



UNIVERSITI PUTRA MALAYSIA

**PERCEPTIONS OF PRIMARY SCHOOLS' HEADMASTERS AND
TEACHERS TOWARDS THE CONCEPTS, IMPORTANCE, AND
PRACTICES OF SCHOOL AND FAMILY PARTNERSHIPS**

JENNIFER WEE BENG NEO

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By

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Chairman : Associate Professor Datin Sharifah Md. Nor, Ph.D.

Faculty : Educational Studies

The primary purpose of this study was to examine the headmasters' and teachers' perceptions towards the concepts, importance and practices of school and family partnerships. Specifically, this study examined their perceptions of the concepts of partnerships, their perceptions of the importance of parent involvement in the children's education, the school practices and the teachers' practices in contacting families. This study also sought to identify the partnership model adopted by Petaling primary schools, and the barriers faced by the schools in forging partnership. The relationship between the teachers' perceptions of the importance of parent involvement and the school practices in parent involvement were also examined.

Proportionate stratified random sampling was used to select the subjects. A total of 553 respondents answered the questionnaires using a four-point Likert scale. Fourteen respondents randomly selected from two high-achieving schools were also interviewed for the in-depth study. Descriptive data were analysed in the form of frequencies, percentages, means, and standard deviations. Correlation techniques and t-test were also used in the analysis of the data. Qualitative interview data were analysed using open coding strategy.

Overall, the findings showed that the respondents' perceptions of the concepts of partnerships were partial and confined to only school support activities and home learning activities. Majority of them perceived that parent involvement was important in the children's education, especially for the children's cognitive, emotional and social development. Only a few school practices were carried out, and home involvement practice was identified as the partnership model adopted by Petaling primary schools. Parents were perceived to be the primary barriers to school and family partnerships.

The descriptive exploratory findings displayed statistically significant difference between the perceptions of the teachers in high-achieving and low-achieving schools in terms of the importance of parent involvement in the children's education but not in school practices. Schools' practices were significantly correlated with teachers'

perceptions of the importance of parent involvement in the children's education. The in-depth findings revealed that school practices in the two high-achieving schools were mainly in school support activities and home learning activities. The schools did not face any serious barriers in carrying out their partnership activities.

Schools can use the findings of this study to develop effective partnerships with families and communities for the betterment of the children's education in the new millennium.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah.

**PERSEPSI GURU BESAR DAN GURU-GURU
SEKOLAH RENDAH TERHADAP KONSEP, KEPENTINGAN
DAN AMALAN PERKONGSIAN DI ANTARA
SEKOLAH DAN KELUARGA**

Oleh

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November 1999

Pengerusi : Profesor Madya Datin Sharifah Md. Nor, Ph.D.

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Tujuan utama penyelidikan ini adalah untuk memperlihatkan persepsi guru besar dan guru-guru terhadap konsep, kepentingan and amalan perkongsian di antara sekolah dan keluarga. Khususnya, penyelidikan ini memperlihatkan persepsi mereka terhadap konsep perkongsian, persepsi mereka tentang kepentingan penglibatan ibu bapa dalam pendidikan anak-anak, amalan sekolah dan amalan guru-guru dalam menghubungi keluarga murid. Penyelidikan ini juga bertujuan untuk mengenal pasti model perkongsian ibu bapa yang digunakan di sekolah, dan halangan-halangan yang dihadapi oleh sekolah dalam menjalin perkongsian. Perhubungan antara persepsi guru terhadap kepentingan penglibatan ibu bapa dan amalan sekolah dalam penglibatan ibu bapa juga dikaji.

Kaedah persampelan “proportionate stratified random” digunakan. Seramai 553 responden menjawab soal selidik yang menggunakan ukuran skala empat poin Likert. Empat belas responden daripada 2 buah sekolah yang pencapaiannya tinggi dipilih secara rawak ditemubual untuk kajian lanjutannya. Data deskriptif dianalisis dengan menggunakan frekuensi, peratus, min dan sisihan piawai. Teknik korelasi dan ujian-t juga digunakan. Data kualitatif dianalisa menggunakan “open coding strategy” .

Keseluruhannya, dapatan kajian menunjukkan bahawa persepsi responden terhadap konsep perkongsian adalah ‘partial’ dan hanya terkongkong dalam aktiviti sokongan sekolah, dan aktiviti pembelajaran di rumah. Ramai responden mempersepsikan bahawa penglibatan ibu bapa adalah penting dalam pendidikan anak-anak, terutama untuk perkembangan kognitif, emosi dan sosial mereka. Hanya beberapa amalan sekolah dikendalikan, dan amalan pembelajaran di rumah dikenalpasti sebagai model perkongsian yang digunakan di sekolah rendah di daerah Petaling. Ibu bapa adalah penghalang utama. Dapatan kajian deskriptif menunjukkan terdapat perbezaan yang signifikan antara persepsi guru-guru di sekolah yang pencapaiannya tinggi dengan guru-guru di sekolah yang pencapaiannya rendah dari segi kepentingan penglibatan ibu bapa dalam pendidikan anak-anak, tetapi tidak signifikan dari segi amalan sekolah. Amalan sekolah mempunyai korelasi signifikan dengan persepsi guru-guru terhadap kepentingan penglibatan ibu bapa

dalam pendidikan anak-anak. Dapatan kajian lanjutan menunjukkan bahawa amalan sekolah di 2 buah sekolah yang pencapaiannya tinggi adalah dalam aktiviti sokongan sekolah dan aktiviti pembelajaran di rumah. Sekolah tidak menghadapi sebarang halangan yang serius dalam menguruskan aktiviti perkongsian.

Sekolah boleh menggunakan hasil kajian ini untuk mewujudkan perkongsian yang efektif dengan keluarga dan komuniti untuk kemajuan pendidikan anak-anak di alaf baru.

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