

THE IMPACT OF PARENTAL SOCIOECONOMIC STATUS
AND PARENTAL INVOLVEMENT ON YOUNG CHILDREN'S
MUSIC LESSON

LAW YI-XIAN

CULTURAL CENTRE
UNIVERSITY OF MALAYA
KUALA LUMPUR

2018

**THE IMPACT OF PARENTAL SOCIOECONOMIC STATUS
AND PARENTAL INVOLVEMENT ON YOUNG
CHILDREN'S MUSIC LESSON**

LAW YI-XIAN

**DISSERTATION SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF PERFORMING ARTS (MUSIC)**

**CULTURAL CENTRE
UNIVERSITY OF MALAYA
KUALA LUMPUR**

2018

ORIGINAL LITERARY WORK DECLARATION

Name of Candidate: LawYi-Xian

Matric No: ROA160005

Name of Degree: Master of Performing Arts (Music)

Title of Project Paper/Research Report/Dissertation/Thesis ("this Work"):

Field of Study:

I do solemnly and sincerely declare that:

- (1) I am the sole author/writer of this Work;
- (2) This Work is original;
- (3) Any use of any work in which copyright exists was done by way of fair dealing and for permitted purposes and any excerpt or extract from, or reference to or reproduction of any copyright work has been disclosed expressly and sufficiently and the title of the Work and its authorship have been acknowledged in this Work;
- (4) I do not have any actual knowledge nor do I ought reasonably to know that the making of this work constitutes an infringement of any copyright work;
- (5) I hereby assign all and every rights in the copyright to this Work to the University of Malaya ("UM"), who henceforth shall be owner of the copyright in this Work and that any reproduction or use in any form or by any means whatsoever is prohibited without the written consent of UM having been first had and obtained;
- (6) I am fully aware that if in the course of making this Work I have infringed any copyright whether intentionally or otherwise, I may be subject to legal action or any other action as may be determined by UM.

Candidate's Signature

Date:

Subscribed and solemnly declared before,

Witness's Signature

Date:

Name:

Designation:

THE IMPACT OF PARENTAL SOCIOECONOMIC STATUS AND PARENTAL INVOLVEMENT ON YOUNG CHILDREN'S MUSIC LESSON

ABSTRACT

The parents' socioeconomic status has a direct link to the parents' choice of involvement and their children's engagement in activities related to musical learning (Margiotta, 2011). However, insufficient evidence exists regarding the relationship between parental socioeconomic status and the choice of parental involvement, children's engagement in musical learning activities. The purpose of this study sought to investigate the impact of parental socioeconomic status on parental involvement in their children's private instrumental learning and their children's engagement in activities that are associated to music learning. It also study the value of parental involvement in their children's music learning from parents' perspective. 80 parents with their children (5 to 12 years old) enrolled in one-to-one instrumental music classes throughout the Klang Valley region were participated in this study. The main tools for data collection were questionnaire for parents. The quantitative data from the questionnaires was analyzed using descriptive statistics. The results suggest that the socioeconomic status of the parents does make a positive impact in their involvement, their children's engagement in music learning activities and also their perspective towards the value of parental involvement. Parents with higher socioeconomic status have higher involvement in their children's music education and have positive thinking on the value of parental

involvement. Besides, children from upper class family engage more in music learning activities. As this study suggests that the parental socioeconomic status have a significant impact on their involvement, perspective and the children's engagement, instrumental teachers should pay more attention on the children background in order to provide appropriate guidance and support based on the needs of each students and their parents. A more regular communication and interaction between teacher, student and parents about challenges they encounter, their expectations and progression contribute to the growth of the children's music learning.

Keywords: Socioeconomic status, Parental involvement, Children's engagement

IMPAK STATUS SOSIOEKONOMI IBU BAPA DAN PENGLIBATAN IBU BAPA DALAM PELAJARAN MUZIK ANAK-ANAK MUDA

ABSTRAK

Status sosioekonomi ibu bapa mempunyai hubungan langsung dengan pilihan penglibatan ibu bapa dan penglibatan anak-anak mereka dalam aktiviti berkaitan dengan pembelajaran muzik (Margiotta, 2011). Walau bagaimanapun, terdapat bukti yang tidak mencukupi tentang hubungan antara status sosioekonomi ibu bapa dan pilihan penglibatan ibu bapa, penglibatan kanak-kanak dalam aktiviti pembelajaran muzik. Tujuan kajian ini adalah untuk mengkaji kesan sosioekonomi ibu bapa terhadap penglibatan ibu bapa dalam pembelajaran instrumental peribadi anak-anak mereka dan penglibatan anak-anak mereka dalam aktiviti-aktiviti yang berkaitan dengan pembelajaran muzik. Ia juga mengkaji nilai penglibatan ibu bapa dalam pembelajaran muzik anak-anak mereka dari perspektif ibu bapa. 80 ibu bapa dengan anak-anak mereka (5 hingga 12 tahun) mendaftar dalam kelas muzik instrumental yang secara individual di sekitar Lembah Klang telah mengambil bahagian dalam kajian ini. Alat utama untuk pengumpulan data adalah soal selidik untuk ibu bapa. Data kuantitatif dari soal selidik dianalisis menggunakan statistik deskriptif. Keputusan menunjukkan bahawa status sosioekonomi ibu bapa memberi kesan positif dalam penglibatan mereka, penglibatan anak-anak mereka dalam aktiviti pembelajaran muzik dan juga perspektif mereka terhadap nilai penglibatan ibu bapa. Ibu bapa yang mempunyai status

sosioekonomi yang lebih tinggi mempunyai penglibatan yang lebih tinggi dalam pendidikan muzik anak-anak mereka dan mempunyai pemikiran positif tentang nilai penglibatan ibu bapa. Selain itu, kanak-kanak dari keluarga kelas atas terlibat lebih banyak dalam aktiviti pembelajaran muzik. Oleh kerana kajian ini menunjukkan status sosioekonomi ibu bapa mempunyai kesan yang signifikan terhadap penglibatan mereka, perspektif dan penglibatan kanak-kanak, guru instrumental perlu memberi lebih perhatian kepada latar belakang kanak-kanak untuk memberi sokongan yang sesuai berdasarkan keperluan setiap pelajar. Komunikasi dan interaksi yang lebih kerap antara guru, pelajar dan ibu bapa tentang cabaran yang mereka menghadapi, jangkaan dan perkembangan mereka menyumbang kepada pertumbuhan pembelajaran muzik kanak-kanak.

Kata Kunci: Status sosioekonomi, Penglibatan ibu bapa, Penglibatan kanak-kanak

ACKNOWLEDGEMENT

I would like to express my sincere appreciation to my supervisor, Dr. Wong for her continuous guidance and encouragement, without which this work would not have been possible. For her unwavering support, guidance and insightful comment helped me in all the time of research and writing of this thesis, I am truly grateful. I would also like to thank to the rest of the lecturers for the hard question which incited me to widen my research from various perspectives.

Beside my research supervisors, I am also grateful to all the lecturers in the Department of Cultural Centre, for their patience, motivation, immense knowledge and support towards the successful completion of my Postgraduate Master programme.

Last but not the least, nobody has been more important to me in the pursuit of this research than the members of my family. I would like to thank to my family: my parents, whose love and guidance are with me in whatever I pursue and supporting me spiritually throughout the writing of this thesis, the last two years of postgraduate study and my life in general. They are the ultimate role models. Most importantly, I wish to thank my loving and supportive friend, Dr. Anthony Wong, whose provide spiritual support and unending inspiration.

TABLE OF CONTENTS

CHAPTER 1 INTRODUCTION.....	1
1.1. Problem Statement.....	4
1.2. Research Objectives.....	5
1.3. Research Questions.....	6
1.4. Definition of Terms	6
1.5. Significance of the study.....	7
1.6. Assumptions.....	8
1.7. Limitations	8
1.8. Theoretical Framework.....	9
1.9. Organization of Study.....	14
1.10. Summary.....	15
CHAPTER 2 LITERATURE REVIEW	17
2.1. Socioeconomic Status	17
2.1.1 Socioeconomic Status with Educational Issues	21
2.1.2 Socioeconomic Status and School Environment	24
2.1.3 Other existing research of Socioeconomic Status.....	25
2.1.4 Kuppuswamy's Socioeconomic Status Scale	25
2.2. Parental involvement	26

2.3. Parental involvement in Music Education	29
2.4. Summary	29
CHAPTER 3 METHODOLOGY	31
3.1 Introduction.....	31
3.2 Setting	31
3.3 Population and Sample	33
3.4 Data Collection Procedures	35
3.5 Recruitment and Informed Consent.....	38
3.6 Research Instruments	39
3.7 Pilot test	42
3.8 Reliability Test of the Instrument	42
3.9 Validity	42
3.10 Treatment of Data	43
3.11 Summary.....	45
CHAPTER 4 RESULT.....	47
4.1 Introduction.....	47
4.2 Parental Demographic Information	47
4.3 Parental Socioeconomic Status	50
4.4 Research Question One.....	53
4.5 Research Question Two	55

4.6	Research Question Three	58
CHAPTER 5 DISCUSSION		60
5.1	Summary of the Results	60
5.1	Discussion of Findings of the Study	60
5.1.1	Research Question One: Parents' Socioeconomic Status and their Involvement	60
5.1.2	Research Question Two: Parents' Socioeconomic Status and their Child's Engagement.....	63
5.1.3	Research Question Three: Parents' Socioeconomic Status and their Perspective on Parental Involvement.....	64
5.2	Conclusion	65
5.3	Implications of the study.....	67
5.4	Recommendations for Future Research	68
REFERENCE		70

LIST OF FIGURES

Figure 1.1	Factors that may influences the Choice of parental involvement and children's engagement in activities that are associated to music learning	11
Figure 3.1	Sample size calculation using G*power 3.1	35
Figure 3.2	Data Collection Procedure	38
Figure 4.1	Relationship to the Child.....	48

Figure 4.2 Number of Children	49
Figure 4.3 Parents' Music Training.....	49
Figure 4.4 Socioeconomic Status	52

LIST OF TABLES

Table 3.1: Cronbach's Alpha Reliability Statistics	42
Table 4.1: Relationship to the child.....	48
Table 4.2: Number of Children	48
Table 4.3: Parents' Music Training.....	49
Table 4.4: Parents' Education Level	51
Table 4.5: Parents' Profession.....	51
Table 4.6: Total Household Income Per Month	51
Table 4.7: Number of Participants in Socioeconomic Status group.....	52
Table 4.8: Score range for Socioeconomic Status Class	54
Table 4.9: Score Range for the Involvement Group.....	54
Table 4.10: The Chi-square Statistics of Parental Socioeconomic Status and their Involvement.....	55
Table 4.11: Score for Parental Engagement	56
Table 4.12: The Chi-square Statistics for Socioeconomic Status and the Children's Engagement in Musical Learning Activities	57
Table 4.13: Score Range for Parental Perspective	58

Table 4.14: The Chi-square Statistic of Parental Socioeconomic Status and their Perspective	59
---	----

LIST OF APPENDICES

Appendix A: Parental Socioeconomic Status and their Involvement of each parent.	87
Appendix B: Parental Socioeconomic Status and their Children's Engagement of each parent.	89
Appendix C: Parental Socioeconomic Status and their Perspective.	91
Appendix D: Written Consent Form	93
Appendix E: Letter of invitation.....	94
Appendix F: Parental Survey Questionnaire	96
Appendix G: Study Information Sheet	101

CHAPTER 1

INTRODUCTION

“Parents’ socioeconomic status, educational, cultural background, occupation and attitudes, beliefs related to their children determine the type of involvement they will have in the musical development of their children”. (Margiotta, 2011, p.16)

Parental involvement according to Miksic (2015) can be broadly defined as the ways in which parents support their children’s education in word and deed. Parents can be involved in the school setting or at home.

For over the decades, documenting robust parents’ socioeconomic status (SES) and parental involvement in children’s education. Research shows that there is a constructive outcome of parental involvement towards their children’s cognitive development (Zdzinsk, 1992; Jeynes, 2003; Macmillan, 2004; McPherson, 2009). Furthermore, the study of parental involvement has shown positive impact on children’s academic achievement (Fan, 2001; Park & Bauer, 2002; Driessen, Smit, & Slegers, 2005; Jeynes, 2007; Nokali, 2010; Castro, et al., 2015). Apart from cognitive development and academic achievement, parental support or involvement also enhance children’s ability to read and therefore strengthen their literacy skills (Hawes, 2005; Milly, 2010; Carroll, 2013; Martorana, 2015). Mathematics achievement were also proved to be related with parental involvement (McDonnall et al, 2010; Kung & Lee, 2016; Monson, 2010).

Other than that, Parent Engagement Concepts (2009) adapted from National Parent Teacher Association and Cooper (2010) shows that there is a link between parental involvement and children's social skills because home is the first school for every children. Also, as parents are one of the main factors in nurturing children's interests and hobbies, children's activities after school are often associated with parental engagement (Ho, 2011). Hence, parents play a significant role in supporting their children in their lifelong journey.

Meanwhile, with all the literatures pointing out the importance and effects of parental involvement, the research of the related topics is then expanded towards the correlations of parents' background and the development of the children. For example, the context of parents' background and their involvement (Bakker, 2007); family economic status and parental involvement (Wang, Deng, & Yang, 2016); parents' socioeconomic background and children's development (Tomul & Savasci, 2012).

Furthermore, to view the parental engagement with the children's development from a different dimension, parents' socioeconomic status (SES) should be considered. Studies shows that parents' background are linked with the children's intelligence (Erkan & Ozturk, 2013); well-being (Bradley & Corwyn 2002, Hoff et al. 2002, Oakes & Rossi 2003); memory, language and academic achievement (Farah, 2010).

