

**PRACTITIONERS' AND PARENTS' PERCEPTION OF PARENT- TEACHER
PARTNERSHIP ON CHILDREN'S EDUCATION IN ILORIN METROPOLIS,
KWARA STATE, NIGERIA**

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MATRIC NO: 17/27/MEE009

DECEMBER 2020

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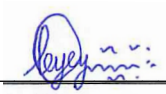
Matric No: 17/27/MEE009

**A THESIS SUBMITTED TO THE DEPARTMENT OF EARLY CHILDHOOD AND
PRIMARY EDUCATION, FACULTY OF EDUCATION, KWARA STATE
UNIVERSITY, MALETE, IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF MASTER IN EDUCATION (M.Ed) DEGREE IN EARLY
CHILDHOOD EDUCATION.**

DECEMBER 2020

DECLARATION

I hereby declare that this thesis titled ‘ Practitioners’ and Parents’ Perception of Parent-Teacher Partnership on Children’s Education in Ilorin Metropolis, Kwara State, Nigeria’ is my own work and has not been submitted by me or any other person for any degree in this or any other tertiary institution. I also declare that as far as I am aware all cited works have been acknowledged and referenced.



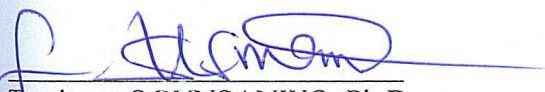
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Date

CERTIFICATION


This thesis, titled ‘ Practitioners’ and Parents’ Perception of Parent- Teacher Partnership on Children’s Education in Ilorin Metropolis, Kwara State, Nigeria’ by Adeleye Olorunkunmi OYUNNIYI with Matriculation Number 17/27/MEE009 meets the regulations governing the award of Master of Education (M. Ed.) in Early Childhood Education, Kwara State University and is approved for its contribution to knowledge and literary presentation.


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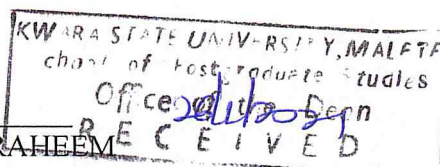

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DEDICATION

This thesis is dedicated to my cherished parents and siblings.

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ABSTRACT

The study examined the Practitioners' and Parents' Perception of Parent-Teacher Partnership on Children's Education in Ilorin Metropolis, Kwara State Nigeria. The general purpose of this study was to critically examine practitioners' and parents' perception of parent-teacher partnership on children's education in terms of communication, involvement in homework, volunteering and decision making in Ilorin Metropolis.

The study employed the Explanatory mixed-method design, the purpose of this design was to create a synergy between the qualitative and quantitative results. The study sample size was 420 and the stratified sampling technique was adopted for the quantitative method to select 400 respondents, while simple random sampling was used for qualitative method to select 20 participants. The instruments for data collection were two questionnaires titled 'Practitioners' Perception of Parent-Teacher Partnership Questionnaire 1 (PPPTPQ 1)' and 'Parents' Perception of Parent-Teacher Partnership Questionnaire 2 (PPPTPQ 2)' and two interview guides titled 'Interview guides for Practitioners' on their Perception of Parent-Teacher Partnership' and 'Interview guides for Parents' on their Perception of Parent-Teacher Partnership'. The reliability of PPPTPQ 1 yielded reliability coefficient of 0.88 and PPPTPQ 2 yielded reliability coefficient of 0.93 using Cronbach Alpha technique.

Two research questions and five hypotheses were generated for the study. Independent samples t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that communication is perceived as the most important means of parent-teacher partnership in Ilorin metropolis. In addition, one of the findings of the study also revealed that involvement in home work is perceived as the second important means of partnership between parents and teachers. The result indicated a significant difference between practitioners and parents perception ($t = 2.197$; $df = 397$; $P < 0.05$), no significant difference between the male and female practitioners perception ($t = 0.34$; $df = 198$; $P > 0.05$), there is significant difference between public and private practitioners ($t = -2.32$; $df = 197$; $P < 0.05$), no significant difference between male and female parents ($t = -0.10$; $df = 197$; $p > 0.05$) and parents whose children attend private schools and those who attend public schools ($t = 0.29$; $df = 197$; $p > 0.05$).

Based on the findings of the study, it was concluded that communication is perceived to be the most important means of partnership between parents and teachers, as it was discovered to have the highest mean value while volunteering is considered to be the least perceived means of parent-teacher partnership as it has the lowest mean value. The following recommendations were made: Parents, practitioners and other relevant stakeholders need to understand the importance of parent-teacher partnership, this will help them choose the type of partnership that is more appropriate and safe for the parent and the teacher. A regularly PTA meeting should be organised, at least twice in a term.

Keywords: Parents Perception, Parent-Teacher Partnership, Practitioners Perception, Children's Education.

Word count: 464.

CHAPTER ONE

INTRODUCTION

Background to the Study

Many parents think teachers are solely responsible for the success of their children. This may not be entirely true because parents are the first and the most important teachers of every child. Parents, who are involved in their children's education may be helping teachers to achieve success in their children's education. The aphorism that 'it takes a village to raise a child' demonstrates the need for co-operation in educational roles among parents and practitioners (Ministry of Education, Guyanna, 2016).

Bojuwoye (2009) asserts that education is the business of both the schools and the homes, and that a school's success is more assured with the joint efforts of teachers, pupils, parents and the local communities. According to Perras (2016), parents are vital partners in education; they influence their children's attitudes towards learning and support learning at home. They are a critical link between the home and the school, and when they become involved in the life of the school, they make schools better places to learn, grow and thrive. In Ontario, parents' engagement policy recognizes that pupil's achievement and success increase when parents are welcomed and respected as partners, and given the support they need to contribute at home and school (Perras, 2016; Ontario Ministry of Education, 2010).

The school and family is the child's anchor for early growth, development and learning. A meaningful collaboration of families with early childhood education (ECE) augments the child's early learning supports, school readiness and later academic success of the child (Olaniyan & Falola, 2018). Based on the researcher's interaction with parents and practitioners, it was discovered that parents and practitioners see each other as rivals rather than partners, as most parents believe that the schools ought to take all responsibilities when it

comes to discipline of the children and their academic performance. Most parents believe that paying their children's fees settles all their obligations when it comes to the schooling of the children. It was also discovered in the interaction that, practitioners also do not want to involve parents in the decision making of the school, believing that parents will always want their decision to dominate or to be put in place either right or wrong because they think that they are the ones paying the school. Practitioners show more care and love to some children more than others for diverse reasons such as friendship with the parents of the child, for reward from parents or simply because the child is their favourite, forgetting that all the children under their care should be treated in the same way.

Conflict of interest arise between parents and practitioners when the school refuses to inform them about some issues such as increment in the school fees, change of school uniform, change of pupil's class teacher or sometimes when teacher disciplines their children. For these reasons, some schools refuse to hold the Parent Teacher Association (PTA) meetings because they fear that such meetings could promote heated arguments. According to Koech (2010), it was discovered that parents and practitioners are not aware of their roles in stimulating young children, while most of them believe that teachers are solely responsible for children's academic development.

In order to promote partnership between parents, teachers, practitioners and other relevant stakeholders, there is need to understand the types and importance of parent-teacher partnership. Epstein (2011) gives six types of involvement in her framework that can be used in the Nigerian context to have a better understanding on the parent-teacher partnership, the six key areas: are parenting skills, volunteering, learning at home, decision making, collaboration with communities and communication. Translating home-school partnership into positive impact is dependent on how partnership is perceived, since it is the parents and teachers that determine the approaches and the forms or the practices characteristic of partnership.

Therefore, to understand how homes and schools interact together to positively influence school, or the educational process, the conceptualization of home–school partnership, in terms of attitudes to it, the benefits expected to be realized from it and its private practices, need to be examined (Bojuwoye, 2009).

According to the Ministry of Education, Guyana (2016), home-school partnerships helps teachers develop strong relationships with their pupils and motivate parents to cooperate with teachers to improve academic performance. Parents can also learn basic teaching concepts, learn with their children and get to know others in the community while contributing to schools by volunteering. Parental involvement in schools leads to higher grades in tests scores and better attendance and homework completion rates. Pupils whose parents have interest in their education and serve as role models are likely to graduate and pursue higher education. Parent-teacher partnerships help teachers to know their pupils’ parents, understand the environment and economic, political or cultural influence that shape pupils’ behaviour. This will lead to improved communication between pupils and teachers, enhancing trust, mutual respect and the education process (Ministry of Education Guyana, 2016). Also, interacting and working with parents to enhance pupils’ education provides outside points of view on operations and policies that can improve the school.

Hedges and Lee (2010) suggest that practitioners had higher assessments of parental involvement in early childhood education than their parents. In keeping with the notion of school-centric parent involvement, much of the writings on parent involvement, as presented from the perspectives of the teacher, tend to equate parent involvement with the quality of the parent partnership as a result of the parents’ aptitude to meet the needs and expectations of the school and the teachers. Practitioners have been known to equate lack of parent involvement with lack of interest which can then lead to a feeling of being unappreciated and undervalued and unsupported in their role as if there is a belief that when parents are not willing to be

involved, children's achievements will suffer.

In some cases, practitioners may sense a lack of agreement between themselves and the parents. Rouse (2014) states that sometimes teachers feel the parents are not being supportive enough while the parents also think that the teachers are not doing enough with their children. Teachers in a study by Hujala, Heikka and Halttunen (2017) discovered their role with parents mainly as one of building parenting skills, a notion that Reedy and McGrath (2010) report was a prevalent understanding of the purpose for including parents in the programme during the latter part of the 20th century, while others felt that parent involvement required attendance at parent conferences or meetings, reading take-home information, spending time on home learning activities and volunteering at school (Barnyak & McNelly, 2009).

According to Rouse (2014), practitioners speak about having respectful relationships with the families, the characteristics of mutuality, trust and reciprocity were less manifest. Each of the practitioners sees the relationships with families as a crucial part of their role, but all identified that these did not always look the same or were not always reciprocal. Each parent identified ways that they believed they had been participants in the setting of mutually agreed goals and shared decision making. Practitioners' believe that when they have a cordial relationship with the parents' they will be able to know and learn more about the child and their background, and they will be able to work towards the same goal with the parents.

Rouse (2014) states that parents see trust to be important when partnering with practitioners in the way they all discussed the relationships with the practitioners. Trust is an essential aspect of partnership, parents reflected on the need to trust practitioners to care for and respond to their children in the same way they did. The elements of mutuality and reciprocity were not strongly manifest as mutuality and reciprocity are terms that denote a sense of sharing and commonality that can be seen in both members of a partnership; however,

in terms of how the parents presented an essence of mutuality and reciprocity, this was more difficult to identify clearly. If the connection is to be viewed through a lens where there are mutually agreed goals and shared decision making, the parent perspective reveals conflicting findings (Rouse, 2014).

In a research conducted by Rouse (2014), the parents said that they believed that they should be part of the decision-makers concerning the school and their children. Parents revealed that when they are involved in decision making they get more information about the school and their children. The practitioners need to ask for the parents' input, and information about the children from parents. Parents' views are somewhat uncertain, Undheim and Drugli (2011) found that most parents reported that the partnership they had with caregivers was pleasing, although they did not know much about what happened in daily activities. However, Cantin et al., (2010) contend that while parents generally report being pleased with their interactions with caregivers, the caregivers would like more regular communication with parents however, Hadley (2014) states that while the educators consistently rated communication as pleasing, the families rated the connection as poor because parents were seeking communication that is 'informal, positive, open and friendly'.

Parents rated the communication as positive when there was a two-way sharing of information between the parents and the educators (Reedy & McGrath, 2010), and the information shared by the educators is consistent to what the parents believe about their child (ren). Parents often perceive the communication to be one-sided, with the teachers driving the connection and parents not having the opportunities to share their issues or knowledge. There was also a certainty by parents that educators need to be more responsive to parental voices and concerns. Attitudes and behaviours of educators is an essential influence on how the parents perceive the success of their involvement in the centre and the nature of their consequent relationship (Rouse, 2014).

Page (2010) identifies that the mothers in her study wanted to feel that the educators ‘loved’ their children, extending the conception of family. The capacity to form trusting relationships is also of crucial importance for families, and unlike in other links, trust needs to be immediate. This is especially so for the early childhood context, where parents leave their child with someone whom they need to trust from the outset that will provide appropriate care and nurturing relationships. Ultimate in the relationship between the parent and the educator is an understanding and a trust that the teacher knows their child and, more importantly, likes their child. Parents also need to feel valued and have a sense that they are necessary and that the educators are sincere and authentic. The development of trust is conceded when parents sense that communication is strained or when there is a difference of opinion between the parent and the educator (Rouse, 2014).

Parents are children’s first and most enduring educator. Therefore, partnership with parents is essential if nursery and primary school practitioners are to plan effectively for a child’s learning. A genuine commitment to work cooperatively with parents should be a feature of any high-quality nursery and primary school. Practitioners build up expertise on how children learn and how each child operates within their settings. Parents know their children best; therefore, practitioners need to share information with the parents so that the child’s learning need will be fully met and understood. The more parents are involved with their children, the more positive learning and overall life outcomes occur (Salami & Edo-Olotu, 2012).

Parents are vital partners in education; they influence their children’s attitudes towards learning and support learning at home. They are a crucial link between home and school and when they become involved in the life of the school, they make schools better places to learn,

grow and thrive. Educators and parents generally agree that positive, supportive and open relationships between home and school, parent and teacher are desirable. Additionally, research has shown that parent engagement and successful parent-teacher partnerships result in improved educational outcomes for students (Perras, 2016).

According to Salami and Edo-Olotu (2012), when families and school partner in children's academic lives by making available learning resources and also participate in the utilization of learning resources, grades improve, test scores rise, and even students' attitudes toward schoolwork improve. Children complete more homework, are placed in special education less often and enrol in post-secondary education more frequently when families and schools work together. However, some Head teachers and school owners have had enough discouraging experiences with the parent-school partnership that they feel wary of trying to include or involve parents as partners.

Koech (2010) states that parents are not aware of their roles in stimulating young children and believe that teachers are solely responsible for doing that for their children. This lack of awareness may contribute to low involvement and ineffective partnership. Parental participation model explains that parents may decide to participate in the partnerships when they understand that collaboration is part of their role as parents when they believe they can positively affect their child's education and when they perceive that the child and the school want them to be involved.

Also, parents express a higher degree of satisfaction with their children's education, as well as a sense of trust in the teachers and administrators when communication is open and positive. Teachers impart information about school and lessons, listen to parents' concerns and clear up parents' questions. Children and teachers invite parents to events, in which opinions and information can be exchanged (Koech, 2010). Family involvement in initial childhood

settings benefits children and multiplies children's opportunities for learning. Parents and caregivers who are involved and supportive in their children's education tend to have positive outcomes in primary grades (Olaniyan & Falola, 2018).

Parents are invited as experts of one subject into class, attend class at trips, journeys, in camps, and help with special activities and at festivities when family-school partnership in making learning materials available and also in their utilization would help children have positive attitudes toward school, higher achievement, better attendance in school and school activities, higher graduation rates at the primary and secondary school levels, higher enrolment rates in the post-secondary education and better school to attend (Salami & Edo-Olotu, 2012). According to Ugwuegbulem (2018), studies have shown that parental involvement in the education of their children helps pupils to perform better both in their studies and in academic achievement.

According to Koech (2010), the parent-teacher partnership has also been found acceptable by the teachers, parental understanding and more exceptional parent-child communication. Children whose school engage in parent-teacher connection are well placed to achieve better outcomes throughout their school life and beyond into employment. The higher the level at which parents get involved with their children's education, the more positive learning outcomes they get. In recent years, the language has changed, from parental involvement and participation to parent-school partnerships, which implies the shared and equally valued roles in education (Salami & Edo-Olotu, 2012).

Engaging in partnership have an essential impact on health, behaviour and developmental outcomes. In the first three years, children develop physically, cognitively and emotionally at a faster rate than at any other time in their lives. Ojameruaye (2010) views that on the part of the teacher, effective parent-school partnership collaboration would lead to

greater teaching effectiveness, higher expectation of the children, increased ability to understand family views and culture which would make utilization of learning resources easier, greater appreciation by parents, and improved morale.

According to Salami and Edo-Olotu (2012), through effective Parent-school collaboration, the parents would also have more excellent Knowledge of education s and schoolwork, greater knowledge of how to be more supportive to children, greater confidence about ways to help children, more positive views of teachers. Partnerships between schools and families, between teachers and parents, must be a top priority for both schools and families if they are to result in the best possible educational outcomes for children. If both parents and teachers view partnerships as not essential, they are not likely to work as well to serve the educational needs of children. In this age of greater accountability on all levels, putting partnerships as a top priority is more important than ever.

Salami and Edo-Olotu (2012) state that often, schools seem to be “islands” separated from the families they serve, and the society in which their students live, but this should not be so. Teachers alone cannot help children in all-round development (intellectually, personally, socially and morally). However, they can provide best practices that encourage and guide parent partnership in school activities to assist them in their work of teaching the children to achieve the desired results. These best practices can be accomplished by allowing open, welcoming and respectful communication between them and the families of the students they teach. The school alone also cannot help in making all the needed learning resources available to children to develop all the knowledge, skills, and attitudes they need to be productive citizens and caring people as adults.

Keyes (2010) also researched on the parent-teacher partnership, the finding includes the factors that affect the development of effective relationship and a theoretical framework that teachers can use to enhance parent-teacher partnership based on Bronfenbrenner's ecological system. Another study was carried out by Ugwuegbulem (2018) on exploring parental involvement in public secondary schools in Imo State, Nigeria: the role of socioeconomic status. A Semi-structured individual interview was conducted on participants of varying socioeconomic backgrounds; to examine their perception of parental involvement, their type of involvement, the expectation they held for their children's education, their motivations to get involved, and the challenges they faced. The results of this study revealed that irrespective of their social and economic status, parents believed that secondary education was necessary. Influenced by sociocultural norms, the parents perceived "parental involvement" not as a planned, structured effort directed solely toward the success of children. Instead, they viewed participation in their children's education as integral to their overall parental obligations.

According to Subuola (2017), the following are needed to strengthen parent-teacher partnership, these include home visits, conferences and involvement in the classroom, participation in decision making and home-learning activities, among others. Research has also shown that the main factor affecting parent-teacher partnerships are parents and teachers level of education (qualification), school type (public or private), school location (rural or urban) and gender (male or female) while some practitioners do not know the ways by which they can partner with the parents when selecting the kind partnership modes in the school (Koech, 2010).

