

# Examining Home-School Synergy as a Stimulant for Guaranteed Equitable and Context-Based Learning among Preschoolers in Epe, Lagos State

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**Abstract:** *The study sought to examine home-school synergy as a stimulant for guaranteed equitable and context-based learning among preschoolers in Epe, Lagos State. The study adopted descriptive survey research design where questionnaire was used to acquire necessary data for the research work. Population comprises of all pre-primary school teachers in Lagos State. Simple random sampling technique was used to select 10 primary schools, 10 teachers were randomly selected from each of the chosen school to make a total of 100 as sample for the study. The research instrument used for the study was a questionnaire. Threeu7, questions were answered for the study. The data collected were analyzed with the use of simple percentage, mean and standard deviation statistical tools. The result revealed that family lays the foundation for children's school learning. It shows the entails parental role, style, and teaching in children early education that determine the learning development of children. It was therefore recommended that the teacher's parental role at school implies that teachers should perform humanistic behaviors because they need to focus on the kids as whole learners. Holistic learners are those that have both cognitive and affective facets to their learning.*

**Keywords:** Home-School Synergy, Stimulant, Guaranteed, Equitable, Context-Based Learning and Preschoolers

## Introduction

Preschool classrooms foster children's learning experiences through a variety of means the nature of activities and materials present, interactions with family, peers, and the behaviours of teachers. For preschooler children in particular engage in an activity that is managed by family member especially their parents and teacher is an important distinction in the upbringing of these children (Connor, Morrison, & Slominski, 2006). Evidence suggests that children acquire knowledge and skills through experiences in both parents and teacher-managed contexts (Hirsh-Pasek & Golinkoff, 2011), and early education programmes typically allot time to both ways of structuring children's opportunities to learn.

Family according to Adediran and Sobola (2012) is the first and basic social environment for preschooler children to learn. Children begin to learn and grow from family. They learn their life value started from their family. Children can internalize learning value and process through learning conditioning, and families can motivate, serve as role models, and encourage kids to start learning from their environment before school time (McLoughlin & Luca, 2000). Before their real teachers join their lives, parents, family, and other people surrounding youngsters serve as their teachers during this time in their lives. Children's learning is built on what they are taught and learn before they enter school. Children are educated for formal and more structured learning at their schools and are prepared for entering the social world by their families (McLoughlin & Luca, 2000).

Children's learning according to Lijadu and Adediran (2020) develops from informal, largely depends on parents and close relatives, and more passive learning into formal, more independent with decreasing assistance from teachers, and more active learning. Parents may take on diverse roles during this transitional time (Wise 2003). They ought to be domestic colleagues of instructors. They should keep encouraging their kids' learning through more informal means and keeping an eye on their academic progress. When their kids encounter undesirable learning experiences while they are learning, parents should also offer social support to them. Children enter a new stage of life once they are old enough to attend school. They should adhere to the accepted learning process. They must learn alongside their teachers now that they are without their parents. They should interact with their peers for both their social and academic lives, according to Wright (2005). This is to ensure that children can learn from their wider social environment as students. They should befriend and to get to know people who live outside their homes or other recognizable, safe spaces. In this period of time, teachers in early children education play a significant role by provide foundation for learning.

This learning foundation forms children self-learning schema which will be used to assess and motivate themselves for their future learning process. Those teachers should educate children to expand their knowledge during their school time (Balogun, 2013). Children are expected to continue learning once they get home because they often spend less time at school than they do at home. Moreover, it is hoped that parents and home relatives (social surroundings) provide social and emotional support when children return home from school (Spodek, 1972).

This relation indicates that home and school should support each other. Teaching children within their school age is not only the main responsibility of teachers, but also parents. This study will explore how parents can be teachers for their children, how

they can provide social and emotional support for their children, and how teachers may become parents for their children at schools (Loeber & Stouthamer-Loeber, 1986). Learning happens both at home and at school, not just one or the other. This study aims to raise parents' and educators' awareness of the value of the home-school connection since it promotes the continuity of a child's educational process from home to school and back again. This study also sheds light on how, from a preschooler's perspective, parents and their social surroundings might genuinely support children's learning. It is expected that from their feeling, parents, teachers, and social environment of children can understand how they can help these children to process their learning, not only from the dimension of cognition but also affection and behaviour. Moreover, it is significant to understand how children utilize their social environment to help their learning process (Hetherington & Stanley-Hagan, 2002).

Parents should develop a cooperative and collaborative relationship with teachers (schools) in order to improve their children's learning outcomes. Teachers' partners are their families, according to Christenson and Sheridan (2001). The quality of the relationship should also be taken into consideration when evaluating the interactions between parents and their children (Christenson & Sheridan, 2001). Future academic success for youngsters may be predicted by this relationship quality (Christenson & Sheridan, 2001). As a result, parents should actively assist or encourage their children's learning both at home and in school. Parents also should not only delegate education responsibility fully on teacher's (school's) shoulders and vice versa

To be able to actively engage with their children, parents should understand what school teaches their children. Parents should contact and communicate with their children's instructors and schools. There should be no separation between home and school. They ought to work together (Christenson & Sheridan, 2001). This cooperation and collaboration should be based on awareness among parents and school staff rather than out of a sense of duty (Christenson, Rounds, & Franklin, 1992). Children's identities should be developed by their parents and teachers in a variety of ways, such as through appreciation, belonging, confidence, competencies, and contribution. Although parents and teachers play various responsibilities in the classroom, they should work to foster positive interactions by adopting a variety of viewpoints (Christenson & Sheridan, 2001). This implies that they should be able to comprehend one another's points of view. Perspective-taking should be used to observe how youngsters learn (Christenson & Sheridan, 2001).