To put parents' involvement and their socioeconomic status in measuring the impact towards children's music education, researchers often

focus on the outcome of musical achievement. Yet, the correlations of socioeconomic status and the involvement of parents in children's music education is yet to be found.

This research intends to study the parents' socioeconomic status by using the three different groups of households (T40, M40, B20) as declare by Malaysia government. Based on the report by the Department of Statistic Malaysia, the mean household income for T40 is RM 16,088, while the mean household income for M40 and B20 are RM6502 and RM 2848 (Report of Household Income and Basic Amenities Survey 2016, 2017). According to the online news portal, *Malaysiakini*, 'the middle 40 percent households (M40) is defined as household income of between RM3860 to RM 8319' (Malaysiakini, 2015).

Till date, there is no official research or survey has been carried out to investigate (a) the role of parental socioeconomic status on their choice of involvement and (b) their children's engagement in activities that are related to musical learning and (c) to determine the value of parental involvement in their children's music learning from parents' perspective in Malaysia. Only limited studies have been completed to evaluate the effect of demographic factors and parental socioeconomic status factors on parental involvement. This lack of studies on this matter leads to an undecisive conclusion. The purpose of this research is to determine whether parental socioeconomic status can alter the choice of parents' involvement, children engagement on activities associated

with musical learning and to investigate the value of parent involvement during their children learning process on the viewpoint of parents. The hypothesis of this study is parental socioeconomic status alter the choice of parental involvement and their children's engagement in musical learning activities. Lastly, the null hypothesis of this study is parental socioeconomic status does not alter the choice of parental involvement and their children's engagement in musical learning activities.

1.1. Problem Statement

At the present time, the impact of parental socioeconomic status and parental involvement on young children's music lesson in Malaysia remain unidentified as there is only limited studies being conducted to determine this matter.

At the present time, there is no conclusion has been made regarding the correlation of socioeconomic status on parental involvement and children's engagement in activities that are associated to music learning in Malaysia due to absent of studies. The socioeconomic status of the parents has a direct link to the parent's involvement in their child music learning process and it also affects children's involvement in musical related activities (Margiotta, 2011). According to the literatures, socioeconomic status has great impact on children's development (Tomul & Savasci, 2012), intelligence (Erkan & Ozturk, 2013), academic achievement (Brito et al, 2017; Pearce et al., 2016), health status (Bradley & Corwyn 2002, Hoff et al, 2002, Oakes & Rossi 2003),

lifestyle and behavior (Ackerman, Brown, & Izzard, 2004). Thus, this research hypothesized that parents' involvement in children's private instrumental learning would alter by the socioeconomic status of the parents. In addition, as parents' involvement plays an important role in student's music learning process, therefore, it is crucial to study whether socioeconomic status has an effect on their children's music learning. Based on "Parental support in the development of young musicians" by Mimia Margiotta (2011), the involvement of parents makes a difference on their children's music learning progression and by clarifying the correlations of socioeconomic status on parents' involvement, a child would able to develop positive improvement or changes on their music learning process. Thus, music students are able to enhance their musicality and excel in their music learning process.

1.2. Research Objectives

The aim of this study is to examine the relationship between parental socioeconomic status and (a) the parents' choice of involvement and (b) their children's engagement in activities that are related to musical learning and (c) to determine the value of the involvement of parents in their children's music learning from parents' perspective.

1.3. Research Questions

1. Does the parents' socioeconomic status have an effect on their choice of involvement in their children's private instrumental music learning?
2. What is the correlation of parents' socioeconomic status and the children's engagement in activities that are associated with music learning?
3. What is the perspective of parents on the value of parental involvement in their children's music learning?

1.4. Definition of Terms

For the purpose of clarity, the following operational definition of terms was used for this study.

Socioeconomic Status - According to Oakes (2003), "the term *Socioeconomic status* revolves around the issue of quantifying social inequality". In the current study, *Socioeconomic status* is operational defined as "the income of the parents based on the three household income groups (T40, M40, and B20) by the Department of Statistic Malaysia, the educational level of the parents and the profession of the parents".

Parental involvement - Christenson et al. (1992) stated how parents play a role in their children's education, in both home-related and school-related. In this study, parental involvement is parental intervention in their children's education in order to be able to obtain information about their children's academic growth, participation, when they define parental

involvement. Involvement of the parents in terms of their involvement in their children's music learning, employing multiple choice questions (attendance at lessons, supervision of home practice, communication with teacher, hiring a personal tutor, providing musical environment at home and, accompany to activities related to musical learning)

Engagement – In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education (Williford et al., 2013). For this research, the engagement of children in music related activities such as attending classical concert, music camp, workshop, self-directed learning such as watching video, participate in competition.

Music lesson – Music education for young children is an educational program introducing children in a playful manner to singing, speech, music, motion and organology (Strait, O'Connell, Parbery-Clark & Kraus, 2013). For the purpose of this study, music lesson is defined as one-to-one instrumental music class.

1.5. Significance of the study

The findings of this research will benefit the society by providing a better understanding that parents of different socioeconomic status will have different degree of parental involvement that associate with their children's development in music learning. By understanding the characteristics of

parental involvement, school, policymaker, or parents can find out the more effective approaches to train the students better. Also, this research will study the perspective of parents on the value of parental involvement in their children's music learning. This would expectedly heighten the awareness on how parents' socioeconomic status affects their involvement in their children's private instrumental music learning. For researcher, this research will uncover the educational process on the degree of parent involvement in their children music learning in Malaysia.

1.6. Assumptions

For the purpose of this study, the following assumptions was made:

1. The participants in this study will response the questionnaire in honest manner.

1.7. Limitations

1. Only 80 participants were included in the sample size of this study. Although the number of participants in this study was sufficient to get a significant result through statistical analysis, the pool of participant was not enough to perform statistical analyses required to construct validity in order to gain greater confidence and statistically validate the results.

2. The study sample is limited to parents with their children (5 to 12 years old) enrolled in one-to-one instrumental music classes throughout the Klang Valley region, Malaysia only and cannot be represent other population.

3. Study was limited only to the parental socioeconomic factors only.
4. Involvement of other factors such as ethnicity and school related factor would not affect the choice of parental involvement and their child's engagement in activities related to musical learning.
5. The parental socioeconomic status was based on education status, income status, and occupation status of the parents in a general perspective.
6. Some parents could have limited competency in English and hence this could lead to misunderstanding of the questions and could not answer the questionnaire in precise manner.

1.8. Theoretical Framework

Based on the National Center for Education Statistics (2012), the three major components of a student socioeconomic status measure are family income, parental educational attainment, and parental occupational status. Previous researches have been done to study on children's school education and the results suggested that parental socioeconomic status do play a role in their involvement in children's education (Kung, 2016; Desimone, 1999). Studies demonstrated that parents with lower socioeconomic status tend to have lower participation rate in their children's education as compare to those parents with high socioeconomic status (Kung, 2016; Topping & Lindsay, 2007). There are numerous concepts have been proposed to explain how parents' socioeconomic status may influence their choice of involvement and

on their children's engagement in activities that are associated to music learning. These factors include the work schedules, the availability of the resources, transportation, the psychosocial standard of the family and the parents' experiences (Magwa & Mugari, 2017; Jafarov, 2015; Hornby & Lafaele, 2011; Pena, 2000; Astone & McLanahan, 1991). All these theories that may contribute to the impact of parental socioeconomic status on choice of parental involvement and their children's engagement to musical learning activities are shown in Figure 1.

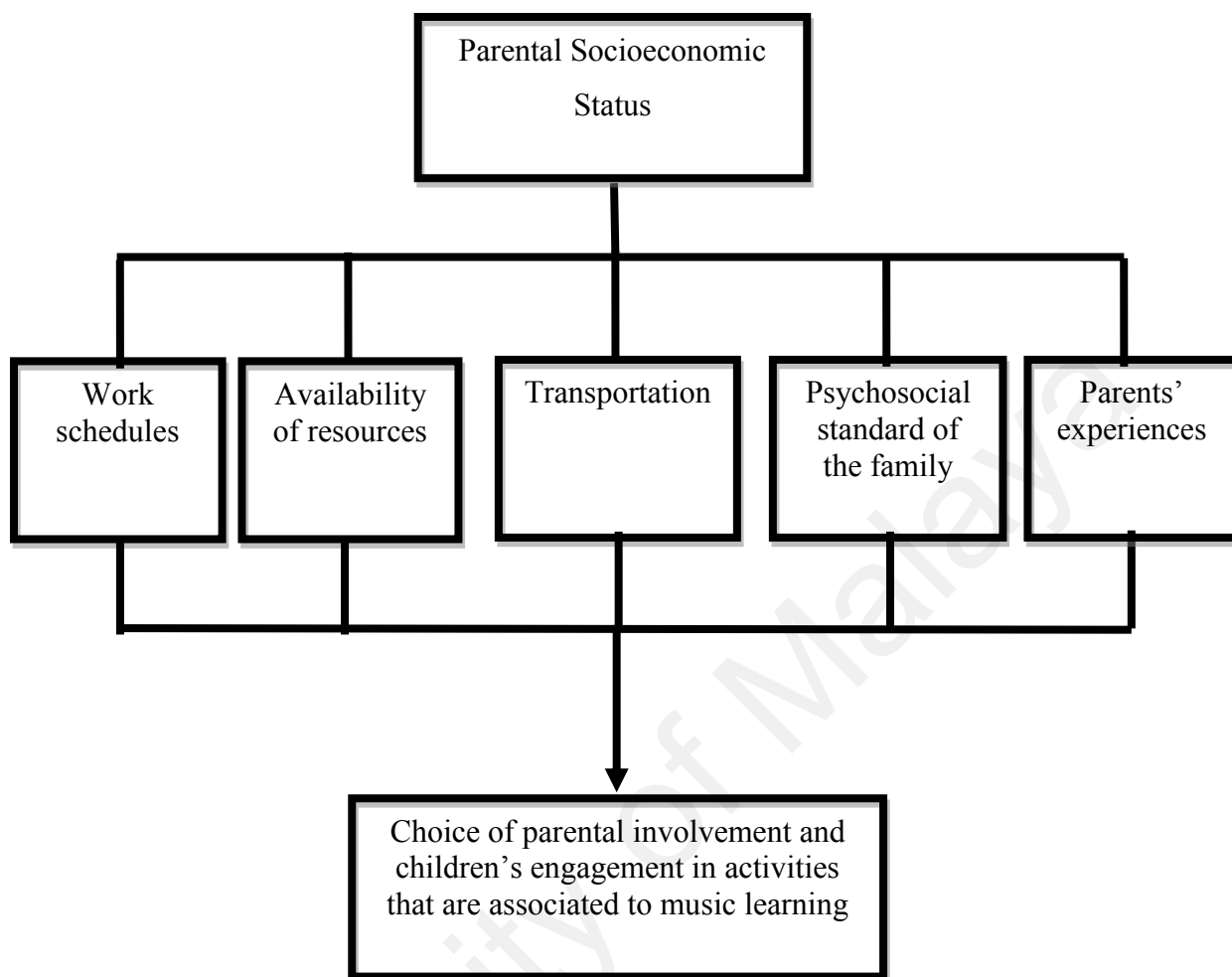


Figure 1.1 Factors that may influences the Choice of parental involvement and children's engagement in activities that are associated to music learning

In order to recognize the association between these factors and the choice of parental involvement and children's engagement in activities that are associated to music learning, the influences made behind each factor must be well acknowledged. Firstly, the work schedules of the parents play a crucial role in their choice of involvement and their children's engagement in activities that are associated to music learning such as they could not attend their children's music lessons (Jafarov, 2015). Parents with busy work schedules may tend to pay less attention on the daily activities of their

children. Parents with lower socioeconomic status will have a busier and nonflexible work schedules which will become an obstacle to their involvement and this will also affect the children's engagement in musical learning activities as there is lack of accompany of the parents, hence most of the time the children can only be at home (Jafarov, 2015).

Next, the availability of the resources such as money, musical instrument and richer musical home environment can also influence parental involvement and children's engagements in musical learning (Magwa & Mugari, 2017; Desimone, 1999). Parents' socioeconomic status seems to be a significant factor in regard to whether or not children study music outside of school due to the costly instrumental programs and a good quality musical instrument. Furthermore, high socioeconomic status parents can afford a better musical home environment for their children hence they can get a higher chance and superior exposure to various musical activities.

In addition, the availability of transportation for the parents and children will alter their choice of involvement and the children's engagement in musical learning activities (Jafarov, 2015). Lower socioeconomic families often have transportation issues as they could not afford to own a car and they often rely on public transportation. If the family suffers with transportation issues, this means that there is less chances for a child to engage more in the musical learning activities. For examples, children do not have the proper transport to attend any additional instrumental programs, musical concert and

workshops. Besides, this can also affect the choice of parental involvement as the parents can only stay at home to accompany their children and provide parental support in home practice.

Moving forward, the psychosocial standard of the family could alter the involvement of the parent and engagement of the children in activities that are related to musical learning (Astone & McLanahan, 1991). In lower socioeconomic status family, they are more likely to have lower psychosocial standard and they are more likely to live under stress due to living in underprivileged neighborhoods. They work all day long to earn money for standard living and the discrimination among the lower socioeconomic status family by the society further increases their stress and pressure which cause them to pay less or even lose attention on other things such as in music learning or by taking part in instrumental learning programs.

