

# THE ROLE OF PARENT TEACHER ASSOCIATION IN MAINTENANCE OF DISCIPLINE IN SECONDARY SCHOOLS IN IMO STATE

*Dr. Florence O. Anugom*

## **Abstract**

The study evaluated the performance of Parent-Teacher Association in maintenance of discipline in secondary schools in Imo State. The study is both descriptive and inferential survey. The proportionate stratified random sampling technique was adopted for selecting a total of 368 parents and 36 teachers respectively. The instrument used was the questionnaire. The research question was answered using mean and standard deviation and the hypothesis was tested using z-test statistics. The findings of the study revealed that the Parent Teacher Association ensured high standard of discipline among teachers and students as Indicated by the z-test value of 10.62. but they neglected checking of lateness to classes and students going home before the official closing time as shown by the mean value of 2.29. The researcher recommended that the teachers and students should be motivated by giving them prizes for the best well behaved teacher and student. Seminars should be organized for the PTA to further intimate them on their various roles in ensuring the maintenance of discipline in secondary schools.

## **Introduction**

Parent-Teacher- Association otherwise called PTA was founded by a group of American women in 1897. The association then was called "National Congress of Mothers". This group showed extra concern and interest in the education of the child. Durkheim (1956) held that the formation of this National Congress of Mothers came from the desire to ensure that the goals of education were realized and that the children were properly educated. To this end, it was necessary that the home, school and society should work in unity.

The charitable but laudable stand of the association exposed it to a wider area of interest. As a result many more people got involved and attracted into the association. This development resulted in the change of the name of the association from "National Congress of Parents and Teachers to" Parent Teacher Association".

Ezeocha (1985:120) defines PTA as "A voluntary welfare association of parents/guardians of children of a particular school with the teachers of that school. For Oladele (1987:50) it is "an organization which attempts to bring parents and teachers together in the interest of the child." Yunusa (1993:2) described it as "a formal organization between teachers and parents with parents generally in the majority."

One can now see Parent-Teacher-Association as that organization which provides opportunity for parents and teachers to harmonize decisions and advance suggestions to schools for the good of the school child.

From America, the concept of PTA spread to various parts of the world as school-home cooperation in the education of children. This association also permeated Nigeria after the civil war when all the primary and post primary in the affected states the then East Central State comprising the present Enugu, Anambra, Imo, Abia and Ebonyi States were damaged.

The government could not shoulder alone the responsibility of rebuilding and equipping the schools affected. The principals of schools then resuscitated the Parent Teacher Association which was felt more in private schools than in government school then. The state government immediately gave a legal backing it. The commissioner for education used the East Central State Public Educational Edict No. 25 of 1970 amended in 1972, 1973 and 1974 to give directives to all heads of secondary schools to establish PTA in their respective schools.

In 1976 when Imo State was created, they inherited and adopted the Edict. The association was then entrusted with many roles as stated in Handbook on School Administration. One of their role is to assist the Principal and Board of Governors in maintenance of discipline among students at schools, at home and among teachers (Handbook on School Administration, 1996).

## **Purpose of the Study**

This study is to evaluate the role of PTA in maintenance of discipline among students and teachers in Imo State secondary schools.

## **Research Question**

What are the major steps often taken by the PTA in maintaining discipline among teachers and students of secondary school Imo State?

## **Hypothesis**

The mean score of steps taken by PTA towards maintenance of discipline among teachers and students of secondary schools in Imo State is not significantly above the expected value.

## **Methodology Design of the Study**

This study is both a descriptive and inferential survey since it collected data from the subjects and ascertained and described the existing situation. It went further to analyse information collected and the hypothesis tested for generalization.

The design was employed to gather information from sample of PTA members and thus make generalization on the role of the PTA in cooperating with the principals to maintain discipline among the students and teachers in secondary schools in Imo State.

## Population

The population of the study comprised of 7,367 teachers and 7,367 parents in the Imo State secondary school system. Imo State secondary schools are organized in three education zones namely Okigwe, Orlu and Owerri zones. However the secondary school student's population of 138,025 can give one a rough estimate of the number of their Parent/ Guardians. But the fact that a Parent/Guardian may have more than one ward in the system could shed light on the population. The researcher then preferred to equate the number of parents to the number of teachers. The population is presented in the table below.

**Table 1 The Number of Secondary Schools Teachers and Parents in State Owned Secondary Schools in the Three Education Zones in Imo State**

Zone	Schools	Teachers	Parents
Okigwe	73	1730	1730
Orlu	81	1313	1313
Owerri	153	4324	4324
Total	307	7367	7367

Source: State Universal Basic Education Board SUBEB (2008) Owerri.

## Sample and Sampling Technique

The stratified random sampling technique were adopted for selecting the schools and PTA members and teachers for the study. This is to ensure that all relevant strata, the teacher, parents and school were represented in the study. From the 307 secondary schools in Imo State, 20% of the schools were randomly selected for the study. The total secondary schools selected were 61. Thus from the 61 secondary school, a total number of 736 subjects were sampled, these consisted of 368 teachers and 368 parents that are members of PTA. This was 5% of the teachers in the secondary school system.

