

A Study On The Relationship Between Parents' Educational Level
and Their Involvement In Children's Learning In Johor

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PARENTS' EDUCATIONAL LEVEL AND PARENTAL INVOLVEMENT

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Declaration

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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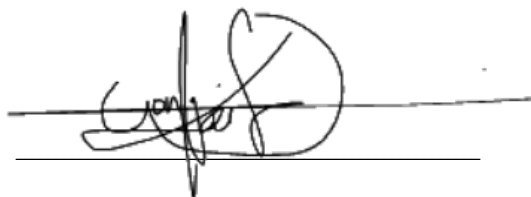
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Approval Form

This research paper attached hereto, entitled "A Study on The Relationship between Parents' Educational Level and their Involvement in Children's Learning in Johor" prepared and submitted by Sim Hui Yee in partial fulfilment of the requirements for the Bachelor of Early Childhood Education (Hons) is hereby accepted.



Supervisor

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Abstract

This research paper attempted to study the relationship between parents' educational level and their involvement in children's learning in Johor. There is limited research investigating the effects of parental education level and parental involvement on young children's learning; thus, the present study is required to examine the relationship from a local context perspective. This study applies Bronfenbrenner's Ecological Systems Theory to investigate the relationship between parents' educational level and parental involvement. The quantitative research method and correlational research design were applied in the present study. The research instrument used is the Family Involvement Questionnaire-Short Form (FIQ-SF). Purposive sampling was used, and 72 parents in Johor with children between the ages of 4 and 6 have participated in this study. The current finding's result shows that there is a significant positive relationship between parents' educational level and home-school conferencing ($r=0.383$, $p=0.001$), school-based involvement ($r=0.487$, $p=0.001$) and home-based involvement ($r=0.387$, $p=0.001$). Descriptive analysis reveals that Johor parents showed a low willingness to get involved in school-based activities. Hence, it implied a need to initiate relevant intervention programmes that help improve collaboration between families and schools. The inferential finding has proven that parents' educational level is significantly positively related to all aspects of parental involvement. Therefore, it alerts the preschool administrators that helping to improve parents' knowledge and skills can be an effective strategy to increase parental involvement in school. As recommendations, this study suggests producing a multiple-language questionnaire by using the back translation method, employing random sampling techniques to increase the generalizability of the findings, and combining quantitative and qualitative methods to enhance the depthness of this study.

Keywords: Parents' educational level, parental involvement, home-school conferencing, school-based involvement, home-based involvement

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List of Abbreviations

DV	Dependent variable
ECE	Early Childhood Education
FIQ-SF	Family Involvement Questionnaire-Short Form
HBI	Home-based Involvement
HSC	Home-school Conferencing
IV	Independent variable
r_s	Spearman rho correlation
SBI	School-based Involvement
SPSS	Statistical Package for Social Sciences

Chapter I

Introduction

Introduction

This study aims to examine the relationship between parents' educational level and their involvement in children's learning in Johor. Chapter one of the research paper consists of the background of the study, problem statement, research objectives, research questions, the hypothesis of the study, significance of the study, and also the definition of terms which include conceptual and operational definitions.

Background of Study

Parents are among the most important people in the lives of young children. They play a significant role in their children's education, as they are their first and most influential teachers. Parental involvement in children's education has been identified as one of the key factors influencing their academic achievement (Jaiswal & Choudhuri, 2017). It can be accomplished through parental involvement at home, such as listening to the child as they read and assisting with homework, as well as school-based activities, such as attending parents' meetings and educational workshops (Ntekana, 2018). Previous studies consistently show that children tend to have higher academic achievement, feel more motivated, and have better social-emotional growth when their parents are actively involved in their education (Đurišić & Bunijevac, 2017). According to Yulianti et al. (2018), they discovered that the intervention programme to increase parental involvement was quite effective in improving student achievement when compared to the other intervention programmes in the school improvement project including teacher development, educational management, books, and learning materials. Blair (2014) also indicated that parental involvement may influence children's performance for a lifetime and

even have a positive impact on future levels of educational attainment. Overall, parental involvement is important for children's education and should be promoted as a way for parents to actively participate in their child's academic development.

Based on past literature, parents' characteristics can potentially influence their way and level of involvement in their children's education. These factors included things like gender, age, culture, and others. One of the factors that has consistently been found to influence parental involvement is parents' educational level. Based on Shao et al. (2022), the educational level of parents can affect children throughout their lives and have a long-term impact on children's academic development. In general, the Malaysia government (Ministry of Education) has also addressed the fact that parental involvement in their children's education will have a significant impact on the children's academic performance (Kamal et al., 2022). Commonly, parents with higher educational levels tend to be more actively involved in their children's education compared to those with lower educational levels (Handayani et al., 2020). In a local context, Vellymalay (2011) also agreed that the level of education obtained by parents has a significant impact on parental involvement in their children's education, both at home and at school. However, relevant local research seemed to examine this area using a general population, in which the scholars rarely distinguished the parental involvement in different regions and different school populations, such as the ECE population. Thus, this study focuses on seeking the relationship between parents' educational level and their involvement in children's learning in Johor.

Problem Statement

Long-standing research evidence has shown that parental involvement in their children's education is one of the most critical factors that determine overall educational outcomes. A

review by Boonk et al. (2018) noted that parental involvement is critical to outcomes such as student behaviour, discipline, and attitude towards education which ultimately result in better performance. Research evidence within Malaysia (Kamal et al., 2022; Omar et al., 2018; Omar et al., 2017) and even specifically in the case of Johor (Kuan & Chuen, 2017; Shahri et al., 2020) have found that parental involvement is a significant factor in desirable educational outcomes for students across a variety of settings and contexts. According to Al-Matalka (2014), parental involvement strategies are more influenced by parents' educational level than parental occupation and income. Shao et al. (2022) also mentioned that parental involvement in their children's education is significantly influenced by their educational level. This finding was attributed to the fact that highly educated parents have a greater propensity to engage in activities related to their children's education, such as helping with homework, attending school events, and volunteering in schools. Even though there hasn't been much research on the educational level of parents and their involvement in their children's education, the few studies that have been conducted have confirmed that parents' education is a key element in promoting parental involvement in children's education (Vellymalay, 2011).

For the past years, most of the research related to parental involvement in children's education has mostly focused on children in primary school (Kamal et al., 2022; Yulianti et al., 2018), secondary school (Ngu et al., 2016), and college (Omar et al., 2017) instead of pre-schoolers. Parental involvement in child education has been recognised as an essential component of early childhood education (Kurtulmus, 2016). However, only a few studies have examined parental involvement at the preschool level (Senin & Halim, 2021). Moreover, there are limitations to the studies that have been done to seek the link between parents' educational level and their involvement in children's education, especially in the Malaysia context. Local studies on parental involvement have tended to focus on a few common factors such as gender (Yeoh & Woo, 2013; Juhari et al., 2013), income (Ishak et al., 2020), and self-efficacy (Ng &

Tan, 2017; Shanmugam et al., 2022) rather than educational level. Despite numerous studies highlighting the crucial role of parental involvement in children's education, limited research exists regarding the potential impact of parents' educational level on their engagement in the ECE context in Malaysia (Blair, 2014; Gonzalez et al., 2013; Yulianti et al., 2018). Due to the insufficient research about the relationship between parents' educational level and parental involvement in children's learning in Malaysia, the researcher was motivated to conduct a study in this area.

Research Objectives

This study aimed to examine the relationship between parents' educational level and their involvement in preschooler's education in Johor. It specifically expressed three sub-objectives:

1. To investigate the level of parents' involvement in three dimensions consisting of home-school conferencing, school-based involvement, and home-based involvement.
2. To examine the relationship between parents' educational level and their involvement in home-school conferencing.
3. To examine the relationship between parents' educational level and their involvement in school-based involvement.
4. To examine the relationship between parents' educational level and their involvement in home-based involvement.

Research Questions

Based on research objectives, this study has generated three research questions:

1. What is the level of parents' involvement in three dimensions consisting of home-school conferencing, school-based involvement and home-based involvement?
2. Is there any significant relationship between parents' educational level and their involvement in home-school conferencing?
3. Is there any significant relationship between parents' educational level and their involvement in school-based involvement?
4. Is there any significant relationship between parents' educational level and their involvement in home-based involvement?

Research Hypothesis

H_{a1}: There is a significant relationship between parents' educational level and their involvement in home-school conferencing.

H_{a2}: There is a significant relationship between parents' educational level and their involvement in school-based involvement.

H_{a3}: There is a significant relationship between parents' educational level and their involvement in home-based involvement.

Significance of Study

This current study is expected to provide an updated statistic (mean level) of Johor parents' parental involvement in three areas, including home-school conferencing, home-based involvement, and school-based involvement. According to Ishak et al. (2020), there is a low parental involvement in Malaysia. The school has a significant impact on the level of parental involvement in their children's education (Lim & Wong, 2020). So, this study will provide

information for preschools in Johor to foster awareness among parents in these three areas or those areas of parental involvement that need improvement. The data can guide educators and administrators in designing more effective parental involvement programmes in order to aid for better collaboration between parents and schools (Ng & Tan, 2017). This is important, as according to Liu et al. (2020), collaboration and teamwork between parents and schools can help to improve the educational process and enhance the children's school outcomes. Besides that, by understanding the type of involvement that is highly provided, preschool teachers can collaborate with parents to improve the parental involvement by having more communication to operate any event at schools and help to give some ideas and advice (Đurišić & Bunijevac, 2017).

