

# *Differences in Father and Mother Involvement and the Factors that Influence It on Early Childhood Education*

Tin Herawati

Department of Family and  
Consumer Sciences, Faculty of  
Human Ecology  
IPB University  
Bogor, Indonesia  
[gmsk\\_29@yahoo.com](mailto:gmsk_29@yahoo.com)

Risda Rizkillah

Department of Family and  
Consumer Sciences, Faculty of  
Human Ecology  
IPB University  
Bogor, Indonesia  
[risdarizkillah@apps.ipb.ac.id](mailto:risdarizkillah@apps.ipb.ac.id)

Neti Hernawati

Department of Family and  
Consumer Sciences, Faculty of  
Human Ecology  
IPB University  
Bogor, Indonesia  
[neti.hernawati@gmail.com](mailto:neti.hernawati@gmail.com)

**Abstract**— Parental involvement is an essential aspect of education, especially in Early Childhood Education (ECE). It will have a positive influence on children. However, several studies have shown that parents' involvement, both father and mother in education, is still superficial. This study aims to analyze: 1) The difference between father and mother regarding motivational belief, perception of invitation for involvement, perception of life context and involvement in education; 2) The influence of motivational belief, perception of request for involvement and perception of life context on the involvement of father and mother in children's education and 3) The factors have the most significant influence on the involvement of fathers and mothers on ECE. The research was conducted in two villages (Babakan Village and Dramaga Village) in Dramaga District, Bogor Regency. In this study, respondents were 101 mothers who have pre-school children participating in ECE in the two selected villages. Retrieval of data using interview techniques to respondents with a questionnaire tool. The research data analysis consisted of descriptive analysis, difference test, and multiple linear regression test. The results showed that parental involvement, motivational beliefs, requests for involvement from school-child teachers and life context differ significantly between mothers and fathers. Mothers have motivational beliefs, demand for school-teacher involvement and a higher life context than fathers have. The regression test results showed that fathers' involvement was positively influenced by children's age, per capita income, requests for involvement from children, requests for involvement from teachers, mothers' life context and father's life context. The factor contributing most to the father's involvement was the teacher's request for fathers' involvement. Meanwhile, maternal involvement was positively influenced by maternal age, father's motivational beliefs, maternal motivational beliefs, teacher involvement requests and mother's life context. The factor that gave the most significant contribution to maternal involvement was the father's low motivational belief.

**Keywords:** *early childhood education, parental involvement, motivational belief, live context, the invitation for involvement*

## **I. INTRODUCTION**

The first and foremost educational process for children is obtained in the family. School as formal education is an essential institution for continuing education in the family. Pre-school children experience a transition period from education in the family to formal education at school. Early childhood education programs that facilitate children and parents' learning activities will make learning activities more meaningful and enriching children's lives.

The relationship between home and school contributes to children's development and learning (Bronfenbrenner, Morris, Damon, & Lerner, 2006). School readiness for children with parents'

involvement improves children's development than children with parents who are not involved (Majzub & Rashid, 2012). Family participation and participation will contribute significantly to the achievement of both academic and non-academic aspects of children. Parents can find out about their child's development, be good teachers at home, and implement positive children's education strategies. Pelletie and Bren (2002, in Jeon, Peterson, Luze, Carta, & Langill, 2020) suggest that the involvement of parents at pre-school is essential because they can develop necessary skills, adjust to a new school environment where children realize themselves as learners during a critical period.

Pre-school children experience a transition period from education in the family to formal education at school. This transitional form of education certainly requires collaboration between parents and schools. The main problem in building cooperation between parents and schools is the low synergy between them. The school does not provide information and does not embrace parents to be involved in the learning process. Meanwhile, parents still do not have the initiative to be actively involved in school activities, especially in the classroom. The result of research by Risti (2015) states that the involvement of parents in ECE process is still at a passive level, which is characterized by only being actively involved when the child has problems in terms of learning,

Parents, involved in children's education, have three factors that can influence the process of achieving involvement, namely motivational belief, perception for the invitation for involvement and life context (Hoover-Dempsey & Sandler, 2005). Motivational belief or parental belief becomes an encouragement to be involved in children's learning process in school. This belief is related to parental role construction, which includes parental role activities, parental experiences and belief in the success of children's education. Low parental confidence in their ability to be involved in the learning process is one factor in parents' low involvement in children's education. Therefore, it requires strong parental confidence to be actively involved in children's education. This is due to parental beliefs or motivational beliefs that underlie parents' involvement in children's education (Walker, Wilkins, Dallaire, Sandler, & Hoover-Dempsey, 2005).