Most parental involvement come from mothers rather than fathers. Some studies, therefore, focus exclusively on mothers to measure parental participation (Fleischmann & Haas, 2016). If the focus is on children's outcomes, the level of parental engagement may indeed be more relevant than knowing which parent or household member is involved with the

child's schooling. However, gender differences in parental involvement are relevant for gender equality within the households, as activities related to children's education are one of the tasks, like other household chores, adult household members need to coordinate and distribute (Treas & Drobic, 2010). According to Fleischmann and Kristen (2014), in some countries, attitudes towards gender roles are perceived as a significant cultural difference as mothers may be less well equipped to help their children with school work, and a greater maternal involvement in immigrant families could, therefore, limit the effectiveness of parental responsibility for minority children's outcome.

Different types of childcare settings, such as centre-based programmes, informal relative, and home care, have unique characteristics, strengths, and weaknesses (Li-Grining & Coley, 2006). Parental satisfaction with childcare s was also found to be affected by the type of school which children attend. Specifically, there were significant differences in all categories of parental satisfaction across two kinds of schools. Parents who selected private preschools rated greater satisfaction, compared to parents who chose public programmes (Jang, Moore & Lin, 2014).

Communications about school programmes and student progress" are not only from school-to-home but also include two-way, three-way, and many way channels of communication connect schools, families, students, and the community. Volunteering improve recruitment, training, activities, and schedules to involve families as volunteers and as audiences at the school or in other locations enable educators to work with volunteers who support students and the school. "Volunteer" not only means coming to school during the day, but also supporting school goals and children's learning in any way, at any place, and at any time. (Epstein, et al., 2002; Epstein & Salinas, 2004).

Learning at home (Involvement in homework) involve families with their children in academic education at home, including homework, goal setting, and other curriculum-related activities. Encourage teachers to design homework that enable students to share and discuss exciting tasks. "Homework" means not only work that students do alone, but also interactive activities that students share with others at home or in the community, linking schoolwork to real life. "Help" at home means how families encourage, listen, react, praise, guide, monitor, and discuss homework with their children, not how they "teach" children school skills.

Decision making include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and parent organizations. "Decision making" means a process of partnership, of shared views and actions toward shared goals, not just a power struggle between conflicting ideas. Parent "leader," says a representative who shares information with and obtains insights from other families and community members, not just a parent who attends school meetings (Epstein et al., 2002; Epstein & Salinas, 2004).

Statement of the Problem

The parent-teacher partnership is essential for children to enhance their holistic development. Teachers are also vital in the lives of the children after their parents, as parents are the first and most important teachers of every child. The parent-teacher partnership makes parents feel more confident in assisting and supporting learning in the classroom, and at home, parents support teachers by enforcing rules and expectations, turn to teachers as resource persons and encourage cooperative attitudes and behaviours among children. When parents are involved in their children's education, children perform better academically. In addition, their behaviour and school attendance also improve. Parental involvement has also been shown to provide positive benefits for parents.

Parents who are more involved in their children's schooling become well-informed about school goals and procedures leading to stronger engagement with education, and so are more to communicate the importance of education to their children. When children observe connections and universal respect between their parents and teachers, it helps children to understand relationships, develop positive dispositions and feel more comfortable at school.

Involvement in the child's schooling builds the parents' abilities to help their children learn. These positive attitudes and behaviours in turn influence students' learning and educational success because parents become more involved in their children's education and gain knowledge and strategies for structuring learning experiences and activities for their children that result in skill development. Teaching can have its challenging moments, but it is hugely rewarding. When parents and teachers create a strong partnership, teachers enjoy their role even more because they can customize their teaching and care to the needs of each child.

Despite of all these benefits and based on the researcher interaction with the practitioners and parents, the researcher discovered that there is no effective partnership between parents and practitioners while some practitioners do not know the ways by which they can partner with the parents using the six modes of involvement in Ilorin Metropolis. Hence the researcher tends to look into the perception of the parents and practitioners as a way of influencing their attitude while choosing the involvement mode.

Many studies have been carried out in the area of parents' involvement and parents-teachers partnership. Research has also been carried out on parent-teacher partnership enhancing pre-school children's education and the finding shows that there was low parental and community participation in pre-school activities in four Epstein's six modes of involvement: communication, volunteering, decision-making and community collaboration. There has not been much work done on parental participation in two of the six Epstein modes of involvement, which are, parenting skills and learning at home in other places as well as

Ilorin Metropolis. Therefore the researcher intend to consider learning at home (Involvement in home work) in this study.

However not much work has been done to find out the practitioners and parents perception of both about the issue of parent-teacher partnership especially in Ilorin Metropolis. All these created part of the existing gap which this study sought to fill. Therefore, this study intends to investigate the practitioners' and parents' perception of parent-teacher partnership communication, learning at home (involvement in home work), volunteering and decision making in Ilorin Metropolis to know if the parents and practitioners has a positive or negative perception towards parent-teacher partnership and to know if there will be a corresponding findings with the research carried out by other researchers.

Purpose of the Study

The general purpose of this study is to critically examine practitioners' and parents' perception of parent-teacher partnership on children's education in Ilorin metropolis.

Specifically, the study determined:

- a. Practitioners' perception of parent-teacher partnership on children's education in terms of communication, involvement in homework, volunteering and decision making.
- b. Parents' perception of parent-teacher partnership on children's education in terms of communication, involvement in homework, volunteering and decision making.
- c. The significant difference between the practitioners' and parents' perceptions of parent-teacher partnership on children's education in Ilorin metropolis.
- d. The significant difference in the practitioners' perceptions of parent-teacher partnership on children's education in Ilorin metropolis based on gender.

- e. The significant difference in the practitioners' perceptions of parent-teacher partnership on children's education in Ilorin metropolis based on school type.
- f. The significant difference in the parents' perceptions of parent-teacher partnership on children's education in Ilorin metropolis based on gender.
- g. The significant difference in the parents' perceptions of parent-teacher partnership on children's education in Ilorin metropolis based on school type attended by their children.

Research Questions

The following research questions are formulated to guide the study.

1. What is the practitioners' perception of parent-teacher partnership on children's education in terms of:
 - a. Communication?
 - b. Involvement in Homework?
 - c. Volunteering?
 - d. Decision making?
2. What is the parents' perception of parent-teacher partnership on children's education in terms of:
 - a. Communication?
 - b. Involvement in Homework?
 - c. Volunteering?
 - d. Decision making?

Research Hypotheses

The following research hypotheses were tested in the study:

H₀₁: There is no significant difference between practitioners' and parents' perception of parent-teacher partnership on children's education in Ilorin metropolis.

H₀₂: There is no significant difference between male and female practitioners' perception of parent-teacher partnership on children's education in Ilorin metropolis.

H₀₃: There is no significant difference between practitioners' in private schools and those in public schools perception of parent-teacher partnership on children's education in Ilorin metropolis.

H₀₄: There is no significant difference between male and female parents' perception of parent-teacher partnership on children's education in Ilorin metropolis.

H₀₅: There is no significant difference between parents' whose children attend private schools and those whose children attend public schools perception of parent-teacher partnership on children's education in Ilorin metropolis.

Significance of the Study

The findings of this study are expected to be of great help to practitioners, teachers and parents in the following areas:

The findings of the investigation are expected to reveal how practitioners and parents view parent-teacher partnership, the kind of partnership they engage in and if they are not involved in any, the findings should be able to help them know the ones to be involved in and how to get the teachers and parents involved. The findings of the study are also expected to make teachers aware of the kind of partnership they can engage in with the parents to make their work more effective in the school.

The findings may allow the stakeholders to understand the practitioners' view and they may need to advocate for parent-teacher partnership if the need be through enlightenment s and also to initiate s that may help to promote parent-teacher partnership in schools.

Scope of the Study

This study examined the practitioners' and parents' perception of parent-teacher partnership on children's education in Ilorin metropolis. The research work covers nursery and primary schools in the three Local Government Areas in Ilorin Metropolis (Ilorin East, Ilorin South, Ilorin West), in four areas of parent-teacher partnership which includes; communication, involvement in homework, volunteering and decision making because the researcher sees these areas to be very essential when it comes to partnership between parents and teachers of the nursery and primary schools.

Operational Definition of Terms

The following terms are defined operationally;

Communication: The ways by which both the parents and the teachers pass information across to each other in Ilorin Metropolis.

Decision Making: This is a process whereby both the parents and the teachers shared their views on the development of the school in Ilorin Metropolis.

Involvement in Homework: The ways by which the parents get involved in their children's learning at home in Ilorin Metropolis.

Parents' Perception: The view of parents/adults who have children in the nursery and primary schools on parent-teacher partnership in Ilorin Metropolis.

Parent-Teacher Partnership: The involvement between the parent and teachers of pupils in Ilorin Metropolis in terms of communication, involvement in homework, volunteering, decision making.

Practitioners' Perception: The view of the practitioners in the nursery and primary schools on parent-teacher partnership in Ilorin Metropolis.

Volunteering: This is the means where by the parents supports the school of their children in Ilorin Metropolis without being asked to do so.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents the existing literatures relevant to the investigation of the practitioners' and parents' perception of parent-teacher partnership on children's education. Literatures were reviewed under the following sub-headings.

Theoretical Review

Ecosystem Theory by Bronfenbrenner 1979

Conceptual Review

Concept of Parenting

Roles of Parents and Practitioners in Child Upbringing

Concept of Parent-Teacher Partnership

Practitioners' Perception of Parent-Teacher Partnership

Parents' Perception of Parent-Teacher Partnership

Epstein Framework of Six Types of Involvement

Review of Empirical Studies

Gender and Parent-Teacher Partnership

School Type and Parent-Teacher Partnership

Appraisal of Reviewed Literature

Theoretical Review

Ecological Systems Theory of Bronfenbrenner 1979

The Ecological systems theory by Bronfenbrenner (1979) provides an approach to knowing and understanding how a child's development affected by his or her social relationships and the world around him.

This theory focuses on the development of a child within the context of the system of relationships that form his or her environment. Bronfenbrenner's theory explains the complex layers of background, each of which affects the development of the child. This theory has recently been renamed "bioecological systems theory" to emphasize that a child's biology is a primary environment fueling his or her growth and development. The layers identified by Bronfenbrenner are interdependent as changes or conflict in any one layer will reflect throughout other layers. To study a child's growth then, we must consider the immediate environment and also the child's interaction with the broader context as well. The layers identified by Bronfenbrenner are; the microsystem, the mesosystem, the ecosystem, the macrosystem, and the chronosystem, the first three layers are mainly related to the study.

The Microsystem

The first layer has direct and close contact with the child. The microsystem solely deals with the relationships and interactions that a child has with the family, school, peers, neighbourhood or a childcare centre. The impact exhibited in the microsystem is in two ways that is towards the child and away from the child. A parent thus affects the beliefs of the child, and the child affects theirs. (Rogoff, 2003). Structures in the microsystem include; family, teachers, neighbours, friends, and other people who have direct contact with the child. These relationships impact the child in two directions; away from the child and toward the child. Bronfenbrenner referred to these as bi-directional influences. This layer is the most critical layer of all the segment identified by Bronfenbrenner as it has a direct impact on the child.

The Mesosystem

Through this layer, a connection between the two structures existing in a child's microsystem is provided (Berk, 2004). This layer involves the relationships between the structures of the microsystem in one's life. For example; the family experience of a child may be related to the child's school experience. The connection between teacher and parent is an example of how the mesosystem brings two structures of the microsystem together.

The Exosystem

This layer represents the extensive social system surrounding the child in which the child is not directly involved in its function. Structures existing in the exosystem indirectly impact on the development of the child due to the direct interaction of the structures existing in the microsystem (Kail & Cavanaugh, 2007). Parent's workplace schedules or community-based family resources are examples. The child may not be involved directly at this level, but he does feel the positive or negative force engaged with the interaction with his system. It means that the parents can transfer the experience they had at work to their children when they get back home, which can either be positive or negative.

The Macrosystem

This layer is the child's environment outmost segment, and this layer encompasses the cultural values, laws as well as the customs prevalent in the background. The effects exuded from this layer constitute a cascading influence on all the other layers (Santrock, 2007). This layer comprises of the child's cultural environment in which the child lives and all other systems that affect them. Examples could include the economy, cultural values, and political policies. This layer refers to the relationship between a child's cultural values and other segments. For example, if it is the belief of the culture that parents should be solely responsible for raising their children, that culture is less likely to provide resources to help parents. These, in turn, affect the structures in which the parents function.

The Chronosystem

This layer encompasses the all-important time dimension concerning the child's environment. The elements present in this system cover both the internal and external factors. External components are, for instance, the death of a parent while internal factors include the physiological changes exhibited when a child is ageing (Rogoff, 2003). This layer encompasses the dimension of time as it relates to a child's environments. It includes the transitions and shifts in the lifespan of the child. Elements within this system can be either external such as; divorce of parents, the timing death of parents, or internal such as; physiological changes that occur with the growth of children.

Bronfenbrenner's (1979) ecological theory is relevant to this study because of its, emphasis on the interaction of a child with the environments. Each layer is essential to the child as each layer can either have a direct or indirect impact on the child (that is through the parents or other environments like the school). The first layer deals with the interactions and relationships of the child with the family, school, peers, neighbourhood or a childcare centre, as this study also deals with the partnership between the parents and the teachers. These relationships impact either away from the child or toward the child. It is also known as bi-directional influences. This layer addresses the importance of family and school in the child's development not only in the immediate environment but also at the child's interaction with the broader context. The second layer deals with the connection between the teacher and the parent, while the third layer deals with the extensive social system surrounding the child in which the child is not directly involved but he can feel the positive or negative force engaged that is, the parents can transfer the experience they had at work to their children when they get back home which can either be positive or negative which simply means a child whose parents have a positive experience at work will be ready to listen to what so ever the child has to say about school and or the other way a child whose parents has a negative experience will not be willing

to listen to the child.

Conceptual Review

Concept of Parenting

Parenting can be defined as purposive actions aimed at ensuring the survival and development of children. It derives from the Latin verb ‘parere’- ‘to bring forth, develop or educate’. The word ‘parenting’, from its root, is more concerned with the activity of developing and educating than who does it (Clarke-Stewart, 2006). The connotation of the word is, the parenting is a positive, nurturing activity. Thus, parenting is an activity that normally involves the children, parents and other family members in lifelong interaction. Home influence probably outweighs the effects of all other environmental impacts combined in determining the fundamental organization of children’s behaviour.

According to Majeed (2016), parenting is a process of care taking and raising child by both parents and helping them to grow from dependent to more independent one”. Parent – child relationship is a mutual one. It is not one-sided relationship; being parents the first duty is to nurture children in best possible way. Parents can build self-confidence, self-appraisal and self-competence of child and the ability to trust and not to stifle. Parents must feel duty bound to protect and nurture their children against any odds.

According to psychoanalytic theory, social values and controls are largely interiorized made an integral part of the child’s superego on the basis of early parent child interactions. The foundations of children’s social attitude and skills are obviously laid in the home. For most people, this means that modifications in environment can change their IQ scores considerably. Although genetic endowment may always influence a person’s intellectual ability, the environmental influences and opportunities we provide children and adults do make a difference (Gottlieb, Wahlsten & Lickliter, 2006, Ramey et al., 2006).

Parenting refers to as the upbringing of a child or children, in particular the care, love, and guidance given by a parent. It consists of the methods, techniques and other activities that are used or required in the rearing of children. Parenting is a process of raising and educating a child from birth until adulthood, which is carried out in a child's family by the mother and father or biological parents. Additionally, the new International Webster's dictionary defines parenting as the act or process of functioning as parents and of raising children. It refers to the skill or activity of looking after children as a parent.

Roles of Parents in Child Upbringing

Child upbringing is not a technical term with precise significance. It refers generally to all the interactions between parents and their children. These interactions include the parental interest, expression of attitudes, values, and beliefs as well as their care and training behaviour. Child upbringing is a continuous process. Each moment of a child's life that he spends in contact with his parents has some effect on both of his present behaviour and his potentialities for future action. This process of child upbringing is generally influenced by the characteristic ways of thinking, feeling and acting, prevalent in the cultural group to which the family belongs. Few parents ever verbalize doubt as to their competence to guide the psychological growth of their children. Most parents cannot afford to doubt their abilities to rear their children in the best possible manner. Self-doubts are too painful when one has such an emotionalized attitude toward his problems (Fredriksen & Rhodes, 2004).

Many parents often express a wish or desire that they would ideally like to attend some sort of classes, where parenting is taught, or where they can undergo some kind of training in bringing up children. Though one does come across advertisements for parenting workshops, and books and magazines devoted to selling parenting techniques, it must be said that fortunately or unfortunately, there is no one shoe that fits every foot. Parents have to learn by

trial and error, and what may be good for one child may not hold true for another. The only thing that parents can do, when such is the case, is to try and tune in to their child, try to know and understand his or her strengths, weaknesses, likes, dislikes, behaviour patterns, personality and aptitudes, so that they can be ready to do the needful, both in terms of picking up problems early on, and in respect to being a beacon, which can guide their maximum potentials (Fredriksen & Rhodes, 2004).

Children do not come out of assembly lines, and no two children, including twins are exactly alike. One has to be aware and alert, to one child's individuality, in order to see that he or she grows up and flows into something beautiful. Parenthood is a big responsibility, which comes naturally to some, but is not so easy for the rest of us. One must constantly try and see that one does one's best at this job. A parent must strive to be a guide, mentor, caretaker, friend, philosopher, and a role model, to his or her child. A child at birth is like a lump of clay. How he or she will eventually turn out, is in the hands of parents (Ashwini & Vaidyanathan, 2007).

Broadly speaking, the role of parents, as far as their children are concerned are many, but mainly involves caring and protection, providing basic amenities of food, clothing, shelter, education and love, being around to support their children emotionally, to act as a shock absorber or spring when their children need a cushioning, and to see that the inherent potential of the child is realized. But not many parents are aware of all these duties. Even today, for most parents, child rearing involves satisfying the child's basic needs, and to help whenever the child asks for aid. Otherwise, most parents go through life, expecting their children to take care of themselves, and to take care of the parents, when they grow old. For many, children tend to be investments for their future retired life, and it is often with this in mind, that these parents groom them. But children being what they are, and each child being unique and different in his or her physical, mental and creative assets, often fail to live up to their parent's expectations, leaving their parents deeply dissatisfied and disillusioned, in many aspects of life. Many

parents internalize these dissatisfactions and frustrations, but when they come under pressure they often crack, and tend to lash out at the child, verbally or even physically.

