University of Jos Journal of Arts Education

ROLE PERFORMANCE OF PARENT TEACHERS ASSOCIATION (PTA) ON THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN ZARIA METROPOLIS FOR SUSTAINABLE DEVELOPMENT IN KADUNA STATE-NIGERIA

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ABSTRACT

This write up focused on assessing the role performances of Parent Teachers Association (PTA) on sustainable development of public secondary schools in Z:aria Metropolis, Kaduna State. For the purpose of the study, a descriptive research survey with an independent variable of ParentTeachers- Association and one dependent variable which is sustainable development of public secondary schools was used. The target population for this research study consists of 1 ,036 teachers, principals and Ministry of Education offIcials gotten from 22 public secondary schools in Zaria Metropolis. More than 30% of the population was used to select 255 public secondary school teachers, 35 principals/vice principals and 28 PTA offIcials were randomly selected as sample. A structured questionnaire designed and developed by the investigators was used as instrument for data collection and was vetted by experts in the fIeld of educational administration and planning. The postulated hypothesis was treated with Analysis of Variance (ANOVA) atCJ.05 signifIcance level. The study revealed that Parents-Teachers-Association plays meaningful roles in the sustainable development of public secondary schools in Zaria Metropolis through many ways such as funds raising, community sensitizations, provision and maintenance of school facilities, etc. It was recommended that PTA in collaboration with government and none government organizations should intensify their effort to ensure quality of teaching and learning in public secondary schools in Zaria metropolis .

KE\IVORDS: Role performance, PTA, Sustainable development, Public =condary schools

L\-TRODUCTION

?rent Teachers Association (PTA) is an organization which attempts to bring vents and teachers together in the interest of the child. It is a communal link of :ommunication on school matters between teachers and parents for the purpose of :eveloping school services toward the attainment of educational objectives. Parents ? lay a major role in the existence and sustainable development of every institution of learning; they are the school proprietors, child producers, immediate coordinators, :achers and the first maintainers of school facilities. Oniyangi (2008) confirmed hat PTA serves as a forum for the exchange of ideas between teachers and parents about school programmes towards the smooth running of the school and the xhievements ofthe goals ofthe school. In Zaria metropolis, the existence of the PTA b recognized by government and backed by royal fathers. In the view ofNnabuo, Okorie and Agabi(2004), PTA is recognized as an organized and maintained leadership duly elected at a forum or meeting. Oden and Clune (2005) stated that PTA is one of the oldest channels of two-way communication between parent and school. A dynamic parent teacher association therefore could be a functional instrument in the effective management of schools. Indeed, school management through PTA confrontsseveral issues relevant to physical, mental, social and even spiritual development of students.

According to Maduagwu (2004), the role performance of the parent teachers association in the effective management of public schools include: assisting schools by complementing government efforts in the provision of teaching and learning equipment, facilities and funds, assisting schools in dealing with students' disciplinary problems, mobilizing support for school administration from disposed individuals and government; assisting school heads in accessing government provisions for schools; assisting schools to develop positive image in the community and general public and assisting school heads in resolving socio-cultural problems as well as enhancing parents' cooperation with schools in achieving educational objectives through enforcing compliance and adherence to school law and order (Mullins, 1996).

An Overview of Parent-Teachers Association (PTA)

The Parent-Teacher Association popularly known as PTA is a body comprising parents and teachers of an institution of learning who meet periodically to discuss matters of educational, moral and spiritual well-being of students of a particular learning institution, either at the elementary or public secondary school level.

Mark(2000)considers parent teachers association as a voluntary association of parents and teachers in a particular school established for its development. This body is basically made up of two arms: the Executive and the General Assembly. The general assembly meets once a year, while the executive meets as often as the need arises. In the view of Manga (2013), the role of parents-teachers association can be classified into advisory activities, financial planning, disciplinary measure, school community relationship, provision and maintenance of facilities, etc.

