

CHAPTER IV : FINDINGS

4.1 Introduction

This chapter presents the analysis of the collected data, followed by a discussion of the research findings pertaining to the research questions. The data were analyzed to examine the level of parent-child playtime, evaluate the level of the parent-child relationship, identify the association between these variables and investigate the impact of parent play attitude on the parent-child relationship.

The discussion is structured into two primary sections. The initial part focuses on the demographic profiles of the respondents, encompassing factors such as age, gender, ethnicity, number of children aged 2-8 years old, educational background, and employment status. Subsequently, the second part delves into the descriptive and inferential data analysis outcomes concerning the research objectives. These findings are presented through tables accompanied by detailed explanations.

4.2 Demography of The Participants

The demographic data was collected through Section A of the research instrument, which provided insights into the general demographic characteristics of working parents in the Klang Valley region.

Table 4.1: Demographic Profiles of Respondent

Demographic		n	Percentage (%)
Age	25 - 30	27	11.3
	31 - 35	88	36.7
	36 - 40	74	30.8
	40 - 45	48	20.0

		45 and above	3	1.2
Gender		Male	49	20.4
		Female	191	79.6
Ethnicity		Malay	238	99.2
		Non- Malay	2	0.8
Number of Children Aged 2 - 8 Years Old		1	91	37.9
		2	111	46.3
		3	26	10.8
		4	11	4.6
		6	1	0.4
Parent Educational Background		None	1	0.4
		STPM	3	1.3
		SPM	1	0.4
		Diploma	14	5.8
		Degree	147	61.3
		Master	57	23.8
		PhD	16	6.7
	Professional ACCA	1	0.4	
Employment Sector		Public Sector	59	24.6
		Private Sector	126	52.5
		Self-Employed	55	22.9
Total Participants (N)			240	100

The demographic profile data of the respondents (as shown in Table 4.1) was collected from a total of 240 participants, constituting 100% of the research sample. The respondents' ages were categorized into five groups: 25 to 30 years old (27 respondents, 11.3%), 31 to 35 years old (88 respondents, 36.7%), 36 to 40 years old (74 respondents, 30.8%), 41 to 45 years old (40 respondents, 20.0%), and 45 years old and above (3 respondents, 1.2%).

The majority of the participants were female, comprising 191 individuals (79.6%), while male respondents accounted for 49 individuals (20.4%). Additionally, the vast majority of respondents identified as Malay, with 238 individuals (99.2%), whereas only 2 respondents (0.8%) belonged to non-Malay ethnic groups.

Regarding the number of children aged 2 to 8 years old, most respondents reported having 2 children within this age range (111 respondents, 46.3%), followed by 1 child (91 respondents, 37.9%), and 3 children (26 respondents, 10.8%). A smaller proportion of respondents reported having 4 children (11 respondents, 4.6%) and 6 children (1 respondent, 0.4%) within the specified age limit.

In terms of employment sector, the data revealed that 126 respondents (52.5%) worked in the private sector, 59 respondents (24.6%) in the public sector, and 55 respondents (22.9%) were self-employed.

Furthermore, the educational background of the respondents varied, with 3 individuals having completed STPM, 14 holding a Diploma, 147 possessing a degree, 57 being Masters graduates, and 16 holding a PhD. Additionally, there were 1 respondent each with SPM qualification, Professional ACCA certification, and no formal qualification.

4.3 Findings Based on Research Objectives

4.3.1 Research Objective 1: The Level of Parent-Child Playtime

The Parent Play Questionnaire (PPQ) utilizes different Likert scale formats, including 4-point and 6-point scales, to measure level of parent-child playtime, depending on the specific purpose and intensity of the items. Specifically, a 6-point Likert scale is employed to assess the frequency of parent-child play and digital media use, while a 4-point Likert scale is utilized to gauge parent attitude towards play. Consequently, it is essential to develop an interpretation framework for mean scores.

Table 4.2 provides the interpretation of mean scores for the 6-point scale based on a modified framework adapted from Pimentel, J. L. (2019). Conversely, Table 4.3

offers mean score interpretation for the 4-point Likert scale, derived from a modified framework of Pimentel, J. L. (2019). These tables aim to facilitate the interpretation of mean score values for the level of parent-child playtime.

