

THE DEVELOPMENT OF PRESCHOOL CHILDREN IN CHINA AND THE RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT

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ABSTRACT – Parental involvement is necessary to assist child development in early childhood education. The idea of parental support as a level of involvement aids preschoolers in achieving holistic development. This study determined how much parental engagement is in preschoolers' growth. This study's major goal was to determine how closely preschoolers' growth and parental participation were related to this quantitative approach study. A questionnaire with Cronbach Alpha values of 0.797 for linguistic development, 0.756 for cognitive development, 0.740 for social development, and 0.756 for emotional development. (0.891). Utilising the Likert scale method, the research questionnaire was distributed to the research sample via Google Forms. The relevant study data was collected from 283 individuals and parents from 25 Chinese preschool classrooms using a random sampling technique. According to the findings and information gathered, the data was examined. The findings utilising Spearman's Correlation demonstrated a highly significant association between parental participation and child development in the areas of communication language (0.559), early math (0.583), and socioemotional (0.448) at a confidence level of $p < 0.05$. According to the study's conclusions, parenting in China benefits preschoolers' development. To promote their children's general growth, parents are urged to adopt various strategies to build amicable connections with their kids.

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INTRODUCTION

Between the ages of 4 and 6, children must get early education. To support children's holistic development before they enter grade one, preschool teachers will prepare and plan activities using the Preschool National Curriculum Standards (NCS). These activities will use various teaching techniques and methods, such as theme-based learning, exploration, and projects through play activities. Each child's development is unique and can fluctuate depending on time variables and environmental situations, according to the National Education Goals Panel Early Childhood Assessment Resource Group (1998). As a result, parents are very important for a child's growth. (Cheng et al., 2020).

According to China's Ministry of Education's Department of Basic Education, children spend 52% of their time at home with their families and the neighbourhood compared to 15% of their time in school with teachers. As parents are the first and most frequent people to interact with children, parental participation in their development is crucial and vital in driving children's success and brilliance. Wang Y. Y. (2016). Their parents are also crucial to fostering and sustaining children's interest in learning (Chan and Li, 2020; McCoy et al., 2020). Tran et al. (2019) also assert that parental involvement in a kid's education is necessary for the youngster to achieve academic greatness.

Furthermore, Tran T. D., Holton S., Nguyen H., and Fisher J. (2019) assert that parental involvement in a kid's education is necessary for the youngster to achieve academic brilliance. According to the National Parent Teacher Association (PTA) in the United States, parents serve as role models and their children's first teachers, consistent with their 1998 statement. The advantages of parental involvement are helpful for children's academic and emotional achievement, according to research done by Shen (2020).

According to previous studies, parental participation can help children's growth (Roskam et al., 2018). In his study, he found that parental participation has a positive effect on children's emotional growth, including behavioural issues, and has a positive effect on their academic achievement. Additionally, research by Zhou et al. (2019) showed that children who achieve complete emotional development are better able to deal with challenges and deal with conflicts in their daily lives. The findings of the study by Li et al. (2020) show that the level of parental involvement has a significant effect on the emotional development of children. The results of parent questionnaires and observations of preschool children provide evidence of this.

On the other hand, a study by Wen et al. (2004) and Li et al. (2019) using a questionnaire instrument revealed that the success of parental participation affects children's intellectual perseverance and wisdom in school. This shows how raising children with attention, guidance, and care will produce intellectually gifted offspring. The results of this study are to determine the relationship between parental involvement in preschool education in China and children's growth in language and communication, early mathematics, and socio-emotional development.

RESEARCH METHODOLOGY

The methodology for the study was survey research. It attempts to ascertain the relationship between parental involvement in preschool education and child development for preschoolers between the ages of 4 and 6, according to Wu et al. (2002). Ip et al. (2018) research using questionnaires can clearly explain the connections and contrasts between study variables. Thirty-five primary schools in China participated in this study. The parents of 375 preschoolers who varied in terms of gender, race, age, occupation, and monthly income were all chosen at random. The researcher decided to employ random sampling because her population was sizable—a questionnaire served as the instrument. The researcher has chosen several pertinent questions to be used as a questionnaire based on the findings of previous research searches for the Dong et al. (2021) study, which investigates the development of kindergarten students holistically. Language development has a dependability score of 0.74, followed by social development (0.74), emotional development (0.75), and cognitive development (0.79). (0.891).

Procedures for gathering data are used to mine the data for information that will be valuable. Using the Google Forms research tool and the Statistical Package for Social Science (SPSS) software for data analysis, descriptive statistical methods were used to derive the mean, percentage, frequency, and standard deviation from the questionnaire. Inferential statistics are used to test and analyse the link between variables in a study. The extent of the association between parental participation characteristics and child development variables from language, emotional, cognitive, and social components was examined in this study using Spearman correlation in children between the ages of 4 and 6.

