School-Home Collaboration: A Synergistic Planning Strategy for Primary Education Management in Rivers State, Nigeria

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Abstract

The study investigated school-home collaboration as a synergistic planning strategy for primary education management in Rivers State, Nigeria. It adopted the descriptive survey design, with a population of 941 primary schools and a sample of 30 schools. The instruments for the study were questionnaire and structured interview. Teachers and parents/guardians of the sampled schools responded to the instruments. They were 158 in number (teachers-77, parents/guardians-81). Six research questions and three hypotheses guided the study. The questionnaire was properly validated and the reliability was determined with the use of Pearson Product Moment Correlation with a reliability index of 0.83. Mean and standard deviation were used to answer the research questions while z-test was used to test the hypotheses. The findings of the study showed that there is some level of collaboration between home and school. However, this partnership is being rocked by poor communication, lack of mutual trust in sharing information and poor attendance to school programmes by parents. The study therefore recommended among other things that the Ministry of Education should make policy provision on the specific areas of collaboration between home and school. Also, every school administration should provide specific guidelines on their collaborative relationship with families. The study also recommended that every school should set up a committee comprising some teachers and parents to coordinate this partnership.

Index Terms: School, Home, Collaboration, Synergy, Planning, Primary education

I. INTRODUCTION

The sanctity of human life is not only respected through its preservation but also in its proper development. The dignity of the human person is significantly expressed when the individual is integrally developed, taking into cognizance his composite nature. Hence, failure to effect this development, abandons the individual within the precincts with the lower creatures. Here comes the instrumentality of education that ensures that humans become what they ought to become. Acknowledging the inestimable value of education, Kant (1960) remarked that man can only become man by education and he is merely what education makes of him. There is no one who was neglected in his youth that can come to years of discretion and that the uncultivated man is crude. The undisciplined is unruly. Education confers skills, knowledge and attitude on the beneficiaries, thereby, improving the productive capacity of the individual. This is the basis for the Universal Declaration of education as a Human Right and subsequently a series of conventions for its promotion, such as the 1990 World Education For All (EFA) conference in Jomtien, Thailand.

Education For All (EFA) as a global project lays strong emphasis on basic education which is reletive to the different countries. However, primary education is an integral part of basic education and in fact, the invaluable building block upon which the other levels of education can stand. Primary education is critical to the future academic and work life of an individual because it is the first stage of the formal academic adventure of any child. Primary education, according to Wikipedia (2013) therefore is the first stage of compulsory education also known as "elementary education". Its major goals include achieving basic literacy and numeracy amongst all pupils and also establishing foundation in Science, Mathematics and Social Science. At all levels, children are placed in

classes with one teacher whose primary responsibility is their education and welfare for that year. In the same vein, UNESCO (2011) stated that primary education provides learning and educational activities typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e., literacy and numeracy), and to establish a sound foundation for learning and solid understanding of core areas of knowledge and personal development. It is preparatory for lower secondary education. This the reason why Philips (1975) remarked that, as the foundational stage of basic education, primary education is critical because it is not only the first level which has the role of covering the whole population as their human right, for most people in the world, it is and will be for a long time the only education experience. The fundamental reason for basic education of which primary education provides the foundation is to ensure that every Nigerian child acquires appropriate levels of literacy, numeracy, communicative and life skills, as well as ethical, moral and civic values needed for laying a solid foundation for lifelong learning. Hence, the goals of primary education include laying sound foundation for scientific and reflective thinking, to give citizenship education as a basis for effective participation in and contribution to the life of the society. It is also meant to give the child opportunities to develop manipulative skills that will enable him/her function effectively in the society (Federal Republic of Nigeria, 2014). At this level, children are introduced to concepts such as cooperation among peers, competitive and team sports coupled with academic basics. The purpose of primary education therefore, is to assist a child on many levels. During their primary education, they are taught to think critically, to strive to attain high standards, to meet the challenges posed by technological advancements and to develop citizenship and basic values. In order to achieve these goals, schools must provide orderly and safe environments, where supervised learning can take place. Primary education relies heavily on the childs engagement, which can be worked on both at home and school. Quality education in primary schools is vital to the success of the students school career (Classroom, 2018).

