

HEAD TEACHERS' MANAGEMENT STRATEGIES AND PARENTAL SUPPORT IN SPECIAL PRIMARY SCHOOLS IN LAGOS STATE, NIGERIA

Christopher Oluwatoyin Fashiku^{1*}, Ezegwu Chidimma Gloria¹, Yusuf Abubakar Abiola¹, & Fashiku Bunmi Comfort²

¹ Department of Educational Management, Faculty of Education, Obafemi Awolowo University, Ile Ife, Nigeria

² Department of General Studies in Education, College of Education, Oro, Kwara State
[*fashxtopher@gmail.com](mailto:fashxtopher@gmail.com)

Citation: Fashiku, C. O., Gloria, E. C., Abiola, Y. A., & Comfort, F. B. (2021). Head teachers' management strategies and parental support in special primary schools in lagos state, Nigeria. *Indonesian Journal of Elementary Teachers Education (IJETE)*, 2 (1), page. 1-12 . DOI: 10.25134/ijete.v2i1.3962

Received: 22-01-2021

Accepted: 29-05-2021

Published: 31-05-2021

ABSTRACT

The study investigated management strategies of Head teachers' and parental support in special primary schools in Lagos state, Nigeria. It adopted the descriptive survey research design. The population for the study comprised all the seven School Heads and teachers in the special schools as well as all Parent Teacher Association (PTA) members in the schools. A sample of 31 respondents was used, 21 respondents were selected using the cluster sampling technique while 10 PTA members were sampled using the convenient sampling technique. The instruments used in the study for collecting data were a self-designed questionnaire titled "Influence of Management Strategies on Parental Support Questionnaire" (IMSPSQ) and an interview guide titled 'Influence of Management Strategies on Parental Support Interview Guide' (IMSPSIG). The validity and reliability of the instruments were ensured before use. Percentage and frequency counts were used to analyse the data collected. The result showed among others that providing parental support skill acquisition programmes, effective communication with parents, providing opportunities for parents to suggest ideas, involving different stakeholders and adoption of decentralized decision making approach were the various management strategies adopted in special primary schools in Lagos state. The result also showed that the level of influence of management strategies on parental support in special primary schools in Lagos State was moderate. The study recommended that government and other concerned organizations and bodies should sensitize schools and organize training programmes, seminars or conferences for Head Teachers and classroom teachers in primary schools on the importance of involving parents in school management.

Keywords: *management, strategies, parental support, special primary-schools.*

INTRODUCTION

Primary school education is widely accepted as the first level of education system where formal education begins. It is seen as very important because it ensures that children acquire basic literacy skills and that they are taught to think critically. It is expected to be

available to all citizens in every country of the world. This is the reason for the huge investment and involvement of governments of all countries of the world in its administration and processes. In Nigeria, primary education is recognized as the education given to children starting from the ages of six to 11 years plus. It runs for a period of six years, and its objectives according to the National Policy on Education (2013), it include developing basic literacy, numeracy, communication skills, adaptation to changing environment and transmission of the culture of the people to younger generations. It should be noted that to fully realise the goals and objectives of this important level of education, efforts and resources must be pulled together by all stakeholders. It is for this reason that government in Nigeria stated in the National Policy on Education (2004) that the involvement of voluntary agencies, communities and private individuals, parents inclusive, is welcomed.

Parental involvement in public schools has been documented as academically beneficial by researchers, supported politically, and valued by many educators and individuals in the general public (Gonzalez-DeHass &Willems, 2003). Hung (2007) and Mwaikimu (2012) agreed that parental involvement is a way of making the educational system more self-governing, developing more powerful at the local level and allowing for greater accountability by the schools to the society. They were of the view that in general, the society needs to increase its level of involvement, and that this starts with the support by the parents.

Dodge (2002) noted that parents and family members have much to offer the schools in terms of support, insights and skills. Special primary schools as the focus of this study could be defined as schools under the ownership and control of the government. Special education can also be described as classroom or private instructions involving unconventional techniques, materials, exercises, facilities and subject matter designed for children and adults who have physical challenges as: deformities, exceptional children, behavioural disorders or learning disabilities

Management is an organisational behaviour which deals with a wide range of activities involving the mobilization and co-ordination of human and material resources in order to accomplish some set objectives. In the primary school system, administration is the process of getting things done by judicious utilization of available human and material resources for the realization of the objectives and goals of primary education. Resources in the primary school system include: persons, equipment, finance, time, space, work techniques and policies implementation, among others. As observed by Iwu and Iwu (2013), Head Teachers face myriads of administrative problems which militate against effective running of schools. Such problems may include lack of qualified and dedicated teachers, inadequate funds to maintain schools, insufficient accommodation for pupils, indiscipline on the part of teachers and pupils among others.