Moreover, this study is also expected to provide statistical evidence to reveal the relationship between parents' educational level and parental involvement through inferential analysis by using Spearman correlation analysis. As mentioned in the problem statement, there has been little research done on parents' education levels and their involvement in children's education in the ECE context in Malaysia. Hence, the benefit of this study is to add to the local literature and prove whether parents' educational level would serve as a significant factor relating to parental involvement in three specific areas: home-school conferencing, home-based involvement, and school-based involvement. Furthermore, the findings of this study make parents aware of the type of parental involvement to which they are contributing, which is necessary for parents to improve the involvement that is lesser, such as low parental involvement at school, so parents must collaborate more with the school to increase their involvement (Shao et al., 2022). If parents are aware of the relationship between their educational background and their level of involvement in their children's education, they can give their children the best support possible.

Definition of Terms

Conceptual Definition

Parental Involvement: The involvement of parents through presence at school, communicating with the teachers, or assistance with homework at home (Young et al., 2013). Lowe and Dotterer (2018) defined parental involvement as interactions between parents and their children and schools that support academic success.

Operational Definition

Parents: In this study, parents refer to biological parents who take care of pre-schoolers in Johor, Malaysia.

Parental Education: The highest level of formal education attended by the father and mother (Fakhrunnisak & Patria, 2022). This study divided parents' educational levels into five groups: 1) Primary and below; 2) Secondary (SPM); 3) Higher Secondary (STPM); 4) Diploma; and 5) Degree and above (Idris et al., 2020).

Parental Involvement: In this study, there are three aspects of parents' involvement in their children's educational experiences including home-school conferencing, home-based involvement, and school-based involvement (Fantuzzo et al., 2013).

- Home-School Conferencing: share information about a child's development and experiences, including any challenges they may be having in school, between parents and teachers.

- Home-based Involvement: active learning in the home environment, such as help with homework, home-supervision and parent-child communication.

- School-based Involvement: activities carried out with the child in the school setting, such as volunteering in the classroom, going on a class trip, or working together with other parents to plan events.

Conclusion

In conclusion, the research aims to investigate the relationship between parents' educational level and their involvement in children's learning in Johor. The benefits of this research are that it helps to increase awareness of parental involvement among the parents, and the preschools can create more effective communication and necessary programmes at the centre-based level to encourage parental involvement in home-school conferencing, home-based involvement, and school-based involvement. On the other hand, due to the lack of local research on the Early Childhood Education context, this study aims to highlight local literature on parents' educational backgrounds and their involvement in children's learning.

Chapter 2

Literature Review

Introduction

This chapter presents an overview of past research which are related to parents' educational level and parental involvement, consisting of home-school conferencing, school-based involvement, and home-based involvement. The theoretical framework applied to the study is also covered in this chapter. The conceptual framework will explain the relationship between the two variables.

Parental Involvement

Parental involvement refers to a situation in which parents are actively involved in their children's education. They participate in their children's education and fulfil their duties as parents by ensuring that the learner is assisted in the learning process as much as they possible can (Ntekane, 2018). According to Jafarov (2015), parental involvement is crucial for children's education, and there are many benefits for them as well. For instance, parental involvement can affect children's academic success in a positive way. Based on Fantuzzo et al. (2013), there are three domains of parental involvement: home-school conferencing (HSC), school-based involvement (SBI), and home-based involvement (HBI). First, home-school conferencing refers to communication between parents and schools about their children's educational experiences and progress (Handayani et al., 2020). Second, school-based involvement involves parents' active participation in a range of school-related activities, such as visiting classrooms, attending events in which their children are performing, volunteering for school activities, and having both formal and informal conversations with the teacher (Daniel et al., 2016). Third, parental involvement in home-based education is defined as

parents' assistance and support of all types of informal school-related learning and teaching practises that occur at home (Gan & Bilige, 2019). Examples such as helping with homework, reading with their child, and providing educational resources are the things that parents can do at home.

It has been shown that parental involvement in education benefits children's academic and social growth in several ways. The educational levels of parents have been identified as one of the variables that could influence parental involvement in young children's education. The level of education of parents can influence their knowledge, beliefs, values, and goals for raising a child, so that a variety of parental behaviours are indirectly associated with children's school performance (Onyedikachim & Ezekiel-Hart, 2021). Idris et al. (2020) indicated that children with educated parents perform much better than children with uneducated parents. This may be due to various reasons, such as higher levels of knowledge about child development and education, greater confidence in assisting with homework and school-related tasks, and higher expectations for their children's academic success (Vellymalay, 2012). A study by Ishak et al. (2020) in Malaysia discovered that parental involvement, particularly in parent-child conversations at home and school involvement, was significantly higher for parents with 2-year college degrees and above. This is because higher-educated parents have higher expectations for their children's academic achievement and are more likely to provide extra educational resources and participate in both home and school-based activities. Parents with lower levels of education, on the other hand, may face greater challenges in supporting their children's academic development (Heng et al., 2021).

The Association between Parents' Educational Level and Home-school Conferencing

A study by Bæck, U. K. (2010) in Norway, has revealed a significant positive

relationship between parents' educational level and home-school cooperation, such as parent meetings and parent-teacher conferences ($r=0.104$, $p<0.01$). In this study, parents of ninth graders in lower secondary schools ($N=1169$) were chosen. It is found that parents' education levels have an impact on their children's attendance because highly educated parents report attending parent-teacher conferences more frequently than those with a lower level of education. The author explained that low-educated parents are worried about their own knowledge of academic matters, which prevents them from participating in a variety of school forums.

In a study conducted by Handayani et al. (2020), based on a group of parents with children aged 4 to 5 years old in Buleleng Regency, Bali ($N=230$), it was reported that there is a significant relationship between parents' educational level and home-school conferencing, with $t=-2.75$ and $p=0.006$. According to the study's findings, parents with higher levels of education are more likely to interact with teachers by offering suggestions and participating in discussions because they have a deeper understanding of their children's educational needs. Low-educated parents, on the other hand, might feel uncomfortable when communicating with teachers because they feel less effective in helping their children academically due to their lack of knowledge and experience in the field of education.

Yushawu et al. (2020), based on a group of parents and teachers in the Sagnerigu District of Ghana ($N=250$), reported that there is a significant positive relationship between the level of education and parent-teacher conferences ($r=0.534$, $p<0.001$). Mix-methods research was applied in this study. This finding indicated that parents' likelihood of participating in PTC is influenced by their level of education. Higher-educated parents are more likely to actively participate in home-school conferences, discussing academic issues and collaborating with teachers to support their children's education. Conversely, parents with lower educational levels may face obstacles like a lack of familiarity with educational terminology or discomfort

in formal meetings, which can limit their participation.

The Association between Parents' Educational Level and School-based Involvement

Based on quantitative research by Thartori (2018) that involved 80 Albanian parents, it is reported that there is a significant difference between parents' educational level and school-based involvement, such as volunteering and collaborating with community ($p=0.001$). According to this study, highly educated parents are more likely to participate in parenting, communication, and volunteering activities at their children's schools. These parents interacted with teachers more frequently, attended school events, and participated in communication. Additionally, compared to other parent groups, parents with postgraduate degrees reported communicating with the school more frequently. Many respondents in the study agreed that educated parents have a positive impact on students' academic performance because they frequently communicate more effectively with teachers and principals. In conclusion, parents' educational backgrounds will affect how highly they value their involvement in their children's schooling.

A study by Yulianti et al. (2018) employed a survey research design on a population of 2151 parents in three provinces in Java. The correlation analysis shows a significant and weak strength of relationship between mothers' educational attainment and school-based activities ($r=0.21$, $p<0.05$). The authors indicate that parents in urban schools demonstrated higher levels of involvement compared to parents in rural schools. Parents with higher levels of education participated more in community involvement, decision-making, and volunteering in urban schools. However, parents with lower educational attainment may prevent them from participating in school activities. Low-educated parents tend to place a lot of trust in the teacher to educate their kids because they have a low sense of self-efficacy in that area. Besides, these

parents may also tend to believe that education is a separate process that happens at school under the supervision of a teacher, with the parents' only responsibility being to meet their children's basic needs and get them to school.

Tamayo Martinez et al. (2022), based on a group of mothers in Rotterdam (N=3490), reported that there is a significant positive relationship between parental education and child school achievement ($r=0.54$, $p=0.001$). It is claimed that educated parents are more likely to be involved in their children's school activities and school environment. They are more aware of the advantages of school-based activities and have a better understanding of the importance of extracurricular activities in their child's development. However, low-educated parents might find it challenging to communicate with teachers and other parents, which limits their availability to attend school-based activities.

The Association between Parents' Educational Level and Home-based Involvement

A study by Al-Matalka (2014) found that there is a significant positive relationship between parents' educational level and home-based involvement. There are 150 Jordanian parents with children aged from 17 to 19 involved in this study, and the quantitative method is applied. The results of the correlation analysis indicate a significant and weak relationship between parents' educational level and helping with their children's homework ($r=0.29$, $p=0.01$) as well as a significant and moderate relationship in identifying homework ($r=0.31$, $p=0.01$). The author explained that higher-educated parents have been found to be more knowledgeable and aware of the best and most efficient ways to supervise and guide their children's education. If children have any problems with their homework, they are more likely to get involved in helping them. On the other hand, low-educated parents may have low self-esteem when helping their children with homework and tend to leave their children's education to the teachers. Hence,

this study suggests that the higher the educational level of parents, the higher the parental involvement at home.

