

## Parent participation and school child education quality in secondary school In Nigeria

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**ABSTRACT:** Parents have a great role to play in school child (SC) education quality and their participation may enhance performance particularly in the foundation stage of educational system. The main aim of this study is to discuss the role of parent participation in providing SC education quality in secondary school (SS) Nigeria. The participation of parent in SS education system in Nigeria may take different forms and it includes many activities both in school and home. The data for this study was obtained from literature, interviews with stakeholders of SS education system and was analysed descriptively using basic means at giving a clear and detailed. Based on the findings it can be concluded that parent participation for education quality is gaining positive attention if schools work together as families and support learning for the parent can create good home environment that can encourage learning and support to express high level of expectations. In conclusion, this study indicates that the parent participation for education quality has a powerful impact on attainment of good behaviour attitude and character that can improve the entire society to perceive positive and dynamic. The recommendations of these is essential responsibility of parent participation for education quality for SS the total support to donate related materials that encourage, motivate, contract, provide infrastructure, transport and alike for improvement of this generation.

**Keywords:** parent participation, school child, quality education, secondary school, Nigeria.

### INTRODUCTION

The purpose for parent participation for SC education quality at any given time cannot over emphasized since home is very indispensable for SC development for life. Family is the most important element any society where the child's belong. However, the right beginning makes the most important part of upbringing/education. Nobody ever said that children were easy to raise. They do not come with guidelines or instructions, and they certainly influence of parents on SC accomplishment is well documented in numerous studies. Successful parent participation education and effectiveness help parents acquire and internalize parenting and problem-solving skills necessary to build a healthy and good family. According to (Lundahl & Harris, 2006)[1] Opined that effective parent participation, training and family interventions can change parents' attitudes and behaviours, promote protective factors, and lead to positive outcomes for both parents and children. So also Gadsden (2003)[2] says greater parental involvement at early stage in children's learning, positively affects a child's school performance including higher academic achievement.

According to Desforges & Abouchaar, 2005)[3] affirmed that the educational system as a sub-system of community has an important role in the process of development of society. By surveying political, cultural, social, economic and educational categories of development under different parts of the educational system cannot be ignored.

Henderson and Berla (1995)[4] argued that effective participation of parents in the different of the schools causes academic enhancement; creates positive attitude and behaviour; reduces of antisocial behaviour and makes students continue their studies after graduating from high school. The role of the administrator is essential in the successful development and implementation of an effective parent participation program. Lalavis' (2003)[5] avowed that parents

who are informed and involved in their children's school support can positively impact their child's attitude and performance for a quality education.

According to Oniyangi [6](2008), the meeting of this body serves as a forum for the exchange of ideas between teachers and parents about school programmes towards the smooth running of the school and the achievements of the goals of the school. Cotton and Wiklund (2001) [7] submitted in their various study that many benefits accrue for the school system and parents themselves when parents become involved in the school activities. Oniyangi (2008) submitted that the school should make itself not only accessible to the community when community development activities are organized but also participate fully whenever called upon to do so. Local arts and crafts taught in schools, but learning becomes more profitable when such local experts are involved in the training of the skills to the young ones.

1. Encouraging and establishing a daily family routine by providing time and quiet place to study with the children and assigning responsibility for the household. Monitor out-of-school activities, for example, setting limits on television watching, reduce time of playing, monitor the groups of friends the pupils walk.
2. Encourage children's development and quality progress in school; that is by maintaining a young insect and supportive home, showing interest in children's progress at school, helping him or her with homework, discussing the value of a good education and future career with children. Studies have found that students with involved parents, no matter what their income or background, are more likely to pay
3. School fees, parent Teachers Association (PTA) uniforms, transportation and feedings in schools.
4. Keep in touch with the school teachers and motivation as another factor to promote quality education
5. Reading follow up by some parent who are good at assisting school child to learn
6. Constructions and renovating the school site and funding library
7. To earn high grades and test scores and enrol in higher-level programs;
8. To pass their classes, earn credits, and be promoted for a quality education;
9. Attend school regularly, graduate and go on to postsecondary education to change the society.

