



**PARTICIPATION OF PARENT-TEACHERS ASSOCIATION IN THE
DEVELOPMENT OF SECONDARY SCHOOLS IN EDO STATE, NIGERIA**

OFEIMU, Josiah, Ph.D

GSM: +2347061208305, +2348055335064

E-mail: ofeimuJosiah@yahoo.com or jofeimu@aauekpoma.edu.ng

**Department of Educational Foundations and Management, Faculty of Education,
Ambrose Alli University, P.M.B. 14, Ekpoma, Edo State, Nigeria**

&

ULOKO, Clement Imoyera

GSM: +2348052020933, +2348032663193

E-mail: clementuloko1@gmail.com

**Department of Business Education, Faculty of Education,
Ambrose Alli University, P.M.B. 14, Ekpoma, Edo State, Nigeria**

Abstract

This work examined participation of Parent-Teachers Association's (PTA) in the development of secondary schools in Edo State, Nigeria. Three (3) research questions guided the study. The descriptive survey design based on ex-post-facto research was adopted. The population was made up of 614 principals of public secondary schools in Edo State while a sample of 206 principals was studied. The instrument used for data collection was a questionnaire titled: Participation of Parent-Teachers Association in School Development Questionnaire (PPTASDQ). Reliability test was carried out on the instrument and the reliability coefficient was 0.82. The analysis of the result was carried out using frequency and percentages. The results of the analysis showed that PTA provide financial assistance to schools, help in facilities provision, helps in manpower provision and development and maintenance of students' disciplines in secondary schools in Edo State.

Keywords: Parent Teachers' Association (PTA), Participation, Development, Board of Governors, manpower development.

Introduction

Human and societal development is dependent on the level of educational attainment of the people. Hence, education has been accepted globally as an instrument for national development and transformation (Federal Republic of Nigeria (FRN), 2013). Education has intrinsic and extrinsic values for both the individual and the society at large. This is stressed

by Ohaeri (2009) that no element of national life is more worthy of attention, support and concern than education, for no element has greater impact on the careers, personal growth and happiness of many citizens. No element is of greater importance in improving the knowledge and leadership on which the vitality of democracy and strength of national economy depends.

In view of the great importance attached to education with regard to national and individual life, it is imperative that all hands must be on deck to ensure that the necessary resources for effective development and management of education are provided. As noted by Asodike (2008), the involvement of communities in the management of education in Nigeria is not new. It dates back to the colonial period when the colonial administrators made use of the local communities in the provision and furtherance of western education. He noted that parents provided materials in cash and kind, local communities gave out their lands with labour for the development of education, provided guards for safety of materials in use, and free accommodation for the missionaries in the community, all in the effort to contribute to the basic needs for the development of education. He therefore opined that education being an expensive social service requires the efforts of the different segments of the society to attain its goals and objectives.

Education is a process of schooling that involves the teachers, parents and society for all round development of the child. So, the parents' cooperation with teachers is essential for the desired growth of the child. Today, there seems to be greater need for parents to be more involved in school management than before. Involvement of parents in school management is given different names in different parts of the world, like School Council, Parent Teachers' Council and Parent Teachers' Association (PTA), as applicable in Nigeria.

Parent Teachers' Association (PTA) is considered an essential component of schools because it performs key roles in promoting quality education. According to Govinda and Diwan (2005), community participation is an effective source of promoting education. Mahmood, Majoka, Muhammad and Syed (2011), also posited that PTA is a valuable asset of

any well organized school for the welfare of children. It helps to create mutual understanding and communication between parents and teachers for solving educational matters of an institution. Osadolor (2016) noted that one major aspect of the efforts being made in some African counties at linking schools closely with their communities is the encouragement of the direct involvement of local people in the work of the school as managers and as financiers. He quoted Thompson (1983) saying that several years ago when he stated that Tanzania, Zambia, Ethiopia, Guinea, and Kenya have had experience of community involvement in the devolution of responsibilities for managing schools and school systems to local people. He further add that the practice varied from country to country, and in some countries where the local communities were not directly involved in management, they often possessed a genuine feeling that the school was their own. In Ethiopia, it was planned that parents be directly responsible for the management of their school, including the appointment, housing and payment of salaries of teachers. This could be replicated in Nigeria through the Parent Teachers Association.

