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ENGAGING PARENTS FOR IMPROVED SCHOOLING OUTCOMES OF UNDER-8 PUPILS: A TEACHERS' QUALITATIVE PERCEPTION

ЗАЛУЧЕННЯ БАТЬКІВ ДЛЯ ПОКРАЩЕННЯ РЕЗУЛЬТАТІВ НАВЧАННЯ УЧНІВ ДО 8 РОКІВ: ДОБРОЯКІСНЕ СПРИЙНЯТТЯ ВЧИТЕЛЯМИ

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ABSTRACT

Purpose. Based on the Asuwada Theory of Sociation, an indigenous theory that stresses the importance of the interactive community cycle, this study aims to understand teachers' views of children's schooling in the context of the parents' engagement pathways. Education policymakers and decision-makers need to understand how outside factors affect children's education as they grow up. This is because education is a continuous, lifelong process largely predictable by activities from when and where children are born. While it is assumed that developing a child's whole personality is the teacher's job, studies have shown that this goal can be challenging to achieve when other aspects of their education are not up to par. However, studies show that parents have not shown much effort, hence this study.

Methodology. The study, guided by one research question, adopted the qualitative research design. A semi-structured interview was conducted with twelve (12) seasoned primary school teachers with at least 20 years of teaching experience in the Ibadan Metropolis, Nigeria. Interviews were transcribed and evaluated thematically.

Result. Findings revealed teachers' disposition toward parents' involvement through crucial thematic areas. We conclude that Child-centered parental networking should be reiterated among parents, making it possible for the children to develop interpersonal competencies, even after school.

Conclusion. There are identified areas of engagement that are directly and mutually child-oriented beyond the common narrative of benefiting children alone, through which parents can be involved to improve the schooling interest and socio-emotional development of primary school pupils.

Keywords: child-centered, home-school collaboration, parental engagement, primary school teachers, sociation.

Мета. Базуючись на теорії соціалізації Асувади, місцевій теорії, яка наголошує на важливості інтерактивного циклу спільноти, це дослідження має на меті зрозуміти погляди вчителів на навчання дітей у контексті шляхів залучення їх батьків. Ті, хто розробляють освітню політику та приймають рішення, мають розуміти, як зовнішні фактори впливають на освіту дітей, коли вони вчаться. Це пов'язано з тим, що освіта є безперервним процесом, що триває все життя, значною мірою передбачуваним залежно від того, коли і де народжуються діти. Хоча передбачається, що повноцінний розвиток особистості дитини є функцією вчителя, дослідження показали, що досягти цієї мети може бути важко, коли інші аспекти не відповідають розвитку. Дослідження показують, що батьки не докладали великих зусиль в навчанні своїх дітей.

Методологія. Дослідження, яке керувалося одним дослідницьким питанням, прийняло якісний дизайн дослідження. Було проведено напівструктуроване інтерв'ю з дванадцятьма (12) досвідченими вчителями початкових шкіл із принаймні 20-річним досвідом викладання в мегаполісі Ібадан, Нігерія. Інтерв'ю були зашифровані та тематично оцінені.

Результат. Отримані результати виявили налаштованість вчителів залучати батьків до ключових напрямків роботи. Ми стверджуємо, що батьківська мережа, орієнтована на дитину, має бути підтримана батьками, щоб діти могли розвивати міжособистісні навички після школи.

Висновок. Існують визначені сфери взаємодії, які безпосередньо та взаємно орієнтовані на дітей, а не лише на загальноприйнятий наратив про те, щоб приносити користь дітям, за допомогою яких батьки можуть бути залучені для підвищення інтересу до навчання та соціально-емоційного розвитку учнів початкової школи.

Ключові слова: орієнтація на дитину, співпраця вдома та у школі, залучення батьків, вчителі початкових класів, соціалізація.

INTRODUCTION

Globally, the need to ensure the holistic development of every child is a fundamental debate that cuts across various structures and practices. Children are vulnerable in specific developmental processes if they can live by their egocentric dictates alone. It is

imperative to follow necessary standards and measures to ensure this need is met to protect and promote their well-being. This necessitates the need for primary school teachers and parents with young children to provide adequate and appropriate care to children to have an interest in education since development deficiencies that occur during this stage are difficult to reverse (Chowdhury et al., 2019; Odewumi et al., 2015).

