

# The Relationship Between Family Involvement and The Degree of Self-Regulated Learning among Students of Communicative Malay Literature

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## ABSTRACT

*This study seeks to examine the relationship between family's participation and self-regulated learning (SRL) among Sixth Form students undergoing a Kesusasteraan Melayu Komunikatif (Malay Communicative Literature) coursework. This study employed the quantitative approach through a survey to gather data using a questionnaire which validity and reliability had been evaluated by experts. SRL instrument was adapted from Motivated Strategies for Learning Questionnaire (MSLQ), whereas family participation was measured using a combination of the Parental Authority Questionnaire and the Perception of Parents Scales (POPS). A total of 100 Sixth Form students from a secondary school in Sarawak participated as respondents. Data were analysed using descriptive, inferential, and correlational statistics through SPSS version 25.0. The findings indicated a positive and significant relationship between students' levels of self-regulated learning (SRL) and family participation. Factors such as parental engagement, parenting style, and the home learning environment played significant roles in supporting the development of students' self-directed learning. This study was based on Bronfenbrenner's Social Ecological Theory (1979, 1986), which emphasizes the influence of the microsystem and mesosystem in shaping individuals. The results confirm that parental participation remains relevant in supporting students' self-regulated learning, even at the pre-university level.*

**Keywords:** Self-Regulated Learning, Parental Participation, Social Ecological Theory, Malay Literature, Sixth Form Students, Parenting Style.



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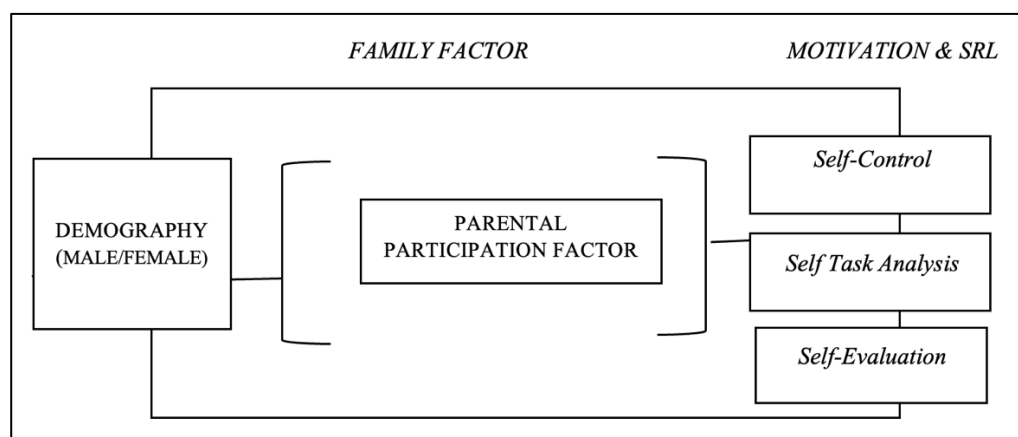
## 1 INTRODUCTION

The transformation and development of social change pose a challenge to the formation of national education policy. Students must engage with modern activities and ideas to navigate the new millennium and require proficiency in all learning skills to achieve outstanding results. Yusoff et al. (2021). Moreover, previous research has examined shifts in educational pedagogy towards andragogic learning, (Wahid & Ain, 2023) which pertains to the teaching of autonomous adult learners. This issue emerged prominently alongside significant transformations aimed at enhancing effective learning strategies inside the contemporary school system. Abeni (2020); Desta and Gugssa (2022). Some research examining changes in learning reveal indications of parental influence on structural modifications, adaptation, and student well-being (Anugrah & Novel, 2020; Hikmat et al., 2022; Trickett et al., 2022). The studies identified three familial factors influencing pupils' self-regulated learning: (i) parental involvement, (ii) parenting style, and (iii) family learning environment.

Self-Regulated Learning, abbreviated as SRL, has been studied by numerous educational scholars. The phrase "self-regulated" refers to the ability to independently manage one's metacognition in learning, encompassing elements of self-motivation and intrinsic values (Zimmerman, 1989). The 1990s marked the beginning of self-directed learning, recognized as a mode of education that empowered individuals to cultivate a meaningful learning experience. Fullan (2017). Self-regulated learning (SRL) is defined as a process wherein students actively govern various aspects, including decision-making, self-motivation, behavioural regulation, and environmental adaptation within their lives (Pintrich et al. 2000; Anugrah & Novel, 2020; Hikmat et al. 2022; Tur et al. 2022). SRL serves as a supplement to the three foundational aspects of a student's development: cognition, motivation, and behaviour. It has shown a positive correlation between students' learning levels and academic performance. This study will examine the extent of student self-learning influenced by one of the three fundamental sub-factors of parental influence. The dominance of classical studies has shown that parenting styles have a significant bearing on the learning types of their children and this phenomenon has been the main focus. (Anugrah & Novel, 2020; Hikmat et al. 2022; Mohd Effizan et al. 2019).

