

CHAPTER ONE

INTRODUCTION

1. Introduction

Nowadays we live in a world where education is very vital and every parent wish to see their children thrive in their education. In the 1980s, parental involvement in schools has become an important educational issue. Many parties started to become more concerned about the quality of the children education. According to Cotton (2001), parents want their children to get adequate knowledge to lead successful future lives.

“Students are more excellent in school when their parents get engaged in their education at home. And children go farther in school and the school they go to are better when parents get involved in school”.

A New Generation of Evidence: The Family is Critical to Student Achievement (Henderson & Berla, 1994).

As the above quote implied, it is a well-established fact that there is a connection between parental involvement with children’s success at school. The role of parents in managing their children’s educational experiences at home and at school has long been considered critical for children’s academic success. The importance of parental involvement in schools is well documented with over 30 years of research showed that one of the most effective approaches to

enhance student achievement is for parents to be actively involved in the education of their children (Judith, 2004). Furthermore, according to Henderson and Berla (1994), the students' achievement, the family's income, education levels or cultural backgrounds; they are less important as compared to a convenient home environment that encourages learning.

According to Kelly (1997), parental involvement in children's schooling can mean: reading got the child scheduling daily homework time and checking homework every night, and discussing children's progress with teachers. Meanwhile, according to Hoover-Dempsey, Walker and Sandler (1997), one of the ways where parents can get involved in their children's education is through the children's homework which plays an important role in connecting the students, the teachers and the parents. Invitations from the children or the children's teachers to help them in homework is one of the factors that leads the parents to get involve in their children's homework (Walker, Wilkins, Dalaire, Sandler, & Hoover-Dempsey, 2005).

Furthermore, according to Arnold, Zeljo and Doctoroff (2008), when parents are positively involved in their children's education, children achieve higher grades and test scores, complete more homework assignments, demonstrate more positive attitudes and behaviours, graduate at higher grades, and have greater enrolment in higher education. Therefore, it is crucial for parents to get involve in their children's homework. According to Patel (2006), current research shows that by completing homework there are positive effect on the student development in classes. Moreover, the students' active participations in classes transform the students to become more attentive, self-motivated and knowledgeable once they completed their homework.

There are needs to study the relationship between the parental involvement in children's homework and children's academic success. The reason being is that since the western country such as America already has a research that shows positive effect of parental involvement in their children's homework towards the students' academic achievement (Henderson & Berla, 1994), we want to study the probability if the same thing could happen in Malaysian context.

2. Statement of Research Problem

According to Henderson and Berla (1994), the most accurate predictor of the students' achievement in school is not the income or the social status, but the extent to which families are able to create a home environment that supports learning, communicates high and reasonable expectations for their children's achievement and becomes involved in their children's school. Thus, parental involvement is very essential in the children education success.

However, in Malaysia, parental involvement in children's education is still at the minimum level. A lot of parents place the responsibility to teach their children and ensure their children's education upon the teachers. Besides that, they think that by sending their children to school and give money when needed is enough to make them believe that they have fulfilled their responsibilities as parents. (Kertas Kerja Kajian Sistem Pendidikan Kebangsaan, 2001).

Furthermore, according to Faridah et al. (2005), in Malaysia, the reason why the students'

results are poor is because of their parents and families who give less support in their education, lack of supervision in the students' improvement in schools, did not check the students' homework and pass the hassle of assisting the children's homework to the elder siblings. Therefore, it is clearly showed that parental involvement plays an important role in the children's education and Malaysian's parental involvement in children education still need to be improved.

Therefore, with regards to the mentioned matter, this research is trying to study whether parental involvement in children's homework is one of the contributing factors towards students' academic success in Malaysia.

3. Purpose of Study

The purpose of this study is to investigate the level of parental involvement in their children's homework. This study also seeks to look into the children's perceptions about their parents getting involved in their homework. Furthermore, the objective of this study is to see whether there are significant differences between the excellent students' parental involvement in their children homework and the weak students' parental involvement in their children's homework. Lastly, this study also intends to investigate the relationship between the parental involvements in their children's homework with the children's perceptions about their parents getting involved in their homework.

4.