Parent Teachers Association (PTA) is a voluntary association of parents and teachers in a particular school established for the school's development. This ideology of internal grouping arrangement tends to facilitate good school–community relationship. In this perspective, obeying the principles of good school–community relationship, parents are opportune to understand what exist in the schools their wards attend and the constraints experienced by the schools in the course of carrying out the business of schooling. In Nigeria, PTA is backed by law in some States making it compulsory for schools; while in other States it is voluntary. Whichever way, parents compulsorily abide with the decisions of the association for their wards' attendance in that particular school (Ugwulashi, 2012).

The roles of the PTA are quite necessary for the development of any school especially in a developing country like Nigeria. In this circumstance, Igwe (1999) cited in Ugwulashi (2012) highlighted some functions of PTA as applicable to public schools as promoting better acquaintances and healthy working relations between teachers and parents, serving as

effective channel of communication between the school and community, advising the school staff, the board of governors or the school committee on pressing education needs of the community as perceived by parents amongst others. The functions of the PTA through the Board of Governors include: budgeting and preparation of financial statement of the school, raising and management of funds, abiding by such guidelines as may from time to time be approved by the Commissioner for Education, overseeing the collection of funds and revenues as applicable, authorizing and scrutinizing the disbursement of all funds to mention but a few. In some public schools where the two co-exist, the Board of Governors stands prominently.

Abdulkareem, Fasasi and Akinnubi (2009) asserted that the roles of Parent Teachers Association can be grouped as advisory; disciplinary; financial; maintenance of school-community relations; provision and maintenance of infrastructural facilities. They further viewed PTA's roles as enabling parents come to grip with the problems of the school their children attend, complementing government efforts in the provision of physical facilities, and providing assistance to the institutions in the areas of funding, supervision, guidance and budgeting, thereby ensuring quality in the schools' activities. The roles of PTA could also include contributing to students' discipline, building of laboratories, libraries, provision of amenities and maintenance of school buildings, among others.

The issue of students' discipline is very essential in the realization of the goals of secondary schools. In recent times indiscipline among students of secondary school has taken a new dimension ranging from cultism, abuse of drugs, smoking, indecent dressing, bullying, truancy, disrespect for constituted authorities in the school to physical assault on teachers. These disciplinary problems, if not checked, can lead to other serious problems in the school. Ofeimu, Abdulrahman and Kolawole (2018) found that there are many issues of disciplinary problems in secondary schools in Edo North Senatorial District of Nigeria ranging from parents' interference, political interference, misbehaviours among students. Cotton and Wikehund (2006) and Idu and Ojedapo (2011) all found that parents' involvement in

students' schooling, parental attitude, government nonchalant attitude, among others, created effectiveness in fostering students' achievement especially in areas of moral building and discipline. Hence, there is the need for PTA to partner with the school authorities in the maintenance of school discipline and inculcation of good moral values in the students.

The issue of provision of school facilities such as building of laboratories, libraries, provision of amenities and maintenance of school buildings is important to realizing educational goals and this form the thrust of this study (Wanjala, Khatete, Mbaka and Asiago, 2014; Fakomogbon, Bada, Omiola and Awoyemi, 2012). In many secondary schools in Edo Central Senatorial District, there are no good laboratories and libraries for effective teaching and learning. School amenities such as good toiletry system, electricity, water, good access road, school bus etc can hardly be seen in secondary schools. Similarly, many school building blocks are in total ruin with no adequate attention from the government. In some schools the students cannot learn when it is raining because of leaking roofs and teachers using palm shades as their staff rooms during dry season because the school blocks have become threats to lives. The situation is very pathetic and one begins to wonder what role the PTA is playing to remedy the situation. Though the administration of comrade Adams Aliyu Oshiomhole from 2008 to 2016 embarked on renovation of public primary and secondary schools in Edo State, Nigeria, many of the schools are still in shambles begging for attention.

