



Effectiveness of a School-Based Educational Intervention from The Perspective of Parents of Primary School Students in Bandar Pusat Jengka

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Abstract

School-based educational interventions have become an important strategy for enhancing students' academic achievement, engagement, and overall educational development through collaborative efforts between schools and families. However, despite the increasing implementation of such interventions, limited empirical evidence is available regarding their effectiveness from the perspective of parents, particularly in primary schools located in Bandar Pusat Jengka, Pahang. Therefore, this study aims to examine the effectiveness of school-based educational interventions from the perspective of parents of primary school students in Bandar Pusat Jengka. Specifically, the study assesses parents' perceptions of the overall effectiveness of these educational intervention programmes in supporting students' learning and educational development. A quantitative research approach employing a cross-sectional survey design was adopted. Data were collected from 150 parents using a structured questionnaire. The instrument demonstrated excellent internal consistency, with a Cronbach's Alpha coefficient of 0.967, indicating a high level of reliability. Descriptive statistical analysis revealed that the perceived effectiveness of the school-based educational intervention was high, with an overall mean score of 4.101. The findings indicate that parents generally viewed the intervention programmes as effective in promoting students' academic progress, learning engagement, and educational outcomes. Overall, the study concludes that school-based educational interventions are effective in supporting the educational development of primary school students and highlights the importance of sustaining collaborative educational initiatives that actively involve parents in enhancing student success.

INTRODUCTION

Education plays an important role in developing children's academic success and future opportunities (Chandran, 2024). In Malaysia, multiple school-centered educational intervention initiatives have been implemented to help students address learning challenges, boost academic performance, and enrich overall educational experiences.

These measures encompass additional classes, literacy and numeracy assistance programs, academic mentoring, counseling services, and cooperative learning activities aimed at addressing the varied educational needs of students (Ministry of Education Malaysia, 2024; Tahir et al., 2025). Educational interventions are necessary to help meet the needs of students who come from different backgrounds and are disadvantaged due to socio-economic status. Students from low-income households frequently encounter obstacles like restricted access to educational materials, learning assistance, and academic prospects, which can influence their educational achievements. Intervention programs implemented in schools play a crucial role in narrowing educational disparities and fostering fair access to high-quality learning opportunities (Ramlie et al., 2024).

Parents are essential in aiding their children's educational growth and are ideally suited to assess the success of school-based intervention programs (Kaur & Ahmad, 2022). By directly observing their children's learning behavior, motivation, study habits, and academic success, parents can offer important insights regarding the effects of these programs (Ali & Ismail, 2024). Past research has consistently shown that parental engagement plays a beneficial role in students' academic performance and overall educational success (Ali & Ismail, 2024; Kaur & Ahmad, 2022; Mohammad & Rahman, 2022). The significance of enhancing educational support systems has been underscored in Malaysia's current educational transformation initiative, which focuses on boosting student performance and guaranteeing that every learner is included (Chandran, 2024). As a result, schools keep putting into action numerous intervention programs focused on improving student's academic achievement and involvement in learning (Ministry of Education Malaysia, 2024; Tahir et al., 2025).

Although there is a rise in the application of educational intervention programmes in Malaysian schools, few studies have focused on assessing their effectiveness from the viewpoint of parents, especially regarding primary school education in Seremban (Ali & Ismail, 2024; Kaur & Ahmad, 2022). This study aims to explore parents' views on the effectiveness of educational interventions in schools and their impact on students' academic achievement and engagement in learning.

LITERATURE REVIEW

School-based educational intervention programs are collaborative attempts to support the advancement of student achievement, participation in learning (engagement), and overall educational development through strategic education-related support (Ramlie et al., 2024). These programs typically encompass remedial courses, literacy and numeracy support, mentoring efforts, and academic improvement strategies that cater to student's educational requirements (Ministry of Education Malaysia, 2024). Educational interventions have become an increasingly important means of supporting students to overcome barriers to learning and achieving high levels of educational attainment (Ramlie et al., 2024). The use of educational interventions is widely accepted as a successful way to ensure that students receive additional academic support and assistance during their learning process (Tahir et al., 2025).