1. Research Questions

This study will attempt to answer the following questions:

1. What is the level of parental involvement in their children's homework?
2. What are the children's perceptions about their parents getting involved in his or her homework?
3. Is there a significant difference between the excellent students' parental involvement in their children homework and the weak students' parental involvement in their children homework?
4. Is there a relationship between parental involvements in their children's homework with children's perception about their parents getting involved in their homework?

2. Significance of Study

This study is to investigate the effects of the parental involvement in the children's homework toward the academic success of their children in school. Therefore, this study may provide useful insights in relation to the current situation regarding the involvement of parents in their children homework. Furthermore, it might also help in improving the awareness of the public about the importance of parents' involvement in their children homework.

3.

1.6 Limitations of Study

Several limiting factors pertaining to the study require consideration. The first limitation is the demographic factors in which the respondents for this research are living in Selangor where their culture may affect the upbringing of their children, which might be different from other places especially compared to the rural area. The second limitation is that this research is based on only one case study, that is, two classes of urban form one students. The small size employed does not have the statistical support for conclusive results or for generalizing the findings of this research.

4. Definitions of Terms

In doing this research, there are several key words which are being used by the researcher:

“Homework” is defined as out-of-class tasks assigned to students as an extension or elaboration of classroom work. There are three types of homework: practice, preparation, and extension.

“Parental involvement” Parental involvement refers to the participation of parents in regular, two way, and meaningful communication involving student academic learning and other school activities.

5. **Conclusion**

This chapter has provided an outline of the study which includes statement of the problems, objectives and research questions. Significance of the study is also presented to show its relevance to the teaching discipline. Definition of terms and limitations of the study are explained to highlight the focus of the study.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

Educators, policymakers, and researchers have long focus on parental involvement as a complement to the fundamental value of strong teaching and curricula to student success (Hoover-Dempsey, Walter & Sandler, 2005). Research on the effects of parental involvement has revealed a reliable, positive relationship between parents' involvement in their children's education and student result (Sheldon, 2009). Whether or not parental involvement can help to improve the student outcomes is no more in question and there are a variety of ways that parents can get engaged in their children education (Sheldon, 2009).

According to Epstein (1995), in a research done by Ganzero (1999) there are six types of parental involvement which include : 1) parenting (helping families with child-rearing and parenting skills); 2) communicating (developing effective home-school communication); 3) volunteering (creating ways that families can become involved in activities at the school); 4) learning at home (supporting learning activities in the home that reinforce school curricula); 5) decision-making (including families as decision-makers through school-site councils, committees, etc.) and 6) collaborating with the community (matching community services with family needs and serving the community). Therefore, parental involvement in type four (learning at home) suggests that the parents can engage in children education through supporting learning

activities at home and one of the best way is through involving with their children homework.

Monitoring children's homework has been shown to enhance academic achievement (Ballen & Moles, 1994). It is unnecessary for the parents to know all of the answers. Instead, it is far more essential for them to express their interest by providing a quiet and comfortable place for their children to do the homework, by encouraging children's efforts, by being available for questions, and by willing to discuss material the child is learning (Ballen & Moles, 1994). Furthermore, according to Reinsch and Wambsganss (1994) in Patel (2006), current research indicates that homework completion has a positive effect on students' progresses in class. Looking more closely at this research, there are strong indications that portray the most effective forms of parent's involvement as those which engage the parents to work directly with their children in learning activities in the home. Programs which involve parents in readings with their children, supporting their work on homework assignments, or tutoring them using materials and instructions provided by teachers, showed a collective of particular impressive results.

2.2 Homework

Homework is very important because it offers many advantages towards the school, teachers, students and also parents. It acts as a medium of interaction between these parties (Hoover-Dempsey, K.V., Walker, M.T, Sandler, H.M., Whetsel, D., Green, C.L., Wilkins, A.S., & Closson, K., 2005). According to Godlstein and Zentall (1999), there are several benefits that we can get from homework. Through participation and practice, the children's academic success can

be improved because it provides an opportunity for the students to practice what they have learned in school and they will also have the mastery of basic skills like reading and writing. This is further supported by Patel (2006), the finding of his research showed that students who complete their daily homework assignments manage to improve their understanding of the content covered in the classes. The research also showed that homework completion does promote higher test scores and serves as a way to train the students about responsibility. The logic behind this is that when the children are committed to finish their homework, they portrayed the aptitude to bring back the homework, completed it and submitted it to the teacher (Patel, 2006). Homework is able to improve students' study skills and attitudes toward school and teach students that learning can take place not only inside of the school but outside as well (Cooper, 2006). Furthermore, according to Pytel (2007), homework has numerous potentials and nonacademic payoffs as well; most of these involve promoting the students' independence and responsibilities, time management and developing healthy study habits.

