



THE DIMENSIONS OF HOME-SCHOOL PARTNERSHIP AND ACADEMIC
PERFORMANCE OF MUSIC STUDENTS IN SOME SELECTED PRIVATE
SCHOOLS IN UYO

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ABSTRACT

This study investigated the dimensions of home-school partnership and academic performance of music students in some selected private schools in Uyo. The sample population of the study consisted of ten music teachers drawn from the total population of 10 private schools offering music in Uyo. The study consisted of three objectives. The study employed the research design called ex-post facto in the research, which enabled me to compare the independent variables and dependent variables. The instrumentation used in this study was the parent/school relationship questionnaire (PSRQ) designed according to a 4-point Likert scale, divided into 5 sections containing 5 items that subtotal to 25 research questions. This enabled the researcher to obtain data from the study sample population of 10 respondents (10 musical teachers). Data were also collected from secondary sources, which include textbooks, journals, articles, and online materials. The researcher employed mean percentage to analyze the responses of the respondents using the research questions. In the process of analyzing the data, the result obtained showed that a parents/school partnership affected the students in private secondary schools. The result obtained showed that there was a positive effect of the dimensions of home-school partnership and academic performance of music students in the ten (10) selected private schools in Uyo. Based on the result, the researcher recommends that as a music student, it is of great importance to own and play an instrument; parents' support/care plays an important role in encouraging the child for higher academic achievement.

KEYWORDS: Dimensions, Home-School Partnership, Academic Performance, Music Students and Private Schools.

Background of the Study

Parent and school partnership is the key component of a child's academic development and supporting further learning. If the home and school partner together or have a good relationship it would create more positive comfort ability for students in learning, it would improve the attendance rate in class, indiscipline could be checked, infrastructure improved, child and parent relationship improved, the child's education could be motivated and higher education performance will be achieved.

Other researchers have proven that children whose parent's partner with schools, support and encourage their learning appear to have a better academic result than children who lack such support regardless of income or social status, Fantan (2007), Handerson and Mapp (2005), Hoover-Dempsey (2005), Jordan, Orozeo and Averette (2002), National Council of Jewish Women (2004).



It is observed that the home have distanced itself from the school and the necessary importance and benefits that accrue from such partnership are denied the pupils. Nowadays, pupils are found dropping out of schools, involving in one crime of the other and juvenile delinquency is on the increase as well. Most pupils lag academically because of lack of information and feedback from home to school and vice versa. Coopers and Linisday (2006).

Home-school partnership has been suspected to be the major panacea for the myriads of problems which have been observed in pupils academic lives. The success of any education system largely depends on the foundation. The foundation starts from the home in which parents are the first teachers.

Therefore, if the home fails in its responsibility, there is bound to be a total decay in the educational system. To deal effectively with this, the home and the school need to partner effectively for the interest of a child and the nation education system. Home school partnership could be enhanced through reading at home, parenting, communicating, volunteering, study habit and open day. Lack of home-school partnership may contribute to the purported falling standards in the educational system. Parents and teachers' attitude towards home-schools partnership in private secondary schools have implications in the performance of the students.

Statement of the Problem

In consideration that Nigeria is a signatory to the Education For All (EFA) declaration in Dakar 2002 and to objective 'F,' it promises to improve all aspects of quality education and ensure excellence for all so that measurable learning outcomes will be achieved by all, especially in literacy, numeracy, and essential life skills (FRN, 2005.15).

This study singles out home-school partnership variables to examine how they influence the performance of a child studying music. This is supported by the National Coalition for Parent Involvement in Education (2002), which views the home-school/parent partnership as an important ingredient in a child's academic performance because it has been discovered that most parents do not wish to know what happens to their children in school, and they do not even wish to look at their wards' academic records at school or lesson notes at home. It is also noticed that most parents do not encourage their children who are interested in studying music by giving them musical instruments, textbooks, and even moral support as far as the academic work of the child is concerned.

