

**CONTRIBUTIONS OF PARENT TEACHER'S ASSOCIATION (PTA)
ON MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN
BENUE STATE, NIGERIA**

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Abstract

The study investigated the contribution of PTA on management of public secondary schools in Benue State, Nigeria. The study was guided by one research question and one hypothesis. The study adopted descriptive survey design. The population of the study was 17, 550 teachers in the 920 public secondary schools and 1000 or 5% respondents from 50 or 5% of public secondary school were sampled for the study. The instrument used for data collection was a 5 –item structured questionnaire titled: “PTA” and Management of Public Secondary Schools Questionnaire (PTAMSSQ)” with reliability Crombach alpha of 0.81. Data from the respondents were collated and analyzed using mean and Standard Deviation to answer the research questions. Chi-square was used to test hypothesis at 0.05 level of significance. The findings of the study revealed that: PTA’s provision of infrastructural facilities have significant influence on management of secondary schools in Benue State, Nigeria. Based on the findings, it was concluded that PTA provision or infrastructural facilities have significant influence on the management of public secondary schools in Benue State, Nigeria. It was recommended among others that government and PTAs should increase in the level of provision of infrastructural facilities of public secondary schools to enhance effective and efficient management. This would help them to identify and

Keywords: Parents, Teachers, Association, Management, Public secondary schools.

Introduction

In Nigeria, the educational sector has become a huge venture consuming human, material, financial and time resources probably more than any other sector of the economy but much attention has not been given to it. According to UNESCO (2004) in Akpakwu (2012), at least 26% of budgetary allocation of a country should be dedicated to funding education for development. Obe (2009) pointed out that without funding, standard of any level shall be a mirage, which is building castles in the air. The low budget allocation of not more than 14% by the federal government of Nigeria between 2000 and 2015 to the education sector is low which affects the standard of education in the country and North Central zone of Nigeria in particular (Central Bank of Nigeria, 2016). The seemingly endless and increasing social demand for education has led to rapid expansion of schools, enrolment, human, material and financial resources. As a result, there is also a corresponding demand for the effective and efficient management of educational institutions at the primary, secondary and tertiary levels of education. In addition, parents, Old boys' and Girls' Associations, proprietors, communities and the private sector are now engaged in financial contributions and management of educational institutions more than ever before (Banka and Bua, 2015). In Nigeria, it is estimated that between 25% and 45% of an average family income goes to secondary school education (Asobie and Ikekeonwu, 2012).

However, astronomical growth in school enrolment, cost of educational resources and management are being confronted by the decline in the nation's poor economy which has resulted to poor expenditure on social services including education (Akpakwu, 2012). The situation therefore demands for prudence in the management of secondary schools. Unfortunately, a good number of school principals are either afraid or ill-equipped technically to understand the requirements of school management. The demands and cries by the public for the effective and efficient management of secondary schools have therefore necessitated the active involvement and participation of the Parent Teacher Association (PTA) in the administration or management of schools.

The roles of Parent Teachers Associations (PTA) are irreplaceable in public secondary schools. According to Ukeje, Akobogu and Ndu (2009), Parent Teachers Association is a voluntary and welfare association of

parents, guardians of children of a particular school with teachers of that school. Akpakwu (2012) stated that PTA is an association of parents and teachers of a particular school, mainly interested in bringing about mutual understanding and cooperation among parents, teachers and the community for the purpose of improving the quality of school management for the proper education of the child. Thus, PTA participation in the management of secondary schools is to bring about positive contribution or influence to enhance effective management of schools by providing necessary resources that the government cannot provide in secondary schools particularly in Benue State, Nigeria.

