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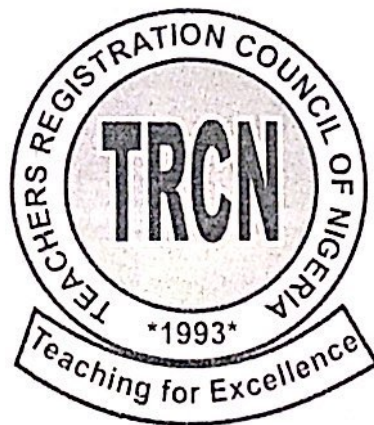
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Nigeria Journal of Professional Teachers

A Journal for Teachers of the 21st Century

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Nigeria Journal of Professional Teachers

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(Revised June, 2012)



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REFERENCE

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*Bernard, P.J. (2012). Teaching and
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Editorial

Teachers' Registration Council of Nigeria (TRCN) has the mandate to regulate and control teaching at all levels of the educational system in Nigeria, including private and public institutions. This is as contained in the TRCN Decree 31 of 1993, which is currently known as TRCN Act Cap T3 of 2004. In pursuance of its motto: *Teaching for Excellence*, TRCN embarks on several programmes among which is publication of an academic and professional journal; all focused on attainment of her mandate.

The Council is very happy to publish the Volume 5 of the Nigerian Journal of Professional Teachers (NJPT), which is aimed at disseminating well researched articles that would promote teacher education and professionalism in Nigeria. The journal is an instrument for disseminating knowledge, skills, values and attitudes that promote teaching and research in education by TRCN.

The articles have been thoroughly reviewed by a crop of core professionals in teacher education. The articles cover a range of components of teacher education programmes; curriculum studies, educational administration and classroom management, educational technology, educational measurement and evaluation, psychology of teaching and learning, philosophy of education, sociology of education and teaching practice. Well researched articles in these areas and in other areas in teacher education and professionalism are accepted for publication in the journal.

Articles accepted for publication in this journal should follow the following format for empirical studies: introduction, research method, results, discussion of findings, conclusion, recommendations, and comprehensive references which must follow the 6th edition of the American Psychological Association (APA) style. For theoretical papers, there should be introduction, and presentation of different and important components of the paper in sub-headings; conclusion, recommendations, and comprehensive references. The Editorial Board happily recommends this journal to all teachers, employers of teachers, Ministry of Education at both state and federal levels, teacher trainees in institutions of higher learning, and any other person that is interested in professionalization of teaching in Nigeria.

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Professor Grace Chibiko Oforoma
University of Nigeria, Nsukka.
Editor



Table of Content

Copy right	i
Editorial Board	ii
Call for Paper.....	iii
Guidelines for Submission of Articles	v
Contributors	vii
Editorial	ix
Table of Content.....	x

Papers

1. **APPRAISAL OF ADHERENCE TO STAFF TRAINING AND DEVELOPMENT PRACTICES IN COLLEGES OF EDUCATION IN NORTH-EAST NIGERIA**
Magaji Waziri 1 - 7
2. **ASSESSMENT OF PARENTS' INVOLVEMENT IN CHILDREN SCHOOL ACTIVITIES IN ILORIN SOUTH LOCAL GOVERNMENT AREA, KWARA STATE, NIGERIA**
Rachael Ojima Agarry 8 - 14
3. **ASSESSMENT OF SUPPORT SERVICES IN DISTANCE LEARNING INSTITUTE IN UNIVERSITY OF LAGOS**
Folashade Afolabi 15 - 23
4. **BUSINESS EDUCATION CURRICULUM DEVELOPMENT AND VISION 20:2020 IN NIGERIA**
Kadelu Samuel Olukunle 24 - 29
5. **COMMUNITY PARTICIPATION IN SECONDARY SCHOOLS' DEVELOPMENT IN ABA EDUCATION ZONE OF ABIA STATE**
Iheonunekwu, Solomon Nwaobilor & Ugbuta, J. K..... 30 - 40
6. **DEMOGRAPHIC AND PERSONALITY CORRELATES OF PRINCIPALS' PERFORMANCE IN PUBLIC RELATIONS IN THE MANAGEMENT OF SECONDARY SCHOOLS IN SOUTH-SOUTH, NIGERIA**
Okwo, Frederick Amunabo & Walson, Ominini Brother Asako 41 - 54
7. **EDUCATION AS A MELTING POT OF CULTURES: THE INTEGRATIVE FUNCTION**
Kevin Amanze Ihenetu & Sandra Onyekwelu..... 55 - 59



