

RESEARCH ON PARENTAL INVOLVEMENT AND CHILDREN'S LEARNING PERFORMANCE

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ABSTRACT

The objective of the present research is to investigate parents' views about their involvement in pre-school education and the Correlation of parental involvement and children's learning performance. In the interview part, 8 samples were choosing (4 female, 4male). The qualitative data were analyzed using emerging themes. The findings indicated that the level of parent's involvement is higher and they think their involvement is very important for the children's development and learning performance. A total of 400 complete survey questionnaires were used for data analysis. The result shows that parental involvement has a significant correlation with children's learning performance.

Keywords: Parents' involvement, learning performance, academic achievement

1.0 INTRODUCTION

The present study aims to establish the relationship between parental involvement and children's learning performance. Children need their parents as a robust support system in the classroom and life to guide various life events associated with academics. Parents' focus is always on encouraging good behavior among children. With their involvement in learning performance, students' self-esteem gets boosted, and their attitude toward peers and schools enhances. Children's ability also increases to build and sustain healthy associations with teachers and peers. Their awareness also grows and decreases inappropriate behavior among them, like fighting, bullying, etc. The parent's role is vital in creating an environment that weakens or supports children's experience to be competent in learning in school. Parents' involvement in children's learning can be at schools and at home. More participation from parents leads to motivation levels among children in terms of knowledge. Education in early childhood with solid parent involvement results in a healthy environment and a successful approach to the overall development of children.

The involvement of parents in the education and learning process of children is a significant aspect as it influences the overall development of children. More than seventy percent of Children spend their waking time outside of school; hence the involvement of parents and their influence plays an essential part in child development. Participation of parents involved in home learning activities like teaching, being a role model, and proper guidance in learning. Organizing time for children, providing a learning environment at home, supervising activities outside of school, laying stress on self-discipline, expressing higher expectations,

and giving the confidence to grow or participate in school are some examples of parents' involvement (Walton, Yahaya, and Zakaria, 2014).

Various studies and researchers proved that parents' involvement activities contribute significantly to achievement among success in all fields. Studies found that all age categories of children, with more parent involvement in the learning process, lead to more achievements and benefits for children. Education in early childhood with substantial participation from parents leads to health conditions and a successful approach to the overall development of children. It is proven that parents with more and more expectations from their children and continuous communication and motivation for them bring out the best in them and lead to enhanced achievements (Ma, Shen, Krenn, Hu, and Yuan, 2016).

There must be an influential impact of the involvement of parents in the educational system, and it is effective for both schools and teachers as the involvement leads to beneficial achievements. However, various challenges are observed by researchers on matters related to the participation of parents related to the education of children. Challenges like when parents must be involved, guidance to parents in involvement, and level of involvement are some concerns that, if handled properly, are considered healthy for children.

More involvement of parents leads to motivation levels among children in terms of learning. It was observed that when parents participate more in teaching children, they will be more motivated to perform well in school and enhance self-regulatory learning and grades. Therefore, it shows a positive association between the involvement of parents in children's education and their grades (Ismail & Abdullah, 2013).

Parents are known as the first teacher of children and understand them more than anyone. Their guidance supports teachers, schools, and children successfully achieving the learning process. It enhances children's development and learning progress, ultimately leading to better outcomes. Understanding children's needs and open discussion or communication on their feelings make them comfortable to share their issues. Hence parents can quickly help children to overcome these issues (Sapungan & Sapungan, 2014).

Parents' involvement in children's education can be at school or home. School-based involvement of parents includes interaction between parents and teachers regarding the academic performance of children and related activities. In contrast, the participation of parents involve their direct involvement in children's learning activities like help completing homework and reading, etc., and indirect participation by planning and anticipating the assignment. Parent involvement also encourages motivation toward learning (Cashman, Sabates, and Alcott, 2021).

The study has the following objectives:

1. To investigate parents' view about their involvement in preschool education.
2. To explore the Correlation of parental involvement and children's learning performance.

The study has further been structured under the literature review, methodology, data analysis and findings, conclusion.

2.0 LITERATURE REVIEW

Lara and Saracosti (2019) evaluated the relationship between parents' involvement in school and children's academic achievement. The study's finding reflects a difference in children's academic achievement among parents' profiles related to their involvement, i.e., parents with low participation in children learning lead to low academic achievement. Kamal, Masnanand Hashim (2022) analyzed the involvement of parents in children's education with a focus on Malaysia's primary schools. Education is an essential contributor to the economic and social development of children. Education among children starts from home; hence the Malaysian Ministry of Education highlights the parent's role as essential stakeholders in the education field. The finding shows that parents' ability to impact children's educational performance is generally noteworthy. Renganathan (2021) found that parents' role in supporting children's education has always been a focus area among researchers at the international level, whereas Malaysia is studied among them. The involvement of parents is studied, debated, and studied as a single construct. It is observed that all significant stakeholders must know the parent's involvement performance in Malaysia and their applicability to children.