Parents mainly contribute to the development of self-regulation styles and provide essential moral support through commendation and encouragement. (Gosman, 2020; Saputri et al. 2019). An authoritative parenting style, characterized by strong affection coupled with a lack of strictness and firmness, fosters a sense of shape and acceptance in children's learning. (Gosman et al. 2020; Muhammad & Mydin, 2021; Mei et al. 2021). Students with authoritative and indulgent parents influence their self-regulated learning (SRL) levels significantly, whereas the opposite is true for those from non-authoritarian and neglectful households (Suarez and Suárez, 2019). Jiménez and Mestre (2019) also observed that parenting styles, namely authoritative and indifferent, are associated with academic self-efficacy, which is affected by authoritarian and neglectful parenting styles (Tur et al. 2019).

This study illustrates the interdependent roles of all stakeholders which are crucial in the context of education. This includes the school environment and teachers' roles in facilitating effective learning for adult students as well as the substantial impact of parents on students' motivation and self-confidence (Gosman et al. 2020). A problem with the current research is its emphasis mainly on parental participation in young children's education, often overlooking the wider context of learning for adult learners. This resulted in a significant gap, as previous research on family and parental involvement primarily focuses on child development rather than the educational experiences of adult learners. To bridge this gap, a conceptual framework has been established, as depicted in Figure 1 below, which highlights the significance and trajectory of this research.



**Figure 1** Conceptual Framework of the Study

(Source: The correlation between familial characteristics and the Phase and Process Model of Self-Regulation, adapted from B.J. Zimmerman & A.R. Moylan, 2009)

To provide an effective literature review, a systematic literature approach was implemented to ensure thorough and comprehensive searches. This study adopted a systematic search technique that incorporated manual methods. Three sub-processes of the systematic search method were carried out: identification, screening, and eligibility assessment.

The identification process required the selection of pertinent keywords. Manual search procedures, including handpicking, snowballing, reference tracking, emailing authors for relevant keywords, and soliciting related publications from peers, were utilized. In the identification step, several potentially pertinent publications were manually picked using keywords such as “parents,” “education,” and “parental involvement.” The papers were subsequently progressed to the second step, screening. During this phase, all papers were screened according to established selection criteria. The operation was executed automatically utilizing the sorting features present in the chosen databases. Uniform criteria were implemented throughout the selected databases (Scopus and Google Scholar). In the absence of sorting functions, articles were manually excluded. This procedure resulted in the identification of previous studies that established a foundation and underscored gaps in the literature, as detailed in Table 1.

**Table 1** Findings on research gaps regarding the correlation between familial variables and Self-Regulated Learning

No	Author	Research Title	Findings of study / Research Design	Gap
1	Ramalingam et al.,(2019)	<i>Parental Involvement in the Academic Achievement of Tamil School Students in Selangor</i>	This study found that increasing active parental involvement with the school is necessary to support children's education. The centralized Malaysian education system needs to stress the role of parents and the community in school administration. Parental involvement in Tamil schools varies between 40 to 50 percent across different states. This study evaluated six types of parental participation, including communication and community collaboration, according to Epstein's Model (2005). The findings of this study showed that students' academic motivation can be improved by their parents' participation in decision-making, collaboration with the community, and volunteering.	Lack of in-depth research on the influence of parental support on the development of students' self-regulation skills within the learning context. Despite a number of studies on parental involvement in academic achievement in general, there is an inadequate amount of research zeroing in on the specific role of parents in guiding students with motivation management, goal setting, and self-regulation of learning processes. Furthermore, the cultural and socioeconomic aspects within such relationship, particularly among minority populations or rural communities, have been inadequately addressed in current research.
2	Gosman et al., (2020)	<i>Hubungan penglibatan ibu bapa dan peranan guru dengan pencapaian</i>	This study asserts that parental involvement in children's education is crucial, since their support can motivate children to exert greater effort in their studies.	This study revealed that parental involvement positively influences students' academic performance. Nevertheless, a gap exists

