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PARENTAL KNOWLEDGE AND DEVELOPMENT OF LANGUAGES AND LITERACY, COMMUNICATION AND SOCIALIZATIONS IN THE EARLY CHILDHOOD EDUCATION

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ABSTARCT

This study aimed to identify the level of parental knowledge of early childhood language development, communication and socialization at the GENIUS National Children's Center in Alor Gajah district, Malacca. A total of 113 parents at the Alor Gajah GENIUS Children's Center were involved as a sample of this study. A five-point Likert scale questionnaire was used as the instrument of this study. The questionnaire is based on the developmental items from the GENIUS national curriculum which is language literacy, early communication and literacy socialization. The results of this study were analyzed using Statistical Package for Social Science (SPSS) version 23 software to obtain mean, standard deviation, percentage, t-test and ANOVA test were performed to answer the research hypothesis. The findings showed that (1) parental knowledge of literacy development was moderate (min = 2.85, sp = 0.35), (2) parental knowledge for level of literacy socialization was moderate (min = 2.92, sp = 0.27), (3) the level of parental knowledge of early childhood communication language and literacy by gender, there was no significant difference in male and female scores ($t = 0.574$; $df = 111$, $p = 0.25$ that > 0.05), (4) the level of parental knowledge of early childhood language and literacy socialization by gender, there were significant differences in male and female scores ($t = -1.725$; $df = 88.809$, $p = 0.00$; < 0.05), (5) parental knowledge level in early childhood literacy development by education level, there was no significant difference at $p = 0.164$, $f(3,109) = 1.737$, $p > 0.05$ and (6) knowledge level parental development of early childhood language and literacy socialization by education level, there was no significant difference at $p = 0.670$, $f(3,109) = 0.518$, $p > 0.05$. This shows that parents are knowledgeable about children's development, especially communication and literacy socialization, which could be seen through parent-child communication and participation in children's activities. The results show that there is a significant difference in parental knowledge of early childhood language and literacy socialization in the GENIUS National Children's Center.

Keywords: Early Childhood Education, Parent Knowledge, Language Literacy, Communication and socialization, GENIUS National Children's Center (PAGN)

1. INTRODUCTION

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Today's children are the nation's future assets. They contribute to the development of the country together with their ability to compete globally. The National Children's Policy (DKKN) also states on the right of survival, protection, development and participation of children in order to enjoy opportunities for holistic development in a conducive environment (Department of Social Welfare, 2016).

An effective communication and social skills could enhance children's confidence and active participation in learning (Romarzila, Zanaton and Sharifah Nur, 2018). It is an effort to improve the level of communication and socialization of children, parental roles are an important tool in encouraging children to interact and develop relationships with others. Also mentioned in the Malaysian Blueprint Education Development Plan (PPPM) 2013-2025, through the ninth shift from "school-based learning" to "system-based learning" that involve parents, communities, the private sectors, and the community; as partners in helping education system to educate and enhance children's well-being without regard to the socio-economic background of a family (Ministry of Education Malaysia, 2013).

Nativist Theory presented by Noam Chomsky (1959) states that language acquisition occurs mentally (Ruslan, 2018). Chomsky believes every child born has a universal language acquisition tool. Chomsky based his theory on a theory called The Innateness Hypothesis, which states that the human brain has been prepared naturally (genetically) to speak (Hussin, 2011). While the theory of psychosocial development introduced by Erikson (1963) states that social factors influence a child's development, especially in terms of self-image (Loy, 2017). The developmental theory of socialization or the psychosocial theory of Erik H. Erikson is used to view children's social development. According to Erikson (1902-1994), there are eight stages of psychosocial development throughout an individual's life, but only three levels are relevant for children under five years old:

1. Trust VS do not believe (born to 1 year)
2. Autonomous VS hesitant (1 to 2 years)
3. Initiative VS guilt (3 to 5 years)

2. PROBLEM STATEMENT

Studies have shown that for language skills, children are not only incapable of communicating, they are also unable to build good social relationships with other individuals (Sri, 2015). Six percent ($n = 67$) of the children surveyed had verbal communication deficits. By comparing the mean, it was found that the general "slow talking" symptom is a "highly related" symptom of communication deficits (Abdullah & Che Rabiaah, 2014). The language and communication component of children in Malaysia is still at a lower level than children in western countries (Zainiah & Juppi, 2017). Children who spend too much time with gadgets will slow down the socialization process and interfere the development of communication. This statement was also supported by Naquiah et.al (2017) who stated that children exposed to gadget frequently would affect their oral motor skills causing speech problems; and thus affect social communication as they grow into adolescents.