Based on research by Gan & Bilige (2019) that involved 4500 students ages ranging from 13 to 15 years old at 15 junior high schools in Hainan Province, it reported to have a significant positive relationship between parents' educational attainment and home-based involvement with $p < 0.001$, $\eta^2 = .043$. It is found that well-educated parents are more likely to place their children's education as a top family priority. These parents typically emphasise parent-child communication, children's self-determination, and to understand their children's needs in addition to developing their children's interests, supervising their homework, and having higher expectations for their children. However, low-educated parents indicates that they lacked the necessary knowledge to assist with children's homework, which cause them less involved in home-based activities.

According to a study by Handayani et al. (2020), there is a significant relationship between parents with and without college degrees and their involvement in home-based activities, $t = -3.12$, $p = 0.02$. There are 230 parents with children aged 4 to 5 years old in Buleleng Regency, Bali, who have participated in this study, and the quantitative method was used to gather the data. According to this author, higher-educated parents are more involved in their children's learning at home because of a sense of adequacy. Most well-educated parents are more knowledgeable and have more resources to provide a rich environment for their children to learn at home, and they are aware of their roles and responsibilities in relation to their children's education. For instance, these parents are more motivated to give their children educational resources like games, books, art supplies, and other things to encourage learning at home. Besides, the authors also explained that parents with low educational levels feel inadequate due to their lack of education-related knowledge; hence, it demotivates their involvement in assisting their children in learning at home.

The study by Bonilla et al. (2022) in the Philippines investigates the relationship between family income and parents' educational level with parental involvement. 60 parents with 30 males and 30 females in Puerto Princesa City, Philippines were involved, and a quantitative approach was used in this study. This finding indicates parents' educational level is statistically related to home-based involvement (Kendall's Tau B=0.852, $p < 0.001$). This finding suggests that the educational level of parents can play a significant role in encouraging children's learning and academic success. The authors indicated that parents who receive a higher education are more likely to participate in their children's educational activities at home compared to low-educated parents, as they expect their children to perform better at school. In conclusion, parental involvement in home-based activities is related to their educational level and will significantly impact children's academic performance.

Theoretical Framework

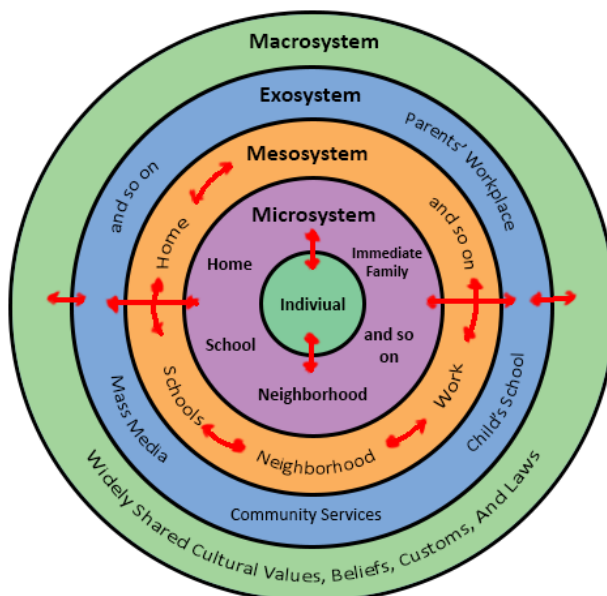


Figure 1. Bronfenbrenner's Ecological Systems Theory Model (1979)

Ecological Systems Theory was developed in 1979 by an American psychologist named Urie Bronfenbrenner. This theory explains how the surroundings and environmental factors impact a child's development. He stated that people's environments and ecological realities have an impact on their development, including behaviour. He believed that systems like family, school, and the workplace directly affect people while policies, resources, and other people's expectations have an indirect effect (Rus et al., 2020). According to Bronfenbrenner's classic model for ecological systems theory, there are four interrelated types of environmental systems which are (1) Microsystem, (2) Mesosystem, (3) Exosystem, and (4) Macrosystem. These levels range from smaller, proximal settings where people interact directly to larger, distal settings where development is indirectly influenced (Ettedal & Mahoney, 2017). The child is at the center of the system, and each system has an impact on individual learning, both directly and indirectly (Erdener, 2016).

The microsystem is the first layer of Bronfenbrenner's theory. According to Crawford (2020), a microsystem is a pattern of activities, roles, and interpersonal interactions experienced by a developing person in a specific face-to-face situation with other people who each have unique physical and material features as well as temperament, personality, and belief systems. The microsystem is a child's closest environment, and it includes the structures with which the child has direct contact (Härkönen, 2001). Kamal et al. (2022) stated that children spend a significant amount of time interacting with people in their immediate surroundings, known as microsystems. This layer, which consists of parents, relatives, teachers, and other students, has an impact on children directly. Based on Khan et al. (2015), the parental educational background is one factor that might influence the value of parental involvement in a child's academic success. Parents with higher educational levels are more likely to create a learning environment for their children. They will participate in children's school activities and school environment. Moreover, educated parents are interested in their children's academic

performance. They always meet and collaborate with teachers in school to ensure their children's seriousness in their studies (Khan et al., 2015). Thus, parents' educational level can significantly impact their involvement in their children's learning at this layer.

The second layer of the ecological systems theory is the mesosystem. The connections between the various microsystems in a person's life make up the mesosystem (Crawford, 2020). In other words, mesosystem is the linkage between microsystems, for example the interactions between child's parents and teachers, or between school peers and siblings. One example would be parents interacting with their children's school through exchanges such as curriculum night or parent-teacher conferences (Fairless et al., 2017). According to Pepito (2019), home-school partnership is regarded as a key predictor of children's academic achievement. Parents' educational level can influence their ability to communicate effectively with teachers and engage in school-related activities. Parents with higher levels of education will have an advantage when discussing curriculum or other school-related issues because their education may have given them a deeper understanding about school and education in general (Handayani et al., 2020). On the other hand, parents with low educational levels may be less motivated to get involved in school activities because they lack confidence in communicating with school staff (Naite, 2021). This could potentially result in reduced communication and collaboration between parents and teachers.

After that, the exosystem is the third layer of the ecological systems. The exosystem is similar to the mesosystem in that it is made up of microsystems that interact with one another; however, in the exosystem, at least one of the microsystems cannot contain the person at the centre of this system (Crawford, 2020). A simple example is a parent's workplace. Although the child is not a part of the workplace system, he or she may be affected by it if the parent needs to work long hours, is possibly unable to attend school events, or even simply comes home stressed from work. Additionally, the influence in the ecosystem is bidirectional, which

means that a child can influence a parent in his or her workplace too (Crawford, 2020). For example, a sick child might cause the parents to be absent from work, which would have an effect on the work system even though the child was not involved. A study by Handayani et al. (2020) indicated that parents do not have much time to participate in parent-teacher meetings or attend school activities since their work time typically coincides with their children's school time. Hence, work-related factors can significantly impact parental involvement in children's learning.

Lastly, the outermost layer of the ecological systems is macrosystem which encompasses cultural and societal beliefs that influence a child's development. This includes the economy, religious and cultural values, and the political system. It generates a pattern of interaction between and among the various micro-, meso-, and exosystems (Crawford, 2020). Based on O'Toole et al. (2019), cultures and subcultures are expected to be distinct from one another, but relatively homogeneous internally. Understanding this is crucial when studying parental involvement and engagement because parents might face different challenges, norms, prejudices, and expectations depending on things like gender, social class, language, ethnicity, religion and etc, which can have a significant impact on the levels and quality of engagement with schools (O'Toole et al., 2019).

Conceptual Framework

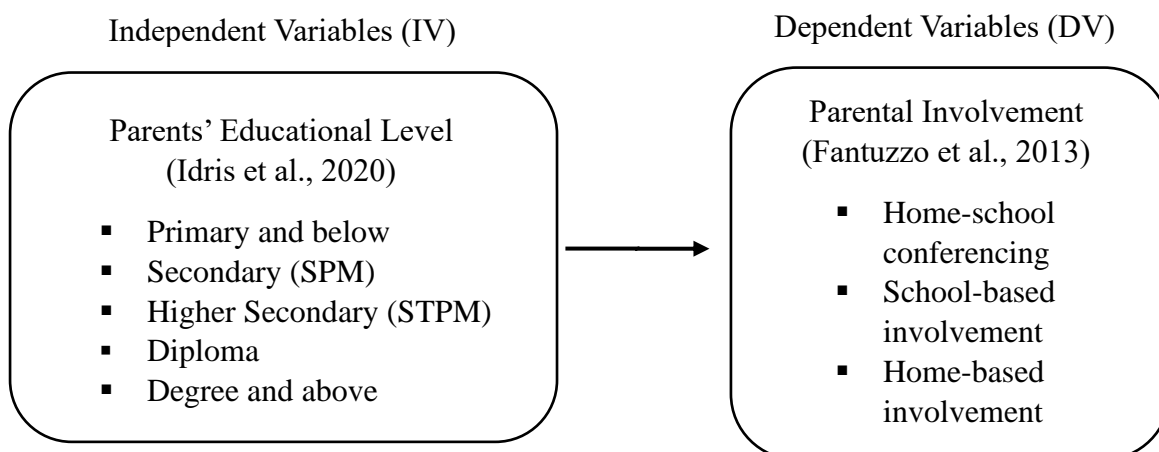


Figure 2. Conceptual Framework of the Study

This study consists of independent variables (IV) and dependent variables (DV). The figure above shows IV, which is the parents' educational level, which is divided into five groups: 1) Primary and below; 2) Secondary (SPM); 3) Higher Secondary (STPM); 4) Diploma and 5) Degree and above (Idris et al., 2020). While on the other hand, DV is the parental involvement that consists of home-school conferencing, school-based involvement, and home-based involvement (Fantuzzo et al., 2013). The researcher hypothesized that there is a significant relationship between parents' educational level and parental involvement. A study in Malaysia by Vellymalay (2012) found that the educational level of parents is an important indicator in fostering parental involvement in their child's education. Hemmerechts et al. (2017) also indicated that the level of parental education can affect the quality of parental involvement. Hence, this study was carried out to examine whether parents' educational level (IV) influences parental involvement (DV).

