HOME/SCHOOL RELATIONSHIPS AT
THE SECONDARY SCHOOL LEVEL IN
KUALA LUMPUR, MALAYSIA.

A Thesis submitted in partial
fulfilment of the requirements for the
Degree of Master of Arts in Education in the
University of Canterbury,
Christchurch, New Zealand.

by

A. M. BOON

1975
ACKNOWLEDGMENTS

I wish to express my grateful thanks to Mr. E. O. Lenz for his advice and encouragement and to the headmasters, teachers and pupils of Victoria Institution, St. John's Institution, Setapak High School and Maxwell High School for their kind co-operation in this survey.
ABSTRACT OF THE THESIS

Home School Relationships at the Secondary School

Level in Kuala Lumpur, Malaysia

By A. M. BOON

University of Canterbury, 1975

Aims of the Thesis

The present study is essentially an exploratory survey of the current status of home/school relationships at the secondary school level in Kuala Lumpur. Its major objectives are:

a) to determine the extent and nature of home/school relationships in a sample of English medium secondary schools in Kuala Lumpur;

b) to sample the attitude and opinions of those concerned regarding the value or otherwise of the existing state of relationships; and

c) to sample attitudes concerning extension of these relationships.

Procedures

The measuring instruments used in the present study consisted of three sets of questionnaires constructed to elicit
headteachers', teachers' and pupils' reaction to the present state of home/school relationships; and an interview schedule designed to elicit parents' experience of home/school co-operation. Two trial runs with the questionnaires and schedule were carried out in Christchurch and Kuala Lumpur. The questionnaires were then successfully administered to a sample of 1,150 pupils (second, third and fifth form) four headteachers and 184 teachers from two low prestige and two middle prestige English medium secondary boys' schools in Kuala Lumpur. Thirty-two parents of pupils in the selected four schools were also successfully interviewed from a sample of sixty parents.

Major Findings and Conclusion

Six main forms of home/school contact are practised in the schools surveyed, namely:

a) Interviews between parents and teachers;
b) School plays, concerts, exhibitions;
c) Sports days;
d) Prize days;
e) Parent-teacher association;
f) Getting parents to help school.

However, these opportunities to visit the school are not fully made use of by parents. On the whole, headteachers, teachers, parents and pupils do agree that co-operation between home and school is valuable although their opinions on the precise benefits of
co-operation are divided. With regard to attitudes to current practices in home/school relationships, the majority of teachers and parents appear to be less satisfied with formal forms of contact, such as the PTA. Informal forms of contact such as school plays, concerts, sports days and prize days appear to be more popular with parents, teachers and pupils. When it comes to the question of modification of existing practices, parents and headteachers appear to be less in favour of change than teachers and students.

In view of the negative attitude of heads towards change, the writer concluded that any change in current practices in home/school relationships would be unlikely despite the more favourable attitude of teachers and pupils towards change.
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>11</td>
</tr>
<tr>
<td>ABSTRACT OF THE THESIS</td>
<td>iii</td>
</tr>
<tr>
<td>CHAPTER</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>II. THE HOME'S INFLUENCE ON SCHOOL PROGRESS</td>
<td>6</td>
</tr>
<tr>
<td>Environmental Influences on Achievement</td>
<td>6</td>
</tr>
<tr>
<td>Home's Influence on Length of Schooling and</td>
<td>12</td>
</tr>
<tr>
<td>Occupational Choice</td>
<td></td>
</tr>
<tr>
<td>Malaysian Research Findings</td>
<td>14</td>
</tr>
<tr>
<td>III. REVIEW OF LITERATURE</td>
<td>17</td>
</tr>
<tr>
<td>Defining Home/School Relations</td>
<td>17</td>
</tr>
<tr>
<td>Current State of the Literature</td>
<td>18</td>
</tr>
<tr>
<td>Types of Contacts between Homes and Schools</td>
<td>20</td>
</tr>
<tr>
<td>Attitudes to Existing Practices</td>
<td>22</td>
</tr>
<tr>
<td>Recent Trends in Home/School Co-operation in British Schools</td>
<td>25</td>
</tr>
<tr>
<td>General State of Home/School Relations in Malaysia</td>
<td>28</td>
</tr>
<tr>
<td>IV. DESIGN OF THE SURVEY</td>
<td>31</td>
</tr>
<tr>
<td>Sampling Procedure</td>
<td>31</td>
</tr>
<tr>
<td>Methods for Data Collection</td>
<td>34</td>
</tr>
<tr>
<td>The Pilot Survey</td>
<td>43</td>
</tr>
<tr>
<td>The Main Survey</td>
<td>45</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>49</td>
</tr>
</tbody>
</table>
CHAPTER V. RESULTS OF THE SURVEY................................. 52

Existing Forms of Home/School Relations................ 52

Headteachers and Teachers' Attitudes and Opinions.................. 56

Pupils' Attitudes to Parent/Teacher Contact.............. 66

Parental Attitudes and Opinions.................................. 72

Summary of the Results............................................. 79

VI. GENERAL CONCLUSIONS AND RECOMMENDATIONS............ 83

BIBLIOGRAPHY.......................................................... 86

APPENDIXES.............................................................. 94

A1 Interview Schedule................................................ 94

A2 Headteachers' Questionnaire................................. 103

Teachers' Questionnaire............................................ 113

Pupils' Questionnaire............................................... 122

B1 Letter to Headteacher............................................ 128

B2 Letter to Parents.................................................. 129

C Tables of Results................................................... 130
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number and Percentage of Questionnaire Returns from Pupils, Heads and Teachers in the Four Schools Combined</td>
<td>46</td>
</tr>
<tr>
<td>2. Number and Percentage of Returns from Middle and Low Prestige Schools</td>
<td>47</td>
</tr>
<tr>
<td>3. Teachers' Opinion on the Importance of Being Informed About Their Pupils' Home Background</td>
<td>131</td>
</tr>
<tr>
<td>4. Aspects of the Pupils' Home Environment Which Teachers Feel are Important for Them to Know About</td>
<td>132</td>
</tr>
<tr>
<td>5. Amount of Information Received by Teachers About Their Pupils' Home Background</td>
<td>133</td>
</tr>
<tr>
<td>6. Methods by Which Teachers Obtain Information Regarding Pupils Home Background</td>
<td>134</td>
</tr>
<tr>
<td>7. Occasions When Teachers Feel That Interviews With Parents are Necessary</td>
<td>135</td>
</tr>
<tr>
<td>8. Situations When Parents Come of Their Own Accord to See Teachers</td>
<td>136</td>
</tr>
<tr>
<td>9. Teachers' Opinions on Values of Social and Formal School Functions as Forms of Home/School Contact</td>
<td>137</td>
</tr>
<tr>
<td>10. Teachers' Opinions on Drawbacks of Social and Formal School Functions as Forms of Home/School Contact</td>
<td>138</td>
</tr>
<tr>
<td>11. Teachers' Opinions Regarding Advantages of Getting Parents to Help the School</td>
<td>139</td>
</tr>
<tr>
<td>12. Teachers' Opinions Regarding Disadvantages of Getting Parents to Help the School</td>
<td>140</td>
</tr>
<tr>
<td>13. Period in Child's School Life at Which Teachers Consider Parent-Teacher Co-operation to be Most Valuable</td>
<td>141</td>
</tr>
<tr>
<td>14. Period in Child’s Secondary School Life at Which Teachers Consider Parent/Teacher Co-operation to be Most Valuable</td>
<td>142</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>15</td>
<td>Teachers' Satisfaction With Existing Practices in Home/School Relations</td>
</tr>
<tr>
<td>16</td>
<td>Existing Practices in Home/School Relations Which Teachers Would Like to See Extended or Dropped</td>
</tr>
<tr>
<td>17</td>
<td>Forms of Home/School Contact Which Teachers Would Like to See Introduced</td>
</tr>
<tr>
<td>18</td>
<td>Teachers' Opinions Regarding Advantages of Parent/Teacher Co-operation</td>
</tr>
<tr>
<td>19</td>
<td>Teachers' Opinions Regarding Disadvantages of Parent/Teacher Co-operation at the Secondary School Level</td>
</tr>
<tr>
<td>20</td>
<td>Attitude of Teachers Towards Home/School Co-operation</td>
</tr>
<tr>
<td>21</td>
<td>Pupils' Knowledge of Existing Arrangements For Parents to Meet Teachers</td>
</tr>
<tr>
<td>22</td>
<td>Parents' Attendance at School Functions</td>
</tr>
<tr>
<td>23</td>
<td>Attitude of Pupils Towards Home Visiting</td>
</tr>
<tr>
<td>24</td>
<td>Attitude of Pupils Towards Their Parents Visiting Their School</td>
</tr>
<tr>
<td>25</td>
<td>Ways in Which Parents Have Helped the School</td>
</tr>
<tr>
<td>26</td>
<td>Attitude of Pupils Towards Their Parents Helping the School</td>
</tr>
<tr>
<td>27</td>
<td>Pupils' Satisfaction With Existing Practices in Home/School Relations</td>
</tr>
<tr>
<td>28</td>
<td>Existing Practices in Home/School Relations Which Pupils Would Like to See Extended or Dropped</td>
</tr>
<tr>
<td>29</td>
<td>Forms of Home/School Contact Which Pupils Would Like to See Introduced</td>
</tr>
<tr>
<td>30</td>
<td>Period in Pupils' Secondary School Life at Which They Consider Co-operation Between Parents and Teachers to be Most Useful</td>
</tr>
<tr>
<td>31</td>
<td>Pupils' Opinions Regarding Advantages of Increased Parent/Teacher Contact</td>
</tr>
<tr>
<td>32</td>
<td>Pupils' Opinions Regarding Disadvantages of Increased Parent/Teacher Contact</td>
</tr>
<tr>
<td>Table Number</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>33</td>
<td>Attitude of Pupils Towards Home/School Co-operation</td>
</tr>
<tr>
<td>34</td>
<td>Parents' Knowledge of School Child Attends</td>
</tr>
<tr>
<td>35</td>
<td>Circumstances in Which Parents go of Their Own Accord to See Child's Teacher</td>
</tr>
<tr>
<td>36</td>
<td>Parents' Attendance at School Functions</td>
</tr>
<tr>
<td>37</td>
<td>Reasons Parents Attend School Functions</td>
</tr>
<tr>
<td>38</td>
<td>Reasons Parents Do Not Attend School Functions</td>
</tr>
<tr>
<td>39</td>
<td>Forms of Home/School Contact Which Parents Would Like to See Introduced in Their Child's School</td>
</tr>
<tr>
<td>40</td>
<td>Parents' Opinions Regarding Advantages/Disadvantages of Increased Parent/Teacher Contact</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

The home and the school are two of the oldest institutions responsible for the socialisation of the child and adolescent. In the past there was a common tendency for these two institutions to work in isolation; the school emphasises the development of skills required for future life in a modern industrial state, while the home stresses the development of personality and emotions. (Musgrave, 1965). However, in the second half of this century, research studies investigating the association between home factors and school progress brought about a new awareness of the importance of linking home and school. These studies showed that home variables such as parental interest, encouragement and attitudes to education have a marked influence on school achievement. Sharrock, writing in 1970, commented that in view of this evidence the school ignores the pupils' home environment at its peril.

Since parental interest and support are so crucial for achievement the school should do whatever it can to increase this interest and support. One way the school can achieve this is by providing parents with more information about school and educational matters. A number of studies carried out in England have pointed out parents' need for such information without which it will be difficult for even interested parents to give the right support to
their children. The school not only needs to give information but also to receive it. Teachers will be better able to understand their pupils' problems, learning difficulties and aspirations if they knew more about their pupils' home backgrounds and had increased contacts with parents.

Good home/school relations are important in yet another way. Discontinuity between home and school often gives rise to conflict in the child who finds himself pulled in two directions. (Sharrock, 1970). This applies especially to the working class child who generally experiences greater conflict of expectations and values between home and school. Such conflict will cause a tension which may in turn reduce learning capacity. If, however, more opportunities are provided by the school for working class parents to participate socially with teachers and middle-class parents so that they can learn middle-class values, this discontinuity can perhaps be lessened.

The desirability of promoting home/school co-operation on these grounds have been acknowledged by educationists and teachers in modern western communities. Many steps have already been taken in England and America to promote interaction between parents and teachers and research and development projects are continuously being carried out to further improve the current state of home/school relationships.
In Malaysia, however, home/school relations are still an unexplored field. Almost nothing is known about current practices in home/school relations and their effectiveness in fostering better understanding between the family and the school. It is the writer's contention that since parent/teacher co-operation is so essential to school progress and achievement, more should be known about the present state of this relationship in Malaysia. Although information is required at both the primary and secondary levels of education, more emphasis should perhaps be placed at the secondary level as parent/teacher co-operation is probably even more crucial during this period.

The secondary school period coincides with the period of adolescence, one of the most difficult times in a child's school career. It is also at this period that delinquency figures are highest. Home/school links are vital at this stage, for as Dawson (1967) puts it, "...when problems arise here, the parent often blames the school and the school the parent, and if both sides fail to co-operate, the result may be tragic...". It is also at the secondary school period that decisions have to be made about future careers. This process of occupational choice starts during the third or fourth year at secondary school when different subjects are chosen, and since parental influence often affects career choice, it is important that the school provides parents with information and proper guidance to enable them to help their children make the correct choice. The third and fifth years in the
Malaysian secondary school also mark two of the most important
years in the child's school life, as these are the years of the
public examination which determine whether the child stays on or
drops out of school. At this period, good parent/teacher relationship
is greatly desirable to raise level of performance and to reduce
educational failure.

Despite the importance of home/school links for the secondary
school child, research in this field is negligible in Malaysia. An
exploratory study of home/school relations in Malaysian secondary
schools could serve to throw some light on the present situation in
Malaysia and perhaps be a starting point for other studies in depth.

The present study is an exploratory survey of the current
state of home/school relationships at the secondary school level
in a Malaysian city, Kuala Lumpur. Its main objectives are:

1. to determine the extent and nature of home/school
   relationships in a sample of English medium secondary
   schools in Kuala Lumpur;

2. to sample attitudes of those concerned (headteachers,
   teachers, pupils and parents) to home/school co-operation;

3. to sample opinions regarding the value or otherwise of
   the existing state of relationships; and

4. to sample attitudes concerning extension of these
   relationships.
The survey work is to be conducted in the Malaysian capital, Kuala Lumpur. The samples are to include headteachers, teachers, pupils from the second, third and fifth forms and parents. The data are to be obtained by questionnaires and interviews. It will also be necessary to translate the interview schedule into the local dialects of the Malaysian parents who come from different races, namely, Malay, Chinese and Indian. The language factor is perhaps one of the major problems to be encountered in survey researches in a multi-racial country like Malaysia.
CHAPTER II

THE HOME'S INFLUENCE ON SCHOOL PROGRESS

Some background knowledge of the influence of the home environment on school achievement is necessary to understand the significance of home/school relationships on psycho-social grounds. It is the aim of this chapter to review some of the more important British research findings in this area. Evidence for environmental influences on school attainment will be studied, with special attention paid to those factors of the home which exert the greatest influence on academic progress. In addition, the home's influence on the length of schooling and occupational choice will be examined.

Environmental Influences on Achievement

As the measurement and study of intelligence developed in England, psychologists tried to determine the relative weight that should be given to environmental and inherited factors in its development. There was the general agreement that measured intelligence is to a wide extent influenced by the child's environment. Consequently, a number of studies emerged to determine which aspects of the child's home environment are significant for intellectual growth and school attainment.
Most of the earlier studies in this field were primarily concerned with the economic aspects and material conditions of the home. Poverty, poor housing, lack of facilities and other incentives to study were found to be factors hindering achievement of some working class children.

The earliest of these studies carried out by Burt (1917), to study and compare the educational abilities of children in different elementary schools revealed that children from the poorest homes performed badly in the tests which were administered to them. He noted that in composition, reading and arithmetic, schools or groups from the poorest homes may be nine to twelve months behind those drawn from the best.

In his later study, 'The Backward Child', (1950), he went further to study the material environment affecting educational backwardness. In this study in London and Birmingham, Burt noted that backward children were to be found in the poorest districts of the East End and other similar areas. Certain economic, social and psychological features characterising such districts seemed to account for a good deal of the educational weaknesses displayed by their school population. These features included poverty, low intellectual conditions of the home, emotional and moral troubles and neighbourhood conditions.

One of the most influential post-war studies of the effect of the material environment has been the work of Floud, Nalsey and
Martin (1956). Their research into the social factors associated with selection for and success in secondary education in South-West Hertfordshire and Middlesbrough showed that in Middlesbrough, where the housing conditions were poorer and the incomes lower, the “successful children at each social level were distinguished by the relative material prosperity of their homes”. (Floud, et al; 1956, p. 145). However, in South-West Hertfordshire where “virtually everyone enjoys an adequate basic income and good housing”, (p. 89) the material environment of the home was not the major factor determining the pupils’ success. Other factors, such as the size of the family, attitudes, education and ambitions of the parents were relatively more important.

Post-war improvements in the economic standard of the working class life led researchers to doubt if poverty is indeed the major factor in working class under-achievement. The Crowther Report, (1959), showed that “even in the lowest income group approximately 30 per cent of children had stayed at school beyond the age of 16” (p. 20). This suggests that poverty is not necessarily the major handicap. Other researches into the influence of the home background were able to show that poverty and material conditions of the home, though significant, are not the most important determinants of educational success.

Bernstein attempted to look at the relationship between the type of language used in the home and the development of learning
ability. In his article, 'Some Sociological Determinants of Perception' (1950), he pointed out that linguistic differences which exist between the working class and the middle class result from entirely different modes of speech. The middle class uses a 'formal' mode of speech whereas the working class's mode of speech is 'public'. The speech mode used in the school situation is 'formal', and, therefore learning difficulties arise for the working class child who is restricted to the 'public' mode of speech. This gap between the home and the school for many working class children in terms of language is an important variable determining their under-achievement in school.

There were also attempts to relate child rearing practices with school attainment. Davis and Kent (1955) showed that a relationship exists between the type of discipline in the home and test performance; verbal abilities of children from more demanding homes tended to be relatively well developed. However, the findings of this study are inconclusive as other factors such as the intelligence of the parents were not taken into consideration. The need for more research is necessary but work in this field has proceeded rather slowly in England.

Campbell's study (1952) in the London County Council area is one of the earliest studies to study the effect of the socio-cultural aspects of the home on attainment. These social-cultural aspects included social activities, cultural objects in the home, cultural values and attitudes held by the parents. He showed that these
aspects of the home greatly affect secondary school achievement though he does not say which was the most influential factor. He also made the suggestion that closer co-operation between home and school might enable use to be made of his findings in the most satisfactory manner.

Fraser (1959) in her study of 400 Aberdeen school children aimed to discover "whether environmental factors were related to school progress in greater degree than one might expect as a result of the common factor of intelligence". She further attempted to determine which aspects of the environment are most influential and which are relatively unimportant. The results of her study revealed that the home environment was more closely related to educational attainment than to IQ. The three most important characteristics of the environment were found to be parents' attitudes to the education and future occupation of the child, income and abnormal background.

Later researches stressed further the importance of parental attitudes to school achievement which had already been pointed out by Campbell and Fraser. Douglas (1964) showed that parental attitudes can be singled out as the most important factor influencing children's success in the 11-plus selection examinations. The influence of parental interest on test performance is greater than that of any of the other 3 factors - size of family, standard of home, and academic record of the school - which were included in the analysis, and this influence becomes increasingly important as the child grows older.
There was also a marked difference between the social classes in the level of parental interest in their children's school progress. The middle-class parents take more interest in their children's progress at school than the manual working-class parents do, and their interest increases as the children grow older. They visit the schools more often and when they do are more likely to ask to see the Head as well as the class teacher. The most striking difference is that many middle-class fathers visit the schools to discuss their children's work whereas manual working-class fathers hardly ever do so. This perhaps explains the better performance of children from the middle-class.

The importance of parental attitudes for school achievement was again emphasised in the report of the Plowden Committee, 'Children and their Primary Schools'. Over 3,000 parents were interviewed about their attitudes towards the education of their children and their relationships with teachers. Information on parents' interest in their children's education, the socio-economic status of the families and the physical conditions of the home were also obtained from these interviews. Although three sets of variables namely, parental attitudes, home circumstances (material conditions) and school environment were considered, the Report came to the conclusion that "more of the variation in the children's school achievement is specifically accounted for by the variation in parental attitudes than by either the variation in the material circumstances of parents or by the variation in schools". (Plowden Report, 1967, p.184.)
It furthermore echoes Douglas's findings in showing that the relative importance of the parental attitudes increases as the children grow older, and that there was a distinct difference between the social classes in the level of parental interest in their children's schooling.

