

Parents Motivational Beliefs and Parental Involvement on Moral Values Cultivation of Muslim Children in Southern Thailand

BITARA

Volume 6, Issue 2, 2023: 148-168
© The Author(s) 2023
e-ISSN: 2600-9080
<http://www.bitarajournal.com>
Received: 20 March 2023
Accepted: 20 April 2023
Published: 27 Mei 2023

Suwannee Langputeh¹, Rahimah Embong*¹ & Norwati Mansor²

1 Pusat Pengajian Pendidikan, Fakulti Pengajian Kontemporari Islam, Universiti Sultan Zainal Abidin, Kampus Gong Badak, 21300 Kuala Nerus, Terengganu, MALAYSIA. E-mail: slangputeh@gmail.com; rahimahembong@unisza.edu.my

2 Department of Educational Psychology and Counseling, Kulliyah of Education, Islamic International University Malaysia, P.O. Box 10, 50728 Kuala Lumpur, MALAYSIA. E-mail: norwati@iium.edu.my

*Corresponding Author: rahimahembong@unisza.edu.my

Abstract

Childhood is the period when concepts of right and wrong are strongly developed, and the most crucial agent that contributes to childhood development is the parents. Hence, their roles in promoting their children's motivational beliefs and involvement in moral values are crucial. Moreover, the rapid development of technology as a sign of globalization has made most parents anxious about the development of their children, especially in moral and ethical aspects. Therefore, the purposes of this article are to explore the concept concerning about parents' motivational beliefs, parental involvement, and the aspects of moral values cultivation. The result found that parent's motivational beliefs were identified for parental beliefs about their obligations to assist their children and their abilities to have a meaningful effect which motivated by parent's role construction (beliefs) for involvement, sense of efficacy for helping the child succeed in school, and religiosity (Influence of religion teaching). Parental involvement consisted of parenting, communicating, learning at home, volunteering, decision-making, and collaborating with the community. Moral values cultivation underlined on economical/frugality, honesty, cleanliness, concordance, and kindness which will be beneficial for parent's schools and communities in infusing and promoting moral values through parents' motivational beliefs and parental involvement in order to develop children to be perfect in all aspects and successful in real life.

Keywords: Parents' motivational beliefs, Parental involvement, Moral values

Cite This Article:

Nafisa Suleiman Rahama & Mohammad Amir Wan Harun. (2023). The Role of Maslahah in Determining Government Policies on Waqf Property Development. *BITARA International Journal of Civilizational Studies and Human Sciences* 6(2): 148-168.

Introduction

Parents are the first and most important factor to produce and develop the righteous children. Each child is vulnerable and can either be moulded to be successful or made to fail in life. The promotion and enhancement of the child's life and welfare is also anchored on the moral supervision and support given by this parents or guardian (Bartolome, Melissa, Mamat, Nordin & Masnan, 2017).

In other words, parents are responsible to provide physical needs, to supply a safe and secured living environment and to educate and inculcate good moral values for their children. This is because family is the resource of upbringing the children from their birth, the model for children in all aspects of their life i.e., feelings, perceptions, behaviour's, attitudes, love as well as values of life. Moreover, family is the institution for children to learn languages and develop their other life skills. They should teach their children other habits and skills i.e., truthfulness, honesty, politeness, consideration for others, cleanliness, time management, literacy skills etc.

Parental involvement can be defined as interactions between parents, children, and school where human, financial, and social capitals are utilized (Nurul Huda, Roza Hazli, & Annizah, 2020). If parents are properly involved in the schooling of their children, the educational process in schools will be success. Furthermore, participating families in education of their children either at home or in school is increasing believed as significant tools to support the development of children learning results. Besides that, children stay longer in school and have higher scores. In other words, children have higher grade point averages and scores on standardized tests or rating scales, (Henderson & Mapp, 2002). It is because parents are first educators of their children. In other words, they have directly and responsibility to educate their children for the whole life.

As far as parental involvement in Thailand is concerned it is undeniable to note that parents are the child's first caretaker and know their children; it is therefore imperative that early year's workers establish good relationships with the parents of the children in their care. In past years teachers played more role than parents in the process of learning for the success of the children at school while less parents understood their roles to participate in that process. To overcome the mentioned problem, the new National Education Act 2542 (1999) have stressed the role of parents to get involved more for the achievement of their children and Amendments (Second National Education Act 2545, 2002) underlined that educational management is responsibility of all segments of society participating.

Childhood is the period when concepts of right and wrong are strongly developed and most important agent that contributes to childhood development is parents. Keeping in mind this fact, the present study has highlighted the role of parents in promoting motivational beliefs and involvements in moral values to their children. It is undeniable that rapid development of technology as a sign of globalization has made most parents anxious about the development of their children. They are afraid that their children will fall into a moral and mental decline. Therefore, if educational policies are wrongly determined and designed, the children's life will be far from the original expectations. He will be trapped in the pattern of consumerism, hedonism, moral damage, and weak personality.

As far as parental involvement and community involvement are very important in their children's education, this is because it develops and increases children's academic achievement, and school success (Sharifah Sariah, Norwati, & Che Noraini, 2015; Epstein et al., 2009; Gordon & Louis, 2009; Patrikakou, 2008; Zins, Weissberg, Wang & Walberg, 2004; Henderson & Mapp, 2002). Moreover, children's morale, attitude, better behavior, and social adjustment will be improved (Maldonado & Carrillo, 2006). As the research of Epstein (2011) is concerned children learn and develop through three overlapping "spheres of influence:" family, school, and community. Students who have support from their parents at home show better performance at school, while students lacking support are struggling. Getting parents involved in the

education of their children appears to be a crucial factor for the continuing educational development and success of children in school.

Numerous studies have been investigated a relationship between parental involvements and students' success, emotional domain, literacy skill, Islamic education performance, parent, student, and teacher perceptions of parental involvement and factors and barriers to parental involvement in their children's education etc. (Adamu & Abdul Hakim, 2015; Kocyigita, 2015; Wilder, 2014; Clinton & Hatie, 2013; Hornby, 2011; Stevens, 2007; Barge & Loges, 2003; Desforges & Abouchaar, 2003; Pena, 2000) but there has minimal research conduct on parental involvement in education to develop holistic personality among Muslim children in the whole elements of children personalities includes moral values one.

Hence, the researcher is very much keen to undertake this research focusing on the parents' motivational beliefs, parental involvement on cultivating moral values of parents of Muslim children in Southern Thailand to uphold national standard of education by integrating with Islamic moral values at the schools and at home for producing good men for both local and global communities as well as in this word and the Hereafter.

