

Parental Involvement and Children's Language Development: A Foundation for Early Learning Success

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ABSTRACT

Parental involvement in home-based language learning activities plays a crucial role in supporting young children's early language development. This study was conducted to identify the level of parental involvement and to examine the relationship between parental involvement and children's language development in the district of Sabak Bernam, Selangor. A quantitative approach with a correlational research design was employed in this study. A total of 190 parents with children aged between 4 and 6 years were selected as respondents through convenience sampling. The research instrument consisted of a structured questionnaire divided into three sections: respondents' demographic information, the level of parental involvement, and children's language development. Data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 31.0 through descriptive statistics and Pearson correlation analysis. The findings revealed that the level of parental involvement was high, with a high overall mean score. The results also indicated that children's language development was at a good level in terms of vocabulary acquisition, speaking skills, language comprehension, and communication confidence. Pearson correlation analysis showed a significant positive relationship between parental involvement and children's language development ($r = 0.721$, $p < 0.05$). These findings suggest that higher levels of parental involvement in language-related learning activities at home are associated with better language development among children. The study provides important implications for parents, educators, and educational policymakers regarding the significance of collaboration between families and educational institutions in strengthening early language development. Therefore, efforts to enhance parental awareness and involvement in language-related activities at home should be intensified to ensure the holistic development of children's language abilities.

Keywords: parental involvement, language development, children, early childhood education, communication, preschool.

INTRODUCTION

Language development is one of the most important aspects of early childhood development, as language serves as the primary medium for communication, social interaction, and knowledge acquisition. Strong language skills enable children to understand instructions, express ideas, communicate emotions, and establish positive social relationships with those around them. In the context of early childhood education, language proficiency is often associated with higher academic achievement and more advanced cognitive development.

Language development does not occur naturally without environmental influences. Rather, it develops through continuous social interactions between children and the people around them, particularly their parents. Parents are the first language models to whom children are exposed from birth. Every conversation, story, song, and shared reading activity contributes significantly to children's language learning experiences and provides valuable linguistic input that supports their language acquisition process.

In today's modern era, characterized by the widespread use of digital technology, parental involvement in children's language development has become an increasingly important issue. Busy work schedules and excessive use of electronic devices have reduced the amount of quality interaction time between parents and their children. This situation may negatively affect children's language development if it is not balanced with meaningful and responsive communication activities at home.

Therefore, this study was conducted to examine the relationship between parental involvement and children's language development in preschools, as well as to assess the extent to which parental involvement influences children's language skills during their early years of development.

Problem Statement

Poor language development among preschool children has increasingly become a concern among educators and researchers. Despite the implementation of various early childhood education programs in preschools, many children continue to experience difficulties in speaking, understanding instructions, and constructing complete sentences.

One of the factors frequently associated with this issue is the lack of parental involvement in language-learning activities at home. In many modern families, parents face time constraints due to demanding work commitments. As a result, opportunities for verbal interaction between parents and children have become increasingly limited.

In addition, excessive use of technology such as smartphones and tablets has reduced opportunities for face-to-face communication. Children who spend a significant amount of time engaging with screens tend to receive language input passively rather than through active interactions and meaningful conversations with their parents.

Previous studies have consistently highlighted the importance of parental involvement in supporting children's language development. However, there is still limited empirical evidence regarding the extent to which parental involvement influences language development among preschool children, particularly within the local context of Sabak Bernam, Selangor. Furthermore, differences in family backgrounds, educational levels, and parenting practices may contribute to variations in children's language development outcomes.

Therefore, this study was conducted to determine whether a significant relationship exists between parental involvement and children's language development in preschool settings. The findings are expected to provide valuable insights for parents, educators, and policymakers in designing effective strategies to enhance children's language development through active family participation.

LITERATURE REVIEW

Parental Involvement in Early Childhood Education

Parental involvement refers to the active participation of parents in supporting their children's learning and overall development. According to Epstein (2018), effective parental involvement encompasses consistent communication with children, the provision of a conducive learning environment, and collaboration with educational institutions. Such involvement enables parents to play an active role in fostering their children's academic, social, and emotional growth.

