



UNIVERSITI PUTRA MALAYSIA

**THE ROLE OF PRIMARY SCHOOLS IN SOLICITING
PARENT INVOLVEMENT IN HULU LANGAT DISTRICT**

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**THE ROLE OF PRIMARY SCHOOLS IN SOLICITING
PARENT INVOLVEMENT IN HULU LANGAT DISTRICT**

BY

JENNIFER WEE BENG NEO

**Thesis Submitted in Partial Fulfilment of the
Requirements for the Degree of Master of Science
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DEDICATION

Specially For:

**Mum and Dad,
brothers and sister,
neices and nephews,
and
DeeLala.**



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THE ROLE OF PRIMARY SCHOOLS IN SOLICITING PARENT
INVOLVEMENT IN HULU LANGAT DISTRICT

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Faculty: Faculty of Educational Studies

This exploratory study examined the role of primary schools in soliciting parent involvement in the Hulu Langat district. The role of primary schools was identified via the types of parent involvement activities organised by the schools, and the perceptions of headmasters and teachers on their roles in soliciting parent involvement. The extent of parent involvement in the various activities; the constraints and barriers faced by schools; and the perceptions of the headmasters and teachers on the desired extent of parent involvement were also examined.

Proportionate stratified cluster sampling was used to select the subjects. Sample consisted of 119



respondents which comprised 18 headmasters, 18 senior assistants (HEM) and 83 teachers who were PIBG committee members. Two sets of instruments were employed. Descriptive statistics using frequency counts and percentages were used to analyse the data.

The findings of the survey were as follows: (1) The schools studied differed in terms of the type of and number of activities organised by their PIBG; (2) The schools played a "moderate" role in soliciting parent involvement; (3) The extent of parent involvement as perceived by the headmasters and teachers was found to be (a) "poor" in classrooms and non-classroom activities, (b) "moderate" in activities associated with home learning, and (c) "good" in other school support activities; (4) Parents were perceived to be the main obstacle and the schools as the secondary barriers to parent involvement; (5) Most headmasters perceived their roles as initiators, facilitators and managers in soliciting parent involvement; (6) Majority of the teachers perceived themselves to be initiators, facilitators, and communicators, but there were some who disagreed to the above roles in soliciting parent involvement; (7) Both the headmasters and teachers encouraged parent



involvement in out-of-school activities but not in school-based management, employment of teachers and in curriculum development.

The findings suggested that schools should play a greater role in soliciting parent involvement in the education of their children.



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**PERANAN SEKOLAH RENDAH DALAM PENGLIBATAN
IBU BAPA DI DAERAH HULU LANGAT**

Oleh

JENNIFER WEE BENG NEO

APRIL 1995

Pengerusi: Profesor Madya Dr. Sharifah Mohd Nor

Fakulti: Fakulti Pengajian Pendidikan

Kajian ini merupakan satu kajian penerokaan untuk melihat peranan sekolah rendah dalam penglibatan ibu bapa di daerah Hulu Langat. Peranan sekolah rendah dikenalpasti melalui jenis-jenis aktiviti yang dikendalikan oleh sekolah rendah, dan melalui persepsi guru besar dan guru-guru mengenai peranan mereka dalam penglibatan ibu bapa. Kajian ini juga melihat tahap penglibatan ibu bapa dalam pelbagai aktiviti, halangan dan kekangan yang dihadapi oleh sekolah dan persepsi guru besar dan guru-guru tentang sejauh manakah penglibatan ibu bapa di sekolah rendah.



Subjek dipilih mengikut kaedah persampelan 'proportionate stratified cluster.' Sampel mengandungi 119 responden yang terdiri daripada 18 guru besar, 18 penolong kanan (HEM) dan 83 guru yang menganggotai Jawatankuasa PIBG. Dua set instrumen digunakan. Statistik deskriptif menggunakan kiraan frekuensi dan peratusan digunakan dalam menganalisis data.

Hasil kajian adalah seperti berikut: (1) Sekolah yang dikaji berbeza dari segi jenis dan bilangan aktiviti yang dikendalikan oleh PIBG sekolah; (2) Sekolah memainkan peranan yang sederhana dalam penglibatan ibu bapa; (3) Persepsi guru besar dan guru-guru mengenai sejauh manakah penglibatan ibu bapa adalah (a) "lemah" dalam aktiviti bilik darjah dan luar bilik darjah; (b) "sederhana" dalam aktiviti yang berkaitan dengan pembelajaran di rumah; dan (c) "baik" dalam aktiviti sokongan sekolah; (4) Ibu bapa dipersepsikan sebagai halangan yang utama dan sekolah sebagai halangan sekunder kepada penglibatan ibu bapa; (5) Kebanyakan guru besar mempersepsikan peranan mereka sebagai inisiator, fasilitator dan pengurus dalam penglibatan ibu bapa; (6) Majoriti daripada guru-guru mempersepsikan peranan mereka sebagai inisiator, fasilitator dan komunikator tetapi terdapat sebilangan



kecil yang tidak setuju mengenai peranan mereka itu.

