

PARENT'S INVOLVEMENT IN PRESCHOOL AND ITS INFLUENCES ON CHILDREN'S LEARNING ACTIVITIES

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ABSTRACT – Parents are central figures in the children's learning process and their involvement in the preschool does have an influence on the effectiveness of the learning process. However, parents in Malaysia are facing the issue of a lack of opportunities for involvement in the preschool in which their children study. This is believed to be affecting the learning efficiency of the children. A quantitative study using the convenience sampling method was used to source 390 respondents. The objective involves exploring how the role of the parents of preschools can result in a child being able to learn more efficiently. The results of the survey were analyzed with SPSS version 26. The findings of the Pearson's correlation test and multiple regression test results have shown that parental involvement in parents' involvement in the teaching method used in preschools, and parents' involvement in a certain degree of school-based activities at the preschool are all very important to ensure better learning efficiency of the children. The main implication of these findings is that preschools are recommended preschool teaching methods, and school-based activities, and this is to ensure parents are able to make a positive decision to choose a preschool that can provide their children with quality education.

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INTRODUCTION

The topic of the study involves a discussion about the role of parent involvement in preschools and how it influences the learning activities of the children. The main issue that will be the focus of the paper involves parent involvement and its effect on student learning effectiveness. In Malaysian preschools, it is observed that the level of parent involvement in preschools continues to be not very comprehensive and minimal (Arar et al., 2018). Research done on the topic of the preschool learning process has shown that parents have a very important role to play in the learning process as well (Chen et al., 2022). This is because parents have a significant influence on the psychological development of their children, and they are able to make important decisions concerning the future academic path of their children. Researchers claim that teachers are the central figure in the learning process in preschools. Nevertheless, the role played by parents is also equally important, and the greater the involvement of the parent in the learning process, the greater the learning outcomes (Abera, 2020).

It is stated that the role played by parents is important because parents are the ones who have a great influence over the child and their development as well, and if they are also involved in the learning process in preschools, it might result in their child being able to learn more efficiently and this can directly result in the learning process become more enhanced and effective (Beatson et al., 2022). The study will examine exactly how the involvement of parents can result in an enhanced learning process in preschools in Malaysia.

Preschools in Malaysia are a set of organisations that are tasked with providing early childhood education to school children (Chen et al., 2022). Parents tend to enrol their children in preschools that perform very well (Stevens & Borup, 2015). They are likely to avoid preschools that do not do very well in teaching the students (Abera, 2020). Certain preschools perform very well, whereas other preschools perform not so very well. It is the quest of preschools to ensure that the quality of education provided by them to the school children is optimal and is capable of satisfying the parents as well (Arar et al., 2018).

Research does show that achieving learning process efficiency is quite challenging, and it is not very easy to influence the learning activities of the child positively (Stevens & Borup, 2015). Preschools

encounter all kinds of challenges when attempting to educate children in the most efficient way possible (Wang, 2017). The management of these preschools has continuously tried to achieve a better ability to teach students by enhancing the learning process and thereby influencing the learning activities of the child positively (Manning et al., 2017). However, this is something that is not very easy to accomplish, and very often, these preschools find themselves unable to achieve excellence in teaching children due to challenges and problems (Lin & Magnuson, 2018).

The main research gap that was observed here is that there is a lack of proper studies in Malaysia done on parent involvement in preschool and how it affects the effectiveness of the student. This paper is special because it will provide empirical findings that will close this research gap.

According to Lin & Magnuson (2018), preschools that allow parents to become more involved in the studies of their child will tend to attract parents to send their children to study at that particular preschool. This is perhaps because of the fact that parents want to have a role in how their children develop cognitively, academically, and physically at preschools (Sawyer et al., 2016). When they are able to get access to these preschools and take part in the process of learning for their children, it makes parents feel more contented and satisfied, and they are likely to choose preschools that offer such an option to them (Pardo & Woodrow, 2014). More importantly, such involvement of parents in the preschool activities of the children will almost certainly and invariably result in more successful learning outcomes, thus, better success of the learning process entirely (Stevens & Borup, 2015).

PROBLEM STATEMENT

In this study, the aim is to examine thoroughly the concept of parent involvement in preschools and to show how it influences the learning activities of the child. This is important research because it will show the exact role that parents can play in the school by involving them in the learning process so that the learning activities of the children can be delivered more productively and the child can learn more successfully. The aim of the study is to examine the role of a number of different factors in terms of how these factors can result in better learning outcomes via parenting involvement in the preschool process.