Parents' Motivational Beleifs

Parent's motivational beliefs are motivated by three major belief systems. There is role construction for involvement (Hoover-Dempsey & Sandler, 1997, 2005), self- efficacy for helping the child succeed in school (Kay, Fitzgerald, Paradee, & Mellencamp, 1994), and religiosity or the influence of religion teaching (Researcher).

Hoover-Dempsey and Sandler (1992, 1997, 2005) model of the parental involvement process suggested that there are three major sources of motivation for involvement. Firstly, it is parents' motivational beliefs relevant to involvement, including parental role construction and parental self-efficacy for helping the child succeed in school. Secondly, it is parents' perceptions of invitations to involvement, including general invitations from the school (e.g., positive school climate) and specific invitations from teachers and children. Lastly, it is personal life context variables that influence parents; perceptions of the forms and timing of involvement that seem feasible, including parents' skills and knowledge for involvement, and time and energy for involvement. However, the present study focuses on only parents' motivational beliefs relevant to involvement which consist of parental role construction and parental self of efficacy for involvement and promoting moral values as well as helping the child succeed in school, the details of parent's motivational beliefs are as follow.

Parental Role Construction

Parental role construction refers to parents' beliefs about what they should do in relation to the child's education (Walker, Wilkins, Dallaire, Sandler, & Hoover-Dempsey, 2005). Parental role construction applied to parents' involvement in their children's education, parental role construction relating to involvement refers to parents' role activity beliefs about what they are responsible for in relation to children's education (Green, Walker, Hoover-Dempsey, & Sandler, 2007). Simply, parental role construction frames what parents believe they are

supposed to do regarding their children's education (Reed, Jones, Walker, & Hoover-Dempsey, 2000). The construction of the parental role is crucial for parents as they think about, imagine, anticipate, and act on their children's educationally related activities (Hoover-Dempsey & Sandler, 1995). Therefore, parents become involved in their children's education because they construct the parental role with respect to their personal involvement (Hoover-Dempsey & Sandler, 1997).

Hoover-Dempsey and Sandler (1997) found that parents developed a set of beliefs about the expectations of their role as parents through interactions with other people around them. These beliefs then influence parents' actions. Parental role construction has been significantly correlated with both school-based engagement and cognitive engagement between parents and children (Yamamoto, Holloway & Suzuki, 2016). Parental role construction was also linked with higher teacher ratings of students' adaptive abilities in school and lower ratings of problematic student behaviours (Kim, E. M., Sheridan, S.M., Kwon, K. & Koziol, N. (2013). There are great benefits to parent involvement. However, parents need to believe that they should be involved before they will choose to become involved. In general, parents who hold an active role construction are more involved in their children's education than parents who hold less active role beliefs (Deslandes & Bertrand, 2005; Gutman & McLoyd, 2000; Hoover-Dempsey et al., 2005; Sheldon, 2002).

Parental self-efficacy

Personal self-efficacy beliefs have been associated with parental involvement for elementary, middle, and high school students (e.g., Grolnick et al., 1997; Hoover-Dempsey, Bassler, & Brissie, 1992; Shumow & Lomax, 2002). In the same as Green and Hoover-Dempsey (2007) found that most homeschool parents in their sample recorded a particularly strong sense of self-efficacy for helping their children succeed in school.

Self-efficacy or an individual's beliefs that he or she can be successful in an endeavour (Bandura, 1989) has also been identified as key determinant of parent actions or attitudes toward involvement (Green, Walker, Hoover-Dempsey, & Sandler, 2007; Hoover-Dempsey & Sandler, 1995, 1997; Walker et al., 2005). In other words, self-efficacy refers to one's beliefs about one's own ability, and it can influence parent involvement (Hoover-Dempsey & Sandler, 1997) Moreover, parental self-efficacy refers to the parent beliefs about personal ability to help children succeed in school (Hoover-Dempsey, Bassler, & Brissie, 1992). If parents do not feel they are capable of effective involvement, they are less likely to participate (Hoover-Dempsey & Sandler, 1997; Yamamoto et al., 2016).

Thus, the second major source in personal motivation for involvement is parental self-efficacy for suggests that parents become involved partly because they believe their activities will make a positive difference for the child (Hoover-Dempsey & Sandler, 1997), think about the potential outcomes of their involvement actions, and develop goals for their involvement in their children's education based on their appraisal of their capabilities in the situation (Bandura, Barabaranelli, Caprara, & Pastorelli, 1996).

Hence, the sense of efficacy for helping children succeed in school is critical because it enables the parent to act for involvement in relation to his or her child's schooling and to persist in the face of challenges that may emerge through helping his or her children succeed in school

(Hoover-Dempsey et al., 1992). However, when parents have lower opinions of their own skill, they are also less likely to view parent involvement as a beneficial use of time and effort (Hoover-Dempsey & Sandler, 1997).

Several works in the related literature (Carlisle, Stanley & Kemple, 2005) underscore the importance of parental self-efficacy in helping the child succeed in school. As Hoover-Dempsey, Walker, and Sandler (2005) reported that a parent with strong self-efficacy for helping the child succeed is likely to deal with the challenges and work through difficulties to positive outcomes, whereas a parent with low self-efficacy regarding helping the child succeed may avoid their involvement or simply quit if they believe that involvement does not make any difference. Moreover, Shumow and Lomax (2002) found that higher levels of parent efficacy were associated with more involvement (Shumow & Lomax, 2002), and in turn with children's school grades and achievement (Grolnick, Benjet, Kurowski, & Apostolerism (1997). In addition, Fishman and Nickerson (2015) found that the parents' self-reported level of education predicted their amount of school-based involvement. Less educated parents had less parent participation in the school. This may be because these parents feel insecure and uncomfortable talking with teachers or other parents (Palts & Harro-Loit, 2015). They may not have the self-efficacy for involvement.

Although, there is a lack of research on parents' sense of efficacy for involvement in other cultural contexts, several investigations (e.g., Reed et al., 2000) have been carried out in the USA with American participants. For instance, a research study by Green and Hoover-Dempsey (2007) indicated that parents had a strong sense of efficacy about having a strong sense of efficacy about helping the child learn. Even where parents expressed doubts about involvement, their suspicions were found to be related to a lack of adequate information, not to doubts about their capability (Kay et al., 1994).

However, as Bronfenbrenner (1986) outlined, families and parents' belief systems are affected by the community, society and culture that surround them. Completing his idea and making it more specific to the relationship between self-efficacy and cultures, Bandura (1997) drew attention to the finding that self-efficacy can differ from culture to culture with respect to individualistic to and collectivistic characteristics. Therefore, it is essential to investigate parental self-efficacy for involvement in southern Thailand context to contribute to a full understanding of the parent involvement process in southern Thailand. Thus, this study provides findings that foster understanding of parents' self-efficacy beliefs in the involvement process in the southern Thailand context especially on moral values cultivation.