	<p><i>akademik pelajar sekolah.</i></p> <p>According to McClelland's Theory of Needs and Maslow's hierarchy, the fulfilment of basic needs can impact individual behaviour. This quantitative study employs a descriptive and correlational approach, demonstrating that parental communication with children at home significantly impacts their academic performance. All three characteristics of parental participation have a significant correlation with students' academic achievement, indicating a strong relationship as seen by high correlation values.</p>	<p>in the research concerning the relationship between parental involvement and children's levels of Self-Regulated Learning (SRL). The study does not examine the impact of parental involvement on students' ability to organize and regulate their own learning, including planning, utilizing learning strategies, or establishing goals. Furthermore, it does not to examine how various forms of parental engagement could facilitate or impede the development of SRL, which is distinct from academic performance generally measured by grades or examination outcomes.</p>
<p>3</p> <p>Saputri et al., (2019)</p> <p><i>The Influence of Parents' Attention and Motivation on Learning Outcomes</i></p>	<p>Parental attention is crucial in fostering children's development. Parents, as primary caregivers, greatly influence the success of their children's schooling. If parents educate and mentor their children properly at home, their academic performance at school will improve. This study used a descriptive qualitative methodology to find out the impact of parental attention and the implemented motivational style, whether democratic, authoritarian, or permissive. Teachers should foster effective communication with parents to identify students' progress and challenges, while also giving attention and guidance to those who need assistance.</p>	<p>The gap in this study lies in its limited focus on how parental attention and motivational styles influence students' Self-Regulated Learning (SRL) skills, such as planning and self-monitoring in learning. Additionally, the research does not thoroughly examine the impact of different motivational styles (democratic, authoritarian, or permissive) on students' cognitive skill development, nor does it explore the relationship between parental attention and students' long-term success. Furthermore, the role of teachers in assisting parents to understand the most effective approaches to educating their children has not been investigated in detail.</p>

4	Miller et al., (2022)	<i>Support Father Engagement: What Can we Learn from Fathers?</i>	Fathers play a unique role in children's lives; nonetheless, conventional gender attitudes and norms often hinder their full engagement in children's education and development. This study, based on a community, explores fathers' perceptions of their roles in their children's lives and the obstacles they encounter. Four main themes emerged: the strong role of mothers in paternal involvement, the impact of technology, variations in paternal attachment according to their status, and the emphasis on extracurricular involvement. This study, utilizing Bronfenbrenner's Social Ecology Theory, stresses the need for more inclusive paternal involvement and re-evaluates educational practices that disproportionately prioritize mothers.	This study hardly paid attention to the relationship between paternal participation and student development (SRL). While it highlighted the importance of fathers and the challenges they face in becoming actively involved, it did not specifically examine how paternal engagement, including aspects such as technology or mother's role, affects students' independent learning abilities. This study also did not investigate how fathers' involvement with their children's extracurricular activities may facilitate or impede the growth of students' SRL.
5	Azam & Abdul Razak (2019)	<i>Multisystemic Therapy in Family-Based Rehabilitation Programs for Children in Conflict with the Law: A Conceptual Paper</i>	Many social theories consider parents to be the main contributors to the development of their children's positive self-concept, emotional well-being, and motivation for success in life. Henggeler et al. (2009) identify five categories of family-based rehabilitation programmes aimed at improving familial relationships.	Based on this explanation, the research gap in the relationship of parental involvement and the degree of students' self-regulated learning (SRL) lies in the insufficient examination of how parental roles in fostering a positive self-concept and emotional well-being influence students' self-learning skills. This study highlights the role of parents in fostering children's motivation and success; however, it does not specifically investigate the impact of emotional support and parental interaction on enhancing students' self-regulated learning skills, including time management, learning planning, and reflection

			on academic performance. Besides, the family rehabilitation programme as mentioned was not examined in terms of its influence on students' SRL development.
6	Trickett, Jayne et al., (2022)	<i>The role of parent-led and child-led home numeracy activities in early mathematical skills</i>	This study examines the mixed and inconclusive findings regarding the impact of parent-led Home Numeracy Environment (HNE) on the development of young children's early numeracy skills. Parents of children aged 3 to 5 years completed questionnaires to measure the frequency of home numeracy activities, while parent-child number conversations were coded from play-based observations to assess the quality of engagement. The results revealed no significant associations between parent-led HNE activities and children's early numeracy skills. Similarly, child-led numeracy activities indicated no meaningful correlation with overall numeracy performance. However, a low correlation was observed between the use of cardinal number words by parents and children and performance on cardinality tasks. These findings suggest that parent-led numeracy activities may play a limited role in fostering children's early numeracy skills, underscoring the need for further research to clarify the influence of home numeracy engagement.