Influences that parents have on their children are many and varied. Some will be positive, others less so. However, any study of human life shows that there is never only one single, direct cause of a child's woes. There is always some interaction, often complex, between the parent, the child, the family and their environment. Parental influence thus has to encompass a 'filter' to shield children from too much adversity as well as helping them to face the difficulties that they will necessarily confront, as they develop towards independence (Hoghughi & Long, 2004).

Parents are like role models for children. Kids perceive the attitude of their parents towards learning. Parents can dynamically and effectively modulate the behaviour of their kids. Parental care can exhibit enormous influence morally as well as socially. It is the authoritative nature of parents that can guide and bind them to ethics. Parents can mould and shape the destiny of their children. Parents can effectively prioritize the scheme of do's and don'ts. Parental care can bring laurels in shaping their future. It is the practical involvement of parents that determine the yield of their children. Parents can impact and ignite the desires, habits, attitudes and objectives of their children. Parental role can never be nullified by any standards of professional teaching. "It is the source which determines the course of flow". Parents can illuminate the darkest corners of their children with the warmth of their love, affection and care and it is the "divine" zeal and zest that differentiates parents from professionals. It is the consciousness of parents that determines the conscience of their children (Majeed, 2016).

Roles of Practitioners in Child Upbringing

The relationship of children with their teachers can be a crucially important influence, affecting students' connection to school, motivation, academic performance, and psychosocial

well-being. Children spend a great deal of time at school, and the classroom is the source of many of their interpersonal relationships and activities. Although children's social adjustment to school was initially examined primarily through relationships with classroom peers, research increasingly has highlighted the significance of student-teacher relationships (Fredriksen & Rhodes, 2004).

According to Yasmin (2011), the school is a place where a child learns and gets maximum knowledge and growth during the learning process. It is also a place where his hidden potentials are tapped. This learning process for a child starts when the parents send the child to playgroups and continues until college where he receives his graduation or post-graduation. As we see it clearly that a child spends nearly 6 to 7 hours a day throughout the year (except during holidays) in school, it is obvious that teachers have a great role to play in the upbringing of children. As a child can be easily moulded in a right way like clay in a potter's hand, it is important to understand that teachers can correct the child's behaviour and character, whenever and wherever necessary. He can also shape up the child's personality by being a role model in upbringing the children in school. As children are very affectionate, innocent, adaptable and docile, it becomes mandatory for the teachers to have both professional competency and a very strong moral background as she can gradually influence and shape up each child's personality with gentle persuasion. As most children have a great respect for their teachers, this advantage must be properly utilized in correcting, advising and upbringing the children by leading kids during different challenging situations and circumstances encountered in classrooms.

Besides, a teacher is a second parent to each one of her pupils. Whether the child is too young or in his teens, a teacher must be effective in her approach by being impartial, loving and simultaneously leading through examples in all her endeavours. As teacher has a vital role to play in a pupil's life, it is correct to say they are the people who could create generations

altogether. In short, they are in some way the builder of our nation as they are exposed to a mass of children who are the future citizens of the country. So, it is very crucial and elementary for the teachers to lead and influence the children aptly in every walk of life no matter whether it is in a classroom or even outside the class. Teachers should also inspire their students to build them into great personality whether they become architect, engineer, doctors, teachers, businessmen or any professions of their interest. They should also shape them to contribute to the society by being upstanding citizens of our nation (Yasmin, 2015).

The main role a teacher could play is to make her class very interesting by getting almost all the students involved by asking questions or while discussing a topic. The more involvement, the more the child learns. This way the learning gets easier and interesting. Besides, even outside the class room, she needs to continue to influence and correct the children by building their character in all aspects of life. Nevertheless, it is worth stating that the students can be successful in his life if equal support is backed up by the parent at home as well (Yasmin, 2015).

Concept of Parent-Teacher Partnership

The partnership is a continuous commitment by parents and teachers to collaborate 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 teachers, in turn, drawing on their professional knowledge and competence. Fitzgerald (2004) sees partnerships in education as being about the process in which those involved mutually support each other and attune their contributions to promote the learning, motivation and development of pupils'.

There is consensus across literature that common elements exist in successful partnerships. Goos, Manning and Salomons (2009) suggest that successful involvement involves sustained, mutual collaboration, support, the participation of school staff and families.

In activities and efforts that have a positive effect on the academic success of children in the school'. While Driessen (2003) present partnerships as the process in which those involved mutually support each other and attune their contributions to promote the learning, motivation and development of pupils.

Internationally, the term partnership increasingly emphasizes a broad range of meaningful and cooperative relationships between home and school that improve children's learning, motivation, development and availability of learning resources (Salami & Edo-Olotu, 2012). Family-school partnerships of the 21st century must go beyond equipping parents with skills and knowledge. It must involve them in the process of learning. Influenced by Vygotsky's theory of learning and development that emphasized the importance of the "co-construction of knowledge by more mature and less mature participants engaging in an activity together". This type of collaborative learning plays a vital role in communities of practice (Salami & Edo-Olotu, 2012). Parent and School Partner through a regular exchange about the child's development and its facilities and possibilities (social competence, learning behaviour, achievements, opportunities of advance, transfer) In case of problems, solutions are found out together.

Teachers impart information about school and lessons, listen to parents' concerns and clears up parents' questions. Invitation to class events: Children and teachers invite parents to an event, in which also opinions and information can be exchanged. Parents are invited as experts of one subject into class, attempt class at expeditions, journeys, in camps, help with special activities and at festivities. To the children, family-school partnership in making learning resources available and also in their utilization would afford children more positive attitudes toward school, higher achievement, better attendance in school and in school activities, higher graduation rates at the primary and secondary school levels, higher enrolment rates in the post-secondary education and better school to attend.

It was established that involvement with families is occurring when there is shared power, responsiveness, reciprocity, costiveness and understanding, alongside partnership is seen to be a duty that is shared between the teachers and parents. The connection is sensed to be taking place when parents are active and vital in decision making and also seen to be having the same strengths and conforming aptitude, share responsibility or duty, have mutual accountability and contribute to, as well as receive, services. A successful partnership must include collaboration, support, sustained and involvement of school staff and families, in activities and efforts that have a positive effect on the performance of the school pupils (Douglass, 2011; Epstein, 2011; Goos et al 2009).

According to the Ministry of Education of Ontario (2010), Parents are vital partners in education. They influence their children's approaches to learning and support learning at home. They are a crucial link between home and school. And when they become involved in the life of the school, they make our schools better places to learn, grow and thrive. Ontario's parent engagement policy recognizes that student achievement and success increase when parents are welcomed and respected as partners, and given the support, they need to contribute at home and school.

Concerning the parent-teacher relationship itself, Ziraldo (2016) ascertains the following characteristics of a capable parent-teacher team:

- i. Take time to meet with each other and to listen carefully.
- ii. Treat each other as integral parts of the planning and decision-making team.
- iii. Allow each person to express opinions and give suggestions.
- iv. Approach disagreements in a manner that encourages mutual problem-solving.

- v. Encourage a second opinion when there is unresolved disagreement or when there is no answer to a difficult situation.

Definitions of parent involvement differ, Yeates et al., (1990) describe relationship as any link between parents and Early Years Professional Status (EYPS). While Rennie (1996) believes responsibility requires the actual day-to-day participation by parents in the life and work of the service. Parent engagement is an opportunity available to parents to contribute their voices in various ways to the services providing care and education for their under-school aged children' (Elliott, 2003). However, while 'parent engagement may take different forms and operate on different levels, not all parents can or want to be involved in the same way' (Organisation of Economic Co-operation and Development OECD, 2001). Also, active parent engagement does not mean that parents should substitute for professionals or professional services (OECD, 2001). Parent involvement has also been used to describe the extent to which parents are involved at home in their children's learning, through active support and participation in children's homework reading to and with children, discussions about school and education (Epstein, 2011).

Benefits of Parent-Teacher Partnership

Epstein (2011) provides evidence of the importance and improved outcomes for children whose parents are engaging positively in the education and care of their children. In early childhood education, in particular, the importance of the partnership between teachers and parents is a central belief (Hedges & Gibbs, 2005). Whalley (2013) argues that there is overwhelming evidence as to the importance for children's learning and development of educators and families engaging in partnerships. Hedges and Gibbs (2005) argued that a significant message emerging from the existing literature on early childhood education, that one cannot consider the two microsystems of family and the early childhood centre in isolation.

However, while there is a substantial body of research on the benefits of parent and educator partnerships, Fan and Chen (2001) argue that there has also been some criticism of the empiricism of this research because there is an inconsistent understanding of what constitutes parent involvement, and also what constitutes student success. Precisely what these parent–educator partnerships look like, and can be defined in an education context, is somewhat problematic.

The literature on partnerships in education intersperse terms such as ‘parent involvement’ (Jinnah & Walters, 2008; Souto-Manning & Swick, 2006; Zellman & Perlman, 2006), ‘parent engagement’ (Douglass, 2011) and ‘parent partnership’ in multifaceted ways. Driessens et al., (2005) identify that various terms are used to determine the relationship between parents and teachers, and they and others have argued that the notion of partnership is often ambiguous when examining the relationship between schools and parents (Hedges & Lee, 2010).

Regardless of the expressions used, existing research has identified that parents who are involved in their children’s schooling create an environment for their children in which education is seen as necessary, and they are more able to structure experiences for children that lead to skill development and enhance children’s sense of competence and achievement (Jinnah & Walters, 2008). There is a strong suggestion that parent involvement in their children’s schooling has a positive effect on academic achievement, particularly in literacy and numeracy (Bakker & Denessen, 2007).

It was found out that parent involvement has a positive effect on children’s attendance, behaviour in the classroom, attitude to schooling and retention (Zellman & Perlman, 2006; Bakker & Denessen, 2007). Children who have parents that are involved in their schooling have also been found to have increased self-confidence in their academic ability and learning, as well as stronger intrinsic and extrinsic motivation (Ihmeideh et al., 2010). The parents are

more able to help children improve their awareness of their capability and permit children to take control of their learning (Jinnah & Walters, 2008).

Duncan (2007) also found that when children observe connections and universal respect between their parents and teachers, it helps children to understand relationships, develop positive dispositions and feel more comfortable at school. Parental involvement has also been shown to provide positive benefits for parents. Parents who are more involved with their children's schooling become knowledgeable about school goals and procedures (Jinnah & Walters, 2008), leading to stronger engagement with education, and so are more able to communicate the importance of education to their children.

Involvement in the child's schooling builds the parents' abilities to help their children learn. These positive attitudes and behaviours in turn influence students' learning and educational success because parents become more involved in their children's education and gain knowledge and strategies for structuring learning experiences and activities for their children that result in skill development (Hoover-Dempsey et al., 2005; Hughes & MacNaughton, 2002; Jinnah & Walters, 2008). 'Parents' instruction is likely to remain deeply rooted in the child's memories even after they leave school leading to better outcomes in later life.

How Parents Benefit from Parent-Teacher Partnerships

1. **Teacher Insights**—As parents have explicit and ongoing communication with teachers, there can be much insight to gain regarding their pre-schoolers' growth and development. Schools conduct periodic child assessments and parent-teacher conferences to allow parents to understand their children's unique strengths and weaknesses, as well as show the ways they can help their pre-schooler improve in any needed areas of learning.

2. **Teacher Support**—a strong partnership between parents and teachers can establish trust and support when it comes to any special needs or behaviour issues a child may be displaying at home. As teachers are made aware of unique family circumstances, they can also be equipped to observe a child's behavioural patterns or learning needs throughout the day.

3. **Parent Guidance**—From conversations with teachers during morning drop-off and afternoon pick-up to monthly calendars and newsletters to helpful blogs to creative ideas via social media, school parents have access to a variety of resources that offer useful guidance and tips for continuing the new educational learning process at home (The Gardner School, 2018).

How Teachers Benefit from Parent-Teacher Partnerships

1. **Parent Involvement**—when parents are actively involved in their pre-schoolers' early childhood educational experience, not only do the children benefit greatly, but teachers do as well. Whether it's volunteering to read a book to a class, attending an open house or particular programme, or even offering tips and advice for new preschool parents, the active involvement of moms and dads can provide an excellent support system for teachers while also encouraging them in their work.

2. **Parent Feedback**—Parent feedback is essential for teachers. As teachers learn about the specific issues or any unique needs or circumstances parents or their children may have, it will help teachers and school staff members work diligently to provide solutions and create a positive overall experience for everyone.

3. **Teacher Success**—Teaching can have its challenging moments, but it is hugely rewarding. When parents and teachers create a strong partnership, teachers enjoy their

role even more because they can customize their teaching and care to the needs of each child (The Gardner School, 2018).

Practitioners Perception of Parent-Teacher Partnership

Fields-Smith and Neuharth-Pritchett (2009) find that there are often differing perspectives on the nature of the partnerships between teachers and families. Different viewpoints are often presented by teachers, depending on the relationship the teacher has with the parents. Keyes (2002) suggests that teachers will sometimes have reasonable feelings of shared efforts and mutually valued achievement with some parents; while with others there is a sense of frustration, helplessness or even anger over conflicting perceptions and understandings. Hedges and Lee (2010) suggest that practitioners had higher assessments of parental involvement in early childhood education than their parents. In keeping with the notion of school-centric parent involvement much of the writings on parent involvement, as presented from the perspectives of the teacher, tends to equate parent involvement and the quality of the parent partnership as a result of the parents' aptitude to meet the needs and expectations of the school and the teachers. Practitioners have been known to equate lack of parent involvement with lack of interest which can then lead to a feeling of being unappreciated and undervalued and unsupported in their role – as if there is a belief that when parents are not willing to be involved, children's' achievements will suffer.

Practitioners may at times perceive a conflict between themselves and the parents, with one parent, Rouse (2014) stated: I think that sometimes there's a hidden engagement between parents and teachers where, you know, teachers feel that they should be getting more support from the parents, and the parents feel that the teachers should be doing more with the child. Practitioners perceived parents as having a stronger voice in the centre because they had a direct voice to the centre director. Teachers in a study by Hujala et al. (2009) saw their role with parents mainly as one of building parenting skills, a notion that Reedy and McGrath

(2010) report was a prevalent understanding of the purpose for including parents in the programme during the latter part of the 20th century, while others felt that parent involvement required attendance at parent conferences or meetings, reading take-home information, spending time on home learning activities and volunteering at school (Barnyak & McNelly, 2009).

Tayler (2006) also reports that practitioners' views of partnerships reveal what might more usually be described as parent involvement which teachers are providing information about the programme activities, nurturing parents' understanding of child development and 'ensuring the transmission of the (centre) agenda at home'. However, she does note that teachers see themselves as work in partnership with parents to build a mutual understanding of the child. When it comes to matters around decision making and shared contributions to curriculum, while parents are often invited to help in classrooms and supervise homework using the traditional discourses of the school, they are encouraged to share the discussion about their children's strengths and interests far less frequently (Ashton & Cairney, 2001). Other studies show that the teacher will often feel helpless by parents wanting to be involved in curriculum decisions, and do not consider parents as equal partners in this process (Hedges & Lee 2010; McGrath, 2007). It has been reported that teachers consider engaging and working with parents as their greatest challenge (Lightfoot, 2012).

The importance of relationships was a theme that recurred in the majority of the interviews and focus groups. Practitioners in all the settings demonstrated their commitment to the children's welfare, development, and learning through warm, positive relationships with children, and we had no doubts about their sincerity. Without positive relationships founded on mutual trust, shared values and a common purpose, practitioners said that parent-teacher provision was impossible (Alexander, 2009).

Parents Perception of Parent-Teacher Partnership

A sense of uncertainty surfaces when reading the collected works from the viewpoint of the parents, and there is often a separation between what teachers believe and how they view parent partnership and the views and beliefs of parents themselves (Foot et al., 2002; Hedges & Lee, 2010; Keyes, 2002; MacNaughton, 2004). This can lead to a strain on the relationships (Pena, 2000), because this disconnect is often a result of having different expectations of what the partnership looks like and what the partnership would ideally involve (McGrath, 2007). While teachers examine, the role parents might undertake in response to the way they are physically active and involved in their child's learning – using measures such as contribution to homework, volunteer in the classroom and attend parent-teacher conferences – the parent perspective presents a different view. Parents tend to measure the partnership they have with teachers more from an aspect of communication and the quality of the interpersonal as well as the range and extent of opportunities they feel they are afforded to become involved and opportunities for sharing information about the child (Cantin et al., 2010; Hadley, 2014; Hedges & Lee, 2010). The quality of the interactive communication between the teacher and the parent is a reliable indicator of how a parent assesses the quality of the partnership and is valued more highly than the structured, planned events that teachers make available for parents (Hedges & Lee, 2010).

Parents' views are somewhat uncertain, Undheim and Drugli (2011) found that most parents reported that the partnership they had with caregivers was pleasing, although they did not know much about what happened in daily activities. However, Cantin et al. (2010), contend that while parents generally report being pleased with their interactions with caregivers, the caregivers would like more regular communication with parents. Hadley (2014) states that while the educators consistently rated communication as pleasing, the families rated the

connection as weak because parents are seeking communication that is ‘informal, positive, open and friendly’.

Parents rated the communication as positive when there was a two-way sharing of information between the parents and the educators (Reedy & McGrath, 2010), and the information shared by the educator is consistent to what they believe about their child. Parents often perceive the communication to be one-sided, with the teachers driving the connection and parents not having the opportunities to share their issues or knowledge. There was also a certainty by parents that educators need to be more responsive to parental voices and concerns. The attitudes and behaviours of educators have a significant influence on how parents perceive the success of their involvement in the centre and the nature of their consequent relationship (Rouse, 2014).

Page (2011) identifies that the mothers in her study wanted to feel that the educators ‘loved’ their children, extending the conception of family. The capacity to form trusting relationships is also of crucial importance for families, and unlike in other links, trust needs to be immediate. This is especially so for the early childhood context, where parents leave their child with someone whom they need to trust from the outset that will provide appropriate care and nurturing relationships. Ultimate in the relationship between the parent and the educator is an understanding and a trust that the teacher knows their child and, more importantly, likes their child. Parents also need to feel valued and have a sense that they are necessary and that the educators are sincere and authentic.