Objectives of the Study:

1. To examine the relationship between home-school partnership and academic performance of a child studying music in rehearsing his musical instrument at home.



2. To examine the relationship between home-school partnership and academic performance in parent support/care for a child studying music.
3. To examine the relationship between home-school partnership in study habit and academic performance of a child studying music.

Research Questions

1. How does rehearsing at home influence music students' academic performance?
2. To what extent does parenting influence music students' academic performance?
3. To what extent does study habit influence music students' academic performance?

Literature Review

Rehearsing or Practicing and Academic Performance of Music Students

What is practicing? - Lehmann and Gruber (2006) described practice as "systematic activities, with predictable stages and activities."

In learning a new piece, four stages of practicing were identified by Chafin, Imeh, and Crawford (2002), which are overcoming problems, achieving automaticity and memorization, polishing the piece up for performance, and finally, maintenance of the piece. To implement these four stages in individual practice, Chafin, Imeh, and Crawford (2002) suggested that teachers should include in lessons activities such as listening to a recording or teachers' performance of the work prior to learning to identify the basic character and locate difficulties; drilling repetitions and slow practice to overcome technical problems; considering articulation and dynamics in developing the interpretation; and playing the piece through in preparation for the performance. Hallam (2007) defined musical practice as a multi-faceted activity. She suggested that an important dimension of learning concerns how well a student is able to develop technical skills, music interpretation, ability to play from memory, and ability to overcome performance stress.

Existing research shows that most expert musical performers started playing an instrument at a uniformly young age, between six and seven years old. Ericson, Tech-Romer, and Krampe (2006) and Decarbo (2007) supported this view in a study that interviewed nearly 900 music students in the state of Florida, USA, and found that the most successful instrumentalists began their music studies in primary school, receiving individual tuition and participating in solo and ensemble competitions and performances.

Quality of Practice

The quality of practice is also an essential element. Ericson, Krampe and Tesch-Romer (2003) refuted the belief that simply a sufficient amount of practice would lead the



maximal performance. They have coined the term deliberate practice in which explicit instructions about the best methods of practicing were given and supervised by the teacher who diagnosed errors and provided informative feedbacks. Sloboda, Davidson Howe and Moore (2006) support this view, using the term “formal” (deliberate effort) and informal (playful past time) practice to describe same phenomenon. They compared the practice time of different groups of young musicians and found that high achievers spend more time in both formal and informal practice from an early age and participate in more concerts and competitions, which motivates them significantly to maintain the high levels of practice.

Mcpherson (2009) also supported the view by suggesting that both facets, formal and informal practice “are essential ingredients for continuing success”.

Parenting and Academic Performance of Music Students

Parents have large influence on whether a home provides intellectual physical and psychological safety for the child, that is why parents are often described as partner’s progress of their children’s academic achievements.

Davies (2008) viewed effective parental care as something that cannot be divorced from child love for education, good health, correct and complete notes, good memory and high grade points. Ziegler (2006) also pointed parenting as the care parents provides that affects their children’s performance in school. Epstein (2006) also identified the benefits of parental care of the child to include higher grades and test score, long term academic achievement, positive attitudes and behavior, more successful programs and more effective schooling, talking about educational issues, paying attention to school matters, schooling concern for child’s progress and giving time to school-classroom activities. Chaukin and Williams (2004) opine that, it is very important for parents to provide instrument for the child to have proper academy result. Leinhart (2004) stated categorically that parental care expectations influence children’s attitudes about achievement.

When parents show interest in their children’s education, set high expectation and help the needed, children are motivated to learn and achieve higher grades. However, Dempsey and Sandler (2005) supported the above views by posting that when parents take part in young child’s school life positively by helping build the child’s self-esteem because it sends a message to the child that the parents endorse the school and deem it important.