Not all preschools in Malaysia perform optimally, and the level of competition among Malaysian preschools is quite stiff in the industry (Abera, 2020). As a result, certain preschools are known to perform very well, whereas other preschools do not. This is a problem that can result in the Malaysian preschool industry not performing very well because of the disparities in performance among preschools (Dotterer & Wehrspann, 2016).

There is obviously a problem facing certain preschools in Malaysia, and something needs to be done to ensure that these preschools continue to perform optimally, thus contributing to a vibrant industry (Fisher & Kostelitz, 2015). According to Stevens & Borup (2015), one of the main problems why these preschools are unable to perform very well is mainly because the quality of preschool education may not be high enough, and one of the main factors that contribute to quality preschool education is the fact that these preschools have teachers that are not necessarily competent enough to influence the learning activities of the child positively (Sawyer et al., 2016).

Although teachers can teach productively and efficiently, they are limited in certain areas, and they are incapable of engaging with the students at the same level that parents are able to engage with their children (Fisher & Kostelitz, 2015). Therefore, there are researchers that have stated that it is essential for preschools to allow a certain level of involvement of parents within the preschool learning activities, and this is regarded to have a positive contribution towards enhancing the ability of teachers to teach more successfully (Wang, 2017). However, in Malaysia, the level of parental involvement in preschools is still quite low, and there are no formal procedures that allow parents to engage in the teaching process officially (Abera, 2020).

The Research Objectives (RO) of this study are provided below:

RO1: To research the relationship between parent involvement in the teaching method and the learning effectiveness of children in Malaysia.

RO2: To research the relationship between parent involvement in school-based activities and the learning effectiveness of children in Malaysia.

Below are the main Research Questions (RQ):

RQ1: What is the relationship between parents' involvement in preschool teaching methods and the learning effectiveness of children in Malaysia?

RQ2: What is the relationship between parents' involvement in preschool-based activities and the learning effectiveness of children in Malaysia?

LITERATURE REVIEW

Social Cognitive Theory

The theory that will be used in this study is the social cognitive theory, and this comprises a framework for making an analysis of human motivation, thought, and action. This theory was created by Albert Bandura and Richard Walters (Staddon, 2014). It is a theory that outlines the process by which schoolchildren are able to learn through direct experience as well as observing others around them, namely their teachers and parents (Manning et al., 2017). In essence, social cognition comprises how preschool children are able to process, remember, and utilise information as a means of predicting their own behaviour and that of others (Stevens & Borup, 2015).

The social cognitive theory emphasises the learning that takes place in the social context (Wang, 2017). The learners, in this case, would observe new behaviours as well as skills from a particular model. The social learning theory is capable of being used as a means of encouraging and teaching desired behaviours in the classroom via the use of positive reinforcements as well as rewards (Beatson et al., 2022). In this case, the social cognitive theory will be used in terms of how the involvement of parents can result in such positive reinforcement and rewards to children, thus enabling them to learn more productively and efficiently (Hernandez & Ikkanda, 2011).

Parents' Involvement in School-Based Activities

The teaching method of preschools is also a factor that can affect the academic achievement of students. If teaching methods that are used are not conducive and impractical, then it follows that preschool students may be unable to learn productively (Sang & Chang, 2018). Teaching methods must be implemented in ways that ensure maximum learning efficiency and, thereby, result in academic excellence (Pardo & Woodrow, 2014). There are times when the preschool teaching method might not be very conducive, and the children are not able to express themselves and pinpoint the problems in the teaching method as the reason why they are not performing well (Stevens & Borup, 2015). When such is the case, it is up to the teachers to determine whether or not the teaching method suits the students. This might be an impractical method, and a more conducive way is to ensure that input is obtained from parents when it comes to devising teaching techniques for the preschool (Pardo & Woodrow, 2014).

The involvement of parents in the creation of the preschool teaching method will allow parents to provide important input into the kind of teaching method to which they believe that their children will be receptive (Fisher & Kostelitz, 2015). Parents who know their children the best will be able to have an idea about what kind of teaching methods will bring about learning efficiency among their children (Pardo & Woodrow, 2014). Such input is vital to the preschool, and they can use such input to create teaching methods that are very refined and enable a higher level of learning efficiency among the children (Early et al., 2017). Such input from these parents can result in the creation of a sophisticated set of teaching methods that teachers can use in the classroom, and this can produce the desired outcomes (Kim et al., 2014).