In the British scene alone there has emerged a mass of evidence confirming the association between a child's home background and his school achievement. Although many aspects of the environment have been shown to affect attainment, the one factor pointed out by a number of researchers to exert the greatest influence is the attitudes of parents. Since parental interest, encouragement, attitudes to education and achievement are of such great importance in determining the educability of children, any measures taken to improve the children's learning ability "must include a programme aimed at reaching parents and increasing their understanding of the educational process and the value of education". (Cullen, 1969, p.130). The need for parent/teacher co-operation is clearly implied here, and research into the relations between these two partners in the educational process is consequently required.

Home's Influence on Length of Schooling and Occupational Choice

Not only does the home environment determine school achievement, but it also determines how long the child stays on at school and the type of work he takes up on leaving school.
Most major educational reports published in Britain since the war from 'Early Leaving' (1954) through Crowther (1959) and Newsom Report (1963) to Enquiry 1 (1968) have stressed social class differences in the length of schooling and occupational choice.

The earliest of these reports, 'Early Leaving', showed that performance of pupils at grammar school and their length of school-life definitely varied with their social class. Performance of pupils from the unskilled working class was lower than that of the children whose parents come from the managerial and professional group, and they also tend to leave school at an earlier age.

Another report of the Central Advisory Council, Crowther Report, again emphasised the importance of social background on length of schooling. This report pointed out that boys and girls who stayed longest at grammar/technical school tended to be those whose parents had stayed at school above the minimum school leaving age and whose fathers' occupations were in the highest status groups.

The theme of this report was echoed a decade later in Enquiry 1, a report of the Government Social Survey. This study revealed that 85 per cent of the 15-year-old leavers come from homes where parents had not stayed at school beyond the minimum leaving age, and where there was no familiarity with reading and other intellectual pursuits. There were also distinct social-class differences in the educational standing and intellectual interests
of parents. Children who come from the working-class homes where there was no tradition of higher learning and intellectual pursuits were at a definite educational disadvantage. When they left school, the majority of boys went into manual occupations while the majority of girls went into service occupations or manual jobs in factories.

These three reports produced evidence of the wastage of ability of children from the working class who, although they were successful in the selection for secondary education, did not stay long enough to benefit from such an education. Lack of parental encouragement and interest in the working class home has already been shown by many studies to be the key factor influencing the performance and aspirations of children in this group. The school can perhaps remedy the situation by doing more than they have to arouse the interest of parents in their children's education. Here again lies the importance of maintaining home/school links, particularly at the secondary school level.

**Malaysian Research Findings**

Research into the influence of the home environment on school attainment is unfortunately extremely lacking in Malaysia.

The only significant study in this field was carried out in 1973 by the Committee on the Study of School and Society. Their
aim was to examine the drop-out problem in a national sample of school children in Malaysia and to determine those factors that contribute towards academic failure. A strong relationship was found to exist between poverty and early leaving. This is particularly so among the 15-plus sample, that is children in the third form. The relationship is not so pronounced among the 11-plus sample. Only 10 per cent of the 15-plus children remain in secondary schools in 1972 whereas the enrolment rate for their more prosperous counterparts was 90 per cent. Lack of motivation, unfavourable attitudes towards education and lack of intellectual stimulation were found to be the major factors contributing to the poor performance of pupils from the poorer homes. About 34 per cent of parents of the poor pupils did not have any formal education and were, therefore, in no position to give their children pre-school training which is crucial to the cognitive development of the child. Parents from this group in general have unfavourable attitudes towards education and were also less likely to motivate their children.

The Committee recommended that compensatory educational services should be provided to help remedy early educational disadvantage among children from the impoverished homes. There is also the need for teachers to increase their contacts with parents to promote their understanding of the learning situation and of school matters.

Although the findings of this study do indicate that the home environment influences school success to a great extent in
Malaysia, there is obviously the need for more research in this field. There is also the necessity for parallel research into the area of home/school co-operation, especially at the secondary school level since it has been shown that home conditions affect the performance of the 15-plus children even more than they do that of the 11-plus group.

Summary

A number of studies emerged in Britain within the last two decades to investigate what environmental factors influence school achievement. These studies demonstrated that although the economic and material condition of the home does influence school attainment, other less tangible aspects, such as parents' interest and attitudes to education, language 'codes' and other socio-cultural features of the home are even more important to school progress. Marked social class differences in the length of schooling and occupational choice were also emphasised in a series of government reports. Lack of parental encouragement in the homes of the working class was noted to be an important variable in determining the early leaving age and low aspiration of pupils from this group. A national survey carried out in Malaysia also showed similar findings. Since home environment, such as parental encouragement and attitudes, is so important for achievement, the school should find ways to foster the right attitudes and interest. This calls for parallel research into the field of home/school relations, especially at the secondary school level.
CHAPTER III

REVIEW OF LITERATURE

The evidence for the importance of the home background on pupils' attainment and aspiration implies the necessity for schools to consider closer co-operation with the parents of their pupils. In this chapter, some of the research and more descriptive material concerning current practices in home/school relations and their effectiveness, as well as the attitudes of parents, teachers, headteachers and pupils to contacts between home and school will be reviewed in order that the present study may be placed in perspective.

Defining Home/School Relations

A clear concise definition of home/school relations was given by Sharrock (1970). She uses this term to refer to "the whole gamut of ways in which the school and its staff (headteachers, teachers, counsellors, social workers) try to relate to the parents of their pupils, and the extent to which they involve them in an educational partnership". (Sharrock, 1970, p. 11). Some of the more obvious types of contact between headteachers, teachers and parents are the meetings that occur during events for parents arranged by schools, such as sports days, open days and evenings, school plays or concerts, prize days and the like. There are schools which set aside certain days or periods for parent/teacher interviews. Some schools also provide information for parents about the school, its
facilities, special events, courses and curriculum in the form of newsletters, bulletins or prospectuses.

Home/school relations also refers to the attitudes of headteachers and teachers to parents and to the ease with which parents can approach the school staff and get information about educational matters, their children's progress in school and so on. It also involves parental attitudes to school and teachers as well as pupils' attitudes to co-operation between their teachers and parents.

Current State of the Literature

In general it can be said that comparatively little has been written about home/school co-operation in the past. Although a considerable number of researches have been conducted in England and America in the home/school field in the immediate post-war years, the majority has been concerned with studying the effects of the home environment on school achievement. Relatively few have been directly concerned with studying the ways in which parents and teachers interact, or the attitudes of the school staff and parents towards the whole question of home/school co-operation, or the effectiveness of the existing types of contact on changing attitudes and raising the level of pupils' attainment.

The literature on home/school relations, however, expanded considerably in England in the late 1960's. The sudden interest in
this field was brought about by a number of factors.

Firstly, research into the effects of the home on achievement at this period was better able to show the operation of this influence and also to point out the importance of home/school co-operation. This led many heads and teachers to reconsider their ideas about the place of parents in the education of the child and the parent-teacher relationship.

Secondly, as Sharrock puts it, "certain historical and political forces were at work which changed the educational scene" and stressed the need for "taking a fresh look at home/school relations and the traditional attitudes of parents and teachers to each other". (Sharrock, 1970, p. 11). The growing pressure for comprehensive schools, for example, contributed to the demand for more research into the pupils' home environment and consequent interest in home/school relations. At the same time the movement towards democratisation of education led to an increased demand for greater parental involvement in the education of their children and for a visible expression of the home/school partnership.

The increasing concern consequently led to an increase in research in home/school relations in England in the late 1960's. Major researches in this field have been concerned with studying the types of home/school contacts already in existence, the effectiveness of different forms of contacts, extension of and changes to existing arrangements, as well as attitudes of parents,
teachers and pupils to parent-teacher interaction.

Types of Contacts between Homes and Schools

Prior to the Plowden Report (1967) and Enquiry 1 (1968), no major surveys had been carried out to determine the nature and extent of home/school contacts in England. Studies in this field consisted mainly of small surveys to estimate the number of parent-teacher associations (PTA) in the country. Jacks in 1947 estimated the number to be 800 but it is doubtful if this is the correct figure as Green in 1964 came out with an estimate of 550, and other estimates have also shown great variations.

The Plowden Report and Enquiry 1 are the first two reports to provide data on a national basis regarding the existing forms of parent-teacher contact in the primary and secondary schools in the mid-sixties. The Plowden Report listed eight main types of contact in the primary schools namely,

1. open days and evenings
2. medical or dental examinations
3. school plays, shows, concerts, services
4. jumble sales, social evenings to raise money for school
5. sports days, swimming galas
6. parent/teacher association meetings, activities
7. prize days
8. school outings.

Enquiry 1 showed the existence of similar types of contacts provided for parents in the secondary schools with the exception that career meetings were also included in the list.
The percentage of parents who attended the various school functions provided were also given in both reports. Judging by the level of parental attendance at these functions it appears that open days and evenings were the most popular forms of contact at both the primary and secondary schools. Next in popularity were school entertainments of various sorts. However, PTA meetings were not included among the most popular activities at both the primary and secondary school level.

These two reports give only a very general picture of the various types of activities and functions arranged for parents in British schools in the mid-sixties. The stress in both reports is on the social nature of the contacts. Other aspects of communication between parents and teachers, such as school reports, newsletters, and the like were only briefly dealt with. Two forms of parental contact with schools which had been considered important by a number of writers were not mentioned in both surveys. These were home visiting and demonstration lessons to familiarise parents with modern educational techniques.

The existence of home visiting in some schools was reported by Green (1968) and McGeeny (1969). Visits to pupils' homes appeared to be highly successful in these schools but it is not clear how extensively is this practice carried out in England in the absence of data on a national basis.

Cole and Cox (1968) writing on the American scene commented that home visitation is declining in use in American cities although it
can do much to better working relationships between parents and teachers. They attributed this decline to rapid socio-economic change. "Growing urbanisation, increasing heterogeneity of newly industrialised areas...have made home visits by teachers less convenient and less in keeping with the norms of the day...Increasing classroom loads, added curriculum and extra class duties, pressures to participate in church and community activities...have discouraged extensive home visitation on the part of many teachers." (Cole and Cox, 1968, p. 244).

However, many other opportunities exist for parents to visit the schools, meet the teachers and become better acquainted with the school programmes. Such opportunities include (among many others) family nights, open houses, parent-teacher days, and child-study programmes for parents. As in the British scene, the full extent of these practices is still not clear.

**Attitudes to Existing Practices**

The reactions of parents and teachers to existing practices in home/school relations have been explored by several researchers in England.

The Plowden Committee explored the degree of parental satisfaction with current arrangements for meeting teachers in primary schools and showed that only 11 per cent of these parents expressed dissatisfaction. The percentage of dissatisfied parents of secondary school children was slightly higher as indicated in Enquiry 1. 14 per cent of parents of 15-year-old leavers criticised current arrangements
as inadequate. Many of these parents felt that there was not enough interchange of information between parents and teachers.

The lack of information about school matters experienced by a number of parents was also brought out in an earlier study by Jackson and Marsden (1962). They found that working class parents in their survey badly needed information about the sixth form, specialisation, college and university careers and yet could not communicate their needs to teachers who steadily mistook the nature and level of inquiry.

A PEP (Political and Economic Planning) survey also revealed parents' need for more information. Over half of the parents in this survey felt they needed to know more about the secondary school, while a smaller group felt they had inadequate guidance as to the subjects taken by their children in schools.

The need for information was not only felt by parents but also by teachers. 66 per cent of the teachers in the Constructive Education Project felt that they had insufficient opportunities to see parents of their pupils and they lacked information about their pupils' home background. This feeling was echoed by the teachers in the Enquiry 1 survey, who stressed they needed to know more about the background of the early leavers if they were to perform their teaching function satisfactorily.

With regard to teachers' and headteachers' reactions to existing arrangements, evidence from Plowden Report, Enquiry 1 and the Constructive Education Project showed a strong preference on the part
of both heads and teachers for informal contacts, that is individual meetings between heads or teachers and parents or other social activities. With both the primary school teachers in the Plowden survey and secondary school teachers (in comprehensive and secondary modern schools) in the Constructive Education Project, individual interview between class teachers and parents was considered the most important form of contact. It is interesting to note that most headteachers in both these surveys thought that their interviews with parents were the most important. Another point to note is that parent-teacher-associations were not popular with both headteachers and teachers. Neither were they popular with the parents surveyed in Plowden Report and Enquiry 1, as was shown earlier.

Researchers, in assessing reactions to contacts between home and school, have often failed to assess pupils' attitudes to such contacts. The attitude of pupils at the primary school level may not be very important but at the secondary school level it is clearly more important. Secondary school pupils are almost young adults and may well feel differently about home/school contacts. They may influence their parents to stay away or come to the school. (Sharrock, 1970).

The only attempt to study pupils' attitudes to home/school relations was made recently under the Constructive Education Project. All the pupils in the first and fourth year in 40 comprehensive and secondary modern schools were asked to answer a questionnaire which included items relating to parental involvement and teacher/parent relations. Results from this questionnaire showed that the fourth-year
pupils were not strongly against the traditional types of contacts between their parents and teachers. However, there was a distinct difference in responses between certain groups of pupils. Those pupils who were rated as well-adjusted by their teachers were more in favour of greater teacher/parent contact than the average, while those rated as maladjusted were less enthusiastic about it. On the whole, the fourth-year pupils seemed less favourably disposed to home/school contacts than their teachers. Sharrock (1970) feels that this could be due to their fear of a negative approach being adopted by their teachers; in other words if more emphasis was placed on pupils' accomplishments rather than on their failures, pupils' attitudes to parent-teacher contacts might be more favourable.

Recent Trends in Home/School Co-operation in British Schools.

Studies in England such as the Plowden Report and Enquiry 1 have shown that the traditional methods of contact have been inadequate in bringing working class parents and fathers, in particular, to the school. Moreover, they do not answer the needs of parents for more information about the school and their children's work and progress.

In the last decade or so, there have been considerable improvements in the methods of communicating with parents. In a number of places in England, development projects have been carried out to try out new ideas and to explore new ways of achieving better home/school relations. The development work of the Home and School Council in the West Riding, the Nuffield Resources for Learning Project and the Educational Priority Areas Action Research Project deserve mention here. Some of the most promising ways of linking
home and school have been described in a number of government pamphlets, such as those issued by the Department of Education and Science, and in numerous articles by individual researchers. Sharrock (1970) has very tidily summed up the major characteristics of the different approaches adopted in recent years and came up with four major trends.

Firstly, a more friendly attitude on the part of heads and teachers towards parents seems to be important for improving co-operation. Friendliness is expressed in the style of written communication to parents, as well as in the material sense by providing warmer reception for parents at school and informal coffee evenings/mornings.

A second characteristic of recent development is "individualisation of contacts". More emphasis is being placed on individual meetings between parents and classteachers at specific times as well as in greater privacy than they formerly enjoyed. In those cases where parents do not visit the school at all, personal visits by teachers to the homes have been found to be a good way of maintaining contact.

Another important trend is the "provision of opportunities for parents to make use of their skills and talents and become more involved in the life of the school". (Sharrock, 1970, p. 57). Many schools have done this by finding out what parents can contribute in terms of time and skills and asking parents with the required abilities to help. This is a good form of contact as it brings fathers into the school as well as increase participation of working class parents. Moreover, some schools have gained extra equipments
from the help of parents who are skilled as carpenters, bricklayers, seamstresses and so on. Parents have also helped in other non-material ways such as coaching games, provision of transport on school journeys, picnics, or organising and helping school clubs.

The fourth characteristic is that of acquainting parents with changes in teaching methods, school organisation, syllabus and other educational matters of significance. Many parents are not familiar with the 'new maths' methods currently used in schools, or the new technique of teaching reading, as well as other changes in the education system. It is important that they should be better informed if they are to help their children in the learning process. In some primary and secondary schools, discussion groups, lectures and film shows for parents have been organised to give them a better awareness of modern educational trends. These activities have won great approval among parents.

Judging from recent trends in home/school interaction in England, it can be said that British schools have made good progress in home/school relations since the mid-sixties. Research in America and certain European countries (though not reviewed here) has also shown a considerable improvement made in parent/teacher co-operation in these parts of the world. In Malaysia, however, the picture of existing relationships is still very vague.
Due to the total absence of data about current practices in home/school relations in Malaysia, information regarding the general state of the relationship was obtained from personal discussions with a few local educationists and teachers.

From their comments on existing arrangements for parents to meet teachers, it can be inferred that the present state of home/school co-operation in Malaysia is still poor. In most primary and secondary schools, the usual forms of contact with parents seem to be the meetings that occur during school functions, such as prize days, sports days, school plays, concerts, exhibitions or the occasional fund-raising bazaar. The same types of contact also exist in the secondary schools. No provisions have been made for career meetings even though these are highly beneficial to the older pupils in the secondary schools. Parent-teacher-associations have only recently been formed in a minority of schools. Home visits and educational discussion groups between parents and teachers are unheard of. Parents' attendance at the functions arranged for them are also poor and their support of school functions become less as their children grow older. It is the general opinion that the attitudes of parents and teachers hinder interaction between the two parties. Most Malaysian parents regard their children's schooling as the sole concern of teachers and therefore, there should be as little interference as possible from parents. Teachers similarly
regard passing on their knowledge to pupils as their main duty, and take little interest in their pupils' home background. How far this is true can only be determined by a research survey into parents' and teachers' attitudes to the school and home, respectively. Nothing, as yet, is known about the attitudes of parents, heads, teachers and pupils (particularly secondary school pupils) to existing arrangements for interaction although it is important, as British studies have shown, to know what are parents' and teachers' reactions to current practices if the present state of the relationship is to be improved upon and the best means of co-operation enforced for the benefit of the pupils.

At the moment there is clearly the need for an exploratory study of home/school relationships in Malaysia to clarify the present situation in this field. From the review of research in England, it can be seen that British researchers have already made progress since the mid-sixties in this area. Data about current practices in home/school co-operation, attitudes of parents, headteachers, teachers and pupils to existing links and latest developments in linking home and school are now available. In Malaysia, however, research in this field is still negligible.

Summary

The literature on home/school relations expanded considerably in the mid-sixties in England. British studies in this area have examined current practices in home/school relations in primary and
secondary schools, reactions to current practices, and latest trends. From the findings of these studies it can be seen that parents and teachers are on the whole, quite satisfied with present arrangements. New and better means of contact are also currently being explored to further improve the state of the relationship in English schools. In Malaysia, however, there has been to this date, no research undertaken in the field of home/school relations.
CHAPTER IV
DESIGN OF THE SURVEY

In this chapter the design of the present survey will be studied in some detail in the following order:

1. A careful examination of the sampling procedure;
2. An examination of the methods for data collection;
3. A look at the 'pilot' survey and the problems highlighted by this preliminary inquiry;
4. A detailed account of the main survey;
5. An examination of the principal steps taken in the analysis of data.

Sampling Procedure

The first major phase in the sampling process involved the selection of a sample of English medium secondary schools in Kuala Lumpur. At this point, two major decisions were made:

1) Only boys' schools were to be included in the sample. Preference for boys' schools is determined by the fact that although girls' education is becoming increasingly important in Malaysia, the education of boys (especially in the secondary and tertiary levels) is considered even more crucial at the moment.

2) Equal numbers of middle and low prestige schools were to be selected. It was hypothesised that heads, teachers
and pupils in the poorer urban areas may have views about home/school relations that differ significantly from those of the school staff and pupils in the more favoured neighbourhoods.

The next step was to group all English medium secondary boys' schools in Kuala Lumpur into two categories according to prestige; in this case, middle and low prestige. The criteria of middle/low prestige were defined as follows:

(a) **The location of the school.** Schools located in the poorer area of the city, marked by bad housing conditions and a predominantly working class population, were to be grouped into the low prestige category, while schools situated in the more prosperous neighbourhoods with better private residences and a predominantly middle class population were to fall into the middle prestige category.