The development of children's socialization is also a development that parents need to take into account as it is the developmental process that allows children to interact with others in the way that acceptable to society. Some children are friends and need other children as communication partners and some are more lonely, less friendly and difficult to establish in a friendship (Nurhamimi, 2020; Marion, 2005). Children's social development also includes the formation of self-identity, self-esteem, self-control and the ability to interact with others (Nor Fauzian & Fauziah Hanim, 2015; Spiritual, 2003).

The process of child development will become more meaningful when parents are aware of any changes that may occur to their children. However, there are still some parents who do not know the language and social development of their children and some of them have difficulty finding clear and reliable information (Jessica, Lina & Maria, 2018). Time constraint has caused parents to be less aware of their role in their children's education and to allow these children to learn without adult supervision (Lareau, 2000). Parental knowledge of children's development is a relevant factor that could influence how parents understand their children's behavior and development (Maria & Luiza, 2018).

Therefore, this study was aimed to identify the level of parental knowledge that can influence the development of communication language and socialization of GENIUS children. The parental variables studied were parents' knowledge of children's language development and communication literacy. This study also examined the differences in parental knowledge in the development of children's language, communication and socialization literacy by gender, as well as parents' level of education.

3. RESEARCH OBJECTIVES

Parenting courses should be mandatory not only for individuals who are expected to be parents, but also for all adult individuals holistically to ensure that every child's development receives attention from parents and adults in particular. The purpose of this study was to look at the development of early childhood communication and socialization literacy and to inform parents of the developmental needs of a child.

Objectives:

1. To identify the level of parental knowledge of early language development and communication of GENIUS centre.
2. To identify the level of parental knowledge of early childhood socialization literacy in GENIUS centre.

Research questions:

1. What is the level of parental knowledge of early language development and communication of GENIUS centre?
2. What is the level of parental knowledge of early childhood socialization literacy in GENIUS centre?
3. Is there a difference in the level of parental knowledge of early language development and communication of GENIUS centre by gender?
4. Is there a difference in the level of parental knowledge of the early literacy development and socialization literacy of GENIUS centre by gender.
5. Is there a difference in the level of parental knowledge of early language development and communication of GENIUS centre by parents' level of education?
6. Is there a difference in the level of parental knowledge of early childhood socialization literacy in GENIUS centre by education level?

4. LITERATURE STUDIES

4.1 Parental Knowledge

Parents believe that childhood period is crucial for their children's development and affect their children's future attainment. Knowledgeable parents are capable of shaping children's attitudes and personalities, as well as motivating and stimulating them to succeed in education and life; in other words, parents are the most powerful agents of change and improvement in a family (Irma, Norlizah & Fathiyah, 2018). Parental knowledge is important to instil trust and practice in children's development: "Parents' levels of knowledge could help in shaping their children's beliefs and practices. Also, they have more accurate knowledge of things like developmental achievement and cognitive performance, and better behavior" (Maria & Luiza, 2018; Jahromi et al., 2014).

The level of parental knowledge and awareness of early childhood communication and language therapy is limited (Ayşe & Gulsah, 2019). Parental knowledge occurs during transition, when they first become parents and when their children are in a new phase of development (Jessica, Lina & Maria, 2018). Parents play a key role in supporting early childhood communication and socialization and have a long-term impact on their daily lives (Ayşe & Gulsah, 2019). Parents have some knowledge of pre-school child development, indicating that they have clearer information about the child's development. Parents also show that they enjoy engaging in parental involvement (Maria & Luiza, 2018; Nelson et al., 2013).

Parental knowledge affects children's development and learning, while parent's level of education are distinguished by the way they interact, and teach their children (Shahidullah, 2015). Parental cognition, in particular their knowledge of children's development, is the important dimension of parenting competency (Maria & Luiza, 2018). The process of shaping and developing children's mental, emotional and social development is easy if parents play their roles (Khadijah, 2017). If the child's socialization progresses well, then the child will have no later problem with his or her ability to interact with the person around him (Muhammad Saifullah, 2018). If this remains, it probably would have a positive impact on a child's developmental process.