Religiosity (Influence of Religion Teaching)

Religiosity (Influence of Religion Teaching) in this study refers to the influences of religious teachings from the Qur'an and the Sunnah of the Prophet which infused into Muslim parents to be motivated and empowered to nurture their kids in the line of the Islamic principles and guidance especially on moral values and ethics.

Islam stresses the importance of the family for more than 1400 years, especially to encourage the parents in upbringing and educating of their children both at home and at school as Allah said: "O ye who have believed! Save yourselves and your Families from a Fire Whose fuel is Men and Stones..." (Al-Quran, al-Tahrim: 6). "O my son establishes Regular prayer,

enjoin what is Just, and forbid what is wrong: And bear with patient constancy..." (Al-Quran, Luqman: 17)

From the first verse Allah have emphasized parents have responsibilities for the care and protecting family members to away from bad things. And the second verse Lukman has taught his children to pray and to be good Muslims which is the part of educating his children in all aspects including moral values.

Besides the above Qur'anic verse, al-Hadith narrated by Al-Bukhari reports that the most important agents who shape a Muslim personality especially for promoting moral values are the parents: "No child is born except on the fitrah (connectedness to Allah) as animal gives birth to a perfect offspring. Do you find it mutilated? Then his parents Judaize or Christianize or Magianize (referring to the religion of Zoroastrians or Parsees) him (Al-Bukhari).

The above quoted al-hadith presents that every child is born with fitrah. It is the responsibility of parents to teach, inculcate, and educate the individual to become Jew, Christian or Magian. It means that the environment or parent can shape the character of children. Because the parents are the first educators of the children. Therefore, parents should determine the ultimate goals for their children. In Islam, the goals in character development are established by the religion. Parents are responsible to plan for the children's physical, intellectual, emotional, and spiritual development. This plan should be implemented and controlled to achieve the set goals (Norwati, 2010).

Furthermore, the prophet (P.B.U.P.) said, "no breed has given by a father to his children is more valuable than good breeding" (Al-Tirmidhi: 35). This training is through teaching them to become truthful, upright, honest, and unselfish. Besides that, Ibn Majah report from Ibn Abbas that the Messenger, said, "Confer noble-mindedness on your children and provide for their good breeding."

Abdullah Nasih (2004) explained that from the teaching of the Prophet (P.B.U.P.) shows that to achieve the goal of bringing up the children to moral values of Islam, the parents, and educators must teach them to become truthful, upright, honest, and unselfish. Furthermore, they must train their children to be considerable in word and deed, veering away from abuses i.e., lying, theft, insults, and dissolution and insults and similar faults. In contrast to this, they train children to respect for the elders, generosity, living in amity with neighbour's, benevolence towards the poor and orphans, and affection for the indigent. Moreover, the Prophet (P.B.U.H.) has set for all parents and educators the practical principles and righteous ideas for training children on upright behaviours and true Muslim morals.

Parental Involvement

Definitions of Parental Involvement

The term of 'parental involvement' is defined in various concepts and definitions by many researchers and educators according to their understanding, experiences, and the purposes or objectives of their studies and research. One concept of parental involvement was given by Grolnick & Slowiaczek (1994) parent involvement as the dedication of resources by the parent to the child within the given domain. According to Epstein (1995) viewed that parent

involvement as families and communities who take an active role in creating a caring educational environment. Meanwhile, Rockwell, Andre & Hawley (1995) pointed out that the parent involvement is the practice of any activity that empowers parents and families to collaborate in the learning process at home as well as in school. It can also refer to a variety of parental behaviours that directly or indirectly influence children's cognitive development and school achievement (Fantuzzo, Davis, & Ginsberg, 1995 cited in Bakker & Denessen, 2007: 189). Similarly, Patrikakou (2008) defined that parental involvement is a crucial force in children's development, learning, and success at school and in life. Kimaro & Machumu (2015) identified that parental involvement as representing different behaviors and practices presented by parents both at home and school. Furthermore, Magwa & Mugari, (2017) explained that parental involvement is a complex array of behaviours, attitudes, and activities that occur both within school setting but mainly in home.

According to Reynolds & Clements (2005) were defined parent involvement as follows: We define parent involvement within the context of school-family partnership to include behaviours with or on behalf of children at home or in school, attitude and belief about parenting or education, and expectation for children's future (p. 110).

Moreover, Ho and Williams (1996) cited in Berthelsen & Walker, (2008) defined that parental involvement is "the behaviours of parent concerns, 'home discussion, home supervision, school communication, and school participation". The definition of parent involvement includes a variety of activities by parents: (a) conversations at home; (b) attention and supervision at home; (c) contact between parents and school; and (d) participation in parent-teacher meeting (Zedan, 2012, p. 162)

In so far as, Rodriguez-Brown (2009) underlined that the term parent involvement was originally a relatively simple term used to refer to parent participation in activities on school grounds such as parent-teacher interviews, volunteering in the classroom or setting on the parent committee. Furthermore, Kanesan et.al. (2011) viewed that parental involvement can be defined as the activities happening either between a parent and child at home or between a parent and teachers at school that may lead to the child's educational results and development.

From the above definitions of parental involvement can be concluded that parental involvement refers to behaviours, activities, attitudes, belief, and other supports of parents that they interact with their children in learning process either at home or in school by collaborating with community to improve and develop children's development in learning and success at school and in life.

The Important of Parental Involvement

As far as the important of parental involvement is concerned Hornby (2011) presented that extensive international research demonstrates the potential of parental involvement for improving academic achievements and social outcomes for children of all ages (Epstein, 2011; Jeynes, 2005; Desforjes & Abouchaar, 2003). The most effective schools are now widely considered to be ones that encourage and support the involvement of parents and other family members in the education of their children (Henderson & Mapp, 2002).

He further discussed that other justifies of parental involvement that emerge from various research encompass benefits for children, teachers, parents, as well as schools (Olsen

& Fuller, 2010 & Henderson & Mapp, 2002). For children, involvement of their parents is reported to lead to improvement in children's attitudes, behavior, and attendance at school, as well as in their mental health i.e., children have better self-esteem, are more self-disciplined, and show higher aspirations and motivation toward school (Olsen & Fuller, 2010). For teachers, effective parental involvement is reported to improve parent-teacher relationships, teacher morale, the school climate, and an increase in job satisfaction. For parents, involvement in their children's education has been linked to increased parental confidence in and satisfaction with parenting, as well as increased interest in their own education.