(b) **Academic Record of the School.** Schools which hold a good academic record, as measured by the percentage of passes in the Malaysian Lower Certificate and School Certificate examinations, were to be grouped into the middle prestige category. A good academic record denotes at least 70% passes each year. Schools which hold a record of below 70% passes annually would thus be classified as low prestige. (In the present classification, a number of the low prestige schools obtained only 45% passes annually).
(c) The School Environment. This involves the state of the school buildings and amenities provided for the pupils and staff. Schools with well-preserved buildings, and good amenities such as proper lighting, well-designed classrooms, adequate playground, well-stocked library and so on were to be accorded middle prestige status. Consequently, schools lacking the facilities mentioned above would be classified as low prestige.

Using the above criteria, a total of 9 schools were grouped into the middle prestige category and 6 into the low prestige category. Information regarding the location, academic record and physical characteristics of the schools was obtained from the Selangor State Education Department.

Two schools were then randomly selected from each of the middle and low prestige groups for survey. In each of the four schools so chosen, the following individuals were included in the sample to be questioned:

1) The headteacher.
2) All teachers who are willing to co-operate.
3) All the boys in the second, third and fifth forms.

These three forms were selected, as in the writer's opinion, they are levels where good home/school relationships are probably even more crucial. The second and third years in the secondary school, for instance, coincide with the period of adolescence - one of the most difficult times in a child's school life. It is also
during the third form that decisions have to be made regarding future occupations, as streaming into different subject groups begins at this level. The Malaysian Lower Certificate and School Certificate examinations are also sat at the end of the third and fifth years in the secondary school, respectively.

In addition, two small samples of parents were selected randomly for interviewing as follows. The names and addresses of all the parents of the second, third and fifth form pupils in the middle and low prestige schools were obtained from the class registers of the four schools. Two separate lists were drawn up. From the middle prestige schools' list, thirty parents were selected at random, and in the same manner another thirty were chosen from the low prestige schools' list. From the total of sixty parents, only thirty-two were successfully interviewed.

Methods for Data Collection

In the present survey, the methods used for collecting data were:

1) The questionnaire.
2) The interview.

1) The Questionnaire

The questionnaire method was adopted to obtain information from headteachers, teachers and pupils. As this study is limited in time, the questionnaire is probably the quickest method of securing data
from a fairly large sample of teachers and pupils. However, this method has a major disadvantage, that is, its low rate of return. To ensure that as many questionnaires as possible were returned, the questionnaires were personally delivered and collected. This brought about a return of 100% from the headteachers, 94% from the teachers and 85% from the pupils.

There were altogether three sets of questionnaires drawn up namely, headteachers', teachers' and pupils' questionnaire. These questionnaires consisted mainly of 'closed questions' where the respondents are offered a choice of alternative (predetermined) replies. There were two main stages in the construction of the questionnaires:

(a) An analysis of the most important topics to be covered.

(b) The testing of the actual wording of the questionnaires by means of a small pilot survey.

(The first phase will be dealt with now and the second phase will be looked at in the next section of this chapter.)

Before the questionnaires were drawn up, an analysis of the topics to be covered in each of the three sets of questionnaires was carried out.

In the headteachers' questionnaire, the following topics
were included:

1) The types of home/school contact that might occur in the schools concerned, such as:
   (a) Parent-teacher association meetings and social activities;
   (b) Individual parent/teacher interviews;
   (c) Social occasions like school concerts, shows, plays, fun-fairs;
   (d) Formal school functions such as sports days, prize days, open days;
   (e) Getting parents to help the school;
   (f) Demonstration lessons, lectures and discussion groups to familiarise parents with modern educational methods;
   (g) Home visiting;
   (h) School reports, circulars, newsletters, to inform parents about child's progress in school, career opportunities for school leavers and school matters in general.

2) Parents' attendance at school functions, P.T.A. activities, headteacher-parent interviews.
   (a) What proportion attends?
   (b) Which group usually turns up?

3) Opinions regarding the values and drawbacks of the more traditional forms of contact such as formal school functions like sports days and prize days, or school
entertainments arranged for parents.

4) Opinions regarding the values and drawbacks of more progressive methods of maintaining contact with parents, for example, getting parents to help the school by providing material or clerical aid, coaching games and so on.

5) Reactions to existing arrangements.
   (a) Are they satisfied with current practices?
   (b) Which arrangements would they like to drop?
   (c) Which arrangements would they like to extend?

6) Suggestions for further co-operation the headteachers have to offer.

7) Period in the child's school life when co-operation is considered most valuable.
   (a) Infant school period.
   (b) Primary school period.
   (c) Secondary school period.

8) Level in the child's secondary school life when co-operation is thought most crucial.

9) Opinions regarding advantages and disadvantages of parent-teacher co-operation at the secondary school level.

10) Attitude towards parent-teacher contact in general.
Topics (3) – (10) of the headteachers' questionnaire were also covered in the teachers' questionnaire. In addition to these topics, items included in the teachers' questionnaire also covered the following subjects:

1) General background of teachers.
   (a) Length of teaching experience;
   (b) Class level at which they teach.

2) The degree of importance teachers attach to being informed about their pupils' home background in order to teach adequately.

3) Aspects of the home environment which teachers consider important.

4) Do teachers receive enough information about their pupils' home background?

5) Methods teachers employ to obtain information about pupils' home background.

In the pupils' questionnaire the following subjects were covered:

1) Age and class levels of pupils.

2) Pupils' knowledge of types of home/school contact currently practised in their schools.

3) Types of school functions and activities which their parents attend or participate in.

4) Attitude of pupils to parents' participation in school's activities.
5) Attitude of pupils to their teachers visiting their homes for special reasons.

6) Pupils' reaction to existing arrangements in their schools for parents to meet teachers.
   (a) Forms of contact they are satisfied with;
   (b) Forms of contact they would like to see extended;
   (c) Forms of contact they would like to see dropped.

7) Period in secondary school life which pupils consider parent/teacher co-operation to be most crucial.

8) Opinions regarding the values and drawbacks of parent/teacher co-operation at the secondary school level.

Having considered the areas to be covered in the headteachers', teachers' and pupils' questionnaire, questions were designed to elicit information on the topics listed. After the three sets of questionnaires had been drawn up the actual wording of the questionnaires and their total structure were tested out in a small pilot survey.

2) The Interview

The interview method was used to secure data from the small sample of 60 parents. This method was chosen for the major reason that many parents from the low prestige schools sample and possibly a few from the middle prestige schools sample may be illiterate, which completely rules out the use of postal questionnaires.
Under this circumstance, individual interviews with parents were seen as the only feasible method of obtaining the required information from the parents sample.

The interview method of data collection having been decided on, the next step was to consider the type of interview techniques to employ. A semi-standardised form of interview was adopted in the present survey. A fixed framework of questions, from which straightforward replies could be obtained, was drawn up. This schedule was intended to guide the interviewer in obtaining the required data and to facilitate the recording of responses. In the actual interview, the respondents were given some freedom as well to direct the conversation along their own lines, which meant that answers to some questions were not determined by the interviewer. For instance most parents did talk at length about their need for more information about the schools their children attend, without being asked. This was recorded in the appropriate section of the schedule. In this way identical schedules were obtained from each respondent, yet parents interviewed were given a little freedom to express some of their views in their own way.

As in the case of the questionnaires, there were also two main phases in the development of the interview schedule namely, (a) the discovery of the most important topics to be covered, and (b) the testing of the wording and structure of the schedule by means of a pilot survey.
The items included in the interview schedule covered the following topics:

1) General background of parents.
   (a) Father's educational level;
   (b) Mother's educational level;
   (c) Father's job;
   (d) Mother's job before marriage;
   (e) Number of children;
   (f) Number of children attending secondary schools.

2) Parents' knowledge of child's school work and school matters, such as:
   (a) Child's behaviour and progress at school;
   (b) School subjects offered at various levels;
   (c) School examinations;
   (d) School facilities for pupils;
   (e) Modern educational techniques;
   (f) School arrangements for parents and teachers to meet.

3) Parents' attendance at school functions.
   (a) Type of school functions parents attend;
   (b) Reasons for attendance;
   (c) Reasons for non-attendance.

4) Parents' meeting with and attitudes towards meeting headteacher or child's class teacher.
5) Ways in which parents have helped their child's school.
   (a) Coaching games;
   (b) Material or clerical aid;
   (c) Fund-raising;
   (d) Providing transport for school outings, etc.

6) Parents' opinions of school reports, circulars and newsletters sent by the school.

7) Reactions of parents to existing practices in home/school co-operation.
   (a) Level of satisfaction with existing arrangements;
   (b) Forms of contact which they favour and would like to see extended;
   (c) Practices which they think should be dropped.

8) Forms of home/school contact not practised in their child's school which parents would like to see introduced.

9) Period in the child's school life when home/school co-operation is considered most crucial.

10) Parents' opinions regarding the values and drawbacks of home/school co-operation.

Questions were then formulated to obtain data relating to these topics. After the interview schedule had been drawn up, a pilot survey was carried out to test the wording of the questions for ambiguity and complexity.
The Pilot Survey

After the questionnaires and interview schedule had been drawn up, two small pilot surveys were conducted to test their wording and structure. The first pilot study was carried out in New Zealand in April, 1973, just before the writer returned to Malaysia for the actual survey. Two headteachers, four teachers and eight pupils from two secondary schools in Christchurch were administered the respective set of questionnaires. None of them found any difficulties in answering the questionnaires. Five parents were also interviewed using the already constructed interview schedule and here again no difficulties were encountered. It was, nevertheless, decided to try out the questionnaires and the interview schedule again on the population in Kuala Lumpur.

The pilot study in Kuala Lumpur was carried out in early August, 1973. (The time gap between the first and second pilot study was caused by the delay in obtaining approval from the Malaysian Ministry of Education to conduct the survey in schools in Kuala Lumpur). In this study questionnaires were administered to two heads, six teachers and twelve pupils, all of whom were attached to English medium secondary schools. The twelve pupils chosen were mainly boys from the second, third and fifth forms and whose academic ability range from high to low. No problems were encountered by the heads, teachers and the brighter pupils in answering their questionnaires. The more backward boys, however,
found some difficulty in comprehending a number of the items in the questionnaire. These items were, therefore, simplified for use in the actual survey.

The pilot interview with six parents chosen from the different racial groups and different social classes pointed out the need to translate the schedule into the local dialects of the parents for the main survey, as only one out of six parents interviewed in the pilot study could understand English. The others spoke mainly Malay and two popular Chinese dialects, Cantonese and Hakka. As these languages could be spoken by the writer, it was decided at this point that all the interviewing for the main survey was to be conducted by the researcher herself. This would probably be the best safeguard against misinterpretation of the schedule, a problem which could be further aggravated by the need to translate the schedule into other languages.

Another difficulty pointed out by the pilot study was the problem of getting parents' co-operation. In this preliminary inquiry, fifteen parents were approached and only six were successfully interviewed. Most parents seemed suspicious of strangers knocking at their doors and asking for an interview which was automatically turned down. In the actual survey, letters introducing the writer and explaining the purpose of the research were sent to parents beforehand, with the hope of getting more co-operation this way.
Any alteration to the interview schedule was found unnecessary. The original schedule (see appendix A1) was therefore, used for the main interview.

The Main Survey

This will be dealt with under 2 headings:

1) Survey in the schools.

2) Interview with Parents.

1) Survey in the Schools

When approval had been obtained from the Director of Educational Research and Planning, Ministry of Education, to conduct a survey in the schools concerned, a letter (see appendix B1) was sent to the head of each of the four schools selected for the survey to explain the purpose of the present study and to seek their co-operation. All four schools agreed to participate in the survey.

In early September, questionnaires (see appendix A2) were administered to each head, all the teachers and all the second, third and fifth form pupils in the four schools. Teachers and pupils who did not wish to participate in the survey were requested to give their reasons for not wanting to do so on forms attached to their questionnaires. The completed questionnaires were personally collected a week later.
Table 1 shows the number and percentage of questionnaires which were returned completed from all four schools.

TABLE I

NUMBER AND PERCENTAGE OF QUESTIONNAIRE RETURNS FROM PUPILS, HEADS AND TEACHERS IN THE FOUR SCHOOLS COMBINED.

<table>
<thead>
<tr>
<th></th>
<th>PUPILS</th>
<th></th>
<th></th>
<th>HEADS</th>
<th>TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FII</td>
<td>FIII</td>
<td>FV</td>
<td>TOTAL</td>
<td></td>
</tr>
<tr>
<td>Number Sent Out</td>
<td>477</td>
<td>478</td>
<td>401</td>
<td>1356</td>
<td></td>
</tr>
<tr>
<td>Number of Returns</td>
<td>371</td>
<td>399</td>
<td>380</td>
<td>1150</td>
<td></td>
</tr>
<tr>
<td>Percentage of Returns</td>
<td>77.7</td>
<td>83.4</td>
<td>94.7</td>
<td>84.8</td>
<td></td>
</tr>
</tbody>
</table>

An examination of the table reveals that there was a high proportion of returns from heads and teachers. All four heads returned questionnaires. Only eleven teachers out of a total of 195 did not return questionnaires. An analysis of their reasons given for non-participation showed that eight out of the eleven teachers did not wish to take part as they had only recently joined the schools concerned and had as yet no experience of home/school co-operation to give their opinions. The remaining three teachers were on sick leave. It can therefore, be concluded that their failure to reply is not connected with any bias.
The returns from the pupils' sample is 10% lower than that of the teachers'. Nevertheless, a return of 84.8% can be considered a fairly high proportion by the standards of most sample surveys. The returned sample also represents well the three form levels, although there is a slight increase in the proportion of returns with the rise in the form level. An analysis of the reasons given by the non-responders showed that their failure to reply is in no way connected with any bias.\(^1\)

So far it has been shown that there is a high proportion of returns from heads, teachers and pupils. But is the returned sample representative of the population of both middle and low prestige schools? Inspection of Table 2 shows that there is very little difference in the percentage of returns from middle and low prestige schools. It can, therefore, be concluded that the returned sample is representative of the population of both types of English medium secondary boys schools in Kuala Lumpur.

### Table 2

<table>
<thead>
<tr>
<th></th>
<th>Pupils</th>
<th>Heads</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Prestige School</td>
<td>590 (87.1%)</td>
<td>2 (100%)</td>
<td>85 (91.3%)</td>
</tr>
<tr>
<td>Low Prestige School</td>
<td>560 (82.4%)</td>
<td>2 (100%)</td>
<td>99 (97%)</td>
</tr>
</tbody>
</table>

\(^1\) A sample of the reasons given include:
(a) Failure to comprehend questionnaire;
(b) Tied up with other assignments;
(c) Temporary physical disability;
(d) Recently enrolled in the school.
2) Interview with Parents

The interview with parents was personally conducted by the writer over a period of one and a half months from late September to mid-November, 1973. Three weeks before the interview a letter (see appendix B2) was sent to the sample of sixty parents to explain the purpose of the research and to seek their co-operation. Twenty parents replied giving their consent to be interviewed and the time and day when the interview would be convenient for them. These twenty parents were interviewed within a period of three weeks.

The remaining forty parents were also personally approached for an interview. Twelve parents out of this group agreed to participate which brings the total of parents interviewed to thirty-two. The other twenty-eight refused to participate. Out of the twelve parents, five were interviewed on the spot; in the other seven cases a later appointment had to be made.

Out of the thirty-two interviews, seventeen were conducted in English. In the remaining fifteen interviews, it was necessary to translate the schedule into the different dialects spoken by the parents, that is, Malay, Cantonese and Hakka. The interviews were semi-standardised and rather informal. Answers had to be obtained to all the set questions listed in the schedule, though not always in the same order or with the exact wording. Answers to all questions were recorded on cards, one card for each respondent. The recording of responses involved ticking the appropriate columns.
or boxes already set out on the cards, and writing in short replies
or the respondent's verbatim remarks in the spaces provided on the
cards. Each interview took between thirty to forty minutes. Most
of the interviews were conducted during the day which explains why
more mothers than fathers (normally away at work) were contacted.
In fact twenty-eight mothers were interviewed while the figure
for fathers was only four.

The sample of parents interviewed is much too small to be
representative of the larger population of parents of secondary
school children in the Kuala Lumpur area. Parents with children in
the middle prestige schools are also better represented in this
sample than parents with children in the low prestige schools.
Twenty-one parents interviewed were from the former group as
compared with eleven from the latter group.

Data Analysis

The pupils' and teachers' survey yielded a battery of
information from over a thousand individuals. As it would be
quite impossible to deal with all this material speedily and
accurately by hand, the analysis was undertaken with the help of a
computer. The procedure was as follows. The data contained in the
form of responses to the questionnaires were coded for tabulation.
Coded data for each respondent were then transcribed on to a
punching instruction sheet, from which they were punched on to
punch cards — one card for each pupil and teacher. A programme was then drawn up to allow for tabulation of totals and percentages of pupils' and teachers' responses to each item in the questionnaire.

After the whole of the replies had been analysed, the results from the two types of schools — middle and low prestige — were tabulated separately. The chi square test of statistical significance was applied to any differences of opinion that appeared between the two groups. The null hypothesis was to be rejected at the 5% level of confidence.

Since the numbers in the headteachers' and parents' sample were so much smaller, analysis of their responses was carried out by hand. For each of the four headteachers who completed a questionnaire and for each of the thirty-two parents interviewed, a card was prepared setting out the information obtained. The cards were then manually sorted and counted to produce the required tables. Only tables of raw data were produced as the numbers in these two samples were too small to make percentages reliable or worthwhile.

Summary

The measuring instruments used in this study consisted of three sets of questionnaires designed to elicit headteachers' teachers' and pupils' reaction to the present state of home/school relationships; and an interview schedule drawn up to elicit
parents' experience of home/school co-operation. Two trial runs with the questionnaires and schedule were carried out in Christchurch and Kuala Lumpur. The questionnaires were then successfully administered to a sample of 1,150 pupils (second, third, fifth form) four heads and 184 teachers from two middle prestige and two low prestige English medium secondary boys' schools in Kuala Lumpur. Thirty-two parents of pupils in the selected four schools were also successfully interviewed from a sample of sixty parents.
CHAPTER V

RESULTS OF THE SURVEY

The results of the survey will be considered under the following headings:

1. Existing forms of home/school relations.
2. Heads' and teachers' attitudes and opinions regarding current state of home/school relationships.
3. Pupils' attitudes to parent/teacher contacts.
4. Parental attitudes and opinions concerning existing state of home/school relationships.

In order to make the report more readable, tables of results are not presented in this chapter, but have instead been placed in Appendix C.

Existing Forms of Home/School Relations

Information regarding the existing forms of contact provided for parents in the schools surveyed was obtained from the replies of the headteachers to Question 1 of the headteachers' questionnaire, "Which of the following arrangements for parents and teachers to meet already exist in your school?"
To this question all four headteachers mentioned the following arrangements:

1. Interviews between parents and teachers;
2. School plays, concerts, exhibitions;
3. Sports days;
4. Prize days;
5. Parent-teacher association;
6. Getting parents to help school.

Although six main types of contact were mentioned, data from the heads', teachers' and pupils' questionnaires revealed that not many parents make use of these opportunities to visit the schools.

The headteachers were asked to give a rough estimate of the number of parents who attended the various school functions provided. All four heads replied that only a few parents turn up at all school functions namely, sports days, prize days, school plays, concerts, exhibitions, parent-teacher association meetings and social activities.

Pupils were also asked if their parents often attend school functions. Their replies provided further evidence of the poor support given by parents to school functions. Eighty-five per cent of the pupils said that their parents do not attend any of
the functions provided. Only 9.4 per cent replied that their parents usually attend Sports and Prize Days; 3 per cent said their parents often go to meetings of the parent-teacher association and 2.4 per cent replied that their parents attend school plays, concerts and exhibitions.

With regard to parent-headteacher interviews, the two heads of the middle prestige schools mentioned that only a few parents come of their own accord to talk to the heads about their children’s work and progress in school. These parents are usually parents of children who do well in school. On the other hand, the two heads of the low prestige schools pointed out that parents do not usually come of their own accord to see them. One of the heads wrote, "A few parents might turn up for an interview if requested by the head to do so on account of their children's misconduct in school".

Teachers were also asked under what circumstances do parents come frequently of their own accord to talk with them. Out of the 184 teachers answering this question, 32 replied that parents had come to see them to talk about their children's work and progress in school; another 13 mentioned that parents had approached them to discuss their child's behaviour in school; 5 teachers said that parents had had talks with them about home conditions affecting their children's school work, and only 1 teacher mentioned having talked with parents about their pupils' future career. The majority of 133 teachers replied that parents do not often come to have talks with them.
Although 'parents helping the school' was included as a current form of home/school contact, the range of parental help is rather limited. When the headteachers were asked in what ways parents have helped their school, all four heads replied that parents have helped in only one respect, that is, in raising funds for the school.

