

**UNIVERSITI TEKNOLOGI MARA**

**PARENTAL INVOLVEMENT OF HIGH AND  
LOW ACHIEVERS IN ENGLISH LANGUAGE  
LEARNING – A CASE STUDY**

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## **Candidate's Declaration**

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my work, unless otherwise indicated or acknowledged as referenced work. This dissertation has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

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## ABSTRACT

The importance of the role of parents in their children's education is not a new concept. Parents have been recognized as their children's first teachers since the beginning of time. Research in the area of parental involvement indicates that children whose parents are involved and provide help to them at home and stay in touch with the school score higher than children whose parents are not involved. The present study seeks to identify the type of parental involvement employed by both parents of high and low achievers in supporting their English Language learning. The level of achievement in this study is based on the results of their PMR English paper. According to past researches, parental involvement activities in the children's learning at home are of different ways and to varying degrees. This study hopes to uncover what type of parental involvement activities in the home that can have impact on the levels of attainment particularly in the process of English Language learning. The theoretical basis of the study is based on the framework proposed by Epstein (2002) where she states that there are two aspects of parental involvement which are: home-based Involvement and school-based Involvement. For the purpose of this study, home-based involvement will be measured by three dimensions namely; learning support, home enrichment, and home limitation. While school-based involvement will be measured by school communication, and school activities. The present study adopted a mixed method where data obtained was derived from two types of instruments: survey questionnaire and semi-structured interviews. A total of 60 students reported the extent to which their parents have been involved in these aspects of parental activities. Overall results from the present study revealed that activities in terms of 'learning support', 'home enrichment' and 'home limitation' were common practices adopted by the parents of high achievers. On the other hand, the parents of low achievers adopted a *laissez-faire* attitude in their involvement. Implication for the study included the need to conduct needs analysis identifying what are the concerns and issues surrounding parent involvement in the language education of their children. In addition, academicians could develop a repertoire of strategies in English language learning designed to increase parental involvement at school and at home. Finally, academicians, school administrators and stakeholders should work together in creating comprehensive program of partnership to support the interaction of ideas and experiences centred on language learning.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This chapter presented the overview of the study. In this chapter, background of the study, statement of problems, research objectives and questions, significance of the study, research limitations and term of definition were discussed.

#### **1.1 Background of The Study**

In Malaysian schools, principal's leadership becomes important due to the highly demanding of principals' pattern of practices in all schools in which parallel with the objectives in the National Education Blueprint. A principal is a head of the school who needs a way of leadership in order to upgrade the performance of the school. According to Hallinger (2003), he proposed that the pattern of principal's practices as instructional leaders among principals which was based on four dimensions which are : i) principal must define and establish school goals or mission ii) manage an instructional program in school iii) promote learning environment in school and iv) to create friendly and cooperative school environment.

Principal is the most prominent and highly influential person in school. This is because he is the 'agent of change'. Therefore, a Principal must be able to define and establish its goal by creating its own vision and mission. As an agent, the Principal can directly give the impact to teachers and student development (Alimuddin, 2010). Besides that, teachers and students in school receive instructions from Principal in all activities which had been planned throughout the years. With good instruction from the principal, it leads to excellent performances of teachers and students which are of the most priority targets and benchmark of the Principal's achievement (Barth, 1991).