It is worthy of note that the National Policy on Education (2013) stipulates that parents could be of assistance in the administration of primary education. Parents could attend Parents Teachers Association (PTA) meetings and take valuable decisions concerning the school administration, volunteering to assist the school with fund raising, give valuable suggestions on schools' internal rules and regulation, organize workshops and other educational programmes for teachers, assist in building, maintenance and repair of school facilities, classrooms, staffrooms, laboratories and other important buildings and assist as members of committees in the schools. According to Ayeni, A. J. & Williams, O. I. (2013) parents could help to provide instructional materials to school, join teachers in improvising them and assist teachers on how to effectively operate or handle certain instructional materials. The question, however, is how much are parents of special primary schools

involved in providing instructional materials for schools in Nigeria? Parents are also to play significant roles in supporting their children's learning, behaviours and health, guiding their children successfully through school processes and advocating for the effectiveness of schools. They guide the child's upbringing, which includes the interaction processes between parents and the child that contribute to the child's emotional and social development.

It is a fact that, the success of primary school education rests on good administration involving the local communities, well-qualified and contented staff, adequate funds for equipment and facilities together with interested parents supplying pupils' material needs and giving home training to supplement the efforts of the school. Hence, the one way through which problems of special schools could be solved.

Parental support can therefore be perceived as parents and school staff and management working together to assist where necessary to enhance the effective running of schools and improve learning, and the health of children. This relationship between schools and parents cuts across and reinforces children's learning and development at home, in school, in and out –of school and in the community.

In the opinion of Fullon & Watson (2013) parental support to the school can be in form of providing concrete ideas and information on ways to run the school. It can also be through donation of facilities land, buildings, libraries, desks, tables and chairs; it could be equipment for special children in special schools such as Braille for the blind, tape recorders, and the likes and cover some costs. It could also be through provision of funds to supplement the allocations from the government and other forms of donations and scholarships. Furthermore, parents can complement school's efforts by supporting learning at home by ways of following up on their children's academic progress, guiding them through home works, organizing home lessons and enrolling them for summer coaching during such holidays.

Seeking support from parents does not just happened out of the blues. It takes a lot of efforts from the school management. The fact that parents seem not to feel strongly linked to schools, where some of their children spend the bulk of their days and growing years, call for concern. Research holds that, parents hold many divergent views about what schools should be doing. For instance, it could be observed that most parents seem to be aloof about matters that concern the school where their children attend. They leave the bulk of their children's education to the school, and are not really involved in the general activities going on in school. Perhaps, parents often do not openly articulate their perception because, first, it seems they do not feel empowered to do so, and secondly, even if they do, the appropriate spaces have not been created in which they can safely share these views. Some parents' socio-economic status is very low, perhaps due to their poor educational attainment and their level of income. Others may lack proper orientation about the benefits of parental involvement and support in the schools have. However, with these many roles that parents can play in primary school management, one wonders if parents actively play such roles as one may not be able to rule out the influence of Head teachers' management skills on their support for school management.

Many parents encounter obstacles in participating in their children's education. The literature presents a number of factors that inhibit parental involvement in the school and support to the school. Barriers to their involvement reported by Parents and Teachers include: (a) time and life demands, (b) lack of knowledge of what is expected of them and in what specific ways they can help their children at home, and in school (c) various factors in the school environment. (d) Lack of parental training. (Epstein 2001; Patrikakou, Weissberg, Redding & Walberg 2005) Other factors include: differing ideas among parents and teachers

on what constitute involvement; a less than welcoming atmosphere toward visitors, parents in schools and classrooms; negative or neutral communication from schools; insufficient training for teachers and school management on how to reach out to both mothers and fathers; lack of parental education and parenting skills; time pressures; job pressures, and language barriers.