The next factor, namely perception for the invitation for involvement, is a condition that affects parents' involvement in school through the climate or school environment that provides opportunities for parents to be involved. Requests for involvement from other parties, including schools, children, and teachers, are significant predictors of parental involvement in children's education. Schools need to provide an invitation for parents' involvement by conveying to parents that their involvement is highly valued and can help the learning process (Hoover-Dempsey & Sandler, 1997) because the demand for involvement from school's influences parents' decisions to get involved (Eccles & Harold, 1993). Requests for children's involvement are essential contributors to parental involvement because children who convey their needs and willingness to receive parental help encourage parents to shape the choice of parental involvement (Hoover-Dempsey & Sandler, 1995). Requests for involvement from

other parties that also motivate parental involvement are requests for involvement from teachers (Epstein & Van Voorhis, 2001). This is because teachers with a positive attitude and facilitating parental involvement encourage more parents to be involved and increase the effectiveness of parental involvement (Eccles & Harold, 1993).

Internal factors support parents in children's education, availability of time, energy, knowledge and parents' skills in life context factors. The work situation of parents is one of the obstacles for parents' involvement in children's education. This is related to the availability of time and energy for parents to be involved in children's education. Parents consider time essential in engagement with children (Daly & Hochschild in Hawkins, 2002). The availability of time and energy represents the quantity of parent-child interaction and involvement in children's education.

Also, parents' low knowledge about child care and education is another obstacle with parental involvement. Green, Walker, Hoover-Dempsey, & Sandler (2007), reported that parents felt ashamed and inferior and felt in some ways inferior to qualified teachers, so they were reluctant to cooperate with teachers. In line with Potter and Perry (2005), knowledge affects the communication carried out. This affects how parents communicate with teachers and schools in their involvement in children's education. The level of parental education influences how parents perceive sufficient skills and knowledge to be involved in various parental involvement aspects (Green et al., 2007).

Parents' involvement in children's education should ideally be balanced between the involvement of mothers and fathers. Empirical facts prove that the balanced involvement of father and mother in parenting and education will impact early childhood development. This should be a priority for parents. However, in reality, fathers are more responsible for providing for their children and wives, while children's care and education is mostly the mother's responsibility. In the end, fathers' involvement in the care and education of children is more focused on material fulfillment even though the involvement of the father can have a direct positive influence on the development of the child (Easterbrooks, Raskin, & McBrian, 2014; Torres, Verissimo, Monteiro, Ribeiro, & Santos, 2014; McWayne, Downer, Campos, & Harris 2013).

Based on the description above regarding parental involvement in children's education and the factors that influence it, this study aims to analyze: 1) The difference between father and mother regarding motivational beliefs, perceptions of invitation for involvement, perceptions of life context, involvement in education; 2) The influence of motivational belief, perception of invitation for involvement and perception of life context on the involvement of fathers and mothers in children's education, and 3) The three factors which have the most significant influence on the involvement of fathers and mothers in children's education early age. This research is fundamental to be carried out in rural areas.

## II. METHODS

This study used a cross-sectional study design. The research locations chosen in this study were Babakan Village and Dramaga Village, Dramaga District, Bogor Regency with the consideration that these two villages were part of the 17 villages around the IPB Dramaga Campus which became the target villages of IPB, one of which was the development of the ECE program. Both villages have several ECE institutions with many students, but their management is not optimal.

The research was carried out for six months, starting from research preparation to writing the final report. This research population was all families who have pre-school age children in Dramaga District, Bogor Regency. Respondents in this study were 101 mothers of children participating in PAUD in each selected village.

