

# The Relationship between Parental Involvement and Children's Socioemotional Development

Saliha Yusof, Suziyani Mohamed

Faculty of Education, Universiti Kebangsaan Malaysia

Email: p130363@siswa.ukm.edu.my, suziyanimohamed@gmail.com

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v14-i1/24393> DOI:10.6007/IJARPED/v14-i1/24393

*Published Online:* 04 February 2025

## Abstract

Children's development in early education requires active support from parents. Parental involvement is part of the concept of participation level, which aims to help children achieve holistic development, especially in emotional and social aspects. Therefore, this study was conducted to investigate the relationship between parental involvement and the socio-emotional development of preschool children in Selangor. This study uses a survey design with a quantitative approach, involving 476 parents as a sample determined based on the sample size determination method by Cohen, Manion, and Morrison (2001). Data was collected using a questionnaire distributed via Google Form with a Likert scale to measure the level of parental involvement. Meanwhile, children's socioemotional development is measured using the Ages & Stages Questionnaire instrument: Social-Emotional (ASQ:SE). Data analysis was performed using SPSS software (Statistical Package for the Social Sciences) to obtain mean values, standard deviations, percentages, and Pearson's correlation. The results of inference analysis show that there is a significant negative relationship between parental involvement and children's socioemotional development. These findings suggest that higher parental involvement contributes to better socioemotional development, which may also be influenced by factors such as socioeconomic background, parental education level, or the quality of interaction between parents and children. This study shows that the active part of parents helps children's socioemotional development. Therefore, parents are advised to use various methods to build a good relationship with their children and support them to ensure their holistic development.

**Keywords:** Preschool, Early Childhood Education, Parental Involvement, Children's Socioemotional Development

## Introduction

Early childhood education starts from infancy to adolescence, covering several stages such as infants, toddlers, daycare, childcare, and preschool programs such as kindergarten and primary school (Azizah, 2002). In the Islamic perspective, early childhood education begins in the womb. History proves that children play an important role as future leaders. In the Quran, they are described as valuable assets, both in the context of the family and the country (Afiq, 2018).

Therefore, the role of parental involvement is very important in preschool or kindergarten education to understand the development of children comprehensively.

According to Yusof (2022), from a psychological perspective, children who receive early education in kindergarten or preschool tend to be more independent and courageous when they enter the first year of school compared to children who do not receive early education. Early education serves as a strong foundation for children's social and cognitive development, which plays an important role in helping them adapt to the formal school environment (Hartini & Haron, 2016). Close cooperation between schools and parents is essential in ensuring the success of this early education. Preschool Teachers are responsible for conveying knowledge that covers academic and non-academic aspects in a period of less than four hours with students. On the other hand, parents have a longer time to spend with their children outside of preschool hours. In that limited time, teachers try to ensure that students' development reaches the appropriate level, but this effort cannot be entirely dependent on teachers alone. Therefore, the active involvement of parents is very important to support teachers in helping children develop their abilities and skills to be more outstanding.

Milkie et al. (2004) conducted a study that found that parents often spend time with their children to help them organize and manage their learning activities. Parents who understand the importance of learning for their children's development are more likely to actively participate in the process. Meanwhile, a study by Kanammah et al. (2013) found that parental roles that include providing support and advice and checking students' homework are effective in students' learning at school. Parental involvement refers to the encouragement or support given to children to make choices and engage in their activities (Anderson et al., 2003). The concept of complimentary learning, which is a complementary learning approach, refers to the involvement of parents in children's education that supports their needs and achievements. This approach combines school with out-of-school support systematically to ensure that each child acquires comprehensive skills and development. (Fauziah Hanim Jalal et al., 2014). Everyone, including educators, researchers, policymakers, and families, agrees that school alone is not enough to provide adequate early education. Children need a variety of learning opportunities in the community, home, and school. This concept emphasizes the close relationship between home and school when providing a consistent early learning environment to support children's development and learning (Harvard Family Research Project, 2006).

Children need to be given opportunities to develop at home, school, and in the community. Good relationships between teachers and parents are important to achieving their goals in educating and providing knowledge to children (Rizalina, 2014). On the other hand, parents also need help from teachers to impart knowledge and educate their children. According to Raof et al. (2020), career management is a major challenge for parents in balancing time between work and children's responsibilities. Career and family are two important aspects of life that require a commitment of time and energy to fulfill various responsibilities (Hassan et al., 2022). To spend time with children, parents often have to sacrifice rest time, relaxing time with family, and social activities with colleagues.