7	<p>Lasan, C., &amp; Mahamod, Z. (2018).</p> <p><i>Reciprocal Learning of Malay among Indigenous Bidayuh Pupil in Sarawak</i></p>	<p>The parent-child relationship within the indigenous Bidayuh family structure is crucial in fostering mutual trust, as epitomized by the 'baruk' dwelling and the 'gawai' festival. This cultural diversity instructs indigenous Bidayuh students to honor the traditions of different ethnicities, heed the counsel of parents and educators, and promotes interaction with peers from other races. All these elements enhance their understanding in acquiring Malay.</p>	<p>The gap in this study which is pertinent to the relationship between parents and students' self-regulated learning (SRL) skills lies in the lack of emphasis on how familial and cultural values embedded in the indigenous Bidayuh family institution influence students' SRL abilities. While the research highlights the role of parent-child relationships in fostering mutual trust and the importance of cultural education, it does not specifically address how these elements support or impact the development of students' self-regulated learning skills, such as time management, learning planning, or reflection on language learning. Furthermore, the study does not explore how the values of respecting multicultural traditions and adhering to parental and teacher guidance contribute to the formation of students' metacognitive abilities and SRL skills.</p>
8	<p>Aldhafeeri,&amp; Alotaibi, (2023).</p> <p><i>Reimagining Education for Successful and Sustainable Digital Shifting</i></p>	<p>This study underscores the critical role of parental and teacher involvement in ensuring that secondary-level students complete their coursework with discipline. The implementation of the DES model should actively engage all stakeholders in the educational community, including teachers, parents, students, and educational supervisors, to guarantee its effectiveness and sustainability. Additionally, the success of online learning depends</p>	<p>This study has a limited focus on how parental involvement in creating a supportive home learning environment that shapes students' SRL skills, such as time management, planning, and self-monitoring as far as the relationship between parents and students' self-regulated learning (SRL) is concerned. While the study highlights the importance of parental support in promoting effective technology use</p>

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significantly on parents' awareness and their support in creating a conducive learning environment at home. Parents must manage technology use wisely, ensuring it enhances learning while preventing misuse that could disrupt the educational process.

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Self-regulated learning (SRL) has been extensively studied in relation to environmental factors and their interactions, as highlighted by Gemma et al. (2022). Similarly, Fuente et al. (2020) examined the relationship between SRL and academic performance. Within the context of these studies, parental involvement is identified as a critical factor influencing the effectiveness and process of SRL among students. Fuente et al. (2019) examined parenting styles and their effects on students' self-regulation abilities and academic stress levels. Their research examined the influence of parental engagement on the learning strategies and methods of adolescent students. The research quantitatively examined Spanish adolescents, focusing on the impact of different parenting styles on cognitive, motivational, and organizational learning behaviours related to self-regulated learning (SRL).

Ramalingam et al. (2019) identified the parental involvement as one of three elements affecting a student's overall academic achievement, alongside teachers and the school environment. Parents play a role in providing an opportunity and space to their children by engaging themselves with their children's learning. Ongoing active involvement as a functional set fosters interaction and support between educational elements such as schools and communities (Ramalingam et al., 2019; Gosman et al., 2020). Every pupil possesses distinct needs shaped by their desire. Parental support and attention will undoubtedly influence the development of individual students (Saputri et al., 2019; Miller et al., 2022). Parents serve as main facilitators in cultivating students' positive self-attitude (Azam & Abdul Razak 2019). A positive self-attitude in students can promote their emotional well-being and facilitate achievement and certain talents. (Trickett et al. 2022)

In the context of this study, Social Ecological Theory is employed as a framework to attest that the social environment, which includes family relationships as the primary system, significantly influences individual behaviour (Miller et al. 2022; Anis et al. 2019; Azam & Abdul Razak, 2019). This theory highlights the continuity and a clear association between parental involvement and individual attitudes (Bronfenbrenner, 1979). Individual attitudes are shaped by parents, who serve as the sources of inspiration, and the advice they offer is regarded a crucial first step in the learning process. This foundational influence contributes to a student's learning patterns. The three primary layers of the Social Ecological Theory Mesosystem, Exosystem, and Microsystem, provide support for this study. These layers illustrate the multifaceted interactions and influences on students, including relationships with parents and siblings. Additionally, these layers highlight the interaction with school settings, including peers, teachers, and school staff (Yusoff et al. 2021). This study focused on the familial influence on individuals. The described system layers are depicted in the diagram below

## 2 METHODOLOGY

This research employed a quantitative approach as its primary research design. This approach was selected to explore the influence of parental participation on self-regulated learning among Sixth Form students.