The teaching methods employed by teachers at preschools can differ from one preschool to another. The methods can also differ from one teacher to another in the same preschool (Arar et al.,

2018). Different teachers may have different teaching methods, and the method which is the most effective depends greatly on the circumstances and the syllabus being taught within the classroom (Early et al., 2017). It also depends on the recipients of the subject matter being taught as well as the teacher itself (Ozmen et al., 2016). There are numerous teaching methods that can be employed by teachers to teach preschool children, and there are times when the teaching method used is not very appropriate, and this will result in bad learning outcomes (Sawyer et al., 2016).

There are examples of preschool teachers who are known to use an aggressive and intimidating approach to teaching preschool children (Lin & Magnuson, 2018). Sawyer et al. (2016) have pointed out consistently that such an approach to teaching can be detrimental to the ability of the child to learn. This is because aggressive and intimidating teaching practices can result in children becoming intimidated by the teacher and thus becoming not very receptive to the learning content (Arar et al., 2018). Certain teachers believe that the aggressive approach to teaching may result in better obedience and discipline among preschool children, and this can then result in them being able to grasp the syllabus more effectively (Tal et al., 2022).

However, this is shown to be not really the case, and when teachers use such a teaching method, it can result in students becoming unwilling to learn, and this has a detrimental effect on their learning abilities (Wang, 2017). It is for these reasons that it is emphasised by researchers that it is very important to involve parents in the teaching process and thus enable them to understand the teaching method used to educate their children (Stevens & Borup, 2015). As mentioned by many researchers, it is parents who best know the capabilities and learning process of the children and when such a teaching method is used to teach preschool children, it is likely that parents would object to it, and this can result in such a teaching method being reformed to a more passive and non-aggressive teaching method (Early et al., 2017).

It will be impossible for such teaching methods to be changed in the event that parents are not involved, and this is because preschool children are usually unable to speak up and voice their opinions (Arar et al., 2018). The only way for them to do this is to complain to the parents, and they would then bring up the matter with the school principal (Fisher & Kostelitz, 2015). In order to prevent such inconveniences as well as a negative image of the preschool and by the parents, it is better to involve the parents in the teaching process early on and to expose and inform the parents as to the type of teaching method which is being used to teach their children (Stevens & Borup, 2015).

From this kind of involvement, these parents will be able to give their opinions as well as suggestions as to whether or not the teaching method is feasible and plausible, and they can speak on behalf of the children about the effectiveness of the teaching method (Sang & Chang, 2018). Wang (2017) claims that the involvement of parents in this process is merely to ensure that the parents know what kind of teaching method is being practised by the preschool or by the teacher in question and to obtain opinions as well as suggestions from parents whether or not these methods are compatible with the children from the perspective of the parents, who usually have experience dealing with their own children (Dündar & Koç, 2018).

Many studies have indeed shown that the involvement of parents in the preschool teaching method would give them a better idea about what kind of subject matter is being taught and obtain their views about whether or not it is feasible (Stevens & Borup, 2015). It is something that is very productive because it allows parents to make suggestions and recommendations as to how the teaching method should be improved or changed in order to maximise the learning efficiency on the part of their children (Bull et al., 2017). The studies show that the involvement of parents in this process will result in these parents becoming more enlightened about the teaching methods being used, and they can then determine whether or not these teaching methods should continue or should be changed and improved upon so that their children will be able to learn in a more pleasant, non-aggressive and conducive environment thus enhancing the learning efficiency (Manning et al., 2017). Based on this, the following Hypothesis (H) is developed:

H1: There is a positive association between parents' involvement in preschool teaching methods and children's learning effectiveness in Malaysia.

Parents' Involvement in School-Based Activities

School-based activities comprise various activities connected to the preschool and involve interactions with schoolchildren. The involvement of parents in school-based activities is also a very compelling factor that can result in better learning abilities among children in preschool (Arar et al., 2018). School-based activities are usually made to be fun activities that enable the children to engage in activities that are usually held outside the classroom (Sawyer et al., 2016). The involvement of parents in these school-based activities would have a very positive effect on the schoolchildren, and they will be able to become more interested in the syllabus being taught and thus learn more productively (Stevens & Borup, 2015).

When parents are involved in school-based activities, they make them more interesting and interactive, and the children will also find the activities to become more interesting (Dündar & Koç, 2018). As a result, school children show interest and become more engaged in school-based activities because of the involvement of the parents (Stevens & Borup, 2015). Researchers show that school-based activities that involve parents' engagement are activities that are more well-received by the schoolchildren, and they are likely to benefit from it more as opposed to parents who are not involved (Dotterer & Wehrspann, 2016). What the studies find is that touch activities can become more interesting, interactive, and value-adding with parent involvement, thus resulting in the children learning more effectively (Stevens & Borup, 2015).