In the context of early childhood education, parental involvement is considered a crucial factor that contributes to children's readiness for learning and long-term educational success. Parents who engage regularly in their children's educational activities create meaningful learning experiences that support cognitive and language development. Activities such as reading storybooks, assisting with learning tasks, discussing daily experiences, and encouraging children's curiosity have been found to enhance children's learning outcomes.

A study conducted by Fan and Williams (2021) found that children who consistently received learning support from their parents demonstrated better academic performance compared to their peers. The researchers

emphasized that parental engagement not only improves children's academic achievement but also strengthens their motivation, self-confidence, and communication skills. These findings suggest that parental involvement serves as a significant predictor of positive educational outcomes during the early years of development.

Furthermore, research has shown that parental involvement is particularly important in promoting language development among young children. Through frequent interactions and responsive communication, parents provide children with opportunities to acquire new vocabulary, improve language comprehension, and develop effective communication skills. Therefore, active parental participation is essential in creating a supportive learning environment that facilitates children's holistic development during the early childhood years.

Children's Language Development

Language development refers to the process through which children acquire the ability to understand and use language for daily communication. According to Justice and Kaderavek (2022), language development encompasses both receptive language and expressive language, which gradually develop from birth. Receptive language refers to a child's ability to understand spoken language, instructions, and messages conveyed by others, whereas expressive language involves the ability to communicate thoughts, feelings, and ideas through words, phrases, and sentences.

Language development is a fundamental aspect of early childhood growth as it influences children's cognitive, social, and emotional development. Through language, children learn to interact with others, express their needs, and make sense of the world around them. The acquisition of language skills occurs through continuous exposure to meaningful communication experiences within the family and educational environment.

Research has shown that children who receive consistent language stimulation demonstrate greater vocabulary acquisition and stronger communication skills compared to those who experience limited linguistic interaction. Frequent conversations, storytelling, shared reading activities, and responsive communication provide opportunities for children to expand their vocabulary, improve language comprehension, and develop confidence in expressing themselves. Therefore, a language-rich environment is essential for promoting optimal language development during the early years of childhood.

Vygotsky's Sociocultural Theory

Vygotsky (1978) emphasized that cognitive and language development occur through social interaction. His Sociocultural Theory highlights the importance of social experiences and cultural influences in shaping children's learning and development. According to Vygotsky, children acquire knowledge and skills through interactions with more knowledgeable individuals, such as parents, teachers, and other members of society.

A key concept within this theory is the Zone of Proximal Development (ZPD), which refers to the gap between what a child can accomplish independently and what they can achieve with guidance and support from a more knowledgeable person. Within the ZPD, adults provide appropriate assistance, often referred to as scaffolding, to help children develop new skills and gradually become more independent learners.

This theory supports the importance of parental involvement in providing appropriate language stimulation to facilitate children's communication and language development. Through activities such as reading together, engaging in meaningful conversations, asking open-ended questions, and encouraging storytelling, parents can scaffold children's language learning and help them acquire more advanced linguistic skills. Consequently, active parental involvement creates valuable learning opportunities that contribute significantly to children's language growth and overall development.

Bronfenbrenner's Ecological Theory

Bronfenbrenner (1979) proposed that children's development is influenced by a series of interconnected environmental systems that interact with one another. According to the Ecological Theory, a child develops within multiple layers of environmental contexts, including the microsystem, mesosystem, exosystem,

macrosystem, and chronosystem. These systems collectively shape children's cognitive, social, emotional, and language development.

Among these systems, the family is considered the closest and most influential environment in a child's life. As part of the microsystem, parents and family members interact directly with children on a daily basis, providing experiences that significantly affect their development. Through conversations, storytelling, shared reading activities, and other forms of communication, parents play a crucial role in creating a language-rich environment that supports children's language acquisition and communication skills.

Research has consistently demonstrated that positive family interactions contribute to better language development among children. Children who grow up in supportive and communicative family environments tend to develop stronger vocabulary skills, greater language comprehension, and higher confidence in verbal expression. Conversely, limited parental interaction and reduced opportunities for communication may hinder children's language growth and overall learning experiences.