Next, for sample selection, a total of 100 Sixth Form students from a national secondary school in Sarawak were selected as study respondents through purposive sampling method. The rationale for using purposive sampling method was in accordance with the recommendation by Ng (2007b) stating that only students with certain criteria are chosen to ensure that a homogeneous sample characteristic is obtained.

The instrument for data collection was a questionnaire. A questionnaire was selected because it effectively gathers a variety of information related to facts, tendencies, and perceptions relevant to the research objectives. The questionnaire was developed using Google Forms and utilized a five-point Likert scale to measure respondents' levels of agreement. There was a total of 25 items in the questionnaire, which was organized into three main sections, as shown in Table 2.

**Table 2** Components and sources of the research instrument

Parts	Components	Number of Item	Sources
Part A	Respondents' demographic information	NA	NA
Part B	Levels of familial influence and participation (parental participation and support)	10	Perception of Parents Scale (POPS) oleh Grolnick, Ryan & Deci (1991).
Part C	Levels of Self-regulated learning.	15	Motivated Strategies for Learning Questionnaire (MSLQ) oleh Pintrich (1999) dan juga kajian Zimmerman (1989b)

The instrument is comprised of three parts, the first of which is part A, a student profile that included gender information. The subsequent ten items in section B discussed the impact and recommendations of family involvement (parental support and participation) to investigate the relationship with the students' SRL level. The item measurement of part B is an adaptation and translation from the Perception on Parents Scales (POPS) instrument (Grolilnick, Ryan, & Deci, 1991). Meanwhile, Part C involves measuring the students' level of self-regulation learning (TPRK), which consists of 15 items. The TPRK instrument is the result of an adaptation and translation from the Inventory of Motivated Strategies for Learning Questionnaire (MSLQ) Pintrich (1999) & Zimmerman (1989b). All items were adapted from the study of Kanammah et al. (2013). The total number of items was 25.

A pilot study was carried out with a sample of thirty respondents selected for their homogeneity in characteristics, reflecting those of the target population for the main study. These respondents consisted of sixth-form students from the same school with similar educational environment and cultural context. The pilot study's construct analysis yielded Cronbach's alpha values ranging from 0.7 to 0.8, indicating high reliability. These findings align with the standards for acceptable reliability as recommended by Uma (2003). In addition, the validity of the instrument items was evaluated in ensuring the overall effectiveness of the study.

To ensure the validity and reliability of the research instruments, the content and language of the questionnaire were evaluated by a panel of three experts. This panel included a certified language expert or known as *Munsyi Bahasa* recognized by Dewan Bahasa dan Pustaka, the institute language and literature, assessing the linguistic aspects, and two experts in sociology education, who reviewed the content to ensure its appropriateness and accuracy. Next, a pilot study involving 30 Sixth Form students from the same school was also implemented to evaluate the reliability of instrument. The results of the analysis indicated that the Cronbach's Alpha values ranged from 0.7 to 0.8, meeting the reliability standards recommended by Uma (2003).

The implementation of research procedure began with obtaining an official permission from the Education Policy Planning and Research Division, Ministry of Education Malaysia (MOE), through an online application. Once approval was granted, the questionnaire was distributed and data collected online using an appropriate platform.

The analysis procedure was subsequently implemented using Statistical Package for the Social Sciences (SPSS) versi 26.0 software. The analysis began with implementing a normality test to ensure that the data distribution met the requirements for inferential analysis. descriptive statistical analysis consisted of mean value, percentage and standard deviation, was used to describe the general patterns of the data. Inferential analysis was also conducted to examine the relationships between the variables studied. The adaptation and interpretation of mean values in evaluating students' self-regulated learning levels were guided by the approach used by Nyutu et al. (2021), as shown in Table 3.

**Table 3** The interpretation of mean score (Source: Nyutu, et al. 2021)

Mean score	Interpretation (Levels)
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.0-1.80	Very low

### 3 THE FINDINGS AND DISCUSSION

Descriptive analysis was conducted to review self-learning levels and identify parental influence in terms of familial participation in determining self-regulation level whereas Spearman correlation was utilized to gauge the relationship between parents and the learning level of Sixth Form students.