2.3 Factors Affecting Students' Academic Success

According to Chen (1998), factors affecting student success and failure might come from two potential sources. They might either come from an individual accomplishment or from the environment influences. The factors in the category of the individual accomplishment may include personal education backgrounds, learned abilities, personal experiences, personalities and personal interests. Meanwhile, the factors in the category of environment influences may include a person's academic concern, his work or career concern, family concern, technology or facility concern, time and cost concern and social or personal relationship concern. Further

research showed that parents' attitudes about education and their children's achievement have a profound early impact on students' conceptions of the place of education in their lives. The way parents think about whether it is important or otherwise in doing well in school is often evidently seen through the students' results (Kopich, 2009). A study by the Metropolitan Life Insurance Company found that almost all of the students (97%) who earned mostly A's and B's on their report cards revealed that their parents encouraged them to do well in school. Among students who earned mostly C's, nearly half (49%) said they received little parental encouragement.

2.4 Parental Involvement in Children's Homework towards Students' Academic Success

There is no universal definition of what parental involvement really is. Some definitions comprise greater participation in the life of a school, while others focus on increased contributions to an individual child's learning process (National Human Service Assembly, 2004). According to Department of Education United State of America (2002), "parental involvement" means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities. Parental involvement occurs when parents actively, critically, resourcefully and responsibly contributed in promoting and developing the well-being of the communities (Family Support America, 2001).

According to Chen (2008), when parents are involved in their children education, their children's academic achievement increases and the more intensively involved the parents are, the greater the positive impact on academic achievement. The parental involvement in the children education gives effect to various aspects. Among the aspects are the students' attitudes and behaviors as well as the students' achievements (Cotton, 2001). Besides that, Bandura in his

Modeling Theory suggested that knowledge, processes, and certain concepts are acquired through observation (Santrock, 2008). Hence, through homework, parents have an opportunity to model a good figure to their children. Furthermore, if the model is from someone that the children look up to and admire, the process of transmitting the model behavior is more effective and successful (Hoover-Dempsey, Battiato, Walker, Reed, Dejong & Jones, 2001).

Parents' involvement also offers reinforcement. According to Hoover-Dempsey et al. (2001), based on the Skinner's theory, children learn certain behaviors when they associate the actions with positive outcomes. Therefore, if the parents provide positive outcomes for their efforts in completing their homework such as praises, the possibilities for the same behavior (completing the homework) to reoccur is high.

Parental involvement also influences students' outcomes through parental instruction. Based on collaborative learning, parental instruction will help student to understand more about their homework as it provides guidance, directing, and explanation (Hoover-Dempsey et al., 2001).

Parents' homework involvement practices have been associated, sometimes causally, with the student learning outcomes. Predictably, the student achievement has been the most frequently examined outcome. Perhaps more intriguing, however, are the varied learning outcomes associated with the parental involvement which are proximally related to the student achievement (Goldstein & Zentall, 1999). According to Hoover-Dempsey et al., (2001), there are

several students' outcomes that are influenced by the parental involvement in homework. The first students' outcome influenced is in term of the student academic achievement. Children whose parents are involved in their homework showed better results in their examinations. Students' attributes which are associated with achievement is the second outcome influenced by the parental involvement in homework. Positive parental attitudes towards homework have been related to the student's development of positive attitudes about homework and school learning (Cooper, 1998). Parental involvement appears to support positive students' attitudes in learning because their involvement promotes positive students' moods and intrigues greater passion towards the homework among the students. In addition, positive student's attitudes towards homework are related to the students' decisions about time and effort to be spent on homework, sense of personal responsibility for learning, and persistence in task completion (Cooper, 1998). On the other hand, perception on the personal competence, ability, and academic self-concept is the third outcome. Furthermore, parents' attitudes and ideas about children abilities and competence which are conveyed during their homework involvement also influenced the student variables that are subsequently associated with school performance. The fourth students' outcome is the student knowledge on the task demands and performance strategies. When the parents have adequate knowledge regarding homework tasks and related work strategies, their involvement have been proven to support positive students' perceptions of task difficulties and manageability (Frome & Eccles, 1998 in Hoover-Dempsey et. al 2005).