Parents are expected to extend their children's schoolwork at home and to care about their education. The success of parent-teacher partnerships depends greatly on agreeableness on values and roles between parents and teachers (Keyes, 2002). Moreover, there are three other factors which affect the quality of parent-teacher relationships, which include the fitting cultures and values of parents and teachers, working forces of family and schools, and parent's and teacher's perspective on their roles (Keyes, 2002).

Home-school interactions that were coded as play based within the context-based learning were expected to be significantly positively related to measures of social skills and school liking above and beyond the other measures of teacher interactions and covariates. It is interesting that play with teachers in the child-managed context was only a significant positive predictor of children's vocabulary. Teacher interactions coded as instruction within the child- and teacher-managed contexts were expected to be significantly positively related to teacher reports of literacy and mathematics and direct assessments of children's vocabulary, literacy, and mathematics skills.

### **Objective of the Study**

The main objective of this research work was to examining home-school synergy as a stimulant for guaranteed equitable and context-based learning among preschoolers of primary school in Lagos State. Specifically, the study is to:

1. Examine the role of home in stimulating equitable and context-based learning of Pre-schoolers
2. Examine the role of school in stimulating equitable and context-based learning among pre-schoolers of primary school in Lagos State?
3. Investigating interactions between homeschooling and promoting equitable and context-based learning for preschoolers in Lagos State Elementary Schools.

### **Research Questions**

- What is the role of home in stimulating equitable and context-based learning among preschoolers of primary school in Lagos State?
- What is the role of school in stimulating equitable and context-based learning among preschoolers of primary school in Lagos State?
- What are the interactions between home-school in stimulating equitable and context-based learning among preschoolers of primary school in Lagos State?

### **Methodology**

The study adopted a descriptive survey research design. Population comprises of all primary school teachers in Lagos State. Simple random sampling technique was used to select 10 primary schools, 10 teachers were randomly selected from each of the chosen school to make a total of 100 as sample for study. A self-developed questionnaire was used as instrument for data collection. The questionnaire contained items on the main title of the study. The instrument was given to experts in primary education for construct and content validation. Reliability of the instrument was determined using Cronbach Alpha. Data collected were analyzed using simple percentage, mean and standard deviation statistical tools

### **Data Analysis and Results Presentation**

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**Research Question one:** What are the roles of home in stimulating equitable and context-based learning among preschoolers of primary school in Lagos State?

S/N	ITEMS	YES		NO		Mean ( $\bar{x}$ )	S.D
		Freq (N)	Percent %	Freq (N)	Percent %		
1.	Parental care help children in their social adjustment process.	96.00	96.00	4.00	4.00	3.5	.78
2.	Parental functioning is important for establishing effective strong foundation for children.	52.00	52.00	48.00	48.00	3.4	.76
3.	Children's academic performance can be improved when parents engage in their school.	84.00	84.00	16.00	16.00	3.7	.75
<b>Overall Total</b>		<b>Mean (<math>\bar{x}</math>) = 3.54 and STD = 0.78</b>					

Results in table 1 above show the question statement that to what the roles of home in stimulating equitable and context-based learning among preschoolers of primary school in Lagos State. This findings indicate that parental helping children in their social adjustment process ( $\bar{x} = 3.5$ ,  $SD = 0.78$ ), parental functioning is important for establishing effective strong foundation for children ( $\bar{x} = 3.4$ ,  $SD = 0.76$ ) children's academic performance can be improved when parents engage in their school ( $\bar{x} = 3.7$ ,  $SD = 0.75$ ) This reveals that the mean and standard deviation of the items listed above is very high showing the roles of home in stimulating equitable and context-based learning among preschoolers of primary school in Lagos State. The result is in line with the findings of Wise (2003) who says parental role is helping children in their social adjustment process. He further revealed that parents nurture their children causes an effect on how children will adapt to their social environment. Parental supervision involves how parents monitor their children, while parental involvement refers to how parents engage in parent-children interaction and parental accessibility, where kids can talk to and interact with their parents without restriction (Wise, 2003). Additionally, parents participating in their school (learning) activity can help their children's academic success (Wise, 2003). This suggests that parental functioning is crucial for laying a solid foundation for children, but it does not negate the significance of interactions between parents and teachers because both of those elements should complement one another.

**Research Question Two:** What are the roles of school in stimulating equitable and context-based learning among preschoolers of primary school in Lagos State?