A lot of changes are taking place today in the management of secondary schools. Schools are no longer an exclusive preserve of principals and their teachers. According to Peretomode (2012), the management of schools is no longer in the hands of principals and teachers, rather, the parents are on their toes in coming to grips with the problems experienced by their children in the course of school administrators' managing their schools. Asemah (2010), maintains that parents are more involved in decisions on a wide range of matters concerning their children's schooling as well as in ensuring that available resources such as funds, human and material resources and time are efficiently utilized to achieve school objectives. Since education is premised on a series of partnerships, the partnership that appears to have the greatest potential for secondary education is the Parent-Teacher Association.

Akpakwu (2012) defines educational management as the ability of the education manager to judiciously utilize the human, material, financial and times resources towards the attainment of the objectives of the educational institution. Anzuku (2011) sees educational management as the utilization of physical and human resources through cooperative efforts and it is accomplished by performing the functions of planning, organizing, directing and controlling. Thus, the secondary school manager can make effective use of the PTA to promote the educational programmes of the school and to facilitate the effective and efficient management of his school. It is therefore imperative that educational managers should develop and maintain satisfactory relationship with the school PTA. This can be done through effective participation of the PTA in the administration of the school to harness its likely influence in the provision of infrastructural facilities, towards the attainment of quality management in public schools.

In the context of this study, management of secondary school activities refers to the ability of the school manager to harness the contribution and coordination of PTA's financial contributions, provision of infrastructural

facilities, maintenance of discipline, participation in decision making, staff welfare and maintenance of school-community relations that are likely to influence the effective and efficient management of the school.

Asobie and Ikekeonwu (2012), opined that schools cannot truly do their best in isolation from the PTA. Asobie and Ikekeonwu also observed that school principals who are at the leadership end of the organization must be motivators to both teachers and the PTA. Amamchukwu, further asserts that the teachers and the PTA should be informed of any action which should take place in the school for the purpose of soliciting their cooperation and contribution towards positively influencing the effective and efficient management of the school. The school manager should therefore, establish a cordial relationship between him and the PTA as well as the community for the realization of the school objectives. By so doing, the school manager will be in a position to create a conducive atmosphere for the PTA to make various contributions that are likely to influence the effective and efficient management of the school. Thus, parents and teachers are irreplaceable in the management of secondary schools and their contributions may influence the management of secondary schools, because the government can no longer do it all alone; and today, the management of public secondary schools has become very complex.

Provision of infrastructural facilities is an area that the PTA is involved in the proper management of secondary schools. Asemah (2010), remarked that infrastructural facilities are the key items a school needs in order to function effectively. The poor state of the economy does not allow governments to participate effectively in the provision of infrastructural facilities to enhance teaching and learning in secondary schools. It is posited that the PTA may help in providing infrastructural facilities like classrooms, hostels for students' accommodation and others.

This study therefore sets to investigate the contribution of PTA participation on the management of public secondary schools in the area of infrastructural facilities, in Benue State, Nigeria.

Statement of the Problem

The trend in secondary schools' management in Benue State, Nigeria today tends to point to the fact that the relevant stakeholders especially government and the schools cannot do it alone. What exist in public secondary schools in the area of study are inadequate and dilapidated infrastructural facilities among others. These scenarios have necessitated the intervention of the Parent-Teacher Association (PTA) to assist school management in the provision of funds, infrastructural facilities and instructional materials. Other

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areas are maintenance of discipline, recruitment of staff, participation in school decision making and maintenance of a cordial relationship with the host community with a view to improving school management and standard of secondary education in the study area.

Management of schools seems to have been bedevilled with many problems. This has been generating serious discussion among educational stakeholders particularly in Benue State, Nigeria in recent times. This is because, in most schools in the area, stakeholders have expressed concern on the issue of funding factors which may have been responsible for academic staff job ineffectiveness in the area of inadequate infrastructural facilities in public secondary schools.