8. **EDUCATIONAL ETHICS: A PANACEA TO PROFESSIONAL MISCONDUCTS OF SOME LECTURES IN TERTIARY INSTITUTION**
Sogogor, Tochukwu Ngozi & Chine, Obiageli Nkiru 60 - 65
9. **EFFECTS OF 5Es CONSTRUCTIVIST MODEL ON SENIOR SECONDARY SCHOOLS STUDENTS' RETENTION AND ACADEMIC PERFORMANCE IN ELEMENTARY ALGEBRA IN KEBBI STATE**
Umar Sodangi & Ado I. Kauro 66 - 75
10. **ENHANCING BASIC SCIENCE AND TECHNOLOGY LESSONS THROUGH CLASSROOM PRACTICES IN PRIMARY SCHOOL: A REFLECTION OF THE STRENGTHENING MATHEMATICS AND SCIENCE EDUCATION (SMASE) NIGERIA PROJECT**
Shuaibu, Zainab Muhammad & Badar Musa I. 76 - 82
11. **ENHANCING CREATIVITY IN AGRICULTURAL SCIENCE CLASSROOM THROUGH THE USE OF ETHNOSCIENCE INSTRUCTION**
Rasheed Adekunle Fasasi (PhD) 83 - 92
12. **IDENTIFYING FOUNDRY AND FORGING WORK SKILLS OF METAL WORK TEACHERS IN SOUTH/WESTERN COLLEGES OF EDUCATION IN NIGERIA**
Toyin Miller 93 - 98
13. **INFLUENCE OF MOTIVATION ON JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN CENTRAL EDUCATION ZONE OF TARABA STATE**
Magaji Waziri. 99 - 105
14. **LEVEL OF SCHOOLS COMPLIANCE TO TEACHERS REGISTRATION COUNCIL OF NIGERIA PROFESSIONALIZATION DRIVE IN FEDERAL CAPITAL TERRITORY**
Ansari A. Ruth 106 - 112
15. **RESPONSIVENESS OF TEACHER EDUCATION IN NIGERIA TO THE EMERGING CURRICULUM INNOVATIONS IN THE 21ST CENTURY: A SURVEY OF PROFESSIONAL EDUCATORS PERSPECTIVES**
Ibiwumi A. Alade 113 - 122
16. **REVIEW OF BUSINESS EDUCATION CURRICULUM IN THE 21ST CENTURY**
Kadelu Samuel Olukunle 123 - 128
17. **SELF-ESTEEM AS CORRELATE OF AGGRESSION AMONG SENIOR**



17. **SELF-ESTEEM AS CORRELATE OF AGGRESSION AMONG SENIOR SECONDARY SCHOOL ADOLESCENTS IN BWARI AREA COUNCIL, ABUJA.** Eucharia E. Uchenna 129 - 138
18. **SURVEY OF SOCIAL NETWORKS INFLUENCE ON THE ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS' OF FEDERAL UNIVERSITY KASHERE, GOMBE STATE, NIGERIA.** Kassim A. Oyewumi and Barka M. Mhya 139 - 145
19. **UTILIZATION OF MODERN TECHNIQUES AND CONVENTIONAL RESOURCES FOR TEACHING AGRICULTURAL SCIENCE IN SECONDARY SCHOOLS** Obiozo, Augustus Ugochukwu 146 - 152



ASSESSMENT OF PARENTS' INVOLVEMENT IN CHILDREN SCHOOL ACTIVITIES IN ILORIN SOUTH LOCAL GOVERNMENT AREA, KWARA STATE, NIGERIA

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ABSTRACT

This study assessed the level of parents' involvement in children's school activities in Ilorin South Local Government Area of Kwara State, Nigeria. Three research questions were raised to guide this study. Descriptive survey design was used in the study. Two hundred and seventeen (217) parents were randomly selected to participate in the study. A questionnaire titled "Parents' Involvement in Children School Activities (PICSA)" ($r = 0.81$) using Crombach Alpha was used to gather data for the study. The descriptive statistics involving the use of frequency counts and simple percentage were used to analyze the data collected. Findings revealed that the level

of parents' involvement is low in children's homework and project assignment was low. Also, their involvement school extra-curricular activities as well as in their children's classroom activities were equally low. Based on the findings, training, workshops and seminars for parents by school owners, government and relevant agencies on the benefits of parents' involvement in children's school activities as well as continuous training of teachers on the strategies of involving parents in school programmes were recommended.