Satar, Zakaria, and Ishak (2020) examined that home-based involvement is the most common categorization of involvement of parents. It involves the creation of a learning environment at home, social interaction with children, healthy communication with them, and support in the success of children. Various features of home-based involvement include providing motivation and facilities, taking teachers' feedback, discussing on interests of children, and assisting them with their homework.

Vellymalay (2012) found that parents from low socio-economic backgrounds reflected more involvement in children's learning strategies and development at home to ensure their success in education. Simon (2017) evaluated the specific aspect of parents' involvement, i.e., communication between parents and teachers. This study evaluates parents' perceptions of their association with school and teachers. Actions and aspirations of parents are also measured in this study related to their involvement in education or learning environment among children. To support parenting, schools must support or guide parents in making friendly learning settings at home for their children. Ngu, Hanafi, and Taliskhan (2016) found a significant association between the influences of the involvement of parents on the academic achievement of children. Therefore, parents are encouraged to be constantly involved in their children's education and learning.

Mahmood, Tapsirb, Saatc, Ahmadb, Wahabb, and Boonband Rahman (2012) found that the involvement of parents is a powerful and positive source of influence for success among adolescents. It was observed that parents in Selangor, mainly in Malaysia, possess higher expectations of their children's academic achievement and are ready to make financial offerings and other sacrifices for their children's education. Even though the results are positive in many areas of involvement of parents in their children's education, still awareness of education's importance must be enhanced more among Malaysian parents. Seng, Hanafi, and Taslikhan (2016) examined that Education Ministry prioritizes parents' involvement in children's education. This involvement is explained as parents' interactions with their children to attain success academically. Zakiyu and Abdullah (2015) explored that in the earlier education system in Malaysia, the focus was more on teachers as a significant factor for

education among children, and little attention was given to parents' involvement as co-partners in children's learning process. The finding shows that parents' involvement with high-value leads to better learning performance in Islamic education. Therefore, it reflected a highly positive association between the involvement of parents and Islamic Education's performance.

Ahmad, Hassan, Ahmad, Chua, and Othman (2017) explored that most parents have realized and taken action to provide appropriate learning environments like proper space for study and reference books, etc. In the case of adequate social interaction and communication, parents must have a conversation with their children and discuss their activities and issues. Sultana and Rosli (2016) found the demand and importance of encouragement and motivation from parents for students learning in English subject. This study suggested that the Malaysian government must take necessary steps to enhance awareness among parents regarding the importance of motivation in children in English topics. Hamidun, Awang, Ahmad, and Ahmad (2019) explored that parents are like school partners to improve and ensure quality outcomes for children's learning. In the process of children's progress in attaining knowledge with the support of the involvement of parents, children's development is significantly influenced.

Keetanjaly, Kadir, Luan, and Abdullah (2020) examined that learning is confined not only to school but also to home and the community. The term involvement of parents is extended to families, schools, and community associations to emphasize the amalgamation of these three powerful frameworks in every phase of children's academic growth. Oswald, Zaidi, Cheatham, and Brody (2018) examined the measures addressed as participation of parents in activities in school, meetings in school, learning activities at home, and the community and involvement in homework. Spungen and Sapungan (2014) found that parents' involvement in learning among children provides many opportunities for improvement of attitude, morale, and academic achievement in all subjects, behavior, and social adjustment. Shanmugam, Kalimuthu, Pranee, and Yin (2022) found that the involvement of parents is always an essential component in assisting children in succeeding in academics. Various researchers recognized the significance of a solid optimistic bond between school, home, and children's education.

Sobri, Soh, and Roziman (2022) explored that with government initiatives and policies of Malaysia, the partnership has been described among teachers, parents, and schools in terms of their involvement in children's education. The study found that as respondents, parents believe and know that their role is essential in children's learning process and development. Satar, Zakaria, and Ishak (2020) found that the low involvement of parents has been recognized as vital prevention to enhance the quality of education in Malaysia. The parents' age, size of the family, marital status, education level, income, and employment status also influence their involvement level in children learning. Otero et al. (2021) concluded that a direct impact of parents' involvement in the student's academic results. The study was conducted in the context of school education. The subjects chosen for the study were mathematics and language. Ribeiro, Cunha, Silva, Carvalho, & Vital (2021) studied in the context of Portugal; it was found that parents played a significant role in grooming the personality during the pandemic by monitoring the online sessions of the students from the side of the school. The part of parents was found to be instrumental. The study also found

that the role of gender was not significant. Boonk, Gijsselaers, Ritzen, & Brand-Gruwel (2020) found two fundamental aspects in the case of parents' involvement: the discussion that takes place between parents and children and the second was the aspirations and expectations of parents, which are communicated through the debate. Both factors significantly affect the child's intellectual growth, focus, and direction. Considering the importance of the parent's involvement in students' learning, the schools have also started involving parents in the study of students. In a study by (Yang, Liu, Li, & Li, 2021), it was found that if the parents and teachers have high involvement with the students, their emotional engagement increase with the studies. The findings were more relevant in the case of remote teaching at the time of emergency when classroom teaching is not possible or relevant.