Pupils were also asked in what ways their parents have helped their school. 68.2 per cent replied that their parents have never helped their school. 31.7 per cent said that their parents have helped to raise funds for their school; only 1 pupil replied that his father has helped in coaching games.

Another aspect of communication between parents and teachers – the school report – was also dealt with in this survey. Headteachers were asked how often does their school send reports to parents, what were included in the report and were comments from parents on the report allowed.

The replies of the heads revealed that in the two middle prestige schools, reports were sent out more often, that is, twice a term; in the two low prestige schools, reports were sent only once a term. In all four schools, reports only show pupils' grades or marks for the various subjects; teachers' comments on pupils' conduct and effort are also usually included. Reports are normally returned to the schools with parents' signature; in none of the schools surveyed was it a practice for parents to add their comments on the reports.
School reports provide parents with some information about their children's work and progress in school; parents, however, need also to be informed about school and educational matters, such as school curriculum, facilities, examinations, arrangements for parents and teachers to meet, career opportunities, changing educational trends affecting the school and latest teaching methods. The headteachers were, therefore, asked if their schools provided parents with these information. All four heads replied that they inform parents about school examinations, curriculum and arrangements for parents and teachers to meet. Their methods of informing parents, however, differ. In one middle prestige school, parents are usually informed through letters and circulars; in the other, parents are kept informed through parent/teacher interviews. In the two low prestige schools, pupils act as the 'messenger' between home and school.

Headteachers’ and Teachers’ Attitudes and Opinions

The following attitudes and opinions were surveyed:

1. Attitudes towards home/school contact.

2. Opinions regarding the values and drawbacks of existing forms of home/school relationships.

3. Attitudes towards extension of existing relationships.

Results from the two groups of middle and low prestige school teachers were at first tabulated separately, but as statistical
examination showed that for most items there were no significant differences of opinion between these two groups, the results were subsequently combined as a single full sample and will be reported in this way. It should, therefore, be noted that differences of opinion that appear represent shades of opinion among teachers as a group rather than differences due to the type of school in which the teachers have had experience.

1) **Attitudes towards Home/School Contact**

The following questions arise here:

a) How much importance do teachers attach to being informed about their pupils' home background?

b) How do heads and teachers feel about meeting parents?

c) Are there any particular periods in the child's school life when parent/teacher co-operation is considered to be of most value?

Teachers were first asked to indicate the degree of importance they attach to being informed about their pupils' home background in order to teach adequately. Teachers' responses to this question (Table 3, Appendix C) showed overwhelming agreement that it was important for teachers to know more about their pupils' home environment. In fact, 40.3 per cent indicated that it was very important. 54.3 per cent said that it was quite important. Only 5.4 per cent replied that it was not important at all.
To find out how heads and teachers feel about meeting parents, the following question was asked:

Do you think teachers should:
A. Have the minimum necessary to do with their pupils' parents?
B. Get better acquainted with their pupils' parents?
C. Visit their pupils' homes regularly?
D. Take advantage of all opportunities to meet parents?

The responses to this question showed that all heads and the majority of teachers were in favour of meeting parents. All four heads and 54.9 per cent of the teachers replied that teachers should take advantage of all opportunities to meet parents. Another 37.5 per cent of teachers are of the opinion that teachers should get better acquainted with pupils' parents. Only a very small minority of 4.9 per cent expressed the view that teachers should have the minimum necessary to do with parents.

When questioned about the period of the child's school life at which good home/school relationship is considered to be most crucial, the majority of teachers (51.1 per cent) are in favour of co-operation at the secondary school period; a substantial minority of 39.7 per cent, however, considers it more important during the primary school years. All four heads are in complete agreement that home/school links are vitally necessary during the secondary school years.

As a subsidiary question to this, teachers and heads were asked at what level in the secondary school period is parent/teacher
co-operation most valuable. Slightly over 60 per cent of teachers as well as all four heads replied that co-operation is of most value on entering secondary school. There is a tendency among teachers to consider it less important for pupils in the higher forms (Table 14).

2) Opinions regarding Values and Drawbacks of Existing Relationships

Heads and teachers were asked what they thought were the values and drawbacks of existing forms of home/school relationships.

Table 9 shows the analysis of teachers' responses to suggested advantages of social and formal school functions such as plays, concerts, sports days and the like as forms of home/school co-operation. The first striking feature is the large proportion of teachers (52.7 per cent) who felt that this form of contact is particularly important in providing parents with the opportunity to see their children perform. All four headteachers also express the same viewpoint. A very much smaller percentage of teachers (16.8 per cent) feels that schools' social functions will give parents and teachers an opportunity to meet and discuss the pupils' welfare. An even smaller minority of teachers (5.4 per cent) thinks that this form of contact will help improve relationships between parents and teachers.

With regard to drawbacks of social functions as forms of home/school co-operation, teachers' opinions appear to focus on these
three points:

a) Those parents, whom they want to see, never turn up at these functions (22.4 per cent) (see table 10);

b) Parent/teacher contacts on these occasions are often too brief and superficial (23.9 per cent); and

c) Always the same lot of parents turns up on these occasions (29.3 per cent).

All four headteachers also criticised social functions on the ground that those parents whom they want to see never turn up at these functions.

When teachers were asked what they considered to be the main advantage in getting parents to help the school, nearly half of those answering the question (47.3 per cent) replied that it would create a feeling of involvement and commitment to the school on the parents' part, an opinion which they share with the two heads of the middle prestige schools. A quarter of the teachers (25.5 per cent) are of the opinion that it will bring working class parents into the school; both heads of the low prestige schools also express the same view.

An examination of Table 12 reveals the relatively large proportion of teachers (51.1 per cent) who sees parental interference in the running of the school and in the teachers' work as a negative aspect of getting parents to help the school. It is also interesting to note that all four headteachers also regarded parental interference
in the running of the school as the major drawback of this form of contact. A fairly large percentage of teachers (40.2 per cent), however, sees no disadvantages in getting parents to help the school.

In conjunction with this line of inquiry, heads and teachers were asked what they considered to be the chief benefits and drawbacks of increased home/school contact at the secondary school level. Table 18 shows the analysis of teachers' replies regarding the advantages of co-operation. An investigation of this table reveals that although there is overwhelming agreement among teachers about the value of co-operation at this level, their opinion on the nature of the benefits derived from co-operation is rather more divided. About one third of the teachers feel that increased contact will help the pupil in his mental, moral, emotional and social development. Just under a quarter think that co-operation benefits the teachers themselves – in helping them to understand their pupils better. Fewer still (12 per cent) are of the opinion that parent/teacher co-operation will help the older pupils in their career choice, or in reducing conflict between home and school demands on the pupil. It is also interesting to note that only a negligible percentage of teachers (1.6 per cent) considers co-operation as beneficial to parents. Neither did any of the headteachers mention 'helping the parent to understand the child better' as one of the benefits of increased parent/teacher interaction. In fact all heads are of the opinion that the sole advantage of co-operation lies in increasing teachers' understanding of their pupils.
With regard to drawbacks to co-operation, two-thirds of the teachers and all headteachers feel that there are no particular disadvantages. Slightly less than a quarter of the teachers (table 19) think that co-operation might make the pupils uneasy about being discussed by their parents and teachers. Only a very small minority think that co-operation might set up barriers between parent or teacher and child, or be used by parent and teacher to force the pupil to overwork.

3) Attitudes to Extension of Existing Relationships

In this section, the following questions are raised:

a) Are heads and teachers satisfied with existing practices in home/school relations?

b) Which types of contact would they like to see extended or dropped in their school?

c) Are there any other forms of contact not in practice in their school which they would like to see introduced?

Heads and teachers were asked to indicate whether they were satisfied or dissatisfied with existing forms of home/school relations. Table 15 shows teachers' responses to this question. Examination of the table shows that the majority of teachers are not satisfied with most forms of home/school co-operation practised in their schools. Just over half the teachers are dissatisfied with the parent-teacher association and school entertainments such as plays and concerts; well over three-quarters are not happy with parent-teacher interviews; and 100 per cent of the teachers expressed dissatisfaction with the current arrangement in 'getting parents to help the school'.
Fifty-eight teachers commented that they are dissatisfied with the nature of PTA activities in their schools mainly because these activities merely consist of formal meetings which are often turned into platforms for accusations and counter-accusations. They also complained about poor parent attendance at association meetings. As one teacher puts it:

"Parents profess that they are interested in their children's education, but when it comes to attending an association meeting they are not there".

A number of teachers also criticised school concerts and plays as being "a once a year event". Concerts are also as a rule held during the day which means that fathers and working mothers might not be able to attend.

Their complaint against 'parents helping the school' stems largely from the fact that only wealthy parents help the school usually by donating to school-building funds. A few scripts suggest that contributions from the working class parents should also be encouraged.

Though the majority of teachers are not happy with current arrangements for parents to meet school staff, they, however, do not wish to discard these practices altogether.

An examination of table 16 shows that an overwhelming majority of dissatisfied teachers would in fact like to see current
arrangements being extended rather than dropped in their respective schools. Well over 90 per cent of the teachers wished to see an increase in PTA activities, school plays and concerts. Another 87 per cent would like to see more parents being encouraged to help the school. Parent-teacher interviews appear to be the least popular. Only 60 per cent of the teachers would like an extension of this practice in their schools. A number of teachers (61 scripts) made the suggestion that in order to encourage parents' attendance, PTA activities could perhaps be made less formal by introducing occasional coffee mornings, parent/teacher nights (which might bring in more fathers and working mothers) picnics and excursions whereby parents and teachers can meet in a more relaxed and friendly atmosphere.

A large majority of the teachers appear to favour the introduction of new forms of home/school contact. Table 17 shows that a little over 90 per cent of the teachers would like to see home-visiting and open days being introduced in their schools. 82 per cent approved of the introduction of lectures and discussion sessions with parents. Thirty teachers stressed that these lectures should aim at enlightening parents on curriculum change and on new methods of teaching.

When teachers were asked to suggest other forms of parent/teacher contact that might be valuable, only a small minority of 41 teachers gave some helpful suggestions. Fifteen teachers suggested that parents could be invited to participate in the
teaching-process such as religious education or in coaching games. Five suggested introducing a Parent/Teachers Day which could be celebrated annually; another five mentioned regular correspondence between parents and teachers. Nine scripts suggested monthly fixed sessions to be held between a small group of parents and subject or form teachers. Four mentions were made of sports-meets between parents and teachers; another four suggested that reports could be submitted by parents at the end of each school term regarding pupils' attitude towards homework, hobbies, interests and general home environment.

While the majority of teachers appear to be dissatisfied with most forms of home/school contact currently practised, headteachers, on the other hand, expressed satisfaction with all existing forms of contact. Three heads wrote in their scripts that they are satisfied with present arrangements and do not wish to see an extension of these practices. Only one head favoured the introduction of home-visiting, open days, lectures and discussion sessions between parents and teachers. The other three heads stressed that they do not wish to have any change at all. One head pointed out that the only change he would welcome is the change in parents' attitude. As he puts it:

"Unless there is a change in parents' attitude in co-operating with the school, an extension or modification of existing practices would be futile. At the moment there are already ample opportunities for parents to visit the school, but these have not been made use of".
Pupils' Attitudes to Parent/Teacher Contact

As with the analysis of the teachers' questionnaire, results from the two groups of middle and low prestige school pupils were also at first tabulated separately, but when statistical examination showed that for most items there were no significant differences of opinion between these two groups, the results were combined as a single full sample and will be reported in this way. It should thus be noted that differences of opinion that appear represent shades of opinion among pupils as a group rather than differences due to the type of school they come from.

Before surveying the attitudes of pupils towards different aspects of home/school relationship, one question must first be posed: How much do pupils know about existing arrangements for parents to meet teachers? The analysis of the answers of the pupils to Question 1 of the questionnaire reveals that with the exception of sports days, prize days and concerts, a large majority of pupils are not aware of the various forms of home/school contact practised in their schools. Only 2.9 per cent of the pupils (see table 21) know of the existence of the parent-teacher association; 6.6 per cent know about parent/teacher interviews; and 31.7 per cent mentioned parents helping the school as a form of home/school co-operation.

In this section, the following attitudes and opinions were surveyed:

1. Attitudes of pupils towards different forms of home/school contact.
2. Attitudes towards extension of existing home/school relationships.
3. Opinions regarding advantages and disadvantages of increased home/school contact.

1) Attitudes of Pupils towards Different Forms of Home/School Contact

Pupils' attitudes towards three main types of home/school contact were surveyed, namely:

a) Home visiting by their classteachers;
b) Parents visiting their schools on social and semi-social occasions;
c) Parents helping their schools.

Their responses to the question of whether teachers should visit their homes seem to suggest that pupils are in general not entirely opposed to home-visiting as a form of parent/teacher contact. (see Table 23). In fact a fairly large proportion of 59.2 per cent are of the opinion that teachers should visit their homes if they are having special difficulties with their school work. Their opinion as to whether home visiting is necessary when their parents are unable to come to the school is rather more divided. 41.6 per cent think that it is necessary, while a slightly bigger proportion of 43.4 per cent expressed the opposite view. However, the majority of the pupils (54.7 per cent) think that it is not necessary for teachers to visit their homes if they should be absent from school because of illness.
Pupils are also not opposed to their parents visiting their schools. When asked whether they preferred their parents to attend school functions or not to attend, only a negligible 9.8 per cent expressed the view that they would prefer their parents not to go. Over one-third of the pupils (36 per cent) would like their parents to attend school meetings, and over half (54.2 per cent) have no strong preference either way. (Table 24).

Pupils are least opposed to parents helping the school as a form of home/school contact. An analysis of their replies to the question: "Do you think your parents ought to help your school ... or do you think it is not important or necessary?" reveals that a sizeable majority of 77.1 per cent think that their parents ought to help, if possible. Only a very small minority of 8 per cent regard it as unimportant. (Table 26).

2) **Attitudes towards Extension of Existing Relationships**

The following questions are posed here:

a) Are pupils satisfied with existing practices in home/school relations?

b) Which forms of contact would they like to see extended or dropped in their school?

c) What other forms of contact would they like to see introduced?

As the majority of the pupils are not aware of what forms of home/school contact already exist in their schools, the questions
asked in this section were not answered by all pupils. The number of responses corresponded with the number of pupils who were aware of existing practices in home/school relations.

Pupils were first asked to indicate whether they were satisfied or dissatisfied with existing forms of home/school links. Pupils’ responses are shown in table 27. It is not possible here to give a general picture of pupils’ satisfaction with existing practices as this question was not answered by all pupils in the sample. The first item, 'the parent-teacher interview,' obtained only 76 responses corresponding to the number of pupils who are aware of its existence in their school. Out of this number only six expressed satisfaction with this form of contact. The remaining 70 would like to see the parent-teacher interview dropped. (Table 28).

The second item - PTA activities - drew responses from only a small proportion of 34 pupils. Out of this, 30 expressed satisfaction with this form of home/school contact. The other four indicated that the PTA should be discarded.

The third and fourth items - sports days and prize days, plays and concerts - were answered by all pupils. Over 80 per cent of the pupils indicated that they were satisfied with these practices. Only a very small minority of 17.7 per cent wished to see sports days and prize days dropped.
The final item - 'getting parents to help the school' - obtained 365 responses. Out of this number, a large majority of 82.2 per cent expressed satisfaction with this form of contact, while the remaining 17.8 per cent think that this practice should be discarded.

Like their teachers, the majority of the pupils are also in favour of the introduction of new forms of home/school links. Well over three quarters of the pupils (89.7 per cent) (table 29) would like to see open days being introduced; while a sizeable 69.8 per cent favoured the introduction of lectures and discussions between teachers and parents. Just over half the pupils approved of homevisiting by their teachers.

Although parent/teacher interviews and the PTA are not new forms of home/school contact in the four schools surveyed, a large number of pupils who are not aware of their existence in their schools, have indicated in their scripts whether these practices should be introduced. 1,074 pupils responded to the first item - the parent/teacher interview. Out of this number, 83.3 per cent did not want this form of contact to be introduced. They, however, appear to be more favourably disposed towards the PTA. From a total number of 1,116 pupils who responded to this item, 95.2 per cent would like the PTA to be introduced in their schools.

3) Opinions regarding Benefits and Drawbacks of Co-operation

Pupils were asked what they thought were the benefits and drawbacks of increased parent/teacher co-operation.
Table 31 shows pupils' responses to suggested advantages of home/school interaction. It is interesting to note here that the majority of the pupils (55.6 per cent) regard 'helping parents to understand what goes on in school' as the chief value of increased home/school contact. (Only a negligible percentage of teachers and none of the headteachers considered home/school co-operation as directly beneficial to parents). Opinions regarding the other benefits of co-operation appear to be rather more divided. A small percentage (13.9 per cent) regard co-operation as valuable in assisting them to do better in their studies. They, however, do not think co-operation would help them in their career choice. A very small minority are of the opinion that increased home/school contact would help teachers to understand their homes better.

With regard to drawbacks to co-operation, 40.5 per cent of the pupils feel that there are no particular disadvantages. (Table 32). A large proportion of the pupils (30.5 per cent) think that contact between home and school would make them feel uneasy about being discussed by parents and teachers. It is interesting to note that the biggest proportion of teachers (just under a quarter of the sample) also regarded this factor as the main drawback of increased co-operation. About 15 per cent of the pupils regard parental interference in their school work as a major disadvantage. Only a very small minority think that co-operation might make their teachers very strict with them or make parents criticize their school and teachers.
Although pupils' opinions regarding the precise benefits and drawbacks of co-operation are divided, there is, however, overwhelming agreement among the pupils that parents and teachers should at least get better acquainted. This is revealed in their responses to the final question of the questionnaire:

Do you think parents and teachers should:
A. Have nothing to do with each other?
B. Meet only on special occasions?
C. Get to know each other better?
D. Make use of every opportunity to meet and discuss the pupils' welfare?

An examination of Table 33 shows that though the majority of the pupils do not think that parents and teachers should make use of every opportunity to meet, slightly over two-thirds of the group believe that teachers and parents ought at least get to know each other better. Another 26.4 per cent think that parents and teachers should only meet on special occasions. Only a very small minority of 2.9 per cent are of the opinion that parents and teachers should have nothing to do with each other.

Parental Attitudes and Opinions

The results reported in this section were obtained from a relatively small sample of 32 parents. These findings should, therefore, not be generalized to the population of parents of secondary school children in the Kuala Lumpur area.

Although both middle class and working class parents were included in the sample, statistical examination showed that for most
items there were no significant differences of opinion between these
two groups. For this reason, the results were combined as a single
full sample and will be reported in this way.

The following attitudes and opinions were surveyed:

1. Attitudes to education and teachers.
2. Opinions regarding existing practices in home/school
   relationships.

1) Parental Attitudes to Education and Teachers

The following questions arise here:

a) How much do parents know about their children's
   school?

b) How often do they visit their children's school?

c) Have they helped the school in any way?

d) What do they think about heads and teachers?

An examination of Table 34 reveals that parents are not
well informed about their children's school and education. All of
them are ignorant of teaching methods, and well over half the group
claim that they do not know enough about their children's school
work and progress, subjects offered at different levels, school
facilities, or school arrangements for parents and teachers to meet.
All but two expressed a wish for information to be made available
to them explaining modern teaching methods used in the schools,
their children's work and progress and subjects offered at different
levels.
Do parents, however, take the initiative in securing the required information about their children's education? An examination of Table 35 shows that all parents in the survey have not been to the school to inquire about school curriculum or teaching methods, or to talk with teachers about their children's future career. 19 parents have met the class teacher to discuss their children's work and even then the regularity of these visits is poor. Out of these 19 parents, only two claimed that they have been twice or thrice to see the class teacher. The others have done so only once that year.

Parents' attendance at school functions is also very poor. Table 36 reveals that the largest number of parents (just over half the group) attend school plays, concerts, exhibitions or school bazaars. Sports days and prize days are attended by exactly half the group. PTA meetings appear to be very unpopular with the parents. Only six parents have attended PTA meetings, and only once that year.