**Table 2: The Sample Distribution of Imo State Owned Secondary Schools, Parents and Teachers in the three Zones.**

		School		
	Zone		Teachers	Parents
	Okigwe	73	1,730	1,730
	Orlu	81	1,313	1,313
Population	Owerri	153	4,324	4,324
	Total	307	7,367	7,367
	Okigwe	14	86	86
	Orlu	16	65	65
Sample	Owerri	31	217	217
	Total	61	368	368

## Instrument for Data Collection

The instrument for data collection is a questionnaire. The questionnaire consists of two sections. Section I sought information from teachers and parents on name of schools, status of respondents (teacher/parents), years of experience as a member of PTA, position held in the association if any. Section II sought information on maintenance of discipline in secondary schools. A modified four point likert type of rating scale of Strongly (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points and strongly Disagree (SD) 1 point was provided for the respondents to make their responses.

## Validation of the Instrument

The instrument was subjected to face and content validity. Seven experts in the area of educational administration and planning, measurement and evaluation vetted the instrument. By their vetting, the instrument was face and content validated.

## Reliability of the Instrument

To ensure reliability of the instrument, the final draft was administered to 20 teachers and 20 parents who are outside the sample for the actual study. The scores obtained from their responses were computed using the Cronbach Alpha method and the value was 0.81.

## Method of Data Collection

In view of the large geographical study area, six assistants were employed to personally administer the questionnaires by hand to the respondents during PTA meeting and were collected back on the spot from them after completion.

## Method of Data Analysis

The research question was answered using the mean and standard deviations while the hypothesis was tested using z-test at the probability level of 0.05.

## Results

Table 3: Mean Rating and Standard Deviation on Steps taken by PTA in Ensuring Discipline Among Teachers and Students of Secondary Schools in Imo State

	Item Description	Mean	Std. Dev.	Decision
1.	The PTA assists in checking problems of disrespect for school authority	2.94	0.88	Accept
2.	The PTA discourages bullying of students	2.93	0.92	Accept
3.	The PTA makes report to school authorities about students misbehaviour at home	2.80	0.87	Accept
4.	The PTA helps in fighting secret cult activities and drug abuse	2.79	0.87	Accept
5.	The PTA assists in checking stealing by students and vandalism in schools	2.73	0.87	Accept
6.	The PTA discourages examination malpractices	2.69	0.93	Accept
7.	The PTA intervenes in matters concerning teachers indiscipline by making official report about such a teacher to the school board	2.65	0.91	Accept
8.	The PTA contributes in drafting rules and regulations of the school	2.51	0.78	Accept
8.	The PTA assists in checking lateness to classes, students going home before the official closing time.	2,29	0.91	Reject
	Cluster	2.70	0.52	Accept

From Table 3, nine (9) steps were undertaken by the PTA in ensuring discipline among teachers in secondary schools in Imo State. The steps with the highest mean score was item 1 (Mean score -2.94 with standard deviation of 0.88) and followed by item 2 (mean score = 2.93) with standard deviation 0.92. the steps with the least mean score in item 9 (mean s core - 2.29 with standard deviation of 0.91). It can be observed that eight out of the 9 steps have mean score above the expected value of 2.50, and were consequently accepted as major steps often undertaken by the PTA in ensuring discipline among teachers and students of secondary schools in Imo State.

Item 9 was the only activity with a mean score lower than the expected value of 2.50, and consequently rejected as a major step often undertaken by the PTA in ensuring discipline among teachers and students of schools in Imo State

The overall cluster mean score of all. the 9 disciplinary steps often undertaken by the PTA in Imo State secondary schools is 2.70 with standard deviation of 0.52, which was above the expected value of 2.50. therefore, the result revealed that the overall role performance of the PTA in terms of maintaining discipline among teachers and students of secondary schools in Imo State is above average.

Hypothesis: The mean score of the PTA in terms of steps taken to maintain discipline among teachers and students of secondary schools Imo State is not significantly above the expected value

**Table; 4 z-test on the Mean score of Steps taken to Maintain Discipline Among Teachers and Schools in Imo State**

Variable	Cluster A
Mean	2.70
Known variance	0.2687
Observations	736
Hypothesized mean	2.50
z-calculated	10.6243
P (Z< - z) one tail	0.0000
Z critical one-tail	1.6449
P(z <=z) two tail	0.0000
Z critical two tail	1.9600

The mean score of the PTA in terms of steps taken to ensure discipline among teachers and students of secondary schools in Imo State is 2.70. the z- calculated and z-tabulated values are 10.624 and 1.645 respectively. The null hypothesis is therefore rejected at 50% level of significance, since z-calculated is greater than z-tabulated. This means that the mean score of the PTA in terms of steps taken to maintain of discipline among teachers and students of secondary schools in Imo State is significantly above the expected value.