Lastly, the choice of parental involvement and children's engagement in musical learning activities are depends on the parents' experiences (Magwa & Mugari, 2017; Javarov, 2015; Pena, 2000). One possible explanation is that lower socioeconomic status families more likely to have inadequate education experience, thus this may affect the parents' choice of involvement as it leads the parents to have more difficult experiences with school as they may not feel competent to communicate with teachers or school authorities. For instance, parents with higher level of education have a tendency to let their children to participate in other course or curriculum besides academic and will actively

supervise their children's school work. Moreover, study show that parents who graduated from college degrees were more likely to promote and support music learning in elementary school as compared with parents without college degrees. Besides parents' education level, parents' previous experiences on musical training could be an important factor that alters their current choice of involvement and approach to their child's engagement in musical learning activities (Hornby & lafaele, 2011). Parents with higher socioeconomic status tend to have more experiences on musical training during their younger days. They often provide support throughout their children's instrumental music learning process in terms of musically minded support, exposes their children to more musical concerts and activities related to musical learning and they could also provide valuable guidance for their children in order for them to achieve their goals and become a successful musician.

1.9. Organization of Study

This research consists of five chapters, which are introduction, literature review, methodology, results, and conclusion. The first chapter introduces the idea of the context of this study to the reader to have a better understanding of what this research is about.

The second chapter examines the secondary sources according to the keywords based on the title of this research. The main topics are

socioeconomic status and parental involvement. All the information offers the researcher as well as the readers a deeper understanding on this study.

Chapter 3 describes the study methodology and procedures for the collection and treatment of data in this study with the intention to examine whether parents' socioeconomic status make a difference in their choice of involvement in their children's private instrumental learning, their children's engagement in activities that are associated to music learning and to determine the perception of the parents regarding the value of their involvement in their children's music learning. The results collected will be analyzed in Chapter 4.

Last but not least, the relationship between the results of the study and the theoretical framework, literature, research questions, tools, and statistical analysis will be reviewed in Chapter 5. Additionally, implications and recommendation for future research are also included in Chapter 5.

1.10. Summary

Many researches have been done to study the relationship between parental socioeconomic status and student achievement in their academics and many concepts and principles regarding parental involvement have been reported. However, the relationship between these factors are still lack of accuracy and precision and the impacts of parental socioeconomic status on parental involvement and their children's engagement in musical learning's activities have not been clearly understood and well established. There is great

variation in the results proposed by the existing studies and conflicts among the theories. Less studies have been conducted to investigate the relationship between parental socioeconomic status and the engagement of child in activities associated with musical learning. Hence, the impact of parental socioeconomic status on their choice of involvement and their children's engagement in musical learning activities are yet to be discovered.

Through this study, hopefully it can provide the reader with the most current research about the societal trend in this era.

CHAPTER 2

LITERATURE REVIEW

2.1. Socioeconomic Status

According to Oakes (2003), author of *Measuring Socioeconomic Status* from Behavioral and Social Science research, socioeconomic status shows one's ability to obtain the goods, healthcare, wealth, education, social circle and leisure time. Liking for arts and cultural can be determined (Bourdieu, 1985), also mood related problems are linked with one's social status (Adler, et al., 1994).

Socioeconomic status is often related with the social hierarchy and stratification of a society. According to Oakes and Rossi (2003), the research demonstrated that there are various opinions in measuring and defining socioeconomic status by different scholars. Some scholars come to an agreement that income, occupation and education level are a good indicator (Bradley & Corwyn, 2002, Ensminger & Fothergil, 2003).

Furthermore, some scholars use the simple way by measuring the annual income, whereas other scholars think race and ethnicity should be part of the study. Nevertheless, race and ethnicity should not be part of the socioeconomic status because high socioeconomic status can be achieved even without changing their skin color (Oakes & Rossi, 2003). Regardless, some

believe that health should be considered because the socioeconomic and health status are interrelated.

In addition, there are few terms that often been uses as the synonym of socioeconomic status like social class, socioeconomic position and caste. Oakes and Rossi agree that social class and socioeconomic position are fair to be use as the synonym of socioeconomic status. Despite the fact that the aspect of social class is lack of multidimensional and the grading scale is rough, Snibbe and Markus (2005) use wealth and personal education level as the indicators to measure social status. Whilst, Coleman (1990) emphasized the use of financial, human and social capital to determine socioeconomic status.

Moreover, it is hard to define socioeconomic status in 21st century as the society was evolving from pre-modern, modern to post-industrial era, the indicator of socioeconomic status changes along with the change of structure of a society. Physical strength and intelligence may have been the measure for socioeconomic status in the previous time, followed by including wealth, occupation, income and education level as the indicator. In short, “the definition of socioeconomic status revolves around the issue of quantifying social inequality” (Oakes, 2003, p. 8).

Socioeconomic status is a complicated study that cannot be measured directly because it is a latent variable that needs to be relevant to its culture, era and geographical location. Moreover, due to the fact that every society have

different social stratification and mobility. Hence, the measurement of socioeconomic status varies among each study (Oakes, 2003).

Under the influence of socioeconomic status, long history of the research of human development in the academic world has been embarked since the last 6 decades. For example, the study of social class of different races in children rearing by Davis and Havighurst (1946) and the different patterns in child rearing by Sears et al (1957) has lay a foundation in the sociology researches. Moreover, the increased financial inequality in the late 20th century in the United States had raised the interest to discover the causal relationship of the parents' social and economic status on their children's development.

Till now, a varieties of common theory or statement has been established by various researchers. Socioeconomic status of the parents made a huge impacts on the different parenting styles that the children will encounter. Based on Hoffman (2003) and Hoff (2003), harsher and more authoritarian parenting style often present in the lower socioeconomic status instead of middle socioeconomic status parents. Lower socioeconomic status parents also more tends to endow physical punishment on their children and they frequently discard the opportunity for the children to clarify their behaviour. As a consequences of this type of parenting practice, the competency on the social and emotional development of the children and adolescents has declined significantly.

Additionally, due to the inferior education level among the lower socioeconomic status parents compare to middle socioeconomic status parents, they are not able to communicate or engage with their children by employing a diversity of different vocabularies during their daily living which will weakened the cognitive stimulation of the children. In a nutshell, the socialization practice, health and well-being of the children are greatly depended on the socioeconomic status of the family based on the current studies available. However, there is always two sides of a coin, controversy on this causal relationship do occurs among the different research (Steinberg, 2001).

Next, the investigators have a deeper understanding on socioeconomic status exclusively and hence study the human development by analysing the different indicators such as income, education and occupational status independently. Each of these factors demonstrates a different stability level across time. However, although income, education and occupational status are independent, personal, social and economic resources play an important role in the health and well-being of both parents and children (Bradley & Corwyn 2002, Hoff et al. 2002, Oakes & Rossi 2003).

Based on another study by Coleman (1990), it proposes that material or financial capital (economic resources), human capital (knowledge and skills), and social capital (connections to the status and power of individuals in one's social network) should be incorporated in socioeconomic status. It means that

the progression of children development is momentarily under the repercussion of every single aspect of socioeconomic status. Hence, income, education and occupational status should be measure discretely and an appropriate analytic method should be use in order to identify the inimitable association between each measurement on the human development (Conger & Donnelan, 2007, p. 178).

Furthermore, research reveals that social status has a great impact on human life, people who are socioeconomically disadvantaged will experience the unwelcome consequences in life (Conger & Conger, 2002). The above statement illustrates the theory of social causation that proposes social, emotional, cognitive and physical functioning are affected by social status. At the same time, Mayer (1997) came out with social selection theory that suggests health and well-being of a children are affected by their parents' traits and dispositions. Conversely, Conger and Donnelan (2007) expressed their theoretical perspective by saying that social causation and social selection are both important in studying socioeconomic status and human development because it involves multifaceted situation.

2.1.1 Socioeconomic Status with Educational Issues

The impact of the parents' socioeconomic status on their child education has long been studied. Research shows that students from financially disadvantage family tends to develop learning behavior. Morgan (2009)

performed a study to evaluate the impact of socioeconomic status, parenting and the learning related problems on a large group of children whose are the only child in a family. Result shows that child from a lower income family displayed twice higher learning related problems than child from richer family and the reason attribute to the problem is mainly due to lower maternal education. Apart from this, Tomul and Savasci (2012) also use maternal education as one of the variables to carry out his study on how socioeconomic background affect the education attainment of the 7th grade students in Burdur, Turkey. The result shows that being able to attend private lesson is the most important factor in achieving better performance, which is corresponded to the family income (Tomul & Savasci, 2012). With the use of maternal education as one of the variables to measure the impact of socioeconomic status, it raises the question of how different level of maternal education could result in different type of parental involvement in their children's music learning?

Brito, Piccolo, and Noble (2017) found that children from higher socioeconomic status perform better than children from disadvantage background in terms of cognitive performance and language skills. This is similar to a finding by Pearce et al (2016), students from more disadvantage group were twice more likely to get lowest mark in mathematics and have bad literacy score. Moreover, the literacy skills of the rich students show an average of 5 years ahead of those poorer students when they enter high school (Reardon, 2013) .

As stated by National Center of Education Statistic (2014), students from underrepresented background, of age 16-24 are more likely to dropout from school (11.6%) as compared with the students from wealthier family (2.8%). This is true across multiple studies. U.S. Census Bureau (2014) confirmed that the highest income quartile can finish their undergraduate studies at the age of 24 and this is eight times higher than the lowest quartile group.

Despite the strong studies of education and socioeconomic status, there is an increasing research trend to explore the interrelationship between socioeconomic status, health and academic outcomes. Based on a mediational longitudinal study that involved 8000 students from 9th grade, students and parents of higher SES have lower chances to experience health problem, thereby helping them to excel in school (Barr, 2015).

On the other hand, financially disadvantaged students have lower success rate in education (McLaughlin, 2016), and have difficult time in achieving educational success in science and mathematics disciplines (Doerschuk, 2016). This could be due to the fact that low-income family have insufficient resources to support their children in education. Learning material such as books and computer are crucial resources for the youth to develop their literacy under healthy home environment, however the poor families are not able to afford them (Bradley, 2001 & Orr, 2003).

Buckingham (2013) states that reading skills such as ‘phonological awareness, vocabulary, and oral language’ were less likely to be developed by impoverished child. Additionally, home environment, parental distress as well as the number of books owned by the child is highly associated with the reading competency (Bergen, 2016 & Aikens, 2008).

Last but not least, a study in Dalian city, China came out with a surprising result to break the conventional research result and suggest that child from richer families tend to do less well than child from poorer families. According to Sung, Kim, Wagaman, & Fong (2017) in their longitudinal study between year 1999 and year 2013, children from poorer families perform better than their wealthier classmates because richer parents spent less time to tutor and motivate their kids to get higher achievement in academic. The above literature shows the importance of parental involvement regardless their socioeconomic background.

2.1.2 Socioeconomic Status and School Environment

School is the place where everyone gets equal education despite the difference in their social status. Researcher believes that learning rate is more affected by school environment rather than by family background (Aikens, 2008). The socioeconomic status of a school and the library resources is being studied by Pribesh (2011), where the researcher points out that library resources is less provided to the school where they have higher population of

poorer students as compared with the school that have majority of middle class students. In addition, student who attended a better quality of a classroom have higher chances to attend college, get higher paid, have financial plan for retirement and is more likely to live in better neighbourhood when they grew up (Chetty, 2011).

Summary: Parents and environment are the main factor attribute to the education attainment of a child. Therefore, it raised a question of how different parents of different socioeconomic background take part and assist in the process of their children's music instrumental learning journey.

2.1.3 Other existing research of Socioeconomic Status

Based on a recent research of socioeconomic status and empathy, people of lower socioeconomic status tends to get higher score in empathy test; are able to judge and obtain the emotion of other people; and can make a more accurate emotion result by looking at images with different expression (Micheal, Stephane, & Dacher, 2010).

2.1.4 Kuppuswamy's Socioeconomic Status Scale

Kuppuswamy's Socioeconomic Status Scale is a scale designated to measure socioeconomic status and is extensively used in urban population. This scale has 3 scoring systems which is based on the education of the head of the family, occupation of the head of the family and the total family income per

month. The Kuppuswamy's scale has been tested for validity and reliability. This scale has withstood the test of time and is widely used in studies regarding socioeconomic status (Sharma, 2017; Kuppuswamy, 1981).

2.2. Parental involvement

During the late 20th century, Epstein (1995) categorized the dimension of parental involvement as below:

1. Are parents meeting their basic obligation to provide for the safety and health of their children?
2. Is the school meeting its basic obligation to communicate with families about school programs and the individual progress of their children?
3. Do parents involve themselves in school activities?
4. Do parents assist in learning activities at home?
5. Do parents involve themselves in decision making at school?
6. Do parents have opportunities for collaboration and exchanges with community organizations to increase family and student access to community resources and service? (Parental involvement, 2004, p. 84)

In the last few decades, parental involvement or parental engagement has been proved to bring many positive impacts towards their children on their academic attainment (Esther, 1996; Harris & Goodall, 2007; Hill & Tyson, 2009; Jeynes, 2005; Porumbu, 2013), on their attitudes (George & Kaplan,

1998) and on their behavior (Harris & Goodall, Do parents know they matter?, 2008). Yet, the definition of parental involvement changed over time (Reininger, 2017).

Lareau (2000) states that being able to cooperate with school such as attending school events and parent-teacher meeting was considered as parental involvement. Today, family activities, actions at home and parents' perspective has been taken into consideration in the concept of parental involvement (Ward, 2006). Furthermore, researcher further expanded the concept of parental involvement by measuring parents' expectations and the quality of the communication between the parent and their children (Jeynes W. , 2010).

In year 2004, the United States federal government defined parental involvement for the Elementary and Secondary Education Act (ESEA), which later reauthorized by No Child Left Behind Act (NCLB Act).

“Parental involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring (1) that parents play an integral role in assisting their children’s learning; (2) that parents are encouraged to be actively involved in their children’s education at school; (3) that parents are full partners in their children’s education and are included, as appropriate, in decision-making and on

advisory committees to assist in the education of their children; and (4) that other activities are carried out, such as those described in section 1118 of the ESEA (Parental Involvement, 2004, pg. 3).

