

**BUILDING PARENT-TEACHER PARTNERSHIP TOWARD REALIZATION OF
CHILDREN FULL-POTENTIALS**

PRESENTED

BY

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**SPEECH AND PRIZE GIVING DAY CEREMONY OF BERACAH ACADEMY,
BOSSO ESTATE, NEW EXTENTION, NUMUYI, HELD IN THE SCHOOL
PREMISES ON THE 23RD JULY, 2016**

Protocol

With gratitude to God Almighty that I congratulate the Proprietor, Staff, Parents and Pupils of Beracah Academy, Bosso Estate for this day, as they present prizes to deserving hardworking and those who have performed excellently in the course of the academic calendar in the school. I do not doubt that this occasion will continue to propel both staff and pupils to more extraordinary achievement, eventually seeing this school ranked among the best in Minna, Niger State.

Introduction

Two incontrovertible maxims have guided civilized societies and schools philosophies expressed as "No Nation or Society can rise above the quality of its Education System and "No Education System can rise above the quality of its Teachers". Coming from this background, we must accept that the quality of education our children receive depends on the type of partnership and understanding between parents and teachers of pupils in the school. With these opening remarks, I think everybody here will agree that parents who want their wards educated must forge a strong partnership with their teachers to help these leaders of tomorrow grow to realize their full potentials. Any prospective good school' understands that a valuable partnership between home and home is essential for the actualization of its philosophy. The National Policy on Education (NPE, 2013) stipulates how it can actualize its goals through a well-designed education system. Some of the specific objectives stipulated are; the inculcation of national consciousness and unity, inculcation of the correct type of value and attitude f survival as individuals, and the acquisition of appropriate abilities, skills, and competencies. To actualize these objectives, the government established pre-primary, primary, secondary and tertiary education in Nigeria. The establishment of Beracah Academy is a step in this direction.

This Academy is today celebrating how it is helping the government in actualizing its responsibility of educating the citizenry through pre-primary and Primary education provision. This task is by no means an easy one, giving the enormity of the responsibilities bestowed on both the school's proprietor. Given that the benefits of providing education are to society, parents and teachers have to partner in building and meeting the needs and aspiration of Nigerian people. We appreciate that, already in every school system now, whether public or private, there is a Parent-Teacher Association (PTA) in existence. This development has helped bring parents and teachers together to decode their children/wards academic chances in the school. Parents are invited into school to join in our Christmas celebrations, annual bazaars, sports days, fun days, open days etc. social events are held to further involve parents towards a positive parent-teacher relationship which contributes to your child school success. The realities are; there are teachers your child will love and teachers your child may not. There are teachers you will like and dislike as well. Some teachers may adore your child and those who do not understand him. However, whatever the case, your child teacher is the second most important

person in your child life (after the parent). Furthermore, you can help make their relationship a strong and rewarding one.

A positive parent-teacher relationship helps your child feel good about school and be successful in the school. It will demonstrate to your child that he can trust his teacher because you do. This positive relationship makes the child feel that essential people in his life are working together. Communicating well is a critical factor for making this relationship work. Communication on both sides is essential. The parents need information about what and how their children are learning, and the teacher needs important feedback from the parent about the child's academic and social development.

STRATEGIES OF BUILDING A POSITIVE RELATIONSHIP WITH YOUR CHILDREN TEACHER

1. **Approach this relationship with respect:** treat the teacher teacher-parent child relationship the way you would with any significant one in your life. Create a problem-solving partnership instead of confronting a teacher immediately with what wrong. Meet with the teacher to brainstorm and collaborate on ways to help your child
2. **Let your child develop his relationship with the teacher:** this is one of the first relationships with an adult your child may have outside the family unit. If you take a back seat and let the relationship develop without much interference, a unique bond may develop. For young children, the teacher-child relationship is a love relationship. It may be their first love relationship after their parents, and it can be pretty powerful and wonderful.
3. **Try not to Brag:** of course, if you think your child is brilliant, but bragging over her many accomplishments may send a message to the teacher that you think he may not be good enough to teach your child. You do not need to sell your child to the teacher. You have to trust that your teacher will come to know what is essential for herself. Telling a teacher that your child loves to read will thrill the teacher. However, challenging your teacher with statements like Muhammad reads five storybooks during the school holiday may not be helping and can cause you embarrassment.

WHAT ARE THE BENEFITS OF PARENTS GETTING INVOLVED IN SCHOOL

1. BENEFITS TO THE CHILDREN

- a) It is easier for children to learn when they get encouragement at home
- b) They will do better and achieve more when their parents are involved.
- c) Children get access to more activities in and out of the school when there are more adults to help
- d) Their concerns can be sorted out quickly when their parents have a positive relationship with the school staff
- e) They are happy when their parents are enjoying events in the school

2. BENEFITS TO THE PARENTS

- a) Their children do better when they are involved
- b) They are better able to help and encourage their children
- c) They have more information about their children education
- d) Parents can build their confidence and skills
- e) Parents get reassurance that their children are receiving a good education

3. BENEFITS TO THE SCHOOL

- a) Parents bring a skill which complement teachers skills and expertise
- b) Parents contribute their time, so together parents and teachers can do more activities with pupils that teachers can do on their own
- c) Pupils attainment and behaviour improves
- d) Parents have ideas about how the school can best support the child
- e) Teachers have people with whom they can talk over ideas and get help when developing plans for the school
- f) Parents can give advice and help around reaching other parents.

BARRIERS TO PARENTAL INVOLVEMENT IN THE SCHOOL PROGRAMME

1. **Time Factor:** Parents are busy people working either full time or attending to business, farm work etc. some have more than one child attending different schools
2. **Family circumstances:** families come in all shapes and sizes and have different needs. Parents may find it particularly difficult to attend a meeting if they have children who are disabled having a baby or other caring responsibilities, work shifts, or work away from home and have a complex family structure with parents who are separated
3. **Home Location:** the area parents can be a significant factor in how parents are involved with school-based activities. This includes, parent and pupils may have to travel some distance to the school and may have difficulty with transport or have to walk through unsafe areas.
4. **Lack of Confidence:** Parents may feel uncomfortable in school surroundings because they neither read nor write, and so have no role in attending to their children activities
5. **Unfamiliarity:** Many parents feel that membership to a formal parent body like PTA is not for them. They may perceive them as 'closed ', 'clique' elitist, ' or 'formal' or see themselves as the kind of person involved. These perceptions can be a natural barrier to parents putting themselves forward.

CONCLUSION

I am pleased to be invited to deliver a paper on this special occasion of our children's speech and prize-giving day. I am confident that parents and teachers will form a new and stronger partnership towards realizing education goals. Congratulations to my colleague Prof Ochigbo for

establishing this Academy. Investment in education is usually not an immediate return but an investment in future human resource capital development whose effects are long-lasting and more beneficial. Thank you for spending time off with your children.

God bless you all