Olsen & Fuller (2010) further explained that parents have a better understanding of the teacher's job and school curriculum, parents are more likely to help when they are requested by teachers to become more involved in their children's learning activities at home, parents' perceptions of the school are improved and there are stronger ties and commitment to the school. For school, the benefits of parental involvement to schools are schools actively involve parents and the community tend to establish better reputations in the community, schools also experience better community support, and school programs that encourage and involve parents usually do better and have higher quality programs than programs that do not involve parents.

Adamu, Abdul Hakim, Fadzli & Rahimah (2016) summarized that parental involvement can be explained as parental contribution as well as taking part towards the learning objectives' achievement of their children. Their participation both inside the school and outside the school environment.

Patrikakou (2008) mentioned that parental involvement is a crucial force in children's development, learning, and success at school and in life. Furthermore, research evidence confirms the view that parent involvement plays a major role in improving and developing children's learning and behaviour. Children whose parents are involved in their education do better at school, both academically and behaviourally. In the agreement of Trotman (2001) describes that it is equally important that educators realize that both the child and the school benefit when parents participate in their school-based or home-based activities. The child benefits by having both the school and home place an emphasis on education while the school benefits by being in a partnership with parents who are supportive of their educational program. Besides that, student behaviour is also positively affected when parents are involved. Furthermore, Kreider (2006) explained that parental involvement can help children get ready to enter school, promote elementary school children's success, prepare youth for college, and benefit all children, especially those less likely to succeed in school.

In other words, from various studies and research have showed that the parental involvement is an important factor for children's development and learning in many aspects i.e. sociological, psychological, and professional especially for sociological aspect the children can build their own identity and self-esteem and learn to be self-sufficient outside their family. Research suggests that when parents work closely with their child's childcare setting, the child performs better, irrespective of social background, size of family or the level of the parent's education. In the long term, children will make positive life choices more in line with their capabilities that will benefit the wider community. For the psychological aspect, when home school, parent/educator relations are characterized by respect and a constructive approach, the children have a more positive attitude to the setting and to learning itself. Children develop high level of social skills and more co-operative and self-controlled in both the home and setting

environments. The positive outcome is improvement in relationships for all (Barnardos' National Children's Resource Centre, 2006)

From the presented importance and benefits of parental involvement can conclude that parental involvement benefits for children, teachers, parents, and schools as well.

Types of Parental Involvement

As far as parental involvement in education and cultivation of moral values this study has employed Epstein's typology (Epstein, 2011) which consisted of parenting, communicating, learning at home, volunteering, decision-making, and collaborating with the community. The details are as follow:

Parenting

Parenting is the first type of parent involvement which includes helping all families understand child and adolescent development and establishing home environments to support children as students. Parent activities help families fulfil their basic responsibilities of providing for children's nutrition, health, safety, and protection, clothing, supervision, discipline, development of independence, and other distributes. Activities may include family support programs, parent education, workshops, and parent-to-parent communications that strengthen parents' understanding of child and adolescent development, parenting skills, and home condition that support learning at each grade level. Parenting activities also help schools in understanding families' backgrounds, cultures, parenting styles, and goals children (Epstein, 2011).

Communicating

Communicating activities include designing and conducting effective forms of two-way communications from school to home and from home to school about school programs and children's progress so that families can easily communicate with teachers, administrators, counsellors, and other families (Epstein, 2011). Moreover, communicating activities help educators and families share information about school programs and student progress in varied, clear, and productive ways (Epstein, 2011).

There are many methods of communicating practices including conferences with every parent at least once a year and follow-ups as needed, weekly or monthly folders of student work sent home for review and comments, PTA meetings, meeting with the teacher to pickup of report card, with conferences on improving grades. Moreover, school send information home in notes, newsletter, report cards, folders, e-mail, and they share information in conferences, phone calls, and other ways. Increasingly, schools are using voice mail, e-mail, and websites to communicate with family.

Volunteering

Parent involvement in volunteering is defined as recruiting and organizing people to assist and support at school, home, or in other locations to support the school and students' activities (Epstein, 2011). Volunteering activities help educators and families to work together to support the school program and the students' works and activities. Moreover, volunteering activities include recruiting and training volunteering, arranging schedules, locations, and activities for volunteers; and recognizing parents who serve as audiences for students' events and performances as volunteers (Epstein, 2011).

Besides that, volunteering activities containing school and classroom volunteering program to help teachers, administrators, students, and other parents. Volunteering can serve by providing parent room or family centre for volunteer work, meeting, resource for families. Volunteer can also make annual postcard survey to identify all available talents, times, and locations of volunteers. Additionally, volunteers can conduct through class parent, telephone tree, or other structures to provide all families with needed information. Volunteers can provide parent patrol or other activities to aid safety and operation of school program (Epstein, 2011).

Learning at Home

Parent involvement of learning at home is defined by Epstein and refers to providing information and ideas to families about how to help students with homework and curriculum-related activities and decisions (Epstein, 2011) and other social, emotional, cognitive development (Hanni & Phippen, 2010) and spiritual development.

Learning at home activities involve families with their children in with homework, goal setting, and other curriculum-relate activities and decisions. Information on homework policies, course choices, prerequisites, goal setting, and other academic decisions can help parents influences students' choices and learning in different ways (Epstein, 2011).

Decision-Making

Epstein (2011) has identified decision making as having parents from all backgrounds serve as representatives and leaders on school committees and obtaining input from all parents on school decisions. She further explained that decision making activities recognize and increase parents' abilities to express their opinion and contribute to school plans and policies.

Decision making activities include the following activities include: 1) Families as partnerships in school decisions, governance, active PTA/PTO or other parent organizations, advisory councils, or committees (e.g. curriculum, safety, personnel) for parent leadership and participation; 2) Independent advocacy groups to lobby and work for school reform and improvements; 3) District-level councils and committees for family and community involvement; 4) Information on school or local elections for school representatives; 5) Networks to link all families with parent representatives (Epstein, 2011).

Collaborating with the Community

Collaborating with the community means that to identify and integrate resources and services from the community to strengthen and support school, student, and their families, and organizing activities to benefit the community and increase students' learning opportunities (Epstein, 2011). Epstein further underlined that collaborating with the community activities bring extra human, fiscal, and physical resources, programs, and services from the community to the school. Connections with small and large business; government agencies; cultural, religious, civic, and fraternal organizations; colleges and universities; and other community groups and individuals should benefit students, families, or the school. These type activities also enable students, staff, and families to contribute their services to the community.