On the other hand, 'The Impact of Parent Engagement on Learner Success' (2010) mentioned that they adapted 'parent engagement' rather than 'parent involvement' in their publication because the word, 'engagement' indicate a wider participation of parents in spending time at home with their children. In addition, they listed out six types of parent engagement, which including parenting; communicating; volunteering; learning at home; decision-making; collaborating with community.

Despite the positive impact of parent engagement toward academic achievement, parent involvement is a big factor in shaping their children's character. Various studies show that the children's character of self-regulation, empathy and persistence are strongly influenced by parents (Henderson et al, 2002 & Desforjes et al, 2007).

According to some studies, the early involvement of parents in their children's education will help them to achieve good academic result and also aid in developing their cognitive functions (Taggart, 2004 & Usher et al, 2012).

2.3. Parental involvement in Music Education

According to Harris (2008), “music lessons are typically private, one-on-one activities that occur for 30 minutes to an hour, once a week or two” (p. 2). However, there is no specific explanation of the parental involvement in the music education context. Therefore, researcher found the similar research of parental support in music learning to support this study.

In *Parental Support in the Development of Young Musician*, scholar studied the attendance to lessons; supervision of practice; enjoyment of lessons’ attendance and practice’s supervision; povision of feedback to teachers on practice sessions; recording of lessons and practice sessions; emotional engagement during lessons; and level of interest during lessons to discover the level of parental support in the development of their children’s music education (Margiotta, 2011, p. 23). In addition, researchers studied the attendance of lessons (Davidson, 1996; MacMillan, 2004) and supervision of home practice (Davidson, 1996; Zdzinski, 1992) as the aspect of parental involvement.

2.4. Summary

There is still much to learn about the impact of parental socioeconomic status on their choice of involvement in their children’s private instrumental music learning and their children’s engagement in activities that are associated to music learning. Generally, the review of literatures demonstrated that there is positive linkage between parental socioeconomic status and their children’s

academic performance and positive linkage between parental socioeconomic status and parental involvement. Parental socioeconomic status and parental involvement are both have direct positive impact on the student academic result achievement; however, these modes may be more effective in specific populations. The precise theories for this relationship is still not known and conflicts occurs even though a few theories have been proposed by the researchers. Hence, it is crucial to modify and follow the recommendation suggested in the literatures review in order to get a more accurate and validate results. To this date, no research has investigated the impact of parental socioeconomic status on (a) their choice of involvement in their children's private instrumental learning, (b) their children's engagement in activities that are associated to music learning and (c) to determine the perception of the parents on the value of their involvement in their children's music learning process.

CHAPTER 3

METHODOLOGY

3.1 Introduction

In this chapter, the methods and procedures employed in this study to determine (a) the role of parental socioeconomic status on their choice of involvement and (b) their children's engagement in activities that are related to music learning and (c) to determine the value of parental involvement in their children's music learning from parents' perspective are discussed. Quantitative approach has been used to investigate how parents from different socioeconomic status are involved in their children's music learning and to examine the parents' perspective toward the value of parental involvement with questionnaires. The setting, population and sample, data collection procedure, recruitment and informed consent, research instruments and treatment of data of this study will be thoroughly discussed.

3.2 Setting

The process of study participants' recruitment and data collection took place in multiple places in the Klang Valley area, Malaysia, including various music institutions, music centre and international school in this area. In order to enable process of recruitment and data collection from study participants proceed smoothly, parents with their children (between 5 and 12 years old) enrolled in one-to-one instrumental music classes were recruited throughout

the Klang Valley region and were invited to join this study. All participants required to complete all the questions in the questionnaire.

Invitation letter to the survey was sent to the music teachers that were working in the music centre, music institutions and international school in the Klang Valley area. The invitation letter consists of a short description of the research and the survey, study information sheet and the consent form. The purpose of the research, which is to determine how parents' socioeconomic status influences their involvement, their children's engagement in musical learning activities, and the parent's perspective on the importance of their involvement to the learning process of the children, was provided to parents before they agreed to participate. The participants were informed of the status of the researcher as a Master study in Performing Arts at University Malaya. The music teachers were contacted and the link to the questionnaire was sent through email asking the teachers to forward the questionnaire to their students' parents who met the criteria of this research.

In this study, the questionnaires have been sent out to music teacher who are currently teaching in music institutions, music centre and international school in the Klang Valley area. All participants were completing the questionnaires through online (Google Form). The questionnaire was used to measure the relationship between parental socioeconomic statuses, parental involvement and children's engagement in musical learning's activities that will displayed as a total score.

The survey was tested in March 2018 with the help of two parents and one teacher who gave recommendations for improvement and clarification of the survey. Some minor changes were made based on these suggestions. Data collection of the survey was conducted between March 15th to 31st May 2018.

3.3 Population and Sample

To limit the influence of the variables in this study, target population of this study is parents with their children enrolled in one-to-one instrumental music classes were recruited throughout the Klang Valley region, of age between 5 and 12 years old who actively enrolled into a one-to-one music lessons are allowed to participate in this study.

An analysis program known as G*power 3.1 was employed to calculate the suitable sample size used in this study. The program was designed for statistic study, and it is commonly used in social science research (Faul & Erdfelder, 2007).

Based on the effect size and alpha error, the calculated sample size for this study is 80. A total of 80 parents with their children enrolled in one-to-one instrumental music classes were recruited throughout the Klang Valley region were participated in this study. Additionally, a total of 20% additional participants were recruited to participate in this study to encounter the withdrawal or drop out of participants.

For participation in this study, only parents who have their children between 5 and 12 years old) actively enrolled into a one-to-one music lessons are allowed to participate in this study.

Besides, identical type and level of encouragement were provided by the researcher via email to the participants to ensure that they answer each question in the questionnaires in an honest manner and promote maximal effort throughout process. All information regarding the research objectives and detailed explanation about the benefits and risks involved with this investigation are provided to the participants and consent was obtained before the participants proceed to complete the questionnaires.

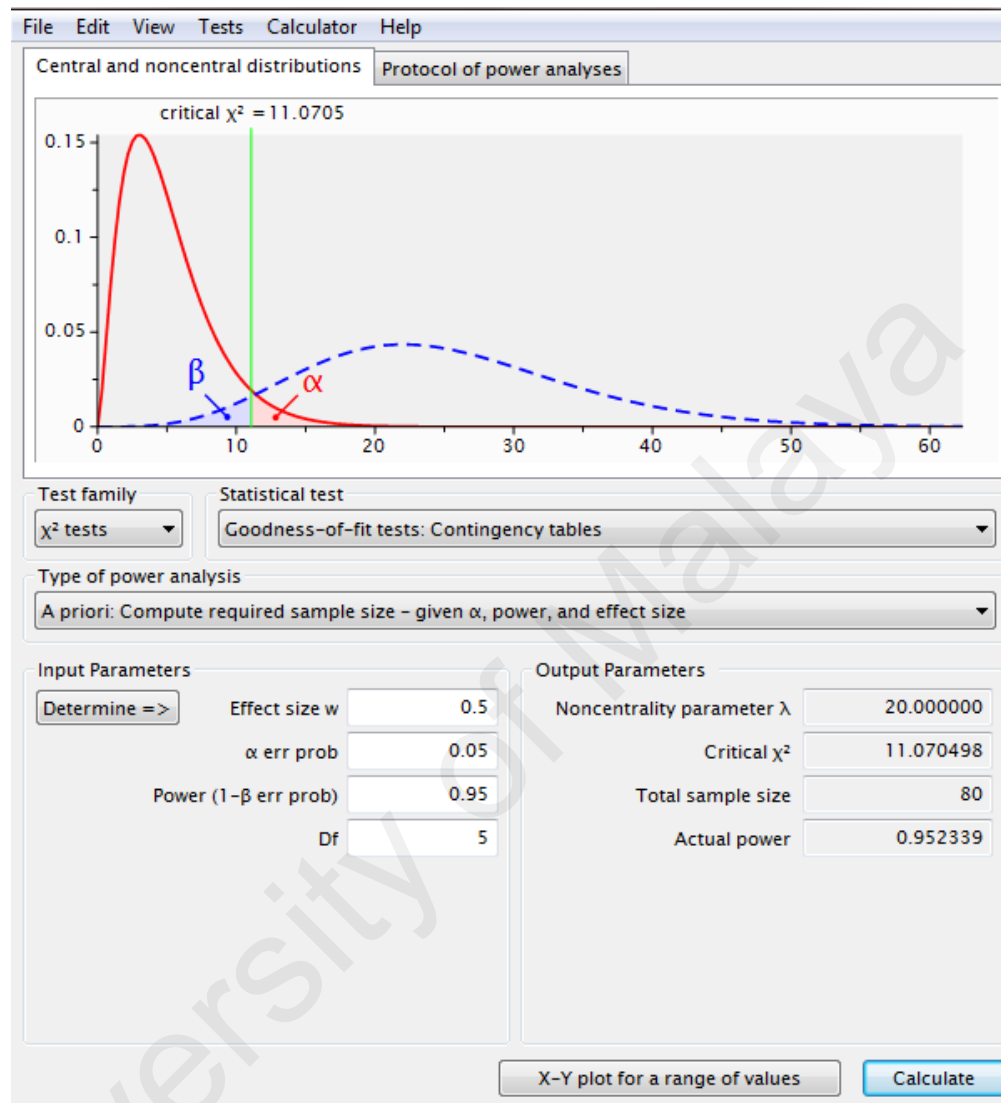


Figure 3.1 Sample size calculation using G*power 3.1

3.4 Data Collection Procedures

The questionnaire was constructed based on the literature reviews which provide the best outcome. The questionnaire consisted of 17 questions and was divided into five sections: (a) parental demographic information, (b) parental socioeconomic status, (c) parental involvement, (d) children's

engagement in activities related to music learning, and (e) parents' perspective toward the value of parental involvement. Each question was composed by the researcher after reviewing the related literature. All participants will complete the questionnaire in any location that they are available.

First, researcher liaised with music teachers who currently teaching in various music institutions, music centre and international school via online web pages and email. Then, the invitation letter to the survey was sent to the teachers, music centre, institution and international schools, asking them to forward the survey to their students' parents who fulfilled the criteria of the study. The invitation letter consists of a copy of study information sheet and consent form.

Parents will obtained a copy of study information sheet before they agreed to participate in this study and the participants were informed that the questionnaire consists of 6 pages of multiple choice, likert, and short answer questions. The questionnaire would take approximately 10 minutes to complete and the participants could reject to answer any questions and no coercion involved in the recruitment process. However, since the survey was anonymous, they were also advised that they could not withdraw once the survey had been submitted. After presenting the consent form in the invitation e-mail, the link to the survey was provided. Parents who agreed to participate in this study can follow the link provided in the email and complete the questionnaire using Google Form. However, parents who do not have any

email address, hard copy will be given. The primary parent who involve mostly in their children's instrumental learning was advised to complete the questionnaire and parents who currently had more than one child enrolled in instrumental music lessons had to choose the children with whom they were the most involved, as these messages was mentioned in the opening of the survey. Since the invitation letter was sent by either teachers or institutions and the researcher did not ask how many parents were reached, the response rate of the survey could not be collected. As an incentive for the participants, participants were offered to participate in a draw upon completion of the survey but this was optional; one of the participants would be selected to win a RM100 metronome as as an appreciation gift.

All documents will be enclosed in a file for the purpose of confidentiality. The researcher will then collect the data from the teacher and also from the Google Form immediately for each subject after their completion. The treatment of the data collected will be discussed later. The summary of the data collection procedures is displayed in figure 3.2.

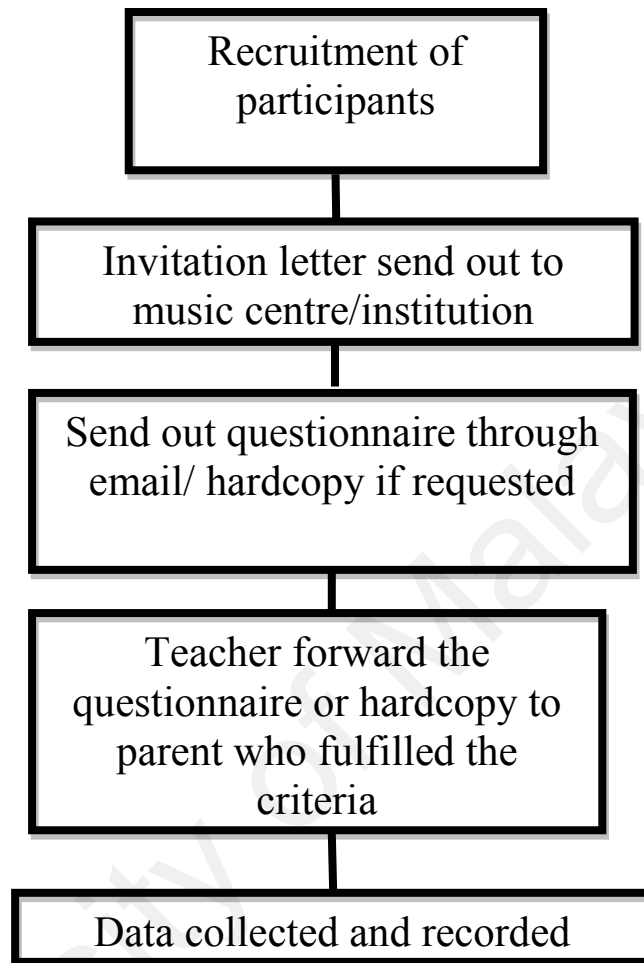


Figure 3.2 Data Collection Procedure

3.5 Recruitment and Informed Consent

This study involved questionnaires concerning parental involvement and their child engagement in musical learning activities, no any physical or psychological risks or discomforts will be experience by the study participants. Although the community or society may be beneficial and obtain some broad value from the study results in term of enhancing understanding of the parental socioeconomic status on their children's musical learning process, there was no direct benefit to study participants.

