression analysis showed that the component of family context contributed 44.5 percent to the involvement of parents at home as compared to only 16.0 percent for involvement of parents in school. It was found that factors such as ethnicity, number of siblings, parents’ educational level, father’s education, mother’s occupation and
father's occupation only correlated in a significant way with involvement of parents in the home.

Of greater interest is that this study found that involvement of parents in education of their secondary school children is not the main factor for their children’s achievement in learning. The children obtained high academic achievement even without the involvement of parents. A conducive and harmonious family context was able to motivate the children to succeed in their studies. Hence it can be concluded that although family involvement is important in raising the academic achievement of children, the family context is the main factor in influencing the children’s academic achievement. To conclude, it would be more meaningful if efforts aimed at children's academic success in school utilize a more holistic strategy by strengthening the family institution and creating healthy family relationships.