



Parental Involvement in Academic Performance of Students in Seremban

Nurin Athirah Nor Azli¹ Anis Syuhada Bonandar¹ Nur Rabiatal Adawiyah Jamaluddin¹ Haifaa Sofea Saain¹ Nurin Irdina Mohd Safri¹ Muhammad Zulfaqar Zaidi¹ Muhammad Arif Farhan Azmudin¹ Muhammad Lokman Hakim Mohammed Fuzi¹ Wan Syarul Najmee Wan Azahari¹ Muhamad Fuad Abdul Karim¹

¹Fakulti Sains Pentadbiran dan Pengajian Polisi, Universiti Teknologi MARA Negeri Sembilan, Kampus Seremban

Corresponding email: fuad645@uitm.edu.my

Article Information

Keywords

Parental Involvement,
Students. Urban School.
Academic Performance,
Education

Abstract

Parental involvement plays a significant role in motivating the learners, their attitude towards learning, and the academic performance of the learners, but due to the difference in socio-economic status of the families and the involvement of the parents, there is varying degrees of parental involvement. The objective of this study is to examine parental involvement on academic performance of students in Seremban. This quantitative research employed cross sectional design by using questionnaire distributed using google form to 163 parents as a respondent. The respondents used in the study were selected through convenience sampling while the data collected were analyzed through descriptive statistics such as frequency, mean and reliability analysis. The reliability analysis demonstrated excellent internal consistency, yielding a Cronbach's alpha of 0.941. These findings suggest that the parental involvement in academic performance of students in Seremban is generally high with a mean value at 4.31. The outcomes of this research are anticipated to offer further insights into the significance of parental involvement in the enhancement of students' academic achievements, and at the same time be a guide for schools, parents and policymakers in implementing strategies for collaboration between schools and families for better academic achievements of the students.

INTRODUCTION

Malaysian students aged 7 to 17 spend about a quarter of their time in school. Education helps students build up their knowledge, capacities, and maybe even a bit of positive personal traits, it matters a lot for how individuals grow. There are many factors that usually affect students' academic performance, such as school environment, teacher's teaching style, and family support. The major factor that influences students' academic performance is parental involvement. Education starts from home and parents are their first teachers to guide them in personal development and shaping their personality toward learning while school provides a formal education. Parental involvement can be defined as "the extent to which parents are involved in their child's education at home and the amount of communication that they have with schools" (Kamal et al., 2022). Parents can influence how well their children do academically, mainly when they're really involved in day-to-day education like showing up at parent teacher meetings, helping with school stuff, or even just acting interested in how school life is going. In a lot of cases

this kind of parental involvement can also cut down absenteeism and prevent dropouts, and it may even raise student motivation to learn (Satar et al., 2020).

In Malaysia, the problem of students' academic performance in urban schools is increasing, especially in districts like Seremban that are developing quickly. There are still obvious gaps in student achievement even after the government came out with several programs and educational reforms intended to raise the quality of education. The level of parental involvement in their children's education is one of the key factors that academic studies nowadays generally emphasize. This is because parents have a significant influence on their children's growth. Parental participation is seen in Malaysia as an important part for fostering children's academic achievement (Seet et al., 2022). However, due to the social and economic challenges that urban parents face, the level of parental involvement in urban households is still inconsistent. Furthermore, although there is research that studies of parent involvement that focus on the importance of it to children study's performance, most of it is still limited as they are not focusing on the area of urban school such as Seremban. This will cause the abandonment of the challenges and the struggle faced by children, such as social pressure, excessive use of technology and peer influence especially when they lack parental supervision. Kamal et al. (2022) stated that a good parental involvement does give a positive effect to their children's study performance and learning development. However, differences in parenting practices and parent contribution may create unequal academic opportunities for students. This article will determine the parental involvement in academic performance of students in Seremban.