**Table 4** Distribution of parental participation in terms of family involvement in determining the level of regulation of sixth form students

Statement	SD	D	NA	A	SA	Mean	SD	Level
My parents will discuss with me the rules or a decision made to reach a mutual agreement.	2 (2%)	3 (3%)	8 (8%)	59 (59%)	28 (28%)	4.08	0.812	High
My parents are open every time I feel that a rule made is irrational	1 (1%)	6 (6%)	10 (10%)	50 (50%)	33 (33%)	4.08	0.872	High
My parents take control of my behaviour but still give me consideration in the form of advice.	0 (0%)	2 (2%)	6 (6%)	51 (51%)	41 (41%)	4.31	0.677	Very High
My parents always give me instructions and guidance in a rational and open way	1 (1%)	1 (1%)	3 (3%)	44 (44%)	51 (51%)	4.43	0.7	Very High
My parents feel most problems in life can be solved if they do not restrict the activities and decisions I make	0 (0%)	10 (10%)	14 (14%)	51 (51%)	25 (25%)	3.91	0.888	High
My parents take it into account my opinion when making decision and give me an opportunity to settle own problem	1 (1%)	4 (4%)	6 (6%)	50 (50%)	39 (39%)	4.22	0.811	Very High

Parents give full authority to me to be responsible in something	3 (3%)	13 (13%)	11 (11%)	50 (50%)	23 (23%)	3.77	1.043	High
Parents give me instructions which is clear to make something but they also take into account my decision and desire	0 (0%)	7 (7%)	4 (4%)	54 (54%)	35 (35%)	4.17	0.804	High
My parents do not order me to do all the activities according to their wishes.	4 (4%)	17 (17%)	9 (9%)	49 (49%)	21 (21%)	3.66	1.112	High
My parents decided in a painful family my heart, yet they are willing listen and receive my decision.	3 (3%)	16 (16%)	20 (20%)	47 (47%)	14 (14%)	3.53	1.019	High
<b>Overall</b>						<b>4.016</b>	<b>0.537</b>	<b>High</b>

Table 4 shows the frequency scores and percentages for each item related to parental participation in the development of skills in the aspect of family involvement. The highest percentages or 59% indicated that respondents agreed with the statements: "My parents discuss rules or decisions with me to reach a mutual agreement" and "My parents give me clear instructions to do something but also consider my decisions and wishes" (54%). In addition, a strong agreement was observed with the statement "My parents always provide guidance in a rational and open manner" (51%).

The study results showed that the statement "My parents always provide guidance in a rational and open manner" had the highest mean score of 4.43, with a standard deviation (SD) of 0.700. In contrast, the statement "My parents make decisions in the family that upset me, but they are willing to listen to and accept my decisions" recorded the lowest mean score of 3.53, with a standard deviation of 1.019. Based on the findings illustrated in the table below, it can be concluded that respondents generally agreed with the level of parental involvement in family engagement related to skill development, as reflected in the overall mean score of 4.016 and a standard deviation of 0.537.

### 3.1 Self-Learning Level Analysis

Self-learning among students can be categorized into three main categories: self-control, self-analysis, and self-evaluation. Below is the breakdown of each category:

The frequency scores and percentages for every self-control item are shown in **Table 5**. Among the items, the highest percentage of respondents agreed with the statements: "I set myself a time span to achieve all semester goals" (54%) and "I can control my emotions and feelings during studying" (53%). Furthermore, a significant proportion of respondents strongly agreed with the statement: "I have my own sixth form goals" (48%). The analysis revealed that the statement "I have my own goals in the sixth form" recorded the highest mean score of 4.34 with a standard deviation of 0.781. in contrast, the statement "I can control my emotions and feelings during studying" recorded the lowest mean score of 3.67, with a standard deviation of 0.974. Overall, the findings summarized in Table 4 indicate that respondents generally agree with the items related to self-control. This dimension recorded a collective mean of 4.09 and a standard deviation of 0.562, reflecting a strong endorsement of self-control behaviours among the respondents.

**Table 5** The distribution of self-control

Statement	SD	D	NA	A	SA	Mean	SD	Level
I set my own time frame to achieve all semester goals.	0 (0%)	4 (4%)	3 (3%)	54 (54%)	39 (39%)	4.28	0.711	Very High
I establish my own schedule and allocate time independently for studying.	0 (0%)	13 (13%)	9 (9%)	47 (47%)	31 (31%)	3.96	0.963	High
I have personal goals for my sixth form studies.	1 (1%)	2 (2%)	7 (7%)	42 (42%)	48 (48%)	4.34	0.781	Very High
I take the initiative to acquire learning materials independently.	0 (0%)	5 (5%)	8 (8%)	48 (48%)	39 (39%)	4.21	0.795	Very high
I am able to control my emotions and feelings while studying.	2 (2%)	14 (14%)	15 (15%)	53 (53%)	16 (16%)	3.67	0.974	High
<b>Overall</b>						<b>4.092</b>	<b>0.562</b>	<b>High</b>