It is crucial to ensure that children have adequate school readiness skills to transition to primary school successfully. Children in primary schools have received increasing attention over the past few years regarding their socio-emotional development. In addition, research indicates that socio-emotional difficulties may lead to psychological difficulties and poor academic performance, leading to low school interest in the future. According to Alao (2012), primary education brings children from different families together; in doing so, they learn to live together like brothers and sisters, thus fostering their interest in coming to school.

This necessitates the essence of a schooling community that accommodates the town-gown relationship in the learner's day-to-day activities. Ibrahim et al. (2018) submitted that education stakeholders' roles are very much inevitable to education's success, progress, and achievement, especially the teaching and learning objective and the learners' interest in schooling.

A student's attitude toward school is a psychological concept that represents their actions, emotions, displays of positive or negative affect, and evaluations of their experiences at school. When exciting and engaging activities are provided for pupils, participation will be aided. Having families participate in school decisions may impact how pupils feel at school, how they react to school life, and their overall attitude toward schooling, which impacts their academic performance later on.

While the school may be regarded for its formal duty of teaching and learning tilted towards transferring knowledge from a more knowledgeable order, the primary school is a crucial setting where students learn basic behaviors for their socioemotional development. This involves the child's ability to pay attention and react to instructions, intrinsic and extrinsic actions, and how his/her behavior affects their peers. Olalowo (2020) argued that children's general opinions of themselves, particularly overage children's perceptions of self, will play a predictor in stimulating them to interact better with their classmates and teachers, consequently improving their socio-emotional abilities.

These interactions eventually have a significant role in developing their cognition, which measures their mental health (Kaliska, 2019; Amosun, 2012). The ability to handle complex social situations, interact positively with peers, and develop friendships is vital to age-appropriate socio-emotional development (Buisse et al., 2008).

Since teachers are ultimately responsible for putting policy into practice, their expertise is critical in adequately humanizing these crucial aspects of the kid during the early years. This is because educational attainment is primarily dependent on their abilities. Experienced teachers, in the words of Okorji and Ogbo (2013), are those who consistently achieve desired outcomes while carrying out their duties as educators over a period.

It is, therefore, not out of place to emphasize the disposition of such teachers toward factors that may warrant positive and negative effects on the schooling interest and

socio-emotional development of the child as teachers, as Duflo et al. (2012) opine those teachers shape students' lives and serve as models of moral behavior for their students by being truthful in both their words and their deeds and by leading by example in all aspects of their personal lives.

Parents should also be involved in their children's education. Parents are essential to the education business because they send their children to school. As a result, parents should be involved in their children's school activities. They achieve this through various means, including giving school supplies to children, creating a conducive home environment for children to conduct their schoolwork, and visiting schools as needed.

According to Davis-Kean, Tighe, and Waters (2021), deficiency in providing these covert and overt resources predicts a significant academic decline among children of such parental engagement backgrounds. One research question to guide this study was to find teachers' views on how home-school collaboration influences primary school pupils' schooling interests and socio-emotional development.

LITERATURE REVIEW

Having parents involved in the education process and upbringing of children dramatically impacts a child's schooling and interest in learning. Parents' involvement is determined by their roles at home (monitoring children's learning) and their participation in school-sponsored activities (parent-teacher meetings, volunteer work, various forms of parental activism, workshops, seminars, etc.). Children and adolescents' school achievement is significantly influenced by parental involvement (Daniel et al., 2016). The preschool years are marked by significant gains in cognitive and social abilities for children (Leonard et al., 2019), so schools and homes must play a prominent role in creating a healthy environment for these abilities.

In home-school collaboration, parents may encourage their children to do well in school, help them with their homework, appreciate when their children perform well, talk to teachers about their progress, and other ways to show their interest in their children's education (Heckman, 2006). Families are often involved in different ways, such as communicating with teachers about their children's progress, helping them with homework, or participating in school policymaking (Epstein, 2010). Children can be less likely to fail or drop out of school if parents take an active role in their education. Several factors could influence children's learning, either enhancing or deterring it.

Home conditions, such as excessive noise or absence of play materials, an unpredictable daily routine, parental interaction with children, aloofness, low expectations of success, authoritarian or permissive parents, and other factors, would be considered parental factors.

For example, the absence of a father, the birth of siblings later in life, low socioeconomic status, and the lack of information between parents could all contribute to this problem. Nevertheless, home-school collaboration improves students' morale, attitudes, and academic achievement across all subject areas; however, these factors may cause stress that hinders children's interest in schooling.