Although parental participation is important through all the years of school, it changes as children develop; therefore, a student in middle or high school benefits from different parental participation than does an elementary school student (Bouffard & Stephen, 2007; Catsambis, 2001; Hill & Tyson, 2009; Kreider et al., 2007; Patrikakou, 2004)[8] Whereas parental participation for quality education in elementary school may have focused on assisting a child with homework, in the middle or high school. The student's countless need might be assistance with determining what courses to take to ensure college or career readiness (Cunningham et al., 2007; Hill & Tyson, 2009; Patrikakou, 2004; Wimberly & Noeth, 2004). Rowan-Kenyon (2009)[9] Opined "parents participation and encourage quality opportunity through their expectations for their children's educational quality and occupational attainment Hill and Tyson referred to this as "academic socialization" and emphasized its importance in middle school. They provided a similar list of activities by parents as part of school socialization:

1. Communicating expectations for quality attainment and value for their education matters a lot
2. Fostering quality education and occupational aspirations for the school children may assist to have a good zeal to learn.
3. Discussing learning and quality strategies with principle that can enhance for their future carrier
4. Preparing and quality planning for the future well beings of a child

Wohlstetter et al., 2004)[10] assume that the central that rational planning, parental for decision-making, and resource allocation have when schools are managed by the Government. Although parents may find it difficult to obtain recognition for their start up, while their strength is based on their internal motivation and position they benefit from the fact that theirs is a bottom-up initiative developed and encouraged by the entire community and reliant mostly on their connections (Grant, 2001; Joffres et al., 2002)[11]

### **Parent participation for school child**

According to Symeou (2003),[11] parents, at nearly all levels, are concerned about their children's for quality education and success and offer advice and help from schools on ways of helping their children for proper educational development. Quiocho and Daoud, (2006), Brannon, (2008)[12] opined that the parental participation leads to higher academic quality achievement and improved perceptions of children's educational competence. They also add the increasing evidence of the effectiveness of enrolment/ benefits of parental support in the higher primary grades and high school calls for continued research in this area and the necessity of proper implementing of parental participation and effectiveness programs at all levels of the educational system. Research suggests that parents support for pupil's enrolment and teachers benefit from increased parental involvement (Zelman & Waterman, 1998; Lemmer, 2007).[13]

MacNeil and Patin (2000)[14] have identified several purposes of parental participation and quality in schools. It includes motivating schools children to function at a higher level by constantly improving teaching and learning effectiveness, creating higher student enrolment. Success and success in school performance and also in a quality development of the child as well as preventing, encouraging and remedying educational and social developmental problems of pupils in the whole system. There is also decreased truancy, burliness, improved children attitudes and courage to their study improved behaviour and a decrease in the dropout rate in children at all levels of learning circle. Moreover, these benefits can occur irrespective of the socio-economic group of the family background (Van Wyk, 2008)[15]

Furthermore, greater parental participation and support may leads to teachers having better and high relationships with parents and pupils, fewer behavioural problems, reduced workload and more positive attitude towards teaching and learning (Fan & Williams, 2010, Monadjem2003).[19] Kgaffe (2001) and Tan and Goldberg (2009)[16]opined that, in this case, both parent and teachers get participate and appreciation from student and the parents broaden their awareness. Perspectives and increase their sensitivity towards varied parent circumstances, gain in-depth knowledge and understanding of children's homes, families and out-of-school activities. Parent and Teachers also receive higher ratings from parents/community, in other words, parent who work at improving parental enrolment, and support is considered better parent than those who remain cut off from the families of the pupils/community.

### **Importance of Parent participation in education quality**

According to Van Wyk (2008) In Agustinho Mwai Kimu (2012)[17]observes that parenting participation in schools for assisting families with parenting and child rearing skills, family support, understanding child and adolescent development and creating home conditions to support learning at every stage and grade level. The goal would be to help all families establish home environments to participate children as pupils. This would help pupils become aware of family supervision and have respect for parents, give parents understanding and confidence in their parenting, make teachers understand families' backgrounds, cultures, concerns, goals, needs, and views of their children

The parent's cognizance of their basic responsibility in terms of ensuring proper participation to their children attended school, providing their children's necessities and establishing home conditions that made their education possible. Parents also noted their other traditional parental errands such as supplying school fees, stationery and other related school facilities.

However, it appeared that teachers and schools did not think that they could offer services to their communities.[18] Avisati, Besbas and Guyon (2010). Advocate that communities can contribute to a school partnership by promoting awareness of parental effectiveness in schools and by supporting them to attend school. Furthermore, linkages between community resources and schools can also be strengthened to create continuity across the informal and formal learning environments of children through extracurricular activities.

Schools need to understand that the community is broader than the neighbourhood. For instance, most schools were situated near shopping centres, hospitals, libraries, churches, mosques and markets. These facilities can be used to enhance learning. Nevertheless, schools did not see these institutions in that light and operated in isolation. In contrast with what happens in practice, these resources should be available to support pupils, families and the school.

Cotton and Wiklund (2001)[19] perceive that parental involvement in the moot development of their children from an early age both at home and at school ensured general higher academic achievement of children. However, parental involvement in their children's formal education can be hindered by factors such as attitudes towards education, parental level of education, commitment at the workplace and societal norms plus other factors.