A sense of trust is conceded when parents discover that communication is important or when there is a difference of opinion between the parent and the educator (Rouse, 2014). As researchers who began collaborative relationships with teachers and others, their shared verbal deliberations opened up spaces for further collaborative engagement, which may not have been

pursued without these more formal partnerships. These established relationships then opened up space for enhanced critical, thoughtful discussion about issues that may not have been discussed without these trusting relationships, such as gender, racialization, sexuality and politics, and violence. This tightly knit dialogical space allowed these groups of researchers and practitioners to pursue their modified helplessness further as they intellectually criticised their developmental backgrounds and openly reviewed their fundamental values as they participated in open listening (Davies, 2011). Bellacasa (2012) has pointed out, relationship building in partnership research is always multidimensional and challenging, as well as far from being innocent. While the partners become complicit in the outcomes, there may be occasions for attribution that may or may not be warranted.

Epstein Framework of Six Types of Involvement

Joyce Epstein of Johns Hopkins University has developed a framework for defining six different types of parent involvement. This document explains the six types of involvement and outlines school-family-community partnerships. It provides sample strategies for each of the kind of the participants described, as well as challenges that may be faced, and new ways to think about what parent involvement means. By understanding how parents can become involved, school communities can start planning to ensure parent participation and support. The types of engagement described by Epstein can be used in school; however, it is essential to begin coordinating parent involvement at the beginning stages of the school session. Every step of relationship can make use of throughout the project to keep children, parents and teachers and the community connected (Epstein et al., 2002).

The Framework of Six Types of Involvement.

1. **Parenting:** Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each

age and grade level. Assist schools in understanding families' backgrounds, cultures, and goals for children.

Sample Strategies

- i. Workshops, videotapes, computerized phone messages on parenting and child development at each age and grade level.
- ii. Parent education and other courses or training for parents (Examples are: GED, family literacy, college or training programmes).
- iii. Family support programmes to assist families with health, nutrition, and parenting, including clothing swap shops, food co-ops, and parent-to-parent groups.
- iv. Home visiting programmes or neighbourhood meetings to help families understand schools and to help schools understand families.
- v. Annual survey for families to share information about their children's goals, strengths, and unique talents.

Challenges

- i. Provide information to all families who want it or who need it, not just to the few who attend workshops or meetings at the school building.
- ii. Enable families to share information with schools about the background, culture, children's talents, goals, and needs.
- iii. Make all information for families clear, usable, age-appropriate, and linked to children's success.

2. **Communicating:** Communicate with families about school programmes and student progress. Create two-way communication channels between school and home.

Sample Strategies

- i. Conferences with every parent at least once a year with follow-ups as needed.
- ii. Language translators to assist families as needed.
- iii. Folders of student work sent home weekly or monthly for parent review and comments.
- iv. Parent and student pickup of report cards
- v. A regular schedule of useful notices, memos, phone calls, and other communications.
- vi. Effective newsletters including information about questions, reactions, and suggestions.
- vii. Clear information about choosing schools, and selecting courses, programmes, and activities within schools.
- viii. Precise information on all school policies, programmes, reforms, assessments, and transitions.
- ix. Annual survey of families on students' needs and families' suggestions and reactions to school programmes.

Challenges

- i. Make all memos, notices, and other print and non-print communications clear and understandable for all families.

- ii. Consider parents who do not speak English well, do not read well, or need large type.
- iii. Obtain ideas from families to improve the design and content of major communications such as newsletters, report cards, and conference schedules.
- iv. Establish an easy-to-use two-way channel for communications from school-to-home and home-to-school.

Redefinitions

"Communications about school s and student progress" are not only from school-to-home but also include two-way, three-way, and many way channels of communication connect to schools, families, students, and the community.

3. **Volunteering:** Improve recruitment, training, activities, and schedules to involve families as volunteers and as audiences at the school or in other locations. Enable educators to work with volunteers who support students and the school.

Sample Strategies

- i. Annual survey to identify the interests, talents, and availability of volunteers
- ii. Parent room or family centre for volunteer work, meetings, and resources for families
- iii. Class parent, telephone tree, or other structures to provide all families with needed information
- iv. Parent patrols to increase school safety
- v. Annual review of schedules for students' performances, games, and assemblies to encourage all families to attend as daytime and evening audiences.

Challenges

- i. Recruit widely for volunteers so that all families know that their time and talents are welcome.
- ii. Make flexible schedules for volunteers, assemblies, and events to enable working parents to participate.
- iii. Provide training for volunteers, and match time and talent with school needs.

Redefinitions

"Volunteer" not only means coming to school during the day, but also supporting school goals and children's learning in any way, at any place, and at any time.

- 4. **Learning at Home:** Involve families with their children in academic education at home, including homework, goal setting, and other curriculum-related activities. Encourage teachers to design homework that enables students to share and discuss exciting tasks.

Sample Strategies

- i. Information for families on required skills in all subjects at each grade
- ii. Information on homework policies and how to monitor and discuss schoolwork at home
- iii. Information on how to assist students with skills that they need to improve
- iv. A regular schedule of interactive homework that requires students to demonstrate and discuss what they are learning in class
- v. Calendars with daily or weekly activities for parents and students to do at home or in the community

- vi. Summer learning packets or activities
- vii. Family participation in helping students set academic goals each year and plan for college or work.

Challenges

- i. Design and implement a regular schedule of interactive homework (e.g., weekly or bi-monthly) for which students take responsibility to discuss essential things they are learning with their families.
- ii. Coordinate family-linked interactive homework assignments if students have several teachers.
- iii. Involve families and their children in all important curriculum-related decisions.

Redefinitions

"Homework" means not only work that students do alone, but also interactive activities that students share with others at home or in the community, linking schoolwork to real life. "Help" at home means how families encourage, listen, react, praise, guide, monitor, and discuss homework with their children, not how they "teach" children school skills.

5. **Decision Making:** Include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and parent organizations.

Sample Strategies

- i. Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety, personnel) for parent leadership and participation
- ii. Action Team for School, Family, and Community Partnerships to oversee the development of the school's programme with practices for all six types of involvement
- iii. District-level advisory councils and committees
- iv. Information on school or local elections for school representatives
- v. Networks to link all families with parent representatives
- vi. Independent advocacy groups to lobby for school reform and improvements

Challenges

- i. Include parent leaders from all racial, ethnic, socioeconomic, and other groups in the school.
- ii. Offer training to enable parent leaders to develop skills to serve as representatives of other families.
- iii. Include student representatives, along with parents in decision-making groups.

Redefinitions

"Decision making" means a process of partnership, of shared views and actions toward shared goals, not just a power struggle between conflicting ideas.

Parent "leader," says a representative who shares information with and obtains insights from other families and community members, not just a parent who attends school meetings.

6. **Collaborating with the Community:** Coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities. Enable all to contribute service to the community.

Sample Strategies

- i. Information for students and families on community health, cultural, recreational, social support, and other programmes or services
- ii. Information on community activities that link to learning skills and talents, including summer programmes for students
- iii. "One-stop" shopping for family services through partnerships of school, counselling, health, recreation, job training, and other agencies
- iv. Service to the community by students, families, and schools (Examples are: recycling projects; art, music, drama, and activities for senior citizens; tutoring or coaching programmes)
- v. Participation of alumni in-school programmes for students
- vi. School-business partnerships

Challenges

- i. Solve turf problems of roles, responsibilities, funds, and places for collaborative activities.

- ii. Inform all families and students about community programmes and services.
- iii. Assure equal opportunities for students and families to obtain services or participate in community programmes.
- iv. Match business and community volunteers and resources with school goals.

Redefinitions

"Community" means not only the neighbourhoods where students' homes and schools are located but also all areas or locations that influence their learning and development.

"Community" is rated not only by low or high social or economic qualities, but also by strengths and talents available to support students, families, and schools. "Community" includes not only families with children in the schools but even all who are interested in and affected by the quality of education.

Each type of involvement includes many different practices of partnership. Each type has particular challenges that must be met to involve all families, and each type requires redefinitions of some basic principles of involvement. Finally, each type leads to different results for students, families, and teachers. Although all schools may use the framework of six types of engagement as a guide, each school must choose practices that will help achieve important goals and meet the needs of its students and families (Epstein et al., 2002; Epstein & Salinas, 2004).

Review of Empirical Studies

Gender and Parent-Teacher Partnership

The literature on parental involvement has not previously deepened gender difference regarding the vital outcome. Nevertheless, most parental involvement comes from mothers rather than fathers. Some studies, therefore, focus exclusively on mothers to measure parental

participation. Others do not specify which parents or adult household member engage in the activities described as parental involvement (Fleischmann & Haas 2016). If the focus is on children's outcomes, the level of parental engagement may indeed be more relevant than knowing which parent or household member is involved with the child's schooling. However, gender differences in parental involvement are relevant for gender equality within the households, as activities related to children's education are one of the tasks that, like other household chores, adult household members need to coordinate and distribute (Treas & Drobnic, 2010).

Fleischmann and Kristen (2014) investigated on explaining parents' school involvement: the role of ethnicity and gender and it was discovered that ethnic minority parents are often less involved with their children's schooling and this may hamper their children's academic success. The researcher aims to explain difference in parental involvement, using nationally representative survey data. Descriptive findings show lower levels of parental involvement across several domains among ethnic minority. Moreover, it was discovered in the finding that mothers are significantly more involved than fathers. According to Fleischmann and Kristen (2014), in some countries, attitudes towards gender roles are perceived as a significant cultural difference as mothers may be less well equipped to help their children with school work, and a greater maternal involvement in immigrant families could, therefore, limit the effectiveness of parental responsibility for minority children's outcome. Based on these considerations, gender is included as a predictor, and it is expected that mothers should show higher levels of parental involvement than fathers.

Polovina (2013) investigated parent-school cooperation as a gender sensitive practice. The findings of the study show that parent-school cooperation is predominantly a domain of female engagement and the considerations are based on the analysis of gender related data accumulated during two national survey studies and five research projects focused on different

aspects of parent-school cooperation (carried out between 2006 and 2010). The results of the analysed studies show that women make up 68% of the workforce in the education sector. In the five analysed research projects women are the dominant participants – out of 519 of the teacher participants in three studies 77% were women; out of 87 parent participants in three studies 81% were mothers. The results of the analysed research indicate that: mothers attend parent-teacher meetings seven to ten times during the school year, while fathers attend one to three times. In Polovina (2013) investigation male / female differences issue is present in the field of education both in terms of parental contribution to education and in terms of the characteristics of functionality within the school environment. Accordingly, the subjects of the studies are how family configurations, the educational status of mothers and fathers, parental educational aspirations, maternal employment, and parenting practices / parent involvement differentially shape girls' and boys' academic achievement, aspirations and academic self-conception in general.

School Types and Parent-Teacher Partnership

Different types of childcare settings, such as centre-based programmes, informal relative, and home care, have unique characteristics, strengths, and weaknesses. It was considered whether parents are satisfied with the quality of care and accessibility, flexibility, affordability, and provision of communication provided by the childcare settings (Li-Grining & Coley, 2006). For children in full-time child care environments, it has been discovered that programme quality plays an essential role in long-term effects on socio-emotional and cognitive development at least through kindergarten, and in some cases through second grade (Peisner-Feinberg et al., 2001) or better vocabulary ability in fifth grade (Belsky et al., 2007). It is widely accepted that high-quality care enhances children's development in many domains, such as language and communication skills (Burchinal et al., 1996).

In a research carried out by Jang, Moore and Lin (2014) on parents' perspectives on child care quality and satisfaction, it was discovered that parental satisfaction with childcare programmes is also affected by the type of school to which children attend and the kind of partnership they engage or involved in. Specifically, there were significant differences in all categories of parental satisfaction across two kinds of schools. Parents who selected private preschools rated greater satisfaction with seven groups, compared to parents who decided public programmes.

Onuka and Arowojolu (2008) carried out a research on the evaluation of parents' patronage of private primary schools in Abeokuta, Nigeria and it was discovered that private schools are highly patronized in spite of high fees charged. the results indicate that parents' patronage are influenced by: teachers' dedication to work, high level of discipline among the teachers and pupils, early opportunity to train a child, good physical facilities, teaching and use of appropriate medium of instruction for which reasons high fees did not deter parents from patronizing them.

Appraisal of the Reviewed Literature

This study has reviewed various kinds of literature related to the study, and the following sub-headings were discussed: Bronfrenbrenner's Theory of Ecosystem, Concept of Partnership, Concept of Parent-Teacher Partnership, Importance and Benefits of Parent-Teacher Partnership, Epstein Theory of Six Types of Involvement, Practitioners' Perception and Parent-Teacher Partnership, Parents' Perception and Parent-Teacher Partnership and School Type and Parent-Teacher Partnership. Researches carried out by different people were reviewed to make the study reflect ideology; more so other investigations are given adequate attention. This literature review is prepared to educate the practitioners, parents, teachers, other stake holders and the society at large on how partnership/collaboration between the

parents/families with the schools/teachers can help children.

The literature reviewed one theory and a framework of six types of involvement related to the study, The Bronfenbrenner's theory of ecosystem which deals with how the social relationship and the world around a child can affect their development, this is explained in five layers of environments which are; the microsystem, the mesosystem, the exosystem, the macrosystem and the chronosystem and also the Epstein framework of six types of involvement which includes: parenting, learning at home, decision making, communication, volunteering and collaboration with the community, however the study only considered four types of involvement. The conceptual review is critically reviewed, which includes; the concept of partnership, the concept of parent-teacher partnership, benefit and importance of parent-teacher partnership. It was discovered that parents' engagement and successful parent-teacher partnership improve learners' educational outcome, as parents are vital partners in education, and they can influence their children's approaches about learning, and learning at home. It was also discovered that positive, supportive and open relationship between home and school/parent and teacher are desirable because they are a vital link between home and school.

It was as well discovered that both parents and teachers could benefit from the partnership, but it is hugely rewarding when parents and teachers create a strong partnership, teachers enjoy their role even more because they can modify their teaching and care to the needs of each child. Perception of parents and teachers was looked into, and it was found that there are often differing perception on the nature of the partnerships between teachers and families.

Different viewpoints are often presented by teachers, depending on the relationship the teacher has with the parents. Teachers will sometimes have reasonable feelings of shared efforts and mutually valued achievement with some parents, while with some, there is a sense

of frustration, helplessness or even anger over conflicting perceptions and understandings. Parents' perceptions are uncertain, but it was found out that most parents reported that the partnership they had with caregivers was pleasing, although they did not know much about what happened in daily activities, while the educators consistently rated communication as pleasant, the families rated the connection as weak, because parents are seeking communication that is informal, positive, open and friendly.

In the empirical studies, gender and the parent-teacher partnership were considered, and it was clear that most parental involvement comes from mothers rather than fathers. School type and the parent-teacher partnership was also looked into, and it was found that parents who choose private schools rated greater satisfaction, compared to parents who want public schools. Having gone through different literature about the parent-teacher partnership, hence the researcher discovered that there is need to find out the practitioners' and parents' perception of parent-teacher partnership since there is no much research carried out on it in Ilorin Metropolis and it was discovered that there is no effective parent-teacher partnership.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter focuses on the methodology that was used for the study. The chapter is presented under the following sub-headings; Research Design, Population of the Study, Sample and Sampling Techniques, Research Instruments (validation of the instruments and reliability of the instruments), Procedure for Data Collection and Method of Data Analysis.

Research Design

Explanatory mixed-method research design was used for this study, the purpose of this design is for the qualitative data to help explain the quantitative result, that is, QUAN + qual (quantitatively driven concurrent design) in other words, qualitative data was used to supplement the quantitative result (Johnson & Christensen, 2017). This method was adopted for this study since the aim is to examine practitioners' and parents' perception of parent-teacher partnership in Ilorin metropolis using the quantitative and the qualitative methods. Descriptive survey design was used to examine practitioners' perception of parent-teacher partnership in Ilorin metropolis. The design involves collecting data to test hypotheses and answer research questions raised in the study. This type of research attempts to report things the way they are. A descriptive survey attempts to describe or document current conditions or attitudes that is, to explain what exists at the moment. In descriptive surveys, the interest is in discovering the current situation in the area under study.

Qualitative method of research was conducted in order to have an understanding of some aspects of practitioners' and parents' perception of parent-teacher partnership and to generate text, rather than numbers, also to get more in-depth information on few cases relating to parent-teacher partnership that the researcher is unable to cover with questionnaire so as to help the researcher to get an in-depth information from the perspective of the participants.

While a quantitative method of research was also conducted in order to obtain a numerical representation and manipulation based on the researcher's perspective. Quantitative research was deemed more objective, provides observed effects (interpreted by researcher) of a on a problem or condition and it can also be valid and mainly reliable depending on skills of researcher.

Population of the Study

The population of this study comprises all public and private school practitioners and parents in in three Local Governments Area in Ilorin metropolis, Ilorin East, South and West in Kwara State. There are 201 public schools, and 590 private schools in Ilorin Metropolis, making a total number of 791 schools in the three Local Government that constitute Ilorin Metropolis (Kwara State Universal Basic Education Board, Ilorin, 2018).

Sample and Sampling Techniques

The sample for the study was 420 respondents that comprises of 400 respondents for quantitative research and 20 respondents for qualitative. For the quantitative research, the sampling technique that was used is stratified sampling technique. This technique was used to select 5% of public schools which makes a total of 10 public schools and 5% of private schools which makes a total of 30 private schools, then random sampling was done to get the respondents in each group. 40 schools were visited and five practitioners and five parents were randomly selected from each school which makes a total number of 10 respondents from each school, therefore a total number of 200 practitioners and 200 parents were selected in the 3 Local Government Area (Ilorin East, South and West) making a total number of 400 respondents. Therefore, the total number of 400 practitioners' and parents were chosen as the representative for the whole population for quantitative method, but the total number of 399 instruments was retrieved back from the respondents.

The sampling technique that was used for the qualitative method is simple random sampling technique. The practitioners and parents that participated in the study were randomly selected. The sample size was 20 participants, ten practitioners and ten parents, comprising male and female practitioners and parents for the qualitative method.

Research Instruments

The research instruments used for data collection were: two questionnaires and two interview guides. The two instruments that were used for the quantitative research were adopted from (Koech, 2012), titled 'Practitioners' Perception of Parent-Teacher Partnership Questionnaire (PPPTPQ 1)' and 'Parents' Perception of Parent-Teacher Partnership Questionnaire (PPPTPQ 2)'. The questionnaires were divided into two sections. Section 'A' which comprised the demographic data of the respondents' such as gender and school type of practitioners and parents. Section 'B' contained a set of closed ended items based on the practitioners' perception of parent-teacher partnership and parents' perception of parent-teacher partnership in four areas of Epstein's six modes of involvement which include communication, involvement in home work, volunteering and decision making.