4.2 Development of early childhood communication language literacy

Noam Chomsky (1957), argues that every child born has a natural ability to speak. When children are born, their first language skills are listening and communicating skills; furthermore, these skills continue to develop into complete language skills (Machado, 2016). The development of language skills is fundamental to literacy because without children's language skills it is difficult to raise their literacy level to the next level of reading and writing (Zainiah & Juppi, 2014). According to Hammer and Turner (1996), communication between children and parents is a process of interaction that influences one another. Parent-child interaction can influence children's development socially, physically, intellectually, and emotionally (Ali, Norida & Siti Nurul, 2017).

Significant development of communication language literacy occurs in children between the ages of three and five, where children begin to develop interaction styles, generate ideas, visualize and discuss (Nur Nadirah & Vijayaletchumy, 2018; Nor Hasimah, 1999). This statement is also supported by Mahzan Arshad (2012), who states that normal children are capable of producing language sounds as early as three months old. Children will make sounds as if they can be understood by the people around them. In addition, the parents' level of education can influence how parents interact with their children, encourage activity and foster children's attitude and values (Jane, 2018).

The period of acquisition of children's communication skills is in the first three years of the child's life. This skill develops well which consists of exposure to communication both individually and with others (Richard, 2017). All of these experiences will form the basis for literacy development that will be formally obtained in the school environment. There are four stages of children's language development: phonology, morphology, semantics and syntax. Children often have language problems at the phonological level, which is a pronunciation problem that also affects children (egg) plate problems (Noor Shahirah & Sharifah, 2018).

Language and communication contribute to six key areas for children to learn and understand, including the areas of social-physical development, communication, language and literacy, problem solving, world knowledge and understanding, social and personal development (Florence & Basake, 2018).

4.3 Development of early childhood language and literacy socialization

The development of children's socialization is one of the most important developments in ensuring that children are able to lead community life and adapt to their environment. Children's social development begins in infancy and increases as children reach the age of two to six years. In the study of Nor Fauzian & Fauziah Hanim (2015) stated, the development of children's socialization is in line with language and cognitive development. This clearly shows that children's communication skills can be enhanced in the context of social interactions. There is a significant relationship between mother and social development of preschool children (Umrotul, 2015). The findings of Schreiber's study (2001) show that the differences between parents in terms of the knowledge about children's development are somewhat inconsistent with previous studies (Maria & Luiza, 2018).

The development of children's socialization also includes the emotional, knowledge and cognitive aspects that children need to achieve in order to have effective interactions with others (Marjorie et.al, 2012; Davidson, Welsh & Bierman, 2006; Rose-Krasnor & Denham, 2009). Erikson (1968) states that social development of children takes place at certain levels and that each level has certain conflicts that need to be resolved in order not to interfere with other developments (Khadijah, 2017). Children's social development involves a process of socialization that enables children to learn social behavior within the environment. Among the aspects of literacy socialization of children studied include communication, interaction and adherence to rules. Through the process of socialization or the application of social values, children begin to make social adjustments to the norms or ways in which they are accepted by society and their culture (Nor Fauzian & Fauziah, 2015). It is also supported by the study of Sandeep (2018), which found that parental education plays an important role in determining the level and quality of social development of their children.

Children's social participation also takes into account individual activities, volunteer work, interpersonal relationships and group social activities (Hietanen et al. 2016). Socialization takes place in stages to a certain degree and is a method found in the Qur'an. In building social development in children, parents and educators should use a continuous but gradual method of socialization (Nor Fauzian & Fauziah, 2015).

5. METHODOLOGY

This study was conducted using a quantitative method to study parental knowledge of early language development of communication and socialization of GENIUS National Children in the Alor Gajah District through questionnaire. The results of this method are to obtain answers to the research questions, and further to meet the objectives of the study.

This quantitative method can collect information from survey respondents at a time, as well as understand the overall characteristics of the study population and to find answers to the research questions.