Parents were also asked to give their reasons for attending or not attending school functions. About five major reasons for attending were given, namely, 'to meet headteacher and teacher', 'to see child perform', 'to meet other parents', and 'to see standard of the school'. (Table 37). A number of reasons were also given for non-attendance. Six mentioned that they were too busy with work. Another three replied that they do not like meeting teachers. One mentioned transport problem as the school is situated
too far away, and another mentioned not being informed of school functions either by the headteacher or the children. (Table 38).

An attempt was also made in this survey to assess parents' attitude towards helping the school in such matters as raising funds, making things for the classroom, coaching games and providing transport for school outings. When parents were asked if they have helped the school in some of the ways mentioned, ten parents replied that they have helped to raise funds for the school. The others have not helped the school in any way as they have not been approached by the principals or teachers; they added that they would very much like to help in any way they can if asked by the head.

Parents in the survey on the whole tend to regard headteachers and teachers as snobbish and difficult to get along with. When asked whether they find headteachers and teachers friendly or otherwise well over half the group commented that teachers "put on airs", "make them feel unwanted", "are difficult to talk with". They also added that they feel uneasy with the heads. Only two parents found teachers friendly and agreeable.

2) Opinions regarding Existing Practices in Home/School Relationships

The following questions are posed here:

a) Are parents satisfied with existing practices?

b) Which forms of contact would they like to see extended?

c) Are there any other forms of contact which they would like to see introduced?
The majority of parents in the survey are dissatisfied with current forms of home/school co-operation. Only two parents expressed satisfaction. A number of complaints were made by dissatisfied parents.

The major criticism which came from 28 parents was aimed at the parent-teacher association. As a number of parents put it:

"The aims of the associations have not been fully explained to the public. Most parents do not seem to be aware of what the associations stand for".

One parent spoke of a meeting he attended:

"We listened to a talk on what parents should and should not do. Then all of us had tea and went home without achieving anything constructive".

Four parents complained that some teachers put on airs and make them feel unwanted at the meetings.

"They should convince us that our participation is important for the child's well-being", was the comment of one parent.

In view of the large number of complaints made against the PTA, it is not surprising, therefore, to find that a large majority of 30 parents proposed that the PTA should be discarded.

School entertainments such as plays and concerts were also criticised. The main complaint made by 23 parents in the group was that there were too few plays and concerts being put up by the
school. Plays and concerts were held at the most once a year. Moreover, these were held during the day which means that some of them who were working could not attend. Twelve mothers commented that their husbands would have attended school concerts if they were held in the evening instead. All parents in the survey expressed a wish for more plays and concerts to be put up by the school as they provide the only opportunity for them to see their children perform. For the same reason, 18 parents also wished to see an extension of informal sports events in the school where parents could be invited to participate not only as spectators but also as competitors.

Complaints were also made about the school reports. The majority of parents in the survey (29) stressed that school reports hardly tell them anything about their child's effort and capabilities or about his relationship with his classmates and teachers. They added that such details should be included in a school report to enable parents to get a better idea of their children's school life. Eight parents in the group also remarked that reports or any messages from the school should be written in the mother tongue of the parents and not in English only. They complained that messages written in English had to be translated into their own dialect by their children and these messages were often misinterpreted.

Parents' reaction to the introduction of new forms of home/school contact was not encouraging. An examination of Table 39
shows that the majority of parents are opposed to the introduction of lectures and discussion sessions between parents and teachers; they are also opposed to the introduction of home-visiting by school teachers. However, all parents are for the introduction of 'open days' in their children's school.

Finally, parents were asked what they regarded as the advantages and disadvantages of increased parent/teacher contact. Table 40 shows the analysis of their responses. It can be seen from the table that most parents regard home/school co-operation as more directly beneficial to themselves and their children than to the teachers. Only 2 parents mentioned the value of co-operation for teachers. Fifteen parents think that increased co-operation will help the child directly; out of these 15 parents, 14 are of the opinion that co-operation will help the child pass his exams; only one thinks that it will help the child in his "moral, emotional and social development". Eight parents expressed the view that greater home/school contact will benefit parents in helping them to understand and be more interested in their children's school work.

Only two major disadvantages of co-operation were mentioned. Eighteen parents are of the opinion that increased contact will result in teachers interfering with the parental duty, while 10 parents mentioned that co-operation will make teachers over-critical of parents.
Summary of the Results

1) Nature of Home/School Relations

Six main forms of home/school contact were practised in the schools surveyed, namely:

a) Interviews between parents and teachers;
b) School plays, concerts, exhibitions;
c) Sports days;
d) Prize days;
e) Parent-teacher association;
f) Getting parents to help school.

However, there was evidence to indicate that not many parents make use of these opportunities to visit the school. All four headteachers remarked that few parents turn up at school functions; 85 per cent of the pupils said that their parents do not attend any of the school functions; just over half the parents in the sample have been to the school, but even then the regularity of these visits is poor.

Although 'parents helping the school' is mentioned as a form of contact, the range of parental help is limited to fund-raising only.

Another aspect of communication between parents and teachers – the school report – was also dealt with in the survey. In all four schools, school reports only give limited information about pupils' grades for the various subjects, but do not inform parents about child's relationship with classmates and teachers, or about child's capabilities. Twenty-nine parents in the survey wished for more
details about their child's school life to be included in the reports. There was also a cry from a small group of parents for reports or any messages from the school to be written in their mother tongue.

2) Attitudes to Home/School Co-operation

The majority of teachers and all four headteachers are in favour of increased home/school contact. They consider home/school co-operation most valuable during the secondary school period, and also regard it as more important for pupils in the lower forms than for those in the higher forms.

Teachers also agree that the two principal benefits of co-operation are: (a) helping the pupil in his mental, moral, emotional and social development and (b) helping the teachers to understand their pupils better. Neither the heads nor the teachers consider co-operation as directly beneficial to parents. It is interesting to note that parents, on the other hand, regard co-operation as more beneficial to themselves and their children than to the teachers.

Pupils in the survey are not strongly against home/school contact either. The majority of pupils approve of teachers visiting their homes when they are having difficulties with their school work; they also approve of parents visiting and helping the school. Contrary to the opinions of their heads and teachers, most of the pupils regard helping parents to understand what goes on in school as the chief value of co-operation; only a very small group
think that it will help their teachers understand their homes better.

It is encouraging, therefore, to note that heads, teachers, pupils and parents in the survey all do agree that co-operation between home and school is valuable, although their opinions on the precise benefits of this partnership are divided.

3) Attitudes to Existing Practices

The majority of teachers and parents are dissatisfied with current practices in home/school relationships. The parent-teacher association was highly criticised by both parents and teachers; so also were school plays and concerts. Most parents in the sample proposed that the PTA be discarded. Teachers, however, would like to see an extension and modification of PTA activities. There was also a demand by teachers, parents and pupils for more plays and concerts to be put up by the school.

While parents and teachers appear to be dissatisfied with most existing forms of home/school contact, heads and pupils, on the other hand, are a little more satisfied with current practices. In fact three headteachers stressed that they do not wish to have any change made to existing practices. Pupils, however, appear to be more desirous of change.

Attitudes towards the introduction of new forms of home/school contact also varied. While the majority of teachers and pupils favoured the introduction of new practices such as
home-visiting, lectures and discussion sessions between teachers and parents, most parents and three headteachers were opposed to it.
CHAPTER VI

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The first thing that emerges from the whole research is that the need for co-operation between home and school is felt by an overwhelming majority of teachers, parents, pupils and all four headteachers in the survey. Yet there is much to indicate that little interaction exists between parents and teachers. Ample opportunities for parents to visit the school do exist but these are not made good use of. Heads and teachers in the survey complained about parents' indifference towards their children's schooling. The question raised here is why do parents keep away from the school although they believe that home/school co-operation would be beneficial to their children? The present surveys do indicate some possible answers to this question - the unfriendly attitude of teachers and heads towards parents when they do meet, the physical distance of the school from the home, ignorance, lack of leisure time, and school functions being held during the day thus keeping working mothers and fathers away. These were the various reasons given by only a very small sample of parents and, therefore, cannot be taken as conclusive. There is definitely the need for evidence from a larger and more representative sample of parents.

Another conclusion that can be made is that informal forms of contact appear to be more popular among teachers and parents than formal forms of contact. Informal forms of contact here refers to
the more casual types of contact such as school concerts, plays, sports days, getting parents to help school and the like; formal contact refers to contact through organised bodies such as the parent-teacher association. The majority of parents and teachers show very negative attitudes towards the PTA. (A national survey of home/school relations carried out in England by the Plowden Committee and Schools Council (1968) also revealed that PTA meetings were among the most unpopular functions in primary and secondary schools). In view of this attitude towards the PTA, it can be inferred that any effort to bring about greater parent/teacher co-operation by the formation of organised bodies of parents and teachers may prove futile, and may perhaps even arouse further antagonism.

A final conclusion is that teachers and pupils in the survey appear to be more favourably disposed towards change in current practices than are heads and parents. Three heads in the survey stressed that they do not want any change in current practices either through extension of existing arrangements or through the introduction of new forms of home/school contact. Teachers and pupils, on the other hand, tend to favour the introduction of new forms of contact and the extension of existing practices. Despite the enthusiastic attitude of teachers and pupils towards change, it is perhaps not too presumptuous to say that any change in current practices in home/school relationship would be unlikely unless the headteachers change their present attitude.
The present study does go some way in throwing light on the nature of home/school relationships in English medium secondary boys' school in the Kuala Lumpur area. However, the study has a couple of limitations:

1) The study is limited to secondary boys' schools. The writer recommends that the study be replicated using a sample of secondary girls' schools.

2) Due to parent resistance to interview, the sample of parents used in the survey is too small. The findings presented here can apply only to the sample of parents studied. Substantiating evidence is required from another study using a larger sample of parents to make the findings more conclusive.

The writer also proposes that further research in the field of home/school relationships in the Malaysian school should concentrate on factors hindering interaction between parents and teachers. The present study has indicated that it is not merely a question of negative attitudes of parents, heads, teachers and pupils to interaction which have affected the present situation of limited co-operation. Other factors operate. Till it becomes apparent what these factors are, any plans to improve the state of home/school co-operation would perhaps be futile.
BIBLIOGRAPHY


4. BURNEY, V. K. 'Home Visitation and Parent Involvement' in: Today's Education. 60: 0.71 pp 10-11.


32. HUGHES, A. G. 'Discrepancies Between Results of Intelligence Tests and Entrance Examinations to Grammar Schools' in: British Journal of Educational Psychology. 4. 1934.


35. KELLNER, PRINGLE, M. L. et al. 11,000 Seven-Year-Olds. Longmans. 1966.


41. MCGEENEY, P. Parents are Welcome. Longmans. 1969.

42. MIDWINTER, E. Home and School Relations in Educational Priority Areas. Liverpool Educational Priority Area Project. 1970. 9 pp.

43. MOELLER, G. B. 'Parent - Student - Teacher Triangle' in: Today's Education. 60: N. 1971 pp 40-41.


51. ROBERTS, V. 'Mother Comes Too' in: The Teacher. 9 February 1968.


58. VERNON, P. E. Intelligence and Attainment Tests. University of

59. VERNON, P. E. Intelligence and Cultural Environment. Methuen.
   1969.

60. WALL, W. D. 'The Opinions of Teachers on Parent-Teacher
    Co-operation' in: British Journal of Educational Psychology.

61. WHITE, A. H. 'Let's Stop the Home-School Cold War' in:


63. YOUNG, M. 'How can Parent and Teacher Work Together?' in:

64. YOUNG, M. 'Parent-teacher Cooperation' in: Craft, M. et al

65. YOUNG, M., and McGEENEY, P. Learning Begins At Home. Routledge
APPENDIX A1

INTERVIEW SCHEDULE

INTRODUCTION: I am a student doing a thesis for the Master of Arts degree in Education on the topic of home/school cooperation at the secondary school level in Kuala Lumpur. For this purpose I have to interview a sample of parents, in particular, parents who have children in the secondary school, to find out how they feel about having more contact with the school. Your family happens to be one of the sample.

Educationists in all progressive countries are now increasingly concerned with promoting better relations between parents and teachers for they realise how much this cooperation has helped children in their school work. I believe that closer ties between parents and teachers in our country would also benefit our school children. I hope, therefore, that as many parents as possible would be willing to cooperate in this survey.

Can I interview you? You can be sure that all your answers will be kept absolutely confidential.
My first interest is in finding out how much the school
your son attends informs parents about their child's school work
and about school matters in general.

(TICK YES/NO IN COLUMN 1 (a) - (g))

1.
(a) Do you think you receive enough information from the school
about your son's work and progress at school?

(b) Does the school tell you much about your son's behaviour at
school?

(c) Do you know what subjects are offered in the school at
different levels?

(d) Does the school ever let you know about school examinations
and what they are for?

(e) Are you informed about school facilities for pupils?

(f) What about teaching methods in the school?

(g) Do you know about school arrangements for parents and teachers
to meet?
2. Would you like the school to provide you with more information about any of these things I've just mentioned?

(TICK YES/NO IN COLUMN 2 (a) - (g))

3. (a) Have you ever been to see the headteacher or teacher to discuss or ask about your son's work and progress at school?

(b) Have you ever been to discuss or ask about your son's future career?

(c) Would you seek advice about his career if you needed to?

(d) Have you been to the school to ask about school curriculum and teaching methods?

(e) Have you been to discuss about or explain home conditions and problems which affect your son's school work?

(TICK YES/NO IN COLUMN 3 (a) - (e))

4. When you go to see the headteacher or teacher, do you find them friendly and easy to talk with, or do you find it difficult to get along with them?

(TICK APPROPRIATE BOX)
5. (a) Do school reports tell you all you want to know about your son's effort?

(b) Does it give you enough information about his capabilities?

(c) Does it tell you enough about how he gets on with his teachers and classmates?

(d) Does it say enough about his conduct?

IF NO TO ANY OF 5 (a) - (d) IF YES TO 5 (a) - (d)

6. Would you like school reports to tell you more about these things I've just mentioned?

( TICK YES/NO IN COLUMN 6 )

7. Does his report have a space on it for your comments?

( TICK YES/NO )

8. Would you like to comment sometimes on his school reports?

( TICK YES/NO )

9. (a) Do you often attend school plays, concerts, exhibitions?

(b) What about sports days, prize days, open days? (Explain open days)

(c) Is there a parent teacher association in your son's school?
IF YES TO 9 (c)

(d) Do you often go to meetings of the parent-teacher association?

( TICK YES/NO IN COLUMN 9(a)-(e) )

ASK PARENTS WHO DO NOT ATTEND ANY OF THE MEETINGS IN Q. 9

10. Would you be willing to give me any reasons why you don't often go?

(RECORD REASON)

IF NO TO 9 (c)

(e) Would you like a parent-teacher association to be set up in your son's school?

ASK PARENTS WHO ATTEND MEETINGS

11. (a) When you attend plays, concerts, sports days, what do you mainly go for?

(RECORD ANSWER)

(b) Do you have a chance to discuss your son's school work with the teachers, if you want to, when you meet them at these functions?

( TICK YES/NO )

(c) Do you feel that going to school plays, sports days help you to understand better what goes on in your son's school?

( TICK YES/NO )
12. (a) Have you or your husband/wife occasionally helped the school in any ways such as helping to raise money for the school, making things for the classroom, providing transport, coaching games and the like?

( TICK YES/NO )

IF YES IF NO

(b) In what ways?

(RECORD ANSWER)

(c) Has the headteacher or a teacher ever asked you if you would be willing to help the school in the ways mentioned?

( TICK YES/NO )

(d) Would you like to help the school if you were asked to do so, or do you feel that parents should not be asked to help in any way?

( TICK APPROPRIATE BOX)

13. (a) Do you usually have to get your son to translate messages from the school for you?

( TICK YES/NO )

(b) Would you like to have messages from the school sent in your own language?

( TICK YES/NO )
14.  
(a) On the whole, are you satisfied with the arrangements made by 
the school for parents and teachers to meet?  

( TICK APPROPRIATE BOX )

(b) Do you think you would like the school to put up more plays, 
concerts, exhibitions, fairs, or do you feel that there should 
be less of these in the school?  

( TICK APPROPRIATE BOX )

(c) Would you like to take part in lectures and discussions about 
the school and its work with teachers in the evenings?  

( TICK YES/NO )

(d) Do you like to have personal talks with teachers at the school 
regarding your son's school work, career and school matters?  

( TICK YES/NO )

(e) Do you think that teachers should occasionally visit their 
pupils' homes when their pupils are ill, or when the parents 
are unable to come to the school?  

( TICK YES/NO )

(f) Should the school have an open day?  

( TICK YES/NO )

15.  
(a) Do you think, when a young person is at school, there are 
special periods when the parents need particularly to visit 
the school or talk to teachers?  

( TICK YES/NO )

IF YES  
(a) When is the most important time?  
(b) Why?

IF NO  

16. (a) Do you think there are any particular advantages of parents and teachers meeting more often than now?

IF YES

(b) What are they?

(RECORD ANSWER)

IF NO

17. (a) Do you think there are any particular disadvantages of parents and teachers meeting more often than now?

IF YES

(b) What are they?

(RECORD ANSWER)

IF NO

18. Do you think it is better for parents to have little to do with teachers or a lot to do with them?

(TICK APPROPRIATE BOX)
TO COMPLETE OUR INFORMATION I WOULD LIKE TO ASK A FEW GENERAL QUESTIONS ABOUT YOURSELF AND YOUR FAMILY. MAY I STRESS AGAIN THAT ALL YOUR ANSWERS WILL BE KEPT QUITE CONFIDENTIAL.

19.
(a) What class were you in when you left school?

What class was your husband/wife in when he/she left school?

(RECORD ANSWER IN SPACE CLASS)

(b) IF RESPONDENT IS THE HUSBAND IF RESPONDENT IS THE WIFE

What is your job?
What is your husband's job?

What is your wife's job
What is your job before you married?

before she married?
married?

(RECORD ANSWER IN SPACE JOB)

(c) How many children do you have?

(RECORD NO)

(d) Are they all of school age?

(TICK CORRECT BOX)

(e) How many of them are in the secondary school?

(RECORD NO)

THAT WILL BE ALL. I WOULD LIKE TO THANK YOU VERY MUCH FOR YOUR KIND COOPERATION.
APPENDIX A2

HEADTEACHER'S QUESTIONNAIRE

DIRECTIONS: Please circle the LETTER beside the statement which best represents your answer to each question thus:

(A) If you decide to change your answer, cross out the previous answer A, then circle your new answer.

DO NOT WRITE IN MARGIN

1. Which of the following arrangements for parents and teachers to meet already exist in your school?
   (CIRCLE MORE THAN ONE LETTER, IF NECESSARY)

   A: INTERVIEWS BETWEEN PARENTS AND TEACHERS
   B: PARENTS TAKING PART IN LECTURES AND DISCUSSIONS AT SCHOOL IN THE EVENINGS
   C: SCHOOL PLAYS, CONCERTS, EXHIBITIONS
   D: SPORTS DAYS
   E: PRIZE DAYS
   F: OPEN DAYS
   G: PARENT TEACHER ASSOCIATION
   H: GETTING PARENTS TO HELP SCHOOL IN WORK PARTIES, COACHING GAMES, RAISING MONEY FOR THE SCHOOL
   I: OCCASIONAL VISITS BY TEACHERS TO PUPILS' HOMES

2. In which of the following situations, if any, do you feel it necessary to interview parents?

   A: WHEN THE PUPIL IS ABSENT FROM SCHOOL FREQUENTLY
   B: WHEN THE PUPIL IS FREQUENTLY MISBEHAVING IN SCHOOL
   C: WHEN THE PUPIL IS NOT SHOWING ANY PROGRESS IN HIS SCHOOL WORK
   D: WHEN YOU WANT TO KNOW MORE ABOUT THE PUPIL'S HOME BACKGROUND
   E: I FEEL THE NEED DOES NOT OFTEN OCCUR
3. In which of the following situations, if any, do parents frequently come, of their own accord, to see you?