3.0 METHODOLOGY

This study adopted mixed research method. First, using the semi-structured interviews to explore the parents' view about their involvement in preschool education. A total of 8 parents (4 females and 4 males) were interviewed and used the emerging themes to analysis the data. Then, using the Questionnaire to investigate the correlation of parental involvement with Children's learning performance. The quantitative data was collected through online survey or face to face meeting from 400 parents. Data analysis was conducted with SPSS 25. Descriptive Statistics, Pearson Correlation.

4.0 DATE ANALYSIS AND FINDINGS

4.1 Parent's view about their involvement in preschool education.

4.1.1 Interview Question number 1: Do you think that parents should get involved in their children's preschool education? If yes, why do you think parental involvement is important? Please explain the benefits in terms of your children's learning performance.

The first interview question that was asked from the parents was, do you think that parents should get involved in their children's preschool education? If yes, why do you think parental involvement is important? Please explain the benefits in terms of your children's learning performance. The question was asked to obtain the responses from the participants about the importance of parental involvement and how it affect the performance of children.

Table 1: Emerging Themes from Parents' responses to Interview Question 1

Respondent	Emerging themes
R1	good parent-child relationship, necessary, deeply involved, benefit for life.
R2	Need to be involved, very important, joint cooperation, development of children's, joint participation.
R3	Physical growth, language, social development, improving living habits and self-care ability, necessary, very important aspect, and very beneficial.
R4	Should be involved, parents' participation can help children, provide more companionship, and better educate.
R5	Very important, active participation, involved in preschool education, Play a leading, exemplary role, influence-type, comprehensive grasp, should participate, better communication, meaningful, definitely intentional to

	cultivate.
R6	Still be involved, trust will be stronger, better, cultivating emotions and character, more conducive, avoid many psychological problems, create a sense of trust, sense of security, child's personality, more confidence.
R7	Should be involved, most important, more care, self-confidence, not suitable , first guardian, learning and growth, correct guidance.
R8	Children's enlightenment, extremely important, great influence, positive performance, correct concepts, promote the physical and mental development, mutual learning, greatly improves educational efficiency, achieve ideal educational results, healthy development.

The first question asked from the parents about parental involvement in the children's learning performance revealed almost similar responses. All consider parental involvement as a very important and integral part of improving performance. The parents provided detailed and comprehensive answers that provided a complete idea of what they thought about this notion. All the participants, especially R1, believed that parental involvement is crucially significant in improving child growth and learning performance. She emphasized the relationship between child and parent and referred to it as a good parent-child relationship that is necessary for life and said that parents should be deeply involved in child education.

Respondent 2 was a female, and she greatly emphasized the need to be involved in children's education. She also clearly stated that it is very important. Another emerging theme from R2 was the repeated inclusion of joint cooperation of teachers and parent for the betterment of the child. She believed that the development of children is possible through joint participation. Respondent number 3 argued that parental involvement is very important in childhood education as well as physical growth. She said that language plays a pivotal role in children's social development. The respondents also highlighted that involvement is a must to improve living habits and self-care ability. Almost all respondents agreed that it is necessary, very important, and very beneficial for child growth to have parental involvement. R4 also believed that parents should be involved, and parents' participation can help children. She also agreed with the notion that there should be more companionship. All these factors will better educate children and help them develop and grow in every field of life. R5 and R7 also provided a very detailed response with similar ideas, but also stated that too much may also disturb children.

The respondents stated that parental growth helps to play a leading and exemplary in the childhood years. They highlighted the influence-type role of parents and guardians in the children's lives. The participants also included that more care could help to develop self-confidence, and correct guidance should be provided for better results. R8 stated that it is extremely important in promoting physical and mental development and stated that mutual learning could greatly improve educational efficiency and achieve ideal educational results as well as a healthy development. The emerging terms from question number 1 provided a positive response from parents, including both males and females, that parents should be involved and there should be mutual relationships between parents and teachers to ensure growth, development, and self-confidence. Alongside, the term influence was also observed to be repeated by the majority of the participants ensuring that parents are the influencer in children's lives and should be involved.