The research data collection technique used interviews with respondents using a questionnaire. The type of data collection was primary data, which included child characteristics (gender and age), family characteristics (age, education, occupation, income, family size), parental involvement in children's education, motivational beliefs, invitations for involvement from others and life context. The variable of parental involvement in children's education was measured using the Family Involvement Questionnaire instrument by Fantuzzo, Tighe, and Childs (2000), which refers to the concept of Epstein (1995) regarding the type of parental involvement in school which consists of a combination of involvement at home and at school. Perception variable motivational beliefs, perceptions of Invitations for Involvement from Others and perceptions of Life Context were measured using instruments developed by Hoover-Dempsey and Sandler (2005).

The statistical analysis was carried out through descriptive analysis and inferential analysis (different test and multiple linear regression). The different test used the independent sample T-test to analyze differences in family characteristics (age, education, occupation, income, family size), parental involvement in children's education, motivational beliefs, invitations for involvement from others and life context father and mother. Multiple linear regression analysis analyzed the effects of family characteristics, perceptions on motivational beliefs, perceptions of Invitations for Involvement from Others and perceptions of Life Context on parental involvement in ECE.

## III. RESULTS AND DISCUSSION

### 3.1 *Characteristics of children*

Hurlock (1993) states that childhood consists of two periods, namely early childhood and late childhood. Early childhood is the period of children aged 2 to <7 years, this period is also called the pre-school age, and the end of childhood is the age of 7 to 13 years, commonly

referred to as school age. The characteristics of pre-school aged children in this study were described by gender and age. The number of boys was 60 people (59.4%), and the number of girls was 41 people (40.6%). The results showed that the minimum age of children in this study was two years and a maximum of six years, with an average age of 5.1 years.

### **3.2 Family characteristics**

The result of the different test showed a significant difference between the age of the father and the mother's age, with the mean age of the father (38.1 years) was higher than the average age of the mother (33.7 years). The results of the different tests showed a significant difference between the father's education and the mother's education, with the father's average education (11.6) was higher than the mother's average education (10.3). Based on the type of work, one-third of fathers (33.7%) work as traders / self-employed. Meanwhile, most mothers (84.2%) are housewives. The results showed that more than half of the samples (55.4%) were in the small family category ( $\leq 4$  people). Per capita income is categorized into poor and non-poor based on the Poverty Line for Bogor Regency. The average per capita income of the sample family is IDR 774.577 per month. Most of the sample families were included in non-poor families with a per capita income was higher than Rp.317 430 per month (89.1%).

### **3.3 Parental involvement**

Parental involvement is defined as parental participation in their children's educational process and experiences (Jeynes, 2007). Table 1 shows that the involvement of fathers and mothers in ECE has a significant difference ( $\alpha=0.000$ ). Overall, mothers' mean involvement (59.5) was greater than that of fathers (18.6). This can be seen from parents' involvement at home, at school, and their relationship with teachers at school.

The results showed that as much as 2.0 percent of maternal involvement was in the high category, while none of the fathers (0.0%) was in the high category. All-father involvement (100.0%) was still in the low category. This result has shown by mothers' frequent involvement in children's school activities such as participating in social activities, traveling activities, raising funds for school needs and attending meetings with teachers in planning children's school activities. Most mothers have good relationships with teachers and other mothers. This is because mothers often accompany their children during school and often communicate related to children's school activities. Unlike the involvement of fathers, most fathers never participate in children's school activities. The father also never came to the child's school to attend meetings or social activities held by the school. Most fathers only have time to take their children to school in the morning, without having the opportunity to communicate with teachers or other students' parents.

Through parents' involvement at home, more than half of mothers often spend time teaching their children to learn to count, to read, to write and to do creativity. Besides, mothers often check their children's schoolwork at home. Most mothers are also strict in enforcing rules for children at home, such as maintaining bedtime, waking up and studying time. Mothers also



provide equipment that support children's learning at home. Meanwhile, fathers' involvement at home can be seen that less than half of fathers are involved in their children's learning process at home. Fathers still rarely take the time to accompany their studies and check their children's schoolwork. This is because the father's time is spent at work a lot. Most fathers only interact with their children at night or on weekends.

