

Methods of Strengthening Partnership between Family and Schools in Primary and Kindergartens Stages in Malaysia

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Abstract

This research aimed to determine the methods of strengthening the relationship between the family and the school in order to strengthen the students' personality and their achievement. This study used a descriptive methodology. The study population comprised of 60 educators in three specific schools in Kuala Lumpur and Selangor zones, and the guardians of 147 understudies selected in the school. Guardians and educators were solicited to demonstrate the viable regions from association inside each of the 6 parental contribution classes: child rearing "parenting", conveying "communication", volunteering, learning at home, and basic leadership "decision making, and teaming up with the group "collaboration" the significance of organization, and the boundaries confronting viable organization. The research reached a number of important results, including that the present reality of partnership in Kuala Lumpur and Selangor is relatively low. However, the parent and school both share similar perceptions as regards the importance of partnership. There was a common agreement by both parent and school that parent involvement can help teachers be more effective with over 70% of both parties agreeing. In most school within Kuala Lumpur and Selangor, the tight time parameter is a major factor limiting the communication and collaboration with family. This was a major barrier considered by the school as hindering effective partnership. Most parents were of the perception that the location or residence of some of the children could also act as a limiting factor observed from the data analyzed, that there are differences between the perception of parent and school according to their geographical location and school type.

Keywords: *Methods, Partnership, Malaysia, Primary and Kindergartens Stages.*

INTRODUCTION

Parents are the most important people in their children's early lives. Children learn about the world and their place in it through their conversations, play activities, and routines with parents and families (Ratcliff & Hunt, 2009). Parents can also support children's learning in out-of-home settings, such as child-minding settings, crèches, playgroups, pre-schools, and primary schools. By working together parents and schools can enhance children's learning and development.

Parenting and school partnership involves giving children the care, education and attention they need to learn and develop. Parents provide children with their first learning experiences and they help ensure that children reach important developmental milestones such as sitting, walking, becoming toilet-trained, talking, cutting, doing up buttons, cycling, reading, and so on. As children go on to spend time in out-of-home settings parents continue to support their learning and development. This is more effective when parents complement children's experiences in a particular setting. Likewise, learning is more meaningful when schools use information from parents about children's interests, skills, abilities, and dispositions as a starting point for new experiences.

Parent's partnership with the school can create a big impact on the child's learning school. A parent shows their skills to involve the activities in school and helping their child in doing assignments, the task of educators will be easy when parents are there to help them (Collins et al., 1982).

There has been considerable research undertaken over the past few years that has explored the value of partnerships between schools and parents for improving outcomes in learning and development for children (Epstein, 2001; Fitzgerald, 2004; Knopf & Swick, 2006; Tayler, 2006; Duncan, 2007; Ashton et al, 2008;

Jinnah & Walters, 2008; Ratcliff & Hunt, 2009). For example, In Australia, this research has influenced the development of key practice principles for schools working across the early childhood education and care sector. The national framework that guides the practice of all early childhood educators (Department of Education, Employment and Workplace Relations, 2009) identifies partnerships with parents as one of the key principles underpinning practice for schools in early childhood education and care settings. At a more local level, in the state of Victoria a framework has been developed to frame professional practice and create a common approach among all early childhood professionals working in Victoria (Department of Education and Early Childhood Development, 2009). While the development of this more localized framework mirrored that of the national, the Victorian framework has included family-centered practice as its model of partnership for engaging and collaborating with families. While family-centered practice as a model focuses on supporting the empowerment of parents as key decision makers, this article centered on the collaboration of both parents and school in early childhood.

Malaysia is made up of three races namely; Malays, Indian and Chinese. On these three races they are still providing good quality education on different school nationwide. The ministry of education wants quality in education for all the children. High and good quality preschool nationwide must organized and follow the curriculum that the ministry of education here in Malaysia. Yet there are many issues and challenges needs to focus according to (Majzub, 2009). On her research showed that there are things need to be done on this country especially on the preschool children. She stated that children on this country suffer from poor quality environments. When a child got to elementary school, it is very hard for that child to excel because of societal problem. Findings from a

study on rural Malaysian families by Abdul et al., (2005) revealed that parents understood and were concerned about the future education of their children.

Parents and school represent the primary environments in which young children grow and develop, and good schools value parental involvement. The foundation for good parent-teacher relationships is frequent and open communication, mutual respect and a clear understanding of what is best for each individual child. Parents and teachers need to communicate regularly about children's progress, interests, needs, and daily experiences. Parents have a wealth of information about their children. Sharing this information with practitioners helps build a more complete picture of what children can do their likes, dislikes, interests, and so on. It is important, therefore, that parents have opportunities to meet with teachers and share information about their children.

Accordingly, the present study will attempt to find ways to support and strengthen the relationship between the family and the school in aspects related to parenting, communication, volunteering, learning at home, decision-making and cooperation with the community.

2. RESEARCH QUESTION

The problem of this research is to try to answer the following main question:

What are the methods to strengthening partnership between family and schools in primary and kindergartens stages in Malaysia?

Four sub-questions are stemmed from this main question as follows:

1. What are the barriers facing partnership between school and the family?
2. What are the areas that will enhance effective partnership?
3. Is there relationship between the areas of partnership that considered by both school and family?

4. What are the benefits of partnership of both family and school in the child learning process in early education?

RESEARCH OBJECTIVES

1. To identify barriers facing partnership.
2. To examine the areas to increase effective partnership.
3. To investigate the relationship among the areas of partnership that Considered by both school and family.
4. To identify the most relevant importance of partnership considered by both school and parents.

SIGNIFICANCE OF THE RESEARCH

The results of this research contribute to develop plans and perceptions of family partnership with the school in solving and addressing educational and educational problems. Consequently, the beneficiaries of the results of this research as follows:

- Leaders in the Ministry of Education, policy makers and decision makers in Malaysia.
- Schools administrations involved in the construction of programs and activities to stimulate the partnership of parents with their schools.
- Educators and teachers, which are expected to have benefits from this study in how to deal with the parents of students "parents" and activate their role in school and community.
- Parents that are expected to raise their interest in the participation and activate their role in the school life of their children.

5- SCOPE OF THE STUDY

This study was conducted in primary schools, kindergarten schools and families in two districts in: Kuala Lumpur and Selangor areas (urban, suburban, small town, rural) in September 2016. The sample was: Parents and Teachers.

6- ASSUMPTIONS OF THE STUDY

The assumption in this study is as follows:

- The family is not aware of the benefits provided by greater level of partnership with the school in the child's performance.

- The school is not privy to the understanding that involving the parents in the child's education would drastically improve the child's performance.