Disparities in education are one of the key issues affecting student success and opportunities among the many socioeconomic groups of society (Chandran, 2024). Students from underprivileged backgrounds frequently encounter difficulties in obtaining quality educational resources, learning materials, and academic assistance services in comparison to their counterparts from affluent families (Ramlie et al., 2024). The lack of equitable education resources may result in differences in academic performance and learning outcomes between students (Chandran, 2024). Therefore, educational intervention programs have been created to provide targeted support to help close learning gaps among students (Ministry of Education Malaysia, 2024).

The educational equity field recognizes that educational intervention programs are a viable solution to reducing educational disparities and improving academic outcomes (Ramlie et al., 2024). Ramlie et al. (2024) state intervention programs have positively affected student performance and success in education for students from low-income families. The results show that students who received extra educational assistance achieved superior academic results compared to those who did not engage in intervention programs (Ramlie et al., 2024).

Moreover, Malaysia's educational reform initiatives still prioritize fair access to high-quality education and academic opportunities for every student regardless of their socio-economic status (Chandran, 2024). Parents are crucial in aiming for children's educational growth and academic success (Kamal & Hashim, 2022). Parental engagement has consistently been linked to enhanced academic achievement, increased motivation to learn, and better educational results for students (Ali & Ismail, 2024). Engaging parents through educational processes can create an engaging learning environment, encouraging students to achieve academic success (Mohammad & Rahman, 2022). Parents are often regarded as essential stakeholders when evaluating educational intervention programs (Kamal & Hashim, 2022).

According to Kamal and Hashim (2022), parental engagement is crucial for the educational experience and academic development of children in Malaysia. Similarly, Ali and Ismail (2024) found that parental engagement positively impacted students' academic growth during the early years of primary education. Additionally, Mohammad and Rahman (2022) discovered that the influence of parenting style on students' academic achievement is moderated by the level of parental involvement. The Ministry of Education Malaysia indicated that certain parents still encounter difficulties in comprehending educational assessment methods like Classroom-Based Assessment (PBD), which could affect their views on educational programs carried out by schools (Ministry of Education Malaysia, 2024). Therefore, it is essential to understand parents' viewpoints when evaluating the effectiveness of an educational intervention program and to identify any areas that may need improvement (Ali and Ismail, 2024).

Participation in educational activities by students, including participation in class, doing work, motivation to learn, is referred to as the active engagement of students in the learning (Tahir et al., 2025). Higher levels of student engagement positively relate to improved educational outcomes and experiences (Ramlie et al., 2024). As a result, educational intervention programmes are often established to enhance students' involvement, enthusiasm, and dedication to learning activities (Ministry of Education Malaysia, 2024). According to Ramlie et al. (2024), students who participated in academic improvement programs demonstrated both greater levels of commitment and higher levels of achievement compared to students who did not participate.

Likewise, Tahir et al. (2025) indicated that support programs in schools provide students with additional academic assistance and support to enhance the level of student engagement. Learners who obtained organized educational support tended to engage more in classroom activities and show a higher dedication to learning (Tahir et al., 2025). Additionally, the Year One Intervention Programme established by the Ministry of Education Malaysia aimed to enhance literacy and numeracy abilities while promoting active engagement in educational activities among primary school learners (Ministry of Education Malaysia, 2024). These results suggest that educational intervention programs can positively influence student's engagement in learning and their overall academic achievement (Ramlie et al., 2024; Tahir et al., 2025).

Earlier research has highlighted the significance of educational intervention programs in enhancing students' academic performance and educational growth (Ramlie et al., 2024; Tahir et al., 2025). Previous studies have emphasized the crucial importance of parental engagement in enhancing children's educational experiences and academic achievement (Kamal & Hashim, 2022; Ali & Ismail, 2024; Mohammad & Rahman, 2022). Furthermore, educational policies implemented by the Ministry of Education Malaysia highlight the need for focused support for students needing extra academic help (Ministry of Education Malaysia, 2024). Nonetheless, few studies have directly investigated the efficacy of school-centered educational intervention programs from the viewpoint of parents with primary school children in Bandar Pusat Jengka, Pahang. Prior studies have focused primarily on the perception of program delivery, student achievement, and general parent involvement, as opposed to the efficacy of interventions from the perspective of parents (Kamal & Hashim, 2022; Tahir et al., 2025). This research aims to fill this void by exploring parents' views on the efficacy of school-based educational intervention programs and their impact on students' academic success and learning involvement among primary school pupils in Bandar Pusat Jengka, Pahang.