ANALYSIS OF THE STUDY

375 Chinese preschool parents were included in the sample. The respondent's profile comprises various demographic characteristics, including gender, age, degree of formal education, occupation, and income. Two hundred forty-eight answers, or 66.1% of the total, came from women. (mothers). There are 174 individuals (46.4%) who are most frequently parents between the ages of 31 and 36. In addition, 289 (77.1%) of the parents have completed a certificate or diploma program. The bulk of government workers, 241 persons (64.3%), are parents. According to the income group, most parents, or 155 people (41.3%), made between 2000 and 3000 Chinese Yuan per month.

The findings on parental involvement in a child's growth, including linguistic, cognitive, emotional, and social elements, are displayed in Table 1. The number of respondents and the proportion of each statement for each result are listed in a table, along with the overall results.

Table 1. Results of the Parental Involvement Item

Aspects of Language Development

Language Development (Reading and Writing Skills)	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I help teach my child the alphabet from A to Z at home	61.3% [230]	37.3% [140]	1.1% [4]	0.3% [1]	0.0% [0]
I guided the child to do a writing exercise of the alphabet A to Z	60.0% [225]	38.1% [143]	1.6% [6]	0.3% [1]	0.0% [0]
I guided and showed interest to the children in reading practice	36.8% [138]	43.7% [164]	19.2% [72]	0.3% [1]	0.0% [0]
I read the story to my child when asked	37.1% [139]	38.1% [143]	23.2% [87]	1.6% [6]	0.0% [0]
I allow my children to draw, paint and paint on the house's walls	12.3% [46]	24.3% [91]	25.3% [95]	23.2% [87]	14.9% [56]

Developmental Aspect of the Cognitive

Cognitive Development	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I help the child to recognise and say the numbers 1 to 20	58.7% [220]	40.5% [152]	0.0% [0]	0.3% [1]	0.0% [0]
I played a number game with the children.	40.8% [153]	48.3% [181]	10.1% [38]	0.8% [3]	0.0% [0]
I show the method first, and the children follow.	40.8% [153]	56.3% [181]	2.9% [38]	0.0% [0]	0.0% [0]
I provide sufficient learning equipment for the children	33.3% [125]	39.7% [149]	25.9% [97]	1.1% [4]	0.0% [0]
I provide a comfortable and safe home for my children to play in.	41.9% [157]	41.9% [157]	16.3% [61]	0.0% [0]	0.0% [0]

Elements of Emotional Growth

Emotional Development	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I plan various activities with the children.	38.4% [144]	52.0% [195]	8.8% [33]	0.8% [3]	0.0% [0]
I spend time with my children.	49.9% [187]	46.7% [175]	3.5% [13]	0.0% [0]	0.0% [0]
I guide and teach the children while doing schoolwork when I am at home	34.9% [131]	53.9% [202]	10.9% [41]	0.3% [1]	0.0% [0]
I punish children when they make mistakes.	34.9% [131]	56.0% [210]	4.8% [18]	3.7% [14]	0.5% [2]
I give children the opportunity to express their opinions.	37.6% [141]	53.3% [200]	9.1% [34]	0.0% [0]	0.0% [0]

The Aspect of Social Development

Social Development	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I let my children play outside with their friends.	10.7% [40]	47.5% [178]	24.5% [92]	16.3% [61]	1.1% [4]

I ask children to tell the truth when they try to lie.	47.2% [177]	52.0% [195]	0.8% [3]	0.0% [0]	0.0% [0]
I train my children to apologise when they make mistakes.	54.9% [206]	44.5% [167]	0.5% [2]	0.0% [0]	0.0% [0]
I scold my children when they fight with their siblings or peers.	41.1% [154]	53.1% [199]	3.5% [13]	2.4% [9]	0.0% [0]
I give the child the opportunity to make some specific choices	34.9% [131]	46.1% [173]	18.7% [70]	0.3% [1]	0.0% [0]

With a percentage of 26.96% and a mean value of 1.9179 (s.p. = 1.0115), the descriptive data in Table 2 demonstrate the importance of parental participation in language development at home. Social development came in second with a mean score of 1.8005 and an s.p. of 0.777 (25.32%). Additionally, the mean value for emotional development was 1.7051 (s.p = 0.6533), and the mean value for cognitive growth was 1.6891 (s.p = 0.6805), representing a 23.97% mean value.