Keywords: Teachers' assessment, Parents' involvement, Children school activities

INTRODUCTION

The family is the child's first and most influential teacher. It is a social unit where the child grows, learn to interact and develop. For proper growth and development of the child, every member of the family especially parents play significant role in the life of the child. They remain the primary support for children as teachers and caregivers changes. Over the years, research consistently reveals the enormous influence parents still have on their children's learning and development before their enrolment into school as well as during and after their school years. Moreover, as children transit from home to school, they experience new relationships and new life situations. In order not to create conflict of experiences, both the school and the parents are the major determinants of the level of success the child will achieve in school and later in life.

Parents' involvement is a major concern among childhood educators. This is because it is considered to be an essential component of the child's education that promotes positive child/school outcomes and can as well remediate many problems associated with children's education (Sore tire, 2012). Parents' involvement according to Jeynes (2007) is referred to as parents' participation in the educational processes and experience of their children. It involves parents helping their children in the homework, projects and other curriculum-based activities, active participation in school policy and decision making (Weissbourd, Weissbourd&O'Carrol, 2010; Olsen & Fuller, 2012). They may play a supportive role, act as aides in the classroom or be trained as teachers of their own children (Click &Karkos, 2011).In addition, involvement allows parents to monitor school and classroom activities, and to coordinate their efforts with teachers to encourage acceptable



classroom behaviour and ensure that the child completes schoolwork (Child Trends, 2013). The working together of school and the parents is a thoughtful guide to a more productive relationship between the families and schools as well as positive child outcomes (Decker, Decker, Freeman, & Knopf, 2009). Partnership between schools and families is beneficial to the child, the families, the school as well as the community at large. A significant benefit of when parents are involved in their children's school activities is that children whose parents are actively involved in their education often time stay longer in school, that is, they hardly drop out of school. Also, they attend higher education and are more motivated to succeed at school and in their later years endeavours (Barnard, 2004; Hoover-Dempsey et al., 2005; Van Voorhis, Maier, Epstein, Lloyd & Leung, 2013; Child Trends, 2013). In addition, parents learn more about their own children and some basic principles about child development. During their involvement in their children's school they learn that some problems or hard time they experience with their children are merely stages in a child's growth and development. Consequently, the school provides support system which sometimes is lacking in the communities through special workshop and seminars for parents and they gain comfort that other parents faces similar problems with their children too (Click & Karkos, 2011).

According to Powell & Gerde (2006) children are at great advantage when parent and school have the same opinion on what they expect children will learn and be able to do and when they agree on how to help children achieve those goals. The involvement of parents in school also enhances children's development, improves their behaviour and increases their language and problem-solving skills. Also, teachers of children with highly involved parents tend to give greater attention to those children, and they are more likely to identify at earlier stages problems that might inhibit their learning (Hill & Taylor, 2004). In addition, it gives children opportunities to see their parents and teachers working together for shared goal which optimally is for their own good. This relationship impacts children's effective functioning, leading

to a positive self-image, a productive orientation to social interactions, positive attitudes about school and optimal life outcomes (Epstein, 2001; Decker et al, 2009). Having discussed the significance of parents' involvement, it is important to examine how involved they are in their children's school activities. According to Oslen & Fuller (2012) parents' involvement may take variety of forms and level of involvement both in and out of school. Epstein cited in Epstein, Sanders, Simon, Salinas, Jansorn, and Voorhis (2002) however developed a model for six types of involvement in children's schools. These are;

- *Parenting*– The most basic involvement of parents is their continuous responsibility for raising and providing them with food, clothing shelter, health and safety. Parents vary in their experiences and parenting skills. As a result, school will have to assist parents with parenting and child-rearing skills.
- *Communicating*– Effective communication is essential for building successful partnership between school and home. It involves creating two-way communication channels between teachers and parents. Without communication, other forms of involvement will be more difficult to achieve. In the process of communicating between teachers and parents, children often play a major role as couriers in taking messages from school to home and vice versa.
- *Volunteering*–Volunteering ranges from high to low. Volunteering activities could be in and outside the school. Some activities in this category of involvement are parents' assistance to teachers and the school through their participation during excursions, class activities, sporting events, advocacy, they can volunteer as audience as well as in decision-making.
- *Learning at Home*– The number of hours spent away from school is valuable for learning and building positive attitude to education. And since parents have influence over their children, they can channel what they do at home to enhance



their learning. This can be achieved through their involvement children's homework, helping them in goal setting and other curriculum-related activities.