According to numerous studies, the involvement of parents in school-based activities is regarded to be a factor that can also enhance the learning outcomes of children (Arar et al., 2018). Dündar & Koç (2018) state that when parents are involved in either curriculum or extracurricular-based activities in the preschool, this tends to have a positive effect on the learning efficiency of children. In other words, studies have shown that children are likely to learn more efficiently when their parents are involved in school-based activities (Ozmen et al., 2016).

Preschools tend to have various school-based activities that are done, whether in or outside of the class. These school-based activities are usually geared toward enhancing the learning capacity and intellectual abilities of the children (Arar et al., 2018). Ordinarily, preschools tend to have these activities carried out without the involvement of parents. On the other hand, there are also preschools that are known to involve parents in these types of activities (Arar et al., 2018). A comparative analysis by researchers shows that preschools that involve parents in these school-based activities are likely to enjoy better learning efficacy on the part of the children (Sawyer et al., 2016). This is because these researchers recognise that such activities tend to become more interesting and attractive to children when their parents are involved in them either directly or indirectly (Kim et al., 2014).

Studies prove that parent involvement in these school-based activities, such as academic-related or physical education activities or even any activity that involves the preschool, all tend to have positive effects on the psyche of the child, and this can motivate them to learn more productively (Manning et al., 2017). It is also shown that the involvement of parents in these preschool activities and school-based activities tends to make children more confident in themselves, and this compels them to perform much better in their studies (Hernandez & Ikkanda, 2011).

According to Sawyer et al. (2016), school-based activities can be quite boring for children, and such problems can be removed if parents are involved in the process. They claim that when children see that their parents are involved in school-based activities, it will give them more impetus and motivation to perform to the best of their abilities, and it also enables them to learn more productively and innovatively overall (Bull et al., 2017). On the other hand, studies show that a lack of parental involvement in school-based activities can result in these preschool children becoming unreceptive to these activities, and they may participate half-heartedly (Fourie, 2018). On the other hand, Lin & Magnuson (2018) show that the involvement of the parents in these activities can result in them becoming more excited and more willing to participate in these activities, thereby resulting in better learning efficiency as well. Based on this, the following hypothesis is developed:

H2: There is a positive association between parents' involvement in preschool-based activities and children's learning effectiveness in Malaysia.

METHODOLOGY

The methods section describes actions to be taken to investigate a research problem and the rationale for the application of specific procedures or techniques used to identify, select, process, and analyse information applied to understanding the problem, thereby allowing the reader to critically evaluate a study's overall validity and reliability. The methodology section of a research paper answers two main questions: How was the data collected or generated? And how was it analysed?

Research Design

The first aspect of the research methodology discussed here is the research design. The aim of this research is to provide comprehensive answers to the research question, and as a result, the researcher believes that it is ideal to use a quantitative research methodology. The objective is to show what factors that relate to parents' involvement in preschools positively influence the learning activities of the child.

Data Collection Method/Research Approach

As for the research approach, the researcher adopted an internet survey-based approach that will be carried out online. Such an approach is ideal for quantitative research like this one (Creswell & Creswell, 2017). The survey process was carried out online to enable the researcher to gain speed, efficiency, and overall success in the process of collecting data and processing it (Sekaran & Bougie, 2019).

Research Instrument

As for the research instrument, the researcher used a questionnaire that was designed for the purposes of primary data collection. The questionnaire was provided to the respondents online via instant messaging apps or email. The questionnaire was created based on the research objectives and provided an opportunity for the respondents to give answers, which can then be analysed comprehensively (Creswell & Creswell, 2017).

Research Sample Size

The research sample here comprises parents who have experience enrolling their children in preschools. These parents were an ideal set of respondents who would be able to give their views, opinions, and ideas about how their involvement can bring about greater productivity on the part of their child at the preschool. The sample required for the study comprised 390 parents from the target population. The sampling method used for this process is the convenience sampling method, which involves the researcher utilising a sample that is close at hand and which is chosen based on the level of convenience on the part of the respondents to take part in the study.

Data Analysis

As for the data analysis process, this was conducted using statistical methods, and the data was processed statistically. The main tool used to process the data for this research is the SPSS. This is statistical software that allows the researcher to carry out tests such as the frequencies and descriptive mean tests, the normality and reliability test, the factor tests, the multiple regression test, and Pearson's correlation test.

