

## **Influence Of Parent-School Partnership And Community-School Partnership On Lower Primary School Social Behaviour In Southwestern Nigeria.**

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**Abstract:** *The study examined the influence of parent-school partnership on pupils' social behaviour of lower primary school in Southwestern Nigeria. It also investigated the influence of community-school partnership on pupils' social behaviour in lower primary schools in the region and finally investigated the joint influence of parent-school and school-community partnership on their social behaviour. These were with a view to provide information on the roles of parent-school and community-school in enhancing social behaviour of lower primary school pupils in Southwestern Nigeria. The study employed survey research design. The population for the study comprised lower primary school class III pupils, their parents, teachers and head teachers in Southwestern Nigeria. The sample which comprised 1,980 participants (900 primary III pupils, 90 primary III teachers, 90 head teachers and 900 parents of the pupils) was selected using multi-stage sampling technique. Three research instruments were used for data collection, namely: Social Attribute Checklist (SAC), Parents-School Partnership Questionnaire (PSPQ), and Community-School Partnership Practices Questionnaire (CSPPQ). The data collected were analyzed using, chi-square statistics and multiple regression analyses. The results indicated that parent-school partnerships significantly influenced primary school pupils' social behaviour ( $\chi^2 = 11.548, p < 0.05$ ). The results further showed that community-school partnerships did not significantly influence the social behavior ( $\chi^2 = 5.468, p > 0.05$ ) of the pupils. Finally, the results showed that there was no joint influence of both on their social behaviour ( $F = 0.345, p > 0.05$ ). The study concluded that parent-school and community-school partnerships had significant roles to play in enhancing social behaviour of lower primary school pupils in Southwestern Nigeria.*

**Keywords:** *School-community partnership, Parent-school partnership, social behavior.*

### **Introduction**

Interactions and experiences within home and school systems, uniquely and together, form the foundation for developmental trajectories throughout pupils' educational careers. Apart from educational careers, Yoruba parents' from southwestern Nigeria, teach morals, etiquette, hygiene, cultures, skills and values to their children, such as washing of hands before eating, greetings by prostrating or kneeling down and respect to elders, eating habits, sitting positions

and how to live peacefully with other children to mention few. All these put together determine the social behaviour of pupils.

Parents represent the first essential system and source of support for children's learning and development and serve as a lifelong resource to children (Henderson & Mapp, 2002). Domina (2005) also acknowledges parent influence in children's learning which is associated with increased achievement and academic performance, improved self-regulation, fewer

discipline problems, stronger homework and study habits, improved work orientation, more positive attitudes toward school, and higher educational aspirations (Fan & Chen, 2001; Masten & Coatsworth, 1998). These benefits are evident even after taking into account pupils' abilities, socioeconomic status and the determinants of pupils' social behaviour.

(Fishel & Ramirez, 2005) view that research examining the role parents play in children's education has investigated a variety of activities or methods through which parents participate in learning. These programs are typically characterized as parent partnership, which are defined as the participation of significant caregivers (including parents, grandparents, stepparents, foster parents, etc.) in activities promoting the educational process of their children in order to promote their academic and social well-being.

In the same vein (Jordan, Snow, & Porche, 2000) also have this to say that, studies investigating parent influence often examine what each system (home and school) does in isolation. Examples of practices that have been examined include home literacy practices communication about school (Kelley & McCain, 1995), parental aspirations and expectations (Grolnick & Slowiaczek, 1994), and establishment of household rules and routines (Webster-Stratton, Reid, & Hammond, 2001).

In such research, the emphasis is often on the *structure* of activities (e.g., homework monitoring) rather than the *relational* factors (e.g., parent-child involvement quality). Moreover a systems-ecological orientation posits that children's learning results from the reciprocal relationship among child/family and school/schooling systems (Rimm-Kaufman & Pianta, 2000). Parent-school and school-community partnerships have emerged in the school psychology literature to address the limitations associated with unidimensional (school or home) or unidirectional (school to home).