In public secondary schools in Edo State, there is gross shortage of teaching staff. According to Bobokhai (2021), there has not been formal recruitment of teaching staff into secondary schools for upward of ten years by the Edo state government. He further stated that teachers may have died during this period while some may have retired or some left the teaching service without replacement. He noted that available records from the Post Primary Education Board, Benin City reported gross shortage of teaching personnel in senior secondary schools in Edo State with 263 English Language and 288 Mathematics teachers needed to fill the gap. Observation showed that with intervention of some host communities, there could have been one or two government paid teachers in some secondary schools. No

wonder the federal government emphasizes on the role of communities in the management and development of her educational system (FRN, 2013). School communities include Parent Teachers Association (PTA), Board of Governors (BOG), Religious Organizations, Town Unions, Alumni Associations and Business Organizations. These bodies are required to get involved and fund the development of secondary education. Ogbonnaya (2000) noted this when he opined that funding is a critical issue in the Nigeria educational system. Various arms of government and their agencies cannot provide all the funds needed for education. Therefore, the funding of education should be a combined responsibility of Federal, State, Local Governments, and the Local Communities. The current trend has prompted many stakeholders of the education sector to be worried because the roles of PTA in development of schools cannot be overemphasized.

Statement of the Problem

The general deplorable state of education in Nigeria has been of great concern to all. From the Primary to the Tertiary level, it is a tale of woes; the whole system seems to be at the verge of collapse. Secondary schools which provide the link between Primary and Tertiary levels of education seem to suffer serious neglect in Nigeria. Most schools seem to have inadequate and dilapidated buildings, lack meaningful libraries, modern facilities and equipment, computers, with inadequate and demoralized teachers, and general lack of discipline among the teachers and students. Most of these observed problems have been attributed to lack of funds in the schools. One begins to wonder what communities are doing to help assist the schools since government efforts do not seem to be enough. It is however pathetic that government's continuous call for public and private partnership in the development of schools is receiving low attention. Education being capital intensive requires the participation of all stakeholders who are the beneficiaries of the education system.

With recent economic downturn globally and Nigeria specifically, financing the education sector should not be left in the hands of government alone. According to Osadolor (2016), school is created for the emancipation of community development. So it's the

community expected to be alive to its responsibilities of assisting the school to meet its needs required in fulfilling its set goals.

It is observed in most schools in Edo State evidences of dilapidated structures; inadequate manpower, poor libraries without modern states of the art facilities, non availability of well equipped laboratories, inadequate classroom blocks and other essential amenities. Obiadazie (2014) noted that community has tried to bridge this gap through funding but not much has been done. Okendu (2012) also stated that the involvement of PTA in schools have reduced drastically owing to lack of interest and commitment. In this unfolding development, the need to ascertain the participation of PTA in the development of secondary schools calls for concern.

Research Questions

The following research questions were raised to guide this study:

1. What is the level of participation of PTA in the enforcement of students' discipline in secondary schools Nigeria?
2. What is the level of participation of PTA in facilities development in secondary schools in Nigeria?
3. What is the level of participation of PTA in financial development in secondary schools in Edo State, Nigeria?
4. What is the level of PTA participation in manpower provision in secondary schools in Edo State, Nigeria?

Method and Procedures

This is a descriptive research design. This design was descriptive because it sought to find out the roles of Parent-Teachers Association's participation in the development of secondary schools in Edo State of Nigeria as perceived by principals. The population for this study consisted of 614 principals in the public secondary schools in Edo State. The sample comprised 206 principals which was 34% of the population. The instrument that was used for collection of data was the questionnaire titled: Participation of Parent-Teachers Association

in School Development Questionnaire (PATDEQ). The questionnaire was subjected to content validity by experts who carefully reviewed them to ensure its contents were relevant, clear, unambiguous and precise. Reliability was carried out on the instrument using the split half reliability method the reliability coefficient was 0.82. The data were analysed using percentages.

Results

Research Question 1: What is the level of participation of PTA in contribution of students’ discipline in secondary schools in Edo State, Nigeria?

Table 1: Percentage analysis of the level of participation of PTA in contributing to students’ discipline in secondary schools

Statement	Very High	%	High	%	Low	%	Very Low	%
PTA helps to discipline students in secondary schools.	57	27.7	89	43.2	46	22.3	14	6.8
PTA members help to relate to parents of students on disciplinary issues for solutions.	61	29.6	90	43.7	31	15	24	11.7
PTA gives useful advice to school management on how to handle students’ discipline.	81	39.3	79	38.3	40	19.4	6	2.9
PTA helps to resolve issues in school that could have lead to court cases.	65	31.6	82	39.8	50	24.3	9	4.4
Total	264	32%	340	41.3%	167	20.3%	53	6.4%

Table 1 presents the level of participation of PTA in contributing to students’ discipline in secondary schools in Edo State. From the response, 32% was very high, 41.3% was high, 20.3% was low and 6.4% was very low. The results showed that the level of participation of PTA in contributing to students’ discipline in secondary schools in Edo Central Senatorial District was high.