Factors Affecting Parental Involvement in Education

This section will discuss on factors affecting parental involvement in children education. The details are as follows:

Hornby (2011) and Hornby & Lafaele (2011) clarified the factors that affect parental involvement in education into four areas namely: 1) Individual factors of parent and family which consist of parents' beliefs and perceptions about parental involvement and of invitations for involvement, parents' current life contexts, class ethnicity, and gender. 2) Child factors referred to age, learning difficulties and disabilities, gifts and talents, and behavioural problems. 3) Parent-teacher factors addressed on differing agendas, attitudes, and language to be used. 4) Societal factors included historical and demographic issues, political issues, and economic issues. In the line of Pena (2000) explained that parent involvement was affected by various factors i.e., language, parent cliques, parents' education, attitudes of the school staff, cultural influences, and family issues.

In the agree with Jafarov (2011) concluded that from related literature factors influencing parental involvement can be categorized into three main groups: 1) Parent related factors refer to parent's educational background, parents' beliefs about their skill to develop learning, parents' income level, family structure, parenting style, parents' own parental involvement, parents' gender, parents beliefs about parental duty, parents' time, culture, parents' transportation, parents' knowledge about curriculum and parents' own negative school experience; 2) School related factor include school staff attitudes and environment, school demands (certain or uncertain for parents), teachers invitation, and the language use at the school; and 3) Student related factors such as children's invitation, children's desire for independency, students' age, students' gender, and students' achievement level. Similarly, Magwa & Mugari (2017) presented the result from their study that the economic status, level of education of parents, teachers' perceptions about role of parents, and age of children have a significant effect on children's education.

Partriakou (2008) studied the factors that affect parental involvement and found that there have two main factors that affect parental involvement as follows:

1. The parent perspective, they identify three major barriers that prevent them from becoming involved:
 - a. Time and life demands, parents often report lack of time or schedule conflicts and feel that, frequently, parent activities at school are at inconvenient times. Moreover, childcare responsibilities also influence the parents' capacity to participate in their child's education;
 - b. Lack of knowledge of what is expected of them and in what specific ways they can help their children at home because of lack of communication between parents and teachers. This study found that parents would like to know what their children are learning at school and how they can be involved in their education. Besides that, schools must inform them about their curricula as well as about ways to assist their children at home. Parent involvement in their children's school would increase if they had more information and understood better what their children were learning. The school should suggest specific ways they can become involved and help their children learn by informing parents through a newsletter, and
 - c. Factors in the school environment, since there were some parent poverty and lack of resources often have limited education themselves, and negative personal experiences with the educational system leads them to mistrust and often fear the school environment. The development of positive, trusting attitudes toward the school is a slow process that requires constant attention, systematic and methodical structuring, frequent evaluation, and most importantly the school's and the parents' commitment to establish and maintain a constructive and trusting partnership.
2. The teacher perspective because teachers are the connecting link between families and the educational process. Thus, teachers support parental involvement depend on these factors:
 - a. Training, the reluctance on the part of the teachers to actively involve parents may be partially due to insufficient training in developing the necessary skills.
 - b. Parent demographics, teacher perceptions of parents and families influenced by demographic factors i.e., the parents' education, SES, or marital status. For example, better educated parents receive higher teacher rating on parental involvement. Moreover, teachers report that single parents may not be sufficiently involved in their child's education at home, despite indications that single parents were spending more time than married parents helping their children with homework.
 - c. Too much to do, so little time, from the teachers' perspective, more contact with parents increases teachers' and other school personnel's responsibilities and raised various concerns about time availability and heavy workload. Teacher feels overcharged, with limited resources available to them, and view parent involvement efforts as being outside their expertise. Often, teachers do not know how to involve parents effectively or how to use them as a resource. By better preparing educators on ways through which (a) they can meaningfully collaborate with families, and (b) set goals and use time efficient strategies to reach out to parents.

Redding (1998) underlined that there are three main factors or pattern of family life in contribute to a child's ability in schools i.e., the parent/child relations, routine of family, and family expectation the detail are as follows:

1. The parent/child relations mean daily conversation about everyday events; expressions of affection; family discussion of books, newspapers, magazines, television programmes; family visits to libraries, museums, zoos, historical sites, cultural activities; and encouragement to try new words, expand vocabulary.
2. Routine of family life refers to formal study time at home; a daily routine that includes time to eat, sleep, play, work, study and read; a quiet place to study and read; and family interest in hobbies, games, activities of educational value.
3. Family expectations and supervision include priority given to schoolwork and reading over television and recreation; expectation of punctuality; parental expectation that children do their best; concern for correct and effective use of language; parental monitoring of children's peer group; monitoring and joint analysis of televiewing; and parental knowledge of child's progress in school and personal growth.

From previous related research we can conclude that factors affecting parental involvement in education are as follows: 1) Individual parent and family include parents' beliefs about parental involvement, parents' perceptions of invitations for involvement, parents' current life context, class/economics status, level of education, ethnicity, gender, time, the parent/child relation, routine of family life, and family expectations and supervision. 2) Child factors refer to age, learning difficulties and disabilities, gifts and talents, and behavioural problems. 3) Parent-teacher factors focus on differing agendas, attitudes, teachers' perceptions about role of parents and language to be used. 4) Social factors include historical and demographic issues, political issues, and economic issues.

The Aspects of Moral Values

The Definition of Moral Values

According to Hazra, S, & Mittal, S. (2018) explained that morality is defined to be that system of rules that regulates social interactions and social relationships of individuals within societies. It is the recognition of distinction between what is right and what is wrong. Moreover, Abu Shariah (2001) cited in Farag Elhoshi et al. (2017) identify that moral and behavioural values refer to a set of values and morals that reflect the individual's behaviour toward others according to religion, habits and social norms and which through we can judge the behaviour of the individual and considered as the controlled and the standard for the individuals' behaviour such as follows: Arts of entry and sitting (living), arts of dialogue, good manners, tell the truth, avoid lying and show justice; equality, avoid perjury etc.

Good (1973) provides the meaning of virtue in the educational dictionary. There are two meanings: 1) virtue refers to the goodness of the character. Or behaviour that has done until used to. 2) Moral refers to the quality that a person has done according to the idea. And social

standards related to behaviour and morality, Thorn, Dyke and Barn Art (Throndike & Barnhart, 1957) give the meaning of the word virtue. It is only excellence in matters of morality such as justice, kindness.

From the above meaning, the researcher can conclude that virtue refers to the good things that exist within the human mind. It is a quality related to virtue that arises from the actions of a person acting with consciousness in the heart. Building on good experiences and with moral reasons Promote good mind as a rule of conduct deeds and socially acceptable behaviour for peace is beneficial for coexistence in society.