Management is the organisational process that includes strategic planning, setting objectives, managing resources deploying the human and financial assets needed to achieve objectives and measuring results. Management functions are not limited to managers and supervisors. Every member of the organisation has some management and reporting functions as part of his/her jobs. (Knowledge Management Terms, 2009). It involves planning, organizing, staffing, directing, coordinating, reporting and budgeting. It involves decision-making, planning, controlling, organizing, coordinating and giving jobs to people adjudged to be capable, of motivating them to perform better at work. School management refers to the application of the processes of planning, organizing, coordinating, controlling and evaluating human and material resources of the school organisation in order to achieve the stated educational goals and objectives.

The Federal Government of Nigeria, gives a comprehensive definition of special education as the education of children and adults, who have learning difficulties because of different kinds of disabilities as: blindness, partial sightedness, deafness, hardness of hearing, mental retardation, social maladjustment and limb deformity or malformation, due to circumstances of birth, inheritance, social position, mental and physical health patterns, or accident in later life.. According to Osakwe (2010), citing the Unites States Individuals with Disabilities Education Act (IDEA), special education is that type of education with specially designed instructions to meet the unique needs of people with disabilities. These definitions are relevant to the present discourse, even though, special education is not meant for the disabled only. This is because this write up is focusing on the education of pupils with disabilities, who might be disadvantaged in the regular educational programmes. They can be classified into eight, with respect to the type and nature of their disability problems as: The Hearing Impaired: The Visually Impaired: The Emotionally Disorder, The Mentally Retarded: The Physically Disabled: The People with Learning Disabilities: and The People with Multiple Disabilities:

Schools use different approaches and strategies in providing special education services to students. These approaches can be broadly grouped into four categories, according to how much contact the pupils with special needs have with non-disabled pupils Osakwe, (2010) highlighted some major strategies by which students with disabilities could be properly educated. These strategies are: Inclusion, Exclusion, Mainstreaming and Segregation in a Separate Classroom or Special School for Students with Special Needs.

Research Questions

In this study, the following questions were raised and addressed:

1. What are the various management strategies adopted in special primary schools in Lagos state?
2. What are the management strategies that might influence parental support in the study area?
3. What are the levels of influence of management strategies on parental support in special primary schools in Lagos State?

RESEARCH METHOD

The study adopted the descriptive survey research design. The population for the study comprised all the seven School Heads in the special schools as well as all Parent Teacher Association (PTA) members in special primary schools in Lagos State, Nigeria. A sample of 21 respondents were selected using the cluster sampling technique. Four special schools were selected from the seven special schools in Lagos State using simple random sampling technique. All the school heads were sampled, while 10 PTA members were sampled using the convenient sampling technique. The instruments used in the study for collecting data were a self-designed questionnaire titled “Influence of Management Strategies on Parental Support Questionnaire” (IMSPSQ) and an interview guide titled ‘Influence of Management Strategies on Parental Support Interview Guide’ (IMSPSIG). The questionnaire comprised three sections ‘A’, ‘B’ and ‘C’ made up of demographic data of the respondents and series of questions on the variables of the study. Data collection from the used schools was personally carried out by the researchers and two other trained research assistants. The researchers interviewed parents who came for Open Day programmes, others who came to visit the school, and teachers in the school.

Twenty one copies of the questionnaires were administered by the researcher and they were found useful for analysis. A total of 10 parents were interviewed. The validity of the questioner was ensured by giving the drafted questions to four experts in the Department of Educational Management and Educational Foundations of Obafemi Awolowo University, Ile ife, Nigeria. Their corrections and observations were incorporated in to the instrument before use. To ensure the reliability of the instrument, it was administered twice in one other special primary school outside the sampled schools. Test –retest method of testing the reliability of instrument was used while the data collected was analysed using Pearson’s product moment of correlation coefficient was used to analysed the data collected after which the result of correlation coefficient yielded 0.74. The instrument was considered reliable enough for use. Percentage scores and frequency counts were used to analyse the data collected.

RESULTS

Research Questions:

Research Question 1: What are the various management strategies adopted in Special Schools in Lagos State?

To determine the various school management strategies, responses of the School Head and the teachers’ frequency counts and percentage scores were used. The results of management strategies adopted in special primary schools are as shown in the Table 1.

