



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



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To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v8-i14/5039>

DOI: 10.6007/IJARBSS/v8-i14/5039

Received: 17 Aug 2018, **Revised:** 28 Nov 2018, **Accepted:** 15 Dec 2018

Published Online: 25 Dec 2018

In-Text Citation: (Anding, Britten, Lindong, & Daha, 2018)

To Cite this Article: Anding, P. N., Britten, L., Lindong, L., & Daha, S. (2018). Knowledge States of Pupil Learning at a High Performance Rural Primary School. *International Journal of Academic Research in Business and Social Sciences*, 8(14), 175–186.

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Special Issue: Transforming Community Towards a Sustainable and Globalized Society, 2018, Pg. 175 - 186

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Knowledge States of Pupil Learning at a High Performance Rural Primary School

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Abstract

Socio-economic status, parent education and infra-structures are some of the factors that are believed to influence pupil learning in rural primary schools. However, some rural primary schools are actually high performance schools, which imply that it may be necessary to consider pupil learning from a different perspective. This paper considers the phenomenon of pupil learning at the school-level on the basis of the school as an entity that learns and in terms of the states of the knowledge of the entity. The objective of this study is to identify the states of knowledge or knowledge states of pupil learning at a high performance rural primary school in Sarawak. Observations, interviews, documents, artifacts and discourses were used to generate data, and data analysis involved interpreting the meaning of the data. The respondents of this study included pupils, parents, teachers, support staff, head teacher and members of the PTA and local community. The findings uncovered thirteen knowledge states of pupil learning, which are Basic Profile, Infrastructure, Transportation, Structures-Finance Support, Events, Academic Curriculum, Programs, Language, People or Learning Resources, Practices, Values, Awareness and Dispositions or Beliefs. The knowledge states are concerned with creating time, giving attention, designing suitable structures, constructing events for learning, and construction of high-order conceptual structures that facilitate pupil learning. The findings of this study may be considered for other learning situations or