LITERATURE REVIEW

Parental involvement has been identified as one of the most important factors affecting the academic performance of students. Parental involvement does not only refer to providing help at home but also consists of many other things such as undertaking learning activities at home, participation in school activities, and parent-teacher communication (Jamil & Latfi, 2025). All these activities contribute to making an ideal learning environment that affects the motivation and performance of the students. The connection is further proved through the parental involvement theory by Epstein, which provides an outline of all the components of parental involvement such as parenting, communicating, and learning at home. All these strategies can be used by parents to help their children in making their academic journey successful (Erdener & Knoepfel, 2018). The effectiveness of this theoretical framework was proven by the results of Utami (2022) ; Quimpang et al. (2025), who highlighted the fact that parental assistance positively contributes to the success of the students in terms of helping them learn at home, communicating with the teachers, being involved in the process of learning, and encouraging them. This way, the parents will be able to monitor the progress of the students and provide them with proper assistance, which can improve the motivation of the learners and their academic performance. It shows the importance of parental involvement in the education of children not only in terms of better academic success but also improved motivation, discipline, and dedication to the studies of the students.

More recent findings have reinforced the positive relationship of parental involvement on their children's academic performance. According to Fa'rellah et al. (2026) parents who give academic guidance, check learning progress, communicate with teachers and provide emotional support, are more likely to promote better academic results in their child's learning. The other finding in the research is that the socioeconomic and educational background of the parents may influence the extent of the involvement in education of their children. Parents' involvement can be divided into two main categories, home involvement and school involvement. The former means helping a child with homework, reading books with the child, creating a favorable environment for a child's learning, and others, while the latter means communicating with the teacher or participating in any other activity at school (Xiong et al., 2021). This distinction is used to argue that parents' involvement is not confined to the school context, but also involves different forms of support that support pupils' learning.

The finding is further supported by the systematic review carried out by Musengamana (2023), where it was discovered that the involvement of parents in educational activities especially at the home level, together with the effective communication between parents and school, was positively correlated to the improvement of the performance of the learners. Therefore, the researcher contends that these factors play an important role in the academic success of the learners. Academic support and monitoring were considered as factors that would have positive effects on their academic performance, while academic motivation was identified as mediating factor between parent engagement and learning outcomes by Eker & Yıldızlı (2025). The results show that parent involvement influences more than just the educational support offered to students, but also influences them through motivation and participation in learning activities.

Previous studies also indicate the significance of the quality of parental support for student achievement in addition to parental involvement. D. Jaiswal and Choudhuri (2017); Pantao-O and Baldonado (2025) pointed out that meaningful involvement, including learning support, effective communication, and learning expectations were

related to good academic performance. Based on the findings in the present study, it can be concluded that parental participation should not only be viewed from the frequency of parent's participation but also the effectiveness of the parents to students. Furthermore, this study highlights the significance of parental involvement for students' academic performance in the Malaysian scenario, through empirical findings. As per the study by Rohana Ahmad Shimi et al. (2024) and NurulHuda Mohd Satar et al. (2020), it has been found that there is a positive influence of parental involvement in improving the academic performance of the students by developing good study habits, motivation, and learning of the students. The outcome of this study reveals that continuous support and guidance provided by the parents significantly influence students' academic performance.

Recent research has also emphasized the influence of parents on students' learning. In urban communities, the parental involvement is determined not only by the parents' realization of the importance of education but also by their resourcefulness which includes time, education and learning skills (Driessen et al., 2005). This implies that the involvement of parents and their readiness to participate in the schooling of their kids consistently plays an essential role in effective parental involvement. Moreover, according to Seet et al. (2022), it should be noted that despite being the most significant one, the parent-child relationship can be indirect in the case of urban parents owing to work reasons. The researchers found that the impact of parental support, such as encouraging children, supervising their studies and providing resources to learn, was more important than the time spent with children. Therefore, quality and effect of parental support as well as the frequency of parental presence in the respective context should be taken into account when considering parental involvement.

Furthermore, the socioeconomic status of children is among the important factors which determine the involvement of parents in the learning of the children. The level of education and resource provision among parents can affect the extent and the manner in which they are able to help their children with learning as highlighted by Vellymalay (2013). This implies that socioeconomic considerations can have an impact on the nature and the degree of parental participation and how this is done because resourceful parents are able to offer their children more chances to learn. Research has demonstrated that there is need for parental participation to ensure success of learners in their learning as illustrated by the recent experiences in Malaysia. According to Hanafiah et al. (2024), there is a positive association between the role of the parents' involvement in assisting the development of the students in their learning, as well as offering the right attitudes to learning, in relation to their mathematics grades.