Table 4.2: Mean Score Interpretation for Frequency of Parent-Child Playtime and Digital Media Use

Mean Score	Mean Score Interpretation
1.00-1.82	Very Low
1.83-2.65	Rather Low
2.66-3.48	Low
3.49-4.31	High
4.32-5.14	Rather High
5.15-6.00	Very High

Source: Pimentel, J. L. (2019)

Table 4.3: Mean Score Interpretation for Parent Attitude Towards Play

Mean Score	Mean Score Interpretation
1.00-1.75	Very Low
1.76-2.51	Low
2.52-3.27	High
3.28-4.00	Very High

Source: Pimentel, J. L. (2019)

The descriptive statistics for parent-child playtime are presented in Table 4.4. This table provides information on the minimum, maximum, mean, and standard deviation for the variables being analyzed. The descriptive data are summarized as follows:

Table 4.4: The Level of PPQ

Variable	Minimum	Maximum	Mean	Standard Deviation
Frequency of Parent-Child Play	1.13	6.00	3.8422	1.14366
Frequency of Digital Media Use:				
With Parents	1.00	6.00	4.2083	1.21975
With Others	1.00	6.00	3.2375	1.54088
	1.00	6.00	3.7792	1.53522

On Their Own				
Attitudes Towards Play:				
Involvement	1.25	4.00	2.8833	0.54546
Enjoyment	1.57	3.86	2.8702	0.43421

From the table above, the minimum frequency level for parent-child play is 1.13 and the maximum frequency level is 6.00. The mean score for the frequency of parent-child play is 3.8422 (SD = 1.14366), suggesting a high frequency of engagement in play activities between the respondents and their children. Similarly, the mean score for the frequency of digital media use with parents is 4.2083 (SD = 1.21975), while it is 3.7792 (SD = 1.53522) for children's independent digital media use. These results indicate a high level of digital media usage among the respondents' children, whether under supervision or independently. However, the frequency of digital media use with others is relatively low, with a mean score of 3.2375 and a standard deviation of 1.54088.

Regarding parent attitudes towards play, which evaluates their degree of involvement and enjoyment in play activities with their children, the mean score for the level of parental involvement is 2.8833 (SD = 0.54546), indicating a high level of involvement in parent-child play. Similarly, the mean score for the level of enjoyment is 2.8702 with a standard deviation of 0.43421, suggesting a high level of enjoyment experienced by parents during play.

Table 4.5: The Level of Parent-Child Playtime

Level	Frequency	Percent
Very Low	9	3.8
Rather Low	35	14.6
Low	48	20.0
High	53	22.1
Rather High	65	27.1
Very High	30	12.5

Table 4.5 displays the frequency levels of parent-child play among respondents, categorized into six levels: very low, rather low, low, high, rather high, and very high. Among the respondents, the frequency level rated as rather high is the most prevalent, with 65 respondents (27.1%) reporting this level. Following closely, the high level is reported by 53 respondents (22.1%), making it the second-highest frequency level. Conversely, the very low level is reported by the fewest respondents, with only 9 individuals (3.8%) indicating this lowest level of parent-child play frequency.

Table 4.6: The Level of Frequency of Digital Media Use with Parents

Level	Frequency	Percent
Very Low	4	1.7
Rather Low	18	7.5
Low	43	17.9
High	71	29.6
Rather High	67	27.9
Very High	37	15.4

Table 4.6 presents the levels of frequency of digital media use consumed by the children with their parents among respondents, categorized into six levels: very low, rather low, low, high, rather high, and very high. The data analysis shows that a considerable proportion of respondents reported high levels of media usage with their children. Specifically, 71 respondents (29.6%) indicated a high frequency, while 67 respondents (27.9%) reported a rather high frequency, and 37 respondents (15.4%) reported a very high frequency of digital media usage. In contrast, a smaller proportion of respondents reported lower levels of media usage with parental supervision where 43 respondents (17.9%) reported a low frequency, 18 respondents (7.5%) reported a rather low frequency, and only 4 respondents (1.7%) reported a very low frequency. Therefore, it is evident that the majority of respondents exhibit high levels of digital media usage with their children.