## Discussion

The result of major steps taken by the PTA in ensuring discipline among teachers and students of secondary school in Imo State in table 3 shows that high standard of discipline was-ensured by the PTA by assisting in checking problems of disrespect for schools authority and making reports to school authorities about students misbehaviour at home. The PTA went further in discouraging bullying of students, examination malpractices, drug abuse and vandalism in schools by students, checking secret cult activities and stealing. They also contribute in drafting rules and regulations of the school and intervening in matters concerning staff indiscipline by making official report on such a staff to the school board.

But the respondents are of the view that the PTA neglected checking of lateness to classes and students going home before the official closing time. These notwithstanding, the result of the finding shows that the PTA has interest in the moral upbringing of students to enable them grow into responsible adults. Mkpa (1992), writing in support of PTA in ensuring discipline in our secondary schools argued that the school has the capability to produce responsible men and women who are well informed in the norms and values acceptable by the society. This can only be achieved by the level discipline acquired by the students which depends on the co-operation of the school and the home often achieved through PTA.

Attama (1990) is of the view that home/school cooperation can yield a more positive fruit when cases of indiscipline in extremely stubborn students are handled by combined efforts of the school administration and the PTA. With this result, it is then clear that the PTA has essential role in ensuring discipline among teachers and students of secondary schools in Imo State but much needed to be done in checking lateness, loitering and leaving the school before the official closing time.

### **Recommendations**

Based on the findings of the study, the researcher proffers the following recommendations:

- School administrators should give prize and awards to well behaved teachers and students as this would serve as a motivational therapy for others.
- Government should organize seminars for the PTA's to further intimate them on their various roles in ensuring discipline in secondary schools.

### **Conclusion**

In 1979 when Imo State was carved out of the East Central State of Nigeria, PTA was instituted in her educational institution. Through this, Parents and Teachers came to agree that for the goal of self-reliance to be achieved by the students every teacher and parent and the community in general should contribute in the task of keeping the school both physically and financially buoyant.

According to the responses of teachers and parents they include among other things that the PTA helped in ensuring discipline among teachers and students of secondary schools in Imo State in the achievement of its objectives. It should be recalled that achieving ones objectives in all the field of life endeavour need high standard of discipline so it should not be taken for granted but rather should be properly handled.

### **References**

- Akabuogu, C. (1981). The role of parents in the moral education of their children. B ed thesis UNN.
- Ariweriokuma, S. (1987/88). Towards a delineation of the role parents in school administration in Nigeria. The Nigerian Principal, *Journal of ANCOPSS* 3 (1) 124-130
- Ashu-Egbu, S. T. (1993). Appraisal of the role performance of parent-teacher association in the effective functioning of secondary schools in South-West province of Cameroun. M. Ed Thesis, UNN.
- Durkheim, E. (1955). *Sociology of education*. Eaglewood cliff N. J. prentice Hall.
- East central state of Nigeria (1970). The public education edict, *Official Gazette* 25, government Printers, Enugu.
- Emeakaraoha, B. (1982). The role of PTA in secondary school administration E. Ed Thesis, UNN.
- Ezeocha, P. A. (1985). *School management and supervision*. Owerri. New Africana Publishing Company Ltd.
- Federal Republic of Nigeria (1981). *National policy education*. Revised Lagos Federal ministry of education Printing Division
- Hammond, J. (1986). Re-assessing the roles of teachers, parents and governors symposium paper 3. *Educational management and administration* 14, 133-138.
- Handbook school administration (1996). Regulations on the organization and functions of school parent/teacher/ association". Owerri secondary education management Board, Imo State
- Lucille. P. I.** (1979). *Parent teacher association encyclopedia Americana Danbury American Cooperation*.
- Nwana, O. C. (2005J). *Introduction to educational Research* .Nigeria. Heinmann educational books Pic.
- Nsa-Eyo, E. E. (1983). A study of the PTA as an agency of secondary school administration in cross river state of Nigeria *Unpublished M- Ed. Thesis*, University of Nigeria, Nsukka.
- Okeke, C. U. (1991). PTA in the administration of secondary schools in Imo State: a case study of Obowo and Ihitte/Uboma LGAs. *Unpolished M. Ed. Thesis*. University of Nigeria, Nsukka.
- Oladele, H. O. (1984). The management of PTA: A new operational approach secondary school management. *Journal ofANCOPSS*. Oyo Slate Branch. 1 \_

Olugasa, J. O. (1987). The principal, his PTA, the BOG and the community. *Journal of ANCOPSS Ondo State branch* 41-49

Sparling, Y. U. (1993). Parent-teacher-Association. *The encyclopedia Americana International* edition 21, Darbury: Grolier Inc.

Uwais, N. (2004). Strengthening the role parent teachers association in education governance in Nigeria [ww.commonweaKheducationfund. org/download/Nigeria](http://www.commonwealtheducationfund.org/download/Nigeria).

Yunusa, A. (1993). PTA in Nigeria schools towards enhancing educational performance of children. *The Nigeria principal Journal of ANCOPSS* 4 (1)

