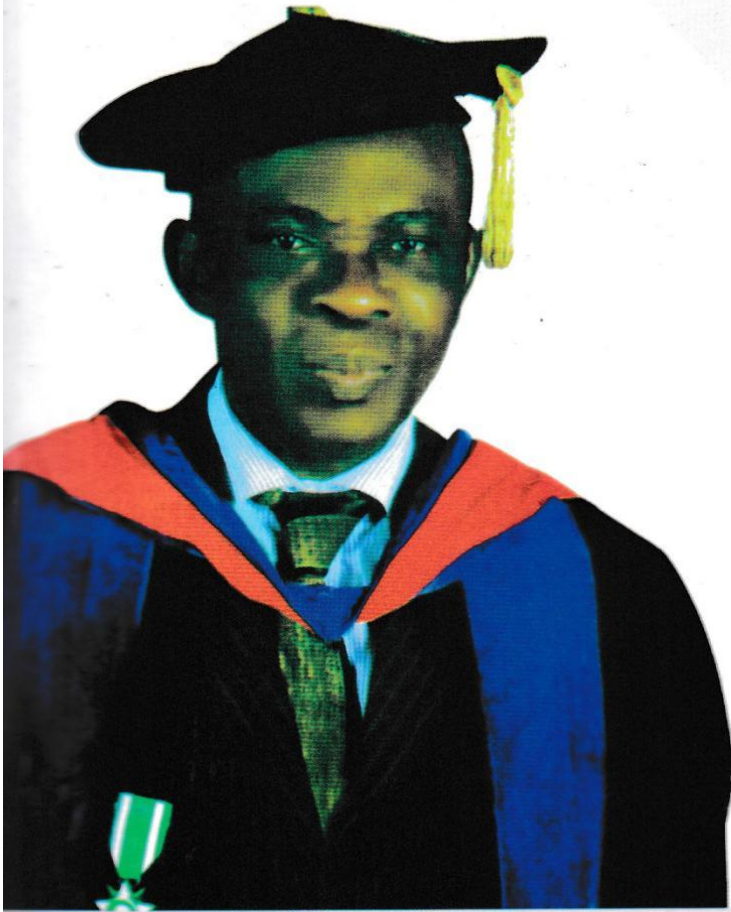


# SOCIOLOGY ON THE ASCENT

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In Honour of

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**FAMILY-SCHOOL PARTNERSHIP AND JUNIOR SECONDARY  
SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN CIVIC  
EDUCATION IN ITU LOCAL GOVERNMENT AREA, AKWA IBOM  
STATE, NIGERIA**

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**Abstract**

The study determined the relationship between Family-School Partnership and Junior Secondary School Students Academic Performance in Civic Education in Itu Local Government Area, Akwa Ibom State. Two research questions and hypotheses were formulated to guide the study. Correlational research design was used for the study. The population of the study comprised all the 3,047 Junior Secondary Two (JS2) students in the 8 public secondary schools that make up Itu Local Government Area, Akwa Ibom State. Samples of 300 students were selected randomly from the total population of 3,047 students in the study area, using hat and draw method. The sample size was determined by selecting 10% of the respondents from the total population. The purposive random sampling technique was used to select 6 schools out of the 8 public secondary schools in the study area. 50 students were selected from each school, which gave a total of 300 sampled respondents. A self-structured questionnaire titled "Family-School Partnership and Junior Secondary School Students Academic Performance in Civic Education (FSPJSSAPCE)" was used for data collection. Data generated were analysed using Pearson Product Moment Correlation (PPMC) for answering the research questions, using the r-value to determine the weight of relationship between variables. The same tool was used in testing the null hypothesis by comparing the r-value with the critical value so as to determine the significance of the relationship between variables. The findings of the study showed that there is a very high positive and significant relationship between parents' provision of school study materials and junior secondary school students' academic performance in civic education in Itu Local Government Area, Akwa Ibom State. The findings further showed that there is a moderately high positive and significant relationship between parent home study guidance and junior

secondary school students' academic performance in civic education in the study area. The study recommended among other things that, school heads and teachers should also encourage parents through P.T.A meetings to always talk to their children about school activities at home, assisting and monitoring children's learning activities, making sure that such activities are carried out and finished on time.