In Table 1. There are 5 (23.8%) of the respondents submitted that, providing skill acquisition programmes was always used in the schools to connect parents, 14 (66.7%)* indicated that it was sometimes used and only 2 (9.5%) of the respondents showed it was never used. Also, 11 (52.4%)* more than half of the respondents demonstrated that the schools always effectively communicate with parents as a strategy, 8 (38.1%) of the respondents showed that it was sometimes used while 2 (9.5%) of the respondents indicated that it was never used to connect parents in schools. It is also evident from the Table that 3 (14.5%) agreed that providing opportunities for parents to suggest ideas and resources was a strategy that was always used to enhance parents’ support. However, 13 (61.9%)* of them indicated that the strategy was sometimes used while 5 (23.8%) of the respondents showed it was never used in those schools. It was reported by 2 (9.5 %) of the respondents that providing varieties of mechanisms for involving different stakeholders in the schools was always used to involve

parents in the schools, 17 (81.0%)* of the respondents claimed it was sometimes used while 2 (9.5%) of the respondents showed that it was never used. Ten (47.6%) of the respondents claimed that holding PTA meetings was always used to engage parents in schools, it was supported by 7 (33.3%) of the respondents who claimed that it was sometimes used and 4 (19.0%) of the respondents reported it was never used. It was also reported by 2 (2.9%) of the respondents that the school always adopt a decentralized decision making approach in the school as a strategy for seeking parental involvement and support. 17 (81.0%)* reported that it was sometimes used while 2 (9.5%) claimed that it was adopted in schools. Of all the respondents who responded to the items, 9 (42.9%) revealed that the school always engaged parents in school academic and social activities in the schools, equally 9 (42.9%) revealed it was sometimes used while 3 (14.3 %) claimed it was never used. It can be inferred from the Table that providing parental support skill acquisition programmes, effectively communicate with parents, providing opportunities for parents to suggest ideas, involving different stakeholders and adoption of decentralized decision making approach were the various management strategies adopted in special primary schools in Lagos state.

Table 1. *Percentage Analysis of Management Strategies Adopted in Special Primary Schools*

No	Items	Always N (%)	Sometimes N (%)	Never N (%)	Total N (%)
1	Providing Parenting Support i.e. skill building programs	5 (23.8)	14 (66.7)*	2(9.5)	21 (100)
2	Effectively communicating with parents	11(52.4)*	8(38.1)	2 (9.5)	21 (100)
3	Providing opportunities for parents to give ideas and resources	3 (14.5)	13 (61.9)*	5 (23.8)	21 (100)
4	Collaborating with local communities	2 (9.5)	17 (81.0)*	2 (9.5)	21 (100)
5	Holding PTA meetings	10 (47.6)	7 (33.3)	4 (19.0)	21(100)
6	Adopting a decentralized decision making approach in the school	2 (2.9)	17(81.0)*	2(9.5)	21(100)
7	Engaging parents in school academic and social activities	9 (42.9)	9(42.9)	3(14.3)	21(100)

Source: Field Survey

Research Question Two: What are the management strategies that might influence parental support in the study area?

To answer this question, school heads and teachers' responses on section C of the questionnaire were subjected to frequency counts and percentages. The Table shows the results

Table 2. *Percentage Analysis of Cumulative Influence of Management Strategies on Parental Support in Special Primary Schools*

S/N	Management Strategies	Agreed N (%)	Disagreed N (%)	Total N (%)
1	Provision of parental Capacity building programmes	16 (76%)	5 (24%)	21 (100%)
2	Accessible information and Communication with parents	17 (81%)	4 (19%)	21 (100%)
3	Provision of varieties of volunteer opportunities for parents	13 (62%)	8 (38%)	21 (100%)
4	Decentralised decision making approach	19 (90%)	2 (10%)	21 (100%)
5	Supporting Learning at Home	14 (67%)	7 (33%)	21 (100%)

Source: Field Survey

In Table 2, information regarding Provision of parental Capacity building programmes, 16 (76%) of the respondents agreed and total of 5(24%) disagreed. With respect to the influence of accessible information and communication on parental support, the Table equally showed that 17 (81%) of the respondents agreed, whereas a total of 4 (19%) disagreed. In line with the Provision of varieties of volunteer opportunities for parents, 13 (62%) of the respondents agreed, while a total of 8 (38%) disagreed. With respect to decentralised decision making strategy, 19 (90%) of the respondents affirmed that involving parents when planning school polices, plans and curricula through the Parents Teachers Association (PTA) makes parents actively involved in the school while 2 (10.%) of them disagreed. Similarly, on the strategy of supporting learning at home, 14 (67%) of them agreed that encouraging parents to engage their children in home lessons, summer coaching and the likes attract parents support for the schools while 6 (33%) disagreed. It can be inferred from the Table that Provision of parental Capacity building programmes, accessible information and communication on parental support, Provision of varieties of volunteer opportunities for parents, Decentralised decision making strategy and supporting learning at home were the management strategies that influenced parental support for special primary schools in the study area.