Therefore, educators, academics, families, and society increasingly believe that schools cannot function independently, especially in the context of early childhood education. A study by Rahman (2006) showed that there is a strong relationship between parental involvement and children's academic performance. Therefore, parents should be part of their children's learning from an early age. Parental involvement can increase children's motivation, self-confidence, and academic achievement while also providing emotional and moral support that is important for their overall development. Social development is closely related to children's emotions, where when children have good social development, children tend to be able to control their emotions. In line with what Apriyanti (2021) stated, early childhood social-emotional development is a child's sensitivity to the feelings of others when children interact in their daily lives. A study by Malti and Noam (2016) found that socioemotional development is important for a person's growth and development, especially children.

Parents serve as a support system for children in social and emotional learning, helping them acquire and use the knowledge, attitudes, and skills needed to understand and manage emotions, set goals, show empathy, and make responsible decisions (Taylor et al., 2017). Parental involvement at home is considered more significant for children than teacher attention at school. A positive family atmosphere plays an important role in shaping children's socioemotional development. Parents need to invest and provide support, not only in their children's academic achievement but also in ensuring their holistic development runs smoothly. Joint efforts between parents and school staff, whether directly or indirectly, are important to support the development of children's academic and socio-emotional skills (Su'adah et al., 2013). Parental cooperation is essential because before children enter school, parents are their primary educators. When entering school, children begin to interact with a wider environment. If before they only socialized with family and neighbors, at school they would interact with teachers and peers. and the school environment (Junaidi, 2012).

By conducting this study, it is hoped that the researchers will be able to assess the influence of parents' involvement on children's socioemotional development. Indirectly, this can also help parents in increasing their type of involvement with children. Therefore, it is hoped that this study can provide guidance for teachers, parents and all parties involved in children's education to overcome the problems that arise and give awareness to parents about the importance of their involvement in the comprehensive development of children. Parents can identify weaknesses in their children's education, while teachers can help children who need encouragement in improving their holistic development, thus planning various programs for the development of children's skills. Based on the information gathered in this study, it is expected the school administration can work together in planning various programs that involve parents, such as providing training or workshops related to the role and responsibility of parents.

The results of this study are expected to be used by all parties, including the District Education Office, the State Education Department, and the Ministry of Education, to determine effective ways to improve the learning environment and help students improve academically. Therefore, the purpose of this study is to find out how parental involvement is related to children's socio-emotional development. Parental involvement can strengthen children's growth and development, especially in terms of emotional development, by ensuring that those closest to the child play a role in helping the child understand the new

environment. This parental cooperation and involvement largely involve parenting patterns and have an impact on children's socio-emotional development. Parents are responsible for supporting their children, both in terms of academic achievement and social and emotional skills, to have a significant impact on their development as individuals who are ready to interact with society.

### **Literature Review**

Parental involvement during early childhood development plays an important role in child development and can enhance children's potential from an early age. Since parents are often the only caregivers of children before the age of three, their role is very influential in their children's development in early childhood. Suziyani and Hasnah's (2018) study found that the factor that influences the level of socio-emotional development of children is household income. Children who grow up in low household income factors. Based on previous studies, parental involvement has a great influence on child development. For example, in a study by Plotkin et al. (2013), it was found that parental involvement has a positive effect on children's emotional development, including reducing behavioral problems and improving their academic achievement. In addition, Hintermair's (2013) study showed that children who experience good emotional development can solve problems and deal with conflicts in their lives more effectively and healthily. Another study by Hayati (2014) found that children's emotional development is highly dependent on the level of parental involvement, as shown by observations of children and questionnaires to parents. Where it looks at parental involvement in various aspects, including the family environment, interactions with children, communication, and support for children's education and achievement.

A study by Zakaria and Salleh (2011) showed that the effectiveness of parental involvement depends on the level of intellectual strength and intelligence of children in school. According to Morrison (1978), comprehensive parental involvement is a process that helps them maximize their children's potential, identify their strengths and talents, and use them for the good of themselves and their families. This involvement plays an important role in helping children achieve their preschool learning goals. Conway (2003) stated that efforts should be made to increase parental involvement because this involvement has a major impact on children's social development and academic achievement. Meanwhile, studies conducted by Arnold (2008) and Izzo et al. (1999) found that there is a positive correlation between greater parental involvement and better academic performance.