METHODOLOGY

Evaluating the effectiveness of school-based educational intervention programmes requires a systematic research design that accurately captures parents' perceptions, as parents play a significant role in supporting their children's educational development. Nevertheless, empirical evidence on the effectiveness of these interventions from the perspective of parents in Bandar Pusat Jengka, Pahang, remains limited, highlighting the need for a structured investigation using a reliable quantitative approach. This study employed a quantitative research approach using a cross-sectional survey design to examine the effectiveness of school-based educational interventions from the perspective of parents of primary school students in Bandar Pusat Jengka, Pahang. The quantitative approach was considered appropriate because it enables the collection and analysis of numerical data to determine parents' perceptions regarding the effectiveness of educational intervention programmes implemented by schools. The target population consisted of parents whose children were enrolled in primary schools in Bandar Pusat Jengka, Pahang. A simple random sampling technique was employed to ensure that every eligible parent had an equal opportunity to participate in the study. A total of 150 respondents were selected as the study sample. Data were collected using a structured online questionnaire consisting of two sections. Part A gathered respondents' demographic information, while Part B measured parents' perceptions of the effectiveness of school-based educational intervention programmes. The questionnaire items were rated using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), allowing respondents to express the extent of their agreement with each statement. The collected data were analysed using the Statistical Package for the Social Sciences

(SPSS). Prior to the main analysis, the internal consistency of the instrument was assessed using Cronbach's Alpha coefficient to establish its reliability. Subsequently, descriptive statistical analyses, including frequency, percentage, mean, and standard deviation, were performed to summarise respondents' demographic characteristics and evaluate parents' perceptions regarding the effectiveness of the school-based educational intervention programmes.

RESULT AND DISCUSSION

Profile of Respondent

Table 1.0 represents the demographic profile of the 150 respondents involved in this study. For the relationship of the respondents to the child, most respondents were the mothers of the children (45.3%) which are 68 people while the fathers are 37.3% and legal guardians are 17.4% of total respondents. In highest level of education, most respondents have Diploma/Certificate which is 35.3% with 53 respondents. Respondents that have Bachelor's Degree and above are 34.0%, followed by Secondary School (PMR/PT3/SPM) are 24.0%, and Primary School (UPSR) or below are 6.7%. Most respondents are from below RM2,500 monthly household income (36.0%), followed by RM5,001 – RM10,000 (28.0%), RM2,500 – RM5,000 (20.0%), and the least is above RM10,000 (16.0%). Lastly, the most respondents' children are currently from Year 6 (Standard 6) (26.0%), followed by respondents' children from Year 5 (Standard 5) (20.0%), respondents' children from Year 2 (Standard 2) (15.3%), respondents' children from Year 4 (Standard 4) (14.7%), Year 1 (Standard 1) (12.7%), and respondents' children from Year 3 (Standard 3) (11.3%).

TABLE 1.0
PROFILE OF RESPONDENT (N=150)

Profile	Category	Frequency	Percentage (%)
Respondent – Child Relationship	Father	56	37.3
	Mother	68	45.3
	Legal Guardian	26	17.4
Academic Qualification	Primary School (UPSR) Or Below	10	6.7
	Secondary School (PMR/PT3/SPM)	36	24.0
	Diploma/Certificate	53	35.3
	Bachelor's Degree Or Higher	51	34.0
Salary	Below RM2,500	54	36.0
	RM2,500 – RM5,000	30	20.0
	RM5,001 – RM10,000	42	28.0
	Above RM10,000	24	16.0
Child's Current Year Level	Year 1	19	12.7
	Year 2	23	15.3
	Year 3	17	11.3
	Year 4	22	14.7
	Year 5	30	20.0
	Year 6	39	26.0