Table 5 presents the frequency scores and percentages for each self-analysis item. The highest percentage (62%) indicates that respondents most agreed with the statement, *"I make my own efforts to obtain knowledge resources through learning and training at school."* This was followed by agreement with the statements, *"I get my own information to answer online questions/online quizzes from teachers,"* *"I set aside more time to access various sources available through the internet, Google, or reading materials,"* and *"I share my opinions and information with friends to solve learning problems"* (56%). The statement, *"I share my opinions with friends to solve learning problems,"* recorded the highest mean score ( $M = 4.36$ ,  $SD = 0.627$ ), while the statement, *"I get my own information to answer online questions/online quizzes from teachers,"* recorded the lowest mean score ( $M = 3.83$ ,  $SD = 0.792$ ). Overall, the self-analysis items achieved a mean score of 4.28 with a standard deviation of 0.436, indicating general agreement among respondents.

**Table 6** Distribution of Self-Analysis Results

Statement	SD	D	NA	A	SA	Mean	SD	Level
I obtain information independently to answer online questions/quizzes from teachers.	0 (0%)	7 (7%)	20 (20%)	56 (56%)	17 (17%)	3.83	0.792	High
I make my own efforts to acquire knowledge resources through learning and training at school.	0 (0%)	6 (6%)	4 (4%)	62 (62%)	28 (28%)	4.12	0.742	High
I allocate additional time to access various resources through the internet, Google, or reading materials.	0 (0%)	4 (4%)	11 (11%)	56 (56%)	29 (29%)	4.10	0.745	High
I share opinions with my friends to solve problems in learning.	1 (1%)	0 (0%)	2 (2%)	56 (56%)	41 (41%)	4.36	0.627	Very High
I seek help from friends or teachers to solve unresolved issues.	0 (0%)	3 (3%)	5 (5%)	53 (53%)	39 (39%)	4.28	0.697	High
<b>Overall</b>						<b>4.28</b>	<b>0.436</b>	<b>Very High</b>

Table 6 illustrates the frequency scores and percentages for each self-assessment item. The highest percentage (57%) reflects respondents' agreement with the statement, *"I set my own quality standards"*

for the assignments I have completed.” This is followed by agreement with the statements, “I choose my own study space for learning,” “I have a comfortable study space, such as a classroom or lecture hall,” and “I know where to access all learning resources while at school” (49%). The results indicate that the statement, “I choose my own study space for learning,” had the highest mean score ( $M = 4.42$ ,  $SD = 0.606$ ), whereas the statement, “I have a comfortable study space, such as a classroom or lecture hall,” yielded the lowest mean score ( $M = 3.83$ ,  $SD = 1.015$ ). Based on the results summarized in the table below, it can be concluded that respondents generally agreed with the self-assessment items, with an overall mean score of 4.094 and a standard deviation of 0.595.

**Table 7** Frequency Scores and Percentages for Self-Assessment Items

Statements	SD	D	NA	A	SA	Mean	SD	Level
I will choose my own place to study.	0 (0%)	1 (1%)	3 (3%)	49 (49%)	47 (47%)	4.42	0.606	Very High
I have a study place such as a comfortable classroom / lecture.	3 (3%)	10 (10%)	13 (13%)	49 (49%)	25 (25%)	3.83	1.015	High
I know where I can get all the learning information when I am in school.	2 (2%)	10 (10%)	12 (12%)	49 (49%)	27 (27%)	3.89	0.983	High
I will review the results of my completed assignments.	0 (0%)	5 (5%)	10 (10%)	45 (45%)	40 (40%)	4.20	0.816	Very High
I set the quality of the answers to the assignments I had made myself.	2 (2%)	4 (4%)	5 (5%)	57 (57%)	32 (32%)	4.13	0.836	High
Overall						4.094	0.595	Very High

### 3.2 The Relationship Between Parental Involvement and Self-Regulation Levels

Table 8 illustrates the Pearson correlation results examining the relationship between family involvement and students’ self-regulated learning levels. The findings indicated that family factors have a positive and significant correlation with self-control ( $r = 0.610$ ,  $p = 0.000$ ), self-analysis ( $r = 0.484$ ,  $p = 0.000$ ), and self-evaluation ( $r = 0.434$ ,  $p = 0.000$ ). Additionally, self-control is significantly correlated with self-analysis ( $r = 0.601$ ,  $p = 0.000$ ) and self-evaluation ( $r = 0.602$ ,  $p = 0.000$ ). Moreover, self-analysis is significantly correlated with self-evaluation ( $r = 0.699$ ,  $p = 0.000$ ).