All participants who took part in this study can withdraw from the study at any time as they join this research voluntarily. Additionally, any subject could refuse to participate if one wished to and no trick or deception was employed to coerce any participation and in its methodology. They were assured in advance that refusal to participate in this study or withdrawing from the study would not intimidate in any way. Information sheets were given to all the participants to explain the objectives of the study.

A set of Study Information Sheet which is attached to the invitation email is sent out to all participants. Also, Written Consent Form will be given upon their decision to participate in this study. Additionally, all participants were welcomed to ask and discuss any questions regarding this study through email.

Participation in the study and data obtained remains anonymous. The data collected in the questionnaires were being filed into a folder and exported to a pendrive which is solely for the research purposes. In order to protect and maintain the confidentiality of the participants, only the researcher was able to access the pendrive.

3.6 Research Instruments

Study Information Sheet, Consent Form, and one questionnaire were used in this study. In order to explain the objectives, procedures, and materials of the study, Study Information Sheet were employed.

It is compulsory to sign The Written Consent Form by the participants who agreed to take part in the study. By completing the Google Form, all participants were automatically assumed to accept all the terms and conditions that are stated in the form about this study.

The questionnaire consisted of 17 questions and was divided into five sections: (a) parental demographic information, (b) parental socioeconomic status, (c) parental involvement, (d) children's engagement in activities related to musical learning, and (e) parents' perspective toward the value of parental involvement. Each question was composed by the researcher after reviewing the related literature. The questionnaire is provided in Appendix A.

The first part of the questionnaires was a modified scale from an India socioeconomic scale, Kuppaswamy's Socioeconomic Scale to collect information regarding the parent demographic information (relationship with the child, number of children, musical training) and parental socioeconomic status (highest education degree completed, family annual income). The income group was modified accordingly to the mean income group in Malaysia by the Department of Statistics (2016). The modification of the scale is needed as the income group in India is not applicable to Malaysia and the inflation rate is to be taken into consideration. The researcher used statistics to reform the scale to suit Malaysia standard by referring to the T20, M40, and B40 group. In order to minimize the adjustment, mean income groups were adapted to break down the three main income groups into six detailed groups.

After getting the interval, researcher make reference with the original India score to form the six income groups as shown in questionnaire.

It queried parents about their involvement in their children's music learning, employing multiple choice questions (attendance at lessons, supervision of home practice, communication with teacher, hiring a personal tutor, providing musical environment at home and accompany to activities related to musical learning). The third part of the questionnaires concerned about the children's engagement in musical learning activities (attend classical concert, music camp, workshop, self-directed learning such as watching video, participate in competition). In the last part of the questionnaire, multiple answers question gauged parents' perspective toward the value of parental involvement in child music learning. At the end of the survey, parents were invite to sign up for a draw to stand a chance to win a RM100 metronome.

The questionnaire was set up using Google Form, online survey development cloud-based software which is free of charge. It allows customizable surveys, and also a suit of paid back-end programs that comprise of data analysis, sample selection, bias elimination, and data representation tools.

SPSS and Microsoft Excel were utilized for statistical analysis.

3.7 Pilot test

For the purpose to prove the reliability of the questionnaire, pilot study was carried out to test the instrument. Researcher collected a small scale of result from seventeen parents (N=17), and with the result of this pilot study, researcher make amendment by discarding some of the unnecessary questions or reevaluate the ambiguous question to increase its effectiveness in getting reliable result. The reason for conducting a pilot study are to develop a more effective tool, reassess the questionnaire, as well as trying out the analysis software in advance to discover the problems that researcher might encountered (Shuttleworth, 2010).

3.8 Reliability Test of the Instrument

With the data collected in the pilot study, it was then measured by Cronbach's Alpha to determine its reliability or internal consistency. According to Nunnally (1978, p. 245), a basic research should have a reliability of minimum 0.70 or better. Hence, the result of 0.726 shows the reliability of this instrument.

Table 3.1: Cronbach's Alpha Reliability Statistics

Cronbach's Alpha	N of Items (Questions)
0.726	15

3.9 Validity

In order to make sure the instrument's accuracy, face validity and content validity were accessed. Face validity was assessed by showing the

questionnaire to individuals who do not have formal training. The survey was tested in March 2018 with the help of two parents and one teacher who gave recommendations for improvement and clarification of the survey. Some minor changes were made based on their suggestions. According to Litwin (1995), content validity reviewed how appropriate the instrument is and it is measured by individuals who have certain knowledge of the subject matter. The assessment of content validity was done by two actuarial consultants by giving suggestion to reevaluate the family income per month in the survey form in order to fit into the setting in Malaysia.

3.10 Treatment of Data

Data from the questionnaire was analysed using descriptive statistics. Means, medians, and modes were used to describe the parents' demographic information, socioeconomic status and their involvement. For the analysis of the quantitative data, percentiles were employed to calculate the percentage from answers to questions about parents' demographic information, socioeconomic status and their involvement.

In addition, a book name Research Method, The Basics, was used for reference (Walliman, 2011) and SPSS and Microsoft Excel were used as statistical analysis computer program to act as an assistance in the process of data analysis.

In order to investigate the relationship between parents' socioeconomic status and their involvement, as it was the variables intended to be analyzed. Parental socioeconomic status factors were examined against the involvement factors collected through the survey.

Analyzed demographic factors include:

1. Annual family income
2. Parents' highest degree obtained

The parental involvement was categorized as follows:

1. Attendance at lessons with children
2. Supervision of home practice session
3. Communication with the music teacher about the children's music learning
4. Endowing a musical environment for the children
5. Accompaniment to activities related to musical learning: playing music at home with the children, performing music with the children in a group, attending concerts or music camp with the children
6. Employment of a personal music tutor: encouraging the children to learn another instrument
7. Checking the lesson diary or comment given by the music teacher

The children's engagement in music learning activities was categorized as follows:

1. Attend classical concert or pop concert
2. Attend/involvement in music camp
3. Participation in music workshop
4. Self-directed learning such as watching video
5. Participation in school or other competitions
6. Participation in performance
7. Learning another musical instrument

Each socioeconomic status factors were compared to the involvement factors and the children's engagement, and chi-square (χ^2) test was used to verify if parents' involvement and children's engagement in musical learning activities were significantly differed according to their socioeconomic status factors. The confidence intervals of 95% was used to examined the reliability of the thrust trials and the p-value of ≤ 0.05 was set as the statistical significance. A significance level of .05 was used for interpretation of all data analysis ($p < .05$). A pendrive was used to save all the data collected from this study for detailed statistical analysis.

3.11 Summary

In conclusion, this study is a survey research with a sample size of 80 participants done to investigate whether parents' socioeconomic status make a difference in their choice of involvement in their children's private

instrumental learning and on their children's engagement in activities that are associated to music learning and to determine the value of parental involvement in their children's music learning from parents' perspective. All the necessary data was collected by using a set of questionnaires and it served as the tools to achieve the purpose of this research. Descriptive statistics were employed to analyze the data collected from the participants. The study results will be discussed and analyze in Chapter IV.

CHAPTER 4 RESULT

4.1 Introduction

This chapter present the findings from the questionnaires. The data is analysed using descriptive statistic on the (a) parental demographic information, (b) parental socioeconomic status, (c) parental involvement, (d) children's engagement in activities related to music learning, and (e) parents' perspective toward the value of parental involvement. This chapter concludes the summary of the findings.

4.2 Parental Demographic Information

As mentioned in the questionnaire, parent who involved more in their children's music education is welcome to participate in the study. Out of the 80 participants, 79% of the respondents who took part in this research are mothers. The number of mothers reported in this research are 63; father reported to be 12; 5 respondents are reported as other guardian. Figure 4.1 shows the relationship to the child in percentage. In asking for the number of child the respondent have, 13 respondents reported to have only one child; 41 reported to have 2 children; 12 reported to have 3 children; 11 reported to have 4 children and 3 reported to have more than 5 children (see Figure 4.2). On the other hand, 31 number of participants reported have music training before and 49 reported they never have music training.

Table 4.1: Relationship to the child

Relationship	Participants
Mother	63
Father	12
Guardian	5
Total number of participants	80

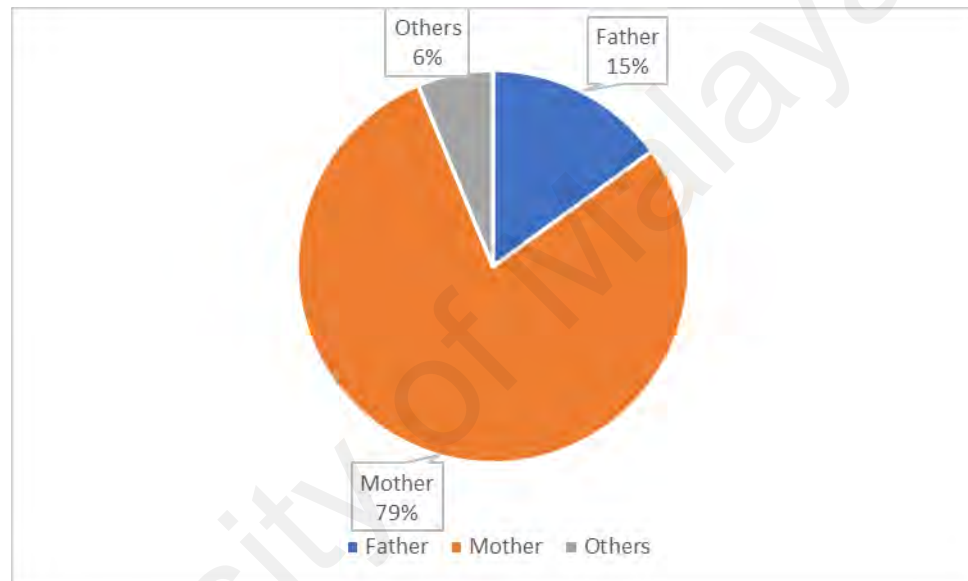


Figure 4.1 Relationship to the Child

Table 4.2: Number of Children

Number of Children	Parents
1	13
2	41
3	12
4	11
5	3

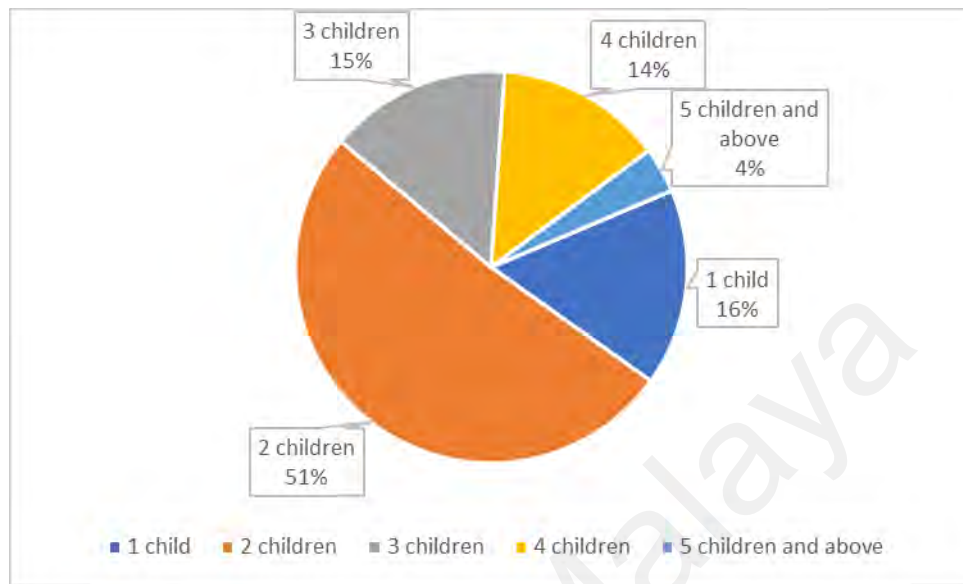


Figure 4.2 Number of Children

Table 4.3: Parents' Music Training

Music Training	Parents
Yes	31
No	49

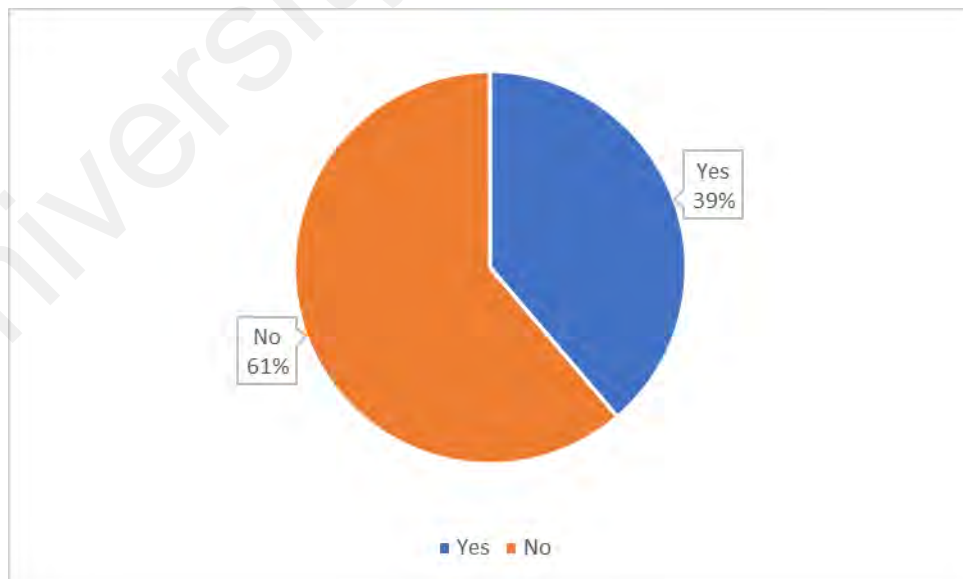


Figure 4.3 Parents' Music Training

4.3 Parental Socioeconomic Status

The parental socioeconomic status is measured with three aspects, which are the education level, occupation, and family income. Majority of the respondents hold a Bachelor's degree, 41.25% or Postgraduate/ professional degree, 31.25%. Moreover, 7.5% of the respondents get higher secondary education; 17.5% obtained high school certificate; 1.25% obtained middle school certificate and 1.25% reported to have less than middle school certificate. On the other hand, parent was asked to select their occupation based on seven groups. Semi-professional such as high school teachers, college lecturers, junior administrators is the largest group in the collected data, which make up of 31.25%. Professional such as doctors, architectures, engineers were reported 30.0%; arithmetic skills job were reported 23.75%; unskilled worker 1.25%; and unemployed 12.5%. In addition, 36.25% of them (n=29) is reported having family income of more than RM16000 a month, and 22.5% having RM8300 to RM16000 a month. 11.25% having RM6500-8300 income; 13.75% having RM 3800-6500; 6.25% having RM 2800-3800 income per month; and 10% having less than RM 2800 income.