(7) Kedua-dua guru besar dan guru-guru menggalakkan penglibatan ibu bapa dalam aktiviti luar sekolah tetapi tidak mengizinkan penglibatan mereka dalam pengurusan sekolah, pemilihan dan pengambilan guru-guru dan perkembangan kurikulum.

Dapatan kajian mencadangkan bahawa sekolah perlu memainkan peranan yang lebih dalam menggalakkan penglibatan ibu bapa dalam pendidikan anak mereka.



CHAPTER I
INTRODUCTION

Background of the Study

Three background factors which provide the context of this study are: (a) a continuing interest to improve the educational system in Malaysia, (b) a growing body of research underscores the importance of parent involvement in the schools as a key element of such improvement, and (c) headmasters and teachers play key roles in fostering such involvement. The above factors are important in understanding the role of primary schools vis-a-vis the types of parent involvement activities and the headmasters' and teachers' perceptions of their roles.

First, there is a continuing interest to improve the educational system in Malaysia. There have been efforts to improve the school situations in order to attain the highest quality education and to achieve zero-defect in our education. If we look at our contemporary schools, it is observed that our schools are not problem-free. They are encumbered with many



current social problems, such as drug problems, delinquency, discipline, failures in examination, 'bohsia' and vandalism. It can be argued that schools will not be able to perform their role toward the accomplishment of highest quality education and zero-defect, if the school environments are saturated with these social problems. The schools cannot work in isolation and they need the support of others in the external environments, especially the families, to execute their roles effectively. The family is a critical institution in this regard, and parents are teachers to their children. Hallinger et al. (1992), Beviouse (1984) and Epstein and Becker (1982) state that schools need the support and cooperation of families in improving the children's education. When teachers and families share common goals and work together, the goals can be achieved most effectively (Epstein, 1987a).

The family is an important institution in the society. The primary role of family is to attend to the basic needs of the children at home. However, the family regards the schools as custodians to their children. Parents expect schools to shoulder caretaking responsibilities and educate their children during the day, when they are busy at work (Husen, 1993; Swan and Nixon, 1992; Hoy and Miskel, 1982).



Schools and families have always been performing their roles separately. When the schools and families work with divergent approaches to learning and life, they are adhering tightly to the concept of "separate responsibilities" of institutions proposed by Oswald et al. (1988) which assumes that the school bureaucracies and the family institutions are directed by educators and families whose different goals, roles, and responsibilities are best fulfilled independently. (Epstein, 1987a).

The assumption of "separate responsibilities" maintained by our education system is no longer feasible if we plan to achieve our nation's educational goal of achieving highest quality education and zero-defect status by the year 2020. Therefore, the first step that must be taken is for the school and family organisations to abandon their concept of "individualism" and to move toward the concept of "partnership" in providing the children with the social and psychoeducational development and growth. There is a need for a paradigm shift in the school systems whereby the concept of "separate responsibilities" must be transformed into "shared responsibilities," which assumes that schools and families share



responsibility and accountability in providing the social and psychoeducational needs of the children.

The second background factor to be considered is based on a growing body of research underscoring the importance of parent involvement in the schools as a key element of such improvement. In the United States, after the publication of *A Nation At Risk* by the National Commission on Excellence in Education (1983), the focus of the education system is centred on collaboration between the school and home. Many parent involvement programmes, such as Follow Through and Title I Programmes, emphasise the importance and benefits of parent involvement in schools. Research have also explained the importance of collaboration between educators and parents in children's education (Epstein, 1992, 1987, 1986; Comer and Haynes, 1991; Barth, 1990; Elmore, 1990; Stevenson and Baker, 1987; Henderson, 1987; Fullan, 1985; Walberg, 1984; Epstein and Becker, 1982). In addition, the importance of parent participation in the children's education has been highlighted in the literature of effective schools (Levine and Lezotte, 1990; Stedman, 1987; Clark et al., 1980); in the literature of school improvement (Lieberman and Miller, 1990; Weindling, 1989; Fullan, 1985); and also in accelerated schools findings (Hopfenberg et al., 1993).



In light of this evidence, the success of parent involvement in the children's education in the United States is primarily due to the home-school partnerships. That being the case, can our Malaysian schools recognise parent involvement as one of the salient components in children's education and development? How can schools solicit parents to be involved and how can parents participate in their children's learning activities to optimise their performance?

Based on the above empirical evidence showing the importance of home-school partnerships, our Malaysian schools need to change their traditional mode of operations and develop new approaches in carrying out their roles. Jones (1988) indicates that schools need to develop a different model and a different way of working. A partnership model that emphasises parent involvement in schools is posited to be the most appropriate, convincing and reliable solution. The above statement is supported by David (1984) who note that most educators and parents agree that parent involvement appears to be the acceptable way to enhance children's educational success.