Chapter III

Research Methodology

Introduction

This chapter presents the research design adopted, including a description of the participants and sampling method, research instrument, data analysis method as well as the procedures of research.

Research Design

In conducting this study, quantitative research was used. Based on Goertzen (2017), quantitative research methods consist of collecting and analysing structured data that can be represented numerically. Apuke (2017) stated that quantitative studies focus on testing hypotheses, examining the relationships between variables, and making predictions. Through the collection of numerical data and analysis using mathematical techniques, quantitative research methods can be used to explain a problem or phenomenon, particularly statistics (Apuke, 2017). There are some advantages of using quantitative research. First, the researcher spends less time and effort describing the findings because statistical data are used for the research descriptions and analyses. By using a statistical package for social science (SPSS), data can be calculated and conducted by a computer, which help to save a lot of time and resources (Eyisi, 2016). Secondly, this kind of approach allows for generalisation because it employs scientific techniques for data collection and analysis (Eyisi, 2016).

Moreover, a correlational design was used in this study. According to Asamoah (2014), correlational design is known as a non-experimental research method that examines the relationship between two or more variables. It is used to determine whether there is a

correlation between the variables using a series of calculations. In this study, it included two variables: parents' educational level (IV) and parental involvement (DV). Therefore, it is appropriate to be used in this study as it allowed researchers to measure the relationship between parents' educational level and parental involvement in three dimensions: home-school conferencing, school-based involvement, and home-based involvement.

In the present study, the data were collected using the survey method. The survey method is a tool for collecting data about populations by asking them questions related to the study in order to understand their characteristics, perspectives, attitudes, or previous experiences (Brewer et al., 2015). In this type of research, a variety of techniques can be used to identify participants, gather data, and instrument the study (Ponto, 2015). This study used the Family Involvement Questionnaire-Short Form (FIQ-SF) to gather the parents' opinions about their level of parental involvement in home-school conferencing, school-based activities, and home-based activities.

Sampling and Respondents

A population is an entire group of individuals who share a particular set of characteristics (Banerjee & Chaudhury, 2010). The research population of this study is Malaysian parents with pre-schoolers in Johor. According to Delice (2010), choosing a sample size is crucial in quantitative research since it affects generalizability and repeatability. As this study is focusing on the parents in Johor, the sample size of the study consists of 70 parents who have children ranging in age from 4 to 6 years old in Johor. Oribhabor & Anyanwu (2019) emphasised that a suitable sample size is required for any research because a sample size that is too small is not an accurate measure of the population. The recommended range is between 30 to 500 participants. Therefore, the researcher aimed to collect data from 70 respondents

from Johor state. Moreover, the characteristics of the selected parents in this study included the identity of Malaysians, who have children that are typically developing. The present study excluded parents of children with special needs. This is because, according to the findings of Bariroh (2018), parents who had children with special needs tended to be more involved in accompanying, guiding, and assisting these children in their learning. Hence, their level and motivation to participate in children's lives and learning would be different compared to parents who have typical developing children. Thus, choosing respondents with similar demographic characteristics, such as include only typical developing children can increase the consistency and accuracy of the study's results.

Purposive sampling was used to select the participants for this study. Purposive sampling, also known as judgement sampling, is a type of non-probability technique in which researchers use their expertise to select participants who will help the study achieve its objective (Etikan et al., 2016). Simply put, the researcher determines what information needs to be obtained and searches for people who can and are willing to provide that information based on their knowledge or experience. The main objective of purposive sampling is to focus on specific characteristics of a population that are of interest, allowing researchers to best answer the research questions (Rai & Thapa, 2015). This method is appropriate to use in this study as the researcher has a clear idea of the characteristics or specific attributes that are interested in studying and wants to choose a sample that accurately reflects these characteristics. To apply, the researcher aims to collect data from the participants who fulfil the characteristics, such as Malaysian parents staying in Johor areas who have children ranging from 4 to 6 years old that are typically developing.

Research Instrument

In this study, questionnaire was used as the main tool for data collection. A common way to gather data for academic or marketing research in many different fields is through questionnaire surveys. Questionnaires are a useful tool for gathering data on knowledge, attitudes, opinions, behaviours, facts, challenges, and other topics (Singh, 2017). According to Sreejesh et al. (2014), a questionnaire consists of a list of questions or items that should be asked from respondents, along with instructions on which questions are to be asked and in what order. Online survey data collection seems to have the potential to gather significant amounts of data quickly, economically, and efficiently (Regmi et al., 2016).

This survey consisted of two sections: Section A and Section B. Section A was the demographic information of the respondents, which helped to provide a brief understanding of the respondents' backgrounds in the study. It consists of ten questions that concern gender, age, race, educational level, occupation, employment status, household income, working hours per day, working days per week, and the numbers of children in a family. Section B questions are taken up from the Family Involvement Questionnaire-Short Form (FIQ-SF), which was developed by Fantuzzo et al. (2013). The FIQ-SF is a shortened version of the FIQ, which consists of 42 items (Fantuzzo et al., 2013). The objective of FIQ-SF is to measure family involvement behaviours that are associated with positive educational outcomes for young children (Brown-Bolden, 2019). It consisted of 21 items in total, and each item of the FIQ-SF is scored on a 4-point Likert scale: (1) rarely, (2) sometimes, (3) often, and (4) always. The 21 items are divided equally into three subscales: school-based involvement, home-based involvement, and home-school conferencing, resulting in seven items per subscale.

The sum of the items on each subscale is added to get the parent involvement score for that subscale. The mean score is then calculated by dividing by the number of items in the subscale. The higher the score indicates a higher level of parental involvement at home and

school (Fantuzzo et al., 2000). According to Nawi et al. (2020), the reliability result in the pilot study phase should be equal to or above 0.60. Additionally, they divided the reliability into four categories: excellent reliability (0.90 and above), high reliability (0.70 to 0.90), moderate reliability (0.50 to 0.70), and low reliability (0.50 and below). The FIQ-SF has a reliability score for each subscale. The Cronbach's alpha value (reliability level) of FIQ-SF is 0.83, 0.87, and 0.91 for home-school conferencing, school-based involvement, and home-based involvement, respectively (Fantuzzo et al., 2013), which is considered high reliability.

Data Analysis Method

In this study, the Statistical Package for the Social Sciences (SPSS) was used in acquiring descriptive and inferential statistics. Two types of data are collected: descriptive data and inferential data. The researcher uses descriptive analysis to analyse the descriptive statistics, which include demographic profiles of the participants and score levels of the variables, such as parental involvement. Descriptive statistics, according to Vetter (2017), are techniques primarily used to calculate, describe, and summarise collected research data in a significant and efficient way. The researcher uses the mean, standard deviation, table, frequency, percentages, and histogram to analyse the demographic and descriptive data collected.

The mean is calculated by adding the sum of the data values and dividing by the total number of observations (Conner & Johnson, 2017). It is used to calculate the mean score of the total FIQ-SF. Standard deviation (SD) is used to quantify dispersion by illustrating how values can deviate from their mean value (Mishra et al., 2019). Besides, the demographic data included gender, age, race, educational level, occupation, employment status, household income, working hours per day, working days per week and the numbers of children in a family will be presented using tables, frequency, and percentage. A histogram represents an estimation

of a continuous variable's probability distribution. If the graph is approximately bell-shaped and is symmetrical about the mean, it can be assumed that the data are normally distributed (Mishra et al., 2019).

Moreover, inferential statistics involves utilizing descriptive statistics obtained from a sample to draw conclusions or inferences about the entire population (Sutanapong & Louangrath, 2015). For inferential analysis, the researcher uses Spearman's rank correlation coefficient to evaluate the relationship between independent variable and dependent variable in this study. The independent variable in this study refers to parents' educational level and the dependent variable in this study refers to parental involvement. Based on Thirumalai et al. (2017), Spearman correlation is frequently used when analysing relationships between ordinal variables. Spearman's correlation coefficients range from -1 to +1. A correlation of 0 indicates that there is no relationship at all, 1.0 indicates that there is a perfect positive correlation, and -1.0 indicates that there is a perfect negative correlation (Bashir & Usuro, 2017). Pallant (2010) defines small correlation as $r=0.10-0.29$, medium correlation as $r=0.30-0.49$, and large correlation as $r=0.50-1.0$. In inferential statistics, the p-value is used to determine whether the hypothesis assumption is accurate (Andrade, 2019). According to Andrade (2019), the hypothesis is statistically significant results when researchers obtain $p < 0.05$. Besides, a two-tailed test is used to interpret the statistical significance of the collected data.

