Parental involvement in school management: teachers' view

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Abstract: The purpose of this research is to find the degree of parents' involvement at the present, and also to find a teachers' view of parent engagement in school management of Maldives. Qualitative approach has been used in this study. Data were collected from 115 teacher respondents. Finding show that parents are very much involved in resourcing (Fund raising) but not much involved in other areas such as planning, organizing, leading, etc. Most of the teachers viewed that parent involvement is necessary in the areas of planning, leading, and resourcing to improve educational outcomes. But teachers do not consider their involvement in organizing, controlling and staffing helpful for school outcomes.


Key words: Parents' involvement, school management, teachers' view

1. Introduction

There are three categories of schools in the Maldives namely, government, community or ward, and private schools (UNESCO, 2006). By 2005, 135 community schools in atolls were converted to government, before that most of the schools in atolls were owned by the community; however the government supports the community and private schools by providing a certain percentage of teachers depending on school size, and by providing infrastructure, facilities, and financial subsidies. Today out of 434 schools in the country including primary, lower secondary and higher secondary only 13 schools are owned by private or community (ward).

Though the ownership of most schools in Maldives has been changed from community to the government, still parents play an important role in the provision of education. They take part in various activities that are planned and organized by the schools. However with the development of education in the Maldives, how the parents are involved in educational management also has changed. Today there are different bodies within the school community that represent parents, like parent teacher association (PTA), school board etc. Hence the main focus of this research is to find the degree of parents' involvement in school management of the Maldives as perceived by the teachers.

2. Purpose and Objectives

The purpose of this study is to find out the perception of Maldivian teachers towards the involvement of parents in different management aspects of schooling such as planning, organizing, staffing, leading, controlling and resourcing. The objectives of this study are to reveal the perception of teachers in involving parents in educational management.

3. Literature review

3.1 Meaning of parental involvement

There are many ongoing discussions about parental involvement though it is a recently established term with a special title. Parental involvement can come in many different ways; but usually it refers to the involvement of parents in the schooling of children. This can be done either by helping their children at home or by participating in school-based activities. Parents' involvement at home can include discussions about school with the children and helping with homework, and, attending workshops or attending sports camp can be considered as involvement at school (Parental Involvement in Education - Research on Parental Involvement, Effects of Parental Involvement, Obstacles to Parental Involvement, Controversies, Current Issues, 2010).

Parental involvement is defined as a term that can include many different activities; it can range from an impersonal visit to a school once a year, to frequent parent-teacher consultations (Brito & Waller, 1994, cited in Georshiu, 2007). Another definition of parental involvement states it as the degree to which parents are interested in, knowledge about and the readiness to take an active role in the daily activities of the children (Wong, 2008 cited in Staples K.E and Dilberto J. A., 2010). Similarly, the Elementary and Secondary Education Act (ESEA), (1965) defines parental involvement as participating parents in regular, two-way, and meaningful communication that involves students' academic learning and other school activities. This participation, according to the Act, includes assisting the child's learning; being actively involved in