Bronfenbrenner's theory highlights the importance of parental involvement as a key environmental factor influencing children's language development. It suggests that the quality of interactions within the family setting can have a lasting impact on children's ability to acquire and use language effectively. Therefore, fostering positive and meaningful communication within the family is essential for promoting optimal language development during early childhood.

Relationship Between Parental Involvement and Children's Language Development

Previous studies have found that activities such as shared reading, storytelling, and active conversations help improve children's language skills. According to Rowe and Snow (2020), children who engage in quality conversations with their parents tend to have a higher level of vocabulary development and better communication skills. Regular parental involvement provides children with meaningful language exposure, which supports both language comprehension and expression. Therefore, active parental participation is considered an important factor in promoting children's language development during the early years.

Research Gap and Implications for the Current Study

Although numerous studies have examined parental involvement and children's language development, several research gaps remain. Most previous studies have focused on the role of schools and teachers in enhancing children's language skills rather than the direct influence of parental involvement at home. In addition, local studies investigating the relationship between parental involvement and children's language development within the Malaysian context are still limited. The main research gaps identified are:

- a) Lack of longitudinal studies examining the long-term effects of parental involvement on children's language development.
- b) Limited studies exploring the influence of socioeconomic status, parental education level, and family background on children's language development.
- c) Need for further research to identify the most effective forms of parental involvement that are suitable within the Malaysian cultural and social context.

These gaps highlight the need for more research to better understand how parental involvement contributes to children's language development and to provide evidence-based recommendations for parents and educators.

Factors Influencing Children's Language Development

Children's language development is influenced by various interconnected factors that play an important role in shaping their language proficiency and communication skills during early childhood.

Home and Family Environment

A home environment rich in language activities such as reading, storytelling, and daily conversations can support children's language development. Children who frequently engage in two-way communication with their parents tend to have a broader vocabulary and better communication skills (Rowe & Snow, 2020).

Parental Involvement in Language Learning Activities

Active parental involvement, such as reading with children, singing songs, asking open-ended questions, and engaging in daily conversations, can effectively stimulate language development. These activities help children improve language comprehension and expand their vocabulary (Zailan & Mohamad, 2023).

Technology and Digital Media Usage

Technology provides children with access to various language-learning resources. However, excessive use of digital devices without parental supervision may reduce opportunities for direct verbal interaction. Studies have shown that quality face-to-face communication is more effective in supporting language development than passive exposure to digital media (Madigan et al., 2020).

Parents' Educational Level and Knowledge

Parents with higher educational backgrounds are generally more aware of the importance of early language development. They are more likely to provide reading materials, learning opportunities, and quality linguistic interactions for their children.

Family Socioeconomic Status

Socioeconomic status influences children's access to learning resources such as storybooks, educational toys, and early literacy programs. Families with better economic resources are more likely to provide a conducive environment that supports children's language development.

CONCEPTUAL FRAMEWORK

This study is based on a conceptual framework that examines the relationship between parental involvement as the independent variable and children's language development as the dependent variable. In the context of this study, parental involvement encompasses several key dimensions, including shared reading activities, daily conversations, storytelling activities, and the provision of a language-learning environment at home. These dimensions play an important role in providing linguistic stimulation that supports children's language development effectively.