Research Question Three: what are the levels of influence of management strategies adopted in special primary schools in Lagos State?

To answer research question three, an interview was conducted for a total of 10 parents from Parents Teachers Association (PTA).They gave their responses in two ways; first by identifying the various strategies the school heads actually adopted to connect and engage them in the school and secondly by indicating the strategies that best enhance their

support for the schools. The outcome of a cross section of the discussions with the parents from the school was reported as follows:

The identified management strategies adopted by Heads of special schools as reported by the parents are that: communicating effectively with parents through phone calls, encourage parents to give material resources or free will donations to schools, seeking parents' opinions when making policies or taking any decision; advising parents to support their children's learning at home, calling for PTA meetings and engaging parents in school activities like end-of-the-year programmes, inter-house sports competition, and open day. Calling for PTA meetings where they are kept abreast of happenings in the school and communicating with them through phone calls encouraged their involvement in school administration. Here, the responses of the parents interviewed were classified based on high, moderate or low. Their responses are presented in Table 3.

Table 3. *Percentage Analysis of Perceived Levels of Influence of Management Strategies on Parental Support in the Study Area*

School Type	Levels of Influence of Management Strategies on Parental Support			
	High (%)	Moderate (%)	Low (%)	Total (%)
Special Primary schools	4 (40%)	5 (50%)	1 (10%)	10 (100)

Source: Field Survey.

Table 3 shows the levels of influence of management strategies on parental support as indicated by the parents. As shown in Table 3, 40% of the parents of pupils in special primary schools said the strategies put in use by school management had a high influence on them, a greater percentage of the respondents in special primary schools (50%) submitted that management strategies had a moderate influence on their support, while 10% indicated that the strategies had low influence on their support.

It can be inferred from the result that the level of influence of management strategies on parental support was found to be moderate. This might be due to the fact that most of the strategies were only sometimes used, and so had not gotten to the point where it was a motivational drive to the parents as explained in the transformational leadership theory of Burns (1978). Also, this might partly be due to the fact that the strategies which caused change in the parents had not been sufficiently utilized and thus may have led to a moderate influence on parental support.

DISCUSSION

The result showed that providing parental support skill acquisition programmes, effective communication with parents, providing opportunities for parents to suggest ideas, involving different stakeholders and adoption of decentralized decision making approach were the various management strategies adopted in special primary schools in Lagos state. This finding corroborate the findings of Ogundele, Oparinde & Oyewale (2012), Newman & Bauer, (2005) Zill and Nord, (1994); Epstein, (1995); Mediratta and Fruchter,(2001), that

some of the strategies adopted by school heads in enhancing parental support are: encouraging parents to support learning at home, communicating effectively with parents through various means, encouraging parents to volunteer ideas and other resources, involving parents in decision making process at schools through PTA meetings and so on.

The result further showed that Decentralised decision making strategy and support for children learning at home were the management strategies that influenced parental support in the study area. This however showed that parents were intimidated with the happenings in the school through PTA meetings and involved in decision making process of the schools. However, this showed a negation of the findings of Fehrman, Keith and Reiners (1987) who observed that some school principals did not involve the parents in administration of the schools for fear of being criticized. He argued that most parents would like to play a more active role in their students' progress in schools and decision making about school programmes but the school administrators/ principals and teachers exhibit a great reluctance to encourage parents to become partners in governance. The non-involvement of parents in school governance, most often than not, resulted in lack of cooperation between the school and the parents.

One of the findings in the study equally showed that School Heads had not done so much in terms of organising parents' capacity building projects, for instance, organizing workshops and training seminars for parents in the schools in Lagos State as a strategy to enhance parents support for the schools. The findings are corroborated by the findings of the ILOPS research which showed that most of the capacity building programmes had focused narrowly on sensitizing parents to the importance of education, especially of girls, or on encouraging parents to contribute either in-kind or financial to schools.