2.5 How Parents Can Get Involved in Children's Homework

Homework can help students to learn as well as helping parents to be involved in their children's education. When parents display an interest in their child's schoolwork, they educate an essential lesson which is learning is enjoyable and worth the effort (Spelling, 2005). Parents need to show that they think education and homework are important by getting involved in their children's homework and there are many ways that they can do so. According to Hoover-Dempsey et al., (2001), there are several ways in which parents can get involved in their children homework. First is through establishing physical and psychological structures for the child's homework performance. Children are more excited to complete their homework if they know their parents concerned about them completing the homework. For example, parents can set a regular time for homework, provide a comfortable place to complete their homework and also collect papers, books, pencils and other things that children need in order to complete his or her homework. The second way is by interacting with the school or teacher about the homework assigned. Besides that, the parents may also respond on their expectations by initiating or responding to the school about their children homework. This parental involvement may be ranging from just signing homework papers to committed engagement in programs designed to increase support of students' learning at home (Hoover-Dempsey et al., (2001).

Moreover, providing general oversight of the homework process is another way for parents to get involved in children homework such as checking on the child's homework processes and securing other help in the homework process (Hoover-Dempsey et al., 2001). Respond to the student's homework performance is the fourth way where parents may employ specific approaches to reinforce desired behavior, including praises, references to the family standards and extrinsic rewards (Hoover-Dempsey et al., 2001). The fifth way is by engaging in

meta-strategies designed to create a fit between task demands and the child's skill levels. (Hoover-Dempsey et al., 2001). Parent use designated strategies to create a fit between the child's skill levels and the task demands. These strategies may involve efforts to break homework tasks into manageable parts and may involve shaping homework demands to child capabilities while supporting the child to understand the subject (Hoover-Dempsey et al., 2001).

2.6 Barriers for Parental Involvement

According to Comer, (1993) in Hoover-Dempsey et al. (2005), in spite of the agreement that parental involvement has positive result towards education, educators and parents have reported barriers for them to get involved. For example, parents have reported that teachers do not really welcome their involvement; they have also reported an unmet need for specific suggestion about how to help their children (Pena, 2001 in Hoover-Dempsey et al., 2005). According to Chen (2008), time constraint is the top reason that parents give for not participating more in their children's education. Lack of time is also cited by school personnel as a reason for not seeking parental support more actively (Chen, 2008).

Besides, another barrier for parental involvement is that parents do not understand about the areas of involvement that are effective in improving achievement and differences sometimes exist between the parents and the teachers concerning how parents should be involved in education (The Alliance School Initiative, 1999). Furthermore, according to Ballen and Moles (1994), there are some barriers for parental involvement reported by parents and teachers which includes; differing ideas among parents and teachers on what constitutes involvement, a less than welcoming atmosphere toward visitors in schools and classrooms, negative or neutral

communication from schools, insufficient training for teachers on how to reach out to both mothers and fathers, lack of parental education and parenting skills, time pressures, job pressures, and language barriers.

2.7 Children Invitations for Parental Involvement

Hoover-Dempsey et al. (2005), have suggested that there are three major reasons that parents become involved in their children's education. They are: (1) their personal construction of the parental role; (2) their personal sense of effectiveness for helping children succeed in school; and (3) their reaction towards the invitation of involvement presented by both their children and their children's school. They further add, personal construction of the parental role is determined by observation and modeling of their parents, friends and others. During this construction, the parents are able to imagine, anticipate, and act on various activities with their children. When these activities are considered by the parents, it creates the possibility of an active role because the parents believe that they can perform those activities (Hoover-Dempsey et al. 2005). Furthermore, they also mention that personal effectiveness comes from a parent who believes that he or she has the skills and knowledge required to help in their child's success. Parents' involvement may also be positively influenced by the feeling that they are welcome in the school when the teachers greet them, when they receive newsletters, or when they are in an inviting environment. Another important aspect is the invitation from children who asks the

parent for help on homework. The continuous invitations from the child for parental assistance will eventually engender the parental involvement (Hoover-Dempsey et al. 2005).