The critical role primary education plays in the total development of the child and by extension, national development demands that different strategies be adopted to make it successful. One of such strategies is the mutual and reinforcing collaboration between the home and the school. These two institutions are vital to the development of the child but the home is the first school of the child. Byrne (2010) described the home as where the education of the child is to begin. Parents act as instructors and the child learns lessons that are to guide him throughout life such as lessons of respect, obedience, reverence, self-control, love and kindness. Academics will therefore follow naturally but the formation of right character must be conscientiously cultivated and trained. The collaboration of these two important institutions (home and school) is imperative for the effective education of the child. On the basis of this affirmation, Richert (2018)remarked that parent involvement is one of the most important factors in the academic success of students. Even though parents come in all forms and their level of involvement in the academics of students may or may not be ideal, always remember that they are an ally and not the enemy. They love their children and want them to be successful, and the vast majority will respond to the efforts of the teachers to collaborate with them to support the students. The family is a huge resource. Taking the time to collaborate with families will make the job of the teachers easier and increase the chances for students to succeed. Increasing family involvement in the education of a child correlates with grade improvement, attitude improvement, higher test scores, higher self-esteem and better school attendance. Partnership is reciprocal and involves listening as well as sharing. Partnership is not telling someone what to do. Instead, offer your expertise (academics) and encourage them to offer their expertise (knowledge about their children and the family environment) to brainstorm the best strategy to support the students. The Virginia Department of Education (2011) corroborated this position when stated that an inclusive education provides all students with the most appropriate. This relationship, according to Boss, Nahimias and Urban (1999) encompasses many areas including parent input on assessment and behavioural plans, medication monitoring and homework. The key to home-school collaboration in each of these areas is establishing systems that promote communication.

The benefits of this partnership are enormous especially when it is learner-centred. Christenson and Reschlyand Henderson and Mappin NASP (2015) observed that when this collaboration is established, students demonstrate more positive attitude towards school and learning, higher achievements and test scores, improved behaviour, increased homework completion, greater participation in academic activities, improved school attendance. Education report greater job satisfaction and families experience enhanced self-efficacy, improved communication with their children and better appreciation of the important role they have in their children's education. Commenting on this partnership, Davila (2018) pointed out that parent-school engagement is all year round. It connects the two important contexts where children grow-home and school. Through communication across home and school, parents and teachers can share information about the progress of children. They can discuss their needs and interests to find the right opportunities to promote learning experiences. Meaningful conversation between parents and teachers creates mutual understanding. It also enhances both parents and childrens experiences in school. Family-school relationships have been described as a safety net to promote childrens learning and school experiences. Yet, parents differ in their skills, knowledge, resources and available time to support student engagement with school and learning. These differences are why cooperation and shared responsibility between parents and teachers are necessary to foster learning and students success in school. The shared responsibility works by ensuring the provision of an inviting and supportiveclimate for parents and families, examining and updating their practicespartnering with parents to ensure childrens academic success. It is also important to listen and respond to parents thoughts and desires for their children with respect. Always work from the idea that parents and schools both want the best for children. The National Association of School Psychologists (2015) therefore posited that partnership among families and educators require ongoing planning, development and evaluation. Consequently, schools should take the lead in providing opportunities for partnerships to be developed and sustained through the following methods (a) providing a positive environment that creates the conditions that welcome all families. School must make it clear that families are valued and are viewed as equal partners in their children's education. (b) Educators should encourage collaboration and foster an open dialogue between home and school and provide opportunities for families to develop partnership roles

in their children's education including having decision-making roles in school governance. We cannot educate our children without reaching out to their parents. When schools and families work together, children have a far better chance of not only being successful in school, but being successful in life as well. This partnership must be built on Respect, Responsibility and Relationships to be effective. The needs of the child come first and the childs needs form the basis for all interactions. Both recognize that the family perspective is invaluable in providing insight and information as to what a child needs to be successful in school. The parents are full partners in the decision making process because that information is very important and there is what is called open door policy at school. Open door in that there is a climate that welcomes parents and that expresses concern for their needs, the parents needs as well as the needs of the children (Maksimovic, 2015).