Table 4.4: Parents' Education Level

Educational level	Number of participants (%)
Postgraduate or professional degree	25 (31.25%)
Bachelor's degree	33 (41.25%)
Higher certificates certificate	6 (7.5%)
High school certificate	14 (17.5%)
Middle school certificate	1 (1.25%)
Literate/ less than Middle school certificate	1 (1.25%)
Illiterate	0 (0%)

Table 4.5: Parents' Profession

Occupation	Number of participants (%)
Professional	24 (30.0%)
Semi Professional	25 (31.25%)
Arithmetic skill job	19 (23.75%)
Skilled worker	1 (1.25%)
Semi-skilled worker	0 (0%)
Unskilled worker	1 (1.25%)
Unemployed	10 (12.5%)

Table 4.6: Total Household Income Per Month

Family income	Number of participants (%)
16001 and above	29 (36.25%)
8301 – 16000	18 (22.5%)
6501 – 8300	9 (11.25%)
3801 – 6500	11 (13.75%)
2801 - 3800	5 (6.25%)
Below - 2800	8 (10%)

Table 4.7: Number of Participants in Socioeconomic Status group

Socioeconomic status	Number of participants (%)
Upper class	24 (30%)
Upper middle class	32 (40%)
Lower middle class	14 (17.5%)
Upper lower class	10 (12.5%)

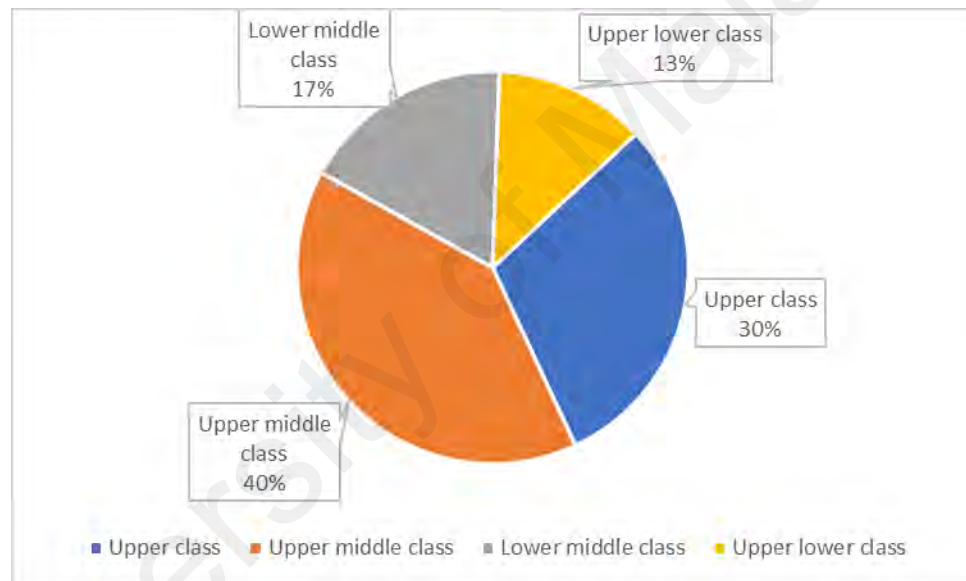


Figure 4.4 Socioeconomic Status

Based on the Kuppaswamy Socioeconomic Scale, the 80 parents are divided into few categories based on their educational level, occupation and total household income per month. 24 participants are categorised as upper class; 32 participants as upper middle class; 14 participants as lower middle class; and 10 participants as upper lower class.

4.4 Research Question One

Does the parents' socioeconomic status have an effect on their choice of involvement in their children's private instrumental music learning?

Parental Involvement in Music Learning

Most of the parents reported that they have high parental involvement in their children's music learning activities as 46 out of 80 parents are categorized under the high parental involvement category. However, out of the 46 from high parental involvement category, 38 parents are from upper class and upper middle class based on their socioeconomic status. There are 25 parents grouped under intermediate parental involvement and fewer parents (n=9) have much lesser involvement in their children's music learning activities. (See Appendice A)

According to the Kuppaswamy Socioeconomic Scale, the socioeconomic status was categorized into 4 categories which is the upper class, upper-middle class, lower-middle class and the upper-lower class in term of the monthly income from all sources, education level of the head of the family and occupation of the head of the family. A total score of 29 can be yielded, family who obtain a score of 26-29 will be classified as upper class, 16-25 will be classified as upper-middle class followed by 11-15 which will have grouped under lower-middle class and 5-10 will be grouped under upper-lower class (See Table 4.8). For the involvement of the parents, it is divided into 3 groups, the high involvement group, intermediate involvement group

and the low involvement group. A total score of 31 can be yielded, parents who obtain a score of 21-31 will grouped under the high involvement group, 11-20 will be classified as intermediate involvement group followed by those who have less than 10 scores will be grouped under low involvement category. (See Table 4.9)

Table 4.8: Score range for Socioeconomic Status Class

Socioeconomic Status (Class)	Score
Upper	26 - 29
Upper middle	16 - 25
Lower middle	11 - 15
Upper lower	5 - 10

Table 4.9: Score Range for the Involvement Group

Involvement	Score
Higher involvement	21 - 31
Intermediate involvement	11 - 20
Low involvement	< 10

Table 4.10: The Chi-square Statistics of Parental Socioeconomic Status and their Involvement

	Result			Row Totals
	High Parental Involvement	Intermediate Parental Involvement	Low Parental Involvement	
Upper SES	22 (13.80) [4.87]	1 (7.50) [5.63]	1 (2.70) [1.07]	24
Upper middle SES	16 (18.40) [0.31]	12 (10.00) [0.40]	4 (3.60) [0.04]	32
Lower middle SES	5 (8.05) [1.16]	8 (4.38) [3.00]	1 (1.58) [0.21]	14
Upper lower SES	3 (5.75) [1.32]	4 (3.12) [0.24]	3 (1.12) [3.12]	10
Column Totals	46	25	9	80
Chi-square statistic = 21.39				
p-value = 0.0016				
p-value < 0.05				

Table 4.10 correlates data about parents' socioeconomic status and their involvement in their children's instrumental learning. The parents' socioeconomic status shows a significant difference in the parents' involvement level in their children's instrumental learning ($p = 0.0016$). The parents from the upper class tend to have more involvement in their children's learning as compared to the parents from the lower upper class.

4.5 Research Question Two

What is the correlation of parents' socioeconomic status and the children's engagement in activities that are associated with music learning?

Children's Engagement in Music Learning

Based on the results, the engagement of the children in activities related to the music learning is higher if they are from a family with high socioeconomic status. The children engaged in more musical related activities in upper class and upper middle-class family as compared to the lower middle class and upper lower-class family. A total of 45 out of 80 parents claimed that their children has high engagement in musical associated activities and 38 of them are upper and upper middle-class family. Only 1 parent that are from upper class claimed that their children has low engagement in musical related activities. (See Appendice B)

Parents who obtain a score of 3 for their children's engagement will be classified as the high engagement category whereas parents who get a score of 2 and 1 will be classified as moderate engagement and low engagement group respectively. (See Table 4.11)

Table 4.11: Score for Parental Engagement

Engagement	Score
High	3
Moderate	2
Low	1

The parents' socioeconomic status shows a significant difference in the in their children's engagement in activities that are related to music learning with the p-value of 0.00033 and the chi-square statistic is 25.10. Based on the results,

the children from the upper class family tend to have more opportunities to participate in more musical learning activities as compared to the parents from the lower upper class, most probably due to their availability of resources such as money. The table below show the chi-square statistics for socioeconomic status and the children's engagement in musical learning activities.

Table 4.12: The Chi-square Statistics for Socioeconomic Status and the Children's Engagement in Musical Learning Activities

	Result			Row Totals
	High Engagement	Moderate Engagement	Low Engagement	
Upper SES	22 (13.50) [5.35]	1 (4.50) [2.72]	1 (6.00) [4.17]	24
Upper middle SES	16 (18.00) [0.22]	7 (6.00) [0.17]	9 (8.00) [0.12]	32
Lower middle SES	5 (7.88) [1.05]	2 (2.62) [0.15]	7 (3.50) [3.50]	14
Upper lower SES	2 (5.62) [2.34]	5 (1.88) [5.21]	3 (2.50) [0.10]	10
Column Totals	45	15	20	80
Chi-square statistic = 25.10				
p-value = 0.00033				
p-value < 0.05				

Majority of the parents has positive perspective on parental involvement on their children's musical learning activities as 44 out of 80 of the parents think that parental involvement does play a crucial role in their children's learning process. However, there are some parents who have neutral and negative perspective regarding the importance of parental involvement towards their children's learning which make up of 29 parents and 7 parents respectively.

Out of the 44 parents who have positive perspective, 40 parents are from upper class and upper middle class while only 1 parent is from lower middle class and 3 parents are from upper lower class.

4.6 Research Question Three

What is the perspective of parents on the value of parental involvement in their children's music learning?

Parental Socioeconomic Status and their Perspective

A total score of 25 can be yielded, parents who obtain a score of 20-25 are consider to have positive perspective towards parental involvement, those who score 11-19 are consider to be neutral on the value of parental involvement while parents who get 5-10 will be deliberate as having negative thinking onto the involvement of parents in their children's music education.

Table 4.13: Score Range for Parental Perspective

Perspective	Score
Positive	20 - 25
Neutral	11 - 19
Negative	5 - 10

Based on the results, the parents' socioeconomic status shows a significant difference in the parents' perspective towards the importance of parental involvement in their children's instrumental learning with the p-value equal to 0.00014 which is far less than 0.05. The parents from the upper class have a

propensity to have a positive perspective as compared to the parents from the upper lower class. The chi-square statistic is 27.13 and the results is tabulated in Table 4.14.

Table 4.14: The Chi-square Statistic of Parental Socioeconomic Status and their Perspective

	Result			Row Totals
	Positive Perspective	Neutral	Negative Perspective	
Upper SES	18 (13.20) [1.75]	3 (8.70) [3.73]	3 (2.10) [0.39]	24
Upper middle SES	22 (17.60) [1.10]	9 (11.60) [0.58]	1 (2.80) [1.16]	32
Lower middle SES	1 (7.70) [5.83]	12 (5.08) [9.45]	1 (1.23) [0.04]	14
Upper lower SES	3 (5.50) [1.14]	5 (3.62) [0.52]	2 (0.88) [1.45]	10
Column Totals	44	29	7	80
Chi-square statistic = 27.13				
p-value = 0.00014				
p-value < 0.05				

In a nutshell, parental socioeconomic status has a significant impact on the parental involvement, the engagement of children in music related learning activities and also the parents' perspective on the value of parental involvement. According to the data, the relationship between each of these are closely bind together and there are correlated to each other.

CHAPTER 5 DISCUSSION

5.1 Summary of the Results

Based on the results obtained in this study, socioeconomic status of the parents does affect the involvement of the parents, the engagement of the children in music learning activities and also the parents' perspective toward their involvement. Parental socioeconomic status has positive impact on the parental involvement. Results show that parents with high socioeconomic status have higher involvement in their children's music education. Besides, the engagement of the children in music learning activities does influence by the socioeconomic status of their parents. Children from the upper-class family have more opportunities to attend other music related activities instead of music lesson only as compared with the children from the lower-class family. Lastly, the parents with high socioeconomic status do present with positive viewpoint regarding the value of parental involvement as they think that the involvement of the parents in their children's education do play a significant role as a support and also contribute to their achievement.