RESULTS

Data analysis for this research is done with SPSS. The SPSS version 26 is used to process the raw data collected from the survey process. Among the SPSS tests that will be carried out include descriptive tests, reliability tests, normality tests, and correlation tests. The multiple regression tests.

DESCRIPTIVE FINDINGS

Table 1.1. Frequencies Test Result

Age	Frequency	Percent	Valid Percent	Cumulative Percent
Between 21-30 years old	45	11.5	11.5	11.5
Between 31- 40 years old	176	45.1	45.1	56.7
Between 41–50 years old	129	33.1	33.1	89.7
Above 50 years old	40	10.3	10.3	100.0
Total	390	100.0	100.0	

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male Person	207	53.1	53.1	53.1
Female Person	183	46.9	46.9	100.0
Total	390	100.0	100.0	

Education	Frequency	Percent	Valid Percent	Cumulative Percent
Primary School Education	24	6.2	6.2	6.2
Secondary School Education	63	16.2	16.2	22.3
Foundation Diploma Education	138	35.4	35.4	57.7
Degree Undergraduate Education	83	21.3	21.3	79.0
Postgraduate Education	46	11.8	11.8	90.8
PhD Education	36	9.2	9.2	100.0
Total	390	100.0	100.0	

Income	Frequency	Percent	Valid Percent	Cumulative Percent
I earn between RM1500–RM2000	19	4.9	4.9	4.9
I earn between RM2001–RM3000	49	12.6	12.6	17.4
I earn between RM3001–RM4000	97	24.9	24.9	42.3
I earn between RM4001–RM5000	116	29.7	29.7	72.1
I earn between RM5001–RM6000	74	19.0	19.0	91.0
I earn above RM 6001	35	9.0	9.0	100.0
Total	390	100.0	100.0	

The frequencies statistics for age show respondents between 21 -30 years old are 11.5%, those between 31- 40 years old are 45.1%, persons between 41 – 50 years old are 33.1%, and those above 50 years old are 10.3%. The gender analysis shows that male persons are 53.1% while female persons are 46.9%. As for education, the respondents who have primary school education are 6.2%, those with secondary school education are 16.2%, persons with foundation/diploma education are 35.4%, those with degree undergraduate education are 21.3%, persons with postgraduate education are 11.8 and those who have PhD. Education is 9.2%.

In analysing earnings, it shows that those who earn between RM1500–RM2000 equals 4.9%, those that are earning between RM2001–RM3000 equals 12.6%, those who between RM3001–RM4000 equals 24.9, those who earn between RM4001–RM5000 equal to 29.7%, those who earn between RM5001–RM6000 equal to 19.0%, and those who earn above RM6001 equal to 9.0%.

RELIABILITY FINDINGS

Table 1.2. Reliability Test Results

Variables	Alpha Statistics	Reliability
Parent Involvement in Preschool and Children’s Learning Effectiveness	0.942	Good Reliability
Parents’ Involvement in Preschool Teaching Method	0.778	Good Reliability
Parents’ Involvement in School-Based Activities	0.842	Good Reliability

The reliability findings are described here by comparing the Alpha for each variable to see if it is larger than 0.7. From the above, it shows that the Alpha for all variables is higher than 0.7. This shows there is reliability for all constructs in the scales of the questionnaire.