- (a) What is the level of parental knowledge of early language development and communication of GENIUS centre?
- (b) What is the level of parental knowledge of early childhood socialization literacy in GENIUS centre?
- (c) Is there a difference in the level of parental knowledge of early language development and communication of GENIUS centre by gender?
- (d) Is there a difference in the level of parental knowledge of the early literacy development and socialization literacy of GENIUS centre by gender.
- (e) Is there a difference in the level of parental knowledge of early language development and communication of GENIUS centre by parents' level of education?
- (f) Is there a difference in the level of parental knowledge of early childhood socialization literacy in GENIUS centre by education level?

In addition, this study also used descriptive research design. Descriptive research is research used to describe a phenomenon, factors, population characteristics or circumstances (Mohd Majid, 2005). This descriptive research design was selected to provide an overview of variables that were identified using statistical indicators to view the distribution and shape of the data and the tendency of the data.

The population of this study involved the parents of GENIUS Children Centre in Alor Gajah District, Malacca as the study site. There are three National GENIUS Children's Centers in the Alor Gajah District for this study. Table 5.1 shows the total population of children in the three GENIUS National Child Centers obtained from the National Child Data Center (NCDC) where has 113 registered children.

In this study, sample selection was conducted by using simple random selection techniques so that the external validity of the study remained high and generalization of the study data was possible. The selection of the study sample is important to ensure the validity of the study because any information will be formulated in the study. The sample size of the study was determined according to Krejcie and Morgan (1970) table. According to Krejcie and Morgan, the size of a study sample will determine the reliability of the study.

Table 5.1
Number of parents at the GENIUS State Center for Alor Gajah District, Malacca

Pusat Anak GENIUS Negara (PAGN)	Parents
PAGN Alor Gajah	38 Orang
PAGN Taboh Naning	40 Orang
PAGN Gadek	35 Orang
Jumlah	113 Orang

Sumber: Pusat Data Kebangsaan Kanak-kanak (NCDC UPSI, 2019)

The questionnaire was used by the researcher to obtain quantitative data from the sample. This questionnaire was taken from the PERMATA National Nursing & Early Childhood Course. The Educator / Caregiver module (Aminah, 2013) with a view to developing children's communication and socialization. In this study, the items that measure parents' knowledge of children's language development and early literacy socialization in the questionnaire presented to parents at GENIUS Centre that include three main sections: Parental demographic information, development of communication language and literacy, and early childhood language and literacy socialization.

Response demographic information containing nine related items. The instrument was designed to obtain information about the respondents of the study. Among the items included in section A are the GENIUS National Center, gender, graduation, employment, place of residence, speaking language, child order, child gender and age of children participating in the National GENIUS Program. The nominal scale was used to identify demographic characteristics among respondents.

The early childhood literacy and socialization literacy development tools were modified from the PERMATA National Nursing & Early Childhood Module. Educator/Child Care Provider Module (Aminah, 2013). The purpose of this study was to look at parental knowledge of early language development and literacy socialization of GENIUS children during home and neighborhood settings. The instrument was loaded with happy B and C containing 10 questions per section and using a five-point Likert scale; 1 = strongly disagree, 2 = disagree, 3 = uncertain 4 = agree and 5 = strongly agree.

6. FINDINGS

The first part of the research findings describes the demographic information of the parents studied. The second section describes a descriptive analysis of parental knowledge of early language development and early socialization of GENIUS children. The third section explores the inference analysis of parental knowledge of early language development and early socialization of GENIUS children. The findings show: -.

a. Demographic Information

The study sample consisted of 113 parents of Pagor Alor Gajah District PAGN children. Table 6.1 shows the demographic information of the respondents involved in this study.

Table 6.1
Demographic distribution of respondents

Demographic	Frequency (n=113)	Percentage (%)
Survey filled by	57	50.4%
Father	56	49.6%
Mother		
Level of Education		
SPM	54	47.8%
STPM/Diploma	33	29.2%
Degre	22	19.5%
Master	4	3.5%

Of the total respondents, 57 people (50.4%) were fathers while 56 (49.6%) were mothers. In terms of parental approval, 54 (47.8%) parents had SPM approval, while 33 (29.2%) parents had STPM and Diploma approval, while 22 degree parents (19.5 %) and parents with master's are 4 (3.5%).

b. Descriptive Analysis

Development of Early Childhood Communication Language Literacy

Findings related to parental knowledge of early childhood communication language development are categorized into three levels, high, medium and low based on mean score integration, in table 6.2.