**Keyword:** *Family-School Partnership, Civic Education.*

## **Introduction**

Civic education is an education programme that equips the students on basic rights, obligations and duties as citizens (Akarowhe, 2017), Civic education as a subject taught at the post primary school level covers every aspect of human lives and activities. It teaches issues meant to affect our lives as individuals and as members of the Nigerian society. It also covers areas like values, politics, leadership-followership, relationship between members of the family and the society, attitudes, fundamental human rights, duties and obligations of citizens etc. As future leaders, civic education targets the youths in both junior and senior secondary classes who must be groomed for sound and progressive leadership roles in the near future. In other words, civic education helps Nigerian students to identify and avoid all negative and non-patriotic attitudes and behaviours which have characterized some of our leaders' past actions.

Due to this underlying fact, Hoover-Demsey, Battiato, Walker, Reed, Dejong and / Jones (2001) stated that effective grooming of youths for sound and progressive leadership roles through civic education requires collaborative effort between the parents and the school. Hence, such collaborative effort could have outstanding role to play in making students realize the right values, attitudes and standard of behaviour expected of them, which are acceptable in the Nigerian society. Therefore, parents at home and teachers in school are expected to work hands-on-glove to ensure efficiency in the academic lives of children. If the parents distance themselves from the school, the students are bound to suffer because they are denied the benefits that accrue from family-school partnership in the upbringing of children. Such benefit, according to Adebayo (2013) includes, exposing and creating awareness in Nigerian students in order to know their rights, duties and obligations, understanding their country and its constitution, the political system practiced as well as its major pillars.

On the other hand, teachers in the school also have a role to play in making students realize the right values, attitudes and behaviour which are acceptable in the Nigeria society through civic education instruction. According to Crawford and Zygoris (2006), teachers are expected to offer adequate training, educating, socializing and inculcating in the children the desired attitudes, right values and behaviour expected of them in the society. So, the parents and the teachers have effective means of shaping attitudes and behaviour of a child; and this makes pertinent for effective corroboration of these two agencies in the teaching of civic education formally or informally. Such partnership could be enhanced through financial support, parental involvement in home learning activities, effective communication network between parents and the teachers, parents' supervision of students' homework, provision of reading materials, among other things.

### **The Concept of Family-School Partnership**

Family-school partnership in children's education refers to the formal and informal connections between parents and teachers in educational settings regarding the needs of young ones (Downer and Mendez, 2005). According to "Epstein (2002), family-school partnership is the connections where both the school and the family recognize, respect and each other in the children's learning process. The corroboration assists in escaping the dilemma of whom to blame for the children's poor academic performance. Both participation in school based activities and regular communication between families and teachers are related to young children's outcomes. Parent participation practices can include attending parent-teacher conferences, participating in extended class visits, and helping with class activities. Such participation could influence student performance in school subjects, development of language skills, self-help, social, motor, adaptive, and basic school skills (Marcon, 2000).

### **Theoretical and Conceptual Discourse**

#### **Epstein (1995) Theory of Overlapping Spheres of Influence**

The theory of Overlapping Spheres of Influence was propounded by Joyce Epstein in 1995 and reviewed in 2001. The theory of overlapping spheres of influence explains the shared responsibilities of home, school, and community for children's learning and

development. According to 'Epstein (1995), parenting pertains to helping families to understand the development of both the child and the adolescent. The basic obligations of parents include ensuring children's health and safety, parenting and child-rearing skills needed to prepare children for school, continual need to supervise, discipline, and guide children at each age level and the need to build positive home conditions that support school learning and sound behavioural disposition. It also helps in establishing a supportive home environment for children. Communicating involves designing and establishing an effective and reliable two-way communication channels between the teachers' and the parents'. Communication channels between the civic education teachers' and parents' about the children's progress must be in place so that the learner benefits from supports from the two parties. Learning at home pertains to providing ideas and information to parents about how they can best assist their children with homework and curricular related decisions and activities.

This theory is relevant to this work in that it helps educators develop a more efficient approach to school and family partnerships. It reveals the fact that the mechanism of family school partnership can guide the development of a balanced, comprehensive program of partnerships, including opportunities for family involvement in children education, with potentially important outcome from students, parents, and teachers.

### **Parent's Provision of School Study Materials and Students Academic Performance in Civic Education**

School study materials are material resources that enhance teaching and learning thereby making the process meaningful and purposeful. These materials, according to Okonkwo (2004) can otherwise be called "literacy materials" (materials applied in reading). These resources may be textual, pictorial, graphics, charts or dictionaries, songs, flash cards, over head projectors, newspapers, video and television, computers, internet, multimedia projectors and So on (Eze, 2007).

School study materials could also involve notebooks, pen, pencil, school bags, eraser, sharpner, quality textbooks, story books, adventures, novels, poems, magazine articles and so on. In the words of Eze (2007), all these are good materials for implementing literacy programmes at different levels of learning. Muodumogu (2003) added that such material is vital to students' comprehension and development of cognitive structures regarding the understanding of subject contents in schools, and also help in enhancing positive performance of students in school subjects.