Halim and Yunus (2017) believe that collaboration between parents, both in preschool and at home, can improve children's abilities, especially in physical, emotional, spiritual, and personality aspects. Mohd Azhar (2005) showed that children's social skills are linked to their emotional intelligence. The role of parents has a positive effect on children's emotional development when they give them encouragement, support, and inspiration to do activities (Nurhuda, 2022). Therefore, the study of Siti Arina Badli and Suziyani Mohamed (2021) explains that the development of children affected by parental involvement includes every component of development, namely language and communication, early mathematics, as well as socio-emotional and spiritual.

The level of emotional development of children depends on their social environment and experiences. Asri et al. (2018) stated that in early childhood, the combination of parenting and

education can be a determining factor in the level of children's education. Havighurst et al. (2004) also stated that if parents support and care for children's emotional experiences, it seems to train children to manage their feelings so that they can develop the skills to understand and control their own emotions. Meanwhile, a study (Hanni Holila Harahap et al. 2022) found that parenting patterns have an influence on the social-emotional development of early children aged 5-6 years. Where children's emotions will be more stable and can be controlled well when the child is with their friends. Social development is closely related to children's emotions, where when children have good social development, children tend to be able to control their emotions. In line with what is stated by Apriyanti (2021), early childhood social-emotional development is children's sensitivity to the feelings of others when children interact in their daily lives.

Therefore, Agus et al. (2022) stated the implications of the role of parents in providing education in social and emotional development. Empathy education and the aspect of attachment play a role in the social-emotional development of children. Empathy is obtained through good role models. This is because children easily follow the behavior of those around them. While through the aspect of attachment, such as working together, making the habit of gathering, and talking about daily life that has been experienced. Parents play a role in helping and guiding children in making friends and socializing; working together and communicating with others will make and help children become social beings.

### **Research Methodology**

This study applied a survey design with a questionnaire instrument and used quantitative methods to obtain important information about parental involvement. In addition, this study also measured the relationship between parental involvement and children's socio-emotional development. According to Chua (2006), the survey method is a commonly used approach in social science research. In practical terms, this survey method is well-known because it is used comprehensively and has the ability to interpret research questions from various perspectives. related to parental involvement. In addition, the survey method is preferred because it is easy to use and administer. This means that it can be used for studies with large sample sizes. This study was chosen to focus more on the level of parental involvement based on the description of the elements of the Epstein Model regarding parental involvement and theories that are closely related to the socio-emotional development of children involved in preschool/kindergarten.

### **Population and Sample**

This study involved parents of children attending government and private preschools in the Hulu Langat District. The researcher chose this district as the study location because it offers a variety of lifestyles, socioeconomic status, and education levels suitable for obtaining comprehensive data. In addition, this district includes busy urban areas as well as suburban areas, making it suitable to support the needs of this study. The determination of the population size was made based on the sample size determination table by Cohen, Manion, and Morrison (2001), with the population at the required significance level of 0.01, which is  $N = 500$ . Therefore, the appropriate sample size based on the selected population for this study was 476 respondents.

The demographic profile of most children is Malay, which is 441 people (92.6%). Most of the respondents are boys, who are 232 people (48.7%), while 244 people (51.3%) are girls, consisting of 6-year-old children, the majority of whom are 329 people (39.1%), and 5-year-olds, who are 329 people (39.1%). While the parent respondents, most of the locations where they live are in urban areas, which is 339 people (71.2%). Most of the parents are between the ages of 31 and 36, which is 177 people (37.2%). Next, the majority of parents have a formal education level at the SPM/SRP qualification level, which is 187 people (39.3%). Most of the parents are private sector employees, which is 239 people (50.2%). Further information related to the demographics of the respondents is shown in the Demographic Information Tables 1 and 2.