- That a greater level of partnership between the school and family is directly relative to improved child's performance

7- DIFINITION OF TERMS

PARTNERSHIP - Epstein (2008) She defines partnership as a shared task of home, school, and community where "members work together to share information, guide students, solve problems, and celebrate successes" (p. 4). It can also be referred to as a constant obligation by parents and staff to partnership for supporting children's growth, development and learning... Parents have the primary right to and responsibility for their child's education and also know their child well (and) staff, in turn, drawing on their professional knowledge and competence (STAKE, 2004, p. 28).

PARENTAL PARTNERSHIP: is a combination of commitment and active participation on the part of the parent to the school and to the student.

FAMILY/PARENTS- As used in this research refers to the child's immediate parents and the nuclear family at large. Family or parent is any adult whose role is to guide and accompany a child towards responsible adulthood. The listed conditions qualify the person to be a parent or family:

- i. the guardian of a learner.
- ii. a person legally entitled to custody (physical control) of a learner and a person who undertakes to act as a parent of a learner for the purposes of the learner's education at school.

- iii. "Parent" includes a guardian and any person who has the legal or actual control of a pupil (Laws of Malaysia ACT 550).

EDUCATOR/ TEACHER- The term educator means "enabling or causing other to do by instruction and training" (Cowie, 1996).

"Teacher" means a person who—Teaches pupils in an educational institution; or

Prepares or issues lessons or corrects returned answers in, for or through a distance education center, and includes a head teacher or principal (Laws of Malaysia ACT 550). SFP- This is an acronym for SCHOOL FAMILY PARTNERSHIP. = requires families and educators to work together toward a shared goal in promoting child's success in education.

PREMISES- This refers to the school physical environment where students are being taught. According to the Laws of Malaysia ACT 550 "premises" means any building used as an educational institution and includes any building for the purpose of providing accommodation and other facilities for pupils and staff of the institution but does not include any land occupied therewith.

SCHOOL-"school" means a place where ten or more persons are habitually taught whether in one or more classes, but does not include any place where the teaching is confined exclusively to the teaching of any religion Laws of Malaysia ACT 550.**COMMUNICATION-** is defined as a process of transferring information between home and school. In this study communication refers to a two-way process in which there is shared understanding and action.

BARRIERS- Barriers are obstacles or impediments that limit parents from participating in the education of their children.

KINDERGARTEN- means any place where pre-school education is provided to ten or more pupils (Laws of Malaysia ACT 550).

CURRICULUM- The syllabus for study used by the school in teaching the student. It's a combination of various courses and activities that make up the students learning in the school.

CHILD/STUDENT- Refers to a students or pupils involved in the partnership process. "Student" means a person of any age for whom education or training is being provided to in an

educational institution (Laws of Malaysia ACT 550).

PERFORMANCE- A child overall outcomes or results in academics, cognitive, social and emotional development in the learning process

7. LITERATURE REVIEW

Al-Qassas (2004) conducted a study entitled "The Effectiveness of a Training Program in the Development of Parents' Participation in the Educational Process and its Impact on Teacher Adaptation and Achievement of Successful Students". The study aimed at designing the program and its effectiveness to involve parents in the educational process. The researchers used the experimental method to achieve the goal. The study sample consisted of (30) students and (30) parents. They were distributed randomly in two control and experimental groups with 15 students and 15 parents for each group. The results showed statistically significant differences. The level of participation of parents in the educational process for the benefit of the experimental group, and the study showed no statistically significant differences to influence the educational level of parents.

Huraira (2013) conducted a study aimed to reveal the reality of the relationship between the family and the school in the primary schools in the state of the Algerian valley. The results of the study showed that the degree of cooperation between the school and the family was medium. School responsibility. The study found that the involvement of the school in solving the problems of the students came at a moderate level.

In (Al-Tarawneh and Suqad, 1996) study tried to investigate the level of relationship between the school and the family as the most important institutions of the society as seen by the principals and principals of the Karak schools in Jordan and to identify the challenges that prevent a strong relationship between them. The results of the study revealed a weak relationship between them, and that one of the most important obstacles and challenges facing

the development of the relationship between the family and the school is the low awareness and interest of parents as partners in the educational process, as well as the isolation of the school from the community and the family.

Hill & Tyson's study sought to know which aspects of parental and school partnership were most influential in disciplining students' behavior, achievement, and performance in school and life. Meta-analysis was used by collecting and transmitting the results of a 50- With the school and cooperation with the local community. Each lesson was considered an essential element in the descriptive analysis of the results of the previous studies. The study gave a useful statistical evidence of its findings, which indicated that parenting - apart from helping parents to do homework - Eg The parents' partnership on the parent side, which reflects the social and academic development of the students, was the most positive relationship with the achievement of the Academy students. These results were contrary to the results of Wright's study (Wright, 2009), which showed that the perceptions of parents and teachers came low towards the parents, Where the study aimed to identify the perceptions of teachers and parents about the most effective aspects of the partnership of parents with the school according to the six aspects of the model Epstein (Epstein, 1995; 2001) of the parents' partnership with the school. The study was conducted in Virginia, and the study population consisted of (28) elementary schools. The sample included 104 teachers and 478 parents. The results showed significant statistical differences between teachers 'and parents' perceptions of the average degree of effective parental partnership with the school. The results also revealed significant differences in the average Degree of Effective Parental Partnership with the School in Perceptions The parents attribute to the variable of the scientific bike for the parents, and in the perceptions of the teachers attributed to the variable years of experience in teaching, and the

absence of statistically significant differences in the perceptions of teachers attributed to their scientific degree. (Hill & Tyson's, 2009)

In relation to aspects of communication between the family and the school, many theories of family partnership with the school see Coleman, 1987; Comer, 1987; Gordon, 1977, Epstein, 1995, Hill, 2001; Rich, 1988; The direction between school and parents and vice versa is important and necessary to activate all aspects of the partnership between the school and parents such as parenthood, volunteerism, learning at home, decision-making and cooperation with the community.

The study in Malaysia aims to prepare citizens in a more dynamic, productive and humane way to meet the challenges of the times. Malaysia has been characterized by the planning and hard work of everything that would Advancing education, and considered that the establishment of a strong educational system requires the support of society, such as the family and the surrounding community through constant communication among them. The Malaysian government is also encouraging public schools to modernize what is now known as the Smart Study, which relies on the use of modern technology to communicate electronically between schools, families and all community institutions, facilitating interaction between school, family and surrounding society.

On the volunteer side, Jones provided several successful examples of volunteer work in schools, and Jones agreed with Brown and Euston (Brown, 2000; Epstein, 1995; 2001; 2009) on the benefits of recruiting volunteers from the family to help with the classroom and school. It promotes the students' curriculum, increases their scholastic achievement, and improves their school performance and their behavioral discipline. In return, the volunteers receive the appreciation of teachers and educators.