Thus, invitations for parental involvement do affect the degree of parental involvement in children homework. Children's invitations for involvement may be implicit which it may develop from the parents' observation of the students' experiences in learning and may not involve direct requests for help (Hoover-Dempsey et al, 2005). Invitations from students are significant because they stimulate many parents' wishes to be responsive to their children's developmental needs and their desires for their children's school success (Hoover Dempsey et al, 2005). Furthermore, both schools and children that welcome parents to be involved also witness a rise in parental involvement (Beavers & Dewberry, 2002).

2.8 Children's Perception towards Parental Involvement

According to Beavers and Dewberry (2002), most students believe that their parents are at least somewhat involved, but do not want them to become more involved. However, according to Bargheto and Ronald (2001) in Beavers and Dewberry (2002), stated "students do not want parents that are 'always around' but take comfort in the fact that their parents are 'always around' is but one paradoxical and often tumultuous landscape that is middle school." For students that are in this confusing and difficult stage in their development, parents are needed more than ever.

According to Alldred and Edwards, (2000) one of the potential barrier to parental involvement in middle school was the child's growing ability to resist and adjust the degree to which their parents participated in their education .Teenagers actively shape, and work towards encouraging or discouraging, ensuring or preventing, their parents' involvement in their education (Saunders, 2007). Parents are frequently puzzled by the sudden changes and are not ready to adjust to the needs of the adolescents, consequently causes the involvement declines (Saunders, 2007). As children grow older, their enthusiasm for parental interest and parental involvement evolves because they are growing more peer-oriented, more independent, and less interested in accepting obvious helps, praises, or even expressions of interest from parents (Dushek, 2001).

2.9 Conclusion

Homework, factors affecting student's academic success, parental involvement in children's homework towards students' academic success, how parents can get involved in children's homework, barriers for parental involvement, children invitations for parental involvement and children's perception towards parental involvement are the sub-topics reviewed from related literature for this study.

A few previous studies have been reviewed to see the relationship between parental involvements in children's homework and children's academic success and it has been showed that parental involvement in children's homework can exert positive effect towards students'

academic success. There are many ways in which parents can get involved in their children homework. However, there are also certain barriers that hinder the parents from getting involved in their children's education.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter will explain in detail about the research design, population and sample of the study, methods of data collection, research procedures as well as data analysis that will be applied throughout the research.

The aim of this study is to investigate the relationship between parental involvement in their children's homework and students' academic success.

3.2 Research Design

The methodology that will be applied in this study is a mix methods design where the researcher will use both quantitative and qualitative approaches. The quantitative data that will be used is a survey method which involves the administration of questionnaires to sample groups of research participants. This questionnaire is designed to investigate the relationship between parental involvements in children homework with the students' academic success. Qualitative data from interviews with some students will enable the researcher to triangulate data received in the questionnaire.

3.3 Population and Sample

The target population of this study was form one students. This research involved form one students from one of school in Selangor. There are two classes that will involve in this survey which consist of 60 students with different family backgrounds.

3.4 Sampling

This research was conducted through purposive sampling which will involve one group of form one's students with excellent UPSR's results and one group of form one's students with poor UPSR's results. In conducting this research, the researcher will distribute a set of questionnaires to a two classes of form one students from a school in Selangor in order to get the data needed for this research. The researcher also will conduct interviews with some of the participants.

3.5 Instrumentation

The first instrument that will be used in this research is method of survey through questionnaires as the researcher believed that in order to measure perceptions, this approach is the most appropriate research instrument to get the pertinent data. The questionnaire consists of four sections. There are sixteen (16) questions excluding of respondents' demographic profile and the respondent *Ujian Penilaian Sekolah Rendah's* result. The questionnaire consists of

probing questions about parental involvement in their children homework and students' perception towards their parents' involvement in their homework. The questionnaire was designed with multiple choice questions and also two different Likert-type scales.

