



UNIVERSITI PUTRA MALAYSIA

**LEADERSHIP FUNCTIONS IN MANAGING
A PARENT TEACHER ASSOCIATION**

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**LEADERSHIP FUNCTIONS IN MANAGING
A PARENT TEACHER ASSOCIATION**

By

ISMI ARIF BIN ISMAIL

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LIST OF ABBREVIATIONS

AGM Annual General Meeting

LPC Least Preferred Co-Worker Scale

PTA Parent Teacher Association

UMNO United Malay National Organisation

Abstract of thesis presented to the Senate of
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Faculty: Educational Studies

This inquiry studied the nature of leadership in Parent Teacher Association (PTA) and how it functions in the management of the organisation.

The study used qualitative case study as the methodology. The informants were PTA exco members, teachers and parents. Semi-structured interviews which were recorded act as the primary data of this inquiry. Each recorded interview was transcribed verbatim into the computer. The researcher has also used documents provided by informants to support the findings. Data were managed using a personal computer and the 'cut and paste' method.



The study found that the PTA leadership focused more on the task related activities than the relationship activities. Teachers were found to be more actively involved than parents. The communication between parents and teachers was minimal and stunted the efforts of developing a PTA which balances between carrying out various activities and simultaneously building a close knitted relationship among members.

The study concluded that (1) The PTA leadership failed to create effective and clear vision to the members due to the lack of focus, communication and networking, (2) The PTA leadership failed to develop a strong team as not all members are involved and committed to the organisation, (3) The PTA leadership did not utilise the expertise of all the members due to the lack of contacts among the members, (4) The PTA leadership managed to build the trust but ended being on their own in managing the activities without active involvement of the parents, (5) The PTA leadership operates at the 5,5 managerial grid leadership model as it managed to moderately carry out activities and maintain the relationship among members.



This study has given useful information on how leadership functions in the management of a Parent Teacher Association.



Abstrak tesis yang dikemukakan kepada Senat
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ijazah Master Sains.

**FUNGSI KEPIMPINAN DI
DALAM PENGURUSAN SESEBUAH PERSATUAN IBUBAPA
DAN GURU-GURU**

Oleh

ISMI ARIF BIN ISMAIL

Februari 1999

Pengerusi: Y.M Dr. Raja Ahmad Tajuddin Shah

Fakulti: Pengajian Pendidikan

Kajian ini menyelidik kepimpinan Persatuan
Ibubapa dan Guru-guru (PIBG) dan bagaimana ianya
berfungsi di dalam pengurusan organisasi tersebut.

Kajian ini menggunakan kaedah penyelidikan
kualitatif. Informan-informan kajian adalah Ahli
jawatankuasa PIBG, guru-guru dan ibubapa. Temubual
'Semi-Structured' (Semi-Struktur) yang dirakamkan
adalah sumber utama kajian. Setiap rakaman temubual
ditranskrib secara verbatim ke dalam komputer.
Penyelidik juga menggunakan dokumen yang diterima
daripada informan bagi mengukuhkan dapatan. Data



diurus dengan menggunakan komputer dan kaedah 'cut and paste' (potong dan tampal).

Kajian mendapati bahawa kepimpinan PIBG ini lebih memfokuskan kepada aktiviti-aktiviti tugas daripada aktiviti-aktiviti yang memupukkan hubungan sesama ahli. Guru-guru didapati terlibat secara lebih aktif daripada ibubapa. Komunikasi antara ibubapa dan guru-guru adalah pada tahap yang minimum dan ini memperlahankan usaha-usaha membina PIBG yang boleh mengimbangi antara mengadakan berbagai aktiviti dan pada masa yang sama membina ikatan perhubungan yang erat sesama ahli.

Kesimpulan kajian ini adalah (1) Kepimpinan PIBG tidak berjaya mengutarakan visi yang jelas dan efektif kepada ahli-ahli disebabkan kurangnya fokus, komunikasi dan jaringan, (2) Kepimpinan PIBG gagal membina pasukan yang kuat kerana tidak semua ahli terlibat dan komited terhadap organisasi berkenaan, (3) Kepimpinan PIBG tidak menggunakan kepakaran semua ahli-ahlinya disebabkan kurangnya atau renggangnya 'contact' atau hubungan antara sesama ahli, (4) Kepimpinan PIBG bagaimanapun mendapat kepercayaan ahli-ahli sehingga dibebankan sepenuh



tanggungjawab menguruskan aktiviti tanpa penglibatan secara aktif dari pihak ibubapa, (5) Kepimpinan PIBG yang menjadi sumber kajian ini bergerak di dalam grid pengurusan kepimpinan 5,5 atas dasar berjaya menggerakkan aktiviti dan hubungan sesama ahli pada tahap yang sederhana.