With regard to the involvement of the school to the family in the decision-making school and the development of leaders and parents

represented by all parents of students revealed the study of both

(Coleman, 1987; Comer, 1980; 1995; Gordon, 1977; Epstein, 1995; Hill 2001; Rich, 1988; Swap, 1993)

The need to involve the school in the decision-making school and the development of leaders and parents such as all the parents of students, where the results of these studies proved low degree of partnership parents with the school and the lack of adequate participation of parents in the educational programs provided to their children and the relationship between them and the specialists working in the school as a psychologist and social and educational guide And others. Therefore, this relationship must be activated and parents should be partners in school decision-making rather than dealing with them as path-changers (Demsey & Walker, 2002; Rich, 1988)

On the other hand, indicated Simon study (Simon, 2001) to a good idea to develop a family partnership in school decision-making, many of the schools were used for special people through online forums, to give their contributions and views from high school and pursue the presence of their children's teenage students, and study results indicated that nearly a third of high school director said they do not have such forums, and therefore, the lack thereof in restricting and limiting the influence of parents on school decision-making policy, and limits the family's contributions to follow the progress of Onbaim in academic achievement and school performance and results come to agree with The head Knabul and Clemnc (Kannple & Clements, 2005) in terms of partnership parents identified in school decision-making.

8- Comment on previous studies:

Studies that focused on the importance of family-school collaboration in the care and upbringing of students such as the Hoor Study (2013) and the Hill and Tyson Study (2009) revealed that studies on the communication aspect of both From the family and the school

about the importance of modern technological means of communication such as mobile phones and electronic sites and the tendency to provide the school with two-way communication is as dynamic and effective as a study (Decker & Decer, 2003)

Despite the many studies that have been conducted on the aspects of family partnership with the school and its relation to different variables in many Arab and foreign countries, such studies have not been conducted at the basic education and kindergarten level in a country in Southeast Asia, Malaysia. Therefore, the current study is a serious attempt to discuss ways to strengthen and develop the partnership between the family and the school for the benefit of students.

The previous studies have been important in enhancing the importance and authenticity of the current study, despite the discrepancy in some of the objectives and tools of the present study, which is complementary to the previous study, especially foreign ones, and is the cornerstone and starting point for many studies

2. Headings and Footnotes

Major headings are to be column centered in a bold font without underline. They need be numbered. "2. Headings and Footnotes" at the top of this paragraph is a major heading.

2.1 Subheadings

Subheadings should be as the above heading "2.1 Subheadings". They should start at the left-hand margin on a separate line.

The top of this paragraph illustrates a sub-subheading.

Title: The title should be centered across the top of the first page and should have a distinctive font of 18 points Century. It should be in a bold font and in lower case with initial capitals.

Authors' Names and Addresses: The authors' names and addresses should be centered below the title. These lines should be 9 points Times New Roman.

Keywords: From 4 to 6 keywords should follow the abstract (as a subheading: Key words, of the Abstract).

Illustrations or pictures: All halftone illustrations or pictures should be clear black and white prints. Supply the best quality illustrations or pictures possible.

WHAT IS FAMILY- SCHOOL PARTNERSHIP?

Family-school partnerships can be define as a collaborative arrangement or relationships containing activities involving school staff, parents and other family members of students at a school. "Effective partnerships is founded on mutual trust and respect, and shared responsibility for the education of the children and young people at the school" (Department of education Australia, family-partnership framework,p.2).The cooperation between the family and the school is important throughout the life of the school, but it is essential in the lives of the children and because the family and the school rotated supervision of the child and sponsorship and that both must cooperate closely to bring good result in the child's education.

THE IMPORTANCE OF SCHOOL AND FAMILY PARTNERSHIP

Several studies shows that the "children's learning results will be enhanced drastically when the family and the school learning environments are supportive and in harmony with each other" (Swap 1993). "School and family partnerships represent a shared approach to the education of children Partners recognized their shared interests and responsibilities for children, and they work together to create better programs and opportunities for students" (Epstein 1995). The teacher needs parents to be with them for all the students' accomplishment in school. A good partnership can create good quality education for all the children in school (Haley and Berry 1988). Teachers who work effectively with parents really believe in the concept of involvement. By working together as one all the problems on student in school will be

solved. Constant checking at home creates better outcome for children life in school.

THE BENEFITS OF FAMILY-SCHOOL PARTNERSHIP

Student achievement is the main focused for school in education. Supervision from the parent's at home can create a huge outcome on student's life. Good partnership is very helpful in all areas in the child mental and emotional aspect in life. Overcoming all the barriers in student problems in school is good relationship between the school and the parents (Reece et al., 2000). In this era the parents must bear in mind the importance of partnership. The school cannot do all the things to solve student's problem in school. So, parent presence and support needs in school. In their study, Epstein and Symons (1999) came up with the finding that parental involvement has been identified as a predictor for students' achievement at the age of sixteen. Other studies have also shown that parental involvement of middle and high school students are equally important. To properly highlight the benefits of partnership, we must first categorize the aspects of possible improvement in the child's performance. The researchers would categorize the benefits into two aspects namely;

Academic benefits-A student needs guidance in all their work in school. As parents involves on their works everything will easy for the child in getting good marks in school (Christenson & Sheridan, 2001).

Behavioral benefits-Good partnership between parents and school can improve the behavior of the child. The school constant checking on student behavior in school, the child aware towards school will be good. The main purpose of this is to overcome student's problem in school (Christenson & Sheridan, 2001).

While research supports the notion that parental engagement may positively impact student academic attainment, there is an important distinction between involving parents in schooling and engaging parents in learning; it

is the latter that has shown to have the greatest positive impact. While involving parents in school activities may have an important community and social function, the key to facilitating positive change in a child's academic attainment is the engagement of parents in learning outcomes in the home.

International research has shown that parental engagement (of various kinds) has a positive impact on many indicators of student achievement, including:

Higher grades and test scores, enrolment in higher level programs and advanced classes, higher successful completion of classes, lower drop-out rates, higher graduation rates, a greater likelihood of commencing postsecondary education, beyond educational achievement, parental engagement is associated with various indicators of student development,, more regular school attendance, better social skills, proved behavior,

- Better adaptation to school,
- Increased social capital,
- A greater sense of personal competence and efficacy for learning,
- Greater engagement in school work, and
- A stronger belief in the importance of education.

BARRIERS OF SCHOOL AND FAMILY PARTNERSHIP

School is an institution where all individuals must enter from young age to the high levels of educational system. In creating partnership is not an easy way to formulate the task. In implementing the plan on how to collaborate with the family, the school has many issues to solve. Epstein discovered that educators had fears whether they could propel guardians to wind up distinctly more included despite the fact that they felt that family and school association would enhance understudies' accomplishment. Educators do not have the mentalities, data, abilities, and techniques required to cooperate with families prompting to a frail school-family

organization (De Acosta, 1996) A data by the U.S. Bureau of Education (1997) showed that 48 percent of principals who took part in a review said that absence of staff preparing on family and school organization represented a noteworthy hindrances in the youngster's learning. The need of preparing by instructors to include guardians in the training of their youngsters remains an inconvenience in teacher\education programs (Epstien 1996). The corporation between the family and the school is important throughout the life of the school but it is essential in the life of children and because the family and the school have alternate supervision of the child to bring good education.