According to Pallant (2016), Cronbach's Alpha is commonly used to assess the internal consistency and reliability of a measurement scale by determining the extent to which items within a construct are correlated. An alpha value

of 0.90 and above indicates excellent reliability, 0.80–0.89 good reliability, 0.70–0.79 acceptable reliability, 0.60–0.69 questionable reliability, 0.50–0.59 poor reliability, and below 0.50 unacceptable reliability. As presented in Table 1.1, the variable measuring the Effectiveness of a School-Based Educational Intervention from the Perspective of Parents of Primary School Students in Bandar Pusat Jengka consisted of 10 items and recorded a Cronbach's Alpha value of 0.967. This value falls within the excellent reliability category, indicating a very high level of internal consistency among the measurement items. Therefore, the instrument is considered reliable and suitable for further statistical analysis.

Table 1.1
RELIABILITY TEST

Variable	Number of Items	Cronbach's Alpha	Reliability Assumed
Effectiveness Of A School-Based Educational Intervention from the Perspective of Parents of Primary School Students in Bandar Pusat Jengka	10	0.967	Excellent

Table 1.2 presents the mean score interpretation scale used in this study. Mean scores ranging from 1.00 to 2.33 are categorized as low, 2.34 to 3.67 as moderate, and 3.68 to 5.00 as high. Based on this classification, the mean score reported in Table 1.3 indicates a high level of agreement among respondents regarding the effectiveness of the school-based educational intervention program.

Table 1.2
LEVEL OF MEAN SCORE RANGE

Mean Score Range	Level
1.00 – 2.33	Low
2.34 – 3.67	Medium
3.68 – 5.00	High

Table 1.3
MEAN AND STANDARD DEVIATION B

Variable	Mean	Standard Deviation	N
Effectiveness Of A School-Based Educational Intervention from the Perspective of Parents of Primary School Students in Bandar Pusat Jengka	4.101	7.684	10

CONCLUSION

This study examined the effectiveness of a school-based educational intervention from the perspective of parents of primary school students in Bandar Pusat Jengka, Pahang. The findings demonstrate that parents generally perceived the educational intervention programmes as highly effective in supporting their children's academic development and engagement, as reflected by the overall mean score of 4.101. These findings suggest that school-based educational interventions are positively received by parents and are considered valuable in enhancing students' learning experiences and educational outcomes, particularly during the primary school years when foundational knowledge, learning habits, and academic skills are being developed. The study also confirmed the reliability of the research instrument, with a Cronbach's Alpha coefficient of 0.967, indicating excellent internal consistency. This suggests that the questionnaire was a reliable instrument for measuring parents' perceptions regarding the effectiveness of school-based educational intervention programmes. The use of a quantitative cross-sectional survey involving 150 parents from diverse demographic backgrounds further provided a comprehensive understanding of parental perspectives within the study area. The high level of perceived effectiveness indicates that school-based educational interventions have the potential to improve students' academic achievement, encourage greater participation in learning activities, and provide additional educational support for learners who require academic assistance. From the parents' perspective, these intervention programmes contribute not only to students' cognitive development but also to their confidence, motivation, and overall engagement in the learning process. These findings reinforce the importance of implementing structured and well-planned intervention programmes as part of continuous school improvement initiatives. Nevertheless, the effectiveness and sustainability of school-based educational interventions depend on the collaborative efforts of multiple

stakeholders. Teachers, school administrators, parents, and students must work together to ensure that intervention programmes are implemented consistently, monitored systematically, and continuously improved to address students' evolving educational needs. Regular communication between schools and parents, ongoing evaluation of students' progress, and timely modifications to intervention strategies are essential to maximise programme effectiveness and long-term educational outcomes. Overall, this study contributes to the growing body of knowledge on school-based educational interventions by providing empirical evidence of their effectiveness from the perspective of parents in Bandar Pusat Jengka, Pahang. The findings offer valuable implications for school administrators, teachers, policymakers, and education authorities in strengthening intervention programmes that promote student achievement and holistic educational development. Future studies are recommended to employ mixed-method or longitudinal research designs involving multiple stakeholder groups, including teachers and students, to obtain a more comprehensive understanding of the long-term effectiveness and impact of school-based educational interventions across different educational settings.

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