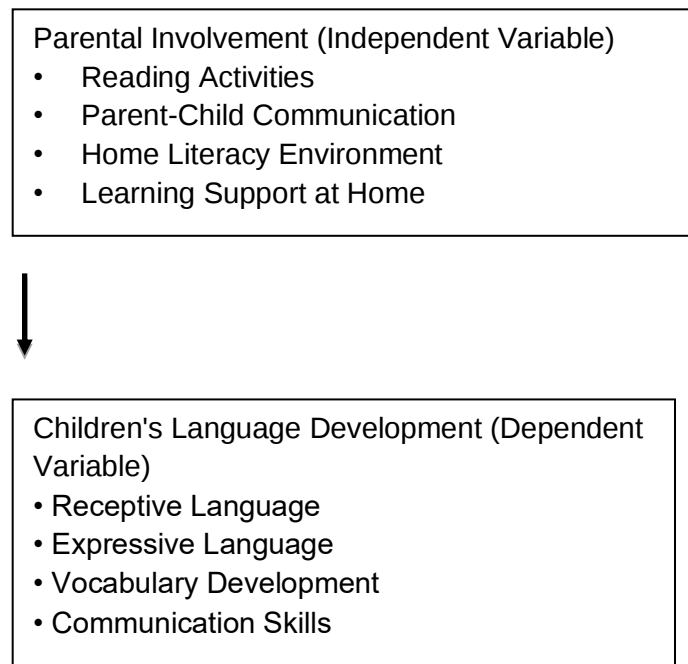
Parental involvement through shared reading helps children expand their vocabulary and improve language comprehension. Daily conversations provide opportunities for children to use language actively in real-life situations. In addition, storytelling activities and the availability of reading materials at home can stimulate both expressive and receptive language development. Consistent and meaningful parental involvement can create a positive learning environment that supports children's communication development.

The dependent variable in this study is children's language development, which includes several key aspects such as vocabulary acquisition, speaking skills, language comprehension, and communication confidence. These aspects are used to assess children's language development based on the linguistic experiences gained through interactions with their parents at home.

The conceptual framework illustrates the direct relationship between the level of parental involvement and children's language development. This relationship enables the researcher to examine whether active and quality parental involvement has a significant impact on children's language development. The framework is also aligned with Vygotsky's Sociocultural Theory (1978), which emphasizes the importance of social

interaction in the learning process, and Bronfenbrenner's Ecological Theory (1979), which highlights the family as the primary environment influencing children's development.

Conceptual Framework



Source: Adapted from Vygotsky's Sociocultural Theory (1978) and Bronfenbrenner's Ecological Theory (1979), which emphasize the importance of social interaction and family environment in supporting children's language development.

METHODOLOGY

This study employed a quantitative approach with a correlational research design to examine the relationship between the level of parental involvement and children's language development in Sabak Bernam District, Selangor. This approach was chosen because it allows the researcher to determine the strength and direction of the relationship between the independent and dependent variables without manipulating the respondents. The correlational design is appropriate for achieving the study objectives, which aim to investigate the relationship between parental involvement and children's language development.

The study population consisted of parents with children aged 4 to 6 years old who were enrolled in early childhood education programmes at preschools and kindergartens in Sabak Bernam District. A total of 190 parents were selected as respondents using the convenience sampling technique. This sampling method was employed due to its practicality and suitability given the time and resource constraints faced by the researcher. The selection criteria required respondents to be parents of children currently attending early childhood education institutions and willing to participate in the study by completing the questionnaire. According to Cohen (2013), an adequate sample size enhances the reliability of research findings and enables more effective statistical analysis.

The primary research instrument used in this study was a structured questionnaire adapted from previous studies related to parental involvement and children's language development. The questionnaire consisted of three sections. Section A gathered respondents' demographic information, including age, gender, educational level, occupation, and household income. Section B measured the level of parental involvement in home-based language learning activities, such as shared reading, daily conversations, storytelling activities, and the provision of reading materials. Section C assessed children's language development, including vocabulary acquisition, speaking skills, language comprehension, and communication confidence. All items were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

To ensure the content validity of the instrument, the questionnaire was reviewed by several experts in the fields of Early Childhood Education and Children's Language Development. The reliability of the instrument was tested using Cronbach's Alpha analysis, and the coefficient obtained exceeded 0.70, indicating good internal consistency and acceptable reliability for research purposes (Nunnally & Bernstein, 1994).

Data collection was conducted through both face-to-face distribution and online questionnaires administered to participating parents. Prior to data collection, permission was obtained from the relevant preschools and educational institutions. Respondents were provided with a brief explanation of the study's purpose, assurance of confidentiality, and their right to withdraw from the study at any time without any consequences. Participants were given a period of two weeks to complete the questionnaire. All information collected was used solely for academic and research purposes and was handled confidentially in accordance with the ethical guidelines established by the British Educational Research Association (BERA, 2018).