In education is very important to establish good relation between family and school in educational process to bring success. However, the researchers observed that many principals and teachers complain that there is lack of cooperation with family and lack of attendance monthly teacher family meetings or even come into contact with the school. These things are very dangerous in the future of the children.

EDUCATORS-a person that responsible in student learning in school. In education, there are so many personnel involve in student learning in school. A teacher is the one gives full learning inside the classroom. And other staff would the principal or head of the school.

Ambiguous commitment to parent involvement. Use of negative communication about students' school performance and productivity. Use of stereotypes about families, such as dwelling on family problems as an explanation for student performance. Doubts about the abilities of families to address schooling concerns. Lack of time and funding for family outreach programs. Fear of conflict with families. Narrow conception of the roles families can play. Lack of training for educators on how to maintain a partnership with families.

FAMILIES a person legally entitled to custody (physical control) of a learner and who undertakes to act as a parent of a learner for the

purposes of the learner's education at school. Feelings of inadequacy. Adopting a passive role by leaving education to schools. Linguistic and cultural differences, resulting in less "how to" knowledge about how schools function and their role. Lack of role models, information, and knowledge about resources. Suspicion about treatment from educators.

Lack of responsiveness to parental needs. Lack of supportive environment and resources (e.g., poverty, limited access to services). Economic, emotional, and time constraints

Partnership is shared responsibility of home, school, and community where "members work together to share information, guide students, solve problems, and celebrate successes. It can also be referred to as process of trust and mutual understanding to create a harmonious relationship for the child's achievement in school. The goal of partnership is to help the students in school, whereby communication is the key for both school and the family to work on.

Limited time for communication and meaningful dialogue. Communication primarily during crises. Misunderstanding differences in parent-educator perspectives about children's performance. Limited contact for building trust within the family-school relationship. Limited skills and knowledge about how to collaborate. Psychological and cultural differences that lead to assumptions and Build walls. Limited use of perspective taking. Limiting impressions of child to observations in only one environment. Lack of a routine communication system. Previous negative interactions and experiences between families and Schools. Limited understanding of the constraints faced by the other parties.

Lack of communication and interaction between family and school: lack of attention to the ongoing interviews between the family and teachers for the achievement level of the children and the problems confronting them (sheikh, 2007, p169). Failure to attend parents -teacher .Most parents fail to attend general assembly meetings

for parents and teachers (Aqeel, 2005, p.208).

DETERMINING THE ISSUES OF LACK OF PARTNERSHIP BETWEEN SCHOOL AND FAMILY

The lack of relationship between family and school can be grouped into school, family and society reasons which generally affect the lack of relationship. Reasons Related to School Management are as follows:

Lack of Leadership skills: the researchers observed that some of the schools lack adequate leadership skills required to ensure active participation by the parents, as most are characterized by dictatorship, not in favors of family involvement sitting it as a form of distraction and systematically removing the jurisdiction. (beauty.2004, p.68).

Autocratic School Management: This is a major factor inhibiting school-family partnership, where the school management bases its leadership solely on individualistic sequence rather than collective dialogue and relations with other stakeholders. This contributes to the low participation rates of parent and solidarity with the school.

Lack of Framework: Most schools and principals who wants the partnership lack the basic knowledge on how to proceed in activating the appropriate partnership scheme. The lack of school programs that develop the relationship between the school and home (Almazbera, 0.2002, s107-108).

Limited Funds: The difficulty in fund allocation for family involvement is very much a strong reason for less partnership. The steady decline of available funds directly impacts the ability to start or expand family participation in the activities required for child education within the school system.

Reasons Related to the Teachers are:

Teachers Busy Schedule: The tight time parameters is a major factor limiting the communication and collaboration with family. Most teachers usually work extra jobs after

regular school hours leaving them with so much work to be done within limited time.

Negative attitude towards cooperation: A good number of teachers have negative attitudes towards cooperation with the family, and this is another obstacle to the success of the parental partnership in kindergarten. (Beauty0.2004,).

Lack of understanding of the importance of partnership: Most of the teachers don't see the need or understand the importance for such partnership and are short sighted in the eventual benefits in the involvement of family in the child's education.

Reasons related to the parents are:

Lack of Awareness: Many of the parents of the students are totally unaware of the importance of the need for partnership between them and the school.

Economic level: Some of the parents of students hinder their role in the interaction with the school in order to attend to their preoccupation with their jobs or to overcome their problems and economic needs (sheikh, 2007,).

Educational Level: According to Hoover-Dempsey & Sandler's when parents feel inadequate about their own academic ability and their efforts enhance their children's academic capabilities they are more likely to avoid being involve in their children's schooling because they feel that their involvement will not produce positive outcomes for their children.

Fear for frivolous Donation Request: Where many parents are scared to contact the school for fear of the school in terms of request for donations or other format used by the school administration to make parents donate to the school.

Poor Communication Skills: Families are often not informed of their children's progress due to poor communication, lack of understanding of school policies, and depleted access to resources needed to foster consistent communication between parent (Alexander et al.,1996), which adds to the disconnect between

families and schools in relation to communication about the services available to students.

Excessive Trust on the School: Some parents have total assurance and high level of confidence in their children's school on the ground that they are performing their duties regularly do not see the importance of attendance and presence required for the needed partnership in the child's education (Bagarc 0.1996). Where parents see the headmaster as more familiar and the ability to address the problems and issues of the child in school.

Family Problems: A family problem such as separation, divorce or lack of understanding between family members or continuing differences lead to the dispersion of family and causes a child to be separated away from the public and continuous monitoring and follow-up. Parents of children who have behavioral problems or self-regulatory difficulties are also more likely to have high frequency communication with school staff about their children's difficulties, suggesting that a large proportion of parent-school interactions are in reference to students' difficulties (Bertrand et al., 1996)

Lack of Information: This is a big barrier to parent involvement; many parents do not know what is expected of them, or how to get involved in school education for their children a good active participation.

Lack of familiarity with the details of the parents of the school system: Some parents fail to meet them with the parameter because of their familiarity with all the details of the school or for fear of criticizing them (beauty 0.2004). Many Families deal with educational institutions as something of awe towards the system or even a sense of complexity of this system and their inability to contribute to the process.

Proximity Limitation: The location of the residence of some of the children could also act as a limiting factor. Some student's houses are quite far from the school this further weakens the

relationship between school and the family (bagarc.0.1996).

BARRIER RELATED TO THE SOCIETY

1. **Lack of Regulations:** When the society doesn't see the importance in the participation or partnership between the family and school, there would be reluctance in enacting policies or regulations that would encourage schools and parents to engage in partnership for the child's education.