The Aspects of Moral Values

Muhammadafeefee (2015) found in his study that parents realise that children need to be trained in self-discipline, cultivating morality and ethics before the developing them for work skills. This is in line with the study of Nurman Jintara et. al. (2014) who studied the characteristics of the process of cultivating child morality, ethics, and discipline of Muslim youth in the three southern border provinces of Thailand. The main objective is to nurture children to be good people by commencing from the cultivation of morality and ethics in themselves through building faith in them followed by practices of morality and ethics.

Rahman (2019) noted that parents and other close family members are essential in moral development as they are the primary social contacts during a person's childhood and adolescence. No doubt that family is the base from where values are built. From family education, moral values like truthfulness, happiness, peace, justice are instilled in children's thoughts. Accordingly, a person sets his ideals and governs his life. The value system practiced in the family develops automatically to the young family members if they are educated moral values properly. The family develops the attitude of a child towards people and society. The family also helps in mental growth in the child and supports his ambitions and values. It is quite reasonable that the pleasant and cheerful atmosphere in the family develops love, friendliness, broad-mindedness, and kindness. However, the researcher modifies The Basic Moral Ethics of Ministry of Education and confines in this study to 6 aspects as follows:

Economical/frugality

The Arabic word for Economics is اقتصاد derives from الوس which means neutral or middle between two things. It implies a state of balance between lavishness or frivolity with frugality. The Ministry of Education (2007) emphasizes that students who possess this quality or aspect should know how to save and not to be extravagant in purchasing their personal demands in daily life. In addition, Phusara (2002) meant that saving was spending as needed or spending appropriate to one's own condition and family while Sinphayak (1999) viewed that economics needed to be comprehensive in terms of smart consumption, knowing how to consume wealth in the amount that really fits the needs or needs, and in the view of Chomsuwan (2002) the theory of morality and ethics in the issue of economy is about the optimal use of various resources by saving.

Thus, saving means knowing how to save property, time, resources, both personal and social, and how to use the four factors in living as needed for the most benefit and worthwhile.

Honesty

Amanah is the Arabic word means honesty. It is one of the four basic characteristics of the Prophet Muhammad. Amanah is the sense of responsibility, such as family responsibility, wife, and children that we are responsible for caring for them according to their rights. In addition, the Ministry of Education (2007) presented the concept of morality and ethics that relate to the issue of integrity, unbiased, sincerity and free from feeling prejudiced as well as recognizing their duties to the self and public and perform them to their fullest credibility.

Politeness

The Ministry of Education (2007) emphasizes that politeness means being neat, gentle, good manners and respect others. Royal Academy (2013) stresses the meaning of gentleness means plain, for example, he dresses modestly and being gentle, for example, he speaks in a meek tone, not bouncing, and perform as gentlemen. Corresponds to Hall (2010) has mentioned that gentleness. It is a characteristic of a person who is caring, humble, maintaining interpersonal relationships open-minded. Lafolollette (2002) states that mildness is compassion to others. The heart of kindness to others is kindness and self-awareness. (Self-knowledge) having a clear attitude in yourself is important. Can accept imperfections in life where gentleness is considered a virtue and morality of a person who is respected and is a good example of society. Therefore, it can be concluded that politeness is a behaviour that is expressed to others with gentleness. Humble speaking with sweet words, no profanity, no offensive words, and has neat gestures in both body, verbal and mind which can be expressed anywhere and anytime.

Cleanliness

Royal Academy (2013) has given the meaning of cleanliness as being not dirty such as clean clothes, clean house, clean water. The Ministry of Education (2007) refers to cleanliness as free from tarnishing include body, mind, and environment. A person who is clean is a person who maintains a healthy body, living environment and environment. Academic Department (1999) has said there are three ways to cleanliness: clean body, clean verbal, and clean mind, which means goodness and beauty i.e., the cleanliness of the body, household appliances and being clean in the mind.

Cultivating children to be aware of cleanliness is very important and a responsibility of the family to create a sense of responsibility for living in the society. Therefore, their parents who are the closest members to students, should pay more attention to the cultivation of clean clothing. For the schools and teachers, they should encourage students to be responsible for the cleanliness of the premises within classroom, school building and surrounding. It is in line with Chanla (2004) who said that the maintenance of classrooms, school buildings and the school landscape clean. Safe from distractions for the learning pleasure of students and teachers.

Concordance

Royal Academy (2013) has given the meaning of concordance as unity, solidarity, togetherness, and harmony. A harmonious person is one who is open-minded to listen to the opinions of others and knowing the role to lead and to be led being able to solve problems and eliminate conflicts, accepting cultural differences, ideas, and beliefs, ready to adapt to coexist in peace. (The Ministry of Education, 2007).

By studying related documents, concepts, theories and research, the researcher realizes that the five (5) above mentioned aspects are guidelines for cultivating morals and ethics of students which are very important elements that influences moral and ethical development in school, at home and the public. Parents should consider all the five aspects seriously and encourage family members to get involved in the whole process of building their children moral development to produce good citizens of the nation in the future.

Conclusion

Parents' motivational beliefs and parental involvement are very crucial instrument in bringing families schools and communities to cooperation to develop perfect students in all aspects i.e., physical, intellectual, emotional, and social especially in instilling moral values and ethics. After reviewing the related literature, we found that parent's motivational beliefs which consisted of parent's role construction (beliefs) for involvement, parents' sense of efficacy for helping the child succeed in school, and religiosity (Influence of religion teaching) were main factors for involvement and cultivation of moral values. Besides that, parenting, communicating, learning at home, volunteering, decision-making, and collaborating with the community are also important instrument in Moral values cultivation concerned on economical/frugality, honesty, cleanliness, concordance, and kindness. Moreover, from the related literature we also found that the factors which empower parents to actively participate in children education and moral value development might be Individual factors of parent and family, child factors, Parent-teacher factors, and societal factors. Since, the lack of the study concerning on parents' motivational beliefs and parental involvement in cultivating moral values compared with parental involvement of children's academic achievement, their social skills, and emotions. So, there should be more studies regarding parents' motivational beliefs, parental involvement, and the aspects of moral values cultivation in order for epistemological development in terms of content, research methodology and contextual differences base on cultural diversities in multicultural societies.

References

- Abdullah Nasih, U. (2004). *Child education in Islam*. (2nd ed.). Khalifa Ezzat Abu Zeid Selina Cook (ed.). (M, Mahmud Ghali; A. Shafik Elkhatib; M, Kamal Abdul-Ghani; Ali Ahmad Sha'ban and M. Ash-Shahhat Al-Gindi, trans.) Cairo: Dar Al-Salam.
- Academic Department. (1999). *A Glossary of Academic Educational terms*. Bangkok: Kurusapha Press.