Responses were rated on a four point modified Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The research instruments that were used for the qualitative research are Interview guides titled 'Interview guides for Practitioners' on their Perception of Parent-Teacher Partnership' and 'Interview guides for Parents' on their Perception of Parent-Teacher Partnership', and it was used to gather information from both the practitioners' and parents' to know their perception of parent-teacher partnership. The interview guides are self-designed and they comprised 10 open ended questions, with probes measuring parent-teacher partnership.

Validation of the Instruments

In order to determine the validity of the instruments, the quantitative instruments designed by the researcher titled ‘Practitioners’ Perception of Parent-Teacher Partnership Questionnaire (PPPTPQ 1)’ and ‘Parents’ Perception of Parent-Teacher Partnership Questionnaire (PPPTPQ 2)’ and the qualitative instruments titled ‘Interview guides for Practitioners’ on their Perception of Parent-Teacher Partnership’ and ‘Interview guides for Parents’ on their Perception of Parent-Teacher Partnership’ were given to lecturers in the Department of Early Childhood and Primary Education and experts in test and measurement for face and content validity. The instruments were modified along the line with the comments, suggestions and amendments given by the experts and shown to the supervisors for necessary corrections before taking them to the field.

Reliability of the Instruments

To ensure that the instruments tests scores are consistent, the researcher subjected the questionnaires titled ‘Practitioners’ Perception of Parent-Teacher Partnership Questionnaire (PPPTPQ 1)’ and ‘Parents’ Perception of Parent-Teacher Partnership Questionnaire (PPPTPQ 2)’ to reliability test using different practitioners and parents that were not part of the sample. Split method was used that is, the even numbers was administered on the respondents and the odd numbers followed immediately in each case without time interval and Cronbach Alpha technique was used to establish the reliability coefficients of the instruments and the reliability coefficient of 0.88 for practitioners and reliability coefficient of 0.93 for parents were generated.

Procedure for Data Collection

A letter of introduction was collected from the Head of Department of Early Childhood and Primary Education to introduce the researcher and to gain formal access to the schools and parents; this facilitated the smooth administration and collection of research instruments. The data collection lasted four weeks, two research assistants, and the class teachers for the classes used in all the schools visited were also used as research assistants in order to be able to gain access to the parents of the pupils in their class and they were instructed on how to administer the questionnaires. Three weeks was used to administer the questionnaire while one week was used for the in-depth interview. Forty schools in the three Local Government Areas were visited, and the respondents were assured that, all information supplied would be treated with the utmost confidentiality and that the outcome of the response will be used for research purpose only.

The interview was conducted in English Language because the participants are all fluent in English Language. Ethical consideration such as informed consent, voluntary participation and confidentiality issues were collected before the interview of participants. The interview was audio taped with the permission of the participants. On the average, four to five participants were interviewed per day on the duration of four hours per day. The interview was carried out in the school during break time and sometimes a fixed time was given for the interview and the interview exercise lasted for 5 days. The researcher explained the research topic to the participants after the permission was given by the participants, the participants were also allowed to ask questions in the course of the interview for clarification on the questions asked.

Method of Data Analysis

The data collected for the research questions were analysed using descriptive statistics of mean, percentage, frequency count, while independent samples t-test was used to test the null hypotheses at 0.05 level of significance while the data collected for the qualitative aspect of this study were analysed using content analysis where emerging themes on parent-teacher partnership developed.

Decision rule: a mean score of 2.50 and above was considered as Positive while a mean score of 2.49 and below was considered as Negative.

For the Hypotheses: If the observed p.value is less than or equal to 0.05, the hypotheses was rejected, if the observed p.value is greater than 0.05, the hypotheses was retained.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

This chapter is concerned with data analysis and result of the study. Descriptive statistics of mean, percentage, frequency count was used to analyse the research questions while independent sample t-test was used to test the null hypotheses at 0.05 level of significance. The results are presented in the order in which the research questions and hypotheses are stated.

Research Question 1: What is the practitioners' perception of parent-teacher partnership on children's education in terms of: (a) communication (b) involvement in homework (c) volunteering (d) decision making?

Table 1: Practitioners Perception of Parent-Teacher Partnership on Children's Education in Terms of Communication

S/N	ITEMS	SA	A	D	SD	MEAN
1	Teacher should discuss with parents how they can work together more effectively in their children's learning	149 (74.5)	51 (25.5)	- -	- -	3.745
2	Teachers should ensure that parents attend PTA meetings regularly	106 (53)	88 (44)	3 (1.5)	3 (1.5)	3.470
3	Teachers should send memos, diaries, messages or newsletters from school and receive feedback from parents	99 (49.5)	92 (46)	6 (3)	3 (1.5)	3.435
4	Teachers should allow parents to talk freely and ask questions during PTA meetings to clarify issues	123 (61.5)	77 (38.5)	- -	- -	3.615
5	Teachers should listen to parents concerns about their children's learning need	125 (62.5)	75 (37.5)	- -	- -	3.625
6	Teachers should provide information to parents on how to supervise their children	92 (46)	91 (45.5)	11 (5.5)	6 (3)	3.345
7	Teachers should tell parents how to develop a home environment that will support their children's learning	82 (41)	106 (53)	10 (5)	2 (1)	3.340
8	Teachers and parents should establish a clear two-way channels for communication from home to school and school to home	83 (41.5)	89 (44.5)	25 (12.5)	3 (1.5)	3.260
9	Teachers and parents should use different forms of communication like newsletters, phone calls, report cards and diaries to communicate to parents about their children	102 (51)	87 (43.5)	8 (4)	3 (1.5)	3.440
10	Teachers should ask parents about their ethnic (religion and culture)	51 (25.5)	82 (41)	58 (29)	9 (4.5)	2.875
Weighted Average = 3.42						

SA (Strongly Agree) A (Agree) D (Disagree) SD (Strongly Disagree)

Table 1 shows that the practitioners' perception of parent-teacher partnership in terms of communication is positive (WA = 3.42). The detailed analysis shows that the respondents agreed that: Teacher should discuss with parents how they can work together more effectively in their children's learning (mean = 3.75), Teachers should listen to parents concerns about their children's learning need (mean = 3.63), Teachers should allow parents to talk freely and ask questions during PTA meetings to clarify issues (mean = 3.62), Teachers should ensure that parents attend PTA meetings regularly (mean = 3.47), Teachers should provide information to parents on how to supervise their children (mean = 3.35), Teachers and parents should use different forms of communication like newsletters, phone calls, report cards and diaries to communicate to parents about their children (mean = 3.44), Teachers should tell parents how to develop a home environment that will support their children's learning (mean = 3.34), Teachers should send memos, diaries, messages or newsletters from school and receive feedback from parents (mean = 3.34), Teachers and parents should establish a clear two-way channels for communication from home to school and school to home (mean = 3.26), Teachers should ask parents about their ethnic (religion and culture) (mean = 2.88).

Table 2: Practitioners Perception of Parent-Teacher Partnership on Children's Education in Terms of Involvement in Home Work

S/N	ITEMS	SA	A	D	SD	MEAN
1	Teachers should allow parents to ask questions about how to develop a home environment that will support children's learning.	78 (39)	108 (54)	11 (5.5)	3 (1.5)	3.305
2	Teachers should be asked information about how children learn.	92 (46)	86 (43)	15 (7.5)	7 (3.5)	3.300
3	Teachers should be asked information by parents about how children grow and develop.	55 (27.5)	97 (48.5)	38 (19)	10 (5)	2.970
4	Teachers should inform Parents to set time for children's homework	94 (47)	84 (42)	19 (9.5)	3 (1.5)	3.345
5	Teachers should inform parents to supervise how children do their homework	120 (60)	73 (36.5)	2 (1)	5 (2.5)	3.540
6	Teachers should inform parents to engage themselves in children learning activities at home such as telling stories, reading together, providing quality reading materials and play materials	112 (56)	84 (42)	2 (1)	2 (1)	3.530
7	Teachers should inform parents to provide a supportive learning environment at home that will support learning	66 (33)	123 (61.5)	6 (3)	5 (2.5)	3.250
8	Teachers should provide homework to be done at home	135 (67.5)	63 (31.5)	2 (1)	- -	3.665
9	Teachers should make parents aware of the importance of reading and writing at home	91 (45.5)	101 (50.5)	6 (3)	2 (1)	3.395
10	Teachers should encourage parents to read to their children at home	112 (56)	71 (35.5)	14 (7)	3 (1.5)	3.460

Weighted Average = 3.376

SA (Strongly Agree) A (Agree) D (Disagree) SD (Strongly Disagree)

Table 2 shows that the practitioners' perception of parent-teacher partnership in terms of involvement in home work is positive (WA = 3.38). The detailed analysis shows that the respondents agreed that: Teachers should provide homework to be done at home (mean = 3.67), Teachers should inform parents to supervise how children do their homework (mean = 3.54), Teachers should inform parents to engage themselves in children learning activities at home such as telling stories, reading together, providing quality reading materials and play materials (mean = 3.53), Teachers should encourage parents to read to their children at home (mean = 3.46), Teachers should make parents aware of the importance of reading and writing at home (mean = 3.40), Teachers should inform Parents to set time for children's homework (mean =

3.35), Teachers should allow parents to ask questions about how to develop a home environment that will support children's learning (mean = 3.31), Teachers should be asked information about how children learn (mean = 3.30), Teachers should inform parents to provide a supportive learning environment at home that will support learning (mean = 3.25), Teachers should be asked information by parents about how children grow and develop (mean = 2.97).

Table 3: Practitioners Perception of Parent-Teacher Partnership on Children's Education in Terms of Volunteering

S/N	ITEMS	SA	A	D	SD	MEAN
1	Teachers should be helped by parents in the classroom during lessons, that is helping in coordinating the children when the teacher is teaching	27 (13.5)	29 (14.5)	87 (43.5)	57 (28.5)	2.115
2	Teachers should invite parents to go with the children and teachers on educational field trips	18 (9)	73 (36.5)	84 (42)	25 (12.5)	2.405
3	Teachers should encourage parents to volunteer in activities like making classroom teaching materials	60 (30)	51 (25.5)	71 (35.5)	18 (9)	2.750
4	Teachers should encourage parents to help to prepare snacks and meals	42 (21)	74 (37)	67 (33.5)	17 (8.5)	2.690
5	The school should encourage parents to help in raising funds for the school to improve school facilities	50 (25)	93 (46.5)	44 (22)	13 (6.5)	2.900
6	Teachers should involve parents in assisting them in the classroom during lessons	25 (12.5)	34 (17)	80 (40)	61 (30.5)	2.115
7	Teachers should provide parents with rooms or space in school where parents volunteers can work	20 (10)	74 (37)	82 (41)	24 (12)	2.450
8	Teachers should invite parents from different cultural background to address children in their class	44 (22)	85 (42.5)	47 (23.5)	24 (12)	2.725

Weighted Average = 2.52

SA (Strongly Agree) A (Agree) D (Disagree) SD (Strongly Disagree)

Table 3 shows that the practitioners' perception of parent-teacher partnership in terms of volunteering is positive (WA = 2.52). The detailed analysis shows that the respondents agreed that: The school should encourage parents to help in raising funds for the school to improve school facilities (mean = 2.90), Teachers should encourage parents to volunteer in activities like making classroom teaching materials (mean = 2.75), parents volunteers can work, meet and access resources about (mean = 2.73), Teachers should encourage parents to help to prepare snacks and meals (mean = 2.69), Teachers should provide parents with rooms

or space in school where parents volunteers can work (mean = 2.45), Teachers should involve parents in assisting them in the classroom during lessons (mean = 2.12), Teachers should be helped by parents in the classroom during lessons, that is helping in coordinating the children when the teacher is teaching (mean = 2.12).

Table 4: Practitioners Perception of Parent-Teacher Partnership on Children's Education in Terms of Decision Making

S/N	ITEMS	SA	A	D	SD	MEAN
1	Teachers should make sure that school decisions and policies are implemented	98 (49)	78 (39)	21 (10.5)	3 (1.5)	3.355
2	The school should make sure that parents participate in school decision making processes like planning, reviewing and improving school programmes and curricula	46 (23)	101 (50.5)	44 (22)	9 (4.5)	2.920
3	The school should make sure that parents participate in making school policies	47 (23.5)	87 (43.5)	51 (25.5)	15 (7.5)	2.830
4	The school should provide clear information about school policies or reforms to the parents	72 (36)	111 (55.5)	7 (3.5)	10 (5)	3.210
5	The school should involve parents individually or collectively in making decision	51 (25.5)	95 (47.5)	46 (23)	8 (4)	2.945
6	Teachers should respect parents' decision about their children	63 (31.5)	109 (54.5)	22 (11)	6 (3)	3.145
7	The school should involve parents in the curriculum planning	43 (21.5)	54 (26.5)	87 (43.5)	17 (8.5)	2.610
8	The school activities should be planned alongside with the parents	42 (21)	62 (31)	68 (34)	28 (14)	2.590
9	When there is a new development in the school the parents should be informed promptly	116 (58)	74 (37)	8 (4)	2 (1)	3.520
Weighted Average = 3.01						

SA (Strongly Agree) A (Agree) D (Disagree) SD (Strongly Disagree)

Table 4 shows that the practitioners' perception of parent-teacher partnership in terms of decision making is positive (WA = 3.01). The detailed analysis shows that the respondents agreed that: When there is a new development in the school the parents should be informed promptly (mean = 3.52), Teachers should make sure that school decisions and policies are implemented (mean = 3.36), The school should provide clear information about school policies or reforms to the parents (mean = 3.21), Teachers should respect parents decision about their children (mean = 3.15), The school should involve parents individually or collectively in making decision (mean = 2.95), The school should make sure that parents participate in school

decision making processes like planning, reviewing and improving school programmes and curricula (mean = 2.92), The school should make sure that parents participate in making school policies (mean = 2.83), The school should involve parents in the curriculum planning (mean = 2.61), The school activities should be planned alongside with the parents (mean = 2.59).

Research Question 2: What is the parents' perception of parent-teacher partnership on children's education in terms of: (a) communication (b) involvement in homework (c) volunteering (d) decision making?

Table 5: Parents Perception of Parent-Teacher Partnership on Children's Education in Terms of Communication

S/N	ITEMS	SA	A	D	SD	MEAN
1	Parents should ask from teachers how they can work together more effectively in their children's learning.	150 (75)	41 (20.5)	6 (3)	3 (1.5)	3.690
2	Parents should attend PTA Meetings regularly	133 (66.5)	66 (33)	1 (0.5)	- -	3.660
3	Parents should read memos, diaries, messages or newsletters from school and give feedback to the teachers	83 (41.5)	102 (51)	15 (7.5)	- -	3.340
4	Parents should talk freely and ask questions during PTA meetings to clarify issues	136 (68)	63 (31.5)	- -	1 (0.5)	3.670
5	Parents should listen to teachers concerns about their children's learning needs	153 (76.5)	47 (23.5)	- -	- -	3.765
6	Parents should ask from teachers' information about how to supervise their children	85 (42.5)	75 (37.5)	34 (17)	6 (3)	3.195
7	Parents should ask teachers how to develop a home environment that will support their children's learning	52 (26)	106 (53)	38 (19)	4 (2)	3.030
8	Parents and teachers should establish a clear two-way channel for communication from home to school and school to home	65 (32.5)	115 (57.5)	17 (8.5)	3 (1.5)	3.210
9	Parents and teachers should use different forms of communication like newsletters, phone calls, report cards and diaries to communicate to parents about their children	84 (42)	98 (49)	13 (6.5)	5 (2.5)	3.300
10	Parents should inform teachers about their ethnic (Religion and Culture)	56 (28)	72 (36)	59 (29.5)	13 (6.5)	2.855
Weighted Average = 3.37						

SA (Strongly Agree) A (Agree) D (Disagree) SD (Strongly Disagree)

Table 5 shows that the parents' perception of parent-teacher partnership in terms of communication is positive (WA = 3.37). The detailed analysis is as follows: Parents should listen to teachers concerns about their children's learning needs (mean = 3.77), Parents should ask from teachers how they can work together more effectively in their children's learning (mean = 3.69), Parents should talk freely and ask questions during PTA meetings to clarify issues (mean = 3.67), Parents should attend PTA Meetings regularly (mean = 3.66), Parents should read memos, diaries, messages or newsletters from school and give feedback to the teachers (mean = 3.34), Parents and teachers should use different forms of communication like newsletters, phone calls, report cards and diaries to communicate to parents about their children (mean = 3.30), Parents and teachers should establish a clear two-way channels for communication from home to school and school to home (mean = 3.21), Parents should ask from teachers information about how to supervise their children (mean = 3.20), Parents should ask teachers how to develop a home environment that will support their children's learning (mean = 3.03), Parents should inform teachers about their ethnic (Religion and Culture) (mean = 2.86).

Table 6: Parents Perception of Parent-Teacher Partnership on Children's Education in Terms of Involvement in Home Work

S/N	ITEMS	SA	A	D	SD	MEAN
1	Parents should ask the teachers about how to develop a home environment that will support children's learning.	62 (31)	101 (50.5)	34 (17)	3 (1.5)	3.110
2	Parents should ask for information about how children learn.	94 (47)	77 (38.5)	25 (12.5)	4 (2)	3.285
3	Parents should ask for information from teachers how children grow and develop.	35 (17.5)	77 (38.5)	74 (37)	14 (7)	2.665
4	Parents should set time for children's homework	129 (64.5)	70 (35)	1 (0.5)	- -	3.640
5	Parents should supervise how children do their homework	167 (83.5)	31 (15.5)	1 (0.5)	1 (0.5)	3.815
6	Parents should engage themselves in children learning activities at home such as telling stories, reading together, providing quality reading materials and play materials	121 (60.5)	78 (39)	1 (0.5)	- -	3.600
7	Parents should provide a supportive learning environment at home that will support learning	112 (56)	86 (43)	2 (1)	- -	3.550
8	Parents should inform teachers to provide homework to be done at home	83 (41.5)	61 (30.5)	50 (25)	6 (3)	3.105
9	Parents should be made to be aware of the importance of reading and writing at home	89 (44.5)	102 (51)	4 (2)	5 (2.5)	3.367
10	Parents should read to their children at home	96 (48)	80 (40)	19 (9.5)	5 (2.5)	3.330
Weighted Average = 3.35						

SA (Strongly Agree) A (Agree) D (Disagree) SD (Strongly Disagree)

Table 6 shows that the parents' perception of parent-teacher partnership in terms of involvement in home work is positive (WA = 3.35). The detailed analysis shows that the respondents agreed that: Parents should supervise how children do their homework (mean = 3.82), Parents should set time for children's homework (mean = 3.64), Parents should engage themselves in children learning activities at home such as telling stories, reading together, providing quality reading materials and play materials (mean = 3.60), Parents should provide a supportive learning environment at home that will support learning (mean = 3.55), Parents should be made to be aware of the importance of reading and writing at home (mean = 3.37), Parents should read to their children at home (mean = 3.33), Parents should ask for information about how children learn (mean = 3.29), Parents should inform teachers to provide homework to be done at home (mean = 3.11), Parents should ask the teachers about how to develop a

home environment that will support children's learning (mean = 3.11), Parents should ask for information from teachers how children grow and develop (mean = 2.67).