For instance, in a class of thirty students, Offorma (2007) conducted a study and found that one may find only about one or two students who own a dictionary despite the fact that the dictionary is very significant in reading and writing. Ahmed (2004) confirms that the use of these versatile literacy materials enhances literacy skills in reading, aids students understanding of subjects taught and positive performance in both internal and external examinations. Ikonta (2002) concluded that the availability and accessibility of these learning resources are problematic and affect learners' performance in school subjects. The author added that this problem continues because most parents could not assist the school by providing these materials for their children, thereby, influencing the academic performance of students negatively.

### **Parents Home Study Guidance and Students Academic Performance in Civic Education**

Parents home study guidance is an activity geared towards monitoring and assisting children at home on learning activities that are coordinated with the children's class-work (Epstein, 2002). Parents are always encouraged by teachers to carryout such activity in order to boost pupils performance academically in a core subject like civic education, and the level of performance among pupils depends largely on the supervisory corroboration between parents and school teachers. According to Dearing, Kreider, Simpkins and Weiss (2006), the supervisory corroboration is done by ensuring that parent's performed their basic obligations, such as supervision of homework and assignments; and to ensure completion at the right time.

School teachers can also provide information for families on how to monitor and discuss school work at home, make regular schedule for interactive homework that requires students to demonstrate and discuss what they have learned in the class, design weekly study schedule for parents and provide information and referral services to support parents in their roles as supervisors (Hoover Demsey, Battiato, Walker, Reed, Jones, 2001).

Plethora of studies on family involvement in children's education shows that parents' involvement in home learning activities makes a difference in students' academic performance. One of such studies was conducted by Hoover-Demsey, et.al (2001), who found that pupils from parents who always monitor and discusses school work at

home often perform better than those whose parents don't offer such guidance. Epstein and Dauber (2001) also conducted similar study and found that parents who are always eager to support children's learning, assisting them in their homework, asking them to read as well as discussing what they were taught in school tend to have children who are sound academically in performance and behaviour.

### **Statement of the Problem**

Civic education also refers to the teaching given to citizen on how to play their civic roles, display significant roles in the life of students. It helps young people to develop sense of royalty, honesty, discipline, courage, patriotism, and so on. Despite the obvious importance of civic education, the researcher observed that most students are often apathetic about civic education lessons given by the teacher, hence, influencing students' performance in the subject. This is evident in the performance of students in civic education in both internal and external examinations. For instance, the West African Examination Council (W.A.E.C) result released (2017) revealed that, out of the total number of candidates that sat for the examination, 1,490,356 representing 95.59% obtained credits and above in just two subjects, and civic education is not an exception (Premium Times, 2017). Many students have lost their morals and confidence in their intellectual ability due to their lack of interest in civic education subject.

Many researches conducted on the subject matter of this chapter showed that students' poor performance is due to lack of understanding of the content of civic education, poor study habit and inadequate preparation for examination. Some says' that parents and teachers have failed to play their roles in the academic life of the students, even though the federal government has made civics education one of the core subjects in secondary school. Therefore, the present study sought to find out whether family-school partnership could play any role in junior secondary school students academic performance in civic education in Itu Local Government Area, Akwa Ibom State.

### **Purpose of the Study**

The major purpose of the study was to determine the relationship between family- schools partnership and junior secondary school students' academic performance in civic education In Itu Local Government Area, Akwa Ibom State Specifically, the study sought to determine:



1. The relationship between parents' provision of school study materials and junior secondary school students' academic performance in civic education in Itu Local Government Area, Akwa Ibom State.
2. The relationship between parents' home study guidance and junior secondary school students' academic performance in civic education in Itu Local Government Area, Akwa Ibom State.

### **Research Questions**

The following research questions were formulated to guide the study:

1. What relationship exist between parents' provision of school study materials and junior secondary school students' academic performance in civic education in Itu Local Government Area, Akwa Ibom State?
2. What is the relationship between parents' home study guidance and junior secondary school students' academic performance in civic education in Itu Local Government Area, Akwa Ibom State?

### **Null Hypothesis**

1. Parents' provision of school study materials does not have any significant relationship with junior secondary school students' academic performance in civic education in Itu Local Government Area, Akwa Ibom State
2. Parents' home study guidance does not have any significant relationship with junior secondary school students' academic performance in civic education in Itu Local Government Area, Akwa Ibom State.