Research Procedure

The data collection process will take about two weeks. Before collecting the data, the researcher will use Google Forms to create the consent letter and survey questionnaire. Then, the researcher will start to look for preschools in the Johor area and attempt to contact the preschool's principal. The researcher will explain the research objectives of the study to the

principal through WhatsApp to get permission to conduct the study. After obtaining consent and approval from the principal, the researcher will send a questionnaire link to the preschool principals for them to distribute to the parents of 4 to 6 years old children. The consent letter is attached to the questionnaire link to ensure that respondents voluntarily agree to participate in the study and have the option to withdraw at any time. The respondents can get in touch with the researcher using the contact information provided in the survey form if they have any questions about the study. Throughout these two weeks of data collection, the researcher will message the principal with a follow-up reminder. However, if the preschool principal refuses to assist with distribution, the researcher will stop contacting the principal and look for other preschool principals who are available.

In addition, the researcher will visit the preschool centre to distribute the physical questionnaire to parents to speed up the data collection process if the principals agree with it. Parents who agree to take part in the study will fill out the questionnaire and sign the consent form on the spot. The questionnaire is expected to take approximately 5 to 10 minutes to complete. If the respondents have any questions about filling out the survey form, the researcher will provide assistance to them immediately. To ensure that the respondents voluntarily agree to participate in the study and are free from withdrawing at any time, the consent letter is attached to the questionnaire.

Besides that, the researcher will also look for respondents who meet the research criteria through social media platforms such as Facebook, Instagram, and Red. Once getting the approval of the respondents, the researcher will provide the questionnaire link for them to complete the survey. Further, to ensure the confidentiality of this study and protect the privacy of respondents, respondents participated in this survey anonymously. After collecting all the data, the researcher will continue with processing and analysing the data using SPSS, and lastly writing up the report and making conclusions.

Conclusion

In this quantitative study, purposive sampling is used to select the target respondents. The demographic and Family Involvement Questionnaire-Short Form (FIQ-SF) questions are included in the survey. The collected data will be analysed using both descriptive and inferential techniques.

CHAPTER IV

Findings and Analysis

Introduction

In this chapter, descriptive and inferential statistics are presented and analysed. The questionnaire consists of two sections: demographic information and the Family Involvement Questionnaire-Short Form (FIQ-SF). There are a total of 72 respondents who participated in this questionnaire. The researcher used IBM SPSS Statistics to analyse the data for this study.

Descriptive Statistics and Analysis

The demographic items will be presented included gender, age, race, educational level, employment status, household income, working days per week and number of children in a family.

Table 1

Gender of parents

	Frequency (N)	Percentage (%)	Cumulative Percent (%)
Male	10	13.9	13.9
Female	62	86.1	100.0
Total	72	100.0	

Most of the respondents involved in this study are female. Table 1 shows 62 respondents (86.1%) are female and 10 (13.9%) are male.

Table 2

Age of parents

	Frequency (N)	Percentage (%)	Cumulative Percent (%)
Below 20 years old	1	1.4	1.4
20 – 29 years old	24	33.3	34.7
30 – 39 years old	41	56.9	91.7
40 – 49 years old	5	6.9	98.6
50 years old and above	1	1.4	100.0
Total	72	100.0	

There are five age groups show in Table 2, including those below 20 years old, 20–29 years old, 30-39 years old, 40–49 years old, and 50 years old and above. The highest number of respondents is between 30-39 years old, which is 41 (56.9%). In contrast, those below 20 years old and 50 years old and above have the lowest number of respondents, which is 1 (1.4%). Followed by 20-29 years old has 24 (33.3%) and 40-49 years old has 5 (6.9%).

Table 3

Race of parents

	Frequency (N)	Percentage (%)	Cumulative Percent (%)
Malay	3	4.2	4.2
Chinese	65	90.3	94.4
Indian	4	5.6	100.0
Total	72	100.0	

Table 3 indicates the respondent's race in Malaysia, which is Malay, Chinese, and Indian. While for the races, 65 respondents (90.3%) are Chinese, followed by 4 respondents (5.6%) who are Indian, and 3 respondents (4.2%) who are Malay.

Table 4

Educational level of parents

	Frequency (N)	Percentage (%)	Cumulative Percent (%)
Secondary education (SPM)	18	25.0	25.0
Higher secondary education (STPM)	3	4.2	29.2
Diploma	16	22.2	51.4
Degree and above	35	48.6	100.0
Total	72	100.0	

Table 4 indicates the respondent's educational level by categorizing them into four groups: Secondary education (SPM), Higher secondary education (STPM), Diploma, and Degree and above. The majority of the parents (48.6%) have a certificate in Degree and above, followed by 18 parents (25%) certified with Secondary education (SPM), 16 parents (22.2%) who are diploma holders, and only 3 parents certified with Higher secondary education, which was about 4.2%.

Table 5

Employment status of parents

	Frequency (N)	Percentage (%)	Cumulative Percent (%)
Employed (full time)	55	76.4	76.4
Self-business (full time)	3	4.2	80.6
Part time/Freelance	7	9.7	90.3
Unemployed	7	9.7	100.0
Total	72	100.0	

Table 5 indicates the respondent's employment status, which has been divided into four categories: employed (full time), self-business (full time), part time/freelance, and unemployed. Full-time employment has the highest number of 55 (76.4%). There are the same number of part-time/freelance workers and unemployed, which was about 9.7%, while self-employment has the lowest number (4.2%).

Table 6

Household income of a family

	Frequency (N)	Percentage (%)	Cumulative Percent (%)
Less than RM2500	5	6.9	6.9
RM2500 – RM3169	9	12.5	19.4
RM3170 – RM 3969	7	9.7	29.2
RM3970 – RM 4849	3	4.2	33.3
RM4850 – RM5879	9	12.5	45.8
RM5880 – RM 7099	24	33.3	79.2
RM7110 – RM 8699	9	12.5	91.7
RM8700 – RM 10959	5	6.9	98.6
RM10960 and above	1	1.4	100.0
Total	72	100.0	

Table 6 shows the participant's household income, which is divided into below RM2500, RM2500-RM3169, RM3170-RM3969, RM3970-RM4849, RM4850-RM5879, RM5880-RM7099, RM7110-RM8699, RM8700-RM10959, and RM10960 and above. 24 respondents (33.3%) have household incomes between RM5880-RM7099. There is the same number of household income between RM2500-RM3169, RM4850-RM5879, and RM7110-RM8699, which is about 12.5%. 7 respondents (9.7%) have household income between RM3170-RM3969 and there is the same number of household income between RM8700-RM10959 and less than RM2500, which is about 6.9%. 3 respondents (4.2%) have household income between

RM3970-RM4849 and only 1 respondent (1.4%) has household income between RM10960 and above.

Table 7

Working days per week of parents

	Frequency (N)	Percentage (%)	Cumulative Percent (%)
0 days	4	5.6	5.6
5 days	44	61.1	66.7
5.5 days	7	9.7	76.4
6 days	16	22.2	98.6
7 days	1	1.4	100.0
Total	72	100.0	

Table 7 shows the working days per week of the respondents. Most of the respondents (61.1%) work 5 days per week, followed by 16 respondents (22.2%) who work 6 days per week, 7 respondents (9.7%) who work 5.5 days per week, and only 1 respondent (1.4%) who works 7 days per week. There are 4 respondents (5.6%) who do not work.

Table 8

Numbers of children in a family

	Frequency (N)	Percentage (%)	Cumulative Percent (%)
1	24	33.3	33.3
2	34	47.2	80.6
3	13	18.1	98.6
4 and above	1	1.4	100.0
Total	72	100.0	

Table 8 shows the respondent's number of children in a family, which is divided into four categories: 1, 2, 3, 4 and above. A total of 34 respondents (47.2%) have two children, followed by 24 respondents (33.3%) who have one child, 13 respondents (18.1%) who have three children, and only 1 respondent (1.4%) who has four children.

Table 9

Mean and standard deviation for the subscale of FIQ-SF

Descriptive Statistics

	Frequency (N)	Mean (M)	Std. Deviation (SD)
HSC	72	2.8929	.58914
SBI	72	2.5913	.70652
HBI	72	3.0992	.56007

The Mean and Standard Deviation for HSC, SBI, and HBI have been shown in Table 9. The sample size (N) of the data is 72. Referring to the results, HBI has recorded the highest mean, which is 3.0992 (SD= 0.56007), followed by M= 2.8929, SD= 0.58914 for HSC, and M= 2.5913, SD=0.70652 for SBI. According to the data in the mean, it appears that HBI has the highest level of parental involvement, followed by HSC, and SBI has the lowest.

Inferential Statistics and Analysis

Inferential analysis in the present study is performed using Spearman's rank correlation coefficient to determine the relationship between the IV-parents' educational level and DV-parental involvement based on 72 local parents in Johor.

Table 10

Correlation between Parents' Educational Level and Home-school Conferencing.