Home-school partnership thrives on open communication, trust and complementarity for student-centred activities in other to ensure improvements in student achievement. On the strength of the above position, the United States Department of Education (2015) maintained that schools and families have essential roles to play in promoting the positive development of children and academic performance when educators and parents work together as partners, they create important opportunities for children to develop social, emotional and academic competencies. Parents who feel welcomed and wanted and wanted at school are most likely to participate in the education of their children. However, parents have different styles, skills and schedules, so, schools need to make a range of opportunities available to accommodate diverse parent interests and availability. In the same vein, Mapp and Kuttner (2013) added that under parent-teacher home visitation, teachers and other school staff visit the families with the goal of building relationships of trust and respect between home and school. These visits provide opportunities for educators to spend time in the neighbourhoods in which they work and listen to the perspectives of community members. The visits are designed to be respectful of families assets and strengths and to build the capacity of both the educators and the family to support the academic and social success of every student. It is a process that must be nurtured, cultivated and guided. INPAPER MAGAZINE (2013) therefore cautioned that sending a child to good school and becoming indifferent about his or her educational needs can never bring forth positive results. Rather, true involvement of parents in their children's education means that they be available for them when needed.

II.   THE PROBLEM

Ensuring access to education, at least at the basic level demands that some critical strategic actions are taken to guarantee quality outcome. Integrating quality culture in the provision of education starting from the primary level which is the foundational base should be sacrosanct. However, the implementation of basic education has been inundated with a lot of challenges thereby rendering the attainment of the goals almost a wild goose chase. A critical assessment of primary education shows some manifestations of exclusion within, resulting to poor academic achievement, repetitions and drop-outs. One of the dimensions of exclusion includes those children in primary school who are at the risk of dropping out and they are technically categorized as out of school children. They manifest such characteristics as consistent lateness, irregular attendance, non-submission of homework, poor achievement, class repetition, general dissatisfaction with schooling (Nwogu, 2012).

The moral laxity among students at all levels which manifests in activities such as examination malpractices, cultism and other anti-social behaviour is a serious cause of worry. The poor performance in both academics and morals are not separable, but reinforcing. This systemic decimation of the noble cause of providing quality primary education bothers the researcher. On the basis of this disturbing situation, the question is: what is the level of collaboration between home and school, the two most critical players in the education of the child?

III.   PURPOSE OF THE STUDY

Basically, the purpose of this study was to determine the level of collaboration between the home and the school in ensuring effective primary education. Specifically, it was aimed to determine the following:
- the extent to which the school climate is positive for collaboration between the home and the school.
- the effectiveness of communication between the home and the school (for effective partnership) collaboration.
- the level of attendance to school programmes by parents
- the level of collaboration between the home and the school in making decisions concerning the child's education
- the level of collaboration between the home and the school for the effective management of homework issues
- the challenges inhibiting effective home-school collaboration in the education of the child

IV.   RESEARCH QUESTIONS

- To what extent is the school climate environment positive for collaboration between the home and the school?
- How effective is the communication between the home and the school for effective partnership?
- What is the level of attendance to school programmes by parents?
- What is the level of collaboration between the home and the school in making decisions concerning the education of the child?
- What is the level of collaboration between the home and the school for the effective management of homework issues?
- What are the problems inhibiting the effective school-home collaboration in the education of the child?

V.   HYPOTHESES

- There is no significant difference between the opinions of teachers and parents/guardians with respect to the extent to which the school climate is positive for home-school collaboration
- There is no significant difference between the opinions of teachers and parents/guardians with respect to the level of effectiveness of communication between the home and the school for effective partnership
- There is no significant difference between the opinions of teachers and parents/guardians with respect to the level of collaboration between the home and the school for the effective management of homework issues.

VI.   METHODOLOGY

The study adopted the descriptive survey design. The population was all the 941 primary schools in Rivers State. A sample size of 30 schools was drawn based on stratified random sampling technique, using the local government areas (23 in all) as the stratum. Three schools were sampled from 10 out of the 23 local government areas. The respondents were 158 teachers and parents/guardians of students from the sampled schools. Questionnaire and structured interview were the instruments used to generate the data. The questionnaire was adequately validated and the reliability determined using Pearson Product Moment Correlation, with an index of 0.83. Six research questions, three hypotheses guided the study. Mean, standard deviation and z-test were used for data analysis.

VII.   DATA ANALYSIS

Research Question 1: To what extent is the school climate positive for collaboration between the home and school?