(Albright & Weissberg, 2010; Downer & Myers, 2010; Lines, Miller, & Arthur-Stanley, 2010) stated that parent-school and school-community partnerships are distinct from parent involvement models. Those family-school partnerships are child-focused approaches wherein parent-school and school-community are professionals cooperate, coordinate, and collaborate to enhance opportunities and success for children and adolescents across social, emotional, behavioral, and academic domains.

Nowadays most parents have so many demands on their time that they cannot be the kind of parent they desire to be. Two combined influences make a great impact on children. William (2000), affirmed that parents who partner with community parenting are the best ones to make their children better generation. When parents work with the community to raise their children, they increase their parenting capacity exponentially. It is beyond the capacity and ability of an individual to parent young children.

However, parent-school and school community participations is another behavior modification or disciplinary strategy in children. Pearson (2000) presented children as something 100 times deeper and more important to a wider Community. He agrees with the "It takes a village to raise a child" approach to the raising of children. He makes emphasis about the importance of plugging parents into a community of people who can be trusted to help children develop into all of the positive adjectives that can be thought of and what young children should be. About seeing them in the bigger picture and plan for their lives, the heart and love of the family combined with the light of parent-school and school-community partnerships to modify behaviour and academic performance of pupils are much more powerful together than separately. Leaders and mentors can still be part of that "village" and have those influential relationships with what children or kids need. Parents are really never too old to mentor their children, and their children are never too old

to see them lead by example. A parent's influence is best realized in partnership with parent-school and school-community participations which can be known as SBMC. There are no "perfect" families, despite what people may see on the outside. Boateng (2005) described this type of participation as a behaviour modification that deals with addiction, depression, divorce, bullying, abuse, anxiety, insecurity, unhealthy behaviour, social behaviour, conflict or violence and an out-of-control of pupils and teenage behaviour that may occur in child's development.

Looking at people who have faltered in the past, one realizes family may just open up itself for school-parent and school-community participation. Family value widens the circle and pursues strategic relationships for children. Nucleus family may never be enough for children. At some point, members may seek out relationships with others. Parents can be strategic in choosing who should have influence on their children. Parents focus on who they want their children to be when they have grown up, not what they want them to have doing to help develop the characteristics they want to see in them. According to David Bly (2010), "Your children will become what you are. So be what you want them to be". He advises parents to communicate in a style that gives the relationship value. To him, "if you want it to be in them, it has to be in you, your nature, love, which will carry them far beyond what human love will ever have the capacity to do." In the same vein, Soaga (2012) refers holism or what could be called multiple learning, as an underlying principle in collaborations of parents, community, teachers, head teachers and school as a whole. This empowers children to procure multiple local or native wisdom that requires related skills.

On the other hand, the principle of functionalism presents the child as a problem-solver. The knowledge the child acquires is not keep sake at this level but Educating a child in the Nigeria Community Educating a child in the Nigeria

Community dominated by mountains, plain, or forest), determines what is learnt. He has to learn how to combat the dangers therein, the type of food that will favourably grow there, the type of clothes to wear and the taboos to be respected among others, All these principles of childhood education gives room for the child to be skillful and adequately prepared for whatever challenges he might come across as he grow.

### **Statement of Research Problem:**

Social behaviour have been found to be determined by many factors. Studies have established that parents' characteristics such as gender, age and level of education and school factors consisting location and type of school, could separately influence the social behavior of learners without much information on the combined influence of parents-school and school-community relationships, which may be quite significant. There is therefore the need to empirically determine the influence of these interrelationships on the social behaviour of primary school pupils in Southwestern Nigeria; hence this study.

### **Purpose of the Study.**

This study examined parent-school and school-community partnerships as determinants of social behaviour of lower primary schools pupils in Southwestern Nigeria.

### **Objectives of the Study:**

The specific objectives of the study are to:

- (a) determine the levels of parent-school and school-community partnerships in lower primary school pupils social behaviour in southwest Nigeria;
- (b) investigate the influence of community-school partnerships on the pupils social behaviour in the region; and
- (c) examine the joint influence of parents' characteristics (age, gender, level of education and the level of their

involvement in community-school partnerships) on pupils' social behaviour in Southwestern Nigeria.