According to the researcher's interaction on an informal basis with personal friends working in the schools as academic staff, the indices of management which appear to be seriously affecting school management and performance in the above mentioned areas that needed PTA influence and intervention is infrastructural facilities,

Thus this study is out to identify PTA elements and their influence on the management of public secondary schools in Benue State, Nigeria. In many secondary schools the management seems to have been disturbed from provision of infrastructural facilities, related factor. Many staff no longer find it joyous to carry out their statutory academic duties due to the above factor. It seems that some teachers come to work and may not be willing to perform well due to lack of basic infrastructural facilities. It is in view of the above scenario that the research is being undertaken to investigate PTA contribution on the management of public secondary schools in the study area.

Purpose of the Study

The purpose of the study is to investigate the contribution of the Parent Teachers' Association (PTA) on management of public secondary schools in the Benue State, Nigeria. Specifically, the study sought to:

1. Ascertain the extent of the contribution of PTA in the provision of infrastructural facilities in public secondary schools in Benue State, Nigeria.

Research Question:

The following research question guided the study.

To what extent does the PTA provision of infrastructural facilities influence public secondary schools?

Hypotheses:

The following null hypothesis was formulated and tested at 0.05 level of significance.

1. PTA's provision of infrastructural facilities does not significantly influence public secondary schools.

Scope of the Study:

The Study is limited to the influence of PTA on the management of public secondary schools in Benue State, Nigeria. The choice of public secondary schools for this study is based on the assumption that the influence of PTA on the management of secondary schools may be felt more in these public secondary schools than in the private schools. This study covers all the public secondary schools in the study area. The study was confined to the indices of PTA participation in school governance in the provision of infrastructural facilities, The choice of this variable was premised on the assumption that it is presumed by the relevant stakeholders to be the indices that is most likely to influence the management of public secondary schools in the study area. Teachers in all the public secondary schools served as respondents of the study.

Methodology

The study adopted a descriptive survey design. The population of the study comprised of 17,950 teachers in 920 public secondary schools in Benue State, Nigeria. The sample size for the study comprised of 1000 or 5% of the 17,950 teachers and 50 or 5% of the 920 public secondary schools. This sample is considered adequate since it is in line with Achor and Ejigbo's (2006) ascertain that for a larger population, a sample of 3% of the population is adequate. The multiple stage sampling was adopted for the study. This sampling is applied when different sampling techniques are used at several stages of sampling. In the study, proportionate stratified random sampling technique of incidental picking was used to select schools for this study. Also simple random sampling technique of incidental picking of teachers from the sample public secondary schools in each state was done. A self-structured questionnaire titled: Parents Teachers Association and Management of Public Secondary Schools Questionnaire (PTAMPSSQ) was used to collect data from the teachers. The instrument is a 5 – item questionnaire structured on the modified four – point rating scale with the response mode of Very High Extent (VHE) – 4, High Extent (HE) – 3, Low Extent (LE) – 2 and very Low Extent (VLE) – 1. This scale was chosen because the flexibility of the scale renders it appropriate for measuring the items of the variable of the study. The researcher engaged five research assistants that assisted in the administration and collection of the copies of the questionnaire in the sampled schools. A

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total of 1,000 copies of the instrument were administered to the respondents and were retrieved after completion. The respondents were given four days to complete and return copies of the questionnaire. This was to avoid loss of the questionnaire. The descriptive statistics of mean and standard deviation were used to answer the research questions. The decision was based on the real limit of numbers. Hence a mean response score of 3.50-4.00 was considered Very High Extent (VHE), 2.50-3.49 High Extent (HE), 1.50-2.49 Low Extent (LE), while 0.50-1.49 was considered as Very Low Extent (VLE). Chi-square test of goodness-of-fit was used to test the hypothesis at 0.05 level of significance.

Results

The data collected were analysed and tested.

Question One: To what extent does the PTA provision of infrastructural facilities influence the management of public secondary schools?