Table 1

*Demographic Information of Child Respondents*

Code	Item	n	%	
<b>Child Respondent</b>				
A1	Race	Malay	441	92.6%
		Chinese	7	1.5%
		Indian	11	2.3%
		Others	17	3.6%
A2	Gender	Boys	232	48.7%
		Girls	244	51.3%
A3	Age	5 years	147	30.9%
		6 years	329	69.1%
A4	Type Preschool	Government	407	85.5%
		Private	69	14.5%

Table 2

*Demographic Information of Parent Respondents*

Kod	Item	n	%	
<b>Responden Ibu Bapa</b>				
A5	Location of residence	Urban area	339	71.2%
		Rural	137	28.8%
A6	Age	25 years and under	12	2.5%
		26 – 30 years	12	2.5%
		31-35 years	177	37.2%
		36 – 40 years	170	35.7%
		41 years and above	105	22.1%
A7	Education Level	SRP/SPM	187	39.3%
		STPM/Diploma/Sijil	161	33.8%
		Bachelor's Degree	113	17.6%
		Master's Degree	14	9.5%
		Doctoral Degree	1	0.2%
A8	Job Category	Civil Servant	101	21.2%
		Private Self-Employed	239	50.2%
		Self-employed	84	17.6%
		Unemployed	45	9.5%
		Others	7	1.5%

*Study Instruments*

The instrument used was a questionnaire consisting of three parts: Demographic Information Questionnaire: Parental Involvement Questionnaire, Ages and Stages Questionnaires: Social-Emotional (ASQ:SE) instrument. This questionnaire can only be completed by parents who have children between the ages of four and six years. The results of previous studies, the items used in the Parental Involvement Questionnaire, were adapted from the study of Elis Johannes Hendry Salim (2011). Each item is based on the construct/aspect of parental involvement in the Epstein Model (1991), namely self-regulation, compliance, communication, adaptation, and autonomy. Each question or item in the construct related to parental involvement is measured using a 4-point Likert scale model, and the answer options are: 1 = Never carried out (NC); 2 = Rarely carried out (RC); 3 = Sometimes carried out (SC); 4 = Often carried out (OC).

Meanwhile, the instrument used to measure children's socio-emotional development is the Ages and Stages Questionnaires: Social-Emotional (ASQ:SE), which has been adapted from the study by Nur Nabilah (2021). It contains an instrument consisting of several constructs, namely, self-regulation, compliance, communication, adaptive functioning, and autonomy. Affect and Interaction with others. There is a series of 36 developmental questionnaire items. In each questionnaire that requires respondents to answer one of the options for each questionnaire item that is appropriate for the child's age, and the options are: 1 = most of the time (z); 2 = sometimes (v); 3 = never or rarely (x). These responses are then converted to score values and added together through the item score indicator, namely (z=0, v=5, x=10). Based on the cut-off points in the ASQ:SE, this instrument determines that a total score below 70 is a child in the good category, 70 to 94 is at risk, and 95 and above is problematic, as shown in table 3.

Table 3

*Distribution of children's socio-emotional development categories*

<b>Category</b>	<b>Total Score</b>
Good	Less than 70
Risky	70 to 94
Problematic	95 and above

Before the data collection process, an application to conduct the study was made to the Ministry of Education Malaysia (KPM) through the Educational Research Application System (ERAS 2.0). Then, a letter of permission to distribute the questionnaire was given to the Preschool and Primary School Management Division, District Education Office (PPD). This study was conducted in Selangor, due to the diverse background of the population in terms of educational level and household income. The sample size was estimated using the Cohen, Manion, and Marrison's (2001) sample size determination table for this study, which was 476.

A simple random sampling technique was used in the data collection process involving 476 respondents, consisting of parents of children attending private preschools and kindergartens, who agreed to participate in this study. Data collection in the form of a the questionnaire set was distributed online via "Google Form". Along with the questionnaire, an informed consent form was provided outlining the participation and confidentiality of the responses given by the respondents. The questionnaire link was distributed to the teachers

of the children's class of the respondent participants, and they were required to complete all sections. A two-week period was set from the time of distribution for the entire data collection process. The return rate was 89.5%. Therefore, e-mails and online reminder messages to preschool/kindergarten representatives (preschool/kindergarten teachers or managers) were provided to encourage more parents to complete the questionnaire that had been widely distributed previously.

For the content validity of the instruments used, the researcher appointed a panel who is a lecturer at Universiti Kebangsaan Malaysia, a holder of a Doctor of Philosophy degree in the field of Psychological Medicine, and has expertise in Clinical Psychology (Clinical Assessment, Child Psychology, and Parenting). The researcher provided the face validity form of the instruments used by the panel to identify the understandability and clarity of each item found in the Parental Involvement instrument and the Ages & Stages Questionnaires: Social-Emotional (ASQ:SE). The feedback received from the panel found that the understandability and clarity of the items for both instruments were appropriate and satisfactory.

