

**UNIVERSITI TEKNOLOGI MARA
SARAWAK**

**PARENTAL INVOLVEMENT IN HELPING CHILD
SUCCEED IN SCHOOLS IN SRI AMAN,
SARAWAK**

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**Master of Education (Educational Management and
Leadership)**

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Candidate's Declaration

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

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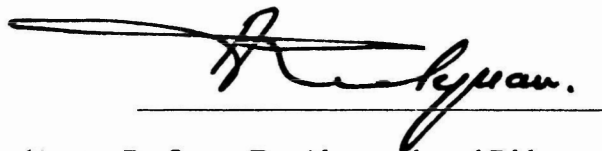
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The project titled “**Parental Involvement In Helping Child Succeed In Schools In Sri Aman, Sarawak**” has been written and prepared by Abang Suhaili bin Abang Akim to be submitted to the Faculty of Education, Universiti Teknologi MARA (UiTM) Sarawak, in partial fulfilment of the requirement for the ED775 Master of Education (Educational Management and Leadership).

Received and Checked by:

A handwritten signature in black ink, appearing to read 'Abang Ahmad Ridzuan Abang Awit', is written over a horizontal line.

(Assoc. Professor Dr. Abang Ahmad Ridzuan Abang Awit)

Date: 14 February 2013.

ABSTRACT

A study on parental involvement in helping child succeed in school in Sri Aman, Sarawak involves six primary schools in Sri Aman District. It was conducted to determine the relationship of parental involvement in helping child succeed in the UPSR public examination. To determine the level of parental involvement of self-efficacy, parent- focused invitation, empowerment-focused invitation, child focused-invitation, school-focused invitation, parent responsibilities-focused, and communication-focused, questionnaire administered to 120 parents. Based on Hoover-Dempsey & Sandler model (2005) the findings revealed that parental involvement has great influenced on child succeed in the UPSR. The highest level of parent's involvement on Parent's Self-Efficacy is their *efforts to help my child learn are successful*" (M=4.70; SD=0.806); the highest level of parent's involvement on School-Focused Invitation is "*When my child first enrolled in this school, we were much welcomed*" (M=4.97; SD=0.733). It is also found that the highest level of parent's involvement on empowerment-focused invitations is on "*this school does a good job of letting me know about ways I can help out in school*" (M=4.93; SD=0.650). The highest level of parent's involvement on Communication-Focused Invitation is on "*This school does a good job of letting me know about the school rules and policies*." (M=4.73; SD=0.809). In term of parent's responsibility towards child succeeds, "*Communicate with my child's teacher regularly*" gives the highest mean (M=4.95; SD=858) . Although no correlation between Parent-Efficacy and UPSR result, there is a positive correlation between Child-focused and UPSR result, which was statistically significant ($r_s = .184, p = .044$). The findings on parental involvement in children's education are very much associated with a range of enhance student outcomes including academic achievement and motivation for schoolwork and in line with the learning theories in helping child succeed in schools.

ABSTRAK

Kajian ini melibatkan ibubapa dalam membantu kejayaan murid di sekolah telah melibatkan enam buah sekolah rendah di Daerah Sri Aman, Sarawak. Ianya dilaksanakan untuk memastikan hubungan dan penglibatan ibu bapa, membantu kejayaan murid dengan keputusan peperiksaan um UPSR. Untuk mengenal pasti tahap penglibatan ibu bapa berdasarkan skala-skala kesungguhan, hubungan ibu bapa-guru berdasarkan jemputan secara berfokus, penurunan kuasa sekolah berfokus kepada ibu bapa, berfokus kepada murid, berfokus tanggungjawab untuk kejayaan murid dan komunikasi berfokus kepada ibu bapa, soalselidik berdasarkan model Hoover-Dempsey & Sandler (2005) telah diedarkan kepada 120 ibu bapa sebagai responden. Tahap penglibatan keibubapaan yang paling tinggi ialah tahap kesungguhan sendiri (Self- Efficacy) yang merupakan usaha gigih membantu anak belajar hingga berjaya (M=4.70; SD=0.806); tahap penglibatan keibubapaan yang paling tinggi ialah jemputan berfokus sekolah iaitu "Apabila murid pertama kali mendaftar sekolah ini, kami mendapat sambutan hangat", (M=4.97; SD=0.733). Adalah juga didapati, tahap penglibatan keibubapaan yang paling tinggi ialah penurunan kuasa kepada ibubapa iaitu "Sekolah ini bertugas dengan baik, memaklumkan kepada saya tentang cara membantu murid sekolah", (M=4.93; SD=0.0650). Tahap penglibatan ibubapa yang paling tinggi ialah "Jemputan komunikasi berfokus tentang peraturan-peraturan dan dasar-dasar sekolah", (M=4.73; SD=0.809). Dari segi tanggungjawab, keibubapaan menyumbang terhadap kejayaan kanak-kanak dalam skala "kekerapan komunikasi dengan guru kanak-kanak" memberi purata paling tinggi (M=4.95; SD= 858). Walaupun tiada korelasi antara skala "Kesungguhan sendiri ibubapa dan keputusan UPSR, namun terdapat positif korelasi antara fokus kepada kanak-kanak dan keputusan UPSR,(rs=.184; P=.044). Kajiselidik ke atas penglibatan ibubapaan dalam pelajaran kanak-kanak adalah sangat berkaitan dengan lingkungan penambahbaikan ke arah kecemerlangan pelajar.