Research Question 2: What is the level of participation of PTA in facilities provision in secondary schools in Edo State, Nigeria?

Table 2: Level of participation of PTA in facilities provision in secondary schools

Statement	Very High	%	High	%	Low	%	Very Low	%
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PTA helps to build library blocks for schools.	91	44.2	86	41.7	19	9.2	10	4.9
PTA donates books to school libraries for effective learning.	85	41.2	105	51	13	6.3	3	1.5
PTA helps in the maintenance of school buildings.	120	58.3	81	39.3	5	2.4	0	0
PTA helps to sink bore holes for schools.	108	52.4	79	38.3	12	5.8	7	3.4
PTA builds laboratories and donates to schools.	135	65.3	60	29.1	8	3.9	3	1.5
PTA helps to build convenience for schools.	79	38.3	86	41.7	30	14.6	11	5.3
PTA most times buys vehicle and donates it to school.	36	17.5	48	23.3	51	24.8	71	34.5
PTA is active in drawing government attention with regards to the status of school for renovations.	84	40.8	72	35	35	17	15	7.3
Total	738	44.8 %	617	37.4 %	173	10.5 %	120	7.3 %

Table 2 presents the analysis of the level of participation of PTA in facilities provision in secondary schools. The analysis on this table showed that 44.8% of the respondents indicated very high level participation of PTA in facilities provision, 37.4% high level participation, 10.5% low participation and 7.3% very low participation. It was concluded that the level of PTA participation in facilities provision in secondary schools in Edo State is very high. PTA therefore helps to build library blocks for schools, donates books to school libraries for effective learning in schools, helps in the maintenance of school buildings, helps to sink bore holes for schools, helps to build convenience for schools among others.

Research Question 3: What is the level of participation of PTA in financial development in secondary schools in Edo State?

Table 3: Level of participation of PTA in financial development in secondary schools

PTA and Financial Development in secondary schools	Very High	%	High	%	Low	%	Very Low	%
PTA helps in the raising and management of funds in schools.	58	28.2	91	44.2	40	19.4	17	8.3
PTA helps to attract donor agencies and philanthropists to donate funds for the development of the school.	90	43.7	78	37.9	18	8.7	20	9.7
PTA members often times place compulsory levies on parents of students to meet school projects.	116	56.3	80	38.8	8	3.9	2	1
PTA members also attract government special funds for school projects	64	31.1	58	28.2	50	24.3	34	16.5

Total	328	39.7 %	307	37.3%	116	14.1 %	73	8.9 %
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Table 3 presents the level of participation of PTA in financial development in secondary schools. 39.7% indicated high level participation, 37.3% indicated average level participation, 14.1% indicated low level participation and 8.9% indicated very low participation of PTA in financial development in secondary schools. The level of participation of PTA in financial development in secondary schools in Edo State was very high.

Research Question 4: What is the level of participation of PTA in manpower development in secondary schools in Edo State?



Table 4: Level of participation of PTA in manpower development in secondary schools

PTA and Manpower Development in secondary schools	Very High	%	High	%	Low	%	Very Low	%
PTA helps in the recruitment of teachers in schools.	72	35	81	39.3	49	23.8	4	1.9
PTA helps in providing accommodation for National Youth Service Corps members to enhance the teaching for in secondary schools.	70	34	92	44.6	37	18	7	3.4
Some community members through PTA intervention render voluntary teaching service to schools in their communities.	63	30.6	110	53.4	31	15	2	1
PTA go at length to interface with government to press for teachers to be posted to the schools in their communities.	90	43.7	99	48.1	14	6.8	3	1.4
Total	295	35.8 %	382	46.4%	131	15.9 %	16	1.9 %

Table 4 showed the level of participation of PTA in manpower development in secondary schools. 35.8% indicated high level participation, 46.4% indicated average level

participation, 15.9% indicated low level participation and 1.9% indicated very low participation of PTA in manpower development in secondary schools. The level of participation of PTA in manpower development in secondary schools in Edo State is high.

Discussion

The result of this study showed that the level of participation of PTA in contributing to students' discipline in secondary schools in Edo State was high. This means that Parents Teachers Association is highly involved in assisting school heads in dealing with issues of students' discipline. The reason could be that PTA partners with the school authority in matters of progress of the school especially as it relates to their wards. It could also be that the school authorities see it as point of duty to involve PTA in contributing to students discipline in schools because issues of discipline cannot be left in the hands of principals and teachers alone because charity is said to begin at home.