Table 4.7: The Level of Frequency of Digital Media Use with Others

Level	Frequency	Percent
Very Low	38	15.8
Rather Low	52	21.7
Low	43	17.9
High	47	19.6
Rather High	42	17.5
Very High	18	7.5

Table 4.7 illustrates the levels of frequency of digital media use consumed by the children with someone else among respondents, categorized into six levels: very low, rather low, low, high, rather high, and very high. The results suggest that there is a relatively low level of digital media usage by respondents' children when interacting with others. Specifically, 43 respondents (17.9%) reported a low frequency, while 52 respondents (21.7%) reported a rather low frequency, and 38 respondents (15.8%) reported a very low frequency. In contrast, only 47 respondents (19.6%) reported a high frequency, 42 respondents (17.5%) reported a rather high frequency, and 18 respondents (7.5%) indicated a very high frequency of digital media usage by their children when interacting with others. Therefore, it appears that the respondents' children exhibit a predominantly low frequency level of digital media usage when interacting with others.

Table 4.8: The Level of Frequency of Digital Media Use by Children on Their Own

Level	Frequency	Percent
Very Low	27	11.3
Rather Low	27	11.3
Low	40	16.7
High	55	22.9
Rather High	60	25.0
Very High	31	12.9

Table 4.8 displays the levels of frequency of digital media use by children on their own, categorized into six levels: very low, rather low, low, high, rather high, and very high. The findings indicate that a notable proportion of respondents reported high

levels of digital media usage perceived by their children. Specifically, 55 respondents (22.9%) reported a high frequency, while 60 respondents (25%) reported a rather high frequency, and 31 respondents (12.9%) reported a very high frequency. Conversely, a smaller percentage of respondents reported lower levels of digital media usage perceived by their children. From the analysis, 40 respondents (16.7%) reported a low frequency, whereas 27 respondents (11.3%) reported both rather low and very low frequencies. Consequently, it is evident that the children of the respondents exhibit a rather high frequency level of digital media usage.

Table 4.9: The Level of Parent Involvement in Play

Level	Frequency	Percent
Very Low	11	4.6
Low	50	20.8
High	145	60.4
Very High	34	11.2

Table 4.9 presents the levels of parent involvement in play, categorized into four levels: very low, low, high, and very high. The result indicates that 11 (4.6%) respondents scored at a very low level of involvement during playtime, while 50 (20.8%) respondents reported a low level. Additionally, 145 (60.4%) respondents demonstrated a high level of involvement, with 34 (11.2%) showing a very high level. Consequently, it is evident that the respondents exhibit high involvement during playtime, with the highest frequency reported at a low level of involvement.

Table 4.10: The Level of Parent Enjoyment in Play

Level	Frequency	Percent
Very Low	3	1.3
Low	38	15.8
High	139	57.9
Very High	60	57.9

Table 4.10 shows the levels of parent enjoyment in play, categorized into four levels: very low, low, high, and very high. The finding shows that 139 respondents (57.9%) reported a high level of enjoyment during playtime, while 60 respondents (26.1%) indicated a very high level. Additionally, 38 respondents (15.8%) demonstrated a low level of enjoyment, with only 3 (1.3%) reporting a very low level. Therefore, it is apparent that the respondents display varying degrees of enjoyment during playtime, with slight differences in frequency between high and low levels, as evidenced by a difference of 11 respondents (4.6%).

4.3.2 Research Objective 2: The Level of Parent-Child Relationship

The Child-Parent Relationship Scale – Short Form (CPRS - SF) utilized a Likert scale to assess parent-child relationship, categorizing it into two dimensions: conflict and closeness. The descriptive statistics for parent-child relationship are displayed in Table 4.11, comprising the minimum, maximum, mean, and standard deviation for the variables of interest. The summary of descriptive data is outlined as follows:

Table 4.11: The Descriptive Statistics for Closeness and Conflict Ratings

Variable	Minimum	Maximum	Mean	Standard Deviation
Conflict	1.00	4.63	2.3714	0.76599
Closeness	2.86	5.00	4.6054	0.43808

The mean level of conflict among respondents is 2.3714, with a standard deviation of 0.76599, suggesting that parents experience relatively low levels of conflict with their children. Conversely, the mean level of closeness among respondents is 4.6054, with a standard deviation of 0.43808, indicating that parents perceive a high degree of closeness in their relationship with their children. This result can be concluded that parents generally enjoy a relationship with their children, characterized by low levels of conflict and high levels of closeness.