NORMALITY FINDINGS

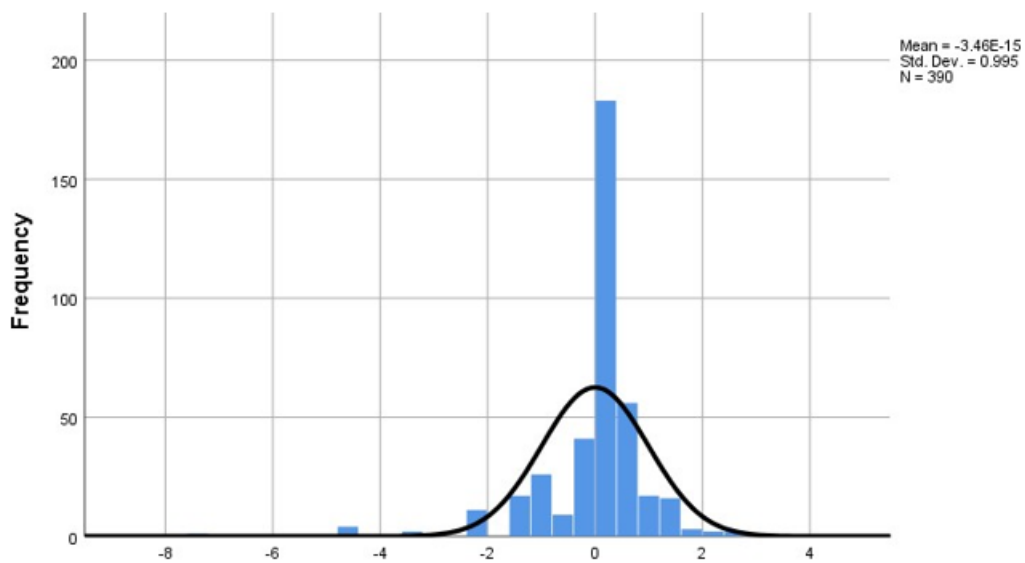


Figure 1. Regression Standardized Residual

The normality analysis shows the histogram for the dependent variable (Parent’s involvement in preschool and children’s learning effectiveness) because it depends on another variable. It provides the histogram, which shows a bell shape of the curve. It means that the data comes from a normal population.

Descriptive Statistics

Descriptive Mean and Standard Deviation Finding

Table 1.3 Parent Involvement in Preschool and Children’s Learning Effectiveness

	N	Minimum	Maximum	Mean	Std. Deviation
Parents usually like to choose a preschool that they can be involved in satisfying the learning needs of the children	390	2	5	4.68	.547
A parent is unlikely to choose a preschool that does not allow them to become involved in the learning needs of the children	390	2	5	4.71	.539
The level of parent involvement is a factor that parents give a lot of importance to	390	2	5	4.55	.575

when choosing a preschool for their children					
Preschools that have good facilities for parent involvement will attract parents to enroll their children	390	2	5	4.72	.533
Parents would like to send their children to a preschool that is known to have teachers with high-level interactions with teachers and the management	390	2	5	4.67	.552

The analysis finds that the majority of participants in the study agree with all the statements contained in the scale entitled “Parent’ Involvement in Preschool and Children’s Learning Effectiveness”. From the results, it is found that most parents agreed that parents usually like to choose a preschool where they can be involved in satisfying the learning needs of the children (Mean = 4.68; Standard Deviation = 0.547). Next, it was found that most parents agree that a parent is unlikely to choose a preschool that does not allow them to become involved in the learning needs of the children (Mean = 4.71; Standard Deviation = 0.539). It was found that most parents agree that parent involvement is a factor that parents give a lot of importance to when choosing a preschool for their children (Mean = 4.71; Standard Deviation = 0.575). Most parents agree that preschools that have good facilities for parent involvement will attract parents to enrol their children as there is a large mean (Mean = 4.72; Standard Deviation = 0.575). It is also found that most parents agree that parents would like to send their children to a preschool that is known to have teachers of a high level of interaction with teachers and management (Mean = 4.67; Standard Deviation = 0.552). The findings made as part of the descriptive analysis show such findings are supported in past studies such as those by Arar et al. (2018), Beatson et al. (2022), and Dotterer & Wehrspann (2016).

Descriptive Statistics

Table 1.5 Parents’ Involvement in the Preschool Teaching Method

	N	Minimum	Maximum	Mean	Std. Deviation
Well-involved parents are likely to enhance preschool teaching methods	390	2	5	4.84	.368
Involving parents in the teaching methods will enable superior quality teaching, which parents are satisfied with	390	2	5	4.82	.388
Parents would like to send their children to a preschool that allows them to become involved in the teaching method	390	2	5	4.84	.368
Parents understand that their involvement can produce quality teaching methods that positively affect their child’s learning	390	2	5	4.82	.388
Parents who are not allowed to become involved in the teaching styles and methods of teachers will not be supportive of the preschool	390	2	5	4.72	.474

Most of the parents agree that well-involved parents are likely to enhance preschool teaching methods (Mean = 4.85; Standard Deviation = 0.359). Secondly, a majority agree that involving parents in the teaching methods will enable superior quality teaching, which parents are satisfied with (Mean = 4.85; Standard Deviation = 0.359). The largest number agree that parents would like to send their children to a preschool that allows them to become involved in the teaching method (Mean = 4.85; Standard Deviation = 0.359). Most of the parents agree that parents understand that their involvement

can produce quality teaching methods that positively affect their child’s learning (Mean = 4.85; Standard Deviation = 0.359). The majority agreed that parents who are not allowed to become involved in the teaching styles and methods of teachers would not be supportive of the preschool (Mean = 4.85; Standard Deviation = 0.359).