Table 2. Descriptive Data by Dimension of Total Parental Involvement

Aspects of Engagement	Mean	Standard Deviation	Percentage
Language	1.9179	1.0115	26.96
Cognitive	1.6891	0.6805	23.75
Emotions	1.7051	0.6533	23.97
Social	1.8005	0.7777	

In the meantime, Table 3 details the child's growth as a result of parental participation in terms of early math, socio-emotional, and spiritual development, and language and communication development. The number of respondents and the proportion of each statement for each result are listed in a table with all the results.

Table 3. Findings of Child Development Items

Language Development and Communication

Language Development and Communication	Very weak	Weak	Moderately	Good	Very Good
Children can recognise and write the alphabet A to Z	2.9% [11]	2.9% [11]	8.3% [31]	37.6% [141]	48.3% [181]
Children can speak and express ideas and feelings	3.2% [12]	1.3% [5]	5.9% [22]	41.9% [157]	47.7% [179]
Children show interest in reading and writing	2.7% [10]	2.4% [9]	21.6% [81]	0.0% [146]	34.4% [129]
Children can understand the story and retell it easily	2.1% [8]	3.5% [13]	15.5% [58]	38.9% [184]	29.9% [112]
Children know to take a turn in the conversation	2.1% [8]	4.3% [16]	24.0% [90]	49.1% [155]	28.3% [106]

Early Development of Mathematics

Language Development and Communication	Very weak	Weak	Moderately	Good	Very Good
Children can call numbers in order, understand the concept of numbers and match object numbers with number symbols.	2.1% [8]	3.2% [12]	8.5% [32]	41.3% [155]	44.8% [168]

The children can solve simple problems.	1.9%	4.3%	17.1%	45.6%	31.2
	[7]	[16]	[64]	[171]	[117]
The child knows about the causes of an event.	2.1%	2.9%	26.4%	46.1%	22.4%
	[8]	[11]	[99]	[173]	[84]
Children can recognise geometric shapes in the environment.	2.1%	3.5	26.7%	39.7%	28.0%
	[8]	[13]	[100]	[149]	[105]
The child understands the concepts of position in space, distance, time and speed	1.9	4.5%	25.3%	45.6%	22.7%
	[7]	[17]	[95]	[171]	[85]

Socio-emotional and Spiritual Development

Spiritually Social and Spiritual Development	Very weak	Weak	Moderately	Good	Very Good
Children can build self-confidence.	1.9%	1.9%	10.7%	24.5%	61.1%
	[7]	[7]	[40]	[92]	[229]
Children show respect to others	1.6%	1.9%	13.3%	33.9	49.6%
	[6]	[6]	[50]	[127]	[186]
Children can control themselves and obey the rules.	1.9%	2.4%	27.2%	43.5%	25.1%
	[7]	[9]	[102]	[163]	[94]
Children show an attitude of admiration for God's greatness, such as recognising God and the apostles	1.9%	1.9	7.5%	49.6%	39.2%
	[7]	[7]	[28]	[186]	[147]
Children demonstrate pure values such as tolerance, cooperation, and helping others.	1.3	2.4%	8.5%	48.8%	38.9%
	[5]	[9]	[32]	[183]	[148]

According to Table 4 descriptive data, preschoolers' socio-emotional and spiritual development account for a greater percentage of their overall growth, 34.30%, with a mean value of 4.2016 (s.p = 0.86981)—as a result of the association between parental participation and their development. Child development in Language and Communication came in second with a percentage of 33.40%, a mean value of 4.0907 (s.p = 0.93280), and the category. The Early Math component also saw a 32.30% success rate, with a mean score of 3.9557 (s.p. = 0.91336).

Table 4. Descriptive Statistics by Aspects of Overall Child Development

Developmental Aspect	Mean	Standard deviation	Percentage
Language and Communication	4.0907	0.93280	33.40
Early Math	3.9557	0.91336	32.30
Socioemotional and Spirituality	4.2016	0.86981	34.30

Study Objective 1: How Parental Participation Affects a Child's Development in The Area of Communication and Language

To answer study objective 1, the following null Hypothesis (Ho) was formed:

Ho: Parental participation and a child's growth in communication and language do not significantly correlate.

Based on Table 5, the findings showed a substantial negative linear association between parental participation (high negative correlation coefficient, $r=0.559$, $p=0.00$) and a child's growth in communication language. Ho was consequently effectively rejected, proving a connection between parental participation and child development in communication language. This clarifies why a child's communication and language development gets a higher score (5: Very Good) when parental participation receives a lower score (1: Strongly Agree). Considering this, preschoolers' growth in communication and language is positively correlated with parental involvement.