A quick glance at Table 1 showed that most of the strategies adopted in the schools had not been sufficiently utilized, that is, always used. For instance, only about three out of the seven identified strategies were shown to be adopted always by the School Heads.

Similarly, Research Question 2 revealed that all the strategies identified in this study actually influenced parental support in schools in Lagos State. For instance, the aggregate of each of the identified strategies showed that 83.9% of the respondents indicated that providing parental capacity building programmes influenced parental support. Also, 80.9% agreed that provision of accessible information and communication channels influenced parental support in the schools. In the same vein, 67.9% agreed that encouraging parents to give ideas and resources to the schools influenced parental support in public primary and special schools respectively. Equally, 90.5% of the respondents believed that adopting a decentralized decision making approach influenced parental support in the schools. The study further showed that 70.23% of the respondents affirmed that encouraging and supporting parents to promote pupils learning at home have influenced parental support in the schools respectively.

With these notwithstanding, there are specific strategies which had influenced parental support in the study area more. Those strategies as pointed out by the parents themselves included involving parents in decision making process through PTA meetings, engaging them in schools' social and academic programmes and communicating with them effectively through phone calls.

The result showed that level of influence of management strategies on parental support was moderate. This might be due to the fact that most of the strategies were only sometimes used, and so had not gotten to the point where it was a motivational drive to the parents as explained in the transformational leadership theory of Burns (1978). Also, this might partly be due to the fact that the strategies which caused change in the parents had not

been sufficiently utilized and thus may have led to a moderate influence on parental support. As explained in Burns 1978's theory of transformational leadership, changes in individuals leads to changes in the social system. As such, it has been demonstrated that parental engagement in schools has not been sustained over time nor has it led to a marked improvement in special primary schools. This finding corroborates the finding of Apebende (2010) that parent involvement in their children's schools was significantly low. The finding is also in consonance with the finding of Pansiri and Bulawa (2013) that there was minimal parental support, especially in rural and remote areas and in boarding primary school system in Botswana. These findings failed to uphold the submission of Iwu and Iwu (2013) that primary schools should maintain a co-operative community by incorporating parents of pupils. On instructional materials, the finding of Olaitan (2012) that instructional materials are not adequately available in primary schools may not be unconnected to the low level of parent involvement in provision of instructional materials to primary schools. In relation to curriculum implementation, the findings failed to uphold the view expressed by Adebile (2009) that parents interact with the changes in the wider society, so they should play their major roles and contributions to enhance efficient learning in primary schools. In the area of administration, Amanchukwu (2011) had found that parents displayed a lukewarm attitude towards the meeting of PTA in Rivers State.

CONCLUSION AND RECOMMENDATION

Conclusion

The study concluded that schools management source for support from parents using strategies like effective communication with parents, adopting a decentralised decision making approach at PTA meetings and engaging them in social and academic programmes like inter-house sports, end of the year parties, and open-day's visit . All the identified strategies were shown to be capable of influencing support but the specific one that influenced parental support were: effective communication with parents, involving parents in social and academic programmes like inter-house sports, end-of-the-year party, open day's visitation and incorporating parents in decision making process through PTA meetings. However, the level of influence of these strategies on parental support was found to be moderate in Lagos State special primary schools .

Recommendations

In line with the findings in this research, the following recommendations are made: School Heads should constantly appraise and evaluate their strategies to allow them determine which strategies are best suitable and hold greater influence on parents. Government and other concerned organizations and bodies should sensitize schools and organize training programmes, seminars or conferences for Head Teachers and classroom teachers in primary schools on the importance of involving parents in school management. Such training should also emphasize the effective ways by which the Head Teachers and teachers of special primary schools can involve parents in the areas of provision of instructional materials, curriculum implementation and administration.

In order to enhance parents' participation in financing education in primary schools, members of the PTA should be made members of boards and committees that relate to raising and spending of funds in the schools. Also, to create a better mutual understanding and closer links between the school and the community, members of the community as well as members of the PTA should be involved in organized school events such as sports and other school activities.