Before the actual items were given to the actual sample, a pilot study was conducted by the researcher. Miller (2007) stated that the purpose of a pilot study is to assess the reliability of an object based on factors such as level, objectivity, understanding, reliability, and identify whether problems may arise and the smoothness of affairs in the actual study. A method often used to measure the internal consistency of a concept is the 'Cronbach's Alpha' test (Norusis, 1997). The researcher has randomly selected 30 involved parents to answer this pilot research question. The period for parents to complete this questionnaire is ten days. The sample for the pilot study was taken from the same population, but it was not taken from the actual study. The results of the analysis of the pilot study show that each item in the Parental Involvement instrument has a Cronbach's Alpha value of 0.972. The reliability index of the parental involvement questionnaire item is high and can be used, according to the views of Mohd Majid (1998) and Sekaran (2003). While for the Ages & Stages Questionnaires: Social-Emotional (ASQ:SE) instrument questionnaire, it was found that the overall Cronbach's Alpha was 0.822. Only the overall internal consistency of the items was recorded and not according to the seven behavioral domains. This is because each item, and not each part of the behavior in the ASQ:SE questionnaire, forms the entire socioemotional development of children. Table 4 shows a summary of the division of items in the questionnaire measured with a scale along with Cronbach's Alpha value for each item.

Table 4

*Summary of Sections in the Questionnaire*

Section	Questionnaire		Alpha Cronbach
	Item	Number	
Parental Involvement	B1-F6	41	0.972
Children's Socioemotional Development	G1-G36	36	0.822

Therefore, both instruments adapted in the questionnaire used have a good level of internal consistency. The actual study can be conducted when the internal consistency coefficient value is accepted. After the questionnaire was prepared using Google Form software, SPSS (Statistical Package for the Social Sciences) was used to analyze the data after the questionnaire was prepared using Google Forms. Frequencies, means, standard



deviations, and percentages were obtained using descriptive statistical analysis. At the same time, inferential statistical analysis was performed using Pearson correlation to measure the relationship between the child's socioemotional development variables and the parent involvement variables. Before the data was processed for analysis, a screening process was used to ensure that it was clean and free from errors.

### Research Findings

The sample of this study consisted of 476 people from among the parents of children attending government and private preschools, aged 20 years to 50 years. The results of descriptive statistics in Table 5 show the aspects of parental involvement based on constructs. The table shows that the aspects of parental involvement are more about the aspect of learning at home, with a percentage of 21.95%, mean value 3.11 (s.d. = 0.817). This is followed by the aspect of communication of 21.82%, with a mean value of 3.09 (s.d. = 0.741). Next, the aspect of parenting with 20.06%, mean value 2.84 (s.d. = 0.793), and followed by the aspect of decision-making with 18.57%, mean value 2.84 (s.d. = 0.793). While the lowest aspect has a value of 17.59%, the mean value is 2.49 (s.d. = 0.885). The mean score of each construct, namely the aspects of parenting, decision-making, home learning, and communication, was at a moderate level, except for the mean score of the aspect of volunteering, which was at a low level.

Table 5

#### *Descriptive Statistics by Aspect of Overall Parental Involvement*

	<b>Construct Aspects of Parental Involvement</b>	<b>Parental%</b>	<b>Mean</b>	<b>Std. Dev</b>	<b>Interpretation of mean score</b>
1	Parenting	20.06	2.84	0.793	moderate
2	Decision Making	18.57	2.63	0.915	moderate
3	Communication	21.82	3.09	0.741	moderate
4	Home Learning	21.95	3.11	0.817	moderate
5	Volunteering	17.59	2.49	0.885	low
	<b>Total</b>	<b>100</b>	<b>2.83</b>	<b>0.716</b>	<b>MODERATE</b>

Meanwhile, Table 6 shows three levels of socio-emotional development of children, namely good, risky, and problematic. Overall, most children are at a good level of socio-emotional development, namely 352 people (73.9%) with a mean of 43.57 and a standard deviation of 14.42. While 74 people (15.5%) are at a risk level with a mean of 82.23 and a standard deviation of 5.24. The results of the analysis also found that only 50 people (10.5%) are at a problematic level with a mean of 126.3 and a standard deviation of 39.35.