5.1 Discussion of Findings of the Study

5.1.1 Research Question One: Parents' Socioeconomic Status and their Involvement

In this study, there is significant difference in parental involvement observed between parents from upper class group and parents from the lower-class group. Thus, this study was able to answer that parents' socioeconomic

status has an impact on parental involvement in children's instrumental learning. The results of this study are in accordance with findings of studies mentioned in the literature review that higher socioeconomic status parents involve in their children's music education significantly more than parents with lower socioeconomic status (Kung, 2016; Topping & Lindsay, 2007). This is most probably due to the work schedules of the parents as parents from upper class group have more free time to involve in their children's music learning activities whereas parents with low socioeconomic status need to spend more time at work. Parents with lower incomes often work long hours such that they have less time to get involved in their children's work (Jafarov, 2015). Besides, the psychosocial standard of the family could also play a role in this significant result as the stress and living pressure experiences by the parents and thus they pay less or even lose attention on their children's education. Furthermore, the parents' experience also contributes to their involvement level as if they have music training before, they could provide guidance and support to their children. According to previous study, it demonstrated that parents from upper class have a propensity to have music training previously when they were young (Magwa & Mugari, 2017). With low levels of literacy parents were said to lack the knowledge and skills needed to help their children with school work. Moreover, parents with low self-efficacy are more likely to avoid contact with schools as they may be less involved because they do not feel self-confident to contact school staff (Astone

& McLanahan, 1991). Additionally, beside all the factors that was mention earlier, availability of resources such as money also does play a role in their involvement. This is because schools can also pose serious handicaps to parental involvement in children's education (Margiotta, 2011; Lareau, 2000). Parents from the upper class intend to send their children to international school which would have a better quality of education. For instance, international school will organise parents meeting day every semester and teachers will respect and value the parents' opinion and try to improve themselves to meet the requirement and parents' expectation. By constantly improving, parents are more likely to be involved when they feel that they are welcomed by the teacher and that their views are of value. If parents have low education they have challenges in assisting their children with school work (Gonzalez, Borders, Hines, Villalba & Henderson, 2013). Such parents even when they attend some school activities they are hesitant to take part in decision making because they feel they have nothing valuable to offer. Parents who are well educated communicate high academic aspirations for their children (Jeynes W. , 2010). Lastly, parents who belong to high socio-economic backgrounds are more involved in their children's work because they can provide learning materials as compared to parents from low economic status as they have the availability of resources (MacMillan, 2004). Hence, all these factors do influence the involvement of parents in their children's music education.

5.1.2 Research Question Two: Parents' Socioeconomic Status and their Child's Engagement

Based on the results in this study, parental socioeconomic status influences the engagement of children in music related activities significantly. Indeed, the cost of instrumental music lessons is relatively expensive compared to other types of education, not every children has the same opportunity to learn a musical instrument. Hence, parents with lower socioeconomic status cannot afford to send their children to attend musical concert and workshops which are considered expensive. Moreover, they could not able to provide their children with a good music environment at home for them to practice (Javarov, 2015). Next, transportation is also a significant factor that contributes to the results in this study. The children could not able to attend other music related activities such as concert, workshop and additional instrumental programs if their parents do not have a car and they have to rely on public transports. This factor is a very big challenge face by the parents and children from lower class group because they could not afford to own a car. Additionally, parents' experiences also make a different in the children's engagement level in music related activities (Carroll, 2013; Mistry, 2009). This is because parents with music background will join or participate in more music event like concert and they are more likely to bring their children along since the parents themselves are interested in such activities.

5.1.3 Research Question Three: Parents' Socioeconomic Status and their Perspective on Parental Involvement

The parents' perspective on parental involvement will also be different between parents with high socioeconomic status and parents with low socioeconomic status. Based on the results, parents from the upper class have more positive perspective towards the importance of parental involvement as compared to parents from the lower class. One of the explanations is the psychosocial standard of the family (Tomul, 2013). Psychosocial standard of the family could influence the thinking and perspective of the parents regarding their children's education. According to a study, family from the lower class has lower psychosocial standard compared to the family from the upper class (Magwa & Mugari, 2017). The parents pay more attention on their children's education and they monitor their progress accordingly to make sure their child is up to the standard. But in lower socioeconomic status family, the parents pay more attention to their work as they need to earn a living, hence they will put more time and effort on their work instead on their children's music learning (Tomul & Savasci, 2012). In additionally, another possible explanation for the results obtained in this study is the education level and experience of the parents (Topping & Lindsay, 2007). Parents with higher education level realised the importance of their involvement as a support to their children but parents with lower education level seem to train their children be more independent and they are unlikely to involve due to their busy work schedules (Pena, 2000). They are not conscious about the strength

of parental involvement enables children to achieve in both academic and other curriculum activities. Based on a study by Holcomb-McCoy, parental involvement is a powerful predictor of academic grades and aspirations for the future of the children (Holcomb-McCoy, 2010). These factors contribute and differentiate their way of thinking and their perspective on the importance of parental involvement between parents with high socioeconomic status and parents with low socioeconomic status.

5.2 Conclusion

The socioeconomic status of the parents plays an important role in various different aspect of life such as their standard of living, lifestyle, the decision they make and the way of thinking. Parental involvement is also a multifarious behaviors, attitudes and activities that the parents commit to their child to involve in their education or other curriculum activities both within school setting and in the home. Previous studies in music education divulged that parental involvement especially in the music learning of younger students can help them to have better musical achievement and would also influence their musical aptitudes. However, there is insufficient study have been done to investigate the impact of parental socioeconomic status on the involvement of parents, their children's engagement and their perspective towards parental involvement in the context of one-on-one music learning.

The main aim of this study was to determine the impact of parental socioeconomic status on their involvement in their children's one-on-one instrumental music learning. Besides, the study also investigates the influence of parental socioeconomic status on their children's engagement in music related activities and the parents' perspective towards the importance of parental involvement. Based on the analysis of the 80 questionnaires obtained from 80 parents who have children in one-on-one instrumental lessons, the finding suggests that parents with higher socioeconomic status in term of monthly income, occupation status and education level, they tend to higher involvement level in their children's music learning activities, children's engagement and also make a difference in how they think and their perspective towards the value of parental involvement. For instance, the higher the educations level of parents and the economic status, the higher the level of parental involvement and children's engagement in music related activities.

In conclusion, this study clearly suggests that parents' socioeconomic status influence their level of involvement, the level of their children's engagement in music associated activities, and their perspective regarding parental involvement. For teachers who are practicing, these findings could be able to help the teacher to provide guidance for the parents and also tailor or plan a suitable teaching method for student individually based on their needs. For examples, teachers may pay more attention to the students from lower class as they lack of support from their parents. A more regular communication

and interaction between teacher, student and parents about challenges they encounter, their expectations and progression could contribute to the growth of the children's music learning significantly. The home, child and school form a trio that creates a special climate that is desirable for effective education.

5.3 Implications of the study

The findings of this study suggest that the socioeconomic status of the parents in term of education, occupation and annual income, make a significant difference in their level of involvement in their children's music education, their children's engagement in music learning activities, and the parents' perspective towards the importance of parental involvement in the music education of their children. As this study provides the evidence that the parents' socioeconomic status influences their involvement, perspective and their children's engagement, instrumental teachers should be more aware of this factor to offer appropriate guidance tailored to the needs of each student and his or her parents (Margiotta, 2011; Desforges & Abouchar, 2007).

Additionally, previous studies demonstrated that the involvement of parents especially in younger children's music learning not only contributes to the children's success in acquiring musical skills but also could impact on their musical aptitudes (Mcpherson, 2009). According to the results, children from lower socioeconomic status are lack of parental support both mentally and physically as they could not able to engage in various music related activity.

Hence, teacher should be aware of this situation and the family background of the students through regular communication about their difficulties and expectations, so that teachers could pay extra attention, encouragement and support to the students in needs (Creech, 2003). Besides, the music centre, music institution and the various music organizations can also plan more affordable activities such as community music programs for children so that they could able to participant and engage themselves in music learning activities despite of their socioeconomic status (Cooper, 2010). Furthermore, music centre or music institutions can organize parents meeting session with the teacher to increase their awareness about the importance of parental involvement towards their children's music education and to provide support for their children (Creech, 2003). By implementing all these, these could play a crucial role in the development of the children's music learning and these would greatly aid them to be better collaborators for their children's music learning as well as to create a more enjoyable and productive learning environment tailored to the needs of their children.

5.4 Recommendations for Future Research

A number recommendation for future research were considered and discussed. Firstly, small sample size was utilized in this study. More robust studies with larger sample size should be perform in the future in order to gain greater confidence toward the outcomes of the studies. Besides, further research can be

conducted to investigate other factors, not only socioeconomic status, that may have an influence on the parental involvement in their child musical learning process. This is because it is difficult to isolate only one factor and there are multiple factors that could affect on the involvement of parents. Third, similar study can be carry out to determine whether the differences in ethnicity and culture as these factors may make a difference in the outcomes of the study.

REFERENCE

- Ackerman, B. P., Brown, E. D., & Izzard, C. E. (2004). The relations between persistent poverty and contextual risk and children's behavior in elementary school. *Psychol(40)*, 367-377.
- Adler, N. E., Boyce, T., Chesney, M. A., Cohen, S., Folkman, S., Kahn, R. L. , & Syme, S. L. (1994). Socioeconomic and health: The challenge of the gradient. *American psychologist(49)*, 15-24.
- Aikens, N. L. (2008). Socioeconomic differences in reading trajectories: The contribution of family, neighborhood, and school contexts. *Journal of Educational Psychology, 100*, 235-251.
doi:<http://dx.doi.org/10.1037/0022-0663.100.2.235>
- Astone, N. M. and McLanahan, S. S. (1991) 'Family structure, parental practices and high school completion', *American Sociological Review*, 56(3), pp309-320
- Bakker, J. D.-L. (2007). Socio-economic background, parental involvement and teacher perceptions of these in relation to pupil achievement. *Educational Studies, 33(2)*, 177-192.
- Barr, A. B. (2015). Family socioeconomic status, family health, and changes in students' math achievement across high school: A mediational model. *Social Science and Medicine, 140*, 27-34.

- Bergen, E. Z. (2016). Why are home literacy environment and children's reading skills associated? What parental skills reveal. *Reading Research Quarterly*, 52, 147-160. doi:10.1002/rrq.160
- Berkman, L. F., & Kawachi, I. (2000). *Social epidemiology*. New York: Oxford University Press.
- Bourdieu, P. (1985). The social space and the genesis of groups. *Theory and Society*(14), 723-744.
- Bradley, R. H. (2001). The home environments of children in the United States Part I: Variations by age, ethnicity, and poverty status. *Child Development*, 72, 1844-1867. doi:10.1111/1467-8624.t01-1-00382
- Bradley, R. H., & Corwyn, R. F. (2002). Socioeconomic status and child development. *Psychol*(53), 371-399.
- Brito, N. H., Piccolo, L. R., & Noble, K. G. (2017). Associations between cortical thickness and neurocognitive skills during childhood vary by family socioeconomic factors. *Brain and Cognition*, 116, 54-62.
Retrieved from <http://dx.doi.org/10.1016/j.bandc.2017.03.007>
- Buckingham, J. W.-W. (2013). Why poor children are more likely to become poor readers: The school years. *Australian Journal of Education*, 57, 190-213. doi:10.1177/0004944113495500

- Carroll, C. J. (2013). The effects of parental literacy involvement and child reading interest on the development of emergent literacy skills. *Theses and Dissertations*. Retrieved from <http://dc.uwm.edu/cgi/viewcontent.cgi?article=1235&context=etd>
- Castro, M., Exposito-Casas, E., Lopez-Martin, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review*, 14, 33-46. Retrieved from <https://doi.org/10.1016/j.edurev.2015.01.002>
- Chetty, R. F. (2011). How does your kindergarten classroom affect your earnings? . *The Quarterly Journal of Economics*, 126, 1593-1660. Retrieved from <https://doi.org/10.1093/qje/qjr041>
- Christenson, S. L., Rounds, T. and Gorney, D. (1992) 'Family factors and student achievement: an avenue to increase students' success', *School Psychology Quarterly*, 7, pp178-206.
- Coleman, J. S. (1990). *The foundation of social theory*. Cambridge: Harvard University Press.
- Conger, R. D., & Conger, K. J. (2002). Resilience in Midwestern families: seleted findings from the first decade of a prospective, longitudinal study. *Journal of Marriage Family*(64), 361-373.
- Conger, R. D., & Donnelan, M. B. (2007). An interactionist persepective on the socioeconomic context of human development. *The aunnal review*

of psychology(58), 175-199.

doi:10.1146/annurev.psych.58.110405.085551

Cooper, C. E. (2010). Poverty, race and parental involvement during the transition to elementary. *Journal of Family Issues*, 31(7), 859-883.

Creech, A. H. (2003). Parent-teacher-pupil interactions in instrumental music tuition: A literature review. *British Journal of Music Education*, 20(1), 29-44.

Davidson, J. W. (1996). The role of parental influences in the development of musical performance . *British Journal of Developmental Psychology*, 399-412.

Davis, A., & Havighurst, R. (1946). Social class and color differences in child-rearing. *Sociol*(11), 698-710.

Desforges, C., & Abouchar, A. (2007). The impact of parent involvement, parent support and family education on pupil achievements and adjustment: A literature review. *Department for Education and Skills (DfES)*.

Desimone, L. (1999) 'Linking parent involvement with student achievement: do race and income matter?', *The Journal of Educational Research*, 93(1), pp11-30.

- Doerschuk, P. B. (2016). Closing the gaps and filling the STEM pipeline: A multidisciplinary approach. *Journal of Science Education and Technology*, 25, 682-695. doi:10.1007/s10956-016-9622-8
- Driessen, G. S. (2005). Parental involvement and educational achievement. *British Education Research Journal*, 31(4), 509-532.
- Ensminger, M. E., & Fothergil, K. (2003). A decade of measuring SES: what it tells us and where to go from here . In M. H. Bornstein, & R. H. Bradley, *Socioeconomic status, parenting and child development* (pp. 13-27). Mahwah: Erlbaum.
- Erkan, S., & Ozturk, M. B. (2013). A study on the multiple intelligences of kindergarteners from different socioeconomic backgrounds. *4th International Conference on New Horizons in Education*. 106, pp. 250-258. Elsevier.
- Esther, S. C. (1996). Effects of parent involvement on eight grade achievement. *Sociology of Education*, 69(2), 126-141.
- Fan, X. (2001). Parental involvement and students' academic achievement: A growth modeling analysis. *The Journal of Experimental Education*, 70, 27-61.
- Farah, M. J. (2010). Mind, brain, and education in socioeconomic context. In M. V. Ferrari, *The development relations among mind, brain and education* (pp. 243-256). Springer Science.