However, parental involvement is determined by the educational awareness and income levels of the parents, suggesting that parental involvement in the education of their children is dependent on their economic standing. Additionally, the results that were derived from this study have indicated that educational commitment alone does not play a role in determining the effect of parental involvement in the education of their children. Environmental factors and geographical locations also play a part in determining parental involvement in the education of their children (Fauzi et al., 2025). It is difficult for parents to communicate with schools and to be involved in the education of their children owing to several factors that make it impossible for them to do so, which includes the location of the parents, distance to travel to go to school, and educational resources available to them. This demonstrates that there are factors affecting parental involvement that are personal and contextual in nature, especially in the urban setting. Typically, from previous literature, it is clear that there is a strong relationship between parental involvement and students' performance academically. However, there are fewer studies carried out in this area focusing on the urban schools in Seremban. Thus, this study aims at fulfilling this gap in terms of investigating the correlation between parental involvement and students' performance academically.

METHODOLOGY

This study utilizes a quantitative cross-sectional research design to survey parental involvement on students' academic performance. A total of 163 respondents representing diverse demographic backgrounds from Seremban were selected using a convenience sampling method. Data were collected through a structured questionnaire administered both face-to-face and online, involving two sections: socio-demographic characteristics and assessment of parental involvement on student academic performance. Responses were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Descriptive statistics, including frequency, means and standard deviations, were implemented to analyze the data, while Cronbach's alpha coefficient was used to assess the internal consistency of the instrument, with values exceeding 0.70 considered acceptable for reliability. Ethical considerations were meticulously observed throughout the study, ensuring participants' anonymity, informed consent, voluntary participation, and the confidentiality of all collected data.

RESULT AND DISCUSSION

Profile of Respondents

The table profile of the respondent (Table 1.0) provides important information regarding the characteristics of respondents stated in Seremban who have participated in this study. Total participation in this study is 163 individuals. Based on gender, the majority of respondents were female, representing 65.6%, while male respondents accounted for 34.4%. This indicates that female respondents were more actively involved in the survey. In terms of age group, most respondents were below 30 years old, comprising 51.9% of the total sample. This was followed by respondents aged 50 years and above at 21.9%, while those aged 30–39 years and 40–49 years represented 16.2% and 10.0%, respectively. For ethnicity, Malay respondents formed the largest group at 90.6%, followed by Chinese respondents at 4.4%, Indian respondents at 3.1%, and other ethnic groups at 1.8%. Regarding monthly household income, the highest proportion of respondents earned below RM3,000, accounting for 45.3%. Meanwhile, 26.1% earned above RM8,000, followed by respondents earning RM3,001–RM5,000 (14.9%) and RM5,001–RM8,000 (13.7%). In terms of involvement in the Parent-Teacher Association (PIBG), almost half of the respondents occasionally participated (48.4%). Meanwhile, 36.6% had never participated, while only 14.9% were active participants. Overall, the findings show that the respondents came from diverse demographic backgrounds, and different levels of parental involvement 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. Overall, the demographic statistics indicate that the respondents represent a diverse group of parents in Seremban. The distribution of respondents across different demographics provides valuable insights into parental involvement and its influence on student's academic performance.

TABLE 1.0
PROFILE OF RESPONDENTS (N=163)

Profile	Category	Frequency	Percentage (%)
Gender	Male	56	34.4
	Female	107	65.6
Age Group	Below 30 years	84	51.9
	30-39 years	27	16.2
	40-49 years	16	10
	50 years and above	36	21.9
Race	Malay	148	90.6
	Chinese	7	4.4
	Indian	5	3.1
	Others	3	1.8
Monthly Household Income	Below RM 3000	74	45.3
	RM 3001-RM 5000	24	14.9
	RM 5001- RM 8000	23	13.7
	Above RM 8000	42	26.1
Parent Teacher Association (PIBG) Participation	Active Participant	25	14.9
	Occasionally Participant	78	48.4
	Never Participant	60	36.6