Table 1: *Mean and Standard Deviation of Respondents on the extent of PTA Provision of Infrastructural Facilities Influence on the Management of public Secondary Schools*

S/no	Item Description	N	VHE	HE	LE	VLE	Mean	Std. D	Remark
1.	The PTA is involved in the provision of school facilities in my school to enhance teaching and learning.	1000	418	322	135	125	3.03	1.03	HE
2.	In my school, the PTA facilitates the donation of land for the purpose of building classrooms.	1000	109	491	200	200	2.51	.93	HE
3.	The PTA have donated laboratory blocks in my school for science courses.	1000	809	41	75	75	3.58	.92	VHE

4. The PTAs, instead of outside contractors, motivates parents to make additional sacrifice in the development of my school.	1000	293	338	133	236	2.69	1.13	HE
5. The provision of infrastructural facilities by PTA to my school facilitates effective school management.	1000	369	365	91	175	2.93	1.08	HE
Cluster Mean							2.95	HE

Source: *Researcher's Field Survey Result (2020)*

Table 1 shows mean and standard deviation scores of the extent of PTA provision of infrastructural facilities influence the management of secondary schools. The result reveals 3.03 (1.03), 2.51 (.93), 3.58 (.92), 2.69 (1.13), 2.93 (1.08) and cluster mean and standard deviation of 2.95 (1.02) showing high extent and very high extent respectively. Item by item interpretation showed that PTA is involved in the provision of school facilities in the school to enhance teaching and learning, In the school, the PTA facilitates the donation of land for the purpose of building classrooms, that the PTA has donated laboratory blocks in the school for science courses, that the PTAs, instead of outside contractors, motivates parents to make additional sacrifice in the development of the school and the provision of infrastructural facilities by PTA to the school facilitates effective school management.

Hypothesis Testing

Hypothesis One: PTA’s provision of infrastructural facilities does not significantly influence the management of public secondary schools.

Table 2: *Chi-Square Analysis Summary table on PTA’s Provision of Infrastructural Facilities on Management of Secondary Schools in Benue State, Nigeria.*

Variab les	VH E	HE	LE	VL E	Tot al	D f	X ² cal.	x ² cri t.	P- val	Rema rk
Observ ed	418	322	135	125						

				100	3	249.03	7.81	.00	Sign.
				0		2 ^a	5	0	
Expected	250.	250.	250.	250.					
ed	0	0	0	0					

Table 2 shows chi-square analysis of PTA's provision of infrastructural facilities on the management of public secondary schools. The chi-square calculated value of 249.032^a is greater than chi-square critical value of 7.815 checks at 0.05 level of significance and 3 degree of freedom. With this result, the null hypothesis was rejected. This result implies that PTA's provision of infrastructural facilities has significant influence on the management of public secondary schools.

Discussion

Based on the interpretation and analysis of results on the influence of the PTA on the management of public secondary schools in Benue State, Nigeria the following finding was made:

The finding showed that PTA's provision of infrastructural facilities has significant influence on the management of public secondary schools. This finding corroborates the finding of Abdullahi (2010) who showed that with the use of infrastructural facilities teaching and learning enhances performance as well as effective management in school system. Similarly Omolewa (2011) revealed that the standard secondary schools must have well furnished technological workshop and scientifically oriented laboratories; adequate buildings with enough seats must be provided by PTAs; that well equipped libraries with current books must also be provided by PTAs'; that computer assisted laboratory be provided to facilitate and sustain computer literacy; that PTAs provide communal labour in erecting some buildings and facilities. The finding of Onotere (2008) show that adequate provision of infrastructural facilities helped in the effective administration of secondary schools. The result also revealed that infrastructural facilities enhanced teaching and learning in secondary schools.

Conclusion

Based on the investigation into the contribution of the PTA on the management of public secondary schools, it was concluded that PTA's provision of infrastructural facilities have significant influence on the management of public secondary schools in Benue State, Nigeria.

Recommendations

Based on the finding, the study recommended that:

1. Government and PTAs should provide more and well equipped infrastructural facilities like laboratories, workshops, classrooms, hostel accommodation, recreational facilities and libraries to aid sound teaching and learning in public secondary schools.

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