Contributing to parental care on pupils’ academic performance, Sui-chi and Williams (2004) posited that when parents show care to their children they become emotionally stable, have long study time, higher concentration, easy transition from one level to another and also show confidence in ability to succeed.

Cander (2007) listed other forms of parental care that can shoot the child to higher academic achievement to include: shopping his materials together, discussing his health



problem and taking step to addressing it, asking him to how his friends, taking snap shots with him and friends, consulting him for the day meal, praising him for good effort, ensuring he has enough rest and packing his school bag.

However Davies (2008) is not in support of parenting that does not give the child room for personal development and improvement. He condemned what he described as “spoon-feeding” by parents, or situation makes the child to lack self-confidence, which will negatively impact on his academic achievement.

Anderson (2007) further refuted parenting style that encourages much involvement in a child’s education. He is of the view that the more parents identify with the child on minor or major challenges, the more they turn into a baby, such children need to be pampered even during the teaching/learning process. Most teachers do not have the skills to cope with such children during lesson delivery, hence the child stands to lose.

Wasegne (2007) viewed parenting as not having any positive correction with academic achievement among pupils. Buttressing this position Wasegne, cited a study by Zuizay (2004) on academic performance between orphans and non-orphans in megtacin, Ruwanda.

As reported by Wasegne, result found did not show any significance difference in mathematics scores between orphans with little or no care and children who lived with parents and were highly cared for.

According to Susan (2006), parenting is just a chance factor in a child’s academic performance. According to her, every academic success, reverse or setbacks is not based on care, provision of necessary theory of education but the inscribable of the divine’s plan.

Study Habits and Academic Performance of Music Students

As defined by the Oxford dictionary, study can be said to be a process that requires a systemic and organized way for academic success. They implied that effective study habit propels a child’s academic performance whereas a defective one mars a child’s performance.

Mcgregor (2006) listed out 3 important study techniques for studying that parents and teachers should consider in helping children achieve higher grades.

1. Availability of reading materials
2. Keeping the child away from corrupt kids
3. Supervising the child during his learning times.



Okonkwo (2008) stated that parents, teachers should understand that no child is born stupid, the only problem that makes the child failed is because his potentials has not been enhanced by exposing him to positive study habits.

Ipeya (2007) reiterated that there is no magic for high academic performance at any level of education but acquisition of good study habit. He added that equality, the teacher can only do little as an individual to help his pupils acquire good learning skills excepts assistance from parents in that direction, since home facilities activities can alter his strategies and efforts.

Robinson (2005) developed a common guideline for effective studying for pupils. The formulae include: survey, read, recite and review.

Similarly, Baker and Stevenson (2007) also emphasized effective study habits to include: having regular study schedules with a private time table, studying in a particular place at the same time each day, observe regular breaks for rest and relaxation revising notes immediately after lessons, having high concentration level, not leaving work to the end of the term and not being motivated to read because examination is at the corner.

Fishman (2005) stated that effective study habit consider where, and how, a child studies. Discussing the place of study – Dodd (2006) stated that the place of study should be devoid of noise or any form of distraction.

Hoover-Demsey, K. V. (2005) opined that the type of study habit adopted by the pupils has a lot of influence in performance. This opinion implies that not all habits could improve performance.

Empirical Review

Rehearsing at Home

Oluwale (2003) carried an empirical study on rehearsing at home and academic performance in Music among primary school children in two metropolis of Ondo State. The objective used was to determine the availability of musical instrument for rehearsals at home. Oluwale used survey method in this research, with the population of 800 primary 6 music pupils, a questionnaire called Rehearsing at Home and Academic Performance (RHAPQ). The questionnaire captured two response options, namely “YES and NO”. Data collected were analyzed using percentages, descriptive and inferential statistics and PPMC.

Oluwale (2003) was able to conclude from the finding revealed that: on the availability of musical instruments for rehearsals at home was very poor. It was rated 1.01 on the average which was below the theoretical mean of 2.6, therefore it significantly relate to academic performance of the children.