	N	r_s	P
Parents' Educational Level	72		
HSC	72	.383**	.001

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

H_{a1}: There is a significant relationship between parents' educational level and their involvement in home-school conferencing.

Based on Table 10, the result shows there is a significant positive relationship between parents' educational level and their involvement in home-school conferencing, with $r_s=0.383^{**}$, $N=72$, $p=0.001$. Based on Pallant (2010), the correlation coefficient of this result is interpreted as having a medium correlation strength ($0.30 < r < 0.49$). This correlation indicates that a higher level of education in parents is linked to a greater level of involvement in home-school conferencing. Additionally, with a p-value of less than 0.05, the results were statistically significant, indicating a significant relationship between the two variables. Therefore, it can be concluded that the hypothesis H_{a1} of this study is accepted.

Table 11

Correlation between Parents' Educational Level and School-based Involvement.

	N	r_s	P
Parents' Educational Level	72		
SBI	72	.487**	.001

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

H_{a2}: There is a significant relationship between parents' educational level and their involvement in school-based involvement.

Based on Table 11, the result shows there is a significant positive relationship between parents' educational level and school-based involvement, with $r_s=0.487^{**}$, $N=72$, $p=0.001$. This correlation, which is considered as moderate, shows that a parent's education level is associated with a higher level of school-based involvement. Furthermore, the table shows that the p value is 0.001. Beacom (2023) states that the significant level of equal or below 0.05 ($p \leq 0.05$) indicates that the result is significant. Hence, it can be concluded that the hypothesis H_{a2} is accepted.

Table 12

Correlation between Parents' Educational Level and Home-based Involvement.

	N	r_s	P
Parents' Educational Level	72		
HBI	72	.387**	.001

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

H_{a3}: There is a significant relationship between parents' educational level and their involvement in home-based involvement.

According to the table above, there is a significant correlation between parents' educational level and home-based involvement, with $r_s=0.387$, $N=72$, $p=0.001$. The correlation coefficient (r) indicates a medium positive correlation, suggesting that the higher parents' educational level positively influences their involvement in home-based activities. The result is statistically significant as the significance value is smaller than 0.05 ($p=0.001$, $p < 0.05$). Thus, the hypothesis H_{a3} of this study is accepted.

Table 13

Summary of Findings

Hypothesis Assumption	Result	Decision
H _{a1} : There is a significant relationship between parents' educational level and home-school conferencing.	$r_s=0.383, N=72, p=0.001$	Accepted
H _{a2} : There is a significant relationship between parents' educational level and school-based involvement.	$r_s=0.487, N=72, p=0.001$	Accepted
H _{a3} : There is a significant relationship between parents' educational level and home-based involvement.	$r_s=0.387, N=72, p=0.001$	Accepted

The findings show that there is a positive significant relationship between parents' educational level and their involvement in home-school conferencing, school-based involvement, and home-based involvement. In brief, the three hypotheses H_{a1}, H_{a2} and H_{a3} are accepted.

Chapter V

Discussion and Conclusion

Introduction

In this chapter, the researcher will discuss the findings of the descriptive and inferential analyses in Chapter 4. This chapter also presents some limitations of this study and recommendations for future research, and finally ends with a conclusion to summarize the whole study.

Descriptive Analysis and Discussion

Summary of demographical analysis

In this study, 72 local parents in Johor have participated in the questionnaire. Based on the data collected, most of the parents are mothers, Chinese, and young parents between 20-39 years old (Weiss & Lang, 2012). The current data reported that all the respondents have obtained at least SPM certificate, and among 70% of respondents have tertiary qualifications. In addition, most of the respondents are full-time workers, working 5 to 7 days a week. Based on the household income reported, most of them are found to be middle-class families (M40) with 1 to 2 children.

Johor parents' involvement in the aspect of HSC, SBI, and HBI

Based on the descriptive analysis, home-based involvement has recorded the highest mean level ($M=3.0992$, $SD=0.56007$), followed by home-school conferencing ($M=2.8929$, $SD=0.58914$), and lastly the school-based involvement ($M=2.5913$, $SD=0.58914$). This finding is consistent with past literature indicating that home-based involvement is more commonly favoured by parents compared to other types of involvement (Wen et al., 2012; Yulianti et al.,

2018; Handayani et al., 2020). According to Fantuzzo et al. (2013), parents are more involved at home because they have more time to spend there. Moreover, all parents in the present study are educated parents who have obtained at least SPM qualifications. According to Yulianti et al. (2018), educated parents are usually found to be better at setting up a conducive learning environment at home and to be more engaged in their children's educational process, which may explain why home-based involvement has the highest prevalence in this study.

For the current study, the second highest type of involvement was home-school conferencing (e.g., teacher-parent communication about children's school routine, academic progress, and challenges). It is found that home-school conferencing has a similar mean level to home-based involvement (the highest level), which is approximately 0.21 of a mean difference. This finding may be also related to the educational background of parents in this study, where educated parents are found to be more willing to participate when discussing curriculum or other school-related issues with teachers because they have better knowledge and understanding of school and education in general (Handayani et al., 2020). Conversely, low-educated parents might not be very motivated to get involved in home-school conferencing due to their lack of confidence in their ability to communicate with school staff (Naite, 2021). Handayani et al. (2020) also stated that less educated parents are concerned that their lack of education-related knowledge and experience will prevent them from making a meaningful contribution to the conversation.

Lastly, school-based involvement has recorded the lowest involvement compared to home-school conferencing and home-based involvement. This is because school-based involvement requires parents' participation by physically attending school events (e.g., parent workshops or training) and planning activities with teachers together. Detail investigation shows most of the respondents are full-time workers (76.4%), working at least 5 days per week or more (94%). Fantuzzo et al. (2013) stated that employed parents were less likely to take part

in school-based activities. A study by Kim et al. (2022) also indicated that full-time working mothers were less likely to volunteer at their children's schools than part-time working mothers or mothers who did not work. These parents do not have much time to attend school activities because their work hours usually overlap with their children's school time. According to Lim & Wong (2020), parents did not participate in school activities due to a busy work schedule, not simply because they did not want to participate. Meetings and events at schools are frequently scheduled during working hours, making it challenging for working parents to attend.

In summary, the parents' involvement in home-school conferencing, school-based involvement, and home-based involvement is situated between a sometimes (2) and often (3) level based on a 4-point Likert scale reading. This indicated that their overall involvement was not low. To explain further, most respondents reported having only 1 to 2 children in a family. According to Vellymalay (2013), parents with more children in the family often reported having inadequate time to involve themselves in their children's education. Hence, it is expected that parents with less children may tend to invest more effort and time in educating their children. They might have more awareness and intention to collaborate and communicate with teachers to assist their children in learning.

Inferential Analysis and Discussion

Parents' Educational Level and Home-based Involvement

The findings showed there is a significant positive relationship between parents' educational level and home-based involvement, with $r_s=0.387$ and $p=0.001$. This current finding was supported by Al-Matalka (2014), Gan & Bilige (2019), Handayani et al. (2020), and Bonilla et al. (2022), showing a high level of education leads to high home-based

involvement. Based on Al-Matalka (2014), higher educated parents are more likely to be able to help their children with their homework if a problem arises. They are discovered to be more knowledgeable and aware of the best and most efficient ways to supervise and guide their children at home. They also have a flexible style of parenting, which includes regular interactions with their children, higher expectations of their children, and being more willing to guide their children's learning, attitudes, and behaviours (Gan & Bilige, 2019). In addition, higher-educated parents are more likely to have more resources and know how to spend their time well, which enables them to be more engaged in activities at home (Tamayo Martinez et al., 2022). These parents are more motivated to give their children educational materials like games, books, art materials, and other things to encourage learning at home because they are more aware of how important education is to their children (Handayani et al., 2020). On the other hand, less-educated parents are less likely to be involved in home-based involvement because of the sense of inadequacy caused by a lack of education-related knowledge (Handayani et al., 2020). They may have a limited understanding of the curriculum or lack confidence in their ability to help with homework.

Parents' Educational Level and Home-school Conferencing

This study found that there is a significant positive relationship between parents' educational level and home-school conferencing, with $r_s=0.383$ and $p=0.001$. The present findings are supported by past literature that indicated higher-educated parents are more likely to be engaged in discussions and conferences related to their children's education (Bæck, 2010; Ghanney, 2018; Handayani et al., 2020). This could be explained by the fact that parents with higher levels of education are more aware of the importance of parental involvement in their children's academic development, as well as the benefits of home-school conferencing and familiarity with the educational system (Bæck, 2010). In order to ensure that their children receive the proper educational support, parents with higher educational levels are more likely

to communicate with the school by offering suggestions and participating in discussions (Handayani et al., 2020). Additionally, higher-educated parents may have greater expectations for their children's academic achievement and show more enthusiasm for engaging in home-school discussion to make sure these expectations are met (Ates, 2021). Contrarily, parents with lower levels of education might struggle with issues like language barriers, limited resources, or a lack of confidence when interacting with teachers or administrators, which could make it difficult for them to participate in home-school conferencing (Ghanney, 2018).