### Research Hypotheses

**Hypothesis 1:** There is no significant influence of parent-school partnership on social behaviour

**Hypothesis 2:** There is no significant influence of community-school partnership on social behaviour

**Hypothesis 3:** There is no significant joint influence of parent-school partnership and school-community partnership on the pupils' on social behaviour

### Significance of the Study

The study would provide more insight into the various bodies of parent-school and school-community partnerships in lower primary school education. It is anticipated that parents would play roles not only in the promotion of personal achievements of their children at school but broadly in the school improvement and the democratization of school governance. Further, the study would provide parents with information that give parents, school and community a voice; and encourage parent-school and school-community partnerships.

### Scope of the Study

This study focused on three states in Southwestern state of Nigeria based on the efficacy of Parent-School and School-Community Partnerships as determinants of pupils' social behaviour in lower primary Schools. Oyo, Osun, and Ondo States were borne out of the knowledge of the researchers on how parent is regarded as a partnerships by schools in which school, parents, community and home share responsibility for children's and pupils' social behavior. Teachers, head teachers, pupils together with their parents were involved in the study.

### Methods

The study adopted descriptive research survey design. The population of the study consisted lower primary school (class III) pupils, their parents, teachers and head teachers of public primary schools in Southwestern Nigeria. The sample size for this study consisted 900 primary III pupils, 90 primary III teachers, 90 head teachers of the schools used for the study and 900 parents of the pupils. The sample was selected using multistage sampling technique. Three states Ondo, Osun and Oyo were selected from the six states in Southwestern Nigeria using simple random sampling technique. One senatorial district from each state and two Local Government Areas (LGAs) in each senatorial district were selected using simple random sampling technique for both. In each of the selected LGAs, five (5) schools were also selected using simple random sampling technique. In each school, 10 pupils from one arm of primary III class were randomly selected with 1 teacher, 10 parents and 1 head teacher in each school. This amounted to 50 pupils, 5 teachers, 5 head teachers, and 50 parents in each LGAs; 300 pupils, 30 teachers, 30 head teachers, and 300 parents in a state and 900 pupils, 90 teachers, 90 head teachers and 900 parents from the three states all together. Three research instruments were used to collect data for the study. These are Social Attribute Checklist (SAC), Parents-School Partnerships Questionnaire (PSPQ), and Community-School Partnerships Practices Questionnaire (CSPPQ). Each of these questionnaires consisted of two sections. Section "A" addressed the socio demographic information of the respondents while section "B" consisted of the items that measure the intended constructs. The Social Attribute Checklist (SAC) was used in the study to collect data that measure pupils' social behavior.

The second instrument, Parents-School Partnership Questionnaire (PSPQ), were administered on teachers, head teachers and the



parents and was used to measure parents-school collaboration strategies used for children’s upbringing. While, the third instrument titled Community-School Partnership Practices Questionnaire (CSPPQ), was used to measure the role of schools and community. The three instruments were validated before use using Pearson Product Moment Correlation for (SAC) with 0.86, Cronbach Alpha for PSPQ with 0.78 and Cronbach Alpha also for CSPPQ with 0.64 Data collected were analyzed using chi-square and multiple regression analysis.

**Results.**

**Research Hypotheses**

**Hypothesis 1:** There is no significant influence of parents-school partnerships Social behavior.

In order to test this research hypothesis, the levels of parents-school partnerships were cross tabulated with pupils’ social behavior and the Chi-square value is also obtained. The result is presented in Table 1

**Table 1: Chi-Square test of influence of parents-school partnerships on pupils’ social behavior.**

Parents-School Partnerships	Levels of Social Behavior			Total	$\chi^2$	df	p
	Low	Moderate	High				
Low	34(4.0%)	70 (8.2%)	100(11.8%)	204(24.0%)	11.548	4	0.021
Moderate	87(10.2%)	254(29.9%)	196(23.1%)	537(63.2%)			
High	17(2.0%)	48(5.6%)	44(5.2%)	109(12.8%)			
Total	138(16.2%)	372(43.8%)	340(40.0%)	850(100.0%)			