4.3.3 Research Objective 3: The Association between Parent-Child Playtime and Parent-Child Relationship

This study used bivariate correlation where is Pearson (r) correlation coefficient test to identify the association between parent-child playtime and parent-child relationship.

Table 4.12: The Association between Parent-Child Playtime and Parent-Child Relationship

		Parent-Child Playtime	Parent-Child Conflict	Parent-Child Closeness
Parent-Child Playtime	Pearson Correlation	1	-0.172**	0.426**
	Sig. (2-tailed)	240	240	240
	N			
Parent-Child Conflict	Pearson Correlation	-0.172**	1	-0.390**
	Sig. (2-tailed)	240	240	240
	N			
Parent-Child Closeness	Pearson Correlation	0.426**	-0.390**	1
	Sig. (2-tailed)	240	240	240
	N			

** . Correlation is significant at the 0.01 level (2-tailed).

According to Table 4.12, a positive correlation is shown for parent-child playtime and parent-child closeness with $r = 0.426$, $n = 240$, $p < 0.01$. Therefore, it can be concluded that there is a medium positive correlation between the parent-child playtime and parent-child closeness. The more parent play with the child, the more closeness they become in terms of parent-child relationship.

Meanwhile, a negative correlation is shown for parent-child playtime and parent-child conflict with $r = -0.172$, $n = 240$, $p < 0.01$. Therefore, it be can concluded that there is a low negative correlation between the parent-child playtime and parent-

child conflict. The more parent-child playtime they experience, the less of parent-child conflict they will be experience in terms parent-child relationship.

4.3.4 Research Objective 4: The Influential Contribution between Parent-Child Playtime and Parent-Child Relationship

Table 4.13: The Effect of Parent Involvement and Enjoyment in Play towards Parent-Child Relationship

Variable	R Squared	B	Standard Error	t	Sig.
Involvement	0.122	0.349	0.049	26.527	.000
Enjoyment	0.212	0.46	0.058	19.417	.000

The results presented in Table 4.13 shows the effects of parent involvement and enjoyment on the parent-child relationship. The analysis reveals that parent involvement contributed 12.2% ($F(1, 239) = 32.945, p < .05$), while parent enjoyment contributed 21.2% ($F(1, 239) = 64.04, p < .05$). These findings explain that parent enjoyment in play has better influence on the parent-child relationship.

4.4 Conclusion

The research chapter presents comprehensive findings derived from data analysis encompassing various aspects, including the frequency of parent-child playtime, the quality of parent-child relationship, the correlation between these variables, and the influence of parent play attitude on the parent-child relationship. Additionally, demographic data such as respondent's age, gender, ethnicity, number of children aged 2-8 years old, educational background, and employment status are included.

This study involved 240 respondents from Klang Valley, Malaysia. The findings indicate that the majority of respondents reported a high frequency of parent-child play,

with a mean score of 3.8422. Moreover, there was a notable level of digital media usage among the respondents' children, with mean scores of 4.2083 for parental involvement and 3.7792 for children's independent usage. In contrast, the level of digital media use respondent's children with others shows low frequency with mean score of 3.2375.

On the other hand, the level of respondent's involvement during playtime with their children is slightly high with mean score of 2.8833, while level of respondent's enjoyment is considered high with mean score of 2.8702. Regarding the parent-child relationship, the level of conflict suggests a low degree with mean score of 2.3714, whereas the level of closeness indicates a high degree with mean score of 4.6054.

Furthermore, the analysis reveals a positive correlation between parent-child playtime and the parent-child closeness, with a significant correlation coefficient ($r = 0.426, p < 0.01$) and negative correlation between parent-child playtime and the parent-child conflict, with a significant correlation coefficient ($r = -0.172, p < 0.01$). Moreover, the study identifies that parent involvement in play contributes 12.2% and parent enjoyment contributes 21.2% to the parent-child relationship.