- Faul, F., & Erdfelder, E. (2007). G*Power 3: A flexible statistical power analysis program for the social, behavioral, and biomedical sciences. *Behavior Research Methods*, 39(2), 175-191.
- George, R., & Kaplan, D. (1998). A structural model of parent and teacher influences on science attitudes of eight graders. *Science Education*, 93-10.
- Gonzalez, L., Borders, L., Hines, E., Villalba, J., & Henderson, A. (2013). Parental Involvement in Children's Education: Considerations for School Counselors Working with Latino Immigrant Families. *Professional School Counseling*, 16(3), 2156759X1701600. doi: 10.1177/2156759x1701600303
- Harris, A. K. (2008). *Parental involvement and adolescent piano students (Master's thesis)*. Proquest Dissertations and Theses database .
- Harris, A., & Goodall, J. (2007). *Engaging parents in raising achievement: Do parents know they matter?* Department for Children, Schools and Families. The Guardian.
- Harris, A., & Goodall, J. (2008). Do parents know they matter? *Engaging all parents in learning Educational Research*, 3, 277-289.
- Hawes, C. A. (2005). Parental involvement and its influence on the reading achievement of 6th grade students. *Reading Improvement*, 42(1), 47-57.

- Henderson, A., & Mapp, K. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement .
National Center for Family & Community Connections with Schools .
- Hill, N., & Tyson, D. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement.
Development Psychology, 3, 740-763. doi:10.1037/a0015362
- Ho, W. C. (2011). Parental support and student learning of musical instruments in Hong Kong. *Visions of Research in Music Education*, 19. Retrieved from <http://www-usr.rider.edu/vrme/>
- Hoff, E. (2003). The specificity and environmental influence: Socioeconomic status affects early vocabulary development via maternal speech. *Child Dev*(74), 1368-1378.
- Hoffman, L. W. (2003). *Methodological issues in the studies of SES, parenting, and child development*. Bornstein & Bradley.
- Holcomb-McCoy, C. (2010). Involving Low-Income Parents and Parents of Color in College Readiness Activities: An Exploratory Study. *Professional School Counseling*, 14(1), 115-124. doi: 10.5330/prsc.14.1.e3044v7567570t04
- Hornby, G. and Lafaele, R (2011) ‘Barriers to parental involvement in education: an explanatory model’, *Educational Review*, 63(1), pp37-52.

Jafarov, J. (2015). Factors Affecting Parental Involvement in Education: The Analysis of Literature. *Khazar Journal Of Humanities And Social Sciences*, 18(4).

Jeynes, W. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban Education*, 3, 237-269. doi:10.1177/0042085905274540

Jeynes, W. (2010). The salience of the subtle aspects of parental involvement and encouraging that involvement: Implications for school-based programs. *Teacher College Record*, 112(3), 747-774.

Jeynes, W. H. (2003). A meta-analysis the effects of parental involvement on minority children's achievement of adolsescent. *Education and Urban Society*, 35(2), 202-218.

Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement. *Urban Education*, 42(1), 82-110.

Kung, H. Y., & Lee, C. Y. (2016, April). Multidimensionality of parental involvement and children's mathematics achievement in taiwan: Mediating effect of math self efficacy. *Learning and Individual Differences*, 14, 266-273.

doi:<https://doi.org/10.1016/j.lindif.2016.02.004>

- Kung, D. (2016). The Relationships among Parents' Socioeconomic Status, Parental Involvement and Academic Achievement in Taiwanese Middle School Students. *Journal Of Education And Human Development*, 5(3). <http://dx.doi.org/10.15640/jehd.v5n3a17>
- Kuppuswamy, B. (1981). Manual of Socioeconomic Status. *Urban*, 66-72.
- Lareau, A. (2000). *Home advantage: Social class and parental intervention in elementary education*. Lanham , Md: Rowman & Littlefield Publishers.
- Litwin, M. S. (1995). *How to measure survey reliability and validity*. London: Sage Publication.
- MacMillan, J. (2004). Learning the piano: A study of attitudes to parental involvement. *British Journal of Music Education*, 21(3), 295-311.
- Magwa, S., & Mugari, S. (2017). FACTORS AFFECTING PARENTAL INVOLVEMENT IN THE SCHOOLING OF CHILDREN. *International Journal Of Academic Research And Reflection*, 5(1).
- Malaysiakini. (2015, October 24). Retrieved from Analyst hails 'middle class' M40 category in budget: <https://www.malaysiakini.com/news/316993>
- Margiotta, M. (2011). Parental support in the development of young musician: A teacher's perspective from a small-scale study of piano students and their parents . *Australian Journal of Music Education*, 1, 16-30.

Martorana, J. M. (2015). Parent involvement and literacy achievement: A case study. *Education and Human Development Master's Theses*. Retrieved from http://digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1587&context=ehd_theses

Mayer, S. (1997). *What money can't buy: Family income and children's life chances*. Cambridge: Harvard University Press.

McDonnall, M. C., Cavanaugh, B. S., & Giesen, J. M. (2010). The relationships between parental involvement and mathematics achievement for students with visual impairments. *45*(4), 204-215. Retrieved from <https://doi.org/10.1177/0022466910365169>

McLaughlin, K. A. (2016). Beyond cumulative risk: a dimensional approach to childhood adversity. *Current Directions in Psychological Science*, *25*, 239-245. doi:10.1177/0963721416655883

McPherson, G. (2009). The role of parents in children's musical development. *Psychology of Music*, *37*(1), 91-110.

Micheal, W. K., Stephane, C., & Dacher, K. (2010). Social class, contextualism and emphatic accuracy. *Psychological Science*, *21*(11), 1716-1713. doi:DOI: 10.1177/0956797610387613

Milly, K. (2010). Parental involvement and children literacy success. *Education Masters*. Retrieved from

http://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1009&context=education_ETD_masters

Miskisic, M. (2015) Parent Involvement: Theory, Practice, and Head Start The Role of Social Capital. Available from World Wide Web:

http://ciep.hunter.cuny.edu/wpcontent/uploads/2014/03/Parent_involvement_FINAL.pdf

Mistry, R. S. (2009). Family economic stress and academic well-being among Chinese-American youth: The influence of adolescents' perceptions of economic strain. *Journal of Family Psychology*, 23, 279-290. Retrieved from <http://dx.doi.org/10.1037/a0015403>

Monson, J. E. (2010). Parent involvement in mathematics education: Parents and teachers working together to improve student self-confidence in mathematics. Retrieved from <https://commons.d.umn.edu/bitstream/10792/380/1/Monson%2C%20James.pdf>

Morgan, P. L. (2009). Risk factors for learning-related behavior problems at 24 months of age: Population based estimates. *Journal of Abnormal Child Psychology*, 37, 401-413. doi:10.1007/s10802-008-9279-8

Nokali, N. E.-D. (2010). Parent involvement and children's academic and social development in elementary school. *Child Development*, 81(3), 988-1005. doi: 10.1111/j.1467-8624.2010.01447.x

Nunnally, J. C. (1978). *Psychometric theory* (2nd ed.). New York:

McGraw-Hill.

(2004). *Non-regulatory guidance*. Washington D. C: U. S. Department of Education.

Oakes, J. M. (n.d.). *E-source Research*. Retrieved August 8, 2017, from

Behavioral and Social Sciences Research:

http://www.esourceresearch.org/Portals/0/Uploads/Documents/Public/Oakes_FullChapter.pdf

Oakes, J. M., & Rossi, P. H. (2003, February). The measurement of SES in health research: current practice and steps toward a new approach.

Social Science & Medicine, 56(4), 769-784.

Orr, A. J. (2003). Black–White differences in achievement: The importance of wealth. *Sociology of Education*, 76, 281-304. Retrieved from

<http://dx.doi.org/10.2307/1519867>

Parent engagement concepts . (2009). Retrieved from

<https://www3.bucksu.org/cms/lib/PA09000729/Centricity/Domain/79/Parent%20brochure%20Pattan.pdf>

Parental involvement. (2004). In J. Juvonen, V. Le, T. Kaganoff, C. Augustine, & L. Constant, *Focus on the wonder years* (p. 84). Rand Corporation.

Retrieved from <http://www.jstor.org/stable/10.7249/mg139edu.17>

- Park, H., & Bauer, S. (2002). Parenting practices, ethnicity, socioeconomic status and academic achievement in adolescents. *School Psychology International, 23*(4), 386-396.
- Pearce, A., Sawyers, C. P., Chittleborough, C. R., Mittinty, M. N., Law, C., & Lynch, J. W. (2016). Do early life cognitive ability and self-regulation skills explain socioeconomic inequalities in academic achievement? An effect decomposition analysis in UK and Australian cohorts. *Social Science and Medicine, 165*, 108-118.
- Pena, D. C. (2000) 'Parent involvement: influencing factors and implications', *The Journal of Educational Research, 94*(1), pp42-54
- Porumbu, D. N. (2013). Relationship between parental involvement/ attitude and children's school achievements. *Procedia - Social and Behavioral Sciences, 76*, 706-710.
- Pribesh, S. G. (2011). The access gap: Poverty and characteristics of school library media centers. *The Library Quarterly, 81*(2), 143-160.
- Reardon, S. F. (2013). Patterns of literacy among U.S. students. *The Future of Children, 23*(2), 17-37.
- Reininger, T. L. (2017). Parental involvement in municipal schools in Chile: Why do parents choose to get involved? *School Psychology International, 38*(4), 363-379. doi:10.1177/0143034317695378

(2017). *Report of Household Income and Basic Amenities Survey 2016*.

Department of Statistic Malaysia . Retrieved from

https://www.dosm.gov.my/v1/index.php?r=column/cthemeByCat&cat=120&bul_id=RUZ5REwveU1ra1hGL21JWVIPRmU2Zz09&menu_id=amVoWU54UTl0a21NWmdhMjFMMWcyZz09

Sears, R. R., Maccoby, E. E., & Levin, H. (1957). *Patterns of child rearing*. Oxford: Peterson.

Sharma, R. (2017). Revised Kuppuswamy's socioeconomic status scale: Explained and updated. *Indian Pediatrics*, 54(10), 867-870. doi: 10.1007/s13312-017-1151-x

Shuttleworth, M. (2010, July 14). *Pilot Study*. Retrieved from Explorable.com: <https://explorable.com/pilot-study>

Snibbe, A. C., & Markus, H. R. (2005). You can't always get what you want: Educational attainment, agency and choice. *Journal of Personality and Social Psychology*(88), 703-720.

Statistics, N. C. (2008). Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by income level, and percentage distribution of status dropouts, by labor force status and educational attainment. *1970 through 2007*.

- Steinberg, L. (2001). We know some things: parent-adolescent relationships in retrospect and prospect. *Journal of research on Adolescence* , 11, 1-19.
- Strait, D., O'Connell, S., Parbery-Clark, A., & Kraus, N. (2013). Musicians' Enhanced Neural Differentiation of Speech Sounds Arises Early in Life: Developmental Evidence from Ages 3 to 30. *Cerebral Cortex*, 24(9), 2512-2521. <http://dx.doi.org/10.1093/cercor/bht103>
- Suk, S. W. (2014). Parental involvement in their children's music learning. (Unpublished master's thesis). McGill University, Montreal.
- Sung, W. K., Kim, E. J., Wagaman, A., & Fong, V. L. (2017). A longitudinal mixed methods study of parents' socioeconomic status and children's educational attainment in Dalian city, China. *International Journal of Educational Development*, 52, 111-121.
- Taggart, B. (2004). *Effective pre-school education*. Institute of Education. London: DfES.
- The impact of parent engagement on learner success: A digest of research for teachers and parents. (2010, February). *Research into Practice*, 1.
- Tomul, E. S. (2012). Socioeconomic determinants of academic achievement. *Educational Assessment Evaluation and Accountability Journal*, 24, 175-187. doi:10.1007/s11092-012-9149-3

- Tomul, E., & Polat, G. (2013). The effects of socioeconomic characteristics of students on their academic achievement in higher education. *American Journal of Educational Research*, 449-455.
- Tomul, E., & Savasci, H. S. (2012). Socioeconomic determinants of academic achievement. *Education Assessment Evaluation and Accountability*, 175-187. doi:10.1007/s11092-012-9149-3
- Topping, K., & Lindsay, G. (2007). Parental involvement in reading: the influence of socio-economic status and supportive home visiting. *Children & Society*, 5(4), 306-316.
<http://dx.doi.org/10.1111/j.1099-0860.1991.tb00496.x>
- U.S. poverty report. (2000). *U.S. Census Bureau*. Retrieved from www.census.gov/hhes/socdemo/education/index.html
- Usher, A., Kober, N., Jenings, J., & Rentner, D. S. (2012). *What role do parent involvement, family background and culture play in student motivation?* The George Washington University, Graduate School of Education and Human Development . Washington: Center on Education Policy.
- Wang, Y., Deng, C., & Yang, X. (2016). Family economic status and parental involvement: Influences of parental expectation and perceived barriers. *School Psychology International*, 37(5), 536-553.
doi:10.1177/0143034316667646

- Ward, H. A.-B. (2006). Effective strategies for involving parents in schools. In C. H.-M. Franklin, *The school services sourcebook: A guide for school-based professionals* (pp. 641-649). New York: Oxford University Press
- Williford, A.P., Vick Whittaker, J.E., Vitiello, V. E., & Downer, J.T. (2013). Children's engagement in preschool and the development of self-regulation. Retrieved from:
[http://curry.virginia.edu/uploads/resourceLibrary/CASTL_Research_Brief-Williford_et_al._\(2013\)_EED.pdf](http://curry.virginia.edu/uploads/resourceLibrary/CASTL_Research_Brief-Williford_et_al._(2013)_EED.pdf)
- Zdzinski, S. F. (1992). Relationships among parental involvement, music aptitude, and musical achievement of instrumental music students. *Journal of Research in Music Education*, 40(2), 114-125.