Table 1.6. Parents’ Involvement in School-Based Activities

	N	Minimum	Maximum	Mean	Std. Deviation
Well-involved parents are likely to enhance preschool-based activities	390	2	5	4.70	.528
Involving parents in school-based activities will enable superior quality teaching effectiveness and child development	390	2	5	4.68	.533
Parents would like to send their children to a preschool that allows them to become involved in the school-based activities	390	2	5	4.59	.565
Parents understand that their involvement can produce quality school-based activities that positively affect their child’s learning	390	2	5	4.74	.498
Parents who are not allowed to become involved in school-based activities will not be supportive of the preschool	390	2	5	4.63	.559

The analysis shows that most parents agree that well-involved parents are likely to enhance preschool-based activities (Mean = 4.85; Standard Deviation = 0.359). Most parents agree that involving parents in school-based activities will enable superior quality teaching effectiveness and child development (Mean = 4.85; Standard Deviation = 0.359). The largest number agree that parents would like to send their children to a preschool that allows them to become involved in school-based activities (Mean = 4.85; Standard Deviation = 0.359). The majority agree that parents understand that their involvement can produce quality school-based activities that positively affect their child’s learning (Mean = 4.85; Standard Deviation = 0.359). Most of the parents agree that parents who are not allowed to become involved in school-based activities will not be supportive of the preschool (Mean = 4.85; Standard Deviation = 0.359). The findings that are made in this analysis are supported by studies like Ozmen et al. (2016), Bull et al. (2017), and Fourie (2018).

CORRELATION FINDINGS

Table 1.7. Correlation Test Results

	Parents’ Involvement in Preschool and Children’s Learning Effectiveness	Parents’ Involvement in Preschool Teaching Method	Parents’ Involvement in School-Based Activities
Parents’ Involvement in Preschool and	Pearson Correlation	1	.357**
	Sig (2-tailed)	.000	.000

Children's Learning Effectiveness	N	390	390	390
Parents' Involvement in Preschool Teaching Method	Pearson Correlation	.357**	839**	.702**
	Sig (2-tailed)	.000	.000	.003
Parents' Involvement in School-Based Activities	Pearson Correlation	.492**	.158**	.151**
	Sig. (2-tailed)	.000	.002	.003
	N	390	390	390

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

* . Correlation is significant at the 0.05 level (2-tailed)

The correlations analysis is provided here for the relationship between the independent variables, which are Parents' Involvement in Preschool and Children's Learning Effectiveness, Parents' Involvement in Preschool Teaching Methods, and Parents' Involvement in School-Based Activities. The correlation between Parents' Involvement in Preschool and Children's Learning Effectiveness and. This shows a weak linear relationship. This finding is supported by Arar et al. (2018) and Beatson et al. (2022).

The correlation between Parent Involvement in Preschool and Children's Learning Effectiveness and Parents' Involvement in Preschool Teaching Method is 0.357. This shows a weak linear relationship. Nevertheless, this linear correlation is supported by Sang & Chang (2018), Dündar & Koç (2018), and Manning et al. (2017).

The correlation between Parents' Involvement in Preschool and Children's Learning Effectiveness and Parents' Involvement in School-Based Activities is 0.492. It provides a weak linear correlation between the variables. This linear correlation, although weak, is supported by literature such as the findings made by studies like Ozmen et al. (2016), Bull et al. (2017), and Fourie (2018).

MULTIPLE REGRESSION TEST FINDINGS

Table 1.8. Model Summary Test Results

Model Summary					
M Model	R	R Square	Adjusted R Square	Std Error of the Estimate	Durbin Watson
1	.573a	.328	.322	.40791	1.269

a. Predictors:(Constant), Parents' Involvement in Preschool and Children's Learning Effectiveness Parents' Involvement in Preschool Teaching Method, Parents' Involvement in School-Based Activities

b. Dependent Variable: Parent's involvement in Preschool and Children's Learning Effectiveness

The R square value is 0.185, and this means that 18.5% of the total variation of the dependent variable, which is the parent preschool decision in the regression model, is explained by all of the independent variables. The Durbin-Watson analysis provides that there is no autocorrelation problem because the value is between 1 and 3.