Table 6

#### *Frequency distribution, percentage, mean and standard deviation of children's socioemotional development level scores*

<b>Socioemotional Development Stages</b>	<b>f</b>	<b>%</b>	<b>Mean</b>	<b>Std. Dev</b>
Low Level (Minimal or No Concern)	352	73.9 %	43.57	14.42
Moderate Level (Monitor or Emerging Concerns)	74	15.5 %	82.23	5.24
High Level (Significant Concern)	50	10.5 %	126.3	39.35
<b>Total</b>	<b>476</b>	<b>100%</b>	<b>58.26</b>	<b>32.47</b>

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

To answer the objective of the study, the following hypothesis  $H_a$  was formed:

**$H_a$ : There is a significant relationship between parental involvement and children's socioemotional development.**

This study uses the Pearson correlation test to determine the relationship between parental involvement and children's socio-emotional development. Based on Table 7, the study findings show that the Pearson correlation value that describes the relationship between parental involvement and children's socio-emotional development is significant ( $r = -0.95$ ,  $p = 0.038$ ). Therefore, the study hypothesis in the alternative form ( $H_a$ ) is successfully accepted. Therefore, there is a negative relationship between parental involvement and children's socio-emotional development. This explains that if the correlation score is  $<0.2$  (negative value), this means that a true relationship exists with the total score obtained being at a good level of socio-emotional development. If the score is greater, the level of socio-emotional development of the child is problematic. Therefore, the higher the parental involvement, the better the child's socio-emotional development.

Table 7

*Pearson Correlation Analysis on the Relationship between Parental Involvement and Children's Socioemotional Development*

#### Children's Socioemotional Development

<b>Parental Involvement</b>	Pearson Correlation	-.095*
	Sig. (2-tailed)	.038
	N	476

\* Correlation is significant at the 0.05 level.

### Discussion

The results of the study analysis showed that there was a significant relationship between parental involvement and the level of socio-emotional development of children. Lower or better socio-emotional development scores were associated with higher parental involvement.

Conversely, lower socio-emotional development scores indicated the possibility that children were facing socio-emotional development problems. This indicated that children's socio-emotional development was enhanced by active parental involvement. Socioeconomic background, parental education level, and the quality of parent-child interaction also played a role. Nurhusna's (2017) study also showed that greater parental involvement influenced children's development. Emotional intelligence is an important component of this development, which is the foundation of overall personal growth. She emphasized that parental upbringing and support are essential for children's emotional intelligence, and the effectiveness of upbringing depends on how much parents are involved in creating a healthy and positive socio-emotional development environment for their children.

Parental involvement from an early age not only influences the relationship between parents and children but also influences the stability of children's emotional development (Humphries et al., 2014). A study conducted by Ismail Ibrahim in 2002 found that parents play an important role in shaping their children's personalities by providing them with a perfect upbringing and a harmonious environment, starting when they are still infants and growing into adulthood. When parents often communicate with their children about their feelings, they help their children solve problems with friends at preschool and involve themselves in school activities such as open days. This has a positive effect on children developing self-confidence and social skills because they feel supported and valued. These children also tend to show the ability to manage minor conflicts, such as sharing toys with friends.

According to Sofiah Samsudin and Mohd Fuad (2005), parents play an important role in shaping the character and abilities of their children. Rizalina Mat Radzi's (2014) study supports this opinion, finding that parental support at home can enhance children's socio-emotional development. The study showed that parental support enhances children's socio-emotional development and influences their performance in school. In addition, Fitriah Hayati's (2014) research investigated the relationship between parental involvement and children's socio-emotional development. This study supports this finding. Her study focused on things such as family environment, parental interaction, communication with children, and support for their learning and success. The results of the study showed that there was a significant relationship between children's socio-emotional development at school and the level of parental involvement. The development of children's emotional intelligence, which depends on parental upbringing and support, is an important element in shaping their holistic personal development.

The success of educating children is largely determined by the ability of parents to provide a positive and supportive socio-emotional environment.

### **Conclusion**

Overall, this study highlights the direct impact of parental involvement on the socio-emotional development of preschool children, making it a key factor influencing the process. This study aims to assess the extent to which parental involvement influences children's development by emphasizing the relationship between the levels of such involvement. The overall findings of the study emphasize the important role of parents in supporting children's development, where the significant relationship between parental involvement and children's socio-emotional development proves how important their role is in early education. In addition, demographic factors such as education level, occupation, and location of residence also influenced the results of the study. These findings provide important contributions to parenting theory, provide practical guidance to teachers and policymakers, and open space for further research involving the roles of teachers, communities, and environments in supporting children's holistic development.