A: TO DISCUSS OR INQUIRE ABOUT THEIR CHILD'S WORK AND PROGRESS IN SCHOOL
B: TO DISCUSS OR INQUIRE ABOUT THEIR CHILD'S FUTURE CAREER
C: TO DISCUSS OR INQUIRE ABOUT THEIR CHILD'S BEHAVIOUR IN SCHOOL
D: TO DISCUSS OR EXPLAIN HOME CONDITIONS AND PROBLEMS WHICH AFFECT CHILD'S SCHOOL WORK
E: TO ASK ABOUT SCHOOL CURRICULUM AND TEACHING METHODS
F: PARENTS DO NOT OFTEN COME ABOUT SUCH MATTERS

4. Which group of parents is most likely to come and see you about any of the above matters?

A: PARENTS OF PROBLEM CHILDREN
B: PARENTS OF CHILDREN WHO DO WELL IN SCHOOL
C: WORKING CLASS PARENTS
D: MIDDLE CLASS PARENTS

5. How often does the school send school-reports to parents?

A: ONCE A MONTH
B: ONCE A TERM
C: TWICE A YEAR
D: ONCE A YEAR

6. Do reports show pupil's grades, marks or percentages for various subjects?

A: YES
B: NO
7. Do teachers often comment on the following in their pupils' report? (Tick appropriate column)

<table>
<thead>
<tr>
<th></th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Child's effort</td>
<td></td>
<td></td>
<td></td>
<td>a</td>
</tr>
<tr>
<td>B: Child's capabilities</td>
<td></td>
<td></td>
<td></td>
<td>b</td>
</tr>
<tr>
<td>C: Child's relationship</td>
<td></td>
<td></td>
<td></td>
<td>c</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D: Child's conduct</td>
<td></td>
<td></td>
<td></td>
<td>d</td>
</tr>
</tbody>
</table>

8. Are reports usually returned to the school?

A: No, not usually returned at all
B: Yes, with signature of parents
C: Yes, with parents' comments
9. Does the school usually inform parents about any of the following? (CIRCLE A OR B IN EACH CASE)

A: SCHOOL CURRICULUM AT DIFFERENT LEVELS
A: YES  B: NO  

B: SCHOOL EXAMINATIONS
A: YES  B: NO  

C: SCHOOL FACILITIES FOR CHILDREN
A: YES  B: NO  

D: CAREER OPPORTUNITIES FOR SCHOOL LEAVERS
A: YES  B: NO  

E: CHANGING EDUCATIONAL TRENDS WHEN IT AFFECTS THE SCHOOL
A: YES  B: NO  

F: TEACHING METHODS IN THE SCHOOL.
A: YES  B: NO  

G: SCHOOL ARRANGEMENTS FOR PARENTS TO MEET TEACHERS
A: YES  B: NO  

10. How does the school usually inform parents about the above matters?

A: THROUGH PARENT TEACHER INTERVIEWS

B: THROUGH LECTURES AND DISCUSSIONS WITH PARENTS AT SCHOOL

C: THROUGH LETTERS, NEWSLETTERS, CIRCULARS

D: THE PUPIL INFORMS PARENTS
11. Do many parents attend the following functions, if provided, at the school?

(TICK APPROPRIATE COLUMN)

<table>
<thead>
<tr>
<th>Function</th>
<th>Column</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: School plays, concerts</td>
<td>a</td>
</tr>
<tr>
<td>B: P.T.A. social evenings</td>
<td>b</td>
</tr>
<tr>
<td>C: School exhibitions</td>
<td>c</td>
</tr>
<tr>
<td>D: School fairs, jumble sales</td>
<td>d</td>
</tr>
<tr>
<td>E: Sports days</td>
<td>e</td>
</tr>
<tr>
<td>F: Prize days</td>
<td>f</td>
</tr>
<tr>
<td>G: Open days</td>
<td>g</td>
</tr>
</tbody>
</table>
12. What would you consider to be the most significant contribution of plays, concerts, sports days, prize days to home/school relations?

A: THEY PROVIDE PARENTS AN OPPORTUNITY TO MEET TEACHERS ON A SOCIAL BASIS

B: THEY GIVE PARENTS AN OPPORTUNITY TO SEE THEIR CHILDREN PERFORM, THUS STIMULATING PARENTS' INTEREST IN THEIR CHILD'S SCHOOL LIFE

C: THEY PROVIDE YET ANOTHER OR THE ONLY OPPORTUNITY FOR PARENTS AND TEACHERS TO MEET AND DISCUSS ANY PROBLEMS CONCERNING THE CHILD

D: THEY HELP TO IMPROVE RELATIONSHIP BETWEEN PARENTS AND TEACHERS AND AMONG PARENTS THEMSELVES

E: THEY MAKE NO SIGNIFICANT CONTRIBUTION

13. What do you consider to be the main drawback of plays, concerts, sports days, prize days as forms of home/school co-operation?

A: THEY ARE NOT THE MOST SUITABLE OCCASIONS FOR PARENTS AND TEACHERS TO DISCUSS THE CHILD'S WELFARE

B: PARENTS AND TEACHERS DO NOT USUALLY MIX ON THESE OCCASIONS

C: PARENT/TEACHER CONTACTS ON THESE OCCASIONS ARE TOO BRIEF AND SUPERFICIAL

D: ALWAYS THE SAME LOT OF PARENTS TURN UP ON THESE OCCASIONS

E: THOSE PARENTS WHOM YOU WANT TO SEE NEVER TURN UP

F: THERE ARE NO DISADVANTAGES
14. In which of the following ways, if any, have parents helped the school?  
(CIRCLE MORE THAN ONE LETTER, IF NECESSARY)  
A: MATERIAL AID, SUCH AS MAKING THINGS FOR THE CLASSROOM, ETC  
B: CLERICAL AID  
C: PROVISION OF TRANSPORT FOR SCHOOL ON OUTINGS  
D: HELPING TO RAISE FUNDS FOR THE SCHOOL  
E: COACHING GAMES  
F: PARENTS DON'T USUALLY HELP THE SCHOOL  

15. Do you encourage parents to help the school?  
A: OFTEN  
B: SOMETIMES  
C: RARELY  

16. What particular advantage, if any, do you see in getting parents to help the school?  
A: IT CREATES A FEELING OF INVOLVEMENT AND COMMITMENT TO THE SCHOOL ON THE PART OF PARENTS  
B: IT HELPS TO BRING PARENTS FROM ALL SOCIAL CLASSES INTO THE SCHOOL, ESPECIALLY WORKING CLASS PARENTS WHO DO NOT USUALLY ATTEND OTHER SCHOOL FUNCTIONS  
C: IT PROMOTES GOOD RELATIONSHIP BETWEEN PARENTS AND TEACHERS  
D: THERE ARE NO PARTICULAR ADVANTAGES
17. What particular disadvantage do you see in getting parents to help the school, if any?

A: IT MAY LEAD TO PARENTAL INTERFERENCE IN THE RUNNING OF THE SCHOOL
B: IT MAY LEAD TO PARENTAL INTERFERENCE IN THE TEACHERS' WORK
C: PUPILS MAY BE RESENTFUL OF INCREASED PARENT-TEACHER CONTACT
D: THERE ARE NO PARTICULAR DISADVANTAGES

18. Below are a number of ways in which parents and teachers can meet. Please show by ticking the appropriate column whether you are satisfied/dissatisfied with the arrangement as it is, or whether you believe the arrangement should be introduced, extended or dropped in your school.

<table>
<thead>
<tr>
<th></th>
<th>SATISFIED</th>
<th>INTRODUCE</th>
<th>EXTENDED</th>
<th>DROPPED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>A: PARENT TEACHER INTERVIEWS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B: LECTURES AND DISCUSSIONS WITH PARENTS AT SCHOOL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C: SCHOOL PLAYS, CONCERTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D: OPEN DAYS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E: SPORTS DAYS, PRIZE DAYS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F: PARENT TEACHER ASSOCIATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G: GETTING PARENTS TO HELP SCHOOL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H: OCCASIONAL VISITS BY TEACHERS TO PUPILS' HOMES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
19. Could you suggest other forms of parent/teacher co-operation that might be valuable?

20. At what period of the child's school life do you think parent-teacher co-operation is most valuable?
   A: DURING THE INFANT SCHOOL PERIOD
   B: DURING THE PRIMARY SCHOOL PERIOD
   C: DURING THE SECONDARY SCHOOL PERIOD

21. At what period of the child's secondary school life do you think parent-teacher co-operation is most useful?
   A: ON ENTERING SECONDARY SCHOOL
   B: DURING THE FOURTH FORM
   C: DURING THE FIFTH FORM
   D: DURING THE SEVENTH FORM
   E: IT IS NEVER VERY USEFUL

22. Are there any special advantages of parent-teacher co-operation at the secondary school level?
   A: NO, THERE ARE NO SPECIAL ADVANTAGES
   B: YES, IT WOULD HELP THE ADOLESCENT IN HIS CAREER CHOICE
   C: YES, IT WOULD BE USEFUL FOR DISCIPLINING THE CHILD
   D: YES, IT WOULD HELP THE CHILD IN HIS MENTAL, EMOTIONAL, MORAL AND SOCIAL DEVELOPMENT
   E: YES, IT WOULD HELP THE TEACHER TO UNDERSTAND THE CHILD BETTER
   F: YES, IT WOULD HELP THE PARENT TO UNDERSTAND THE CHILD BETTER
23. Are there any special disadvantages of parent-teacher co-operation?

A: NO, THERE ARE NO SPECIAL DISADVANTAGES

B: YES, IT MAY MAKE THE CHILD UNEASY ABOUT BEING DISCUSSED BY PARENT AND TEACHER

C: YES, IT MAY BE USED BY THE TEACHER AND PARENT TO FORCE CHILD TO OVERWORK

D: YES, IT MAY SET UP A BARRIER BETWEEN TEACHER AND CHILD

E: YES, IT MAY SET UP A BARRIER BETWEEN PARENT AND CHILD

24. Do you think that head teachers and teachers should:

A: HAVE THE MINIMUM NECESSARY TO DO WITH THEIR PUPILS' PARENTS

B: GET BETTER ACQUAINTED WITH THEIR PUPILS' PARENTS

C: VISIT THEIR PUPILS' HOMES OCCASIONALLY

D: TAKE ADVANTAGE OF ALL OPPORTUNITIES TO MEET PARENTS

THANK YOU FOR YOUR KIND CO-OPERATION
TEACHER'S QUESTIONNAIRE

INTRODUCTION TO TEACHER'S QUESTIONNAIRE

This questionnaire is part of a survey looking at the effectiveness or otherwise of home/school relationships in the English medium secondary boys' schools in Kuala Lumpur. For this, we need your frank opinions and attitudes regarding the value or otherwise of parent/teacher co-operation.

Of course any information given will be treated as confidential. Therefore, please do not write your name on the questionnaire.

I do hope you will be willing to complete the questionnaire. It is essential that as many questionnaires as possible should be completed and returned if the survey is to be of any real use. Please place the completed questionnaire in the envelope provided and leave with the school office. Whilst most teachers are willing to complete the questionnaires, some may be unable to do so for various reasons. If, for any reason you are quite unable to complete the questionnaire, would you please indicate your reason in the section below and return in the envelope with the questionnaire. This is important for establishing the reliability of the survey, and will be used for that purpose only.

Your co-operation in this survey will be deeply appreciated.

BOON AI MING (MISS)

ONLY FILL THIS SECTION IF YOU CANNOT COMPLETE THE QUESTIONNAIRE.

REASON:
APPENDIX A2 Continued

TEACHERS' QUESTIONNAIRE

DIRECTIONS: Please circle the LETTER beside the statement which best represents your answer to each question, thus A. If you decide to change your answer first cross out the previous answer A, and then circle your new answer.

1. In order to teach adequately, do you consider it important for the teacher to be informed about the pupil's home background?
   A: YES, IT IS VERY IMPORTANT
   B: YES, IT IS QUITE IMPORTANT
   C: NO, IT IS NOT IMPORTANT

2. Which of the following aspects of the home environment do you think is most important for the teacher to know about?
   A: PARENTS' ATTITUDE TOWARDS THE CHILD'S EDUCATION
   B: PARENTS' INTEREST IN FUTURE CAREER OF THE CHILD
   C: PARENT-CHILD RELATIONSHIP
   D: AVAILABILITY OF EDUCATIONAL FACILITIES AT HOME
   E: I FEEL THAT IT IS NOT VERY IMPORTANT TO KNOW ABOUT ANY OF THE ABOVE
3. Do you think you receive enough information about your pupils' home background?
   A: ENOUGH
   B: HARDLY ENOUGH
   C: CAN'T REALLY TELL

4. How do you usually obtain information you need regarding your pupils' home environment?
   A: THROUGH PARENT-TEACHER INTERVIEWS
   B: THROUGH HOME VISITS
   C: THROUGH LETTERS FROM PARENTS
   D: THROUGH P.T.A. ACTIVITIES
   E: THROUGH MEETING PARENTS ON SOCIAL OCCASIONS, SPORTS DAYS, OPEN DAYS
   F: OTHER MEANS (please specify)

5. In which of the following situations, if any, do you feel it necessary to interview parents?
   A: WHEN THE PUPIL IS ABSENT FROM SCHOOL FREQUENTLY
   B: WHEN THE PUPIL IS FREQUENTLY MISBEHAVING IN SCHOOL
   C: WHEN THE PUPIL IS NOT SHOWING ANY PROGRESS IN HIS SCHOOL WORK
   D: WHEN YOU WANT TO KNOW MORE ABOUT THE PUPILS' HOME LIFE
   E: I FEEL THE NEED DOES NOT OFTEN OCCUR
6. In which of the following situations, if any, do parents come frequently of their own accord to see you?

A: TO DISCUSS OR INQUIRE ABOUT THEIR CHILD'S WORK AND PROGRESS IN SCHOOL
B: TO DISCUSS OR INQUIRE ABOUT THEIR CHILD'S BEHAVIOUR IN SCHOOL
C: TO DISCUSS OR INQUIRE ABOUT THEIR CHILD'S FUTURE CAREER
D: TO EXPLAIN HOME CONDITIONS WHICH AFFECT THEIR CHILD'S WORK OR BEHAVIOUR
E: TO ASK ABOUT SCHOOL CURRICULUM
F: PARENTS DO NOT OFTEN COME ABOUT SUCH MATTERS

7. Which group of parents is most likely to come and see you about any of the above matters?

A: PARENTS OF PROBLEM CHILDREN
B: PARENTS OF CHILDREN WHO DO WELL IN SCHOOL
C: WORKING CLASS PARENTS
D: MIDDLE CLASS PARENTS

8. What would you consider to be the most significant contribution of plays, concerts, sports days, prize days to home/school relations?

A: THEY PROVIDE PARENTS AN OPPORTUNITY TO MEET TEACHERS ON A SOCIAL BASIS
B: THEY GIVE PARENTS AN OPPORTUNITY TO SEE THEIR CHILDREN PERFORM, THUS STIMULATING PARENTS' INTEREST IN THEIR CHILD'S SCHOOL LIFE
C: THEY PROVIDE YET ANOTHER OR THE ONLY OPPORTUNITY FOR PARENTS AND TEACHERS TO MEET AND DISCUSS ANY PROBLEMS CONCERNING THE CHILD
D: THEY HELP TO IMPROVE RELATIONSHIPS BETWEEN PARENTS AND TEACHERS AND AMONG PARENTS THEMSELVES
E: THEY MAKE NO SIGNIFICANT CONTRIBUTION
9. What do you consider to be the main drawback of plays, sports days, prize days as forms of home/school co-operation?

A: THEY ARE NOT THE MOST SUITABLE OCCASIONS FOR PARENTS AND TEACHERS TO DISCUSS THE CHILD'S WELFARE

B: PARENTS AND TEACHERS DO NOT USUALLY MIX ON THESE OCCASIONS

C: PARENT/TEACHER CONTACTS ON THESE OCCASIONS ARE TOO BRIEF AND SUPERFICIAL

D: ALWAYS THE SAME LOT OF PARENTS TURNS UP ON THESE OCCASIONS

E: THOSE PARENTS WHOM YOU WANT TO SEE NEVER TURN UP

F: THERE ARE NO DISADVANTAGES

10. What particular advantage, if any, do you see in getting parents to help the school e.g. in work parties, fund-raising, coaching games?

A: IT CREATES A FEELING OF INVOLVEMENT AND COMMITMENT TO THE SCHOOL ON THE PART OF PARENTS

B: IT HELPS TO BRING PARENTS FROM ALL SOCIAL CLASSES INTO THE SCHOOL, ESPECIALLY WORKING CLASS PARENTS WHO DO NOT USUALLY ATTEND OTHER SCHOOL FUNCTIONS

C: IT PROMOTES GOOD RELATIONSHIP BETWEEN PARENTS AND TEACHERS

D: THERE ARE NO PARTICULAR ADVANTAGES
11. What particular disadvantage, if any, do you see in getting parents to help the school?

A: It may lead to parental interference in the running of the school

B: It may lead to parental interference in the teachers' work

C: Pupils may be resentful of increased parent/teacher contact

D: There are no disadvantages

12. Below are a number of ways in which parents and teachers can meet. Please show by ticking the appropriate column whether you are satisfied/dissatisfied with the arrangement as it is, or whether you believe the arrangement should be introduced, extended or dropped in your school.

<table>
<thead>
<tr>
<th>Satisfied</th>
<th>Introduce</th>
<th>Extended</th>
<th>Dropped</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

- A: Parent-teacher interviews
- B: Lectures and discussions with parents at school
- C: O.T.A.
- D: Open days
- E: Sports days, prize days
- F: Plays, concerts
- G: Getting parents to help school
- H: Occasional visits by teachers to pupils' homes
13. Could you suggest other forms of parent/teacher co-operation that might be valuable?

14. At what period in the child's school life do you think parent/teacher co-operation is most valuable?

   A: DURING THE INFANT SCHOOL PERIOD
   B: DURING THE PRIMARY SCHOOL PERIOD
   C: DURING THE SECONDARY SCHOOL PERIOD

15. At what period in the child's secondary school life do you think parent-teacher co-operation is most useful?

   A: ON ENTERING SECONDARY SCHOOL
   B: DURING THE FOURTH FORM
   C: DURING THE FIFTH FORM
   D: DURING THE SEVENTH FORM
   E: IT IS NEVER VERY USEFUL
16. Are there any special advantages of parent-teacher co-operation at the secondary school level?

A: No, there are no special advantages

B: Yes, it would help the adolescent in his career choice

C: Yes, it would be useful for disciplining the child

D: Yes, it would help the child in his emotional, mental, moral and social development

E: Yes, it would help the teacher to understand the child better

F: Yes, it would help the parent to understand the child better

G: Yes, it would reduce conflict between home and school claims on the child

17. Are there any special disadvantages of parent-teacher co-operation?

A: No, there are no special disadvantages

B: Yes, it may make the child uneasy about being discussed by parent and teacher

C: Yes, it may be used by parent and teacher to force the child to overwork

D: Yes, it may set up a barrier between teacher and child

E: Yes, it may set up a barrier between parent and child
18. Do you think teachers should:
   A: HAVE THE MINIMUM NECESSARY TO DO WITH THEIR PUPILS' PARENTS
   B: GET BETTER ACQUAINTED WITH THEIR PUPILS' PARENTS
   C: VISIT THEIR PUPILS' HOMES REGULARLY
   D: TAKE ADVANTAGE OF ALL OPPORTUNITIES TO MEET PARENTS

GENERAL DETAILS

19. How long have you been teaching?
   A: LESS THAN 5 YEARS
   B: BETWEEN 5 TO 10 YEARS
   C: BETWEEN 10 TO 20 YEARS
   D: OVER 20 YEARS

20. What is the main class level at which you teach?
   A: FORM I TO III
   B: FORM IV TO V
   C: FORM VI TO VII
   D: VARIOUS LEVELS

21. Please indicate sex
   A: MALE
   B: FEMALE

THANK YOU FOR YOUR KIND CO-OPERATION IN THIS SURVEY
PUPILS' QUESTIONNAIRE

Some schools today believe that there should be closer contact between parents and teachers; on the other hand, there are schools which prefer to have as little to do with parents as possible. There is no correct answer as to whether a closer link between parents and teachers is a good or a bad thing. In answering this questionnaire your honest opinion about parent-teacher relationship will be most valuable.

DIRECTIONS: Please circle the LETTER beside the statement that best represents your answer to each question, e.g. A. If you decide to change your answer, cross out the previous answer, e.g. A and circle your new answer.