The collected data were analysed using the Statistical Package for the Social Sciences (SPSS) version 31.0. Data analysis was conducted in two stages. First, descriptive statistics were used to provide an overview of the levels of parental involvement and children's language development through the calculation of means, standard deviations, frequencies, and percentages. Second, Pearson correlation analysis was employed to examine the relationship between the independent variable, namely parental involvement, and the dependent variable, namely children's language development. A significance level of $p < 0.05$ was established to determine whether the relationship between the variables was statistically significant.

Overall, the methodological approach adopted in this study was designed to obtain valid, reliable, and relevant data to explain the relationship between parental involvement and children's language development. Through this approach, the findings are expected to provide a clearer understanding of the importance of parental involvement in supporting early language development and serve as a valuable reference for parents, educators, and policymakers in designing more effective interventions.

Reliability and Validity of the Instrument

Prior to the actual data collection, a pilot study was conducted to evaluate the reliability and validity of the research instruments. The questionnaires were adapted from established instruments and reviewed by experts in the field of early childhood education to ensure content validity. Feedback obtained from the experts was used to refine the wording, clarity, and relevance of the items before the final administration.

The reliability of the instruments was assessed using Cronbach's Alpha. The parental involvement questionnaire recorded a Cronbach's Alpha value of 0.856, while the children's language development questionnaire achieved a value of 0.907. Both values exceeded the recommended threshold of 0.70, indicating high internal consistency and reliability of the instruments. These findings suggest that the questionnaires were suitable for measuring the intended constructs and could be used confidently in the main study.

RESEARCH FINDINGS

This section presents the results of the data analysis obtained from the study on the relationship between the level of parental involvement and children's language development in Sabak Bernam District, Selangor. The findings were analysed using both descriptive and inferential statistical approaches to address the research questions and test the proposed hypothesis.

Respondents' Demographic Profile

A total of 190 parents participated as respondents in this study. The majority of respondents were female, comprising 132 respondents (69.5%), while the remaining 58 respondents (30.5%) were male. In terms of age, most respondents were between 31 and 40 years old (52.6%), followed by those aged 21 to 30 years old (28.4%), while the remaining respondents were 41 years old and above (19.0%).

With regard to educational background, the majority of respondents possessed a Diploma qualification (43.2%), followed by a Bachelor's Degree (31.6%), Certificate/STPM qualification (18.4%), while the

remainder held other qualifications. In terms of occupation, most respondents were employed in the private sector (47.9%), followed by the government sector (28.9%), self-employed (15.3%), and housewives (7.9%).

The demographic analysis indicates that the respondents came from diverse educational and occupational backgrounds, providing a comprehensive representation of parental involvement in children's language development.4.1 Profil Demografi Responden

Level of Parental Involvement

Descriptive statistical analysis indicated that the level of parental involvement in home-based language learning activities was high. The mean scores for items related to parental involvement ranged from 4.31 to 4.72.

The item "I talk with my child every day about the activities he or she has participated in" recorded the highest mean score of 4.72 (SD = 0.45). This was followed by the item "I read storybooks with my child" with a mean score of 4.63 (SD = 0.49), and the item "I encourage my child to share his or her daily experiences" with a mean score of 4.56 (SD = 0.51).

In addition, the item "I provide appropriate reading materials for my child at home" obtained a mean score of 4.42 (SD = 0.58), while the item "I regularly involve my child in language-learning activities" recorded a mean score of 4.31 (SD = 0.62).

These findings indicate that the majority of parents demonstrated a high level of commitment in supporting their children's language development through various language-learning activities conducted at home.

Variable	Mean	SD	Level
Reading Activities	4.12	0.58	High
Parent-Child Communication	4.25	0.51	High
Home Literacy Environment	3.98	0.62	High
Learning Support at Home	4.18	0.55	High
Receptive Language	4.1	0.49	High
Expressive Language	4.02	0.57	High
Vocabulary Development	4.15	0.53	High
Communication Skills	4.08	0.5	High

Table 1: Mean and Standard Deviation for Each Study Variable

Level of Children's Language Development

The descriptive analysis also revealed that the level of children's language development was high. The mean scores for language development items ranged from 4.28 to 4.65.