Kajian ini telah memberikan maklumat yang berguna tentang bagaimana kepimpinan berfungsi di dalam pengurusan sesebuah Persatuan Ibubapa Dan Guru-guru.



CHAPTER I
INTRODUCTION

As a background to the study, this chapter discusses in brief the functions of Parent Teacher Association (PTA) in school as set by the Ministry Of Education back in 1973 under the PTA Rules. Further discussion on issues related to the nature of leadership in the management of PTA highlights the importance of the organisation to the school. The leadership in PTA plays an important role in helping the school to meet the society's needs, to be responsive to the everchanging surrounding and to improve the school and community relationship (Keith and Girling, 1991).

Schools produce educated individuals who will serve the society in the future. The knowledge taught in schools serves to prepare the children to face the challenges in life. Schools therefore should be managed appropriately so that the students and teachers can perform to meet the society's needs (Keith and Girling, 1991). Meeting the society's needs helps schools to be responsive to the everchanging society rather than working



rigidly only to satisfy the requirements set out by the federal, state and district education departments.

In order to be responsive, PTA need to be run effectively to improve communication and understanding between the school and the home (Lipham and Hoeh, 1974). The importance of the school-community concept in Malaysia was developed in the 1956 Razak Report (Omardin Ashaari, 1996). The functions of the schools in Malaysia have gradually increased and become more complex as the country is now being modernised and industrialised. The cooperation between both parties is vital in working towards the goals of Malaysian Philosophy of Education (Kamarudin Kachar, 1989).

The Malaysian Philosophy of Education developed in the 1979 Cabinet Report on the Implimentation Of Education Policy is aimed at the creation of well-rounded students who are capable and excellent in all dimensions. These includes intellectual, spiritual, physical and emotional dimensions (Kamarudin Husin, 1989). The secondary school in Malaysia today, must therefore understand the National Philosophy of Education and the changing needs of the society.

In order to understand and to accomplish the aims accordingly, principals, teachers and parents need to use PTA as a forum to improve the school-community relationship. The emphasis on school-community relationship is important so that the students produced by schools are not only well rounded but are also able to adapt themselves to serve the society (Kamarudin Kachar, 1989). Teachers and parents can help educating the students both at school and at home. Parent Teacher Association indeed manages this shared responsibility.

Moreover, Education Minister, Datuk Seri Mohd. Najib Tun Razak said that PTA should represent the interest of the local community in associating themselves with the local education environment (The Sun: April 27, 1997). Parents and teachers who are sensitive towards the local education issues should work together for the betterment of the students.

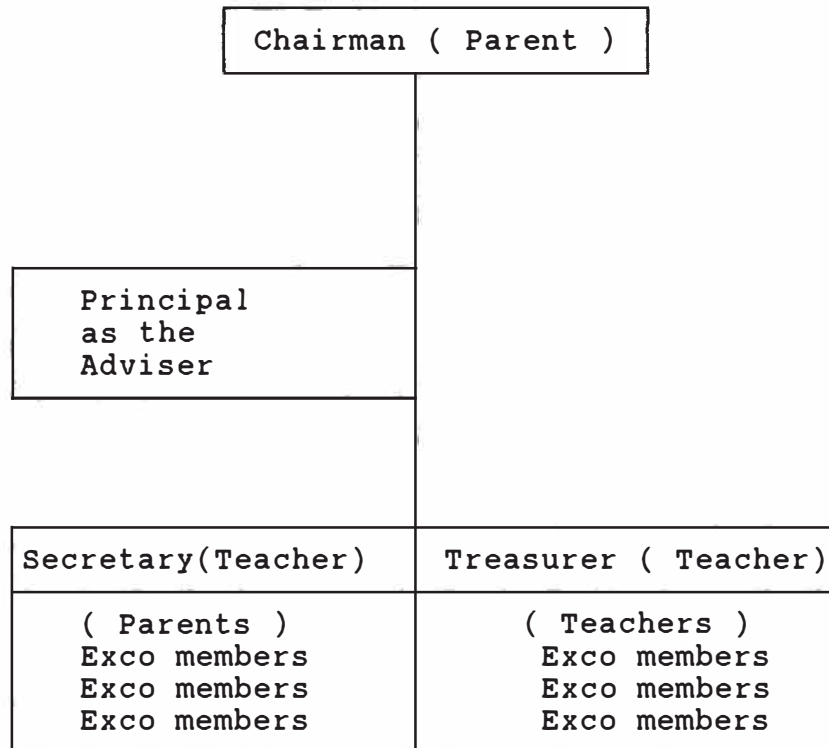
Parent Teacher Association as an Organisational System.