3. Which of the following arrangements for parents to meet teachers occurs at your school?

A: INTERVIEWS BETWEEN PARENTS AND TEACHERS

B: PARENTS TAKING PART IN LECTURES AND DISCUSSIONS AT SCHOOL IN THE EVENINGS

C: SCHOOL PLAYS, CONCERTS, EXHIBITIONS, FAIRS

D: OPEN DAYS

E: SPORTS DAYS, PRIZE DAYS

F: PARENT TEACHER ASSOCIATION

G: GETTING PARENTS TO HELP THE SCHOOL IN WORK PARTIES, COACHING GAMES, OR RAISING MONEY FOR THE SCHOOL

H: OCCASIONAL VISITS BY TEACHERS TO PUPILS' HOMES

---

APPENDIX A2 Continued
4. Do your parents often attend any of the following meetings at your school?

A: MY PARENTS CAN'T USUALLY GET TO ANY OF THESE MEETINGS
B: PLAYS, CONCERTS, EXHIBITIONS, FAIRS
C: OPEN DAYS
D: SPORTS DAYS, PRIZE DAYS
E: MEETINGS OF THE PARENT TEACHER ASSOCIATION

5. Would you prefer your parents to go to school meetings or would you prefer them not to go?

A: I WOULD PREFER THEM TO GO
B: I DON'T MIND ONE WAY OR THE OTHER
C: I WOULD PREFER THEM NOT TO GO

6. Have your parents helped your school in any of the following ways?

A: MY PARENTS HAVE NOT HELPED THE SCHOOL IN ANY OF THE FOLLOWING WAYS;
B: MAKING THINGS FOR THE CLASSROOM
C: HELPING WITH CLERICAL WORK
D: PROVIDING TRANSPORT FOR THE SCHOOL ON OUTINGS
E: RAISING MONEY FOR THE SCHOOL
F: COACHING GAMES
7. Do you think your parents ought to help your school in any of the above ways, or do you think it is not important or necessary?

A: YES, I THINK THEY SHOULD HELP, IF POSSIBLE

B: I DON'T CARE EITHER WAY

C: NO, I THINK THAT IT'S NOT IMPORTANT OR NECESSARY

8. Do you think your form teacher should visit your home in any of the following situations?

(i) When you're ill

A: YES   B: DON'T CARE   C: NO

(ii) When your parents can't come to school at all

A: YES   B: DON'T CARE   C: NO

(iii) When you are having special difficulties with school work

A: YES   B: DON'T CARE   C: NO
9. Below are a number of ways in which parents and teachers can meet. Please show by ticking (✓) the appropriate column whether you are satisfied/dissatisfied with the arrangement as it is, or whether you think the arrangement should be introduced, extended, or dropped in your school.

<table>
<thead>
<tr>
<th>Satisfied</th>
<th>Introduced</th>
<th>Extended</th>
<th>Dropped</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

- Interviews between parents & teachers
- Parents taking part in lectures & discussions at school
- School plays, concerts, exhibitions, fairs
- Open days
- Sports days, prize days
- Parent teacher association
- Getting parents to help school
- Occasional visits by teachers to pupils' homes
10. At what time, if any, in your secondary school life do you think co-operation between parents and teachers would be most useful?

A: ON ENTERING SECONDARY SCHOOL
B: DURING THE FOURTH FORM YEAR
C: DURING THE SCHOOL CERTIFICATE YEAR
D: DURING THE SIXTH FORM YEAR
E: IT IS NEVER VERY USEFUL

11. Are there any special advantages in parents and teachers meeting more often than now?

A: NO, THERE ARE NO ADVANTAGES
B: YES, IT WOULD HELP PARENTS TO UNDERSTAND WHAT GOES ON IN SCHOOL
C: YES, IT WOULD INCREASE PARENTS' INTEREST IN OUR SCHOOL LIFE
D: YES, IT WOULD HELP TEACHERS TO UNDERSTAND OUR HOMES BETTER
E: YES, IT WOULD HELP US DO BETTER IN OUR STUDIES
F: YES, IT WOULD HELP US IN DECIDING ON A CAREER

12. Are there any special disadvantages in parents and teachers meeting more often than now?

A: NO, THERE ARE NO DISADVANTAGES
B: YES, IT WOULD LEAD TO PARENTS INTERFERING TOO MUCH IN THE SCHOOL WORK
C: YES, IT WOULD MAKE PARENTS CRITICIZE THE SCHOOL AND TEACHERS
D: YES, IT WOULD MAKE THE TEACHERS VERY STRICT WITH THE PUPILS
E: YES, IT WOULD MAKE US FEEL UNEASY ABOUT BEING DISCUSSED BY PARENTS AND TEACHERS
13. Do you think parents and teachers should:

A: HAVE NOTHING TO DO WITH EACH OTHER?

B: MEET ONLY ON SPECIAL OCCASIONS SUCH AS OPEN DAYS, PRIZE DAYS, SPORTS DAYS?

C: GET TO KNOW EACH OTHER BETTER?

D: MAKE USE OF EVERY OPPORTUNITY TO MEET AND DISCUSS THE PUPILS' WELFARE?

THANK YOU FOR YOUR KIND CO-OPERATION
LETTER TO HEADTEACHER

The Principal,

Dear Sir,

I am a Malaysian student doing a thesis for the Master of Arts degree in Education with the University of Canterbury, New Zealand.

The general subject of my thesis concerns the present status of home/school relationships at the secondary school level in Kuala Lumpur. For this purpose I am carrying out a survey of headteachers, teachers and pupils attitudes to current practices in home/school cooperation and their opinions regarding extension of existing arrangements. The sample of schools to be included in the survey has been randomly selected and your school happens to be one of the sample.

Educationists and teachers in all progressive countries are now concerned with developing extended home/school relationships because they realise how much these improve the effectiveness of schools. For this reason I believe my survey could be very valuable for schools taking part in it.

I will naturally let you have a report of all the findings that come out of the survey as soon as the results have been worked out. This would be about January, 1974.

I have also obtained the permission of the Malaysian Ministry of Education to approach schools on this matter.

It would be of great help to me if you, your teaching staff and pupils would be willing to co-operate in this survey. Could I please call to explain exactly what would be involved, how much time it would take, and to show you the questionnaires that I would like to give out.

If you could reply and arrange a time when I might see you, I would appreciate it very much.

I am,

Yours faithfully,

BOON AI MING (Miss)
LETTER TO PARENTS

Boon Ai Ming (Miss),
231, Jalan 7,
United Gardens,
Klang Road,
Kuala Lumpur.


Mr. & Mrs. ...................
..............................
..............................

Dear ......................

I am a Malaysian Student doing a thesis for the Master of Arts degree in Education on the topic of home-school cooperation at the Secondary School level in Kuala Lumpur. For this purpose I have to interview a sample of parents (in particular parents who have children in the Secondary School) to find out how they feel about current practices in home-school cooperation. I have picked at random addresses of parents from class registers and your address happens to be selected.

Educationists in all progressive countries are now increasingly concerned with promoting better relations between parents and teachers for they realize how much this cooperation has helped children in their school work. I believe that closer ties between parents and teachers in our country would also benefit our school children. It is for this reason that I have chosen this topic for my thesis. I hope, therefore, that as many parents as possible would be willing to cooperate in this survey and give their opinions regarding the value or otherwise of greater parent-teacher cooperation.

This survey has also been approved by the Malaysian Ministry of Education.

If you could reply and let me know if you would like to be interviewed, I would appreciate it very much. The interview will take approximately twenty minutes.

Thanking you in anticipation.

I am,

Yours faithfully,

BOON AI MING (Miss)
TABLES OF RESULTS
# Appendix C

**Table 3**

Teachers' opinion on the importance of being informed about their pupils' home background

<table>
<thead>
<tr>
<th>In order to teach adequately, do you consider it important for the teacher to be informed about the pupils' home background?</th>
<th>Number of Teachers</th>
<th>Percentage of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Yes, it is very important</td>
<td>74</td>
<td>40.3</td>
</tr>
<tr>
<td>B. Yes, it is quite important</td>
<td>100</td>
<td>54.3</td>
</tr>
<tr>
<td>C. No, it is not important</td>
<td>10</td>
<td>5.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>184</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
APPENDIX C Continued

**TABLE 4**

ASPECTS OF THE PUPILS' HOME ENVIRONMENT WHICH TEACHERS FEEL ARE IMPORTANT FOR THEM TO KNOW ABOUT

<table>
<thead>
<tr>
<th>Which of the following aspects of the home environment do you think is most important for the teacher to know about?</th>
<th>Number of Teachers</th>
<th>Percentage of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Parents' attitude towards the child's education</td>
<td>74</td>
<td>40.2</td>
</tr>
<tr>
<td>B. Parents' interest in future career of the child</td>
<td>16</td>
<td>8.7</td>
</tr>
<tr>
<td>C. Parent-child relationship</td>
<td>68</td>
<td>37</td>
</tr>
<tr>
<td>D. Availability of educational facilities at home</td>
<td>26</td>
<td>14.1</td>
</tr>
<tr>
<td>E. I feel that it is not important to know about any of the above</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>184</td>
<td>100</td>
</tr>
<tr>
<td>Do you think you receive enough information about your pupils' home background?</td>
<td>Number of Teachers</td>
<td>Percentage of Teachers</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>A. Enough</td>
<td>13</td>
<td>7.1</td>
</tr>
<tr>
<td>B. Hardly enough</td>
<td>141</td>
<td>76.6</td>
</tr>
<tr>
<td>C. Can't really tell</td>
<td>30</td>
<td>16.3</td>
</tr>
<tr>
<td>Total</td>
<td>184</td>
<td>100</td>
</tr>
</tbody>
</table>
### APPENDIX C Continued

#### TABLE 6

METHODS BY WHICH TEACHERS OBTAIN INFORMATION REGARDING PUPILS' HOME BACKGROUND

<table>
<thead>
<tr>
<th>How do you usually obtain information you need regarding your pupils' home environment?</th>
<th>Number of Teachers</th>
<th>Percentage of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Through parent-teacher interviews</td>
<td>24</td>
<td>13</td>
</tr>
<tr>
<td>B. Through home visits</td>
<td>7</td>
<td>3.8</td>
</tr>
<tr>
<td>C. Through letters from parents</td>
<td>27</td>
<td>14.7</td>
</tr>
<tr>
<td>D. Through P.T.A. activities</td>
<td>4</td>
<td>2.2</td>
</tr>
<tr>
<td>E. Through meeting parents on social occasions, sports days, open days</td>
<td>49</td>
<td>26.6</td>
</tr>
<tr>
<td>F. Other means</td>
<td>73</td>
<td>39.7</td>
</tr>
<tr>
<td>Total</td>
<td>184</td>
<td>100</td>
</tr>
</tbody>
</table>
**APPENDIX C Continued**

**TABLE 7**

**OCCASIONS WHEN TEACHERS FEEL THAT INTERVIEWS WITH PARENTS ARE NECESSARY**

<table>
<thead>
<tr>
<th>In which of the following situations, if any, do you feel it necessary to interview parents?</th>
<th>Number of Teachers</th>
<th>Percentage of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. When the pupils is absent from school frequently</td>
<td>71</td>
<td>38.6</td>
</tr>
<tr>
<td>B. When the pupil is frequently misbehaving in school</td>
<td>42</td>
<td>22.8</td>
</tr>
<tr>
<td>C. When the pupil is not showing any progress in his school work</td>
<td>49</td>
<td>26.6</td>
</tr>
<tr>
<td>D. When you want to know more about the pupils' home life</td>
<td>9</td>
<td>4.9</td>
</tr>
<tr>
<td>E. I feel the need does not often occur</td>
<td>13</td>
<td>7.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>184</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
## Table 8

### Situations When Parents Come of Their Own Accord to See Teachers

<table>
<thead>
<tr>
<th>In which of the following situations, if any, do parents come frequently of their own accord to see you?</th>
<th>Number of Teachers</th>
<th>Percentage of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. To discuss or inquire about their child's work and progress in school</td>
<td>32</td>
<td>17.4</td>
</tr>
<tr>
<td>B. To discuss or inquire about their child's behaviour in school</td>
<td>13</td>
<td>7.1</td>
</tr>
<tr>
<td>C. To discuss or inquire about their child's future career</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>D. To explain home conditions which affect their child's work or behaviour</td>
<td>5</td>
<td>2.7</td>
</tr>
<tr>
<td>E. To ask about school curriculum</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>F. Parents do not often come about such matters</td>
<td>133</td>
<td>72.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>184</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
## APPENDIX C Continued

### TABLE 9

**TEACHERS' OPINIONS ON VALUES OF SOCIAL AND FORMAL SCHOOL FUNCTIONS AS FORMS OF HOME/SCHOOL CONTACT**

<table>
<thead>
<tr>
<th>What would you consider to be the most significant contribution of plays, concerts, sports days, prize days to home/school relations?</th>
<th>Number of Teachers</th>
<th>Percentage of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. They provide parents an opportunity to meet teachers on a social basis</td>
<td>18</td>
<td>9.8</td>
</tr>
<tr>
<td>B. They give parents an opportunity to see their children perform</td>
<td>97</td>
<td>52.7</td>
</tr>
<tr>
<td>C. They provide yet another opportunity for parents and teachers to meet and discuss problems concerning the child</td>
<td>31</td>
<td>16.8</td>
</tr>
<tr>
<td>D. They help to improve relationships between parents and teachers</td>
<td>10</td>
<td>5.4</td>
</tr>
<tr>
<td>E. They make no significant contribution</td>
<td>28</td>
<td>15.3</td>
</tr>
<tr>
<td>Total</td>
<td>184</td>
<td>100</td>
</tr>
</tbody>
</table>
### Table 10

**Teachers' Opinions on Drawbacks of Social and Formal School Functions as Forms of Home/School Contact**

<table>
<thead>
<tr>
<th>What do you consider to be the main drawback of plays, sports days, prize days as forms of home/school co-operation?</th>
<th>Number of Teachers</th>
<th>Percentage of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. They are not the most suitable occasions for parents and teachers to discuss the child's welfare</td>
<td>14</td>
<td>7.6</td>
</tr>
<tr>
<td>B. Parents and teachers do not usually mix on these occasions</td>
<td>26</td>
<td>14.1</td>
</tr>
<tr>
<td>C. Parent/teacher contacts on these occasions are too brief and superficial</td>
<td>44</td>
<td>23.9</td>
</tr>
<tr>
<td>D. Always the same lot of parents turns up on these occasions</td>
<td>54</td>
<td>29.3</td>
</tr>
<tr>
<td>E. Those parents whom you want to see never turn up</td>
<td>41</td>
<td>22.4</td>
</tr>
<tr>
<td>F. There are no disadvantages</td>
<td>5</td>
<td>2.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>184</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
APPENDIX C Continued

TABLE 11
TEACHERS' OPINIONS REGARDING ADVANTAGES OF GETTING PARENTS TO HELP THE SCHOOL

<table>
<thead>
<tr>
<th>What particular advantages, if any, do you see in getting parents to help the school e.g. in work parties, fund-raising, coaching games?</th>
<th>Number of Teachers</th>
<th>Percentage of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. It creates a feeling of involvement and commitment to the school on the part of parents</td>
<td>87</td>
<td>47.3</td>
</tr>
<tr>
<td>B. It helps to bring parents from all social classes into the school, especially working class parents</td>
<td>47</td>
<td>25.5</td>
</tr>
<tr>
<td>C. It promotes good relationship between parents and teachers</td>
<td>36</td>
<td>19.6</td>
</tr>
<tr>
<td>D. There are no particular advantages</td>
<td>14</td>
<td>7.6</td>
</tr>
<tr>
<td>Total</td>
<td>184</td>
<td>100</td>
</tr>
</tbody>
</table>
### TABLE 12
TEACHERS' OPINIONS REGARDING DISADVANTAGES OF GETTING PARENTS TO HELP THE SCHOOL

<table>
<thead>
<tr>
<th>What particular disadvantages, if any, do you see in getting parents to help the school?</th>
<th>Number of Teachers</th>
<th>Percentage of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. It may lead to parental interference in the running of the school</td>
<td>51</td>
<td>27.7</td>
</tr>
<tr>
<td>B. It may lead to parental interference in the teachers' work</td>
<td>43</td>
<td>23.4</td>
</tr>
<tr>
<td>C. Pupils may be resentful of increased parent/teacher contact</td>
<td>16</td>
<td>8.7</td>
</tr>
<tr>
<td>D. There are no disadvantages</td>
<td>74</td>
<td>40.2</td>
</tr>
<tr>
<td>Total</td>
<td>184</td>
<td>100</td>
</tr>
</tbody>
</table>
APPENDIX C Continued

TABLE 13

PERIOD IN CHILD'S SCHOOL LIFE AT WHICH TEACHERS CONSIDER PARENT-TEACHER CO-OPERATION TO BE MOST VALUABLE

<table>
<thead>
<tr>
<th>At what period in the child's school life do you think parent/teacher co-operation is most valuable?</th>
<th>Number of Teachers</th>
<th>Percentage of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. During the infant school period</td>
<td>17</td>
<td>9.2</td>
</tr>
<tr>
<td>B. During the primary school period</td>
<td>73</td>
<td>39.7</td>
</tr>
<tr>
<td>C. During the secondary school period</td>
<td>94</td>
<td>51.1</td>
</tr>
<tr>
<td>Total</td>
<td>184</td>
<td>100</td>
</tr>
</tbody>
</table>
### TABLE 14

**PERIOD IN CHILD’S SECONDARY SCHOOL LIFE AT WHICH TEACHERS CONSIDER PARENT/TEACHER CO-OPERATION TO BE MOST VALUABLE**

<table>
<thead>
<tr>
<th>At what period in the child's secondary school life do you think parent/teacher co-operation is most valuable?</th>
<th>Number of Teachers</th>
<th>Percentage of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. On entering secondary school</td>
<td>112</td>
<td>60.9</td>
</tr>
<tr>
<td>B. During the fourth form</td>
<td>43</td>
<td>23.4</td>
</tr>
<tr>
<td>C. During the fifth form</td>
<td>26</td>
<td>14.1</td>
</tr>
<tr>
<td>D. During the seventh form</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>E. It is never very useful</td>
<td>3</td>
<td>1.6</td>
</tr>
<tr>
<td>Total</td>
<td>184</td>
<td>100</td>
</tr>
</tbody>
</table>
APPENDIX C Continued

TABLE 15

TEACHERS' SATISFACTION WITH EXISTING PRACTICES IN
HOME/SCHOOL RELATIONS

<table>
<thead>
<tr>
<th>Existing Practices</th>
<th>Satisfied</th>
<th>Not Satisfied</th>
<th>Total No.</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-teacher interviews</td>
<td>19 10.3%</td>
<td>165 89.7%</td>
<td>184 100%</td>
<td></td>
</tr>
<tr>
<td>PTA activities</td>
<td>83 45.1%</td>
<td>101 54.9%</td>
<td>184 100%</td>
<td></td>
</tr>
<tr>
<td>Sports days, prize days</td>
<td>179 97.3%</td>
<td>5 2.7%</td>
<td>184 100%</td>
<td></td>
</tr>
<tr>
<td>Plays, concerts</td>
<td>63 34.2%</td>
<td>121 65.8%</td>
<td>184 100%</td>
<td></td>
</tr>
<tr>
<td>Getting parents to help school</td>
<td>0 0.0%</td>
<td>184 100%</td>
<td>184 100%</td>
<td></td>
</tr>
</tbody>
</table>
**TABLE 16**

EXISTING PRACTICES IN HOME/SCHOOL RELATIONS WHICH TEACHERS WOULD LIKE TO SEE EXTENDED OR DROPPED

<table>
<thead>
<tr>
<th>Existing Practices</th>
<th>Extended</th>
<th></th>
<th>Dropped</th>
<th></th>
<th>Total No. Answering Question</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Parent-teacher interviews</td>
<td>100</td>
<td>60.6</td>
<td>65</td>
<td>39.4</td>
<td>165</td>
</tr>
<tr>
<td>PTA activities</td>
<td>94</td>
<td>93.1</td>
<td>7</td>
<td>6.9</td>
<td>101</td>
</tr>
<tr>
<td>Sports days, prize days</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>100</td>
<td>5</td>
</tr>
<tr>
<td>Plays, concerts</td>
<td>118</td>
<td>97.5</td>
<td>3</td>
<td>2.5</td>
<td>121</td>
</tr>
<tr>
<td>Getting parents to help school</td>
<td>161</td>
<td>87.5</td>
<td>23</td>
<td>12.5</td>
<td>184</td>
</tr>
</tbody>
</table>

Percentages are in terms of those who answered the question.
## APPENDIX C Continued