The item "My child is able to understand simple instructions given to him or her" recorded the highest mean score of 4.65 (SD = 0.48). This was followed by the item "My child is able to communicate confidently with family members and peers" with a mean score of 4.58 (SD = 0.52).

The item "My child uses a variety of vocabulary in daily conversations" recorded a mean score of 4.47 (SD = 0.57), while the item "My child is able to construct complete sentences when speaking" obtained a mean score of 4.39 (SD = 0.61).

In addition, the item "My child is able to retell an experience or story that he or she has heard" recorded a mean score of 4.28 (SD = 0.66).

These findings indicate that the majority of children involved in the study demonstrated a good level of

language development in terms of vocabulary acquisition, language comprehension, speaking skills, and communication confidence.

Relationship Between the Level of Parental Involvement and Children's Language Development

To test the research hypothesis, Pearson Correlation Analysis was conducted to determine whether there was a significant relationship between the level of parental involvement and children's language development.

The results revealed a significant positive relationship between the two variables, with a correlation coefficient of $r = 0.721$ and $p < 0.001$.

Several important findings were identified:

- A significant positive relationship was found between shared reading activities and children's vocabulary acquisition ($r = 0.683$, $p < 0.001$).
- A significant relationship was found between the frequency of daily parent-child conversations and children's speaking skills ($r = 0.701$, $p < 0.001$).
- Storytelling activities with parents showed a positive relationship with children's communication confidence ($r = 0.654$, $p < 0.001$).
- The provision of a home literacy environment was significantly related to children's language comprehension ($r = 0.618$, $p < 0.001$).

Variable	Correlation Coefficient (r)	p-value	Interpretation
Parental Involvement and Children's Language Development	0.065 – 0.491	< .001	Positive relationship (weak to moderate)

Table 2: Summary of the Relationship between Parental Involvement and Children's Language Development

The findings indicate that the higher the level of parental involvement in home-based language learning activities, the higher the level of children's language development. These results support the Alternative Hypothesis (H_1), which states that there is a significant relationship between the level of parental involvement and children's language development in Sabak Bernam District, Selangor.

SUMMARY OF FINDINGS

Overall, the findings demonstrate that both the level of parental involvement and the level of children's language development were high. The Pearson Correlation Analysis confirmed that parental involvement plays a significant role in supporting children's language development. Therefore, efforts to enhance parental participation in language-learning activities at home should be continuously strengthened to ensure optimal language development among young children.

DISCUSSION

The findings of this study revealed a significant relationship between the level of parental involvement and children's language development in Sabak Bernam District, Selangor. This finding reinforces the view that parents play a crucial role in supporting their children's language development through various forms of linguistic interaction at home. Parental involvement in activities such as shared reading, daily conversations, storytelling, and the provision of a conducive literacy environment was found to be positively associated with children's language development. These findings suggest that parents serve as primary agents in providing high-quality early language stimulation for their children.

The interpretation of these findings is consistent with Vygotsky's Sociocultural Theory (1978), which emphasizes that language development occurs through social interaction between children and more knowledgeable individuals, particularly parents. Through the concept of the Zone of Proximal Development (ZPD), parents provide guidance, support, and stimulation that help children gradually develop their language skills. In the context of this study, shared reading activities and two-way conversations enabled children to acquire new vocabulary, understand language structures, and develop greater confidence in communication.

The findings are also consistent with previous studies that reported a positive relationship between quality parental involvement and children's language proficiency and communication confidence. These studies highlighted that activities such as shared reading, responsive conversations, and the provision of reading materials at home contribute significantly to the development of both receptive and expressive language skills. In the present study, shared reading activities demonstrated a significant relationship with children's vocabulary acquisition, further supporting earlier research findings.

In addition, the results showed that the frequency of daily conversations between parents and children was significantly related to children's speaking skills. This finding supports the study conducted by Rowe and Snow (2020), which emphasized that high-quality parent-child communication plays an important role in enhancing early language development. Children who frequently engage in meaningful two-way conversations are more likely to understand word meanings, construct more complex sentences, and express their ideas with greater confidence.