2. **Conditions of Societal Custom and Traditions:** The societies custom and tradition as well as different regulations condition results in economic, social and educational principles and the extent of their interest in activating the active participation of family and communication within them and go about opening doors to listen to the other opinion and accept criticism and societal change for the Society (beauty .0.2004).

FACTORS TO ACTIVATE SCHOOL FAMILY PARTNERSHIP (Efficient Theory)

Hanke (2006) called attention to that absence of parental contribution is because of need of helpful data to guardians. Messages, telephone, letters, bulletins and individual contacts can be made by schools to connect with guardians. On the off chance that schools speak with parents regularly and reliably utilizing the different means, the hole amongst school and parental involvement will be decreased.

Understudies' desires and accomplishment will increment if families demonstrate elevated amounts of intrigue (National PTA, 1998). Six unique regions of contribution are recognized by Epstein and partner (1997): child rearing, communicating, volunteering, learning at home, basic leadership, and teaming up with the group. Epstein's overlapping spheres of influence model Epstein's model has been built on by researchers and practitioners to explain how educators, families and communities can connect to support student learning and success (Muller et al., 2006). Epstein (2010) integrates various theories on parent involvement which results in

her theory of overlapping family and school spheres. Experiences, philosophy, and practices of the family, school, and the community overlap and ultimately affect children's learning. Epstein (2010) proposes the following six types of involvement that can be used as a framework to evaluate partnerships between school, family, and the community: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community, These 6 types of involvement is a guide for all the teachers and parents in school.

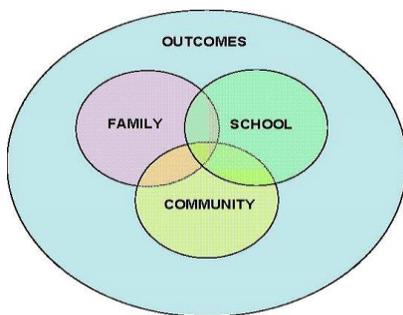


Figure1: Overlapping Spheres of Influence - External Structure

WAYS ON ACTIVATING EFFECTIVE PARTNERSHIP

Many researchers suggested on how to activate the level of partnership between school and family here are the list of activities to be consider promoting good communication:

- A. Welcoming parents
- B. Consideration of parents:
- C. Involvement and empowerment
- D. Information distribution – Programmatic
- E. Information distribution – Developmental
- F. Parent-led actions and parent networks
- G. Teacher practice, development, and support
- H. Student centered approaches

RESEARCH METHODOLOGY

This study was design in such a way as to utilize a design. This was accomplished through the use of a descriptive rating, Likert type survey. The questionnaire is a tool in parents and teachers perception towards partnership. The questionnaire was used to collect quantitative data from 3 selected preschools in Kuala Lumpur and Selangor areas in Malaysia.

The questionnaires have 5 scaling scores, 1.Disagree very strong, 2.Disagree, 3.Disagree just a little 4. Agree and 5. Agree very strongly. A score of 4and 5 that the strategy or approach is an integral part of the school operations. A score of 1, 2, and 3 indicates that the activity is not yet part of the schools program or improvement is needed.

POPULATION OF SCHOOL AND PARENTS

In this research, the proponents are school administration (principal and teachers) and parents of 3 selected kindergarten schools within Selangor and Kuala Lumpur area respectively. The schools includes Smart Reader Kids in Ampang (Selangor), this school was chosen based on its high Malay parents demography, Q-Dees International school(Kuala Lumpur) with the high demography of Chinese parents and considerable international races and Imiki (Kuala Lumpur) having a high demography of Chinese parents and Indians. These schools were selected carefully ensuring that each race consisting the Malaysian nationality are fairly represented owing to their diverse culture and practices. The first participants consisted of school administrators namely; principal, supervisor, teachers and the school personnel in the institutions. The schools located at Kuala Lumpur and Selangor urban areas. Each school has different techniques on how to run the institution.

The second participants in the study is the family and consisted of parents/guardian/ step father/ step mother, aunties/uncles, grandfather and grandmother. In child's family background

we can identify the level of partnership between the school and the family.

Table 1: Participation and Population table

Variables	Participants N	Variables N	Participants
Teachers	60	60	-
Parents	147	210	63

SAMPLE SIZE

The sample size of this research was developed using Krejcie and Morgan. Within a quantitative survey design, determining sample size and dealing with non-response bias is essential. "One of the real advantages of quantitative methods is their ability to use smaller groups of people to make inferences about larger groups that would be prohibitively expensive to study" (Holton & Burnett, 1997, p.71). From the population of 270 the researcher systematically selected a sample size of 210 from the 3 selected schools in Table 3.1.

DATA COLLECTION

The get the quality of this thesis the researcher followed roles in the survey (Fink, 2003). The researcher developed an easy and convenient type of questionnaire for the purpose to collect the perception between school and family partnership in child's education. The researcher packaged the survey through a cover letter. The letter emphasizes what are the things they need to do or collect their own perceptions of what they see in school. In the collection of the data was very easy and very convenient for me. The questioner is very simple and easy to answer by the parents. In conducting the researchers make sure that the readers will give their perceptions towards school and family partnership. The researchers packaged the questioner with an envelope so that it will look decent to the parents and the school. In the letter to the parent the researchers mentioned that after they finished the questioners they just put it in their children bags and they make sure they will message the teachers that the letter inside the bag. Earlier the researchers spoke to the head or the

principal when they finished the questioner they need to return it. The principal have a WhatsApp is an application in the phone whereby all the parents join the groups. The principal added all the parents in the WhatsApp and it will form a group of parents. Any activities happening in school the principal will always broadcast it to all the parents in the group. In the collection day the researchers scheduled the three schools the researchers used in the data. Through the use of the phone the researchers can easily monitor the survey. The researchers was always contacting the three principals how's the response of the survey. Each schools the researchers given them 2 weeks to collect the data. The two schools the researchers was once a teacher there but the researchers stopped because of the distance so far to travel. In one of the schools the researchers currently working there so on that time it was very easy to monitor the questioners. The principals advised to make a box for the surveys and put it in the office. Any response from the parents will directly to the office where the researchers put the box.

In the school survey the researchers talked to all the teachers that they will worry about their own perceptions towards the school or towards the parents. They will answer what they feel and what they see in school. The researchers keep it as private, no names on the teacher's survey. A teacher is very hard to give opinion to the principal. Some they see the problem but the head of the school they may never see. Once the survey finished the researchers give a token to all the teachers participated in the survey. The researchers bought cakes for the school, is a gift of appreciation that they really help on the thesis. Those who did not return the questionnaires the principal had issued a letter and put it in the children's parent book to allow the parent to read it. The questionnaires took 4 months to complete the survey. After the survey done the researcher encode manually the answer through the use of SPSS and Amos 18 in analyzing data.