### TABLE 17

**FORMS OF HOME/SCHOOL CONTACT WHICH TEACHERS WOULD LIKE TO SEE INTRODUCED**

<table>
<thead>
<tr>
<th>Forms of Home/School contact</th>
<th>INTRODUCE</th>
<th></th>
<th></th>
<th>Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES No.</td>
<td>%</td>
<td>NO No.</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Lectures and discussions with parents at school</td>
<td>151</td>
<td>82.1</td>
<td>33</td>
<td>17.9</td>
<td>184</td>
</tr>
<tr>
<td>Open days</td>
<td>169</td>
<td>91.8</td>
<td>15</td>
<td>8.2</td>
<td>184</td>
</tr>
<tr>
<td>Occasional visits by teachers to pupils' homes</td>
<td>167</td>
<td>90.8</td>
<td>17</td>
<td>9.2</td>
<td>184</td>
</tr>
<tr>
<td>Are there any special advantages of parent-teacher co-operation at the secondary school level?</td>
<td>Number of Teachers</td>
<td>Percentage of Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>:------------------------------------------------------------------------------------------</td>
<td>:------------------</td>
<td>-----------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. No, there are no special advantages</td>
<td>5</td>
<td>2.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Yes, it would help the adolescent in his career choice</td>
<td>22</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Yes, it would be useful for disciplining the child</td>
<td>20</td>
<td>10.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Yes, it would help the child in his emotional, mental, moral and social development</td>
<td>68</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Yes, it would help the teacher to understand the child better</td>
<td>44</td>
<td>23.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Yes, it would help the parent to understand the child better</td>
<td>3</td>
<td>1.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Yes, it would reduce conflict between home and school claims on the child</td>
<td>22</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>184</strong></td>
<td><strong>100</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C Continued

TABLE 19

TEACHERS' OPINIONS REGARDING DISADVANTAGES OF PARENT/TEACHER
CO-OPERATION AT THE SECONDARY SCHOOL LEVEL

<table>
<thead>
<tr>
<th>Are there any special disadvantages of parent-teacher co-operation?</th>
<th>Number of Teachers</th>
<th>Percentage of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. No, there are no special disadvantages</td>
<td>120</td>
<td>65.3</td>
</tr>
<tr>
<td>B. Yes, it may make the child uneasy about being discussed by parent and teacher</td>
<td>44</td>
<td>23.9</td>
</tr>
<tr>
<td>C. Yes, it may be used by parent and teacher to force the child to overwork</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>D. Yes, it may set up a barrier between teacher and child</td>
<td>6</td>
<td>3.3</td>
</tr>
<tr>
<td>E. Yes, it may set up a barrier between parent and child</td>
<td>3</td>
<td>1.6</td>
</tr>
<tr>
<td>Total</td>
<td>184</td>
<td>100</td>
</tr>
</tbody>
</table>
### APPENDIX C Continued

**TABLE 20**

**ATTITUDE OF TEACHERS TOWARDS HOME/SCHOOL CO-OPERATION**

<table>
<thead>
<tr>
<th>Do you think teachers should:</th>
<th>Number of Teachers</th>
<th>Percentage of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Have the minimum necessary to do with their pupils' parents?</td>
<td>9</td>
<td>4.9</td>
</tr>
<tr>
<td>B. Get better acquainted with their pupils' parents?</td>
<td>69</td>
<td>37.5</td>
</tr>
<tr>
<td>C. Visit their pupils' homes regularly?</td>
<td>5</td>
<td>2.7</td>
</tr>
<tr>
<td>D. Take advantage of all opportunities to meet parents?</td>
<td>101</td>
<td>54.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>184</td>
<td>100</td>
</tr>
</tbody>
</table>
### TABLE 21

**PUPILS' KNOWLEDGE OF EXISTING ARRANGEMENTS FOR PARENTS TO MEET TEACHERS**

<table>
<thead>
<tr>
<th>Which of the following arrangements for parents to meet teachers occurs at your school?</th>
<th>Number of Pupils</th>
<th>Percentage of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Parent-teacher interviews</td>
<td>76</td>
<td>6.6</td>
</tr>
<tr>
<td>B. Lectures and discussions with parents</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>C. School plays, concerts, exhibitions, fairs</td>
<td>1150</td>
<td>100</td>
</tr>
<tr>
<td>D. Open days</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>E. Sports days, prize days</td>
<td>1150</td>
<td>100</td>
</tr>
<tr>
<td>F. Parent-teacher Association</td>
<td>34</td>
<td>2.9</td>
</tr>
<tr>
<td>G. Getting parents to help the school</td>
<td>365</td>
<td>31.7</td>
</tr>
<tr>
<td>H. Occasional visits by teachers to pupils' homes</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Percentages are in terms of the total number of 1,150 pupils.
APPENDIX C  Continued

TABLE 22
PARENTS' ATTENDANCE AT SCHOOL FUNCTIONS

<table>
<thead>
<tr>
<th>Do your parents often attend</th>
<th>Number of Pupils</th>
<th>Percentage of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>any of the following meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>at your school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. My parents can't usually</td>
<td>979</td>
<td>85.2</td>
</tr>
<tr>
<td>get to any of these meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Plays, concerts,</td>
<td>28</td>
<td>2.4</td>
</tr>
<tr>
<td>exhibitions, fairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Sports days, prize days</td>
<td>108</td>
<td>9.4</td>
</tr>
<tr>
<td>D. Meetings of the parent/teacher</td>
<td>35</td>
<td>3</td>
</tr>
<tr>
<td>association</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1150</td>
<td>100</td>
</tr>
</tbody>
</table>
APPENDIX C Continued

TABLE 23
ATTITUDE OF PUPILS TOWARDS HOME VISITING

<table>
<thead>
<tr>
<th>Do you think your form teacher should visit your home in any of the following situations?</th>
<th>Percentage answering YES</th>
<th>Percentage answering DON'T CARE</th>
<th>Percentage answering NO</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. When you are ill</td>
<td>30.4</td>
<td>14.9</td>
<td>54.7</td>
<td>100</td>
</tr>
<tr>
<td>B. When your parents can't come to school at all</td>
<td>41.6</td>
<td>15</td>
<td>43.4</td>
<td>100</td>
</tr>
<tr>
<td>C. When you are having special difficulties with school work</td>
<td>59.2</td>
<td>8.3</td>
<td>32.5</td>
<td>100</td>
</tr>
</tbody>
</table>

Percentages are in terms of the total number of 1,150 pupils.
**APPENDIX C Continued**

**TABLE 24**

**ATTITUDE OF PUPILS TOWARDS THEIR PARENTS VISITING THEIR SCHOOL**

<table>
<thead>
<tr>
<th>Would you prefer your parents to go to school meetings or would you prefer them not to go?</th>
<th>Number of Pupils</th>
<th>Percentage of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. I would prefer them to go</td>
<td>414</td>
<td>36</td>
</tr>
<tr>
<td>B. I don't mind one way or the other</td>
<td>623</td>
<td>54.2</td>
</tr>
<tr>
<td>C. I would prefer them not to go</td>
<td>113</td>
<td>9.8</td>
</tr>
<tr>
<td>Total</td>
<td>1150</td>
<td>100</td>
</tr>
</tbody>
</table>
APPENDIX C  Continued

TABLE 25
WAYS IN WHICH PARENTS HAVE HELPED THE SCHOOL

<table>
<thead>
<tr>
<th>Have your parents helped your school in any of the following ways?</th>
<th>Number of Pupils</th>
<th>Percentage of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. My parents have not helped the school in any of the following ways</td>
<td>784</td>
<td>68.2</td>
</tr>
<tr>
<td>B. Making things for the classroom</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>C. Helping with clerical work</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>D. Providing transport for the school on outings</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>E. Raising money for the school</td>
<td>365</td>
<td>31.7</td>
</tr>
<tr>
<td>F. Coaching games</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>Total</td>
<td>1150</td>
<td>100</td>
</tr>
</tbody>
</table>
APPENDIX C Continued

TABLE 26
ATTITUDE OF PUPILS TOWARDS THEIR PARENTS HELPING THE SCHOOL

<table>
<thead>
<tr>
<th>Do you think your parents ought to help your school in any of the above ways, or do you think it is not important or necessary?</th>
<th>Number of Pupils</th>
<th>Percentage of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Yes, I think they should help, if possible</td>
<td>887</td>
<td>77.1</td>
</tr>
<tr>
<td>B. I don't care either way</td>
<td>171</td>
<td>14.9</td>
</tr>
<tr>
<td>C. No, I think that it's not important or necessary</td>
<td>92</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>1150</td>
<td>100</td>
</tr>
</tbody>
</table>
APPENDIX C Continued

TABLE 27

PUPILS' SATISFACTION WITH EXISTING PRACTICES IN HOME/SCHOOL RELATIONS

<table>
<thead>
<tr>
<th>Existing Practices</th>
<th>No. of Responses</th>
<th>Satisfied No.</th>
<th>Satisfied %</th>
<th>Not Satisfied No.</th>
<th>Not Satisfied %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-teacher interviews</td>
<td>76</td>
<td>6</td>
<td>7.9</td>
<td>70</td>
<td>92.1</td>
</tr>
<tr>
<td>PTA activities</td>
<td>34</td>
<td>30</td>
<td>88.2</td>
<td>4</td>
<td>11.8</td>
</tr>
<tr>
<td>Sports days, prize days</td>
<td>1150</td>
<td>946</td>
<td>82.3</td>
<td>204</td>
<td>17.7</td>
</tr>
<tr>
<td>Plays, concerts</td>
<td>1150</td>
<td>933</td>
<td>81.1</td>
<td>217</td>
<td>18.9</td>
</tr>
<tr>
<td>Getting parents to help school</td>
<td>365</td>
<td>300</td>
<td>82.2</td>
<td>65</td>
<td>17.8</td>
</tr>
</tbody>
</table>

Percentages are in terms of those who responded.
APPENDIX C Continued

TABLE 28

EXISTING PRACTICES IN HOME/SCHOOL RELATIONS WHICH PUPILS WOULD LIKE TO SEE EXTENDED OR DROPPED

<table>
<thead>
<tr>
<th>Existing practices</th>
<th>No. of Responses</th>
<th>Extended</th>
<th></th>
<th></th>
<th>Dropped</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td></td>
<td>No.</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Parent-teacher interviews</td>
<td>70</td>
<td>-</td>
<td>-</td>
<td></td>
<td>70</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>PTA activities</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td></td>
<td>4</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Sports days, prize days</td>
<td>204</td>
<td>-</td>
<td>-</td>
<td></td>
<td>204</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Plays, concerts</td>
<td>217</td>
<td>213</td>
<td>98.2</td>
<td></td>
<td>4</td>
<td>1.8</td>
<td></td>
</tr>
<tr>
<td>Getting parents to help school</td>
<td>65</td>
<td>-</td>
<td>-</td>
<td></td>
<td>65</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Percentages are in terms of those who responded.
**APPENDIX C Continued**

**TABLE 29**

**FORMS OF HOME/SCHOOL CONTACT WHICH PUPILS WOULD LIKE TO SEE INTRODUCED**

<table>
<thead>
<tr>
<th>Forms of home/school contact</th>
<th>No. of Responses</th>
<th>INTRODUCED</th>
<th>YES</th>
<th>No.</th>
<th>%</th>
<th>NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-teacher interviews</td>
<td>1074</td>
<td>179</td>
<td>16.7</td>
<td>895</td>
<td>83.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTA activities</td>
<td>1116</td>
<td>1062</td>
<td>95.2</td>
<td>54</td>
<td>4.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting parents to help school</td>
<td>785</td>
<td>685</td>
<td>87.3</td>
<td>100</td>
<td>12.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lectures and discussions with parents</td>
<td>1150</td>
<td>803</td>
<td>69.8</td>
<td>347</td>
<td>30.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open days</td>
<td>1150</td>
<td>1032</td>
<td>89.7</td>
<td>118</td>
<td>10.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occasional visits by teachers to pupils' home</td>
<td>1150</td>
<td>630</td>
<td>54.7</td>
<td>520</td>
<td>45.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percentages are in terms of those who responded.
APPENDIX C Continued

TABLE 30

PERIOD IN PUPILS' SECONDARY SCHOOL LIFE AT WHICH THEY CONSIDER CO-OPERATION BETWEEN PARENTS AND TEACHERS TO BE MOST USEFUL

<table>
<thead>
<tr>
<th>At what time, if any, in your secondary school life do you think co-operation between parents and teachers would be most useful?</th>
<th>Number of Pupils</th>
<th>Percentage of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. On entering secondary school</td>
<td>676</td>
<td>58.8</td>
</tr>
<tr>
<td>B. During the fourth form year</td>
<td>59</td>
<td>5.1</td>
</tr>
<tr>
<td>C. During the school certificate year</td>
<td>346</td>
<td>30.1</td>
</tr>
<tr>
<td>D. During the sixth form year</td>
<td>15</td>
<td>1.3</td>
</tr>
<tr>
<td>E. It is never very useful</td>
<td>54</td>
<td>4.7</td>
</tr>
<tr>
<td>Total</td>
<td>1150</td>
<td>100</td>
</tr>
</tbody>
</table>
### APPENDIX C Continued

#### TABLE 31

PUPILS' OPINIONS REGARDING ADVANTAGES OF INCREASED PARENT/TEACHER CONTACT

<table>
<thead>
<tr>
<th>Are there any special advantages in parents and teachers meeting more often than now?</th>
<th>Number of Pupils</th>
<th>Percentage of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. No, there are no advantages</td>
<td>52</td>
<td>4.5</td>
</tr>
<tr>
<td>B. Yes, it would help parents to understand what goes on in school</td>
<td>639</td>
<td>55.6</td>
</tr>
<tr>
<td>C. Yes, it would increase parents' interest in our school life</td>
<td>173</td>
<td>15</td>
</tr>
<tr>
<td>D. Yes, it would help teachers to understand our homes better</td>
<td>86</td>
<td>7.5</td>
</tr>
<tr>
<td>E. Yes, it would help us do better in our studies</td>
<td>160</td>
<td>13.9</td>
</tr>
<tr>
<td>F. Yes, it would help us in deciding on a career</td>
<td>40</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1150</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
APPENDIX C Continued

TABLE 32
PUPILS' OPINIONS REGARDING DISADVANTAGES OF INCREASED PARENT/TEACHER CONTACT

<table>
<thead>
<tr>
<th>Are there any special disadvantages?</th>
<th>Number of Pupils</th>
<th>Percentage of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. No, there are no disadvantages</td>
<td>465</td>
<td>40.5</td>
</tr>
<tr>
<td>B. Yes, it would lead to parents interfering too much in the school work</td>
<td>177</td>
<td>15.4</td>
</tr>
<tr>
<td>C. Yes, it would make parents criticize the school and teachers</td>
<td>80</td>
<td>6.9</td>
</tr>
<tr>
<td>D. Yes, it would make the teachers very strict with the pupils</td>
<td>77</td>
<td>6.7</td>
</tr>
<tr>
<td>E. Yes, it would make us feel uneasy about being discussed by parents and teachers</td>
<td>351</td>
<td>30.5</td>
</tr>
<tr>
<td>Total</td>
<td>1150</td>
<td>100</td>
</tr>
</tbody>
</table>
### TABLE 33
ATTITUDE OF PUPILS TOWARDS HOME/SCHOOL CO-OPERATION

<table>
<thead>
<tr>
<th>Do you think parents and teachers should:</th>
<th>Number of Pupils</th>
<th>Percentage of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Have nothing to do with each other?</td>
<td>33</td>
<td>2.9</td>
</tr>
<tr>
<td>B. Meet only on special occasions such as open days, prize days, sports days?</td>
<td>304</td>
<td>26.4</td>
</tr>
<tr>
<td>C. Get to know each other better?</td>
<td>803</td>
<td>69.8</td>
</tr>
<tr>
<td>D. Make use of every opportunity to meet and discuss the pupils' welfare?</td>
<td>10</td>
<td>0.9</td>
</tr>
<tr>
<td>Total</td>
<td>1150</td>
<td>100</td>
</tr>
</tbody>
</table>


### APPENDIX C Continued

#### TABLE 34

**PARENTS' KNOWLEDGE OF SCHOOL CHILD ATTENDS**

<table>
<thead>
<tr>
<th>Do you receive enough information about:</th>
<th>No. of Parents answering YES</th>
<th>No. of Parents answering NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Child's work and progress at school?</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>B. Child's behaviour at school?</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>C. Subjects offered at different levels?</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>D. School examinations?</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>E. School facilities?</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>F. Teaching methods?</td>
<td>0</td>
<td>32</td>
</tr>
<tr>
<td>G. School arrangements for parents and teachers to meet?</td>
<td>9</td>
<td>23</td>
</tr>
</tbody>
</table>

N = 32


**TABLE 35**

**CIRCUMSTANCES IN WHICH PARENTS GO OF THEIR OWN ACCORD TO SEE CHILD'S TEACHER**

<table>
<thead>
<tr>
<th>Circumstances</th>
<th>No. of Parents who have seen teacher under these circumstances</th>
<th>No. of Parents who have not seen teacher under these circumstances</th>
</tr>
</thead>
<tbody>
<tr>
<td>To discuss child's school work</td>
<td>19</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>----------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>To discuss child's future career</td>
<td>0</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>----------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>To inquire about school curriculum and teaching methods</td>
<td>0</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>----------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>To explain home conditions/problems affecting child's school work</td>
<td>6</td>
<td>26</td>
</tr>
</tbody>
</table>

N = 32
APPENDIX C  Continued

TABLE 36
PARENTS' ATTENDANCE AT SCHOOL FUNCTIONS

<table>
<thead>
<tr>
<th>School Functions</th>
<th>No. of Parents who attend</th>
<th>No. of Parents who do not attend</th>
</tr>
</thead>
<tbody>
<tr>
<td>School plays, concerts</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>Sports days</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Prize days</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>PTA meetings, activities</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>Open days</td>
<td>-</td>
<td>32</td>
</tr>
<tr>
<td>Exhibitions, bazaars</td>
<td>20</td>
<td>12</td>
</tr>
</tbody>
</table>

N = 32
### APPENDIX C Continued

**TABLE 37**

**REASONS PARENTS ATTEND SCHOOL FUNCTIONS**

<table>
<thead>
<tr>
<th>Reasons Given</th>
<th>No. of Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>To meet headteacher and teacher</td>
<td>4</td>
</tr>
<tr>
<td>To see child perform</td>
<td>10</td>
</tr>
<tr>
<td>To meet other parents</td>
<td>2</td>
</tr>
<tr>
<td>To see standard of school</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>
APPENDIX C Continued

TABLE 38
REASONS PARENTS DO NOT ATTEND SCHOOL FUNCTIONS

<table>
<thead>
<tr>
<th>Reasons Given</th>
<th>No. of Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physically disabled</td>
<td>1</td>
</tr>
<tr>
<td>Too busy</td>
<td>6</td>
</tr>
<tr>
<td>Transport problem</td>
<td>1</td>
</tr>
<tr>
<td>Do not like meeting teachers</td>
<td>3</td>
</tr>
<tr>
<td>Not informed</td>
<td>1</td>
</tr>
<tr>
<td>Total responses</td>
<td>12</td>
</tr>
</tbody>
</table>
### TABLE 39

**Forms of Home/School Contact Which Parents Would Like to See Introduced in Their Child's School**

<table>
<thead>
<tr>
<th>Forms of home/school contact</th>
<th>Introduce</th>
<th>Do not Introduce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures and discussions with teachers</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Occasional visits by teachers to pupils' homes</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>Open days</td>
<td>32</td>
<td>-</td>
</tr>
</tbody>
</table>

\[ N = 32 \]
# APPENDIX C Continued

## TABLE 40

**PARENTS’ OPINIONS REGARDING ADVANTAGES/DISADVANTAGES OF INCREASED**

**PARENT/TEACHER CONTACT**

<table>
<thead>
<tr>
<th>Advantages</th>
<th>No. of Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help the parent to understand and be more interested in child's school work</td>
<td>8</td>
</tr>
<tr>
<td>Help parent to understand teachers' problems</td>
<td>5</td>
</tr>
<tr>
<td>Help child pass exams</td>
<td>14</td>
</tr>
<tr>
<td>Help child in his moral, emotional and social development</td>
<td>1</td>
</tr>
<tr>
<td>Help teachers understand pupils' home background</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disadvantages</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will be over-critical of parents</td>
<td>10</td>
</tr>
<tr>
<td>Teachers will interfere with parental duty</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td>28</td>
</tr>
</tbody>
</table>