The study also found that the provision of a home literacy environment was significantly associated with children's language comprehension. Children who had access to reading materials such as storybooks, flashcards, and language-learning resources demonstrated better language development than those with limited exposure to such materials. This finding is in line with the study by Feng and Tan (2022), which reported that literacy-rich home environments accelerate language development and foster children's interest in reading.

From a practical perspective, the findings highlight the importance of increasing parental awareness regarding their role in supporting children's language development. Parenting programmes, family literacy workshops, and collaborative activities between preschools and parents can be implemented to help parents understand effective strategies for stimulating children's language skills. Such initiatives are essential because parental involvement not only influences language development but also contributes to children's cognitive, social, and emotional growth.

Furthermore, the findings support Bronfenbrenner's Ecological Theory (1979), which identifies the family as the closest and most influential environment in a child's development. A positive home environment enriched with meaningful communication provides a strong foundation for language development and future academic learning. Therefore, parental involvement should be regarded as a vital component in improving the quality of early childhood education.

Overall, this discussion highlights that parental involvement plays an indispensable role in children's language development. Support provided through quality interactions, appropriate learning materials, and active participation in language-related activities can enhance children's communication skills and confidence in using language. This study contributes to the existing body of knowledge in early childhood education and offers practical implications for parents, educators, and policymakers in designing programmes that strengthen children's language development from an early age.

Limitations Of the Study

This study has several limitations that should be considered when interpreting the findings. First, the use of convenience sampling and the focus on parents from Sabak Bernam limit the generalisability of the findings to the wider Malaysian population. Second, children's language development was assessed solely through parent-reported questionnaires, which may introduce response bias. Future studies should incorporate teacher ratings or direct language assessments to improve measurement accuracy. Third, the correlational design only identifies relationships between variables and does not establish causal effects. Therefore, while parental

involvement was significantly associated with children's language development, no cause-and-effect relationship can be inferred. Future research is recommended to employ longitudinal designs and include broader samples to provide a more comprehensive understanding of children's language development over time.

RECOMMENDATIONS FOR FUTURE RESEARCH

Future studies are recommended to employ longitudinal research designs to examine the long-term effects of parental involvement on children's language development. Following children over an extended period would provide a deeper understanding of how early parental involvement influences later language proficiency, literacy achievement, and academic performance. Furthermore, future studies should include teacher evaluations, observational assessments, and standardised language measures to obtain more objective and comprehensive data regarding children's language development. Expanding the study to different regions of Malaysia would also improve the generalisability of the findings.

CONCLUSION

This study successfully achieved its objectives of identifying the level of parental involvement in home-based language learning activities and examining the relationship between parental involvement and children's language development in Sabak Bernam District, Selangor. The findings revealed that the level of parental involvement was high and was significantly related to children's language development. These results demonstrate that parental involvement plays an important role in helping children develop language skills, expand their vocabulary, improve language comprehension, and build confidence in communication.

The findings also support existing theories and previous studies which emphasize that quality social interactions between parents and children are fundamental to early language development. Activities such as shared reading, daily conversations, storytelling, and the provision of a literacy-rich home environment were found to provide positive linguistic stimulation for children. Therefore, parents should take a more active role in creating continuous language-learning opportunities at home to support their children's communication development.

In light of these findings, this study recommends that various stakeholders, including parents, teachers, preschool administrators, and educational policymakers, collaborate in designing programmes that raise awareness of the importance of parental involvement in children's language development. Initiatives such as parenting workshops, family literacy campaigns, and home-based language learning activities should be expanded to help parents acquire the knowledge and skills necessary to support their children's language growth.

In addition, future research is recommended to involve larger sample sizes and broader geographical areas to obtain findings that are more comprehensive and generalizable. Further studies may also explore other factors influencing children's language development, such as digital technology usage, parenting styles, socioeconomic status, and parental educational background.

Overall, this study makes an important contribution to the field of Early Childhood Education by providing empirical evidence that parental involvement is a significant factor in children's language development. Through consistent and meaningful parental involvement, children are given the opportunity to develop a strong language foundation, which in turn supports their cognitive, social, and academic development in the future. Therefore, parental involvement should be recognized as a key element in strengthening language development and enhancing the quality of early childhood education in Malaysia.

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