### **Delimitation of the Study**

The study was delimited to only Junior Secondary II Students in Itu Local Government Area of Akwa Ibom State.

### **Research Method**

The study adopted correlation research design. This design is used whenever the researcher wants to find out the magnitude and direction of relationship that exists between the dependent and independent variables. The population of the study comprised all the 3,047 -

Junior Secondary Two (JS2) students in the 8 public secondary schools that make up Itu Local Government Area, Akwa Ibom State (State Secondary Education Board, 2017). Samples of 300 students were selected randomly from the total population of 3,047 students in

the study area, using hat and draw method. The sample size was determined by selecting 10% of the respondents from the total population. The purposive random sampling technique was used to select 6 schools out of the 8 public secondary schools in the study area. 50 students were selected from each school, which gave a total of 300 sampled respondents.

### **Instrumentation**

A self-structured questionnaire which was titled "Family-School Partnership and Junior Secondary School Students Academic Performance in Civic Education (FSPJSSSAPCE)" was used for data collection. The items were framed in line with the research questions and hypotheses. The instrument has three parts. The bio-data part was section (A), section (B) contained 16 items on family-school partnership, while section (C) has 20 items achievement test on civic education. The respondents were required to tick from a list of options as individuals.

### **Validation of the Instrument**

To ensure the content and face validity of the instrument, three copies of the instrument were given to three experts from the Department of Educational Foundation, Guidance and Counselling, University of Uyo to assess the suitability or otherwise of the items in the instrument.

### **Reliability of the Instrument**

The questionnaire was administered on 30 junior secondary two (JS2) students in a selected school not included in the sample of the study. Two weeks after, the same set of students were given clean copies of the same instrument to fill. The Test-Retest reliability of the instrument was obtained based on the scores from the first and second test. The analysis of the two set of scores was carried out using Pearson Product Moment Correlation (PPMC) statistics. The items yielded a correlation coefficient of 0.803 for the twenty six items in section B and 0.862 for the ten items in section C. This makes the instrument reliable based on the postulation of Nunnally (2007), who asserted that any reliability co-efficient of 0.50 and above should be accepted.

### **Method of Data Analysis**

Data generated were analysed using Pearson Product Moment Correlation (PPMC) for answering the research questions, using the *r-value* to determine the weight of relationship between variables. The same tool was used in testing the null hypothesis by comparing the *r-value* with the critical value so as to determine the significance of the

relationship between variables. The decision rule for answering the questions were adopted from Uzoagui's 1 (2011) interpretations as follows:

Coefficient (r)	-	Relationship
±.00 to ±.20	-	Negligible, weak, very low, little or none
±.21 to ±.40	-	Present, slight, but low
±.41 to ±.60	-	Average, moderately high, fairly high
±.61 to ±.1.	-	Very high

For the null hypotheses, the standard for decision was to reject the null hypothesis when the calculated r-value is greater than or equals to the critical value, and retained when the calculated value was less than the critical value.

### Result/Findings

#### Research Question 1

What relationship exists between parents' provision of school study materials and junior secondary school students' academic performance in civic education in Itu Local Government Area, Akwa Ibom State?

**Table 1: Correlation analysis of responses on the relationship between parents' provision of school study materials and junior secondary school students' academic performance in civic education**

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	Remark
Parents' Provision of School Study Material	300	5726	90281	193727	0.86	Very High Positive Relationship
Students' Academic Performance in Civic Education	300	12354	404126			

Result in Table 1 shows a very high positive relationship exists between parents' provision of school study materials and junior secondary school students' academic performance in civic education in

Itu Local Government Area. This is shown on the correlation coefficient of 0.86. This implies that students' tend to perform better in civic education subject when parents provide them with the necessary school materials such as textbooks, dictionaries, school bags, notebooks, pen etc. for effective study and vice versa.

**Research Question 2**

What is the relationship between parents' home study guidance and junior secondary school students' academic performance in civic education in Itu Local Government Area, Akwa Ibom State?

**Table 2: Correlation analysis of responses on the relationship parents' home study guidance and junior secondary school students' academic performance in civic education.**

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	Remark
Parents' Home Study Guidance	300	5774	90212	188293	0.60	Moderately High Positive Relationship
Students' Academic Performance in Civic Education	300	12354	404126			

Result in Table 2 shows that a moderately high relationship exists between parents' home study guidance and junior secondary school students' academic performance in civic education in Itu Local Government Area, Akwa Ibom State. This is shown on the correlation coefficient of 0.60. This implies that the more parents' assist the teachers' in tinal supervision of children's homework/assignments at home, making the students discustheyt were taught in school, the greater students' would understand and perform well in civic education subject and vice versa.