Table 1: Mean and standard deviation of the responses on the extent to which the school climate is positive for school-home collaboration

S/N		Teachers		Parents/Guardians		Average		Remarks
		MEAN	SD	MEAN	SD	MEAN	SD	
I	The school climate for collaboration between the school and the home							
a	The school makes it clear that families are collaborators in the education of the child	3.18	0.83	3.08	0.80	3.13	0.82	Accepted
b	There is a platform provided by the school where the school and families engage in positive interactions	3.00	0.99	3.18	0.83	3.09	0.91	Accepted
c	The school values and promotes family participation in the education of the child	3.08	0.80	3.03	1.03	3.06	0.92	Accepted
d	The school welcomes the involvement of the family in the learning community as an integral part of the child's education	3.28	0.86	2.87	1.07	3.08	0.97	Accepted

Table 1 shows that the average mean values of all the items that suggest a positive school climate are 3.13, 3.09, 3.06 and 3.08 are above the criterion mean of 2.50. They were therefore accepted.

Research Question 2: How effective is the communication between the home and the school for effective partnership?

Table 2: Mean and standard deviation of the responses on the level of communication between the home and the school for effective partnership

II	Communication between the school and the home to promote collaboration							
a	The school communicates frequently with the family	2.17	1.17	1.85	0.99	2.01	1.08	Rejected
b	The family communicates regularly with the school	2.01	1.22	1.92	0.79	1.97	1.01	Rejected
c	The communication channel is always open	3.28	0.86	2.94	1.02	3.11	0.94	Accepted
d	Information sharing between the school and the home is free and mutual	3.03	1.03	3.18	0.83	3.11	0.93	Accepted
e	Parents/guardians freely discuss with the school the observations made at home concerning the child	3.11	1.02	3.10	0.94	3.11	0.98	Accepted

f	The school freely discusses with the parents/guardians the observations made in the school concerning the child	3.18	0.83	2.89	1.03	3.04	0.93	Accepted
g	The communication is child-centred	2.87	1.07	3.10	0.94	2.99	1.10	Accepted
h	The email addresses and phone numbers of the school and parents/guardians are easily accessible	2.13	1.12	1.93	1.09	2.06	1.09	Rejected

Table 2 indicates that items a, b and g are accepted because their average mean values 2.01, 1.97 and 2.06 respectively are below the criterion mean of 2.50. However, items c, d, e and f with average mean values of 3.11, 3.11, 3.11 and 3.04 are accepted because they are above the criterion mean.

Research Question 3: What is the level of attendance to school programmes by parents?

Table 3: Mean and standard deviation of the responses on the attendance level of parents to school programmes

III	Parents/guardians' level of attendance to school programmes						
a	Parents/guardians regularly attend the school's open days/hours	1.92	0.79	2.17	1.17	2.05	0.98	Rejected
b	Parents/guardians regularly participate in PTA meetings	2.97	0.96	3.03	1.03	3.00	1.00	Accepted
c	Parents/guardians regularly attend other school programmes such as prize-giving ceremonies, inter-house sports, cultural day celebrations	2.94	1.02	3.18	0.83	3.06	0.93	Accepted

Table 3 indicates that item a with an average mean of 2.05 is rejected because it is below the criterion mean of 2.50, while items b and c with average mean values of 3.00 and 3.00 are accepted as they are above the criterion mean.

Research Question 4: What is the level of collaboration between the home and the school in making decisions concerning the education of the child?

Table 4: Mean and standard deviation of the responses on the level of collaboration between the home and school in making decisions that concern the education of the child

IV	The level of collaboration between the school and the home in making decisions concerning the child's education						
a	Parents/guardians are regularly involved in making decisions that concern their children's education	1.89	0.75	1.91	0.77	1.90	0.76	Rejected
b	Parents/guardians have decision making roles in the administration of the school	3.04	1.99	2.97	1.07	3.01	1.53	Accepted
c	Collective decisions are made in an atmosphere of trust mutual respect	1.87	1.03	3.11	1.02	2.49	1.03	Rejected

Table 4 shows that items a and c with average mean values of 1.90 and 2.49 respectively which are below the criterion mean of 2.50 are rejected while item b with an average mean value of 3.01 is accepted.

Research Question 5: What is the level of collaboration between the home and the school for the effective management of homework issues?