### **3.4 Motivational belief**

The results of the study in Table 1 indicate that there was a significant difference ( $\alpha=0.000$ ) between the perceptions of fathers and mothers towards motivational beliefs. The average perception of maternal motivational belief (68.8) was greater than the father (60.4). This is in line with Rianawati's (2014) statement that mothers are the first and foremost educators of children. The motivation to be involved in the learning process of children in school is higher than fathers. Six out of seven mothers (85.1%) have moderate motivational beliefs. Nearly half of fathers (42.6%) have motivational beliefs in the low category. Five out of six fathers did not know how to help their kids get good grades in school and did not know how to help kids learn.

Only ten percent of fathers feel they can face their children. This is supported by the results related to the father's educational background, only 6.9 percent of fathers have education up to the diploma and tertiary levels. Nevertheless, according to Hoover-Dempser et al. (2005), parents' motivation to be involved in children's learning is influenced by the academic experience when parents were in school. Parents who have a low level of education will have the limited academic experience so that the motivation given to be involved in the learning process at school was limited. According to Tekin (2011), fathers with low income also have lower positive beliefs than fathers with high income.

### **3.5 Requests for involvement from schools**

The results showed (Table 1) that eight out of nine fathers (88.1%) had perceptions regarding the demand for involvement from schools in the low category. Meanwhile, almost three-quarters of mothers (74.3%) had a perception regarding the request for involvement from schools in the medium category. Respondents felt that the school did not inform the father of the activities related to the child and parents (87.1%), the school did not inform the father as soon as possible if the child had a problem (85.1%), and the teachers did not provide the father with information regarding the child's progress in school (85.1%). This is in line with Smith & Wohlstetter (2009), who stated that the inhibiting factor for parental involvement is a general lack of understanding between school staff and parents about what constitutes parental involvement, and school procedures are not adequately given to parents. Different tests showed a very significant difference ( $\alpha=0.000$ ) in the perception of the request for involvement from the school. The mother's perception of the request for involvement from school was higher than the perception of the father on the request for involvement from the

school. Schools often ask for the involvement of mothers than fathers in children's learning activities at school.

### ***3.6 Requests for involvement from children***

Based on the results of the study (Table 1) regarding the perceptions of fathers and mothers on requests for involvement from children, almost all fathers (95%) and mothers (75.2%) fell into the low category. The spread of answers showed that more children asked their mothers to explain their subjects, to attend school activities, to monitor them while studying than fathers. Almost all children never asked their father to help them during school (92.1%) and never asked their father to communicate with their teachers (93.1%). When the child goes to school, the father has to work in the public sector, so it is impossible to help the child in school. Besides, according to Moon and Ivins (2004), families with low socioeconomic status often feel less confident when talking to teachers if it is related to socioeconomic status. However, five out of eight children (63.3%) often and always tell their father about their daily life at school. Based on the results of different tests, there was a very significant difference ( $\alpha = 0.000$ ) in the perception of the demand for involvement from children between fathers and mothers. The mother's perception of the child's request for involvement was higher than the father's perception of the child's request for involvement.

### ***3.7 Requests for involvement from teachers***

Based on the results in Table 1, all fathers (100%) and half of the mothers (52.5%) had perceptions of the demand for involvement from teachers in the low category. Almost all fathers felt that teachers never asked fathers to help their children. In contrast, in school (99%), teachers never communicated with fathers through various media (99%), and teachers never asked fathers to attend school activities (97%). This is in line with Smith, Driessen, Sluiter, & Slegers (2007), which stated that the inhibiting factors for parental involvement with the school include the teacher does not want to initiate communication with parents and only accepting contact when the parents initiate it. Different test results showed a very significant difference, where the mother's perception of the teacher's request for involvement from the teacher was higher than the father's perception of the teacher's request for involvement. The study results support Cowan & Pruett's (2009) statement that visits from schools and teachers often ask to talk to mothers about their children and tend to ignore their fathers.