Table 1.1 presents the reliability results of the instrument used in this study. The reliability analysis was conducted using Cronbach's alpha to evaluate the internal consistency of the measurement items used in this study. According to Pallant (2020), a Cronbach's alpha value of 0.70 and above indicates acceptable reliability, while values exceeding 0.80 reflect excellent internal consistency. Moreover, the variable "Parental Involvement in Academic Performance of students in Seremban" recorded a Cronbach's alpha coefficient of 0.941, demonstrating an excellent level of reliability. This result confirms that the items used to measure parents' perception are highly consistent and dependable for further statistical analysis.

Table 1.1
RELIABILITY TEST

Variable	Number of Items	Cronbach's Alpha	Reliability Assumed
Parental Involvement in Academic Performance of students in Seremban	15	0.941	Excellent

Mean and Standard Deviation

The mean and standard deviation analysis offers valuable data on the respondents' overall perception of students' academic performance in Seremban. Participants assessed their perception views using a five-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree). As shown in the results, the overall mean score was 4.31, which falls within the high range (3.58–5.00), with a standard deviation of 0.644. These findings imply that respondents generally demonstrate a strong and positive perception of students' academic performance in Seremban. With a sample size of 163 respondents, the results reflect a dependable representation of the level of parental involvement in students' academic performance.

Table 1.3
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 1.4
MEAN AND STANDARD DEVIATION

Variable	Mean	Standard Deviation	N
Parental Involvement in Academic Performance of Students in Seremban	4.31	0.644	163

CONCLUSION

The study concludes that the majority of parents contribute positively towards a student's academic performances. Furthermore, the findings indicate that the mean scores for parental involvement and academic performance fall within the high category, reflecting a very satisfactory level and a strong degree of agreement among the respondents. The findings suggest that parental involvement plays a crucial role in supporting students' academic achievement, particularly through providing motivation, monitoring their learning progress, and maintaining effective communication with schools. Active parental engagement creates a supportive learning environment that encourages students to develop positive learning attitudes, stronger academic commitment, and greater confidence in their educational pursuits. Moreover, consistent collaboration between parents and schools enables the early identification of students' academic needs and facilitates timely interventions to enhance learning outcomes. This partnership also reinforces students' sense of responsibility and accountability towards their studies, contributing to improved academic performance and overall personal development. Therefore, parents should be encouraged to participate actively in their children's educational journey, particularly in an urban setting such as Seremban, where academic competition and environmental challenges may be more pronounced. Increased parental involvement not only enhances students' academic performance but also promotes their self-esteem, emotional well-being, and holistic development, ultimately preparing them for long-term educational success.