This finding revealed that most homes do not provide musical instruments that can add more significant to students' academic performance. Usen (2008) in a research on this agreed that most homes in Nigeria do not provide kids with the required musical instrument for rehearsing at home which leads to academic frustration of a music student.

Parenting

Another empirical study conducted by Obaomi (2006) on parenting practices and academic performance of pupils in social studies in Mushin, Lagos State. Objectives of the study examined the relationship between teaching children at home and academic performance in social studies and also examined assisting the children to get to school on time and taking trips with the children.

The researcher used the survey method in the research, which consists of 600 elementary school pupils. A questionnaire named Parenting Practice and Academic Performance of Pupils in Social Studies (PPASSQ) and a Social Studies Achievement Test (SSAT) were used. The questionnaires had two response options: "True" and "False." Data were analyzed using simple percentages. Research results revealed a significant relationship between children whose parents teach them at home and children whose parents do not teach at home. Children whose parents teach them at home scored higher, ranging from 62% to 73%, while children whose parents do not teach at home scored between 13% and 36%.

Caplan (2002) agreed to this finding, positing that when parents are playing key roles in their children's academics, there is always an improvement academically. Children whose parents assist them to get to school on time scored marks ranging from 67% to 73%, while the other children scored ranging from 34% to 41%. These findings also agreed with Sunfrock (2004), who asserted that trips with children draw them nearer to parents, opening new avenues for communication, answering and asking questions.

Also supported by Cochran (2003), who stated that trips with children open their learning faculty, as there are a lot of curriculum contents embedded at parks, museums, airports, radio, television, railway stations, manufacturing firms, etc.

Study Habit

Uzo (2004) conducted research on study habits and academic performance of pupils in mathematics in Delta State. The objectives were to examine the relationship between group goal-directed study habits, time allocation study habits, pupil/teacher consultation study habits, and the academic performance of pupils.

The researcher used the survey method with the population of 800 primary four pupils. Questionnaires named Study Habit and Academic Performance of Pupils in Mathematics (SHAPPQ) and Mathematics Achievement Test (MAT) were used to collect



data for the study. His questionnaire also had two response options named "True or False." Data collected were analyzed using percentages, t-tests/PMCE, and multiple regression analyses. The result showed a significant relationship between group study habits and academic performance of pupils, as the obtained t-value (12.4) was greater than the critical t-value (1.61) at the 0.05 level with 270 degrees of freedom. This study result agrees with Benson (2004), who stated that when a child has below-average performance in a group, high-performance members help him in mastering content and receive constructive criticisms that put him in the right form to confront problems.

Methodology

This study was carried out in Uyo, Akwa Ibom State. The population of the study consisted of all the 10 selected private secondary schools that offer music in Junior Secondary School Three (JSS 3), with the total of 200 students under the four clans that make up the town; a random sampling technique was used. The sample population of the study consisted of ten music teachers drawn from the total population of 10 private schools offering music in Uyo. The study employed the research design called ex-post facto in the research, which enabled me to compare the independent variables and dependent variables. The instrumentation used in this study was the parent/school relationship questionnaire (PSRQ) designed according to a 4-point Likert scale, divided into 5 sections containing 5 items that subtotal to 25 research questions. This enabled the researcher to obtain data from the study sample population of 10 respondents (10 musical teachers). Data were also collected from secondary sources, which include textbooks, journals, articles, and online materials. The researcher employed mean percentage to analyze the responses of the respondents using the research questions.

Data Presentation

Research Question 1: To what extent does a child rehearsing his instrument at home influences academic performance?