**Hypothesis by Hypothesis Testing**

**Null Hypothesis 1**

Parents' provision of school study materials does not have any significant relationship with junior secondary school students' academic performance in civic education in Itu Local Government Area, Akwa thorn State.

**Table 3: Pearson Product Moment Correlation analysis of responses on the relationship between Parents' provision of school study materials and junior secondary school students' academic performance in civic education**

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	r-crit	Decision
Parents' Provision of School Study Materials	300	5726	90281				
Students' Academic Performance in Civic Education	300	12354	404126	193727	0.86	0.062	S

*S = Significant; P < .05; df = 298; critical r = 0.062*

Table 3 reveals the calculated r-value of 0.86 is greater than the critical value of 0.062 at the degree of freedom of 298 and at .05 significant levels. Hence, the null hypothesis is rejected while the alternate hypothesis is retained. This implies that the more parents provide their children with school study materials adequate for learning, the greater students' are most likely to assimilate the contents of civic education and perform better during examination tests.

### Null Hypothesis 2

Parents' home study guidance does not have any significant relationship with junior secondary school students' academic performance in civic education in Itu Local Government Area, Akwa Ibom State.

**Table 4: Pearson Product Moment Correlation analysis of responses on the relationship between Parents' home study guidance and junior secondary school students' academic performance in civic education.**

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	r-crit	Decision
Parents' Provision of School Study Materials	300	5774	90212				
Students' Academic Performance in Civic Education	300	12354	404126	188293	0.60	0.062	S

*S = Significant; P < .05; df = 298; critical r = 0.062*

Table 4 reveals the calculated r-value of 0.60 is greater than the critical value of 0.062 at the degree of freedom of 298 and at .05 *significant* levels. Hence, the null hypothesis is rejected while the *alternate* hypothesis is retained. This implies that students' are most *likely* to comprehend civic education lessons and perform better during examination if parents are involved in home learning activities.

### **Discussion of Findings**

The research made a combined discussion of results on the research questions and hypotheses of the study.

### **Parents' Provision of School Study Materials and Junior Secondary School Students Academic Performance in Civic Education**

The results from research question two and hypothesis two revealed that there is a very high positive and significant relationship between parents' provision of school study materials and junior secondary school students' academic performance in civic education in Itu Local government Area, Akwa Ibom State. This finding is in line with the finding of the study conducted by Ahmed (2004), who found that the use of these versatile literacy materials enhances literacy skills in reading, aids students understanding of subjects taught and positive performance in both internal and external examinations. This finding is also in tandem with the finding of Grolmick and Tyan (2009) who found that parents' provision of school materials affects students' academic achievement regarding comprehension of subjects taught and performance in examination. Based on this finding, the researches wish to observe that students' tend to perform better in civic education when school learning materials are provided by parents.

## **Parents' Home Study Guidance and Junior Secondary School Students Academic Performance in Civic Education**

The results from the research question one and hypothesis one showed that a moderately high positive and significant relationship exist between parents' home study guidance and junior secondary school students academic performance in civic education in Itu Local Government Area, Akwa Ibom State. This finding is in consonance with the finding of the study conducted by Epstein and Dauber (2001), who found that parents who are always eager to support children's learning, assisting them in their homework, asking them to read as well as discussing what they were taught in school tend to have children who are sound academically in performance and behaviour. Hoover Demsey, Battiato, Walker, Reed and Jones (2001), who found that students from parents who always monitor and assist teachers in supervising children homework/assignments often perform better than those whose parent don't offer such guidance. From this finding, the researcher wishes to observe that parents' home study guidance do have a strong association with junior secondary school students academic performance in civic education.

### **Conclusion**

Based on the findings of the study, it is concluded that parents' home study guidance and provision of school study materials have a strong association with junior secondary school students.

### **Recommendations**

Based on the findings of the study, the following recommendations were drawn

1. During P.T.A. meetings, school heads and teachers' should always encourage parents' to ensure the provision of school study materials for children as a mandatory role.
2. Teachers and school heads should always make parents understand the benefits associated with parents' involvement in education of their children.
3. Parents' should assist the teachers' by always checking their children's school bag once they return, ensure that children discuss what they were taught in school with them, ask them about their homework and supervise them adequately. This will strengthen family-school partnership.

School heads and teachers should also encourage parents through P.T.A meetings to always talk to their children about school activities at home, assisting and monitoring children's learning activities, making sure that such activities are carried out and finished on time.





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