Table 5: Mean and standard deviation of the responses on the level of collaboration between the home and the school for the effective management of homework issues

V	The level of collaboration between the school and the home in the management of homework issues							
a	There are policies on homework that stipulate how frequently homework will be given, the roles and responsibilities of the school, the home and the child	2.94	1.02	2.83	1.07	2.89	1.05	Accepted
b	Folders that contain homework plans and schedules are regularly made available for the active involvement of parents/guardians	1.85	0.99	1.92	0.79	1.89	0.89	Rejected
c	Feedback information in homework issues are regularly and freely shared between the home and school	1.92	0.79	2.02	1.22	1.97	1.01	Rejected

Table 5 shows that with the exception of item a with an average mean value of 2.89 which is above the criterion mean of 2.50, items b and c are rejected because they have average means of 1.89 and 1.97 which are below the criterion mean.

Research Question 6: What are the problems inhibiting effective school-home collaboration in the education of the child?

Table 6: Mean and standard deviation of the responses on the problems inhibiting effective home-school collaboration in the education of the child

VI	The following problems inhibit effective school-home collaboration in the education of the child							
a	Lack of positive and friendly school environment for school-home collaboration	2.18	1.17	1.67	0.79	1.93	0.80	Rejected
b	The school does not treat parents/guardians as partners in the education of the child	2.02	1.22	2.01	1.22	2.02	1.22	Rejected
c	Lack of mutual trust between the home and the school	2.87	1.07	2.94	1.02	2.91	1.05	Accepted
d	Poor attendance to school programmes by Parents/guardians	3.28	0.86	3.10	0.94	3.19	0.90	Accepted
e	No platform to discuss observations made in school/home concerning the child	2.23	1.21	2.47	1.02	2.35	1.28	Rejected
f	Poor attitude of parents/guardians towards school activities	2.94	1.02	2.89	1.03	2.92	1.03	Accepted
g	The school does not communicate freely and regularly with the home	3.03	1.03	3.03	1.03	3.03	1.03	Accepted
h	The home does not communicate freely and regularly with the school	3.04	1.99	3.28	0.86	3.16	1.43	Accepted

Table 6 indicates that with the exception of item b with an average mean value of 2.02 which is below the criterion mean of 2.50, all the other items a, c, d, e, f, g, and h with average mean values of3.13, 2.91, 3.19, 2.89, 2.92, 3.03 and 3.16 which are above the criterion mean are accepted.

Ho$_1$: There is no significant difference between the opinions of teachers and parents/guardians with respect to the extent to which the school climate is positive for home-school collaboration.

Table 7: Z-test of difference on the opinions of teachers and parents/guardians with respect to extent to which the school climate is positive for home-school collaboration

s/n	Category	N	X	SD	df	z-cal	z-crit	Sign level	Remarks
1	Teachers	77	3.14	0.87	134	0.65	1.96	0.05	Not significant
2	Parents/Guardians	81	3.04	0.93					

Table 7 shows that the calculated value which is 0.65 is less than the table value of 1.96 the study therefore upheld the hypothesis.

Ho$_2$: There is no significant difference between the opinions of teachers and parents/guardians with respect to the level of effectiveness of communication between the home and school for effective partnership.

Table 8: Z-test of difference on the opinions of teachers and parents/guardians with respect to the level of effectiveness of communication between the home and the school for effective partnership

s/n	Category	N	X	SD	df	z-cal	z-crit	Sign level	Remarks
1	Teachers	77	2.81	1.03	134	0.04	1.96	0.05	Not significant
2	Parents/Guardians	81	2.74	0.95					

Table 8 reveals that the calculated value of 0.04 is lower than the critical value of 1.96. The study therefore failed to reject the hypothesis.

Ho$_3$: There is no significant difference on the opinions of teachers and parents/guardians with respect to the level of collaboration between the home and the school for the effective management of homework issues.

Table 9: Z-test of the difference on the opinions of teachers and parents/guardians with respect to the level of collaboration between the home and the school for the effective management of homework issues

s/n	Category	N	X	SD	df	z-cal	z-crit	Sign level	Remarks
1	Teachers	77	2.61	0.92	134	1.10	1.96	0.05	Not significant
2	Parents/Guardians	81	2.79	1.01					

Table 9 shows that since the calculated value is 1.10 which is lower than the table value of 1.96, the study failed to reject the hypothesis.