REFERENCES

- Abdullahi, S. U. (1996). *Parent teacher association as an instrument of community participation in education*. Retrieved from <http://www.zedang.org/agmlectures/4th.pdf> on 31/03/2010.
- Adebile, R. F. (2009). The role of Nigerian teachers and parents: A pre-requisite for efficient and dynamic curriculum development. *African Research Review*, 3(1):362-372.
- Amanchukwu, R. N. (2011). The role of parents in the effective management of primary education in Rivers State. *African Journal of Social Sciences*, 1(3):142-148.
- Apebende, E. U., Akpo, O. B., Idaka, I., & Ifere, A. B. E. (2010). Parental involvement and effective nation's implementation of the universal basic education (UBE). *African Research Review*, 4(2):311-321.
- Ayeni, A. J., & Williams, O. I. (2013). A conceptual model for school-based management operation and quality assurance in Nigerian secondary schools. *Journal of Education and Learning*, 2(2), 36-43.
- Burns, J. M. (1978). *Leadership*. New York: Harper & Row
- Dodge, K. A. (2002). Meditation, moderation and mechanisms in how parenting affects children's aggressive behaviour. In J. G. Borkowski, S. L. Ramey, & M. Bristol-power (Eds.), *Parenting and the child's world: Influences on academic, intellectual and social development* (pp 215-229). Mahwah, N.J: Erlbaum.
- Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, Co: Westview. press.
- Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). *School, community, and community partnerships: Your handbook for action* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Epstein, J. L. (2005). School-initiated family and community partnerships. In T. Erb (Ed.), *This we believe in action: Implementing successful middle level schools* (pp. 77-96). Westerville, OH: National Middle School Association.
- Federal Republic of Nigeria (2014). National Policy on Education. Lagos: NERDC Press.
- Fullon, M., & Watson, N. (2013). *School-based management: Reconceptualizing to improve learning outcomes*. New York: World Bank.
- Gonzalez-DeHass, R., & Willems, P. P. (2003). Examining the underutilization of parent involvement in the schools. *The School Community Journal*, 13(1):85-99.
- Hung, C. L. (2007). Family, schools and Taiwanese children's outcomes. *Educational Research*, 49(2):115-125.
- Iwu, C. G., & Iwu, I. C. (2013). Factors inhibiting effective management of primary schools in Nigeria: The case of Ebonyi State. *Journal of Social Science*, 35(1):51-60.
- Knowledge Management Terms (2009). Retrieved November 2, 2009, from *Stuhlman Management Consultants*. <http://home.earthlink.net/ddstuhlman/defin1.htm>.
- Mediratta, Kavitha, and Fruchter, Norm (2001). *Mapping the field of organizing for school improvement: A report on education organizing in Baltimore, Chicago, Los Angeles, the*

**Christopher Oluwatoyin Fashiku, Ezegwu Chidimma Gloria ,Yusuf Abubakar Abiola,
& Fashiku Bunmi Comfort**

*Head Teachers' Management Strategies And Parental Support In Special Primary Schools
In Lagos State, Nigeria*

Mississippi Delta, New York City, Philadelphia, San Francisco, and Washington, DC.

NPE, (2004), National Policy on Education, *Revised Edition*

Ogundele, M. O., Oparinde, F. O. & Oyewale, M. K. (2012). Community-school relations and principal's administrative effectiveness of secondary schools in Kwara State. *Journal of Educational and Social Research*, 2(3), 271- 274.

Olaitan, O. L., Oniyangi, S. O., Oyerinde, O. O., & Onifade, O. A. (2012). Availability and utilization of Instructional materials for teaching health education in primary schools in Kwara State, Nigeria. *International Scientific Research Journal*, 4(2):89.

Oniyangi, S. A. (2008). Strategies for promoting school and community relationship for better productivity. In D.O. Durosaro, R. A. Shehu and K. Mohammed (eds.), *Classroom management techniques for the newlyrecruited primary school teachers in Kwara State*. (pp. 99-110). A publication of Kwara State Universal Basic Education Board, Ilorin.

Owuamanam, D. O. (1991). *Foundations of sociology and psychology of education*. Lagos: AbimasLithografiksCompany.

Osakwe, R. N. (2010). "Education for people with special needs in Nigeria: *Challenges And way forward*" in M. I. Atinmo, J. B. Babalola, O. A. Moronkola & A. I. Atanda. Ozigi, A.

Pansiri, N. O., & Bulawa P. (2013). Parents' participation in public primary schools in Botswana: Perceptions and experiences of head teachers. *International Education Studies*, 6(5):68-77.

Zill, N., & Nord, C. W. (1994). *Running in place: How American families are faring in a changing economy and an individualistic society*. Washington, DC: Child Trends.