Table 7: Parents Perception of Parent-Teacher Partnership on Children's Education in Terms of Volunteering

S/N	ITEMS	SA	A	D	SD	MEAN
1	Parents should help teachers in the classroom during lessons, that is helping in coordinating the children when the teacher is teaching	11 (5.5)	18 (9)	110 (55)	61 (30.5)	1.895
2	Parents should go with the children and teachers on educational field trips	16 (8)	56 (28)	112 (56)	16 (8)	2.360
3	Parents should volunteer in activities like making classroom teaching materials	29 (14.5)	78 (39)	71 (35.5)	22 (11)	2.555
4	Parents should help to prepare snacks and meals	46 (23)	110 (55)	31 (15.5)	13 (6.5)	2.930
5	Parents should help in raising funds for the school to improve school facilities	19 (9.5)	112 (56)	48 (24)	21 (10.5)	2.645
6	Parents should be involved in assisting teachers in the classroom during lessons	19 (9.5)	15 (7.5)	96 (48)	70 (35)	1.915
7	Parents should be provided with rooms or space in school where they can volunteer to work	19 (9.5)	41 (20.5)	107 (53.5)	33 (16.5)	2.230
8	Parents from different cultural backgrounds should be invited to address children in their class	18 (9)	76 (38)	72 (36)	34 (17)	2.355
Weighted Average = 2.36						
<i>SA (Strongly Agree) A (Agree) D (Disagree) SD (Strongly Disagree)</i>						

Table 7 shows that the parents' perception of parent-teacher partnership in terms of volunteering is negative (WA = 2.36). The detailed analysis shows that the respondents agreed that: Parents should help to prepare snacks and meals (mean = 2.93), Parents should help in raising funds for the school to improve school facilities (mean = 2.65), Parents should volunteer in activities like making classroom teaching materials (mean = 2.56), Parents should go with the children and teachers on educational field trips (mean = 2.36), Parents from different cultural backgrounds should be invited to address children in their class (mean = 2.36), Parents should be provided with rooms or space in school where they can volunteer to work (mean = 2.23), Parents should be involved in assisting teachers in the classroom during lessons (mean = 1.92), Parents should help teachers in the classroom during lessons, that is helping in coordinating the children when the teacher is teaching (mean = 1.90).

Table 8: Parents Perception of Parent-Teacher Partnership on Children's Education in Terms of Decision Making

S/N	ITEMS	SA	A	D	SD	MEAN
1	Parents should make sure that school decisions and policies are implemented	55 (27.5)	118 (59)	17 (8.5)	10 (5)	3.085
2	Parents should participate in school decision making processes like planning, reviewing and improving school programmes and curricula	42 (21)	76 (38)	65 (32.5)	17 (8.5)	2.715
3	Parents should participate in making school policies	32 (16)	88 (44)	62 (31)	18 (9)	2.665
4	The school should provide clear information about school policies or reforms to the parents	64 (32)	126 (63)	9 (4.5)	1 (0.5)	3.265
5	Parents should involve individually or collectively in making decision	36 (18)	101 (50.5)	53 (26.5)	10 (5)	2.815
6	Parents decisions about their children should be respected	77 (38.5)	98 (49)	23 (11.5)	2 (1)	3.250
7	Parents should be involved in the curriculum planning	16 (8)	58 (29)	102 (51)	24 (12)	2.330
8	The school activities should be planned alongside with the parents	38 (19)	76 (38)	58 (29)	28 (14)	2.615
9	Parents should be informed when there is a new development in the school promptly	121 (60.5)	69 (34.5)	6 (3)	4 (2)	3.535
Weighted Average = 2.92						

SA (Strongly Agree) A (Agree) D (Disagree) SD (Strongly Disagree)

Table 8 shows that the parents' perception of parent-teacher partnership in terms of decision making is positive (WA = 2.92). The detailed analysis shows that the respondents agreed that: Parents should be informed when there is a new development in the school promptly (mean = 3.54), The school should provide clear information about school policies or reforms to the parents (mean = 3.27), Parents decisions about their children should be respected (mean = 3.25), Parents should make sure that school decisions and policies are implemented (mean = 3.09), Parents should involve individually or collectively in making decision (mean = 2.82), Parents should participate in school decision making processes like planning, reviewing and improving school programmes and curricula (mean = 2.72), Parents should participate in making school policies (mean = 2.67), The school activities should be planned alongside with the parents (mean = 2.62), Parents should be involved in the curriculum planning (mean = 2.33).

Test of Hypotheses

H₀₁: There is no significant difference between practitioners' and parents' perception of parent-teacher partnership on children's education in Ilorin metropolis.

Table 9: Summary of t-test showing the difference between Practitioners' and Parents' Perception of Parent-teacher Partnership on Children's Education.

Group	N	Mean	Std.d	t.cal	df	Sig.	Remark
Practitioners	200	115.185	13.0138	2.197	397	0.029	significant
Parents	199	112.347	12.789				

$P < 0.05$

Table 9 shows that there is significant difference between practitioners' and parents' perception of parent-teacher partnership on children's education in Ilorin metropolis ($t = 2.197$; $df = 397$; $P < 0.05$). Therefore, hypothesis one is rejected.

H₀₂: There is no significant difference between male and female practitioners' perception of parent-teacher partnership on children's education in Ilorin metropolis.

Table 10: Summary of t-test showing the Difference between Male and Female Practitioners' Perception of Parent-Teacher Partnership on Children's Education in Ilorin Metropolis

Group	N	Mean	Std.d	t.cal	df	Sig.	Remark
Male	73	115.603	13.1337	0.343	198	0.732	Not significant
Female	127	114.945	12.9904				

$P > 0.05$

Table 10 shows that there is no significant difference between male and female practitioners' perception of parent-teacher partnership on children's education in Ilorin metropolis ($t = 0.34$; $df = 198$; $P > 0.05$). Therefore, hypothesis two is not rejected.

H₀₃: There is no significant difference between practitioners' in private schools and those in public schools' perception of parent-teacher partnership on children's education in Ilorin metropolis

Table 11: Summary of t-test showing the Difference between Practitioners' In Private Schools and Those in Public Schools Perception of Parent-Teacher Partnership on Children's Education in Ilorin Metropolis

Group	N	Mean	Std.d	t.cal	df	Sig.	Remark
Private	150	114.046	12.5668	-2.321	197	0.021	Significant
Public	50	118.959	13.7522				

P<0.05

Table 11 shows that there is a significant difference between practitioners' in private schools and those in public schools' perception of parent-teacher partnership on children's education in Ilorin metropolis ($t = -2.32$; $df = 197$; $P < 0.05$). Therefore, hypothesis three is rejected. The significant difference is that public school practitioners had higher means score of (118.959) while private school practitioners had a mean score of (114.046) in their perception of parent-teacher partnership.

H₀₄: There is no significant difference between male and female parents' perception of parent-teacher partnership on children's education in Ilorin metropolis

Table 12: Summary of t-test showing the Difference between Male and Female Parents' Perception of Parent-Teacher Partnership on Children's Education in Ilorin Metropolis

Group	N	Mean	Std.d	t.cal	df	Sig.	Remark
Male	81	112.235	12.1781	-0.102	197	0.919	Not significant
Female	118	112.424	13.2436				

P > 0.05

Table 12 shows that there is no significant difference between male and female parents' perception of parent-teacher partnership on children's education in Ilorin metropolis ($t = -0.10$; $df = 197$; $p > 0.05$). Therefore, hypothesis four is not rejected.

H₀₅: There is no significant difference between parents' whose children attend private schools and those whose children attend public schools' perception of parent-teacher partnership on children's education in Ilorin metropolis.

Table 13: Summary of t-test showing Difference between Parents' Whose Children Attend Private Schools and Those Whose Children Attend Public Schools Perception of Parent-Teacher Partnership on Children's Education in Ilorin Metropolis

Group	N	Mean	Std.d	t.cal	Df	Sig.	Remark
Private	148	112.500	12.7410	0.287	197	0.774	Not significant
Public	51	111.902	13.0465				

P> 0.05

Table 13 shows that there is no significant difference between parents' whose children attend private schools and those whose children attend public schools' perception of parent-teacher partnership on children's education in Ilorin metropolis ($t = 0.29$; $df = 197$; $p > 0.05$). Therefore, hypothesis five is not rejected.

Summary of Findings

1. The practitioners' perception of parent-teacher partnership on children's education in terms of communication is positive (Weighted Average 3.42).
2. The practitioners' perception of parent-teacher partnership on children's education in terms of involvement in home work is positive (Weighted Average 3.38).
3. The practitioners' perception of parent-teacher partnership on children's education in terms of volunteering is positive (Weighted Average 2.52).
4. The practitioners' perception of parent-teacher partnership on children's education in terms of decision making is positive (Weighted Average 3.01).
5. The parents' perception of parent-teacher partnership on children's education in terms of communication is positive (Weighted Average 3.37).
6. The parents' perception of parent-teacher partnership on children's education in terms of involvement in home work is positive (Weighted Average 3.35).
7. The parents' perception of parent-teacher partnership on children's education in terms of volunteering is negative (Weighted Average 2.36).
8. The parents' perception of parent-teacher partnership on children's education in terms of decision making is positive (Weighted Average 2.92).

9. There is no significant difference between practitioners' and parents' perception of parent-teacher partnership on children's education in Ilorin Metropolis ($t = 2.197$; $df = 397$; $P < 0.05$).
10. There is no significant difference between male and female practitioners' perception of parent-teacher partnership on children's education in Ilorin metropolis ($t = 0.34$; $df = 198$; $P > 0.05$).
11. There is no significant difference between practitioners' in private schools and those in public schools' perception of parent-teacher partnership on children's education in Ilorin metropolis ($t = -2.32$; $df = 197$; $P < 0.05$).
12. There is no significant difference between male and female parents' perception of parent-teacher partnership on children's education in Ilorin metropolis ($t = -0.10$; $df = 197$; $p > 0.05$).
13. There is no significant difference between parents' whose children attend private schools and those whose children attend public schools' perception of parent-teacher partnership on children's education in Ilorin metropolis ($t = 0.29$; $df = 197$; $p > 0.05$).

QUALITATIVE ANALYSIS

The interview guide was used to know the practitioners' and parents' perception of parent-teacher partnership on children's education in Ilorin Metropolis, Kwara State, Nigeria.

Analysis of Interview Guide

The interview guide was used as an instrument for the qualitative analysis, to know the practitioners' and parents' perception of parent-teacher partnership on children's education in Ilorin Metropolis, Kwara State, Nigeria in terms of communication, involvement in homework, volunteering and decision making. The researcher alongside her research assistants ensured that statements were analysed within each transcript of the participants after transcribing all the statements of the interview and had all statements analysis coded.

The analysis was done in order to bring out themes that were developed in order to provide answers to the questions. The researcher and her assistants analysed the transcript using

the research questions as guide. For example, each analysis identifies the ideas of parent-teacher partnership and the ones they considered to be the most important. After the researcher and her assistants were done with the individual coding, they both tendered the coded statement and talk about consistency and inconsistency if there was any. Four themes were identified with regards to the coding procedure and the research questions. Data collected were analysed around themes and findings were presented to reflect how each research question was answered.

Research Question 1: What is the practitioners' perception of parent-teacher partnership on children's education in terms of communication, involvement in homework, volunteering and decision making?

A. Communication: The interview conducted on ten practitioners revealed that communication is the most important means of partnership between parents and teachers. Nine out of the ten practitioners viewed communication as most important means of parent-teacher partnership which represents 90% of the participants, while one out of the ten practitioners representing 10% of the participants viewed communication as the second most important means of parent-teacher partnership. The interview also revealed that practitioners' role is to educate the parents on how to support children at home, educate the parents on the importance and benefits of parent-teacher partnership, give parents information on the performance of their children and all these can be done through effective communication between the practitioners and the parents.

It was also revealed in the interview that nine out of the ten practitioners representing 90% of the participants think that parents need to give the practitioners information on how the children grow and develop. They think this is necessary in order to make teaching and learning effective since the parents are the first teacher of every

child and the home is the first school and also parents tend to know their children better, therefore there is need to inform the practitioners about the growth and development of the children. One out of the ten practitioners representing 10% of the participants think it is not necessary for parents to give practitioners information on how the children grow and develop. The practitioners believed that it is their work to know how children grow and develop.

It was further revealed that Parent Teacher Association (P.T.A) is also an important avenue of communication of parent-teacher partnership, five out of the ten practitioners representing 50% of the participants believed that P.T.A should be organized two times in a term that is, at the beginning and at the end of the term to make it six times in a session or year. They believed this should be done twice in a term in order to plan and prepare for the activities to be carried out throughout the term at the beginning of the term and also at the end of the term to see if they have been able to achieve all the plans set out at the beginning of the term. Also three out of the ten practitioners representing 30% of the participants believed that P.T.A should be done once in a term to make three times in a session or year and this should be done either in the middle of the term or at the end of the term in order to review the activities carried out in the term.

Another practitioner believed that P.T.A should be done four times in a session that is once in first and second term and twice in third, this was represented by 10% of the participants one out of the ten practitioners. Another practitioner believed that P.T.A should not have a specific time that is it should be done as many times as possible when the need arises (when there is an issue to be discussed with the parents). The practitioner said she believed matters that has to do with the school, pupils and the parents shouldn't wait till a particular time. She opined that, it should be solved and attend too

immediately because if it is not solved immediately so many things can be affected which can possibly have negative effect on the school. This was represented by 10% of the participants one out of the ten practitioners. This is how some of the Practitioners responded:

Practitioner A: *Hmmm out of all the four areas I will consider communication to be number first I mean number one. Because in all what we are going to do we have to communicate before we can do anything, so that is the reason I picked it as number one.*

Practitioner B: *Emmm I will say communication.*

Practitioner C: *Yes, the one I think is very important is communication, communication is very very important. Take for instance I have a child in my class he or she is not performing very well to my satisfaction, I can't do it all alone, but I believe when I communicate with the parents (father or mother) they can easily help me in one way or the other when he or she (child) goes to his or her house they can help with the assignments.*

Practitioner D: *To me the most important is communication. Communication is very essential in parent-teacher partnership, because without communication the teacher cannot pass right information to the pupils' parents, and this communication can be done through text messages and through writing of letters.*

Practitioner E: *To my own point of view, the one I consider to be highly important is the area of communication.*

Practitioner F: *Emm I will place communication as the most important aspect of parent-teacher partnership.*

B. Involvement in Home work: In the interview conducted on ten practitioners it was revealed that one out the ten practitioners viewed involvement in homework as the most important means of parent-teacher partnership when arranged in order of importance this was represented by 10% of the participants. Six out of the ten practitioners viewed involvement in home work as the second most important means of parent-teacher partnership this was represented by 60% of the participants. Also, three out of the ten practitioners viewed involvement in home work as the least important means of partnership and this was represented by 30% of the participants. The practitioners

believed that parents can be involved in their children's school by assisting the children with their homework and some other work given to them from school and also by providing educative learning materials for the children at home. As a practitioner they believed that they can be involved in the children's learning at home by giving adequate homework that will engage and keep the children busy when they get back home and also prepare them for the next activities to be carried out in the school.

It was further revealed in the interview that seven out of the ten practitioners representing 70% of the participants believed that family cultural background should be considered in the school curriculum, so that the learning in the school and at home can be effective and also for the practitioners, pupils and parents to learn from others and as well to respect each child in the school. Three out of the ten practitioners representing 30% of the participants believed that family cultural background should not be considered in the school curriculum. This is due to the population of the children as each child belong to different family with different cultural background. This is how some of the Practitioners responded:

Practitioner G: *I think the one I considered to be highly important out of the four areas is involvement in home work (learning at home).*

Practitioner H: *I will consider involvement in home work (learning at home) to be the least important but it is still important. Learning at home most parents are guilty of this, they believe that is the teacher that will do everything for the child. Once they give child homework the parents also should assist, they should go to extra length that is they should find time out of no time to assist the child not only the teacher.*

Practitioner I: *Okay, for me I will say communication is the most important, follow by involvement in home work (learning at home).*

Practitioner J: *I think communication will come first, because communication is very important between parents and teachers and the second one should involvement in home work (learning at home).*

C. Volunteering: In the interview conducted on ten practitioners it was revealed that nine out of the ten practitioners representing 90% of the participants viewed volunteering as the third most important means of parent-teacher partnership. One out of the ten practitioners viewed volunteering as the least important means of partnership and this was represented by 10% of the participants. It was further revealed by the practitioners that parents can be involved in their children's school by donating school items and learning materials to the school as an individual or as a group, when there is need for it with or without the request of the school. The practitioners also believed that the parents can also pay visits to the schools during the school hour to check on the welfare of the learners. It was affirmed that when the children see their parents doing all these the character, behaviour and attitude of the children towards learning can change positively.