4.1.2 Interview Question number 2: How do you get involved in your children's preschool education?

The second interview question that was asked the parents was how do you get involved in your children's preschool education? (Examples: volunteer to help in preschool, communicate with teachers, administrators, principal, or other parents, take part in a preschool activity, guide children in homework? Please explain). The question was asked to obtain responses from the participants about their type and level of involvement in children's preschool education.

Table 2: Emerging Themes from Parents' responses to interview Question 2

Respondent	Emerging themes
R1	Participated as volunteers, parents can better understand monthly parent-teacher, parent classes, and parent-child activities.
R2	I have communicated, provided homework guidance, assisted children, and accompanied my children, in parent-child activities and school's open day activities.
R3	Communicate with the teacher, parent-child live broadcast, Parent-child homework, homework is arranged on the platform.
R4	I have participated in some handicrafts, drawing, interaction and homework, but I have not participated in school.
R5	I have participated, communicated with the teacher, organised at school and parent-child sports meetings, not in art education.
R6	More involved, child's psychology, on weekends, actively cooperate, and communication ability is also very important. He must learn to share something with others and participate in social activities.
R7	Homework assigned, the assistance of parents, I often participate, some outing activities, parent meeting, very good.
R8	Parent meeting, get to know other parents, Extracurricular activities, home-school interaction, children's activities, short video, Parents take part in classes and Open days.

The second interview question asked the participants about their level of involvement and how they get involved in their childhood education in pre-school settings. Participants got indulged into the response and answered well very in details and provided a comprehensive response. All the respondents state that they try their best in participation in children's education and the most used ways to participate is through parent-teacher meetings and activity days that are usually held at weekends. Respondent one stated that she participated in volunteers' activities held at school and she thinks that parents can better understand children if they are invited in discussions and monthly parent-teacher should be held. The respondents also state that parent classes also need to be provided by the schools to educate parents as well.

The emerging themes also observed the repeated used of parent-child activities which means that the parents mostly participate in the children pre-school through activities that usually takes place at Fridays and weekends. Respondent two is another working lady and she added

that she communicates with the teachers and ask for homework guidance. She actively assists children and accompany them in almost all the activities. He also emphasized on the involvement through the means of activities such as extracurricular activities. Other respondents indicated that they communicate with the teacher often and ask for their children performance at the school and actively participate in the meetings and school activities. Parent-child live broadcast was also emerged as a theme that indicate that some schools arrange live broadcasts for the parents to get involved in the children education. Parents also state that they have participated and intend to participate through different arts activities and respondent 4 said that she have participated in children schooling through arts including handicrafts, drawing. Interaction is also deemed very crucial and parents think that good participation can be done through assistance in homework.

One factor was also noted that is the epidemic that caused delays and restrictions in participating in school. Another male respondent also said that he have participated and communication with teacher through the activities that were organized at school. The emphasis on sports and arts is also very common and parent-child sports meeting should be arranged by the schools. Respondent 7 state that they are more involved which help to improve child's psychology. They also believe that on weekends parents can actively cooperate and communicate with the teachers regarding the children growth and learning. Social activities and social development of the child is also very important, and it is necessary for the parents to get involved in children school activities. It is noted that Parent meeting, Homework and other extracurricular activities helps parents to participate in their children pre-school.

4.2 The Correlation of Parent Involvement with Children's Learning Performance

Is there a significant correlation between parental involvements with children’s learning Performance in Pre-School Education?

Table 3: Correlations between Parent Involvement and Children's Learning Performance

Correlations

		Parental Involvement	Children's Learning Performance
Parental Involvement	Pearson Correlation	1	.657**
	Sig. (2-tailed)		.000
	N	400	400
Children's Learning Performance	Pearson Correlation	.657**	1
	Sig. (2-tailed)	.000	
	N	400	400

** . Correlation is significant at the 0.01 value (2-tailed).

The current study tested the relationship between parental involvement and children's learning performance. The results of the correlation test indicate that there is a significant positive relationship between parental involvement and children's growth and learning performance ($r= 0.657$, $p= 0.000$). The correlation between parental involvement and children's growth and learning performance is high. The results answer Research Question 1. These results also indicate that the rise in parental involvement will help children in learning and perform well in preschool settings.

5.0 CONCLUSION

It is found through the interview that the parents believed that their involvement is significant in improving children's learning performance. They think parental involvement is necessary and very important. They actively participate in children's preschool education. The main ways of participation are school volunteers' homework, parent-teacher meetings, and so on. Quantitative research shows that the correlation between parental involvement and children's growth and learning performance is high. Various studies done on parent involvement also support this term. When parents get involved in children's education, the result always turns out to be positive in all preschool or high education levels. A positive attitude, social interaction, and increased learning improvement can be observed with parental involvement. Parents' involvement changes or supports the learning platform for children to move further, discover all positive things, and expand their wings to attain success and achievement.

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