S/N	ITEMS	YES		NO		Mean ( $\bar{x}$ )	S.D
		Freq (N)	Percent %	Freq (N)	Percent %		
1.	Teachers play vital roles in children's learning.	64.00	64.00	36.00	36.00	3.7	.79
2.	Teacher promotes children's academic skills.	46.00	46.00	54.00	54.00	3.6	.78
3.	Teacher Provides insights into other domains of school readiness.	50.00	50.00	50.00	50.00	3.4	.76
<b>Overall Total</b>		<b>Mean (<math>\bar{x}</math>) = 3.56 and STD = 0.78</b>					

Results in table 1 above show the question statement that what the roles of school in stimulating equitable and context-based learning among preschoolers of primary school in Lagos State? This findings indicate that teachers play a vital role in children's learning ( $\bar{x} = 3.7$ ,  $SD = 0.79$ ), teacher promotes children's academic skills ( $\bar{x} = 3.6$ ,  $SD = 0.78$ ), and provide insights into other domains of school readiness ( $\bar{x} = 3.4$ ,  $SD = 0.76$ ). This reveals that the mean and standard deviation of the items listed above is very high showing the roles of school in stimulating equitable and context-based learning among preschoolers of primary school in Lagos State. Thus, the findings agreed with Chien and colleagues (2010) has provided important insights into which context is most effective of teachers in promoting children's academic skills, there are some important limitations. For example, the Chien et al. study does not provide insights into other domains of school readiness. School readiness involves more than academic skills, and prior research on educational approaches suggests that time spent in child- and teacher-managed contexts may not relate to all types of school readiness in the same way

**Research Question Three:** What are the interactions between home-school in stimulating equitable and context-based learning among preschoolers of primary school in Lagos State?

S/N	ITEMS	YES		NO		Mean ( $\bar{x}$ )	S.D
		Freq	Percent	Freq	Percent		

		(N)	%	(N)	%		
1.	Parent-teacher partnerships depends greatly on agreeableness on values of children	96.00	96.00	4.00	4.00	3.5	.78
2.	Home-school interaction helpchildren learn at home by assisting parents create conducive learning environment.	52.00	52.00	48.00	48.00	3.4	.76
3.	Home-school relationship act as the signal for children academic success in the future.	84.00	84.00	16.00	16.00	3.7	.75
<b>Overall Total</b>		<b>Mean (<math>\bar{x}</math>) = 3.54 and STD = 0.78</b>					

Results in table 3 above show the question statement that to what are the interactions between home-school in stimulating equitable and context-based learning among preschoolers of primary school in Lagos State? This findings indicate that parent-teacher partnerships depends greatly on agreeableness on values of child ( $\bar{x} = 3.5$ ,  $SD = 0.78$ ), home-school interactions helpstudents learn at home by assisting parents create conducive learning environment at home( $\bar{x} = 3.4$ ,  $SD = 0.76$ ) and home-school relationship act as the signal for children academic success in the future ( $\bar{x} = 3.7$ ,  $SD = 0.75$ )This reveals that the mean and standard deviation of the items listed above is very high showing the interactionsbetween home-school in stimulating equitable and context-based learning among preschoolers of primary school in Lagos State.The result is in line with the findings of Davis (2000) says the interactions between teachers and parents is not limited to only actively involving parents in school program, but also helping students learn at home by assisting parents create conducive learning environment at home. Davis (2000) identifies some methods to build relationship between parents and teachers/school: parenting, communication, volunteering, learning at home, decision making, and collaborating with community. Allbright, Weissberg, and Dusenbury (2011) emphasize the importance of communication in developing relationships between teachers and parents by outlining various forms of communication, including child-centered communication, constructive communication, clear and concrete guidelines and strategies, continuous, on-going communication, and two-way communication. Experiential learning has a connection to the need for greater parental support of learning outside of the classroom. Only in-class learning is never sufficient. This is due to the small size of the classroom. It lacks a true context, whereas the world beyond the classroom is real.

## Conclusion

The basis for children's school learning is laid by family learning. This implies that family involvement, parenting practices, and early education instruction all influence how well children learn. In this circumstance, parents serve as both their children's caregivers and educators, particularly in the area of affect. When kids reach school age, parents shouldn't stop being their children's parents and home educators; instead, they should develop relationships with instructors. The parents' representatives at school are the teachers. They ought to fulfill the dual tasks of parents and instructors. The parental role of the teacher in the classroom suggests that teachers should exhibit humanistic behaviors because they should focus on their students as whole learners. Holistic learners are those that have both cognitive and affective facets to their learning. Since parents would attempt to completely comprehend their children's psychological states, this is extremely comparable to the function of parents.

## Recommendations

In light of the findings made in the study, the following recommendations are made.

- Teachers should act in a humanistic manner because they have a parental responsibility to care for their students as whole individuals.
- Teachers should use an intentional approach within the child-managed context in which goals and objectives are used to assist young ones in learning and development.
- In many classrooms, the child-managed context is a time teachers' use for other activities, such as lesson preparation, and children are left to play alone. However, teachers should aim to engage in play, instruction, and conversation during child-initiated activities as a means of teaching skills and concepts.
- In addition to large-scale interventions for guided play such as Tools of the Mind, teacher preparation programmes and professional development activities should focus on enhancing teaching strategies within the child-managed context.

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