Section A consists of seven questions of Demographic Data asking respondents' important personal details such as gender, parents' age, parents' race, parents' occupation, parents' total monthly income, parents' level of education and number of siblings who are still studying.

Section B consists of the respondent result in *Ujian Penilaian Sekolah Rendah (UPSR)*. This question is very important to find out the connection between the parental involvements in children homework with the students' academic performance.

Section C consists of eleven questions using the Likert-type scale to determine how often parents get involve in their children homework. Finally, in section D, the researcher provides twelve questions to find out the students' perception towards their parents' involvement in their homework. The respondents will be responded to the questions according to the Lykert-type scale which will indicate whether they agree with the statements or otherwise.

The second instrument that will be used in gathering data for this research is by conducting a number of interview sessions. There are nine questions that will be asked by the researcher to the selected respondents. The questions are intended to reach better understanding about parental involvement and the students' perspectives about this issue.

3.6 Data Collection

The researcher, at first, will sought for permission from the school administration to get two classes of form one students to answer the questionnaires. The researcher then will request cooperation from the school in distributing the questionnaire to the students. In addition, the researcher personally will go to school to hand in the questionnaire to the teacher that has been assigned to be in charge and will discuss if there is any problem arises. The students will be informed about the confidentiality of their responses and that the data will only be utilized for the purpose of the study. In collecting the questionnaires, the researcher will go to the respective school to collect the completed questionnaires.

The researcher also will select some of the respondents and asked their cooperation to meet outside of the school to do some interviews with them. The interviews will be recorded, transcribed and analyzed.

3.7 Data Analysis

According to Holmes, Hazadiah, and Ashari, (2005) when a researcher is conducting a quantitative research, it is recommended that he or she to utilize the Statistical Package for the Social Sciences (SPSS) programme to analyze the data. Since this research is quantitative in

nature; SPSS will be used in analyzing the data which will be gathered. Since most of the questionnaire for this research used the Likert Scale, the data becomes nominal data. The researcher will calculate the percentage, mean, standard deviation (SD), T-test and Pearson correlation in the process of analyzing the data. As for the qualitative data, the researcher will analyze the data and interpret the respondents' responds. The researcher will triangulate the data from the questionnaires with the data from the interviews.

3.8 Reliability and Validity

In order to ensure validity and reliability of the questionnaires for the research, the researcher will conduct a pilot study involving the form one students. 15 participants will be selected to answer the questionnaires. Amendments will be made based on the ten questionnaires distributed. If necessary, some items will be changed to ensure the validity of the questionnaires.

3.9 Conclusion

In chapter three, the research design and methodology that will be used has been clearly explained in the way of how to collect the data, the target population, and how to analyse the data. The selected research design and methodology is suitable with the researcher's study. As for the moment this research ends at chapter three. There will be a follow up research to fulfill the need for chapter four and five. It is hope that this research will be continued to enable us to see the outcomes of this research.

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APPENDICES

Appendix 1

FACTORS AFFECTING STUDENT'S ACADEMIC SUCCES: A CASE STUDY ON PARENTAL

INVOLVEMENT IN CHILDREN HOMEWORK.

This questionnaire has been designed to find out about parental involvement in their children homework. The information you provide in this questionnaire will be very useful and confidential. Your cooperation and commitment in answering this questionnaire is kindly appreciated. Thank you.

SECTION A

Please tick the appropriate box.

1. Gender.

Female	
Male	

2. Parents' age

	Father	Mother
50 years above		
45-50 years		
40-45 years		
35-40 years		
30-35 years		
Below 30 years		

3. Parents' race

	Father	Mother
Malay		
Chinese		
India		
Others		

4. Parents' occupation

	Father	Mother
Professional/Technical e.g.: accountant, engineer, doctor		
Upper Management/Executive e.g.: senior manager, executive officer		
Middle Management e.g.: supervisor, manager		
Sales/marketing e.g.: businessman, salesman		
Clerical/service worker e.g.: clerk, typist		
Tradesman/machine operator/laborer e.g.: technician, operator		

5.