Table 1.9. ANOVA Test Results

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.337	4	7.834	47.084	.000b
	Residual	64.060	385	.166		
	Total	95.397	389			

- a. Dependent Variable: Parent’ Involvement in Preschool and Children’s Learning Effectiveness
- b. Predictors: (Constant) Parent Involvement in Preschool and Children’s Learning Effectiveness, Parents’ Involvement in Preschool Teaching Method, Parents’ Involvement in School-Based Activities

In the ANOVA table above, the significance value is 0.000. This is lower than 0.05, and this means that the regression model is fit for further use.

Table 1.10. Statistical Significance Test Results Analysis

Model	Unstandardized Coefficients		Standardised Coefficients		t	g.	Sig
	B	Std. Error	Beta				
1 (Constant)	-.215	.388	.554		-	80	.5
Parents’ Involvement in Preschool Teaching Method	.362	.132	.213	.736	2.	06	.0
Parents’ Involvement in School-Based Activities	.526	.050	.447	.540	10	00	.0

- a. Dependent Variable: Parents’ Involvement in Preschool and Children’s Learning Effectiveness

The analysis of the coefficients table shows that all the independent variables showed a significant value that is lower than 0.05. What this means is that there is a statistical significance of all these independent variables with the dependent variable. This means that the parent’s preschool decision is affected by Parents’ Involvement in Preschool Teaching Methods and Parents’ Involvement in school-based activities.

HYPOTHESIS TEST FINDINGS

Table 1.11 Hypothesis Test Findings Results

Hypothesis	Statistics	Decision
H1: There is a positive association between parents’ involvement in preschool teaching methods and children’s learning effectiveness in Malaysia	0.006	Accepted
H2: There is a positive association between parents’ involvement in preschool-based activities and children’s learning effectiveness in Malaysia	0.000	Accepted

DISCUSSION

The results which were analysed here showed that the research hypotheses were accepted. It was shown that there is a positive association between Beatson et al. (2022) and Dotterer & Wehrspann (2016); there is a positive association between parents’ involvement in preschool teaching methods and children’s learning effectiveness (as supported by studies like Sang & Chang, (2018), Dündar & Koç, (2018) and Manning, et al., (2017); and there is a positive association between parent’ involvement in preschool-based activities and children’s learning effectiveness in Malaysia (as supported by Ozmen et al., (2016);p Bull, et al., (2017) and Fourie, (2018). This means preschool teaching methods and school-based activities are important in enhancing children’s learning effectiveness.

CONCLUSION AND IMPLICATIONS

The research carried out here was about examining the factors likely to affect the parent’s involvement in preschool and children’s learning effectiveness. The researcher investigated factors

comprised of parents' involvement in preschool teaching methods and parents' involvement in school-based activities.

The data analysis provided findings that are quite interesting. Firstly, the researcher found that the research instrument that was used to collect data was reliable, and the data that was collected was normal. The researcher also established positive but weak correlations between all the independent variables of parents' involvement in preschool teaching methods and parents' involvement in school-based activities and the dependent variable of parent preschool decision. The multiple regression testing showed that the regression model was good, and there was statistical significance between the independent variables and the dependent variable. Based on this, the researcher tested the hypothesis and found that all the hypotheses (H1 and H2) were supported.

Based on all of the findings made in this analysis, it is quite overwhelmingly apparent that factors like parents' involvement in preschool teaching methods and parents' involvement in school-based activities are factors that play important roles in helping to enhance parent involvement in the preschool and thus improve the chances of parents choosing a preschool to send their children to study. The new implications that arise from this study are that parents need to be involved at a higher level in various facets of the preschool so that they are able to provide vital input and insights into matters such as preschool teaching methods as well as school-based activities. This is believed to bring about greater academic performance on the part of their children.

LIMITATION

The limitation that was encountered here is the limitation that concerns the research methodology. The research design limitation is likely to be the main research methodology limitation here because the researcher would like to carry out a study using the quantitative research design, which does have limitations. The quantitative research design lacks the depth of research, and it is also a research design that provides data that can be very superficial in nature. Such a research design prevents the researcher from conducting an in-depth analysis of the research problem.

RECOMMENDATIONS

As for suggestions for future research, a new study that will be conducted relating to this research topic should be conducted using a mixed method in the future. This will ensure that the limitations of either one of these methodologies will be overcome. Besides that, future research will involve examining this research topic from the perspective of one particular type of preschool in Malaysia, such as the Montessori preschool. Future research will also involve a study carried out about factors influencing the academic performance of children in Malaysian preschools from the perspective of the involvement of parents.

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