Parents' Educational Level and School-based Involvement

According to the results of this study, there is a significant positive relationship between parents' educational level and school-based involvement, with $r_s=0.487$ and $p=0.001$. Consistent with previous research (Thartori, 2018; Yulianti et al., 2018; Tamayo Martinez et al., 2022), the present finding indicates higher levels of education lead to higher involvement at school. Based on Tamayo Martinez et al. (2022), parents with higher educational attainment possess greater knowledge and resources, enabling them to take an active role in their children's learning and volunteer in school settings. Agreed by Thartori (2018), educated parents tend to be actively involved in parenting, volunteering, and collaborating with the community. Not only that, they also interacted with teachers more frequently, attended school events, and participated in communication (Thartori, 2018). These parents discovered fewer obstacles to getting involved in their child's education and placed a high value on their children's academic performance (Tamayo Martinez et al., 2022). However, low-educated parents may prevent them from getting involved in school since they lack confidence in themselves and place a lot of trust in the teacher when it comes to their children's education (Yulianti et al., 2018).

Implication

This study first provide implication to alert Johor parents and preschool administrators on the need to foster collaboration between families and schools. Parents should be encouraged to maintain open and regular communication with teachers while also participating in school-related activities such as parent-teacher meetings, attending school events, and volunteering at the school (Yulianti et al., 2022). To foster a strong home-school partnership, parents can think about strategies like effective time management and arranging their involvement in both home and school activities. Parents also need to create a nurturing setting that fosters their child's educational progress and support their academic achievement by being actively involved in both the home and school contexts (Ahmad, 2016). Furthermore, Johor preschools' administrators need to plan parental programmes or interventions that focus more on helping low educated parents to increase their involvement in school-based activities. According to Bartolome et al. (2017), preschool educators should assume the duty of promoting parental engagement within the school environment and provide strategies to foster awareness of parent education programs. For instance, preschool administrators can implement trainings or workshops on teaching low-educated parents how to design home-based learning activities for their children. The preschool principals can also organise a talk event where educated parents are invited to share practical strategies for being actively involved in school-based activities. This will help low-educated parents aware of the importance of home-school collaboration and how it can affect children's academic learning. Nowadays, most of the parents, regardless of their educational backgrounds, are fully employed and work at least 5 days per week, they do not have much time to attend physical school events or meetings. Therefore, the principal can consider transforming some of the activities into virtual modes so that parents are more available to attend school events such as parent workshops or training. They will be more willing to collaborate with the teachers in this setting.

In addition, this study contributed to add on the local evidence signifying parents' educational level serves as a significant factor relating to parental involvement-based variables. To further highlight, all the parents' samples in this study are from Johor urban areas. Hence, this study provides insights for future research to consider extending this study to a rural context. Moreover, the findings have a significant implication to promote the importance of parent education programs. As said by Handayani et al. (2020) and Yulianti et al. (2018), the educational level of parents will influence their involvement in home-school conferencing and school-based activities. Hence, it provides ideas for Johor preschools to prepare intervention or programmes that can improve parents' knowledge and abilities related to parenting involvement. As mentioned by Vesely et al. (2013), workshops or training can provide useful advice for parents, thereby improving their readiness to assist children in their education. These workshops may provide parents with strategies to manage various aspects of parenting, suggestions for educational activities, and teaching techniques.

Limitation

There are several limitations to this study. First, language barrier is an important consideration that can affect the validity of the research findings (Squires et al., 2020). There is a tendency for parents to reject participating in answering the survey due to the single language of the questionnaire. The questionnaire used in the study is in English, which could make it more challenging and confusing for parents who do not understand or have poor English skills. Thus, many parents have rejected participating in this study. In addition, it also increases the possibility of misunderstanding the survey questions and answering instructions among the respondents. As a result, respondents may possess different understandings of the question due to the language barrier, which could cause them to give inaccurate answers that

differ from their actual opinions (Squires et al., 2020).

Secondly, the sampling method used in this study, which is non-random sampling, may be another limitation. Non-probability sampling, in which the researcher selects participants from the study population based on his own judgement, experience, and convenience (Obilor, 2023). Hence, this sampling method has limited the findings generalization to the entire population (Acharya et al., 2013). Besides, this non-probability sampling method has seemed to restrict the respondents from various characteristics to be included in the current study. Based on the current findings, most of the respondents are female, Chinese, and young adults. Therefore, it is questionable if this finding can be applied to more respondents of different ethnicities, ages, and genders.

Thirdly, the research design used in this study may also pose a limitation. The researcher used quantitative research and survey method as the research tools in the study. Quantitative research methods have some limitations, including the fact that they only provide a basic overview of a phenomenon using numeric method and overlook the respondents' experiences and in-depth perspectives (Rahman, 2016). Moreover, closed questions in the questionnaire may limit respondents' responses and encourage them to simply choose the answers due to the limited number of options (Apuke, 2017). Therefore, it may be difficult to provide insights into "why" and "how" certain relationships exist, or behaviours occur.

Recommendation

To address the language barrier limitation, the researcher may provide a multilingual questionnaire that includes Chinese and Bahasa Malaysia for Johor participants. The researcher can translate the questionnaire using the back translation method in future studies. Back translation is a translation quality assessment tool that has been used in cross-cultural survey

research. It enables researchers to compare translations with the original text and helps them determine whether the source and translated languages have meanings that are equivalent (Son, 2018). Hence, the researcher suggests using the back translation technique to translate the questionnaire into various language versions, including Bahasa Malaysia, Chinese, and English. This would allow more parents who might not be fluent in English to participate in this study, and the data would be more accurate and reliable.

Apart from that, the researcher can employ random sampling techniques in this study to increase the generalizability of the findings. Random sampling is used to generate results that are representative of the entire population (Liyasu & Etikan, 2021). Each individual within the population has an equal chance of being selected for the study. For example, it can recruit participants from different regions in Johor with varying demographic characteristics, including ages, races, and genders. Therefore, random sampling helps to reduce sampling error and improve the accuracy of data and findings (Taherdoost, 2016).

Furthermore, the following recommendation is to use mixed-methods research as the research design in future studies. Combining quantitative and qualitative research gives researchers the chance to observe the data, which can enhance the validity and reliability of the results (Zohrabi, 2013). In mixed-methods research, questionnaires and interviews are the main methods of collecting data. Quantitative research helps the researcher gather general information about the study samples, while qualitative research helps to gain a deeper understanding from the respondent's answers during the interview session (Eldeeb, 2012). By using mixed-methods research, it can determine specific factors that limit parental involvement, aside from parents' educational level. The researcher also able to understand in depth parents' perceptions of parental involvement and their limitations in this area, which provide important insight for preschools to plan effective programmes. Thus, it can be beneficial to use both quantitative and qualitative components in order to explore the research questions more

thoroughly.

Conclusion

In conclusion, this study examined the relationship between parents' educational level and their involvement in children's learning in Johor. The quantitative method is used in this research, and the research instrument used is the Family Involvement Questionnaire-Short Form (FIQ-SF). This study involved the participation of 72 parents in Johor who have children between the ages of 4 and 6 years old. The results indicated that there is a significant relationship between parents' educational level and their involvement in home-school conferencing, as well as their involvement in school-related and home-based activities.

Moreover, the current finding has implications for alerting parents and preschool administrators in Johor about the importance of enhancing cooperation between families and schools. Johor preschools should design parental programmes or interventions, such as virtual parent workshops or training, that allow parents who have limited time to participate in school-based activities. According to the study analysis, parents' educational level serves as one of the significant determinants that is significantly and positively related to parental involvement-based variables. Thus, this study has significant implications for promoting the importance of parent education programmes to enhance parents' knowledge and abilities. There are some limitations to the research, including language barrier, restricted generalizability of the findings, and a lack of deeper understanding of parental involvement when using the quantitative method. Some suggestions that can be made to enhance future research include applying the back translation technique to translate the questionnaire, employing the random sampling method to increase the generalizability of the findings, and conducting mixed-methods research.

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Appendixes

Appendix A: Questionnaire

The Relationship between Parents' Educational Level and their Involvement in Children's Learning in Johor

Dear parents,

You are invited to participate in this research study to examine the relationship between parents' educational level and their involvement in children's learning in Johor. This study is conducted by Sim Hui Yee, who is pursuing Bachelor of Early Childhood Education (Honours) at Universiti Tunku Abdul Rahman (UTAR), Sungai Long campus.

PURPOSE OF STUDY

This current study aims to investigate the relationship between educational level and involvement among parents in Johor.

BENEFITS AND RISKS

In this questionnaire, the information obtained may help researcher to enhance understanding on educational level in parental involvement. This study also helps to increase the awareness of parental involvement among the parents.

RESEARCH PROCEDURES

This questionnaire is only distributed to parents with children aged 4-6 years old. The questionnaire may take approximately 5 to 10 minutes to complete, and it consist of two sections, which are:

Section A: Demographic information

Section B: Family Involvement Questionnaire-Short Form (FIQ-SF), a 21-items survey that measures parental involvement.

CONFIDENTIALITY

Any identifying information will be anonymous and confidential. Hence, all information provided in the survey will be kept private and used for academic purposes only, not for business purposes.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. You are required to complete all the sections in the survey without skipping any questions. If you decide to take part in this study, you have the right to withdraw at any time and without giving a reason.

CONTACT INFORMATION

If you have questions at any time about this survey, you may contact the researcher, Sim Hui Yee (joeysim200@lutar.my / 013-7076386).

Sincerely appreciate your participation in this survey.