- *Decision-Making*—Decision making involves a partnership process in which the parents' teachers come together and share their ideas and views, solve problems and take action toward a shared vision that contributes to school goals and policies. Parents' decision such as choice of school for the child, recruitment of personnel in school, advisory role in school committee and advocacy activities through school councils among others have major role to play in children's school success.
- *Collaborating with the Community*—It involves coordinating resources and services from the community for the benefit of children, their families, the school as well as the community itself. Through this partnership, the community can provide information to children, their families about societal values, health practices, activities that link to learning skills and talents, their cultural display as well as other social support services.

All the involvements discussed above apparently relate positively to children's success. The participation of parents in their children's school activities therefore becomes very necessary. Moreover, educators across the world especially early childhood educators in the developed countries have long declared the importance of parental involvement in children's education. Considering the large amount of time children spend outside of school, it is easy to judge that parents have a profound impact on children success in school and later years. A strong parent-teacher partnership will improve both academic and behavioural outcomes for children. Despite this declaration and importance of this partnership, many parents in our society still view their children's education as the sole responsibility of the school. This study therefore examined the parents' involvement in children's school

activities in Ilorin South Local Government Area of Kwara State, Nigeria.

The study provided answers to the following questions;

- What is the level parents' involvement in children's project assignments?
- How involved are parents in children's school extra-curricular activities?
- To what extent are parents' involved in children's classroom activities?

METHODOLOGY

Descriptive survey research design was adopted in the study. The population includes all parents in Ilorin South Local Government, Kwara State. Simple random sampling technique was adopted to select two hundred and seventeen (217) parents from the Local Government Area. Among the parents selected 89 were male while 128 were female. A questionnaire designed by the researcher titled "Parents' Involvement in Children School Activities (PICSA)" With reliability coefficient value of 0.81 using Crombach Alpha was used to collect data for the study. The questionnaire contained 18 items which measured the level of parents' involvement in children's school activities. The instrument placed on a four point likert scale of Strongly Agreed (SA), Agreed (A), Disagree (D) and Strongly Disagree (SD) with 4, 3, 2, and 1 point respectively was used to elicit the data needed from the selected parents. The descriptive statistics involving the use of frequency counts and simple percentage were used to analyse the data collected.

Results

Research Question One: What is the teachers' assessment of parents' level of involvement in children's project assignments?



Table 1: Parents' Involvement in Children's Homework/Project Assignments

S/N	ITEM	Agreed		Disagreed		Remark
		F	%	F	%	
1	I rarely participate in project assignments given to my child from school	156	71.9	61	28.1	Agreed
2	My child's lesson teacher usually help him out with his homework and projects assignments	112	51.6	105	48.4	Agreed
3	I rarely call my child's teacher to discuss about assignment or project given to my child.	139	64.1	78	35.9	Agreed
4	I am a very busy person that is why I hire a lesson teacher to assist my child with his homework and project assignments	174	80.2	43	19.8	Agreed
5	Occasional, I help my child with his homework from text or workbooks but not projects assignments because of my tight schedule.	126	58.1	91	41.9	Agreed
6	I often help my child learn through the use of educational materials at home such as games, books, magazines and newspapers	137	63.1	80	36.9	Agreed

Source: Field Survey, 2015

The above Table 1 revealed that the respondents unanimously agreed to the items raised on parents' involvement in children's homework/project assignments. In other words, the level of parents' involvement in

children's project assignments is low.

Research Question Two: What is the teachers' assessment of parents' involvement in their children's school outdoor activities?

Table 2: Parents' Involvement in Children's School Extra-curricular Activities

S/N	ITEM	Agreed		Disagreed		Remark
		F	%	F	%	
7	I have never followed my child on field trips or excursion organised by the school.	168	77.4	49	22.6	Agreed
8	I have never visited the library in company of my child.	151	69.6	66	30.4	Agreed
9	I do not have the time to play with my child outdoors because I have better things to do.	147	67.7	70	32.3	Agreed
10	I don't encourage outdoor play for my child because he can easy get injured	157	72.4	60	27.6	Agreed
11	I usually attend and participate in sporting activities in my child's school	151	69.6	66	30.4	Agreed
12	I seldom take my children to places of educational interest such as museums, libraries, art galleries, bookshops	109	50.2	108	49.8	Agreed

Source: Field Survey, 2015



The above Table 2 indicates that majority of the respondents collectively agreed to the items raised on parents' involvement in children's school outdoor activities. By implication, the level of

parents' involvement in children's school outdoor activities is equally low.