### **School Stakeholders and education quality**

Some parent felt that their recognition of stakeholders and their participation for quality monitoring can grew from them; it helped them to grow and improve quality education in a school and in turn made them run their school effectively and efficiently. Some of the parents had problems on appointment to headship of this school but got many supports from the stakeholders as parents/community. The board and even teachers could have been the first step to their growth because these stakeholders helped them to settle down and establish themselves as a quality community despite the turbulence that come from the parent.

Literature shows that parents react differently to involvement in school management and this call for the consideration of diversity of conditions in community environments. Bray (2003)[20] argues that participation of parents in education is due to the desire to spread the burden of resourcing, expand the volume, relevance and impact of quality schooling. Participants claimed those parental roles they hold in schools before they were appointed principals played an identical

role in preparing them for school leadership, a view that is shared by Hoy and Miskel (2005) in Cunningham and Cordeiro (2006).[21] These tasks included being heads of departments, senior masters and deputy principals. Some worked under principals helping them to mature and well-educated what to expect from future leadership positions. Other attributes academic included supervisory skills, importance of understanding people when dealing with them, problem solving skills and public relations that came in handy when they become principals.

More experience of running schools gains through delegation in which their principals could leave them to be in charge of the schools in their absence. It is an indication of how the participants involved the running of their schools that according to Mbiti (2007)[22] is suitable because it provides practical lessons from which they can learn and be prepared for school leadership and managers. While playing these roles, as a parent mentor by their principals who became their role models which Kennedy, (2005).[23] He said the key to the notion that learning can take place within the school context and be enhanced by sharing dialogues between colleagues. Van Der Westhuizen (2007) emphasizes that mentoring at all times should be based on the parent/ principle of practice oriented learning experiences.

However, Dunne et al., (2007)[24] He warns that the Parenting role overlaps Zambia's teaching services a body responsible for hiring and deploying teachers and occasionally caused conflict between them. Their role is to oversee and include, materials, moral activities, school compliance with the rules and regulations and respond to all questions from the ministry of education and the education inspectorate. In secondary school, SMC members are school administrators and comprise representatives from the regional council, the mayor's office, the local treasury, the Parent and the student body. May this configuration minimise frictions between various bodies and especially Parent? The World Bank (2008)[25] report that in South Africa, as in Zambia and Kenya conflicts do arise between governing bodies and money has been singled out as the major source of friction

### **Parent Aspiration in respect to education quality in schools**

Parent aspiration is what distinct parent hopes will happen in the future. A key indicator might be a child's reported desire to continue with educational carrier. Expectation is what an individual agitation and believes will happen to a child in the future accuracy. A key indicator might be a parent's report of their child's prospective success in forthcoming years to be a good leader in the society. There are many different ways of envisaging aspirations.

According to (Nat Cen, 2005),[25] nearly all parents had positive general aspirations for their children, such as being happy, but such hopes are not the focus of this review. In some studies, aspiration was taken to mean the intention to stay on in full-time education to be a responsible member in any area or to go on to higher educational attainment (Cuthbert and Hatch, 2008; Gorard and Smith, 2010)[26]. More, it can refer to young people's beliefs about their potential educational attainment in life (Jacob and Wilder, 2010)[34] or their chances of graduating from high school and going to college of high learning (Hill et al., 2004)[27]. Aspirations are not necessarily only about good examination results and have a university degree/having a successful partner in life but to end up in a normal life. Several studies used the terms 'aspirations' or 'expectations' interchangeably.

### **Conclusion**

From this study it indicates that the parental participation forenrolment inchild education as a powerful impact on their attainment of good behaviour attitude, moral, socio economic and character that can sharpen and drastically change their mode of life.

### **Recommendation**

The parent participationforSCeducationis expected to advance for accountability and transparency. If it happens, that procurement procedures and other roles related actions will be effective for education purposes. The beneficiary will be the students and parents themselves as they will enjoy reduced redundancy in school. Finally, active parent participation for education quality management will strengthens the partnership between Parent Teachers Association (PTA), community and school administration entirely. In addition, it creates a strong sense of human relation and ownership for education quality trading and improvement. Overall, such actions create an enabling parental support for mobilizing children for SS enrolment and the resources come from the community and effective support to teaching and learning processes.

Among the best ways to increase parent participation for education quality in SS include increasing the quality of contacts through varied opportunities for parent teacher contracts and increasing the number of parents who interact with the school. Making an effort to and out what parents offers and expect from the school. They actively involving

them in addressing some challenges faced SS and make related decisions at the school could also help them to increase parental support for student improvement in the area of community support. Increased frequency of parental-school contacts was found to be inversely related to incidences of fund misappropriation school quality and management. Institutionalizing school visits and inspection by parents appears to be a practice that would increase quality and resources management. Legitimate representation of parents in school committees enhances parental participation in schools' activities and decision making for proper supervision will improve.

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