- Adamu, Z.U. & Abdul Hakim Abdullah. (2015). The effects of spirituality in shaping the human behaviour (An Islamic Perspective). *International Journal of Academic Research in Business and Social Sciences*. 5(9), 1-13.
- Adamu, Z.U., Abdul Hakim, A., Fadzli, A. & Rahimah, E. (2016). The effects of the Epstein's types of parental involvement in learning Islamic education. *Medwell Journals*, 11(2): 147-155.
- Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, 44(9), 1175-1184. <https://doi.org/10.1037/0003-066X.44.9.1175>.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Bandura, A., Barbaranelli, C., Caprara, G.V., & Pastorelli, C. (1996). Multifaceted impact of Self-efficacy beliefs on academic functioning. *Child Development*, 67(3), 1206-1222.
- Bakker, J., & Denessen, E. (2007). The concept of parent involvement: Some theoretical and Empirical considerations. *International Journal about Parents in Education*, 1: 188-199.
- Barge, J.K., & Loges W.E. (2003). Parent, student, and teacher perceptions of parental involvement. *Journal of Applied Communication Research*. 31(2): 140-163.
- Barnardos' National Children's Resource Centre. (2006). *Parental involvement-A Handbook for children's providers*. Dublin the national Children's Resource Centre.
- Bartolome, Melissa T., Mamat, Nordin, and Masnan, A.H. (2017). Parental Involvement in the Philippines: A Review of Literatures. *International Journal of Early Childhood Education Care*. Vol.6, 41-50.
- Berthelsen, D., & Walker, S. (2008). Parent involvement in their children's education. *Family Matter*, 79: 34-41.
- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Development Psychology*, 22(6), 723-724.
- Carlisle, E., Stanley, L., & Kemple, K.M. (2005). Opening doors: Understanding school and Family influences on family involvement. *Early Childhood Education Journal*, 33(3), 155-162.
- Clinton, J., & Hatie, J. (2013). New Zealand students' perceptions of parental involvement in learning and schooling. *Asia Pacific Journal of Education*, 33(3): 324-337.
- Desforges, C., & Abouchar, A. (2003). The impact of parental involvement, parental support and family education on pupil achievement and adjustment: A literature reviews. Queen's Printer.
- Deslandes, R., & Bertrand, R. (2005). Motivation of parent in Secondary-Level Schooling. *Journal of Educational Research*, 98(3), 164-175.
- Epstein, J.L. (1995). School/Family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, 76(9): 701-712.
- Epstein, J.L., Sanders, M., Sheldon, S., Simon, B., Salinas, K., Jansorn, N., et al. (2009). *School, family, and community partnerships: Your Handbook for action*. Thousand Oaks, CA: Corwin.
- Epstein, J.L. (2011). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. (2nd ed.). Philadelphia: Westview Press.
- Farag Elhoshi, E., Embong, R., Bioumy, N., Abdullah, N., and Awang Nawi, M. (2017).

- The Role of teacher in infusing Islamic values and Ethics. *International Journal of Academic Research in Business and Social Sciences*. 7(5), 426-436.
- Fishman, C.E., & Nickerson, A.B. (2015). Motivations for involvement: A preliminary investigation of parents of students with disabilities. *Journal of Child and Family Studies*, 24(2), 523-535.
- Good, C.V. (1973). *Dictionary of Education*. New York: McGraw-Hill.
- Gordon, M.F., Louis, K.S. (2009). Linking parent and community Involvement with student achievement; Comparing principal and teacher perceptions of stakeholder influence. *American Journal of Education*, 116(1): 1-32.
- Green, C.L., & Hoover-Dempsey, K.V. (2007). Why do parents home-school? A systematic Examination of parental involvement. *Education and Urban Society*. 39(2), 264-285.
- Green, C. L., Walker, J.M.T., Hoover-Dempsey, K.V. & Sandler, (2007). Parents' Motivations for involvement in Children's education: An empirical test of a theoretical model of parent involvement. *Journal of Education Psychology*, 99(33), 532-544.
- Grolnick, W.S., Deci, E.L. & Ryan, R.M. (1997). Internationalization within the family: The self-determination theory perspective. In J.E. Grusec & L. Kuczynski (Eds.), *Parenting and children's internationalization of values: A handbook of contemporary theory* (pp. 135-161). New York: Wiley.
- Grolnick, W.S., Benjet, C., Kurowski, C.O., & Apostoleris, N. H. (1997). Predictors of parent involvement in children's schooling. *Journal of Educational Psychology*, 89(3), 538-548.
- Grolnick, W.S, & Slowiaczek, M.L. (1994). Parents; involvement in children's schooling: A multidimensional conceptualization and motivational model. *Child Development*, 64: 237-252.
- Gutman, L.M., & McLooyd, V.C. (2000). Parents' management of their children's education within the home, at school, and in the community: An examination of African-American families living in poverty. *The Urban Review*, 32(1), 1-24.
- Hall S.S. (2010). *Wisdom from philosophy to neuroscience*. Random House of Canada Limited. Toronto, Canada.
- Hanni, D.M. & Phippen, H. (2010). *Parental Involvement in the Classroom*. Unpublished Master Thesis, The State University of New York. Potsdam.
- Hazra, S., & Mittal, S. (2018). Role of Parenting in Moral Development: An Overview. *International Journal of Psychology*. 6(2), 168-175.
- Henderson, A.T., & Mapp, K.L. (2002). *A new wave of evidence: The impact of school, family and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.
- Hornby, G. (2011). *Parental involvement in childhood education: Building effective school-family partnerships*. Springer Science & Business Media.
- Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational Review*, 63(1), 37-52.
- Hoover-Dempsey, K.V., Bassler, O.C., & Brissie, J.S. (1992). Explorations in parent-school Relations. *Journal of Education Research*, 85(5), 287-294.
- Hoover-Dempsey, K.V., & Sandler, H.M. (1997). Why do Parents become involved in their Children's Education? *Review of Education Research*, 67, 3-42.