RESEARCH INSTRUMENT

The research involves quantitative techniques was used in the study. The questionnaire was adapted and developed to identify and compare the perceptions between the school and parents effective partnership in early education. The factors included are the factors of partnership, importance, and the barriers facing the school and parents and lastly the ways on how to activate the partnership in early education. Table 3.1 shows the schools and parents perceptions and the number of items used in this study.

Table 2: School and Parents Data

Factors	Items	Number of items
Areas of partnership	1-13	13
Importance of	14-19	6
Barriers facing		
Part A (School barriers)	20-22	3
Part B (Parent barriers)	23-26	4
Ways of activating	27-30	4
Total:	30 items	

CONTENT OF THE STRUCTURED QUESTIONNAIRE

The questionnaire includes 2 sections. The first sections is the demographic data includes, relationship with the child, state, school type, and geographical region of the school. The second sections have 4 titles Areas of partnership, importance of partnership barriers facing partnership (school only and parent only), and lastly ways of activating partnership. The second sections designed using 5 Likert-type scale of (Disagree very strongly=1), (Disagree=2), (Disagree Just a Little=3), (Agree=4), (Agree very strongly=5).

The data was checked very carefully into the SPSS to obtain the best satisfactory result of the data. [Inspection of the correlation matrix revealed the value coefficients above.4]. In calculating whether the variables are correlated to each other the Kaiser Meyer Oklin (KMO) is

use to test the variables on this method. A general rule of (KMO) value should be greater than 0.5 for satisfactory result factor analysis to be proceeds. The higher value the better the result. The (KMO) value on this data is 0.761 therefore the researcher can proceed with the factor analysis (Kaiser 1970, 1974), and the Bartlett's test of Sphericity (Appendix 1) concluded that there are relationship between each variables used in the data. The (PCA) revealed the presence of three components with Eigen values as a cut off point for which the value exceeding or greater than 1 see (Appendex1). The Anti-image Correlations Matrix (Appendex2) values indication of a strong inter correlation among the items. Table 4.1 describes the factors of partnership based on the rated component matrix analysis.

Table 3: Areas of partnership items with each item loadings

	Items	Rescaled			
		Component			
		Wa ys	Colla borat ion	Co mm unic atio n	
WAP30	Periodical invitation of parents	.940			
WAP29	A board consisting of school	.911			
WAP28	Project based home program	.910			
WAP27	Establishing home environment	.871			
AOP12	Assures that the school building		.923		
AOP13	Includes alumni in school		.898		

IOP16	Parent involvement			-.403		
AOP11	Has an active PTA,PTO			.735		
AOP2	Provides families with info.			.725		
AOP3	Provides clear information			.648		
AOP4	Sends home folders			.418		
AOP7	Conducts annual survey				.921	
AOP9	Provides clear information				.608	

VALIDITY AND RELIABILITY

The validity of the questioners is the number one aspect in getting a good respond. When the questions are very simple and understandable it makes the participants understand what they are answering. In quantitative method of designing a questioners needs to be check at all time. In thesis the validity must be 100% valid in the study.

Inside consistency unwavering quality utilized as a part of instructive research (Litwin 2003) the Cronbach’s alpha is frequently the most proper test in measuring inner consistency of overview and surveys in instructive research (McMillian &Shumacher, 2006). The analyst utilized Cronbach’s alpha to gauge the inner consistency of the review. Table 4.2 showed that the Cronbach’s alpha (1996) which was applied to internal consistency of each factor .It shows .770 as the overall item reliability of the areas of partnership between school and parents which is higher than .06 a minimum acceptable Cronbach alpha reliability test.

Table 5: Loadings Ways of Partnership between school and parents

Codes	Item	Loading
Wap30	Establishing home partnership	.940
Wap29	Project based home program	.911

Wap28	A board consisting of school principal etc,	.910
Wap27	Periodical invitation of parents to attend	.871
Notes: 4 items selected by both parents and schools		

Table 6: Item loadings for school and parents collaboration

Code	Item	Loading
AOP11	Has an active PTA, PTO, or other parent organization.	.735
AOP2	Provides families with information on child development.	.725
AOP3	Provides clear information about progress reports and how grades are earned.	.645
AOP4	Sends home folders of student work weekly or monthly for parent review comments.	.418

Table 7: Item loading of school and parents communication

Code	Item	Loading
AOP11	Has an active PTA, PTO, or other parent organization.	.735
AOP2	Provides families with information on child development.	.725
AOP3	Provides clear information about progress reports and how grades are earned.	.645
AOP4	Sends home folders of student work weekly or monthly for parent review comments.	.418

FINDINGS:

To answer this question the researcher found the mean of the questions in title part A of the questionnaire completed by school only. The researchers identified acceptable barriers as those having a mean value of 4 or higher.

Table 8: Question 1.Barriers facing in school

Items	Mean	Standard dev.
In the school, teachers and principals who want the partnership lack basic knowledge on how to proceed.	4.0333	.75838

In the school, the tight time parameter is a major factor limiting the communication and collaboration with family.	4.1667	.66808
In the school, the difficulty in fund allocation for family involvement is very much strong reason for less partnership.	4.0667	.73338

In table (8) the most highest mean is (4.1667), 71.7% teachers agreed that the tight time parameter is a major factor limiting the communication and collaboration with family, and 2nd is (m=4.0333), 61.7% teachers agreed that the school itself have lack basic knowledge on how to proceed, and 3rd is 56.75% (m=4.0667) teachers agreed on the difficulty in fund allocation for family involvement is very much strong reason for less partnership.

From the data collected above all the items exceeded the benchmarked mean value of 4 hence these factors can be agreed to the major barrier facing the school in having an effective partnership with parents.

Table 9: What are the barriers that the teacher and parents perceive towards partnership in early childhood?

Items	Mean	Standard dev.
Many of the parent's students are totally unaware of the importance of the need for partnership between them and the school.	3.9932	.84802
The literacy level of the parents greatly affects the level of partnership within them and the school.	4.1497	.69593
The location of the residence of some of the children could be also act as limiting factor.	4.0884	.73022
Many parents do not know what is expected of them, or how to get involved in school education for their children a good active participation.	4.2177	.7027

Data collected for identifying the major barriers facing partnership as considered by parents reflected on Table 9 it shows that the most highest mean is (4.0884) , 51.7% parents

perceived that the location of the residence of some children could be also act as limiting factor, 2nd(m=4.1497) 49.7% parents agreed is the literacy level of the parents greatly affect the level of partnership within them and the school , 3rd is (m=4.2177) 45.6% many parents do not know what is expected of them, or how to get involved in school education for their children a good active participation, and lastly 45.6 % (m=3.9932) parents agreed that many of the parents students are totally unaware of the importance of the need for partnership between them and the school.