Table 5. Correlation Analysis of the Relationship between Parental Involvement and Preschoolers' Development on the Language Aspect of Communication

Father-Mother Involvement	Child Development (Communication Language)
Spearman correlation, r_s	0.559
Significant, p	.05
The decision	Strength

** Significant values: $p < 0.05$

Objective Study 2: The Relationship Between Parental Involvement and Children's Development in Early Mathematics

The null Hypothesis (Ho) formulated to address study objective 2 was as follows:

Ho: Mean parental participation and young children's development in math do not significantly correlate.

Based on Table 6, the findings show a strong negative linear link between parental participation (Spearman correlation coefficient: $r = -0.583$, $p = 0.00$) and children's growth in Early Math. Therefore, Ho is effectively refuted, proving a link between parental participation and young children's math development. This explains why the score (5: Excellent) for preschoolers' growth in Early Maths is higher the lower the score (1: Strongly Agree) for parental participation. Thus, a preschooler's early math development positively correlates with parental involvement.

Table 6. Analysis of the Correlation between Parental Involvement and Preschoolers' Early Math Development

Father-Mother Involvement	Child Development (Early Math)
Spearman correlation, r_s	0.583
Significant, p	.05
The decision	Strength

**Significant value: $p < 0.05$

Study Objective 3: Relationship Between Parental Involvement and Children's Socioemotional Development

The null Hypothesis (Ho) that was developed to address research aim 3 was as follows:

Ho: There is no conclusive link between typical parental participation and a child's socioemotional development.

Based on Table 7, the findings showed a significant negative linear link between parental participation and a child's socio-emotional development, with a Spearman correlation coefficient of -0.448 and a p -value of 0.00 . Ho was thus successfully rejected, proving a link between parental participation and a child's socio-emotional development. This explains why the higher the score (5: Very Good) on child development regarding socioemotional characteristics, the lower the score (1: Strongly Agree) on parental participation. Therefore, parental participation correlates positively with preschoolers' socioemotional development.

Table 7. Correlation Analysis of the Relationship between Parental Involvement and Preschoolers' Development on Socio-emotional Aspects

	Child Development (Socio-emotional)
Spearman correlation, r_s	0.448
Significant, p	.05
The decision	intermediate

**Significant value: $p < 0.05$

According to Table 8, the results showed a substantial Spearman connection between the mean score for parental participation and child development ($r=0.589$, $p=0.00$). H_0 was thus successfully rejected. The mean score for parental involvement and child development thus exhibits a strong negative linear association. This explains why if parental participation is given a low rating (1: Strongly Agree), child development will receive a high rating (5: Excellent). Therefore, the development of preschoolers is inversely correlated with parental participation.

Table 8. Correlation Findings of Parental Involvement with Preschoolers' Overall Development

Father-Mother Involvement	Child Development
Spearman correlation, r_s	0.589
Significant, p	.05
The decision	Strength

** Significant Value: $p < 0.05$

DISCUSSION

The creation of a child's personality is influenced by their emotional development, which is why it is so crucial. Shen G. H. (2020) A case study on the effects of parent-child play on children's psychological independence (In Chinese). *Adv. Psychol.* 10 1–8. 10.12677/AP.2020.101001, which found that a child's personality develops from birth to adulthood, lends credence to this. Kid development in preschool. This demonstrates how parental participation impacts kids' socioemotional and spiritual growth. The demographic study of the respondents revealed that 94.2% of the parents were employed. This demonstrates that despite having demanding careers, parents continue to place a high priority on the education and growth of their kids. The results also demonstrate that kids are confident in their ability to adjust to the fact that their parents work while allowing them to check in on their progress occasionally.

In the meantime, there is a strong correlation between Chinese preschoolers' development and parental participation in cognitive domains. This is because, according to research on how children develop, 44.8% of respondents thought that young children could mention numbers in order, comprehend the idea of numbers, and match the number of objects to the number symbol. This demonstrates the beneficial effects of parental participation in cognitive areas on young children's math development.

Parental involvement and kids' language development are strongly correlated in terms of how well kids learn to speak. This shows that parental participation can help children develop their language more quickly. Parents are the first people to significantly impact a child's language development Dong et al. (2021). Children have a main need for language development, and if that need is addressed, it will benefit the children's reading and writing activities. Parents can aid their children in developing their reading abilities, claim Dawit Yikealo dan Meriem Hasan (2018).

CONCLUSION

Early childhood education's major objective is to assist parents in fostering their children's holistic development through play-based learning, which not only gives kids meaningful fun but may also stimulate their brains. This study demonstrates that parental participation and preschool children's development are related or linked in China. According to the data, being active parents helps children develop more effectively. Parental involvement is crucial because it can provide kids with the self-assurance, they need to continue participating in the activities offered in kindergarten and at home.

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