Practitioners also believed parents can volunteer by engaging in the school extra curricula activities and also help in organizing the activities when there is need for it. The practitioners believed that they can volunteer to educate parents on some school activities, enlighten parents on how to support children at home in order to perform well. They also believed that they can volunteer by assisting the learners with after school lessons that is extra lesson when they are preparing for an exam and that when their pupils have any ceremony and they are aware they can volunteer to attend to honour the parents. The practitioners also believed they can visit their pupils at home if the need arises (when a pupil is ill or absent from school). This is how some of the Practitioners responded:

***Practitioner A:** Teachers can volunteer to educate parents on some school activities, enlighten parents on how to support children at home in order to perform well and also assist the pupils with after school lessons when they are preparing for an exam.*

Practitioner F: *Well, I believe that the parents can volunteer to pay a visit to the school during the school hour to check on the welfare of the learners and I believed that when the children see their parents doing all these the character, behaviour and attitude of the children towards learning can change positively.*

Practitioner H: *I believe parents can be involved in their children's school by donating school items as an individual or as a group, when there is need for it with or without the request of the school and also practitioners can volunteer by attending their pupils' ceremony if they have any ceremony in order to honour the parents.*

Practitioner I: *I think one of the ways parents can be involved in their children's school is by donating learning materials to the school.*

Practitioner J: *Parents can be involved in their children's school by engaging in the school extra curricula activities and also help in organizing the activities when there is need for it.*

D. Decision Making: In the interview conducted on ten practitioners it was revealed that three out of the ten practitioners viewed decision making as the second most important means of parent-teacher partnership this was represented by 30% of the participants. One out of the ten practitioners representing 10% of the participants viewed decision making as the third most important means of parent-teacher partnership. While six out of the ten practitioners representing 60% of the participants viewed decision making as the least important means of parent-teacher partnership. It was also revealed that eight out of the ten practitioners interviewed representing 80% of the participants believed that parents should be involved in all areas of the school decision making, especially in the areas like school fees, discipline of the children and any other activities that the school want to involve in or the ones the parents would like the school to engage in.

Also, one out of the ten practitioners representing 10% of the participants believed that parents should not be involved in the school decision making. Instead the parents should only give suggestions and advice on how to move the school forward due to the population of the parents and also, some parents are not learned so their

decisions may not be good enough to run the school system. One out of the ten practitioners believed that parents cannot be involved in the school decision making when the school is a government school (Public) and all decisions are made by the government. They believed practitioners or schools can only call on the parents if there is any issue relating to their children this was represented by 10% of the participants. Since it was discovered in the interview that P.T.A should be organized on regular basis, the practitioners then revealed that it is the role of the parents to attend P.T.A when the school call for it so that all decision can be made alongside with the parents. When both parties give their suggestions and opinions then they can come into an agreement that will be of benefits to the pupils, parents, practitioners and the school at large and if there is any opinion or suggestion rejected the reasons for suggestions should be made known.

It was also revealed in the interview that four out of ten practitioners interviewed think that parents should be involved in making and implementing the school policies, they think the parents needs to be involved so that the policies can be implement effectively and that parents will love to help in implementing the policies since they are involved in making the policies. This was represented by 40% of the participants. Five out of the ten practitioners representing 50% of the participants think that parents should not be involved in making and implementing the school policies, they believed parents has no role. One out of the ten practitioners think that parents should not be involved in making the school policies but they should be involved in implementing the policies and this was represented by 10% of the participants.

Finally, it was revealed in the interview that seven out of the ten practitioners representing 70% of the participants revealed that parents have a role in the curriculum planning and their role is to give suggestions, ideas and advice on what they would like

to be included in their children's school curriculum. The role of the practitioners is to ensure that the suggestions, ideas and opinions get to the necessary board and stakeholders. While three out of the ten practitioners interviewed revealed that the parents have no role in the curriculum planning and this was represented by 30% of the participants. Lastly all the 10 practitioners representing 100% of the participants believed that the practitioners have a role in the curriculum planning and their role is to ensure that the curriculum is developmental appropriate, study the curriculum well and ensure that it is well implemented. This is how some of the Practitioners responded:

Practitioner A: Yes, parents should be involved in the school decision making and in all areas that has to do with their children, so they can be aware of what their children will be taught or what they are taught in the school.

Practitioner B: Yes, parents should be involved in all decisions made by the school that can benefit their children such as school fees, fieldtrips but they should not be involved in making school policies.

Practitioner C: Parents can be involved in the areas like decision making on what the school want to do for their children, I will say No, I don't think parents should be involved in making or implementing school policies.

Practitioner D: Parents doesn't need to involve in the school decision making but they can give suggestions on how to move the school forward, because some parents are not educated so they might not have ideas on how to run the school system.

Practitioner G: In all areas parents should be involved in school decision making, so that more information will be gathered so that it can help the school since they have access to other schools, they can collect information from outside and give it to the school for upgrade.

Practitioner I: Parents are not really involved in decision making especially in government schools, the government make decisions for the school, parents come in when it has to do with their children for example when the primary six pupils are preparing for their graduation the parents will be involved so as to know the things needed like contribution of money of the pupils clothes. I will also say yes that parents can help to implement the school policies.

Research Question 2: What is the parents' perception of parent-teacher partnership on children's education in terms of communication, involvement in homework, volunteering and decision making?

A. Communication: In the interview conducted on ten parents, it was revealed that eight out of the ten parents representing 80% of the participants viewed communication as the most important means of parent-teacher partnership. Two out of the ten parents representing 20% of the participants viewed communication as the second most important means of parent-teacher partnership when arranged in order of importance. Parents affirmed that communication is very essential and important in parent-teacher partnership as it is through communication they can get through to the school and as well get to know what is happening to their children in the school and the performance and behaviour of their children.

They also believed that their role as parents is to communicate to the school when they notice anything in their children that is, to update the practitioners about any behaviour their children exhibit at home either positive or negative. Parents revealed that it is also their role to provide the necessary learning materials for their children. They believed they can get to know what their children need in the school through effective communication. They also affirmed that they can also get involved in their children's school by acknowledging any message that is sent to them from the school, by replying through a phone call or sending a note back to the school and possibly visit the school if there is need for it.

Furthermore, it was discovered in the interview that nine out of the ten parents representing 90% of the participants believed that the practitioners need to give the parents information on how children grow and develop in order for the parents to compliment the work of the practitioners when the children get back home. They believed they need to know how well their children is performing in school and when their children exhibit any behaviour in the school they need to be informed by the teachers. One out of ten parents believed that it is not important for practitioners to give parents information on how children grow since growth is a physical increase in body weight and size. But they believed practitioners can give the parents information on the development of the children since development has to the school performance of the children and this was represented by 10% of the participants.

The interview further revealed that six out of the ten parents think that P.T.A should be done three times in a year or session that is once in a term. They think it should be done once in each term in order to give necessary information and make corrections this was represented by 60% of the participants. While one out of the ten parents think that P.T.A should be done two times in a year that is one in first and third term. The parent said it should be done at the beginning of the session that is in first term to prepare and plan for the year and at the end of the session that is third term to give feedback on the achievements of the school based on the plans made at the beginning of the session and also make necessary corrections against the next session this was represented by 10% of the participants.

Another parent representing 10% of the participants, one out of the ten parents think that P.T.A should be done on monthly basis that three times in a term making a total of nine times in a session or year. The parent said by doing so the work of the practitioners will be reviewed at the end of each month and this will make teaching and

learning effective. The parents revealed in the interview that when they come for P.T.A they will be able to give complains, give suggestions and ask questions and that the school should be able to give answers to all their questions. Two out of the ten parents representing 20% of the participants think P.T.A should be done once in a session although the parents said there is no need for P.T.A at all time since there is an ‘open day’ in each term where by the parents are allowed to come to school to check the performance of their children and that during this period they can as well make complains if there is any. One out of the six parents who believed that P.T.A should be done once in a term, said in her child’s school they don’t do P.T.A, but there is an avenue where by they can complain which can either be through the school email or WhatsApp group created by the school for the parents and also there is a time for ‘open day’ in each term when parents are given the opportunity to come to school to check the performance of their children and that during this period they can as well make complains. This is how some of the Parents responded:

Parent A: *Emmm to my little knowledge about this I think I will pick communication as the most important, because I believe communication is power, it is a power that can make everything work well. In an organisation where there is no communication there will be a problem and with the parents and teachers if there is no good communication system between the both of them the children will not be able to learn well, learn fast.*

Parent B: *With communication if I notice something that is not normal with my child I do write a note to the teacher, then likewise the teacher do make calls sometimes if he notice my child (ren) are not doing very well in some aspect he do make calls. So to me communication will come first in the order of importance.*

Parent C: *I think to me communication comes first, there should not be a communication gap between the teachers and the parents, and there should be effective communication. As much as possible teachers should let parents know what is going on in the school and parents also should do likewise if there is anything the teacher need to know about the child, they should not hesitate to do that.*

***Parent D:** Well, looking at it I will say communication is the most important simply because, when there is communication between the parents and his/her wards teacher there is going to be an effective learning in the sense that where ever the children is lagging behind the teacher will be able to tell the parents about it and even while helping the child at home in the area of homework the parents will be updated on the stage the children is in the area of learning so to me I will pick communication as the first.*

***Parent F:** Personally, I will consider communication as the most important, because to every result it's traceable to communication.*

B. Involvement in Homework: In the interview conducted on ten parents, it was revealed that one out of the ten parents believed that learning at home is the most important means of parent-teacher partnership this was represented by 10% of the participants. Four out of the ten parents representing 40% of the participants believed that it is the second most important means of parent-teacher partnership when arranged in order of importance. Also, three out of the ten parents representing 30% of the participants believed it is the third most important when arranged in order of importance. While two out of the ten parents representing 20% of the participants believed learning at home is the least important means of P.T.A. Although all the parents believed that one of the ways they can get involved in their children's school/learning is through their involvement in the homework given to them from school. They believed they can get involve by assisting and guiding the children while doing homework and doing all this is also their role as a parent. They believed that it is when they are involved in the learning at home that they will be able to give practitioners the information they need to know about the children while they are at home and at times some parents seem to know their children more than the practitioners.

In the interview conducted, nine out of the ten parents representing 90% of the participants believed that their family cultural background should be considered in planning the school curriculum so that the learning of the children in the school will be in relation with the learning at home. By doing so children will learn to respect others

without any discrimination. One out of the ten parents representing 10% of the participants believed it is not necessary that the family cultural background should be considered in planning the school curriculum that family issues should not be discussed in the school. This is how some of the Parents responded:

Parent D: *I will pick learning at home as a way whereby I can be involved in my children's school.*

Parent F: *Some of the roles that can easily help the parents to be part of parent-teacher partnership is number one like paying of their school fees, make sure their text books are available, then checking their assignments, doing the follow up to ensure that they are really getting what they are teaching them in school, I think it will go a long way to really help.*

Parent G: *Let same emmm like helping the children through their assignment is a way I can be involved in my children's school.*

Parent H: *Ehmm the parents can also assist with the homework given to the children from school. If they give him assignment in school there is a way I have to help in assisting him too, so if the teacher doesn't give me feedback on probably he is coping well, he is interacting with other children in the school I may not know how to be able to help him at home.*

Parent I: *Well, if I should rate that (parent-teacher partnership) on a scale I think the learning at home should be prioritized it should be number one. Our role as parents are enormous, the teaching of this children should not be left in the hands of the teachers alone. For example, if you identify anything like I said, you should be able to make a follow up to let the teacher know what is happening to the children at home by so doing you are involved already, so I don't think any parents should just be seated at home and just be watching happening.*

Parent J: *Learning at home should involve parents most, because ehmm if they (children) are given homework or assignment parents should be always available to assist or to help the children out.*

C. **Volunteering:** In the interview conducted on tenn parents, it was revealed that none of the parents viewed volunteering as the most important means of parent-teacher partnership, but two out of the ten parents representing 20% of the participants viewed volunteering as the second most important. Also, three out of the ten representing 30%

of the participants viewed volunteering as the third most important means of parent-teacher partnership. Lastly five out of the ten parents representing 50% of the participants viewed volunteering as the least important means of parent-teacher partnership.

Although they believed that it is necessary to volunteer in doing some things in their children's school like donating learning materials and some other materials like tissue paper, Harpic and some other things. One of the parents said she volunteered by helping to organise seminar for the teachers. Another parent also said he volunteered by engaging in the school extracurricular activities (e.g. inter-house sport) and sometime compliment the practitioners by giving them gift. This is how some of the Parents responded:

Parent B: *The parents should volunteer to the school, like my own children in their school I do volunteer somethings, if they need tissue paper I will give them, if they need emmm what do they call it this toilet (harpic) I do buy for them.*

Parent C: *I think I can, emmmmmm sometimes I volunteer myself in my children's school, I go around and I organise seminar for the teachers.*

Parent E: *I can be involved in my children school by making them to go through whatever they've been taught, checking their notes constantly, testing them to my own little understanding on whatever they've been taught.*

Parent I: *When we are talking about parent-teacher partnership I think the parents can ehmm volunteer, they can be a volunteer in an aspect in which they can assist the school, in which they can ehmm synergized together, they can volunteer, they can do this in ehmm way of communicating with the school to know what is happening and what they need and I also do engage in extra curricula activities.*

Parent J: *Volunteering entails probably maybe a times when the school are involved in activities, probably some school activities parents should be there to volunteer in order to make the ehm event a memorable one.*

D. Decision Making: In the interview conducted on ten parents, it was revealed that one out of the ten parents representing 10% of the participants believed that being involved

in decision making is the most important means of parent-teacher partnership. While three out of the ten parents representing 30% of the participants believed that decision making is the second most important means of parent-teacher partnership. Also, three out of the ten parents representing 30% of the participants believed that being involved in the school decision making is the third most important means of parent-teacher partnership. Lastly three out of the ten parents representing 30% of the participants believed that involvement in decision making is the least important means of parent-teacher partnership. All parents believed that they should be involved in the school decision making in all areas especially in the terms of school fees, the kind of activities they would want the school to engage in. They believed they should be involved because they know their children best and their opinion and suggestions really matter in running the affairs of the school. The parents also believed that they cannot be involved in some decisions like school opening hour or closing hour, school resumption date and end of term or session date.

It was also revealed that nine out of the ten parents representing 90% of the participants believed that their family cultural background should be considered in planning school curriculum and in doing so they have to be engaged in the decision making. Since all parents sees P.T.A to be important they believed when they attend P.T.A, they will be able to take part in the decision making. Parents believed that P.T.A is an avenue for them to say their mind, give suggestions and opinions to the school and it is important for the school to listen to them since they bring their children to the school (one of the parents say, they are customer).

Furthermore, the findings revealed that seven out of the ten parents representing 70% of the participants believed that parents should be involved in making and implementing school policies. They believed when they are involved in making the

policies, then they will be able to implement it well and by implementing these policies the home and school will be able to work towards achieving the same goal. Therefore, involving them will help them work in line with the practitioners, because they believed it is easier to implement policies that they make. Also, they believed that in doing this it brings about unity between the home and the school and they as parents can also learn. While one out of the ten parents representing 10% of the participants believed that parents should not be involved, it can be costly and time consuming, because parents will want the school to do what they want and at times they may feel the school is being bias when they accept some parents' ideas and reject some. Therefore, the school shouldn't involve the parents in making the policies instead the parents should be involved in implementing the policies made by the school. It was also revealed that two out of the ten parents representing 20% of the participants believed that they cannot always be involve in making school policies, except if there is a need for it. They believed when the school involve the parents in making the policies their suggestions can contradict that of the school and this can possibly bring conflict between the parents and the practitioners also parents might not be capable in the implementation of the policy.

Lastly, all parents believed that they have a role in the curriculum planning, though they are not being called upon. Nonetheless, what they considered to be their role in curriculum planning is to give advice, suggestions and opinion on what they want and what they would like the curriculum planner to include in the curriculum, which they believed can be of benefit to their children. Therefore, the parents believed that the role of the practitioners is to listen and take note of every of their opinions and suggestions. Since it is only through them their voice can be heard and that practitioners should ensure they pass all the information they gathered from them to the stakeholders

and other curriculum planners. Also, the role of the practitioners is to study and implement the curriculum effectively. This is how some of the Parents responded:

Parent E: *I will consider decision making as the most important means of parent-teacher partnership. Parents should be involved in the school decision making but punishment should not be supported, because it can make child (ren) to lose interest in learning. Parents should be involved partially shaa to some extent in making and implementing school policies.*

Parent F: *Okay, I think in all areas parents should be involved, especially in decision making, in anything they want to implement or anything they want to do they need to carry the parents along because before you can take your child to a particular school there is something that has motivated you to take your child there, then you want that set of motivation to continue, so I think they should involve the parents in all aspect.*

Parent G: *I think my number two will be decision making. Parents should be involved in the school decision making because they also understand the children and they need to ehmm give decision on, especially how to handle the children, because most schools as we have learnt the way they handle the children is more beyond their age, so at least they need to tell them, I mean give the decision on how to handle them in order not to be.....maybe punish them more than necessary and yes parents should be involved in making and implementing school curriculum, because the school policies revolve round the children, so parents should be carried along since this will affect their children.*

Parent H: *Uhhh I think ehmm in part of the decision making, it has a way of helping us, because if am not involved in the decision making of the school there is a way it.....whatever the decision that has been made I might not be comfortable with it at first and it might have a way of affecting my child which probably the school may not know, so if am part of the decision making of the school I will be able to voice out my own opinion and what I feel the school can do to even groom the children not only my own child but that will benefit other children as well.*

Parent I: *When parents attend P.T.A meeting rooms are given or opportunities are given for parents to make their own contributions and that is part of decision making, so parents should attend P.T.A that is the number one decision making avenue because if I notice anything that is not okay to me from the school, it is through this P.T.A that I will have to raise it and even school fees if anytime the school decide to increase the school fees and the parents are not okay with it at least the parents can come together and try to plead with the school at least ahmm not increase at that point in time, maybe peradventure maybe because of the situation of the country so parents should be involved in decision making.*

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on discussions, conclusion and recommendations of the study. The purpose of this study was to critically examine practitioners' and parents' perception of parent-teacher partnership on children's education in Ilorin Metropolis, Kwara State Nigeria. Based on the discussions, conclusions were drawn and recommendations were also made while suggestions for further studies were made.

Discussion of Findings

The finding of the study revealed that communication is important in parent-teacher partnership in Ilorin metropolis. In line with the interview conducted on ten practitioners and ten parents they all agreed that communication is very important to foster children's learning. It was discovered that nine out of ten practitioners and eight out of ten parents viewed communication as the most important means of partnerships between parents and teachers in Ilorin Metropolis Kwara State, Nigeria.