From the data collected above only one item have the mean value of 3 which is less than the benchmark value of 4, this shows that not all parent totally agreed with this question that some parents are totally unaware the importance of partnership. The parent's perception on this item was divided based on the data by the researchers hence the item would be discarded as not so much of a barrier while others above 4 would be considered as a major barrier facing partnership for parents.

Question: 2. what are the factors that enhance effective partnership?

The overall mean and standard deviation of the factors was calculated in order to determine the most important factors considered most effective by the school and family. Table 4.3 represents overall mean and standard deviation of the data received via the questionnaire returned by parents and school participant.

Table 10: Mean and standard deviation table for data received for questionnaire returned by parents and school.

(n=130)		Mean	Standard Deviation
	1.Level of Parenting Assistance		
AOP1	Sponsors home visiting programs or	2.1304	1.01799

	neighborhood meetings to help families understand schools and to help schools understand families.		
AOP2	Provides families with information on child development.	3.8261	1.07428
Overall Mean for Parenting		2.97825	1.046135
	ii. Communication Level		
AOP3	Provides clear information about progress reports and how grades are earned.	4.1884	.70247
AOP4	Sends home folders of student work weekly or monthly for parent review and comments.	4.0821	.82909
AOP5	Provides parents with the telephone numbers and/or e-mail addressed of the school, principal, teachers, and counselors.	3.7198	.97977
Overall Mean for Communication		3.99677	0.83711

	iii. Volunteering		
AOP6	Schedules plays, concerts, games, and other events at different times of the day or evening so that all parents can attend some activities.	3.1691	1.41607
AOP7	Conducts an annual survey to identify interests, talents, and availability of volunteers.	2.4783	1.21809
Overall Mean for Volunteering		2.8237	1.31708
	iv. Learning at Home		
AOP8	Has a regular schedule of interactive homework that requires students to demonstrate and discuss what they are learning with a family member.	2.4348	1.17182
AOP9	Provides calendars with daily or weekly activities for families to do at home and in the community.	2.5169	1.12710

Overall Mean for Learning at Home		2.47585	1.14946
	v. Decision Making		
AOP10	Involves all parents to give input and ideas on school policies.	2.8454	1.20487
AOP11	Has an active PTA, PTO, or other parent organization.	3.6184	1.19637
Overall Mean for Decision Making		3.2319	1.20062
	vi. Collaborating		
AOP12	Assures that the school building is open for use by the community after school hours.	2.6329	1.24264
AOP13	Includes alumni in school programs for students.	2.8164	1.23269
Overall Mean for Collaborating		2.72465	1.237665

Table 11 Overall Mean from highest to lowest areas of partnership will enhance effective partnership.

AREAS	MEAN	STANDARD DEVIATION
Overall Mean for Communication	3.99677	0.83711
Overall Mean for Decision Making	3.23190	1.20062
Overall Mean for Parenting	2.97825	1.046135

Overall Mean for Volunteering	2.82370	1.31708
Overall Mean for Collaborating	2.72465	1.237665
Overall Mean for Learning at Home	2.47585	1.14946

Table 4.9 represents the overall mean of the data received via the questionnaire returned by participant represented in the order of the most effective factor to the least effective. From the Table 4.3 we can deduce that Communications the most effective factor having the highest mean value (MEAN=3.99677), Decision Making comes second as the most effective factor considered by both parents and school with a mean value (MEAN=3.23190). Parenting assistance was third considered as the most effective factors of partnership by parents and school coming in with a value of (MEAN=2.97825). fourth most important factor is Volunteering (MEAN=2.82370), Collaborating comes fifth in the most effective factor (MEAN=2.72465) and finally the least most important effective factor considered by school and parents is Learning at Home with the lowest mean value (MEAN=2.47585).

Question: 3. is there any difference in the perception between teachers and parents on problems of partnership in early childhood?

Table 12 Relationship among the factors of partnership Correlations.

		Ways	Collaborate	Communicate
Ways	Pearson Correlation	1	.059	.305**
	Sig. (2-tailed)		.399	.000
	N	207	207	207
Collabo rate	Pearson Correlation	.059	1	.240**
	Sig. (2-tailed)	.000	.000	
	N	207	207	207

** . Correlation is significant at the 0.01 level (2-tailed).

Table 11 shows that the relationship between the three pairs of variables were significantly very weak correlation. In this table we can see that the lowest correlations is communication having the value of .240 which is very weak correlation in terms of collaboration between school and the family.

There is weak relationship between the factors of partnership especially in collaboration and communication part between the school and the family. The questionnaire was investigated using the Pearson Product-Moment Correlation analyzed was to ensure the no violation of the assumption of normality of the variable.

Question: 4. is there any difference in the perception between teachers and parent on the barriers of partnership in early childhood education?

Table 13 Parent perception towards the barriers of partnership in early childhood education

Item	Mean	PERCENTAGE					FREQUENCY				
		Disa	Disagre	Disa	Ag	Agree	Disagr	Di	Di	Ag	Agree
IO71	4.2	-	2.0	7.5	5	38.1	-	3	1	7	57
IO83	4.4	-	-	-	5	48.1	-	-	-	7	71
IO51	4.2	-	3.4	10.9	4	42.2	-	5	1	6	63
IO49	4.4	-	-	1.4	5	46.2	-	-	7	7	68
IO81	4.3	-	.7	2.7	5	42.4	-	1	4	8	62
IO01	4.4	-	-	.7	5	40.8	-	-	1	8	60

Table 14 School perception towards the barriers of partnership in early childhood education

Item	Mean	PERCENTAGE					FREQUENCY				
		Disa	Disagre	Disa	Ag	Agree	Disagr	Di	Di	Ag	Agree
IO81	4.3	-	1.4	5.8	4	46.5	-	3	1	9	97

I	4.5	-	-	.5	4	50.8	-	-	1	1	10
O	02										5
I	4.3	-	2.9	7.7	4	45.4	-	6	1	9	94
O	18								6	1	1
I	4.4	-	-	1.0	5	48.0	-	-	2	1	10
O	78									0	1
I	4.4	-	.5	2.4	5	45.1	-	1	5	1	94
O	20					4				0	
I	4.4	-	-	.5	5	45.3	-	-	1	1	95
O	54					9				1	1

To answer this question about the relationship as regards the importance of partnership consider by the school and parents, the researchers analyzed the data from the separate questionnaire collected from school and parent participant. The researchers preceded by recording the mean, percentage and the frequency of the importance items completed questionnaire of both school and parents.