Table 6.2 shows the frequency and percentage level of parental knowledge of early childhood language development of PAGN children.

Mean Value	Frequency	Percentage	Knowledge
1.00 - 2.33	0	0	Low

2.34 - 3.67	16	14.2	Average
3.68 - 5.00	97	85.8	High

Based on Table 6.2, the overall analysis shows that parents' knowledge of early childhood communication language literacy development among 97 parents (85.8%) is highly knowledgeable. A total of 16 parents (14.2%) were of average knowledge and no parents were of low knowledge. Overall, parents' knowledge of early childhood communication language development is high. The overall mean of parental knowledge of children's early language communication development was moderate (Mean = 2.85, Sp = 0.35).

Early Childhood Language and Literacy Socialization

The findings related to parental knowledge of early childhood language and literacy socialization are categorized into three levels, high, average and low based on mean score integration, in Table 6.3.

Table 6.3 shows the frequency and percentage of parental knowledge of early literacy development of PAGN children.

	Mean Value	Frequency	Percentage	Knowledge
1.00 - 2.33	0	0		Low
2.34 - 3.67	9	8		Average
3.68 - 5.00	104	92		High

Based on Table 6.3, the overall analysis shows that parents' knowledge of early childhood socialization language literacy development of 104 parents (92%) is highly knowledgeable. Whereas 9 parents (8%) were in the average knowledge and no parents were in the low knowledge. Overall, parents' knowledge of early childhood socialization language literacy is high. The overall mean of parental knowledge of early childhood socialization language literacy was moderate (Min = 2.92, Sp = 0.27).

c. Inference Analysis

By Gender

Statistical inference analysis was used to describe the relationships among study variables by linking sample characteristics to the study population. This study discusses gender differences related to parental knowledge of early language development and communication, and literacy socialization by using independent sample t-tests.

Table 6.4

Independent sample testing of parental knowledge of early childhood communication language literacy.

Construct	Factor	Mean	Sd	t	Sig.
Language and Literacy Development, and Communication	Male	2.8772	0.33113	0.574	0.25
	Female	2.8393	0.37059		

An independent sample t test was conducted to compare whether there was a difference in knowledge between men and women in the development of early childhood communication language literacy. There were no significant differences between male (Mean = 2.8772, Sd = 0.33113) and female (Mean = 2.8393, Sd = 0.37059; t =

0.574; $df = 111$, $p = 0.25$ values > 0.05). The findings of this study indicate that there is no difference in parental knowledge of early childhood literacy development by gender.

Table 6.5

Independent sample testing of parental knowledge of early childhood language and literacy socialization

Construct	Factor	Mean	Sd	t	Sig.
Development of Language and Literacy Socialization	Male	2.8772	0.33113	-1.725	0.00
	Female	2.9643	0.18726		

Table 6.5 shows that independent sample t tests have been conducted to compare whether there is a difference in knowledge between men and women in early childhood socialization literacy. There were significant differences in male scores (Mean = 2.8772, Sd = 0.33113) and females (Mean = 2.9643, Sd = 0.18726; $t = -1.725$; $df = 88.809$, $p = 0.00$, < 0.05). The findings of this study indicate that there is a difference in parental knowledge of early childhood language and literacy socialization by gender.

By Education

Statistical inference analysis was also used to explain the differences in parental knowledge of children's early language communication and literacy socialization literacy based on educational level using one-way ANOVA to measure.

Table 6.7

Anova one-way test of parental knowledge level in early childhood communication language development by level of education.

Development of Language and Literacy	Sum of Squares	df	Mean Square	F	Sig.
Between groups	0.627	3	0.209	1.737	0.164
Within Grousp	13.108	109	0.120		
Total	13.735	112			

*Significant at the $p = 0.05$ level

Table 6.7 shows the results of one-way ANOVA tests to explore whether there is a difference between parental education and early childhood literacy development. The analysis showed that there was no significant difference at the $p = 0.164$ level, $f(3, 109) = 1.737$, $p > 0.05$. Overall, there is no difference between the level of parental education and development of early childhood communication language literacy.

Table 6.8

Anova one-way test of parental knowledge level on early childhood socialization language literacy by education level.

