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Abstract: The study examined the influence of parent-school partnership on pupils’ academic performance of lower primary school in Southwestern Nigeria. It also investigated the influence of community-school partnership on pupils’ academic performance in lower primary schools in the region and finally investigated the joint influence of parent-school and school-community partnership on their academic performance. These were with a view to provide information on the roles of parent-school and community-school performances in enhancing performance 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: Test of Numeracy and Verbal Reasoning (TNVR), 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’ academic performance ($\chi^2 = 13.977, p < 0.05$). The results further showed that community-school partnerships did not significantly influence the academic performance ($\chi^2 = 9.11, p > 0.05$) of the pupils. Finally, the results showed that there was joint influence of both on their academic performance ($F = 1.329, p > 0.05$). The study concluded that parent-school and community-school partnerships had significant roles to play in enhancing performance of lower primary school pupils in Southwestern Nigeria.

Keywords: School-community partnership, Parent-school partnership, Pupils’ performance.

INTRODUCTION

Parent-school and school-community partnerships are functional in nature because it is a continuous exercise that involve frequent parent-teacher and teacher-community contact, quality of their interaction; participation in the moral and educational activities both at home and at school. In view of this, it is considered as a vital responsibility of every adult to take part in building, modifying behavior and have interest in the learning outcomes of pupils. This prepares the child for responsibilities as an adult in the society (home, village, tribe and school). In the same vein, Fayemi & Macauly-Adeyelure (2009) described parent-school and school-community participation as a life-long process. It is seen by them as any act or experience that has integrative and formative effect on the mind, character, skills, physical and spiritual abilities of the individual to enable one to live effectively and responsibly in the society. According to them, though, the education is informal, it is functional. This type of education, according to Marah (2006), is held cohesively by rules and regulations, values and social sanctions, approvals, rewards and punishments into which the child is inducted. It prepares the child for social life, in which etiquettes, agricultural methods, military, political and cultural purposes are taught. The sex of each child determines the type of education that is given. The basic means of transmitting knowledge include, among others, repetition, imitation and internalization, and practice, which prepares the child for full membership of a community (Shoaga, 2011).

Fajana (2002) affirms that the unwritten but widely known traditional community parenting educational policy stipulates, that education is a life-long process: everybody is a pupil and the society is the educator and evaluator. The father, mother, the age-grade members, apprenticeship system, among others, constitute agents of policy implementation at particular stages in the child’s development. This joint responsibility made the then society a healthy one. However, the contemporary society is beset by various complexities and complications, like family disintegrations, and frequent family violence as a result of economic challenges. This has set homes apart due to the search of greener pastures, to make ends meet. The effect is grave on a child’s upbringing. Parents spend little or no time with children to monitor or supervise children’s activities, socially or even academically. Roe (1957) comments that children who are often neglected are characterized by parental clod and consequently produce children who gravitate towards non-person centered occupations. Therefore, children need to be taken care of morally, physically, socially and spiritually or else there would be lapses in the socialization process of children’s life. Several challenging behaviours are exhibited by children such as throwing tantrums, self-centeredness, aggression, and other disruptive behaviour. Coughlin (1972) also in another dimension with regard to children’s right sees this as a neglected aspect of human rights. Coughlin supports and emphasizes a specified theme, which is the one relating to the child’s welfare: children have specific rights to be protected for their dependency.

Furthermore, various cultural norms and values of respect, as regards responsibility have faded. What the society has imparted in children in the contemporary time has had dire effects on the society, resulting in diverse social
Academic performance 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 academic performance 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 academic performance 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 academic performance of lower primary school pupils in Southwestern Nigeria.

Objectives of the Study:

The specific objectives of the study are to:

(a) Examine the influence of parent-school partnerships on academic performance of lower primary school pupils in Southwestern Nigeria;

(b) Investigate the influence of community-school partnerships on the pupils academic performance in the region; and

(c) Investigate the joint influence of parent-school and school-community partnerships on the Pupils’ academic performance in the region.

RESEARCH HYPOTHESES

Hypothesis 1: There is no significant influence of parent-school partnership on academic performance
Hypothesis 2: There is no significant influence of community-school partnership on academic performance

Hypothesis 3: There is no significant joint influence of parents-school partnership and school-community partnership on the pupils’ academic performance.

SIGNIFICANCE OF THE STUDY

The study is expected to build positive relationships amongst parents-school and school-community in their levels of partnerships and in effect encourage quality education through the adoption of appropriate teaching methods and strategies that can lift children out of poverty, by increasing self-esteem and expose pupils to better performance in their academics.

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’ academic performance 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 partnership by schools in which school, parents, community and home share responsibility for children’s and pupils’ academic performance. 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 Test of Numeracy and Verbal Reasoning (TNVR), 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 items that measure the intended constructs. The Test of Numeracy and Verbal Reasoning (TNVR) was used in the study to collect data that measure pupils’ academic performance.

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 (TNVR) with 0.67, 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 on pupils’ academic performance.

In order to test this research hypothesis, the levels of parents-school partnerships were cross tabulated with pupils’ academic performance 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’ academic performance aspect of learning outcome.