The finding of this study corroborates the finding of Cotton and Wikehund (2006) who found that parents' involvement in students' schooling created effectiveness in fostering students' achievement especially in areas of moral building and discipline. The finding of this study is also in agreement with the finding of Idu and Ojedapo (2011) that showed that parental attitude, government nonchalant attitude, teachers' influence and peer-group influence among others were found to be responsible for indiscipline among secondary school students. This means that lack of concern and disagreement in the area of discipline by stakeholders promotes indiscipline among students.

The result of this study found out that the level of PTA participation in facilities provision in secondary schools in Edo State was very high. It was found out that PTA involvement in facilities provision of schools included: helping to build library blocks for schools, donation of books to school libraries for effective learning, helping in the maintenance of school buildings, helping to sink bore holes for schools, helping to build convenience for schools among others. The result of this study could be that the level of

awareness of the community on the importance of education to modern day society is high and as such they would want to complement the government in providing quality education by assisting in providing facilities ranging from donation of books to school libraries, construction of blocks of classrooms, donation of laboratory equipment among others.

The finding of this study is in consonance with the finding of Wanjala, Khatete, Mbaka and Asiago (2014) that different stakeholders sponsor various school constructions; building of class rooms, school halls, laboratories, libraries, dormitories and so on in Kenya. Fakomogbon, Bada, Omiola and Awoyemi (2012) found out that majority of the available facilities and furniture in use in the library is inadequate and did not meet the required standard, one finds nothing but dull uninviting sagging roof and colourless dilapidating walls and it is appalling the physical condition under which students and teachers are squatting in the name of education. This is the more reason that PTA and other educational stakeholders need to support the government in providing facilities to schools for effective teaching and learning and to maintain standard in education so that the goals of educational system can be achieved.

The result of this study showed that the level of participation of PTA in financial development in secondary schools in Edo State was high. From the responses from the respondents PTA helped in the raising and management of funds in schools, attracted donor agencies and philanthropists to donate funds for the development of the school, placed compulsory levies on parents of students to meet school projects and also attracted government special funds for school projects through political will. This means that PTA participation in financial development in schools helped in meeting some financial needs of the school. The reason for this trend could be as a result of public awareness that funding education is the business of all stakeholders and increasing community participation in providing facilities to schools promotes effective teaching and learning in school.

The result of this study supported that of Obiadazie (2014) who found out that the communities were involved in funding computer facilities like computer and its accessories;

Multimedia Television and projectors; virtual library; internet connectivity; computer laboratory among others. It was also revealed that the strategies to be used include: P.T.A. levies; tasking the students to pay for computer equipments; encouraging age grades and groups to embark on computer projects; donations from philanthropists; appealing to communities to contribute towards computer projects; organizing fund raising ceremonies; alumni associations; among others.

The finding of this study also showed that there is a high level of PTA participation in provision of manpower (teachers) in public secondary schools in Edo State, Nigeria. Evidences showed that most public secondary schools lack adequate teaching force and for the intervention of some communities, many of these schools would not have been functional. The findings of Bobokhai (2021) showed that teachers are grossly inadequate in public senior secondary schools in Edo State. The need for intervention of host communities is non negotiable.

Conclusion

The following conclusions were made following the results of this study.

- a. Parent Teacher Association plays important role in maintenance of discipline in secondary schools.
- b. The level of participation of PTA in facilities development of secondary schools in Edo State is high.
- c. The level of participation of PTA in financial development of secondary schools in Edo State is high.
- d. The level of participation of PTA in manpower development of secondary schools in Edo State is high

Recommendations

The following recommendations are made based on findings of this study.

1. PTA members should continue to increase the bond of friendship between them and the school in order to ensure continuous development of the schools.

2. Government should encourage greater participation of PTA in the development of secondary schools because it cannot do it all alone without the support of the community members. To this effect, communities doing well should be praised so that others can follow suit.
3. Principals of schools should also ensure that PTA is encouraged to participate in school activities in order to encourage their greater participation in school development by getting them involved in school business and administration.
4. Host communities should continue to intensify efforts in the recruitment of PTA teachers to bridge the gap since the government has been unable to meet the demand gap of teachers in public secondary schools.

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