These works of literature abound, revealing that parents are their children's first teachers, especially those who later transition to primary school and contribute so much

to their schooling interests and socio-emotional development. Teachers have also been found to benefit the schooling interest of pupils in primary school immensely.

However, the relationship between parental engagement and communication with the school still exhumes many barriers to the socio-emotional development of these pupils, and spelled-out strategies need to be qualitatively articulated to enable progressive records of defying such odds. With this backdrop in mind, this study examined primary school teachers' attitudes towards schooling interest and socio-emotional development of under-8 pupils in Oyo state, Nigeria, focusing on how parents have and can get involved. Appraising reviewed works of literature, it is noteworthy that this study sought various ways parents can collaborate with primary schools to improve pupils' schooling interests and socio-emotional development.

THEORETICAL FRAMEWORK

Asuwada Theory of Sociation

This study is anchored on the Asuwada Theory of Sociation, developed by Akiwowo (Akiwowo, 1980), which recognizes the importance of the interactive community cycle in child development. According to the theory, the child is not just a standalone entity but is situated within a community that helps shape their identity and attitude. Contrary to Western theories that view individuals as individuals, Asuwada theory, drawing from an indigenous African ideology, views individuals as members and products of groups (i.e., their communities) whose failure to associate for the common good rather than impose an individual's will is socially unacceptable.

In 1986a and 1986b, Akiwowo developed the Asuwada Theory from Yoruba Asuwada social thought, an initiation chant at the time of the founding of a new settlement (Omobowale & Akanle, 2017). The Asuwada chant emphasizes the importance of mutual relationships for a learning community to achieve its goal and social survival. This concept is crucial in understanding the role of parents in the socio-emotional development of primary school pupils. Asuwada's theory recognizes the sanctity of the individual but also acknowledges that the community relationship plays a significant role in shaping their experiences and identity.

The theory emphasizes the symbiotic relationship between the individual and the learning community. Without the participation and contribution of constituent individuals, the community's effort becomes void, and similarly, the community gives meaning to an individual's being. Thus, in the context of primary education, parents play a vital role in the humanization of schooling interests and the socio-emotional development of their children. Their involvement in school activities and teacher interaction helps bridge the gap between home and school, creating a supportive environment for the child's overall development.

Asuwada's theory provides a helpful framework for understanding the importance of parent-teacher collaboration in primary education. It recognizes that parents are not just passive spectators but are active contributors to the development of their children. Their involvement in school activities and mutual relationship with teachers help foster a sense of community, which, in turn, promotes the socio-emotional well-being of the child. Thus, this theory provides a helpful lens for exploring teachers' perspectives on the

role of parents in humanizing schooling interests and the socio-emotional development of primary school pupils.

METHODOLOGY

To exude detailed descriptive and first-hand information, this study adopted a qualitative research approach of the phenomenological type. According to Sandelowski (2017), qualitative research intends to generate knowledge grounded in human experiences and perceptions. Furthermore, Algozzine and Hancock (2017) consider phenomenological qualitative research as such, essentially used to understand the underlying motives, opinions, and motivations behind a phenomenon.

This allowed the study to investigate the disposition and view of teachers on the concept of parent collaboration. To ensure the trustworthiness of the case study, a description of the population sample is presented in detail. Thirteen public primary schools were randomly selected in Ibadan North local government area. Ibadan North was selected as one of the most populated local governments with public primary schools in Ibadan.

Table 1

Social Characteristics of the Sample

Pseudonym	Years of Teaching Experience	Gender	Educational Qualification(s)
Mrs P	21	Female	B.Sc., PGDE
Mrs. K	27	Female	B.Ed.
Mr. C	20	Male	B.Sc. Ed, M.Ed.
Teacher A	22	Female	B.Ed., M.Ed.
Mrs. X	23	Female	B.Ed.
Mrs. Q	22	Female	B.Ed.
Teacher Y	21	Male	ND, B.Ed., M.Ed.
Mrs. B	20	Female	B.Sc. Ed., M.Ed.
Teacher B	20	Male	B.Sc., PGDE, M.Ed.
Teacher R	21	Male	B.Sc. Ed., M.Ed.
Mrs. J	22	Female	B.Ed., M.Ed.
Dr. M	20	Male	B.Ed., M.Ed., Ph.D.