Development of Language and Literacy Socialization	Sum of Squares	df	Mean Square	F	Sig.
Between groups	0.117	3	0.39	0.518	0.670
Within Grousp	8.167	109	0.75		
Total	8.283	112			

*Significant at the $p = 0.05$ level

Table 6.8 shows the results of one-way ANOVA tests to explore whether there is a difference between parental education and early childhood socialization literacy. The analysis showed that there was no significant difference at the $p = 0.670$ level, $f(3, 109) = 0.518$, $p > 0.05$. Overall, there is no difference between the level of parental education and development of early childhood language and literacy socialization.

7. DISCUSSION

a. Parental knowledge by Gender

The results show that there is no difference in the level of parental knowledge of early childhood language literacy development by gender. This indicates that verbal communication between parents and children is high (Suat, 2016). According to Hammer and Turner (1996), communication between children and parents is a process of interaction that influences one another. Parent-child interaction can influence children's development socially, physically, intellectually, and emotionally (Ali, Norida & Siti Nurul, 2017).

Good communication between parents and children and a peaceful environment will result in positive children. While the encouragement and upbringing of parents who have a high level of accountability and are often aware of children; being able to create the comfort of learning at home, will motivate the children to positively impact them (Siti Nurshahizan, 2014).

However, the study found that parental knowledge level differs from early childhood socialization language literacy by gender. The findings of Schreiber's study (2001) show that the differences between parents and parents in terms of knowledge about children's development are somewhat inconsistent with previous studies (Maria & Luiza, 2018).

The development of children's socialization has an important and positive impact on children's social development (Suat, 2016). There is a significant relationship between mother and social development of preschool children (Umrotul, 2015).

There are a number of factors that influence children's social development such as parenting factors or barriers that do not provide encouragement and support for them to socialize with each other and their parenting style and upbringing; who do not build their identity when they are children (Muhammad Saifullah, 2018).

Parental knowledge of positive and effective children's communication development has been identified as the basis for a family to function properly. This shows that when communication between parents and children is going well, family relationships are closer, there is a loving relationship and thus facilitates problem solving. Therefore, parents play a role in ensuring that family communication is a constant part of the child's daily life. However, the socialization knowledge between parents and parents is different. This may be due to the way parents treat children differently depending on the gender of the child. As a matter of fact, boys are more attractive to their moms but they are more likely to engage in activities with their fathers, unlike girls who are spoiled and more engaged in activities with mothers. However, these factors depend on "with whom the child is closer".

b. Parental Knowledge in Education

Studies show that there is no difference between the level of parental knowledge of early language development and literacy socialization in education. This clearly shows that parents who send their children to the GENIUS National Children's Center have a high level of education ranging from SPM, STPM / Diploma, Bachelor to Master's degree.

Parental education can be linked to children's development. This is because parents' level of education can influence by the way parental interaction with their children, encourage activity and foster children's attitude and values (Jane, 2018). The study found that mothers were highly educated, high-income and well-educated; more responsive to their children as compared to less educated, low-income and unmarried or single mothers (Shiron, 2017).

The findings of this study are also supported by the findings of Sandeep (2018), who found that parental education plays the important role in determining the level and quality of social development of their children. Highly educated parents are more likely to know what their children's learning at school and are able to monitor their home development and provide appropriate stimulation when their children are in need (Alexander et al., 1994). Thus, parental knowledge affects children's development and learning, while parental education level can be seen as the difference in how parents interact, and teach their children (Shahidullah, 2015).

Authoritative education is the best style in the social context because it provides education to parents, thus helping children to be more efficient and in control of their children's educational activities (Sandeep, 2018). Parental knowledge and skills can be linked to children's educational achievement through parental support for children's educational achievement (Suat, 2016).

The level of parental knowledge of early childhood communication and literacy socialization is not only influenced by the level of parental education. It also shows that the level of parental knowledge depends on how much parents care and care about their children's development. Children who are developing well can be seen from the determination of parents to find ways to help children to make sure that all of the developmental boundaries are outlined.

8. CONCLUSION

Based on the research conducted, it can be concluded that parents are highly educated and well-educated; able to handle the developmental processes of early language communication and early socialization well. However, parents still need clearer and more informed knowledge to ensure that each child's development is well developed.

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