Research Question Three:

What is the level of parents' involvement in children's classroom activities?

Table 3: Parents' Involvement in Children's Classroom Activities

S/N	ITEM	Agreed		Disagreed		Remark
		F	%	F	%	
1	I don't check my child's classwork and activities on daily basis because of my schedule.	152	70.0	65	30.0	Agreed
2	I seldom rendered voluntary services in their child's school and classroom.	171	78.8	46	21.2	Agreed
3	I usually visit my child's school to know his performance in the classroom mostly during open-day.	173	79.7	44	20.3	Agreed
4	I ensure that my child get to school early so as not to miss out in any class activities including assembly time.	121	55.8	96	44.2	Agreed
5	Occasionally, I further explain to my children what they are taught in class.	158	72.8	59	27.2	Agreed
6	I rarely arrange for discussion with my child's teacher about his academic progress	115	53.0	102	47.0	Agreed

Source: Field Survey, 2015

Table 3 shows that a larger fraction of the respondents agreed to the items on parents' involvement in children's classroom activities. This however, implies that the level of parents' involvement in children's classroom activities is also low.

Discussion of Findings

The first finding of the study revealed that the level of parents' involvement in children's homework and project in Ilorin South Local Government, Kwara State, Nigeria is low. This implies that most parents in the local government area do not get involved in homework and project assignments given to their children from school. This can be linked with the poor state of the economy which makes many parents too busy to get involved in their children's homework and project assignments. Rather, they are preoccupied with how to meet the financial demands of their families. In addition, many parents do not consider it necessary to be involved in their children's project assignments. They view project assignments as less serious learning activities that demands parents' active

involvement. Occasionally, the older siblings are made to assist their younger ones when it is so necessary but often times, the children are left alone to do their project assignments all by themselves. This however is in line with the reports of Barnard (2004); Khajepoura & Ghazvinta (2011); Sore tire (2012); Kibaara, and Ndirangu, (2014) that children school attendance and academic performance and other successes is positively related to having their parents involved in their educational activities particularly their homework and projects.

Again, parents' involvement in children's school extra-curricular activities is equally low as shown in the study. One of the factors that could be responsible for this outcome is that many parents are too busy to consider getting involved in children extra-curricular activities as very important. That is why it is very rare to find parents accompanying their children on excursion and other school outings. Parents hardly plan to use of public library and other educational centres along with their children which will create opportunity of them to be



involved in their educational pursuit. More so, many parents regard extra-curricular activities as not being helpful for the child's learning, hence, they restrict their children from such activities. In contrast, Cuppens, Rosenow & Wike, (2007) emphasised that outdoor activities as well as other extra-curricular activities gives invaluable learning opportunities to children.

The study also revealed that the level of parents' involvement in children's classroom activities is equally low. Studies have shown that many parents perceive classroom activities as solely the teachers' responsibility that is why most parents do get involved in children's classroom activities. Another factor responsible for this is timing. Usually, there is an overlap in office hours and school hours. Many parents are office workers, often time they are busy in their offices while their children are in school. It therefore makes it difficult to be available and participate in their children's in their children's classroom. Even those who are business men and women find it difficult to leave their stores for voluntary service in their children's schools.

CONCLUSION AND RECOMMENDATIONS

Parents' involvement in children's education is no longer a new subject to many families and childhood educators especially in the developed world. It is considered to have great impact in children success in school and later in life. Despite the profound benefits, many parents still seem not to place much importance to their active participation in children's school activities. Rather, their concern is how to meet the needs of the family in a struggling economy. From the study however, it is apparent that the level of parents' involvement in children's school activities is low. It is therefore important to savage this situation as children remain the potential developers of the future. Based on the findings, training, workshops and seminars for parents by school owners, government and relevant agencies on the benefits of parents' involvement will go a long way to stir passive parents to get involved in their children's school activities. Also, continuous training of teachers

on the subject "parents' involvement" will equip the teachers and schools with adequate strategies the can adopt to get parents involved especially parents in school programmes and activities.

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