Table 1 shows the influence of parents-school partnerships on pupils’ social behavior of pupils in lower primary schools in Southwest Nigeria. It can be observed that a Chi-square test indicated a significant influence of parents-school partnerships on pupils’ social behavior aspect of learning outcomes,  $\chi^2 (n = 850) = 11.548, df = 4, p = 0.021$ . Since the p-value is less than 0.05 thresholds, we therefore reject the stated null hypothesis. This result concludes that there is significant influence of parents-school

partnerships on social behavior of the pupils in lower primary schools in the Southwest Nigeria.

**Hypothesis 2:** There is no significant influence of school- community partnership on

**Social Behavior**

In order to test this research hypothesis, the levels of school-community partnerships were cross tabulated with pupils’ social behavior and the Chi-square value is also obtained. The result is presented in Table 2

**Table 2: Chi-Square test of influence of school-community partnerships on pupils’ social behaviour aspect of learning outcomes.**

School-Community Partnerships	Levels of Social Behavior				$\chi^2$	df	p
	Low	Moderate	High	Total			
Low	65(7.6%)	137(62)	146(17.2%)	348(40.9%)	5.468	4	0.243
Moderate	62(7.3%)	199(23.4%)	162(19.1%)	423(49.8%)			
High	11(1.3%)	36(4.2%)	32(3.8%)	79(9.3%)			
Total	138(16.2%)	372(43.8%)	340(40.0%)	850(100.0%)			

Table 2 shows the influence of school-community partnerships on pupils’ social behavior of pupils in lower primary schools in Southwestern Nigeria. It can be observed that a Chi-square test indicated a non-significant influence of school-community partnerships on pupils’ social behavior aspect of learning outcomes,  $\chi^2 (n = 850) = 5.468, df = 4, p = .243$ . Since the p-value is greater than 0.05 thresholds, we therefore fail to reject the stated null hypothesis. This result concludes that there is no significant influence of school-community partnerships on social behavior of the pupils in lower primary schools in the Southwestern Nigeria.

**Hypothesis 3:** There is no significant joint influence of parents-school partnerships and school-

community partnerships on Social Behavior.

In order to test this hypothesis, a multiple regression analysis method was employed in which parents-school partnerships and school-community partnerships were treated as independent variables or predictors while social behaviour of the pupils was considered as dependent variable or outcome variable. The result is presented in Table 3.

**Table 3: Summary of multiple regression analysis of joint influence of parents-school partnerships and school- community partnerships on pupils’ social behaviour.**

Model Summary					F	Sig.
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
PSP	0.029	0.001	0-.002	17.01218	0.345	0.708
SCP						
a. Predictors: (Constant), SCP, PSP						
b. Dependent Variable: Pupils Social Behavior.						

Table 3 shows that the joint influence of the two independent variables (parents-school partnerships and school-community partnerships) on pupils’ social behavior yield a coefficient of multiple regression (R) of .029 and a multiple correlation square (R<sup>2</sup>) of 0.001. These values are not statistically significant at 0.05 level. This implies that the combination of parents-school partnerships and school-community partnerships has not significantly influence the social behavior of pupils in lower primary schools in the Southwest Nigeria. These variables only accounted for less than 1% of the observed variance in the social behavior of the pupils. The relative contributions of each of the independent variables are presented in Table 3 below:

**Table 4: Relative contribution of each of Parent school partnership (PSP) and school –community partnership (SCP) to social behavior of the pupils.**

		Coefficients <sup>a</sup>				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	72.084	2.549		28.275	.000
	PSP	0.001	0.030	0.001	0.027	0.978
	SCP	0.067	0.121	0.028	0.558	0.577

a. Dependent Variable: social behavior

Table 4 shows the relative contribution of parents-school partnerships and school-community partnerships on pupils’ social behavior. As shown in Table 4, school-community partnerships had respective t-value and beta weight of 0.558 and 0.028 while parents-school partnerships had t-value of 0.027 and beta weight of 0.001. However, none of the variables contribute significantly to pupils’ social behavior at 0.05 level of confidence.