The result of this study confirmed the findings of Reedy and McGrath (2010) who revealed that parents rated the communication as positive when there was a two-way sharing of information between the parent and the educators and the information shared by the educator is consistent to what they believe about their child. Also, parents express a higher degree of satisfaction with their children's education, as well as a sense of trust in the teachers and administrators when communication is open and positive. Teachers impart information about school and lessons, listen to parents' concerns and clear up parents' questions. Children and teachers invite parents to an event, in which also opinions and information can be exchanged (Koech, 2010).

In addition, one of the findings of the study revealed that involvement in home work is also an important means of partnership between parents and teachers that fosters children's learning, although the finding shows that one out of ten practitioners and one out of ten parents viewed involvement in home work as the most important means of partnership between parents and teachers. This is in line with finding of Salami and Edo-Olotu (2012) who reported that through effective Parent-school collaboration, the parents would also have more excellent Knowledge of education s and schoolwork, greater knowledge of how to be more supportive of children, greater confidence about ways to help children, more positive views of teachers.

The finding is also in line with that of Perras (2016) who reported that parents are vital partners in education; they influence their children's attitudes about learning and supports learning at home, and the report of Subuola (2017) states that the following are needed to strengthen parent-teacher partnership, these include home visits, conferences and involvement in the classroom, participatory decision making and home-learning activities, among others.

The finding revealed that volunteering is also important when it comes to parent-teacher partnership, though neither the parents nor the teachers viewed it as the most important means of partnership but their view was positive towards it. According to the findings, it was believed that if a child sees his or her parent in school to volunteer in one way or the other the behaviour and attitude of that child will be positive about school. The result confirmed the findings of Salami and Edo-Olotu (2012) that states that when parents are invited as experts of one subject into the class, attend class at trips, journeys, in camps, and help with special activities and at festivities, when family-school partnership in making learning materials available and also in their utilization would help children have positive attitudes toward school, higher achievement, better attendance in school and school activities, higher graduation rates at the primary and secondary school levels, higher enrolment rates in the post-secondary education and better school to attend.

The findings of the study revealed that decision making is important as both parents and teachers interviewed viewed decision making as another means of partnership but it was ranked last by most practitioners among the various means of partnership while one out of ten parents viewed decision making as the most important means of partnership between parents and teachers. This is in line with a research conducted by Rouse (2014) that the parents said they believed that they should be part of the decision-makers concerning their children. Parents reveals that they get more information about the school and their children when they are involved in the school decision making.

Another finding revealed that there was significant difference between the perception of practitioners and parents towards parent-teacher partnership in Ilorin metropolis, therefore the hypothesis was rejected. This is in line with the study of Bojuwoye (2009) who asserts that education is the business of both the schools and the homes and that a school's success is more assured with joint efforts of teachers, pupils, parents and the local communities.

Furthermore, this finding showed that there was no significant difference between the perceptions of male and female practitioners towards parent-teacher partnership in Ilorin metropolis, therefore the hypothesis was not rejected. The finding is not in agreement with Koech (2010) that revealed that the level at which partnership occurs between parents and practitioners is determined by the level of education, school type, school location and the gender of either the parents or practitioners.

While, another finding also revealed that there was significant difference between the perceptions of private and public school practitioners towards parent-teacher partnership in Ilorin metropolis, therefore the hypothesis was rejected and the finding is in agreement with Koech (2010) that revealed that the level at which partnership occurs between parents and practitioners is determined by the level of education, school type, school location and the gender of either the parents or practitioners.

In addition to that, this finding revealed that there was no significant difference between the perceptions of male and female parents towards parent-teacher partnership in Ilorin metropolis, therefore the hypothesis was not rejected. This negated the finding of research conducted by Fleischmann and Kristen (2014) that attitudes towards gender roles are perceived as a significant cultural difference as mothers may be less well equipped to help their children with school work, and a greater maternal involvement in immigrant families could, therefore, limit the effectiveness of parental responsibility for minority children's outcome. Based on these considerations, gender is one of the predictors, and the mother must show higher levels of parental involvement than fathers.

Finally, the finding of the study revealed that there was no significant difference between the perceptions of parents whose children attend private and public school towards parent-teacher partnership in Ilorin metropolis, therefore the hypothesis was not rejected. This was against the finding of a study by Jang et al. (2014) who reported that parental satisfaction with childcare programmes was also found to be affected by the type of school to which children attend. Specifically, there were significant differences in all categories of parental satisfaction across two kinds of schools. Parents who selected private preschools rated greater satisfaction, compared to parents who chose public programmes and Koech (2010) revealed that the level at which partnership occurs between parents and practitioners is determined by the level of education, school type, school location and the gender of either the parents or practitioners.

Conclusion

This research examined practitioners' and parents' perceptions of parent-teacher partnership on children's education in Ilorin Metropolis. Kwara State, Nigeria. The literature reviewed in this research have shown the level at which researchers have find out the practitioners and parents' perceptions of parent-teacher partnership. Based on the findings of

this study, it can be established that parents' and teachers' partnership is perceived to be very important to foster children's learning. Therefore, the terms or areas of partnership (communication, involvement in home work, volunteering and decision making) considered in this study are important means of partnership between parents and teachers as perceived by practitioners and parents.

The findings of this study revealed that communication is perceived to be the most important means of partnership between parents and teachers, as it was discovered to have the highest mean value, followed by involvement in home work, decision making and volunteering is considered to be the least important as it has the lowest mean value. Therefore, the study concluded that to promote effective partnership between parents and teachers in Ilorin Metropolis, Kwara State, Nigeria, communication should be the most used means of partnership between parents and teachers, because both parents and teachers need to give feedback to each other on the children's progress and this could be in form of Parent Teacher Association Meeting (PTA), telephone calls, report cards and any other means of communication that is best for both parties.

Recommendations

Based on the findings of the study the following recommendations were made:

1. The school should be aware of the reasons why they need to partner with the parents of the children in their school and the parent also need to be aware of the reason for partnership with the school.
2. Both parents and teachers should ensure that there is an effective communication between them in order to give adequate and effective information about the children when necessary without delay or waiting for PTA.
3. Parents should volunteer to work in the school of their children when they have the opportunity to do so, either by going on field trip with them, donating teaching and

learning materials to the school and also assisting the teachers in the classroom when they feel their assistance is needed and the teachers should appreciate the parents when they do this.

4. The stakeholders (school owners, parents, teachers, head of schools, and commissioner for education) in charge of the school should ensure that effective partnership between parents and teachers should not be determined by the school type (Private or Public).

Limitations of the Study

In the process of carrying out this research, the researcher is aware of some limitations. Among such constraints is that the study was carried out in three Local Government Areas in Kwara State out of the 16 Local Government Areas in the State. Only 40 schools were considered out of 790 schools in the three Local Government Areas which may limit the generalization of the result. Another limitation is that only four areas of partnership were examined, it would have been more effective if all the six areas of partnership were looked into. Also, the practitioners and parents' qualifications and the school location (rural or urban) were not captured in the research work.

Suggestions for Further Research Studies

The following suggestions for further studies are made:

1. This study should be carried out on practitioners and parents of nursery and primary school in other Local Government Areas of Kwara State and other parts of Nigeria so as to generate an effective result of findings on the existing findings.
2. The study should also be carried out using different demographic data of practitioners and parents such as qualifications and school location as this study based on the school types and gender.
3. Other areas of partnership like parenting skills and collaboration with communities should also be considered in future research.

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APPENDICES

APPENDIX I

KWARA STATE UNIVERSITY, MALETE

SCHOOL OF POSTGRADUATE

FACULTY OF EDUCATION

DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION

Practitioners' Perceptions of Parent-Teacher Partnership Questionnaire (PPPTPQ 1)

Dear Respondents,

This questionnaire has been designed to elicit information on 'Practitioners' Perceptions of Parent-Teacher Partnership on Children's Education. It is meant for research purposes only. Therefore, your sincere responses to the items will help to provide useful information for this research work. All information supplied will be treated with utmost confidentiality.

Thank you.

Instruction: Please tick (✓) the brackets to answer any of the corresponding questions below.

SECTION A

DEMOGRAPHIC INFORMATION

Gender Male () Female ()

School Type Private () Public ()

SECTION B

In this section, I am interested in what you considered as partnership in terms of communication, learning at home, volunteering and decision making.

Please tick your appropriate response using this code: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

S/N	ITEMS				
A.	COMMUNICATION	SA	A	D	SD
1.	Teachers should discuss with parents how they can work together more effectively in their children's learning.				
2.	Teachers should ensure that parents attend PTA Meetings regularly				
3.	Teachers should send memos, diaries, messages or newsletters from school and receive feedback from parents				
4.	Teachers should allow parents to talk freely and ask questions during PTA meetings to clarify issues				
5	Teachers should listen to parents concerns about their children's learning needs				
6.	Teachers should provide information to parents on how to supervise their children				
7.	Teachers should tell parents how to develop a home environment that will support their children's learning				
8.	Teachers and parents should establish a clear two-way channel for communication from home to school and school to home				
9.	Teachers and parents should use different forms of communication like newsletters, phone calls, report cards and diaries to communicate to parents about their children				
10.	Teachers should ask parents about their ethnic (Religion and Culture)				
B.	INVOLVEMENT IN HOMEWORK	SA	A	D	SD
1.	Teachers should allow parents to ask questions about how to develop a home environment that will support children's learning.				
2.	Teachers should be asked information about how children learn.				
3.	Teachers should be asked information by parents about how children grow and develop.				
4.	Teachers should inform Parents to set time for children's homework				
5.	Teachers should inform parents to supervise how children do their Homework				
6.	Teachers should inform parents to engage themselves in children learning activities at home such as telling stories, reading together, providing quality reading materials and play materials				
7.	Teachers should inform parents to provide a supportive learning environment at home that will support learning				
8.	Teachers should provide homework to be done at home				
9.	Teachers should make parents aware of the importance of reading and writing at home				
10.	Teachers should encourage parents to read to their children at home				
C.	VOLUNTEERING	SA	A	D	SD
1.	Teachers should be helped by parents in the classroom during lessons, that is helping in coordinating the children when the teacher is teaching				
2.	Teachers should invite parents to go with the children and teachers on educational field trips				

3.	Teachers should encourage parents to volunteer in activities like making classroom teaching materials				
4.	Teachers should encourage parents to help to prepare snacks and meals				
5.	The school should encourage parents to help in raising funds for the school to improve school facilities				
6.	Teachers should be involved parents in assisting them in the classroom during lessons				
7	Teachers should provide parents with rooms or space in school where parents' volunteers can work, meet and access resources about parenting, childcare and other things that affect their children				
8.	Teachers should invite parents from different cultural backgrounds should be invited to address children in their class				
D.	DECISION MAKING	SA	A	D	SD
1.	Teachers should make sure that school decisions and policies are implemented				
2.	The school should make sure that parents participate in school decision making processes like planning, reviewing and improving school programmes and curricula				
3.	The school should make sure that parents participate in making school policies				
4.	The school should provide clear information about school policies or reforms to the parents				
5.	The school should involve parents individually or collectively in making decision				
6.	Teachers should respect parents decision about their children				
7.	The school should involve parents in the curriculum planning				
8.	The school activities should be planned alongside with the parents				
9.	When there is a new development in the school the parents should be informed promptly				

APPENDIX II**KWARA STATE UNIVERSITY, MALETE****SCHOOL OF POSTGRADUATE****FACULTY OF EDUCATION****DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION**

Dear Practitioners,

I am a student of Kwara State University, Malete, currently pursuing my M.Ed. Degree in the Department of Early Childhood and Primary Education and I am carrying out a research titled Practitioners' and Parents' Perception of Parent-Teacher Partnership on Children's Education in Ilorin Metropolis, Kwara State, Nigeria.

I believe that you practice partnership in your school, therefore I want to know how you are involved with the parents. I would like to have an interview session with you, asking the questions below and an audio record will be done to keep the information of this interview. I know that it is time taken, but your opinions are very important to this research work. This interview guide has been designed to elicit information on 'Practitioners' Perceptions of Parent-Teacher Partnership. It is meant for research purposes only. Therefore, your sincere responses to the questions will help to provide useful information for this research work. All information supplied will be treated with utmost confidentiality.

Thank you.

Adeleye O. OYUNNIYI
Researcher

Practitioner

APPENDIX III

INTERVIEW GUIDE FOR PRACTITIONERS ON THE PRACTITIONERS'

PERCEPTION OF PARENT-TEACHER PARTNERSHIP

1. What are your ideas of parent-teacher partnership?
2. Which ideas of parent-teacher partnership do you consider as highly important?
Arrange them in order of importance.
3. In what ways do you think parents can be involved in their children's school?
4. What are the roles of the practitioner in parent-teacher partnership?
5. Do you think parents need to give teachers information on how children grow and develop? Why?
6. In what areas do you think parents should be involved in the school's decision making process? Why?
7. How often do you think Parents Teacher Association (PTA) Meetings should be organised? Why and what are the roles of each of the parties in PTA?
8. Do you think family cultural background should be considered in planning school curriculum? Why?
9. Do you think parents should be involved in making or implementing school policies?
How?
10. What do you consider to be parents and teachers roles in curriculum planning?

APPENDIX IV

KWARA STATE UNIVERSITY, MALETE

SCHOOL OF POSTGRADUATE

FACULTY OF EDUCATION

DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION

Parents' Perceptions of Parent-Teacher Partnership Questionnaire (PPTPQ 2)

Dear Respondents,

This questionnaire has been designed to elicit information on 'Parents' Perceptions of Parent-Teacher Partnership on Children's Education. It is meant for research purposes only. Therefore, your sincere responses to the items will help to provide useful information for this research work. All information supplied will be treated with utmost confidentiality.

Thank you.

Instruction: Please tick (✓) the brackets to answer any of the corresponding questions below.

SECTION A

DEMOGRAPHIC INFORMATION

Gender: Male () Female ()

School type of your children: Private () Public ()

SECTION B

In this section, I am interested in your perception of partnership in terms of communication, learning at home, volunteering and decision making.

Please tick your appropriate response using this code: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

S/N	ITEMS				
A.	COMMUNICATION	SA	A	D	SD
1.	Parents should ask from teachers how they can work together more effectively in their children's learning.				
2.	Parents should attend PTA Meetings regularly				
3.	Parents should read memos, diaries, messages or newsletters from school and give feedback to the teachers				
4.	Parents should talk freely and ask questions during PTA meetings to clarify issues				
5	Parents should listen to teachers concerns about their children's learning needs				
6.	Parents should ask from teachers' information about how to supervise their children				
7.	Parents should ask teachers how to develop a home environment that will support their children's learning				
8.	Parents and teachers should establish a clear two-way channel for communication from home to school and school to home				
9.	Parents and teachers should use different forms of communication like newsletters, phone calls, report cards and diaries to communicate to parents about their children				
10.	Parents should inform teachers about their ethnic (Religion and Culture)				
B.	INVOLVEMENT IN HOMEWORK	SA	A	D	SD
1.	Parents should ask the teachers about how to develop a home environment that will support children's learning.				
2.	Parents should ask for information about how children learn.				
3.	Parents should ask for information from teachers how children grow and develop.				
4.	Parents should set time for children's homework				
5.	Parents should supervise how children do their homework				
6.	Parents should engage themselves in children learning activities at home such as telling stories, reading together, providing quality reading materials and play materials				
7.	Parents should provide a supportive learning environment at home that will support learning				
8.	Parents should inform teachers to provide homework to be done at home				
9.	Parents should be made to be aware of the importance of reading and writing at home				
10.	Parents should read to their children at home				
C.	VOLUNTEERING	SA	A	D	SD
1.	Parents should help teachers in the classroom during lessons, that is helping in coordinating the children when the teacher is teaching				
2.	Parents should go with the children and teachers on educational field trips				

3.	Parents should volunteer in activities like making classroom teaching materials				
4.	Parents should help to prepare snacks and meals				
5.	Parents should help in raising funds for the school to improve school facilities				
6.	Parents should be involved in assisting teachers in the classroom during lessons				
7	Parents should be provided with rooms or space in school where They can volunteer to work, meet and access resources about parenting, childcare and other things that affect their children				
8.	Parents from different cultural backgrounds should be invited to address children in their class				
D.	DECISION MAKING	SA	A	D	SD
1.	Parents should make sure that school decisions and policies are implemented				
2.	Parents should participate in school decision making processes like planning, reviewing and improving school programmes and curricula				
3.	Parents should participate in making school policies				
4.	The school should provide clear information about school policies or reforms to the parents				
5.	Parents should involve individually or collectively in making decision				
6.	Parents decisions about their children should be respected				
7.	Parents should be involved in the curriculum planning				
8.	The school activities should be planned alongside with the parents				
9.	Parents should be informed when there is a new development in the school promptly				

APPENDIX V**KWARA STATE UNIVERSITY, MALETE****SCHOOL OF POSTGRADUATE****FACULTY OF EDUCATION****DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION**

Dear Parents,

I am a student of Kwara State University, Malete, currently pursuing my M.Ed. Degree in the Department of Early Childhood and Primary Education and I am carrying out a research titled Practitioners' and Parents' Perception of Parent-Teacher Partnership on Children's Education in Ilorin Metropolis, Kwara State, Nigeria.

I believe that you involve in partnership in your children's school, therefore I want to know how you are involved as a parent. I would like to have an interview session with you, asking the questions below and an audio record will be done to keep the information of this interview. I know that it is time taken, but your opinions are very important to this research work. This interview guide has been designed to elicit information on 'Parents' Perceptions of Parent-Teacher Partnership. It is meant for research purposes only. Therefore, your sincere responses to the questions will help to provide useful information for this research work. All information supplied will be treated with utmost confidentiality.

Thank you.

Adeleye O. OYUNNIYI
Researcher

Parent

APPENDIX VI

INTERVIEW GUIDE FOR PARENTS ON PARENTS' PERCEPTIONS OF PARENT-TEACHER PARTNERSHIP

1. What are your ideas of parent-teacher partnership?
2. Which ideas of parent-teacher partnership do you consider as highly important?
Arrange them in order of importance.
3. In what ways do you think you can be involved in your children's school as a parent?
4. What are the roles of the parents in parent-teacher partnership?
5. Do you think teachers need to give parents information on how children grow and develop? Why?
6. In what areas do you think parents should be involved in the school's decision-making process? Why?
7. How often do you think Parents Teacher Association (PTA) Meetings should be organised? Why and what are the roles of each of the parties in PTA?
8. Do you think family cultural background should be considered in planning school curriculum? Why?
9. Do you think parents should be involved in making or implementing school policies?
How?
10. What do you consider to be parents' roles in curriculum planning?