VIII.   DISCUSSION OF FINDINGS

The study showed that the school climate was clement enough to foster collaboration between the home and the school. This is true to the position of the National Association of School Psychologists (2015) that recommended that schools should create an environment that foster trust and convey a genuine sense of caring among the faculty, staff, students and families. They should provide multiple opportunities for engagement that account for busy family schedules, transportation challenges and the potential need for child care. Teachers and other staff should be provided with the necessary resources required to maintain collaborative efforts. In the same vein, Virginia Department of Education (2002) stated that it is the responsibility of the school to provide an environment that is welcoming for all families. The school must send consistent messages to families that their contributions towards forming effective partnerships are valued. This is because, school climate can have significant influence on school-family relationships. Care should therefore be taken to ensure a climate that is welcoming and that fosters trust between the home and the school. This is particularly true when there are social and/or physical distances between homes and schools or when there is history of poor relationships between families and the school.

It was the finding of the study that though there is good communication between the home and the school, however it is nor regular and therefore not very effective. To that extent, the National Association of School Psychologists (2015) recommended that schools should engage parents as active and equal partners in the education of their children by initiating dialogue regularly, making communication two-way and being consistent an d open to input. It should be ensured that communication and other interactions are culturally and linguistically responsive. Open communication is essential in order for families and educators understand and respect each others perspectives.

The study showed that parents/guardians level of attendance to school programmes is not very encouraging. It is on this basis that the National Education Association (2011) remarked that the involvement of parents and guardians in Parents Teachers Associations can help boost student achievement by encouraging parent engagement, helping to breakdown language barriers and fostering a sense of community among parents and educators. Having such an association the schools of their children gives parents a sense of empowerment and belonging. In addition to the compulsory meetings, some parents regularly arranged social activities, where pupils, parents and teachers would come together in order to get to know each other. This engaged parents and built their trust. This is intended to ensure that we know each other in a different arena to create the opportunity to engage the parents that might have negative relations to the school as a distant thing (Helgoy& Homme, 2017).

The level of collaboration between the home and the school is poor, as revealed by the study. On the strength of this finding, Virginia Department of Education (2002) admonished that the school should ensure that parents voices are heard on school decisions.

There should be parental right to inclusion in decision making process. Educators believe in including parents when addressing concerns about student learning. Again, children do best when parents can take on various roles in their learning, helping at home, participating in school events and activities, guiding their children through the system and taking part in key decisions about the school programme (National Education Association, 2011).

The findings of the study also showed that collaboration between the school and the home in the management of homework issues was inadequate because critical information in this regard are not mutually shared. In order to deal with such a negative situation, the Virginia Department of Education (2002) insisted on the development of effective two-way, frequent, systematic communication between home and school about school programmes and the progress of children. One sample practice educators should consider is to create parent-teacher-student partnership agreements to specify roles and responsibilities. Hence, if parents and educators share information about the interests of the children, needs and progress and are informed about what each other expects with respect to student behavior, achievement and discipline, the partners have a better understanding of the performance of the students.

Among the problems inhibiting effective partnership between the home and the family in the education of the child, as revealed by the study include lack of mutual trust, poor attendance to school programmes by the parents and poor communication. This finding corroborated the position of the National Association of school Psychologists (2015) which stated that families and educators often differ in their expectations, goals and communication patterns that sometimes lead to frustration and misunderstanding among students, families and educators. When these differencesare not recognized and addressed, a lack of communication between home and school further divides and separates the two most vital support systems available to the state.

IX. CONCLUSION

On the basis of the above findings, the study therefore concluded that though there is some level of collaboration between the home and school in the education of the child, the partnership is still dogged with some challenges such as poor communication, lack of mutual trust in sharing information and poor attendance to school programmes.

X. RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

- The Ministry of Education should make specific policy provisions that should be in the public domain on the specific collaborative areas between the home and the school
- Every school administration should develop detailed guidelines on their collaborative relationship with the families of their pupils/students
- Schools should provide multiple collaborative platforms that will encourage families that they are indeed an integral part of the education of their children
- Every school should set up a committee that would comprise some members of the school staff and some parents/guardians to be charged with the responsibility of coordinating this collaborative relationship and providing a detailed plan for this partnership especially in the areas of homework, attendance to school programmes and decision making processes
- Both the home and the school should put in more effort to develop mutual trust between them so that communication will be more open, two-way and regular.

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