### ***3.8 Life context***

Life context is a resource that is owned, such as knowledge, skills, time and energy in parents' involvement in the ECE process. The study results in Table 1, six out of eight fathers had a perception of life context in the low category (74.3%). Five out of six fathers did not know how to communicate effectively with teachers (83.2%) and did not have sufficient time and energy to help their children while in school (84.2%). This is because fathers have to work to earn a living, while Indonesia's institutional policies are still not supportive of increasing fathers' involvement in childcare (Sarkadi, Kristiansson, Oberklaid, & Bremberg 2008). In

addition, there are very few programs for dads that are properly designed and efficiently delivered. Schools are also a source of challenges for fathers' involvement as schools are usually physically designed exclusively for women, so fathers are reluctant to attend school (Cowan, Cowan, Pruett, & Pruett, 2005). However, the results show that fathers had sufficient time and energy to oversee the children's learning process at home (84.2%) and explain something related to learning at home (83.2%). This is in line with Moon and Ivins (2004), which states that parents feel confident in helping children while doing homework and explaining something related to children's learning at home.

The results showed significant differences in parental life context achievements between father and mother ( $\alpha = 0.000$ ). Mother's life context had a higher average achievement index (72.2) than fathers (54.0). This is in line with the research results by Moon and Ivins (2004), which states that fathers feel very little involved in children's activities at school compared to mothers. The limiting thing is that the father commits work, so he does not have much time to be involved in children's school activities.

Table 1. Distribution of parents based on parental involvement, motivational beliefs, requests for involvement from school-child teachers, and life context

Categorization	Low (0-59)		Medium (60-80)		High (> 80)		Total	Min-Max	Mean $\pm$ SD	<i>P-Value</i>
	n	%	n	%	n	%				
Parental Involvement										
Mother	56	55.4	43	42.6	2	2.0	100.0	38.2-83.3	59.5 $\pm$ 8.7	0.000 **
Father	101	100	0	0.0	0	0.0	100.0	0-51.2	18.6 $\pm$ 8.6	
Motivational Belief										
Mother	2	2.0	85	85.1	14	13.9	100.0	51.0-94.1	68.8 $\pm$ 7.7	0.000 **
Father	43	42.6	53	52.5	5	4.9	100.0	27.5-92.2	60.4 $\pm$ 11.1	
Requests for Involvement from Schools										
mother	0	0.0	75	74.3	26	25.7	100.0	61.1-100.0	74.1 $\pm$ 12.4	0,000 **
Father	89	88.1	6	5.9	6	5.9	100.0	0-100.0	38.6 $\pm$ 20.0	
Requests for Engagement from Children										
Mother	76	75.2	23	22.8	2	2.0	100.0	11.1-83.3	45.6 $\pm$ 16.18	0,000 **
Father	96	95.0	5	5.0	0	0.0	100.0	0-66.7	28.0 $\pm$ 15.5	
Requests for Engagement from Teachers										
Mother	53	52.5	43	42.5	4	4.0	100.0	0-94.4	51.5 $\pm$ 21.2	0,000 **
Father	101	100.0	0	0.0	0	0.0	100.0	0-44.4	1.5 $\pm$ 6.8	
Life Context										
Mother	10	9.9	61	60.4	30	29.7	100.0	37.8-100.0	72.2 $\pm$ 13.2	0,000 **
Father	75	74.3	23	22.8	3	2.9	100.0	22.2-97.8	54.0 $\pm$ 11.8	

Note: \* significant  $p < 0.1$ , \*\* significant  $p < 0.05$ , \*\*\* significant  $p < 0.01$



### 3.9 Factors affecting fathers' involvement in Early Childhood Education

Based on the results of the multiple linear regression test, the Adjusted R Square number showed the number 0.493, which means that the model explains 49.3 percent of the influence of child characteristics, mother characteristics, father characteristics, family size, per capita income, mother's motivational beliefs, school-child-teacher requests for mothers, mother's life context, father's motivational beliefs, school-child-teacher requests for fathers and father's life context on fathers involvement in ECE (Table 2).