5. Total monthly income of parents

Above RM 2500	
RM 2001-RM 2500	
RM 1501-RM 2000	
RM 1001- RM 1500	
Below RM 1000	

6. Parent's level of education

	Father	Mother
PhD		
Masters		
Degree		
SPM/MCE		
PMR/SRP		
UPSR		

7. Number of siblings who are still studying.

9 and above	
7-8	
5-6	
3-4	
1-2	

SECTION B

Please indicate your UPSR's result. Tick the appropriate box.

1. Bahasa Melayu (Comprehension)

A	B	C	D	E

2. Bahasa Melayu (Writing)

A	B	C	D	E

6. English

A	B	C	D	E

7. Mathematics

A	B	C	D	E

8. Science

A	B	C	D	E

SECTION C

Please indicate HOW OFTEN the following have happened.

Please indicate your response according to the response format below:

1 = Never

2 = Rarely

3 = Sometimes

4 = Frequently

5 = Very Frequently

Please tick the appropriate box

	1	2	3	4	5
1. My parents ask me about my homework.					
2. My parents check my homework.					
3. My parents explain to me about my homework.					
4. My parents ask me about my day at school.					
5. My parents come to school to discuss about my education with the school.					
6. My parents praise me when I complete my homework.					
7. My parents provide enough materials in helping me to do my homework (example: book and stationary item)					
8. My parents provide comfortable place for me to complete my assignment (example: chair and study table).					
9. My parents ask me if I need to buy anything in order to complete my homework.					
10. My parents set a regular time for me to finish my homework (example: 2 hours per day).					
11. My parents remove things that can distract me from doing my homework (turn down the television volume).					

SECTION D

Please indicate how much you AGREE or DISAGREE with each of the following statements. Please think about the current school year as you consider each statement.

Please indicate your response according to the response format below:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

Please tick the appropriate box

	1	2	3	4	5
1. I want my parents to be involved in my homework					
2. It is good for my parents to be involved in my homework.					
3. I feel appreciated when my parent praises me when I do well in my education.					
4. I feel more comfortable if my parents do not ask about my homework.					
5. I see homework as one way for me to communicate with my parent.					
6. I prefer to do my homework by myself without the help of my parents.					
7. I perform better if my parents help me in completing my homework.					
8. I think it is better for my parents not to get involved in my homework.					
9. I need my parents to help me in completing my homework.					
10. I feel more motivated to do my homework when my parents show their interest in it.					
11. I do not want my parents to get involved in my homework.					
12. I think my parents' involvement in my homework would not give positive effect towards my result.					

Thank you for your cooperation.

Interview Questions

1. What is your perception towards parental involvement in children homework?

Apakah pandangan anda mengenai penglibatan ibu-bapa di dalam kerja rumah anak-anak?

2. What kind of help your parents give regarding your homework?

Bantuan yang bagaimanakah ibu-bapa anda berikan dalam kerja rumah?

3. Do you believe that your parents' involvement in your homework help to improve your study? Why?

Pada pendapat anda, adakah penglibatan ibu- bapa anda dalam kerja rumah membantu pelajaran anda? Kenapa?

1. When you have problem in completing your homework, do you ask for your parents'help? Why?

Apabila anda menghadapi masalah dalam menyiapkan kerja rumah, adakah anda meminta bantuan daripada ibu-bapa anda? Kenapa?

2. Do your parents show interest in your study? How?

Adakah ibu-bapa anda menunjukkan minat dalam mengikuti perkembangan pelajaran

anda? Bagaimana cara mereka menunjukkan minat tersebut?

3. Do you think your parents should get themselves involved in your homework? Why?

Adakah anda rasa ibu-bapa anda perlu melibatkan diri dalam kerja rumah anda? Kenapa?

4. Do you think your parents' involvement in your homework make you feel uncomfortable? Why?

Adakah anda rasa penglibatan ibu-bapa anda dalam kerja rumah hanya akan membuat anda rasa kurang selesa? Kenapa?

5. Do you think it is a good thing for your parents to have good connection with your teacher? Why?

Pada pendapat anda, adakah baik sekiranya ibu-bapa anda mempunyai hubungan yang baik dengan guru anda? Kenapa?

6. Do you think your parents should give more attention towards your homework? Why?

Pada pendapat anda adakah ibu-bapa anda sepatutnya menunjukkan lebih banyak perhatian terhadap pelajaran anda? Kenapa?