REFERENCES

- Driessen, G., Smit, F., & Slegers, P. (2005). Parental involvement and educational achievement. *British Educational Research Journal*, 31(4), 509–532. <https://doi.org/10.1080/01411920500148713>
- Djekourmane, D., Zhang, Y., Zhang, X., & Wang, Z. (2025). *The mediating role of math self-efficacy between school-based parental involvement and math performance among students in Southeast Asia: Evidence from PISA 2022*. Retrieved 10 July, 2026, from <https://doi.org/10.3389/fpsyg.2025.1594131>
- Erdener, M. A. (2018). *Principals' and teachers' practices about parent involvement in schooling*. Universal Journal of Educational Research, 4(12A), 151–159. <https://files.eric.ed.gov/fulltext/EJ1169840.pdf>
- Eker, S., & Yıldızlı, H. (2025). *The effect of perceived parental academic involvement on achievement: The mediating role of academic motivation*. Retrieved 10 July, 2026, from <https://doi.org/10.1002/pits.7003>
- Fa'rellah, N. S. M., Ahad, N. A. S., Ahmad, I. N. B., Kamal, N. N. S. R., Zan, W. A. M., Daniel, M. A., & Karim, M. F. A. (2026). *Parental involvement in monitoring children's academic performance: A case study in Muar, Johor*. Retrieved 10 July, 2026, from https://www.iarjournal.com/wp-content/uploads/IARJ_SS_2026_12_1_59-64.pdf
- Fauzi, R., Suhadak, S. A., Balang, V. S., Marzuki, M. F., Ramli, Q. A., Jusoff, K., & Tengku Hamzah, T. A. A. (2025). *Parents' involvement in children's education from geographical perspectives*. Retrieved 10 July, 2026, from <https://doi.org/10.17576/geo-2025-2102-01>
- Hanafiah, N. I. M., Rosly, N. S., & Ahmad, N. (2024). *Relationship between parents' involvement with students' interest and achievements in mathematics learning*. Retrieved 10 July, 2026, from [10.24191/ji.v19i2.26633](https://doi.org/10.24191/ji.v19i2.26633)
- Jaiswal, S. K., & Choudhuri, R. (2017). *A review of the relationship between parental involvement and students' academic performance*. Retrieved 10 July, 2026, from <https://doi.org/10.25215/0403.052>
- Jamil, N., Ismail, N., & Mohamad, N. (2025). Parental involvement and students' academic performance: The mediating role of communication and school support. *International Journal of Research and Innovation in Social Science*, 9(11), 1621–1628. https://repository.gyaanarth.com/pdfs/ijriss/vol9-iss11-pg1621-1628-202512_pdf.pdf
- Kamal, S. S. L. A., Masnan, A. H., & Hashim, N. H. (2022). *Parental involvement in young children's education in Malaysia: A systematic literature review*. Retrieved 10 July, 2026, from <https://doi.org/10.26803/ijlter.21.3.17>
- Musengamana, I. (2023). *A systematic review of literature on parental involvement and its impact on children learning outcomes*. Retrieved 10 July, 2026, from <https://doi.org/10.4236/oalib.1110755>
- Quimpang, M. L., Paglinawan, J. L., & Quimpang, G. A. (2025). *The relationship of parental involvement to students' academic performance in school*. Retrieved 10 July, 2026, from <https://doi.org/10.47772/IJRISS.2025.905000287>
- Pantao, J. G., Quimpang, M. C., & colleagues. (2025). *Parental involvement and students' academic achievement*. *International Journal of Research and Innovation in Social Science*, 9(5). <https://dx.doi.org/10.47772/IJRISS.2025.905000287>
- Pallant, J. (2020). *SPSS survival manual: A step-by-step guide to data analysis using IBM SPSS* (7th ed.). Routledge. <https://doi.org/10.4324/9781003117452>
- Rohana Ahmad Shimi, R., Mohd Azmi, N. B., Ganesh, L. D. A/P, Subramaniam, D. A/P, Vignasveran, Y., Moganaselvan, P. S. A/P, & Rajamogan, V. A/L. (2024). *The impact of parental involvement in students' academic performance*. Retrieved 10 July, 2026, from <https://doi.org/10.6007/IJARBSS/v14-i1/19891>
- Satar, N. M., Zakaria, R. H., & Ishak, N. A. (2020). *Parental involvement in education among urban families in Malaysia*. Retrieved 10 July, 2026, from <https://jati.um.edu.my/index.php/jati/article/view/26511/12670>
- Seet, M. M., Rabbani, M., Hosseinian, S., Latha, R., & Mohan, S. B. V. R. (2022). *Parenting styles and academic achievement among Malaysian students: Mediating role of parental involvement*. Retrieved 10 July, 2026, from <https://doi.org/10.33736/jcshd.3951.2022>
- Utami, A. Y. (2022). *The role of parental involvement in student academic outcomes*. *Journal of Education Review Provision*, 2(1), 37–43. <https://doi.org/10.55885/jerp.v2i1.156>
- Vellymalay, S. K. N. (2013). Relationship between Malay parents' socioeconomic status and their involvement in their children's education at home. *e-BANGI: Journal of Social Sciences and Humanities*, 8(1), 98–108 <https://share.google/4nJ2Vpk52G0UoN0xw>
- Xiong, Y., Qin, X., Wang, Q., & Ren, P. (2021). Parental involvement in adolescents' learning and academic achievement: Cross-lagged effect and mediation of academic engagement. *Journal of Youth and Adolescence*, 50(9), 1811–1823. <https://doi.org/10.1007/s10964-021-01460-w>