One primary class teacher was purposively selected from each of the schools. The criteria for selection were that such a teacher should be a veteran of being in the profession for at least 20 years. This allows the study to leverage the vast experience that cuts across schools in the information gathered; as such, a teacher would have been transferred to at least four schools while working. A total number of thirteen primary class teachers were selected. The data collection process was carried out solely to collect qualitative data through a critical informant interview (KII) KIIs are often infused with a specific value and often supplement other research methods such as focus group discussions (FGDs) and surveys. Lokot (2021) also submitted that KIIs might be inadvertently positioned as

producing more valuable knowledge because of the status and expertise of the key informant.

In conceptualizing key informants' interviews, they can be regarded as interviews that streamline their respondents (interviewee) to a manageable unit of the person(s) who are perceived as providing necessary knowledge – more knowledge than might be contributed by interviews with ordinary people. Consequently, a Key Informant Interview Schedule for Veteran Primary School Teachers (KIIS_VPST) was developed to guide the interview session with each teacher at different contacts. The interview schedule comprised open-ended questions anchored around the research question as well as demographic information of the participants (interviewee). The interviews ranged from 33 to 50 minutes, were audio recorded, and transcribed verbatim. All the participants' names and the schools where they teach were altered as pseudonyms for confidentiality.

Trustworthiness

To ensure the study's trustworthiness outlined in the provided methodology, several key measures were implemented to enhance the rigor and credibility of the research. To begin with, member checking, a technique used to enhance validity, was employed. The participating teachers were given the opportunity to review the research texts, provide feedback, and ensure that their perspectives were accurately represented. This process was useful to establish the credibility of the findings. Throughout the research process, a reflexive approach was adopted. Detailed field notes were maintained, and the research team continuously reflected on their biases and assumptions. This self-awareness helped in ensuring transparency and minimizing potential researcher bias.

RESULTS

The data from these interviews were analyzed using an inductive approach to determine common themes and subthemes. The results from the interviews were thematically analyzed and synthesized into themes, with subthemes evolving around the single focal question raised. Findings from the study are presented and further discussed below.

Theme 1: Improving primary school pupils' schooling interest and socio-emotional development through Parent-school collaboration.

The teachers were interviewed on how home-school collaboration influences primary school pupils' schooling interests and socio-emotional development. They all suggested that when parents collaborate with the schools through projects and donations, volunteering, frequent communication with the school, and PTA meetings asking pupils about how their day went, pupils will tend to have interest in coming to school because they know that their parents are in one way or the other involved in their schooling.

Sub-theme 1: Projects and Donations

Teachers believed that parents' collaboration with the school by embarking on projects and making donations could foster the pupils' interest in and development in school.

In the response, Mrs. P states,

the school cannot do many things by itself. The government does not pump enough money into government-owned schools, and private schools have other expenses to be catered for. Donations go a long way in the school's growth,

enough materials are made for the pupils, and it will also encourage the school to do more in the growth of their pupils. Because when a school knows that parents have them in mind and are always ready to assist, they will not want to go below standard in their children`s development

Another teacher who is also a parent, Mrs. K, was also of the opinion that;

donations can come in different ways, probably when you have a specific topic you will be focusing on during the week, teachers can solicit support, and parents will be willing to support. Even though there are some things that school may not be able to provide, and some parents go out of their way, this, in turn, makes work better and make children want to learn. Some parents even go out of their way to provide school buses, and some of these donations go a long way to help the school grow.

One of the interviewed Teachers, Mr. C, submitted that when pupils are aware that their parents donate and collaborate with the school, they will be happy to see a project the parents have done/ collaborated with other parents to do. For example, donating books to the school library, borehole constructions, and many other things. However, in a situation whereby some parents want to be made anonymous because they believe it will create a sense of pride in their children, such children might still have an interest in schooling.

More so, according to Teacher A, if the donations are channeled towards motivating the pupils and fixing things in the school environment to make their learning environment more conducive. The children will be happy to see what their parents have done in or around the school, boosting their confidence, interest, and development.

However, Mrs. X, in her opinion, had a contrary opinion on donations and projects. She noted that:

“Originally, donations from parents used to be a valuable way for parents to assist the school generally, and any assistance they offer to the school will indirectly ease their children’s welfare also because irorun igi ni irorun eiye (translated as what comforts a tree, comforts the birds that nest in it). However, parents are abusing these things nowadays. When parents use their development levy to execute a project or make donations to the school, they begin to act as the Lord of the school and claim they have power over the school management. Most times, parents leverage these donations to impose some actions that are satisfying to them but not convenient for the teachers. However, when the staff calls the attention of these parents, you will hear them say things like, after all, they provided this. They provided that. Some even go far as to say such things to their children who come back to school behaving uncultured all because of their parents’ significant philanthropic gesture”.