Table 2. Results of regression analysis of factors affecting father involvement

Variable	Father's involvement		
	B	$\beta$	Sig.
Constant	-18,654		0.056
Gender (0: L, 1: P)	0.222	0.013	0867
Age of the child	1,883	0.181	0.027 **
Father's age	0.072	0.052	0.662
Mother status	2,160	0.025	0.749
Mother's age	-0.018	-0.012	0.924
Father's education	0.371	0.110	0.201
Mother's education	-0.059	-0.018	0849
Great family	0.387	0.056	0.555
Income per capita	0.000	0.157	0.083 *
Motivational belief mother	-0.137	-0.121	0.347
School requests for mothers	-0.142	-0.204	0.183
Child's Request for Mother	0.007	0.012	0.893
Teacher's Request for Mother	0.021	0.051	0.537
Mother's Life Context	0.175	0.268	0.055 *
Motivational belief Father	0.056	0.072	0.442
School Requests for Father Involvement	0.036	0.083	0.375
Children's Requests for Father Involvement	0.151	0.271	0.003 **
Teacher's Request for Father's Involvement	0.471	0.369	0.000 ***
Life Context Dad	0.251	0.342	0.002 **
Adjusted R Square	0.493		
F	6,126		
Sig	0.000		

Note: \* significance  $p < 0.1$ , \*\* significance  $p < 0.05$ , significance  $p < 0.01$

The regression test results showed that the child's age, per capita income, mother's life context, children's request for father involvement, teacher request for father involvement and father's

life context had a significant positive effect on father involvement. The higher the child's age and the income per capita, the higher the father's involvement in early childhood education. The higher the life context of mothers and fathers, the higher the fathers' involvement in early childhood education. Likewise, the higher the request from children and teachers for fathers' involvement, the higher the involvement of fathers in ECE. The regression test results also showed that teacher request for fathers' involvement had the highest influence on increasing fathers' involvement in children's education.

The higher the child's age, the higher the involvement of the father in early childhood education. This study's results differ from previous studies, which state that fathers' involvement decreases with increasing age (Pleck, 1997). Besides, the higher the income per capita, the higher the fathers' involvement in children's education. Moon and Ivins (2004) stated that families with lower socioeconomic status have a lower involvement in children's education. The higher the life context of mothers and fathers, the higher the fathers' involvement in ECE. This study's results are in line with the research of Retnaningtyas and Paramitha (2015), which states that the time and energy (life context) factors are driving factors to involve in children's education.

### 3.10 Factors affecting mother involvement in early childhood education

The model used to analyze the influences of children's characteristics (gender and age), family characteristics (mother's age, father's age, mother's status, mother's education, father's education, family size, and per capita income), mother's motivational beliefs, school-child-teacher requests for mothers, mother's life context, father's motivational beliefs, school-child-teacher requests for fathers and father's life context on mother's involvement in the process of ECE. The coefficient of determination (adjusted R<sup>2</sup>) of 0.411 (Table 3). This value showed that 41.1 percent of mothers' involvement in the ECE process was influenced by the variables used in this study and the remaining 58.

Table 3. Results of regression analysis of factors affecting mother involvement

Variable	Mother's involvement		
	B	$\beta$	Sig.
Constant	17,542		0.096
Gender (0: L, 1: P)	0.781	0.044	0.585
Age of respondent	0.202	0.019	0.825
Father's age	0.240	0.173	0.183
Mother status	6,425	0.074	0.380
Mother's age	-0.333	-0.217	<b>0.099 *</b>
Father's education	0.399	0.118	0.205
Mother's education	-0.480	-0.143	0.153
Great family	0.493	0.071	0.487
Income per capita	0.000	0.016	0.872
<i>Motivational belief</i> mother	0.312	0.275	<b>0.050 **</b>
School requests for mothers	0.025	0.036	0.828
Child's Request for Mother	0.084	0.156	0.117

Teacher's Request for Mother	0.088	0.215	<b>0.018 **</b>
Mother's Life Context	0.197	0.300	<b>0.046 **</b>
Motivational belief Father	-0.242	-0.310	<b>0.003 **</b>
School Request to Father	0.051	0.117	0.249
Son's Request for Father	0.042	0.075	0.430
Teacher's Request for Father	0.065	0.051	0.564
Life Context Dad	0.109	0.148	0.194
Adjusted R Square	0.411		
F	4,673		
Sig	0.000		

Note: \* significance  $p < 0.1$ , \*\* significance  $p < 0.05$ , significance  $p < 0.01$