**Table 8** The Relationship Between Family Factors and Students' Self-Regulated Learning Levels

	Family Influence	Self Control	Self Analysis	Self Assessment
Family Influence	1	.610** 0.000	.484** 0.000	.434** 0.000
Self Control		1	.601** 0.000	.602** 0.000
Self Analysis			1	.699** 0.000
Self Assessment				1

## 4 DISCUSSION

The findings of this study clearly indicated that parental involvement had a positive and significant influence on the level of self-regulated learning (SRL) among Form Six students. Family involvement was found to be a strong predictor of the three components of self-regulated learning among students who enrolled in the Communicative Malay Literature course. These findings align with the prior research highlighting the role of families as guiding forces and catalysts for self-directed learning (Kanamamah et al. 2013), the dominance of parental influence on student motivation (Fuentes et al. 2019), and the correlation between parental participation and academic achievement (Ramalingam et al. 2019; Gosman et al. 2019; Dessi, 2019).

The similarity in these findings justifies the need for a holistic approach to education in the era of self-directed learning, emphasizing the full involvement of parents. While Form Six education inclines toward an andragogical approach, full parental engagement remains essential as a foundational support for enhancing students' motivation and behaviour, which contribute to the development of self-regulated learning

From the perspective of Bronfenbrenner's Ecological Systems Theory (1986), parental influence operates within the two closest systemic layers to an individual: the microsystem and mesosystem (Azam & Abdul Razak, 2019). This ecological framework substantiates the findings by illustrating the clear relationship between parents and their children's behavioural patterns, particularly for individuals in environments closely shaped by family participation, as examined in this study. Parents play a pivotal role in shaping students' learning levels and motivation. The ecological perspective highlights how the interaction between individuals (students) and these systemic layers impacts and underpins the development of self-efficacy

In essence, this study is highly relevant to the contemporary education. Current shifts towards more comprehensive learning approaches are expected to bring transformative changes to the national education system. For instance, challenges such as global health crises, including the COVID-19 pandemic, have profoundly impacted education by emphasizing the importance of fostering self-regulated learning among students. Within this context, the study clearly indicated that parental involvement played a critical role in enhancing students' self-directed learning attitudes and outcomes. Notably, parental involvement should not be restricted to early education but must extend to higher levels, including Form Six education.

Furthermore, the Ministry of Education Malaysia has an essential role in raising awareness and formulating specific alternatives and operational strategies through various initiatives aimed at promoting parental involvement in self-regulated learning. Similarly, community networks, particularly Parent-Teacher Associations, must adopt a comprehensive role in ensuring active parental engagement in shaping students' self-regulated learning behaviours.

The exemplary role of parents, encompassing active participation, provides substantial advantages and a significant impact on students' academic performance. This aligns with Pinquart et al. (2018), who emphasized that students' academic achievements are largely attributable to the comprehensive involvement of parents. The findings reinforce the critical contribution of parents in shaping both academic success and autonomous learning behaviours, underscoring the importance of sustained parental engagement across all levels of education.

## 5 CONCLUSION

In summary, in the aspect of parental involvement, a family factor is one of the catalysts for developing self-regulated learning among students, particularly Form Six learners. This study emphasizes the need for parental participation to extend beyond early education to include the other age

groups of students comprehensively, underscoring the importance of sustained and active parental engagement at higher educational levels to support students' learning autonomy. Future research is recommended to explore the effectiveness of self-regulated learning among students and its relationship with academic excellence, as well as its role in fostering overall educational well-being. Further exploration of factors influencing self-regulated learning, such as the school environment, personality traits, and self-efficacy, is also necessary. The findings of this study offer valuable implications for educational professionals in designing, planning, and implementing effective strategies to enhance self-regulated learning. These efforts are in alignment with the six aspirations which are outlined in the *Malaysian Education Blueprint* (2019), emphasizing the importance of self-regulated learning in constructing critical components such as leadership skills, critical thinking abilities, and knowledge acquisition. This alignment reinforces the critical role of self-regulated learning in attaining holistic educational outcomes.

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## CONFLICT OF INTEREST

The author declares no potential conflict of interest with respect to the research, authorship, and/or publication of this article.

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