Sub-theme 2: Volunteering

Teacher Y when interviewed, also voiced that;

For example, in my school, when we are preparing for an exam, parents come to school on different days to come and revise with the children in the class, which children look up to. They see a new character in the class, another aspect of their

parents, and because Semilore's daddy is there, they will want to listen and even look forward to the next parent coming. That way, it boosts their confidence because if pupils see their mummy or daddy stand out and talk to a classroom or other fellow, it can boost their self-confidence because it is not only my teacher that can teach; even my mummy can. It even makes parents appreciate teachers.

In support of this, another teacher recounts that;

The pupil will be confident knowing that his/her parent is involved in their academic life. They will be free to relate with other children. For example, a boy in my class always talks about his mummy to his friends, saying he likes the way his mummy comes to the school and relates with the teacher, that she even helps with the Creche sometimes and that he will like if his mummy can come to the class to teach them. This, therefore, will improve their social behavior.

Sub-theme 3: Frequent communication with the school

Another way in which parents can collaborate with the school is in terms of frequent communication with the school. A teacher believed that by paying attention to the pupils' activities towards his /her academics at home in terms of assignments, class tests, note checking, etc. Also, joining the school to discipline the pupils when they are at fault for their academics improves children's overall development. Mrs. B, in her response, answered that;

Judging from our society, it has little effect. Nevertheless, judging from how things should be done, there is a need for a mutual relationship between the school and the parent or guardian of the child. We place children in school for overall growth. It is, therefore, necessary for both school and parents to seek regular progress reports of the child. As such, meeting the child's growth and needs will be discussed. Most times, children are affected by what is going on at home and find it difficult to trust others. They would instead bottle in their thoughts, but if these things are communicated to the teacher or the school counselor, the child can be catered for instead of being disciplined for inappropriate behavior caused by an unstable mind.

Concerning this, most of the teachers believed that when parents give feedback to the school, suggesting other ways in which they can help pupils will help to develop everything in that child.

Sub-theme 4: Parents and Teachers Association (PTA)

This is the most common way of collaborating with the school. It is here that many parents understand what goes on within the school and make their feelings or opinions count to help their children further.

Sub-theme 4a: Child-centered Parental Networking

For instance, teachers B and R stated that although parents can collaborate with the school by having a mutual relationship with the teacher and proprietor, embarking on projects in the school, the PTA meeting is often like an organized town-gown avenue where meaningful discussion is often raised. Parents get to meet each other and see what each other is doing to help children with similar issues related to their schooling or

development. Most parents often come around to the opportunity because they know they may not be free to do so for a long time.

Also, for instance, when responding, Mrs. J, a primary 4 class teacher, submitted as follows.

"I have an example of two cases during a PTA meeting. At one of the PTA meetings where we raised a challenge concerning a particular child who is still bed-wet at any catnap in school, and because of this, she often withdraws from school for the rest of that week after her peers have made fond of her. When a parent heard, she walked up to the school management to ask if she could meet with the mother of such a child and discuss some of the medical and indigenous processes that helped her also over her child. We facilitated and monitored this meeting, the girl is now in Primary six, and she has overcome that predicament. So, sometimes, some of the collaboration that will help the child in some socio-emotional development will not only be parents to school, we also have the parents-parents involvement, using the school as a platform".

Sub-theme 4b: Child Felt-need Subsidy

In reacting to the focal question, Dr. M, a teacher at a federal unity school, noted that

"Well, let me talk from the aspect of meal subsidy. It is now that parents have shifted the most responsibilities to the government. In my former school, parents come together as faith-based or social groups after PTA meetings to pick one of the needs raised during the meeting. The Meal Subsidy is one of those needs that the children always love to hear about. Some parents commit a certain amount to the school cafeteria and supply children with food. Some jointly donate bags of rice and beans and sometimes buy ingredients to provide a free meal for the pupils during the break to augment what they have individually prepared for their children. This always encourages these children to appear in school, especially on days when meals are to be shared. However, now, the only time we see parents do this meal subsidy is maybe during the end of the year party or an event in the school after we solicit their assistance".