One way to describe an organisation is to view it in terms of its structure. This includes looking at who is part of the organisation and how are those members related to one another. Parent

Teacher Association as an organisation does have some structural characteristics (Keith and Girling, 1991).

In most American schools, the PTA members normally consist of a principal, teachers and parents (Keith and Girling, 1991). The same applies in Malaysian schools. There is also a set of hierarchical relationships among the members as the Chairman is at the top, with the Principal as the adviser and teachers and parents as the other office bearers (PTA Rules, 1973). The organisational chart on PTA can be referred on the following page.

In reality, PTA organisational structure in American schools is not perfectly hierarchical. Parent Teacher Association has important organisational quirks that lead to a more autonomy at lower levels of the system (Keith and Girling, 1991). The same applies to the Malaysian context. There are times when a less hierarchical mode of organisational behaviour is proper especially in the case of gaining cooperation and support of PTA members in performing school activities (Kamarudin Kachar, 1989).



**Figure 1: Parent Teacher Association
Organisational Chart**

Source: (PTA Rules, 1973)

Parents and teachers should view their involvement in PTA as something which they feel at ease to participate instead of feeling tied up to the authority and responsibility which are hierarchically structured. Parents must not be led to think that the relationship as just one aim to direct and get material help from them (Kamarudin Kachar, 1989).

Contacts between teachers and parents must be encouraged so that both parties will feel comfortable about initiating communication whenever they have questions (Lipham and Hoeh, 1974).

Parent Teacher Association in Malaysia

The rules for establishing Parent Teacher Association in Malaysian schools are specified in the Education Act, 1961. The Parent Teacher Association Rules, 1973 clearly stated that, "There shall be established in every fully assisted school and educational institution an association to be known as the Parent Teacher Association" (Education Act, 1961) as quoted in PTA Rules (1973).

The members should consists of all teachers employed in the school, the parents of the students

attending the school and the Principal of the school as the ex-officio member (PTA Rules, 1973).

The aims of the association as stated in PTA Rules (1973) are:

1. To provide a forum and service for the welfare and progress of pupils in the school.
2. To assist and to complement the efforts of the school in meeting the material requirements and needs of the students in their activities.
3. To enable the parents and teachers in the school to exchange ideas and information on education in general.
4. To allow teachers and parents in the school to consult each other as to the manner of improving the standard of education of their children in general.

The specific objectives of the association are:

1. To ensure that the students in the school obtain maximum benefits from their educational facilities.
2. To ensure that the students have the necessary resources to do their school work; both at home and in the school.

3. To create the optimum school environment so as to enable the students to develop spiritually, morally, mentally and physically.

The act also stated that the activities of the association should be directed to look into the welfare and development of the students. This means that PTA is the body that provides the financial support to help the needy students. For example, PTA sometimes help in paying for the students' examination fee, their meal at the canteen and even buying their school uniforms. This brings together school staff and parents for the benefit of the pupils (Kamarudin Kachar, 1989).

To enable parents and teachers to exchange ideas and improve the standard of education, PTA also plans educational programmes for the students. This is done in the hope that the students at school will perform well in all public examinations and enjoy an improved standard of living (Kamarudin Kachar, 1989).

Although one of PTA's objectives is to create optimum school environment, the association nonetheless is not connected with the employment and condition of service of the school staff. Parent Teacher Association is only a forum to