- Hoover-Dempsey, K.V., & Sandler, H.M. (2005). *The social context of parental involvement: A path to enhanced achievement* (Final Performance report for OERI Grant R305T01673: Presented to Project Monitor). Washington, DC: Institute of Education Sciences, US Department of Education.
- Jafarov, J. (2011). Factors affecting parental involvement in education: The analysis of literature. *Khazar Journal of Humanities and Social Sciences*, 8(4): 35-44.
- Jeynes, W.H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban Education*, 40(3), 237-269.
- Kay, P. J., Fitzgerald, M., Paradee, C., & Mellencamp, A. (1994). Making homework work at Home: The parent's perspective. *Journal of Learning Disabilities*, 27(9), 550-561
- Kanesan, A., A.G., Seedee, R, Alzaidiyeen, N.J., Al-Shabatat, A., Alzeydeen, H.K., Al-Awabden, A. (2011). An investigation of teachers' attitudes towards parental involvement. *Educational Research*, 2(8): 1402-1408.
- Kim, E. M., Sheridan, S.M., Kwon, K. & Koziol, N. (2013). Parent beliefs and children's social-behavioral functioning: The mediating role of parent-teacher relationships. *Journal of School Psychology*, 51(2), 175-185.
- Kimaro, A.R. & Machumu, H.J. (2015) Impacts of parental involvement in school activities on academic achievement of primary. *International Journal of Education and Research*, 3(8): 483 – 494.
- Kocyigita, S. (2015). Family involvement in preschool education: Rationale, problems and solutions for the participants. *Educational sciences: Theory & Practice*, 15(1): 1-17.
- Kreider, H. (2006). Family Involvement: What Does Research Say? Retrieved 24 November, 2020 from <https://bit.ly/3suCpdW>.
- Lafollete, Hugh. (2002). *Ethics in practice an anthology*. Blackwell Publishers Ltd. UK.
- Magwa, S. & Mugari, S. (2017). Factors affecting parental involvement in the schooling of children. *International Journal of Academic Research and Reflection*, 5(1): 74-81.
- Maldonado, C., & Carrillo, S. (2006). Teaching with affecting: Characteristics and determinants factors of quality in teacher-student relationships. *Journal childhood adolescent and family*, 1(1): 39.
- Ministry of Education. (2007). 8 Basic Moral Values. Bangkok: Office of the Education Council.
- Muhammadafeefee Assalihee. (2015). Proposed guidelines of parental involvement in education to develop the Muslim children's twenty-first century skills in accordance with social context in three southern border provinces. PhD Thesis, Chulalongkorn University.
- Norwati, M. (2010). Relationship between Mothers' Styles, Muslim Adolescents' Personality, Self-Esteem and Academic Achievement. Unpublished Doctoral Thesis, Universiti Putra Malaysia.
- Nurman Jintara, Surachai Waiyawanchit, Noppadon Anontaphipong, Rungroach Choabwhan, Office of the Education Council. (2007). 8 Basic Moral Values. Bangkok: Ministry of Education.
- Nurul Huda, M. S., Roza Hazli, Z., and Annizah, I. (2020). Parental Involvement in education among urban families in Malaysia. *Journal of Southeast Asian Studies*, 25(2), 60-85.

- Olsen, M.L. Fuller (2010). The Benefits of Parent Involvement: What Research Has to Say. Retrieved December, 15, 2020 from <https://www.education.com/download-pdf/reference/25830/>
- Panichya Chomsuwan. (2005). The desirable morality of vocational students according to the needs of the label markets. The office of knowledge management.
- Palts, K. & Harro-Loit, H. (2015). Parent-teacher communication patters concerning activity and positive-negative attitudes. *TRAMES*, 19(2), 139-154.
- Patrikakou, E.N. (2008). The power of parent involvement: evidence, idea, and tools for student success. Illinois: Center on Innovation and Improvement.
- Pena, D.C. (2000). Parent involvement: influencing factors and implications. *The Journal of Educational Research*, 94(1): 42-54.
- Phongjira Sinphayak. (1999). General Economics. Bangkok: Thonburi Rajabhat Institute.
- Rahman, B. (2019). Role of Family in Moral Development. Retrieved 24 December 2020 from <https://bit.ly/3Jm0Hxz>.
- Reed, R.P., Jones, K.P., Walker, J.M., & Hoover-Dempsey, K.V. (2000). *Parents' Motivations for involvement in children's education: Testing a theoretical model*. Paper presented at the annual meeting of the American Education Research Association, New Orleans, LA (ERIC) Document Reproduction Service No. ED444109).
- Reynolds, A.J., & Clements, M.A. (2005). Parent involvement and children's school success. In E. Patrikakou, & R.P. Weissberg (Eds.), *School-Family partnerships*. New York: Teachers College Press, 109-127.
- Rockwell, R.E., Andre, L.C. & Hawley, M.K. (1995). *Parents and Teachers as Partners: Issues and Challenges*. New York: Harcourt Brace College Publishers.
- Rodriguez-Brown, F.V. (2009). The home-school connection: Lessons I learned in a culturally and linguistically diverse community. New York, NY: Routledge.
- Royal Academy. (2013). Royal Institute Dictionary 2011. Bangkok: Nanmi books publications.
- Ruji Phusara. (2002). Curriculum Development based on educational reform. Bangkok: Bookpiont.
- Sharifah Sariah, S.H., Norwati, M., and Che Noraini, H. (2015). Model of parental involvement and children schooling in Malaysia. Proceedings of The IRES 13th International Conference, Seoul, South Korea, 24th October 2015.
- Sheldon, S.B. (2002). Parents' social networks and beliefs as predictors of parent involvement. *Elementary School Journal*, 102(4), 301-306.
- Shumow, L., & Lomax, R. (2002). Parental Efficacy: Predictor of parenting behavior and Adolescent outcomes. *Parenting: Science and Practice*, 2, 127 150.
- Stevens, V.K. (2007). Parental Involvement in two elementary schools: A qualitative case study. PhD Thesis, East Tennessee State University.
- Sawawirod Chanla. (2004). Elementary School environment management conditions. Under Sa Kaeo primary educational service area office 1. Master Thesis, Burapha University.
- Thorndike, E.L. and Clarence L., Barnhart (1957). High School Dictionary. Chicago: Scoot.
- Trotman, M.F. (2001). Involving the African American parent: Recommendation to increase the level of parent involvement within African American families. *Journal of Negro Education*, 70(4): 275-285.

- Wilder, S. (2014). Effects of parental involvement on academic achievement: a meta synthesis. *Educational Review*, 66(3): 377-397.
- Walker, J.M.T., Wilkins, A.S., Dallaire, J.R., Sandler, H.M., & Hoover-Dempsey, K.U. (2005). Parental involvement: Model revision through scale development. *The Elementary School Journal*. 106(2): 85-104.
- Yamamoto, Y., Holloway, S. D., & Suzuki, S. (2016). Parental Engagement in Children's Education: Motivating Factors in Japan and the U.S. *School Community Journal*, 26(1), 45-66. Retrieved January 18, 2021 from <http://www.adi.org/journal/2016ss/YamamotoEtAlSpring2016.pdf>
- Zedan, R. (2012). Parents' involvement among the Arab ethnic minority in the State of Israel. *School Community Journal*. 22(2): 161-182.
- Zins, J.E., Weissberg, R.P., Wang, M.C., & Walberg, H.J. (2004). *Building school success on social and emotional learning*. New York: Teachers College Press