To answer this question about the relationship as regards the importance of partnership consider by the school and the parent, had to consider the items that have the highest mean value, percentage and frequency. The data recorded from parent's questionnaire shows that the item: Improved partnership between parent and school leads to improve in child performance(IOP15) has highest mean value of (4.483) with the highest percentage of 51.7% (Agree), Better partnership enhances better social, emotional and cognitive skills.(IOP 17)M= 4.449, 52.4% (Agree), The child's attendance is greatly improved and improved engagement in school work, when partnership is present(IOP19)M= 4.401, 58.5% (Agree), Partnership improves the child's attitude towards learning (IOP18) M=4.381,54.4%(Agree), Parent involvement can help teachers be more effective with students(IOP14)M=4.271, 51.7% (Agree),Parent-school partnership program reduces children's dropout rate is drastically(IOP16) M=4.271, 42.9% (Agree).The data recorded from school questionnaire shows that the item (IOP15) has highest mean value of (4.502) with the highest percentage of 48.8%(Agree), (IOP17)M= 4.478,50.2%(Agree),

(IOP19) M=4.454, 53.6%(Agree), (IOP18) M=4.420, 51.7%(Agree),(IOP14) M=4.381, 45.9%(Agree), (IOP16) M=4.318, 44.0%(Agree). In conclusion concluded that there is a relationship in the perception between the importance of partnership as considered by the school and parents having the same item (Improved partnership between parent and school leads to improve in child performance (IOP15) with the highest value and (IOP16) 42.9% with the lowest value. For parents 51.7% agreed that (Improved partnership between parent and school leads to improve in child performance while for school 48.8% agreed as the highest percentage while 44.

SUMMARY

This chapter analyzed the response from the survey. The data was summarized using tables to measure the mean, median, percentage, the standard deviation and the correlations for given responses from parents and school. The responses will be used to measure the need for partnership between school and family in early childhood to promote a good outcome of the child's performance in school.

SUMMARY OF THE FINDINGS

It's been a decade's this topic was repeated in all over the world. Partnership is not an easy as we think. School is spreading the good things of partnership. Mostly some of the parents are too hard to participate on their child education. Books, journals, television advertised how importance the parent's guidance in the child's works in school.

On this study parents have mostly the same opinions on how to participate in school. The parents agreed the importance of partnership especially in when the child's have a high performance in school. The child can get better social, emotional support from the parents if there is good partnership with the school. No one will absent from the class if there is good partnership. The school can easily guide the students when parents are there always to support and guide the students.

In the areas of partnership there are things to be corrected. In parenting some schools never visit their students especially those family needs financial care. The schools will provide monthly checking for the family so that information from them is highly recommended in the child's environment. The parents want their children to be successful in this school.

In communication level mostly the school and the family agreed that the students grades must discussed and the school give clear information on how the students earned her or his subject. Parents communication book is very helpful for the parents for them the check the activities monthly in school. Mostly the parents agreed that contact numbers from the school staffs is very helpful for them if there is an emergency.

In volunteering part for the parents is very hard for them to join some activities due to their time. The school has limited activities especially in preschools in Malaysia. In Malaysia mostly parents here are working. They leave their children to a baby sitter or grandparents so partnership is very limited. The school must have a good planning every year on how to let the parents participate the programs. A parents and Teachers Meeting every semester that the parents must compulsory see the school staffs to ask the performance of their children.

Mostly all the participants on this study confirmed good communication by the parents and the teachers will get a high impact in the child's education.

CONCLUSION

The questions were very simple and easy. The questioners focus on the areas of partnership, the barriers and the importance of partnership in the child education. 30 questions were written on this thesis. The parents who participated on this was 147 and the teachers was 60 in total. There are three kindergarten schools who participated on this study namely; the SMART READER KIDS in AMPANG, IMIKI SRI JUNIOR in SELANGOR and Q-DEES in KUALA

LUMPUR, MALAYSIA. Using a Likert scale, parents and teachers of this study were asked to indicate the preferred choice or consideration in each section as affecting partnership between school and parents. The Section 1 was the areas of partnership namely; parenting, communicating, volunteering, learning at home, decision making and collaborating with the community. From this survey using mean and standard deviation we were able to observe that more Collaboration and communication was required to improve partnership within school and parents having had the highest mean values on the list. The second section of the survey listed 6 specific questions for the consideration of both parents and school on the importance of partnership determined the level of importance of partnership considered by parents and school by finding the relationship of the perception of importance between parents and school. Compared the resultant mean value and frequency from the completed questions using the Likert scale. The questions that showed similar mean value and frequency direction between school and parents was considered related. Section 3 of the survey instruments was designed to identify the barriers facing partnership. This section helped pin point the most important barriers to tackle in order to ensure effective partnership between school and parents. In order to achieve this researchers indicated the uniqueness of problems facing school and parents hence subdivided the question in two and directed it appropriately to school or parent. The last section of the survey instrument is the ways of activating partnership. This section helped collect data on possible ways to activate effective partnership between parents and school.

The unwavering quality trial of this study was measured utilizing Cronbach's alpha ($\alpha=.770$). In spite of the exploration of this theme, there is still concern with respect to parental contribution and what constitutes viable parental association in the training of understudies. This study attempted to answer the

question what is the most effective way of parent school partnership by finding out the perception of parents and school as regards areas of partnership, importance of partnership, barriers of partnership and ways to activate partnership. In light of this research the following conclusions can be reached

The present reality of partnership in Kuala Lumpur and Selangor is relatively low. From the research we deduced that parents and schools were of the perception that an improved collaboration and communication between parents and schools would drastically enhance effective partnership.

Parent and school both share similar perceptions as regards the importance of partnership. There was a common agreement by both parent and school that parent involvement can help teachers be more effective with over 70% of both parties agreeing. In most school within Kuala Lumpur and Selangor, the tight time parameter is a major factor limiting the communication and collaboration with family. This was a major barrier considered by the school as hindering effective partnership.

Most parents were of the perception that the location or residence of some of the children could also act as a limiting factor.

Observed from the data analyzed, that there are differences between the perception of parent and school according to their geographical location and school type.

5.4 RECOMMENDATIONS FOR PRACTICE

In this study the importance of parent's participation is greatly influence students life. The location where the survey was completed based on the three preschool used on thesis.

In getting a good participation between the family and the school there must be mutual understanding between each other. The word partnership is a big responsibility with some parents. In this case would like to make some suggestions or recommendations to all educators

which are principals, teachers and families to help the students in their academic achievement.

First and foremost the family must dedicate themselves as a support provider on the student's educational life in school.

Family must allocate to come to visit the school no matter how busy they are in their respective carrier.

Very important that a teacher has degree or a diploma in early education to prevent any circumstances in the children future.

School principals should take a course in early education. It is very important that the principal also knows about early education and how the children learn on this age.

The school also should implement a Parents officer in school. Where by the parents will elect the co parents to be an officer in the school. In this case the work of the school will reduce in connecting some other problematic parents that cannot attend in school activities.

The teacher should collect all the parents phone numbers and create a group through the use of WhatsApp application. If there are up - coming activities the teacher will be able to broadcast in the group.

Recommends further investigations' for future researchers on this subject for the purpose in activating partnership between the parents and the school in education.

Students need support from school and the family. Time and constant communication can really can create a huge outcomes on student's life in school.

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