Tilting towards a similar path, Mrs. Q, a primary 1 class teacher in one of the schools, noted that,

"Sometimes, when some of the pupils are enrolled into the school, only a few can acquire a school uniform within the first term. This makes some of the pupils feel reluctant to come to school, and even when they come, it limits how they relate with their peers. Some of the parents used to come into action through different means. We have had parents who are fashion designers and will go ahead to make a few uniforms for free to distribute to such children. Other parents also drop a particular amount of money apart from the PTA levy, telling us to use it to subsidize school uniform fees. With this, we have more children interested in coming to school because they now look like their friends".

DISCUSSION

This study aimed to discover primary school teachers' dispositions towards qualitative ways that parents can maximize in improving the dwindling interest in schooling and

the socio-emotional development of primary school pupils (Gavrysh, Dotsenko, 2021), (Hrona et al., 2022). From the findings of this study, the qualitative data acquired from the teachers revealed four thematic platforms through which parents can be integrated into the school system to enhance the schooling interest and socio-emotional development of primary school pupils.

The disposition of the teachers revealed that when parents attend school conferences, contribute home-made resources to the school, and actively participate in whatever the school is doing, like community projects, there are tendencies that their pupils will develop a positive interest in schooling and that some of these resources would foster peer relationship among them.

This corroborates the submission of Farley (2016), who, in a UNICEF South-Sudan education article, reported that following the launch of an education in emergencies program, many children in South Sudan cling tightly to a simple dream 'I want to go to school.' He further reported that as early as seven in the morning, hundreds of children arrive eagerly balancing objects in their heads, such as empty cans of food aids, broken buckets, and small stoves for learning tables and chairs retrieved from their homes.

By implication, not only will the school readiness or socio-emotional state of the children be enhanced, but a well-channeled parents' donation and projects to schools can also be leveraged as a platform to combat the out-of-school dilemma facing education in Nigeria, especially in remote or rural communities where communalism could be practiced.

Also, teachers have identified parents' volunteerism and felt-need engagements as other platforms by which parents can be involved with the school in redefining the child's schooling interest and socio-emotional development. This aligns with the submission of Ortis (n.d) that family involvement and volunteerism increase a child's dedication to their classroom life and that they (parents) can be incredible resources if teachers know how to use them (Sulaiman & Olalowo, 2022).

This provides insight into how teachers and/or parents are likely misusing parents' engagement in their child's schooling, as reflected in one of the responses. Bret (2019) and Olalowo (2020) also noted that many teachers leave their profession due to incessant bullying, intimidation, violence, or biased judgment from parents. Bret (2019) established further that some teachers now suffer symptoms of anxiety and depression, including uncontrollable shaking.

Also, (Paulina et al., 2018), in a social media survey of 560 teachers across Australia, found that nearly 60% of teachers reported experiencing at least one incident of bullying and harassment by parents last 12 months. Picking on a global remedy to this, Ortis (n.d), in his submission, further opined that it is noteworthy that parents, for any engagement, should regard it as a help towards their child and never an avenue to monitor the school.

CONCLUSIONS

Based on the data analyzed, there is no doubt that, as the study indicated, there are identified areas of engagement through which parents can be involved to improve the schooling interest and socio-emotional development of pupils in primary school. These identified areas include child-felt-need subsidy, child-centered parent networking,

frequent communication with school management, volunteering, projects, and donations.

Also, from the foregoing discussion, it is imperative to note that some of the teachers' contrary dispositions towards parents' involvement are the sequel to the experience of abuse of such platforms. These premises set a basis for establishing that it is not enough to advocate for parents' involvement in children's schooling, but more importantly, a need to advocate for parents' positive attitude towards such involvement. The implication of having a positive attitude toward any form of parental involvement with the school will adequately prepare the teachers to bolster pupils' schooling interests and socio-emotional development.

Based on the findings, this study recommends that more functional platforms for parents to engage in their children's schooling should be advocated for parents, especially parents of pupils in public primary schools. Also, to avoid negative involvement through any of the platforms intended to engage parents in children's schooling, such as the parents-teachers association, it is necessary for well-spelled rules of engagement to guide the organizational activities of such platforms. Furthermore, child-centered parental networking should be reiterated among parents, which will, in turn, foster the development of interpersonal competencies in the children, even during after-school hours.

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CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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