The results of this study found that mother's age, mother's motivational beliefs, school requests for mothers, children's requests for mothers, mother's life context, school requests for fathers, children's requests for fathers and father's life context had a significant effect on mother's involvement in the process early childhood education. Mother's age ( $B = -0.333$ ,  $p = 0.099$ ) had a significant negative effect on mother's involvement, which means that everyone's increase in mother's age scores will decrease maternal involvement by 0.333 points. Mother's motivation ( $B = 0.312$ ,  $p = 0.050$ ) had a significant positive effect on mother's involvement. This means that each increase of one score on mother's motivational belief will increase mother's involvement by 0.312 points. Teacher's request for mothers ( $B = 0.088$ ,  $p = 0.018$ ) had a significant positive effect on mother's involvement. This means that everyone increases the score the teacher asks for; the mother will increase the score for mother's involvement by 0.088 points. Mother's life context ( $B = 0.197$ ,  $p = 0.046$ ) had a significant positive effect on mother's involvement. This means that each increase of one mother's life context score will increase the score for mother's involvement by 0.197 points. Meanwhile, father's motivational belief ( $B = -0.242$ ,  $p = 0.003$ ) had a significant negative effect on mother's involvement. This showed that every decrease of one score on the father's motivational belief will increase the mother's involvement by 0.242 points. The regression test results also showed that low fathers' motivational belief had the greatest influence on increasing mother's involvement in children's education. It means that everyone increases the score of the teacher request for; the mother would increase the score for mother's involvement by 0.088 points. Mother's life context ( $B = 0.197$ ,  $p = 0.046$ ) had a significant positive effect on mother's involvement. This means that each increase of one mother's life context score will increase the score for mother's involvement by 0.197 points. Jacobs and Kelley (2006) stated that the motivations that influence fathers' involvement are very diverse, such as commitment, father's understanding of the role of childcare, father's income and social status, support from the work environment and relatives, local culture and habits, education, environment and work atmosphere.

#### IV. CONCLUSION AND RECOMMENDATION

All fathers have involvement in ECE in the low category. Six out of seven mothers had moderate motivational beliefs, but almost half of the fathers had low motivational beliefs. Eight out of nine fathers had perceptions regarding the demand for involvement from schools in the low category. In contrast, nearly three-quarters of mothers had perceptions regarding the demand for involvement from schools in the moderate category. Based on requests for involvement from children, almost all fathers and three-quarters of mothers fell into the low category. All fathers and half of the mothers had a perception of the request for involvement from teachers in the low category. Six out of eight fathers had a perception of life context in the low category, while three out of five mothers had a perception of life context in the medium category. Parental involvement, motivational belief, requests for involvement from school-child-teachers, and the life context differ significantly between mothers and fathers. Mothers have higher involvement, motivational beliefs, school-teacher involvement demands, and life context than fathers have. The regression test results showed that fathers' involvement was positively influenced by the child's age, per capita income, and requests for involvement from children, requests for involvement from teachers, mother's life context and father's life context. Meanwhile, maternal involvement was positively influenced by maternal age, father's motivational beliefs, mother's motivational beliefs, teacher involvement requests, and mother's life context.

This study found that schools and teachers did not involve parents in the learning process in the classroom. Hence, schools and teachers need to embrace parents and to involve them in the learning process of children in the classroom so that parents feel their involvement contributes to children's learning outcomes in the educational process. Schools and teachers can do several things to increase parental involvement, including involving parents actively in the learning process in the classroom, appealing to parents, both fathers and mothers, who get information from schools and teachers regarding child development or school activities to convey this information, also to their spouses or parties who also play a role and are responsible for the child.

Besides, the study results found that the contribution of fathers to their involvement in school was very low. Therefore, the school needs to add to programs aimed at fathers to increase the involvement of fathers with children and schools, but not disturbing the father's work situation such as making the theme "Father's Day" in learning where one of the activities is the togetherness of father and child in school and at home, involving the father as a guest teacher at the school according to his profession and giving appreciation to compact parents, father and mother are involved in activities organized by the school.

In this study, information was extracted regarding the father's involvement and the factors that influence it based on the mother's perception. For further research with similar variables, it is recommended to involve the father as a respondent and direct information extracting is carried out on the father so that the data obtained are more in accordance with the conditions felt and

carried out by the father. It is also suggested to add variables from the aspect of the teacher or the school to explore the form of parental involvement from the perceptions of the teacher or school.

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