## References

- Abd Halim, P., & Yunus, F. (2017). The importance of parental involvement in children's learning activities in preschool (*Graduate thesis*). National University of Malaysia.
- Abd Hamid, M. A. (2005). *A guide to improving emotional intelligence* (2nd ed.). PTS Profesional Sdn. Bhd.
- Abd. Hamid, Z., Othman, J., Ahmad, A., & Arif, I. (2011). The relationship between parental involvement and academic achievement of poor students in the state of Selangor. *Journal of Islamic and Arabic Education*, 3(2), 31–40.
- Apriyanti. (2021). Revitalizing the role of mothers as children's first school. *Jurnal Edusciense*, 8(2), 23–30.
- Arnold, D. H., Zeljo, A., & Doctoroff, G. L. (2008). Parent involvement in preschool: Predictors and the relation of involvement to pre-literacy development. *School Psychology Review*, 37(1), 74–89.
- Asri, I. G. A. A. S., Suniasih, N. W., & Suparya, I. K. (2018). The relationship between parenting patterns and early childhood development. *Elementary School Scientific Journal*, 2(1), 1–9.
- Azizah, L. N. (2002). *Pendidikan awal kanak-kanak: Teori dan amali*. Penerbit Universiti Malaya.
- Badli, S. A., & Mohamed, S. (2021). The relationship between parental involvement and child development in Kemas kindergarten. *Journal of the World of Education*, 3(3), 273–284.
- Cohen, M. D. (2009). *A guide to special education advocacy: What parents, clinicians, and advocates need to know*. Jessica Kingsley Publishers.
- Harun, I. (n.d.). Primary school education in the interior of Keningau: A survey in Kampung Salarom, Nabawan. *Scribd*. Retrieved April 2, 2024, from <https://www.scribd.com/doc/128623848/Laporan-Tinjauan>
- Havighurst, S. S., Harley, A., & Prior, M. (2004). Building preschool children's emotional competence: A parenting program. *Early Education and Development*, 15(4), 423–448.
- Hayati, F., & Mamat, N. (2014). Parental involvement and its influence on children' socioemotional development. *International Seminar on Global Education II*. Faculty of Education, National University of Malaysia & Ekasakti University, Padang, Indonesia.
- Hintermair, M. (2013). Parental resources, parental stress, and socioemotional development of deaf and hard of hearing children. *Journal of Deaf Studies and Deaf Education*, 11, 493–513.
- Kanammah, M., Ng, L. Y., & Hasan, S. (2013). The influence of family factors on self-regulated learning of primary school students. *Malaysian Journal of Learning and Instruction*, 10, 179–201.
- Kementerian Pendidikan Malaysia. (2017). *Kurikulum Standard Prasekolah Kebangsaan: Pendidikan prasekolah*. Bahagian Pembangunan Kurikulum.
- Malti, T., & Noam, G. G. (2016). Social-emotional development: From theory to practice. *European Journal of Developmental Psychology*, 13(6), 652–665.
- Mohamed, S., & Toran, H. (2018). Family socioeconomic status and social-emotional development among young children in Malaysia. *Journal of Applied Sciences*.
- Mohamed, Z., & Jabor, M. K. (2015). Parental involvement in doing homework and its relationship with children's academic achievement. *Universiti Teknologi Malaysia*.
- Mohd Yusof, M. A., & Maat, S. M. (2022). Readiness of year one students in following mathematics learning in flipped class. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 7(7).

- Mohd Zawawi, N. S., Mohamed, Z., & Jabor, M. K. (2013). The role of parents in helping to improve children's academic excellence. *Universiti Teknologi Malaysia*.
- Plotkin, R. M., Reesman, J., & Brice, P. J. (2013). It is not just stress: Parent personality in raising a deaf child. *Journal of Deaf Studies and Deaf Education, 19*(3), 347–354.
- Suprijanto, A., Kartikawati, E., Roni, M., & Purwanti, S. N. (2022). Parenting education for early childhood social-emotional development. *JCD: Journal of Childhood Development, 2*, 64–70.
- Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development, 88*(4), 1156–1171.
- Zakaria, A. R., & Salleh, N. M. (2011). Family context and its relationship with parental involvement in children's education in secondary schools. *Malaysian Journal of Education, 36*(1), 35–44.