Sim Hui Yee

* Indicates required question

1. I have read and understand the provided information. I understand that my participation * is voluntary, and I am free to withdraw at any time. I voluntarily agree to take part in this study.

Mark only one oval.

Yes, I hereby understand and agree to participate

No, I disagree

Section A: Demographic Information

Please complete this section by choosing only **ONE** answer.

2. 1. Gender *

Mark only one oval.

Male

Female

3. 2. Age *

Mark only one oval.

- Below 20 years old
- 20 - 29 years old
- 30 - 39 years old
- 40 - 49 years old
- 50 - 59 years old
- 60 years old and above

4. 3. Race *

Mark only one oval.

- Malay
- Chinese
- Indian
- Other: _____

5. 4. Educational Level *

Mark only one oval.

- Primary and below
- Secondary education (SPM)
- Higher secondary education (STPM)
- Diploma
- Degree and above

6. 5. Occupation *

7. 6. Employment Status *

Mark only one oval.

- Employed (full time)
- Self-business (full time)
- Part time/Freelance
- Unemployed
- Retired

8. 7. Household Income *

Mark only one oval.

- Less than RM2500
- RM2500 - RM3169
- RM3170 - RM3969
- RM3970 - RM4849
- RM4850 - RM5879
- RM5880 - RM7099
- RM7110 - RM8699
- RM8700 - RM10959
- RM10960 - RM15039
- RM15039 and above

9. 8. Working Hours (per day) *

10. 9. Working Days (per week) *

11. Numbers of children in a family *

Mark only one oval.

- 1
 2
 3
 4
 5 and above

Section B: Family Involvement Questionnaire-Short Form (FIQ-SF)

The following statements represent situations that result in parental involvement among parents.

You are required to read each statement carefully and choose only **ONE** number for **EACH** question that accurately represents your response. There are no right or wrong answers, and you are requested to be honest.

Please answer all the following questions using this guide:

- 1= Rarely
 2= Sometimes
 3= Often
 4= Always

Home-School Conferencing

12. 1. I attend conferences with the teacher to talk about my child's learning or behavior. *

Mark only one oval.

- | | | | | |
|------|-----------------------|-----------------------|-----------------------|--------|
| 1 | 2 | 3 | 4 | |
| Rare | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Always |

13. 2. I talk to my child's teacher about his/her daily school routine. *

Mark only one oval.

1 2 3 4
Rare Always

14. 3. I talk to my child's teacher about the classroom rules. *

Mark only one oval.

1 2 3 4
Rare Always

15. 4. I talk to the teacher about how my child gets along with his/her classmates in school. *

Mark only one oval.

1 2 3 4
Rare Always

16. 5. I talk to my child's teacher about my child's accomplishments. *

Mark only one oval.

1 2 3 4
Rare Always

17. 6. I talk to my child's teacher about his/her difficulties at school. *

Mark only one oval.

1 2 3 4

Rare Always

7.3 SCHOOL

18. 7. I talk with my child's teacher about schoolwork he/she is expected to practice at home. *

Mark only one oval.

1 2 3 4

Rare Always

School-based Involvement

19. 8. I participate in planning classroom activities with the teacher. *

Mark only one oval.

1 2 3 4

Rare Always

20. 9. I attend parent workshops or training offered by my child's school. *

Mark only one oval.

1 2 3 4

Rare Always

21. 10. I participate in planning school trips for my child. *

Mark only one oval.

1 2 3 4

Rare Always

22. 11. I volunteer in my child's classroom. *

Mark only one oval.

1 2 3 4

Rare Always

23. 12. I go on class trips with my child. *

Mark only one oval.

1 2 3 4

Rare Always

24. 13. I participate in parent and family social activities at my child's school. *

Mark only one oval.

1 2 3 4

Rare Always

25. 14. I talk with other parents about school meetings and events. *

Mark only one oval.

1 2 3 4

Rare Always

Home-based Involvement

1990 Child & Family Studies

26. 15. I take my child places in the community to learn special things (e.g., zoo, museum, etc.) *

Mark only one oval.

1 2 3 4

Rare Always

27. 16. I talk about my child's learning efforts in front of relatives and friends. *

Mark only one oval.

1 2 3 4

Rare Always

28. 17. I talk with my child about how much I love learning new things. *

Mark only one oval.

1 2 3 4

Rare Always

29. 18. I bring home learning materials for my child (tapes, videos, books). *

Mark only one oval.

1 2 3 4

Rare Always

30. 19. I spend time with my child working on reading/writing skills. *

Mark only one oval.

1 2 3 4

Rare Always

31. 20. I spend time with my child working on creative activities (like singing, dancing, drawing, and storytelling) *

Mark only one oval.

1 2 3 4

Rare Always

32. 21. I spend time with my child working on number skills. *

Mark only one oval.

1 2 3 4

Rare Always

Appendix B: Original Data

Table A1

SPSS output of descriptive statistics - Respondents' Gender

		Gender of parents			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Male	10	13.9	13.9	13.9
	Female	62	86.1	86.1	100.0
	Total	72	100.0	100.0	

Table A2

SPSS output of descriptive statistics - Respondents' Age

		Age of parents			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Below 20 years old	1	1.4	1.4	1.4
	20-29 years old	24	33.3	33.3	34.7
	30-39 years old	41	56.9	56.9	91.7
	40-49 years old	5	6.9	6.9	98.6
	50-59 years old	1	1.4	1.4	100.0
	Total	72	100.0	100.0	

Table A3

SPSS output of descriptive statistics - Respondents' Race

		Race of parents			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Malay	3	4.2	4.2	4.2
	Chinese	65	90.3	90.3	94.4
	Indian	4	5.6	5.6	100.0
	Total	72	100.0	100.0	

Table A4

SPSS output of descriptive statistics - Respondents' Educational Level

		Parents' educational level			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Secondary education (SPM)	18	25.0	25.0	25.0
	Higher secondary education (STPM)	3	4.2	4.2	29.2
	Diploma	16	22.2	22.2	51.4
	Degree and above	35	48.6	48.6	100.0
	Total	72	100.0	100.0	

Table A5

SPSS output of descriptive statistics - Respondents' Employment Status

		Parents' employment status			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Employed (full time)	55	76.4	76.4	76.4
	Self-business (full time)	3	4.2	4.2	80.6
	Part time/Freelance	7	9.7	9.7	90.3
	Unemployed	7	9.7	9.7	100.0
	Total	72	100.0	100.0	

Table A6

SPSS output of descriptive statistics - Respondents' Household Income of Family

		Household income of family			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than RM2500	5	6.9	6.9	6.9
	RM2500 - RM3169	9	12.5	12.5	19.4
	RM3170 - RM3969	7	9.7	9.7	29.2
	RM3970 - RM4849	3	4.2	4.2	33.3
	RM4850 - RM5879	9	12.5	12.5	45.8
	RM5880 - RM7099	24	33.3	33.3	79.2
	RM7110 - RM8699	9	12.5	12.5	91.7
	RM8700 - RM10959	5	6.9	6.9	98.6
	RM10960 - RM15039	1	1.4	1.4	100.0
	Total	72	100.0	100.0	

Table A7

SPSS output of descriptive statistics - Respondents' Working Days Per Week

		Working days per week			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 days	4	5.6	5.6	5.6
	5 days	44	61.1	61.1	66.7
	5.5 days	7	9.7	9.7	76.4
	6 days	16	22.2	22.2	98.6
	7 days	1	1.4	1.4	100.0
	Total	72	100.0	100.0	

Table A8

SPSS output of descriptive statistics - Respondents' Number of Children in a Family

Numbers of children in a family					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	24	33.3	33.3	33.3
	2	34	47.2	47.2	80.6
	3	13	18.1	18.1	98.6
	4	1	1.4	1.4	100.0
	Total	72	100.0	100.0	

Table A9

SPSS output of descriptive statistics - Mean and standard deviation for the subscale of FIQ-SF

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
HSC	72	1.29	4.00	2.8929	.58914
SBI	72	1.14	4.00	2.5913	.70652
HBI	72	1.43	4.00	3.0992	.56007
Valid N (listwise)	72				

Table A10

Spearman Correlation for parent's educational level and their involvement in Home-school Conferencing

Correlations			Parents' educational level	HSC
Spearman's rho	Parents' educational level	Correlation	1.000	.383**
		Coefficient		
		Sig. (2-tailed)	.	<.001
		N	72	72
HSC	HSC	Correlation	.383**	1.000
		Coefficient		
		Sig. (2-tailed)	<.001	.
		N	72	72

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

Table A11

Spearman Correlation for parent's educational level and their involvement in School-based Involvement

Correlations			Parents' educational level	SBI
Spearman's rho	Parents' educational level	Correlation	1.000	.487**
		Coefficient		
		Sig. (2-tailed)	.	<.001
		N	72	72
SBI	SBI	Correlation	.487**	1.000
		Coefficient		
		Sig. (2-tailed)	<.001	.
		N	72	72

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

Table A12

Spearman Correlation for parent's educational level and their involvement in Home-based Involvement

			Parents' educational level	HBI
Spearman's rho	Parents' educational level	Correlation Coefficient	1.000	.387**
		Sig. (2-tailed)	.	<.001
		N	72	72
HBI		Correlation Coefficient	.387**	1.000
		Sig. (2-tailed)	<.001	.
		N	72	72

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