<table>
<thead>
<tr>
<th>Parents-School Partnerships</th>
<th>Academic Performance</th>
<th>Total</th>
<th>Z²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>Below Average</td>
<td>104(12.2%)</td>
<td>204(24.0%)</td>
<td>13.977</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>30(3.5%)</td>
<td>36(4.2%)</td>
<td>109(12.8%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Above Average</td>
<td>70(8.2%)</td>
<td>537(63.2%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moderate</td>
<td>Below Average</td>
<td>341(40.1%)</td>
<td>537(63.2%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>67(7.9%)</td>
<td>129(15.2%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Above Average</td>
<td>129(15.2%)</td>
<td>537(63.2%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>Below Average</td>
<td>65(7.6%)</td>
<td>109(12.8%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>8(0.9%)</td>
<td>36(4.2%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Above Average</td>
<td>235(27.6%)</td>
<td>850(100.0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>510(60.0%)</td>
<td>105(12.4%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1 shows the influence of parents-school partnerships on pupils’ academic performance 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’ academic performance $\chi^2(n = 850) = 13.977$, df = 4, $p = 0.007$. 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 academic performance of the pupils in lower primary schools in the Southwest Nigeria.
Research Hypothesis 2: There is no significant influence of school-community partnerships on pupils’ academic performance.

In order to test this research hypothesis, the levels of school-community partnerships were cross tabulated with pupils’ academic performance 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’ academic performance.

<table>
<thead>
<tr>
<th>School-Community Partnership</th>
<th>Academic Performance</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below Average</td>
<td>Average</td>
</tr>
<tr>
<td>Low</td>
<td>202(23.8%)</td>
<td>46(5.4%)</td>
</tr>
<tr>
<td>Moderate</td>
<td>261(30.7%)</td>
<td>56(6.6%)</td>
</tr>
<tr>
<td>High</td>
<td>47(5.5%)</td>
<td>3(0.4%)</td>
</tr>
<tr>
<td>Total</td>
<td>510(60.0%)</td>
<td>105(12.4%)</td>
</tr>
</tbody>
</table>

Table 2 shows the influence of school-community partnerships on pupils’ academic performance of pupils in lower primary schools in Southwest Nigeria. It can be observed that a Chi-square test indicated a non-significant influence of school-community partnerships on pupils’ academic performance, $\chi^2(n = 850) = 9.110$, df = 4, $p = 0.058$. Since the p-value is greater than .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 academic performance 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 pupils academic performance.

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 academic 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 academic performance.

<table>
<thead>
<tr>
<th>Model Summary</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSP</td>
<td>0.194</td>
<td>0.037</td>
<td>0.035</td>
<td>14.88264</td>
<td>16.480</td>
<td>0.000</td>
</tr>
<tr>
<td>SCP</td>
<td>0.452</td>
<td>0.207</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 shows that the joint influence of the two independent variables (parents-school partnerships and school-community partnerships) on pupils’ academic performance yield a coefficient of multiple regression (R) of 0.194 and a multiple correlation square (R^2) of 0.037. These values are statistically significant at 0.05 level. This implies that the combination of parents-school partnerships and school-community partnerships has significantly influence the academic performance of pupils in lower primary schools in the Southwestern Nigeria. These variables accounted for 3.7% of the observed variance in the academic performance of the pupils. The relative contributions of each of the independent variables are presented in Table 4 below:

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

<table>
<thead>
<tr>
<th>Coefficients*</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model 1</td>
<td>(Constant)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td></td>
<td>74.334</td>
<td>2.230</td>
</tr>
<tr>
<td>PSP</td>
<td>-0.010</td>
<td>0.026</td>
</tr>
<tr>
<td>SCP</td>
<td>0.452</td>
<td>0.106</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Academic performance

Table 4 shows the relative contribution of parents-school partnerships and school-community partnerships on pupils’ academic performance. As shown in Table 4, school-community partnerships had respective t-value and beta weight of 4.267 and 0.207 while parents-school partnerships had t-value of -0.398 and beta weight of -0.019. While school-community partnerships had significant contribution to pupils’ academic performance at 0.05 level of confidence, parents-school partnerships made no significant contribution.

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’ academic performance 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
significant joint influence of parents-school partnerships and school-community partnerships on academic performance 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 academic performance of the pupils. This shows that parents-school and school-community partnerships on academic performance of the pupils in the years to come will still be 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 school performance (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 academic performance 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

From the findings it may thus be concluded that this study established that parent-school and school-community partnerships which can be established in Southwestern states of Nigeria will be a necessary and useful tool in guiding systemic educational reform, research, and evaluation and can be the determinants of pupils’ academic performance. Thinking about “types” of partnerships can enable practitioners, policymakers, and researchers to determine more systematically the conditions needed to support a particular partnership as well as the obstacles that need to be overcome to accomplish often ambitious goals. A clear, comprehensive typology can illuminate the possibilities and constraints of the varying approaches that are easy to lose sight of if partnerships are not differentiated by purpose, implementation requirements, theory of action, or other key analytic dimension.

RECOMMENDATIONS

A school-community action team working group can plan for interaction with the community, for example gather and provide information and access for pupils and parents on recreational, cultural, social support and other programmes services. They can gather and provide information on community activities that link to learning skills and talents; this can be done during the holidays. Past pupils can also be invited to participate in school programmes that are organized for young pupils. The community and parents can collaborate with school to establish local businesses to provide future work experiences and structured placement for pupils. An outreach community services programmes can be developed by schools and families e.g., recycling, musical performances and voluntary work with seniors and cultural activities; and establish partnerships with local Indigenous community organizations to develop the cultural responsiveness of the school community and promote understanding of, and participation in, important community events. This will help the development of academic and social behavior of pupils learning outcomes.

Parent-school and school-community partnerships must be a priority in schools it cannot be a bolt on extra. It must be embedded in teaching and learning policies, and school improvement policies, so that both are seen as an integral and determinants part of the pupils’ academic performance.

REFERENCES