To answer this question, the researcher used items 1-5 in the research questionnaire

Table 1: Percentage extent to which a child rehearsing his instrument at home influences academic performance

S/N	ITEMS	POSITIVE RESPONSE		NEGATIVE RESPONSE	
		Frequency	Percentage	Frequency	Percentage
1.	Do you think it is necessary for a child to own a musical instrument?	9	90	1	10



2.	Do you think it is important for parents to help their wards while rehearsing at home?	8	80	2	20
3.	Would you advice parents to get an instrument for their wards?	8	80	2	20
4.	Does a child rehearsing his musical instrument at home help to improve his/her academic performance?	9	90	1	10
5.	Do you think it's important for parents to provide a specific time for a child to rehearse his/her instrument at home?	9	90	1	10
	Total	43	430	7	70
	Mean percentage response	86%		14%	

Data analyses in table 4.1 revealed a positive mean response of 86% and a negative mean response of 14%. Since the percentage response indicated those on the positive side (86%) are greater than those on the negative (14%). It therefore means that it is important for parent to assist their wards in rehearsing their musical instrument at home, setting specific time for rehearsing and getting a child personal instrument.

Research Question 2: To what extent does parents support/care influence a child's academic performance?

To answer this question, the researcher used items 1-5 in the research questionnaire.

Table 2: Percentage response to which parent support/care influences a child's academic performance

S/N	ITEMS	POSITIVE RESPONSE		NEGATIVE RESPONSE	
		Frequency	Percentage	Frequency	Percentage
1.	Do parents bring their kids to school early?	9	90	1	10
2.	Do parents ensure that their kids dress well to school?	9	90	1	10



3.	Do parents provide their kids with the required school material?	9	90	1	10
4.	Do parents ensure that their kids have a safe and quick means to school?	9	90	1	10
5.	Do parents ensure that their kids have enough rest each day?	8	80	2	20
	Total	44	440	6	60
	Mean percentage response	88%		12%	

Data analysis in table 4.2 revealed a positive mean response of 88% and a negative response of 12%. Since the percentage response shows a greater percentage on the positive side (88%) than that of the negative (12%) it therefore means that parent support/care is an important factor in a child's academic progress.

Research Question 3: Extent to which study habit influences academic performance

To answer this question, the researcher used items 1-5 in the research questionnaire.

Table 3: Percentage response of the extent to which study habit influence academic performance.

S/N	ITEMS	POSITIVE RESPONSE		NEGATIVE RESPONSE	
		Frequency	Percentage	Frequency	Percentage
1.	Do parent ensure that their children have a private time table?	7	70	3	30
2.	Do parents supervise their kids during private study at home?	8	80	2	20
3.	Do parent ensure that there is no distracting material during study time?	5	50	5	50



4.	Do parents ensure that they provide their wards with the necessary study materials?	6	60	4	40
5.	Do parents ensure that there is a study room or convenient corners for this children to study at home?	9	90	1	10
	Total	35	350	15	150
	Mean percentage response	70%		30%	

Data analysis in table 3 revealed a positive mean response of 70% and a negative response of 30%. This result shows that a child’s study habit is capable of influencing his/her academic performance and it is importance for parents to ensure that children’s study habit is encouraged.

CONCLUSIONS

Based on the findings of this study, the following conclusions were made:

1. Music students from the ten (10) selected private schools in Uyo have improved academically from having a personal musical instrument, rehearsing and being patient through the learning process.
2. The student academic progress has been on the positive side in regards to prenatal support/care. This study therefore concludes that parental support/care plays an important role in a child’s academic performance.
3. This study also showed a positive response on student’s study habit. This recommend that home influence on a student’s study habit can affect performance in school.

RECOMMENDATION

- 1) As a music student, it is important to own and play an instrument, to improve academic performance. The school should encourage parents to buy an instrument for their wards and parents should in-turn encourage them to learn.
- 2) Parental support/care encourage the child for a higher academic achievement and longer academic pursuit. To encourage this in children, parents should ensure that their children have school materials, provide food for them, give them rest, before engaging them in other activities.



- 3) Poor communication between home and school negatively impact on the academic performance of student. Parents and teachers should encourage home-school communication through phone calls, letter writing, email etc.



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