From the values of beta weights and t-ratio for each independent variable, it is shown that school-community partnerships had the highest contribution to pupils’ social behavior while parents-school partnerships had the lowest contribution in the prediction of the dependent variable. In the light of these findings, the appraisal of this hypothesis may be resolved that there is no significant joint influence of parents-school partnerships and school- community

partnerships on social behavior of the pupils in lower primary schools in the Southwestern Nigeria.

**Discussion of Findings**

The study established the facts that parents-school partnerships had a significant influence on social behavior of the pupils. This shows that parents-school and school-community partnerships on social behavior of the pupils in the years to come will still are more significant. Lending credence to this assertion, the belief that parental involvement has a positive effect on pupils’ academic performance is intuitively appealing to policy makers, teachers, parents and pupils alike. However this belief has a firm foundation both in the literature concerning parental involvement and in the school improvement research base. The

empirical evidence shows that parental involvement is one of the key factors in securing higher pupils achievement and sustained social behavior (Harris and Chrispeels 2006). It would appear that involving parents in schooling leads to more engagement in teaching and learning processes. The importance of parents' educational attitudes and behaviors on children's educational attainment has also been well documented especially in the developmental psychology literature. This evidence shows that different elements of parents' 'educational attitudes and behaviors, such as the provision of a cognitively stimulating home environment, parental involvement in children's activities and parental beliefs and aspirations, have been identified as having a significant effect on children's levels of educational achievement' (Feinstein, 2006).

The study also showed that joint influence of parents-school and school-community partnerships were found to exert no significant influence on social behavior of primary schools pupils. This is in line with the study of Adesemowo and Adekoya (1999) found subjects from intact homes to be superior in cognitive development than those from broken homes. The author maintains that the joint influence of both parents and community are highly essential in children's development. Hetherington, with the opinion that children have better grade and higher academic achievements than children of one parent-home. Idowu (2002) also discovers that pupils with joint influence from parents', school and community are better motivated by love and peace that radiates in their lives and that the attention they receive from these joint efforts, were encouraging and intellectually stimulating.

### **Conclusion**

Parents are the most important influence outside the school. Long after direct learning from parents in a child's early years gives way to formal education, parents continue to play a key role in pupils' success and learning. Schools are more

effective where there is a stronger connection with parents and community as part of the learning. The lives parents and community lead today determines that it is more challenging to secure participations in learning. Yet this still remains the factor that can make a significant difference to a child's educational attainment and life chances on pupils learning outcomes.

Consequently, schools need to place parent-school and school-community at the centre rather than the periphery of all that they do. Parent-school and school-community participations in children's learning make a difference and most powerful school improvement lever that encompass. Parent-school and school community partnerships will not happen in a school without concerted effort, time and commitment of parents, community and schools. The literature and research evidence shows that the impact of school- parent and school-community on pupils' social behaviour is significant.

### **Recommendations**

Schools should endeavour to support parent-school and school-community partnerships of who are already involved in the learning of their children as well as reaching those parents who are less involved.

Schools need to be prepared to be flexible in dealing with school based management committee, in terms of times of meetings (shift work, child care issues) and, if possible, in terms of locations

School must make the shift from seeing these partnerships as partnership with the school, to understanding its value as being placed with the learning of the pupils. Practitioners of parent-school and school-community partnerships need to learn how individuals understand their identity and connections enter into relationships with the school.

School communities are encouraged to review their current supporting structures, policies and procedures and develop new ones where



necessary. This may include establishing a dedicated parent-school action team of school leaders, teachers and parents (appointed by the parent body) – or using an existing working group that includes parents – to develop and coordinate partnership plans and activities.

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