The role performance of parent teachers' association in school as a social system comprises all school activities and school maintenance. Abdullahi (1996) opined that the role performances of PTA enable parents come to grips with the problems of the school their children attend, complementing government efforts in the provision of physical facilities, and providing assistance to institutions in the areas ofRmding, supervision, guidance and budgeting, thereby ensuring quality in the schools' activities. Oniyangi (2008) stressed that the PTA assists financially and socially through increasing enrolment of schools, helps in maintaining discipline, ensures spooth mutual co-existence, understanding and cordial relationship between the
s8hool and the community as well.

PTA and School Funding for Sustainable Development

Communities in Nigeria through Parent Teachers Association contribute immensely to the financing of education through self-help projects and other financial commitments. rn many places, they have built and equipped schools then invited government to take over their management. For instance, PTA through school based management committee contributes funds to assist in minor school renovations, supply of equipment or other infrastructural facilities. Yusuf (2015) for instance, commended the effort of PTA toward the sustainability of public secondary schools' management in Zaria Local Government Area, citing example of constructing eight blocks of sixteen classrooms by PTA members within and outside the local areas. Lackney (2000) also observed that parents are directly and indirectly working with various stakeholders such as government, non-governmental organizations, external and international organizations to ensure adequate funding to public schools for sustainable development of these institutions. Funding of schools provides good working conditions in the school environment, good health services for both teachers and students and even the community where the school is located. Financially, parents contribute their quota to provide opportunity for self-development of workers, monetary reward coupled with timely payment of salaries for volunteer teachers and so forth; all of which would make the teachers and students happy during the teaching and learning process.

b respect of fund-raising for sustainable development of secondary education, PTA **a**-orks hand in hand with the community, school and government to ensure that :oney has been made available for the day-to-day sChool development plans dough the following:

a Payment of Registration Fees: These fees are paid when a child is newly admitted to the school. Registration fees are usually paid once throughout the life of the child in the school. Depending on sundry provision available in the school, the PTA in collaboration with the school management ensures that registration is successfully achieved such as payment of registration form, cost of files, I.D card fees and caution fees.

b Tuition Fees: This is the main service charge paid to the school and forms the bulk of income needed for running the school and the payment of staff salaries. PTA mobilizes the community on regular payment of these fees. Because the fee is the one popularly referred to as school fees, it is seemingly the most legal of all fees paid in the school. As expected, tuition fees are higher than all other fees paid in the school and vary from one school to the other; it is normally paid termly or annually (Abdullahi, 2006).

c. Uniform Fees: Also, it is part of the PTA activities to encourage and mobilize community members to pay for or provide school uniforms for their children or to assist less privileged ones. There are wide range of uniforms provided in schools according to those already available and the kind of school. They include conventional school uniform, school cardigans, games uniform, school badges. Some schools only provide conventional school uniform just once. The parents through (PTA) members would then be required to make personal arrangement for replacement when worn out, or if extra ones are needed. They will only call at the school to purchase the school badges. Also some schools and the provision of even the conventional and other uniforms cumbersome and only give sample colors and designs of their school uniforms to parents to provide on their own. They only sell the badges to be used on the uniforms when sewn.

d. Games Fees: PTA contributes immensely in the provision of games fees which are normally used to maintain sporting activities in the school. It is usually paid once every year.

e. Examination Fees: PTA is actively involved in encouraging parents to pay examination fees for their children because schools use examinationfees to provide and print question papers, print result sheets or cards, and pay examination allowances to teachers, etc, according to Igwe (1999) .

f. Parents Teachers Association (PTA) Fees: Parent/Teachers Association plays vital roles in the payment and collation of fees paid by parents on each of their children in the school for the maintenance of the school and other

associations. For instance, PTA dues are collected and paid into the account of the association termly. Most of the time, however, schools appropriate these payments to their use, but this is wrong and can only be allowed where a school is operating a toothless PTA. Other possible fees according to Abdullahi (2006), are book fees (whenever required), excursion fee(whenever required), prices giving day fees (annually or termly), maintenance fees (annually), club/society fees(annually) and labour fees (annually). Therefore, PTAs are among the internal agents and stakeholders that contribute in one way or the other toward effective administration and planning ofpublic secondary schools in Zaria Metropolis.

OBJECTIVE OF THE STUDY

The study is set to achieve this objective:

Examine the role performances of parent-teacher associations in financing public secondary schools through social mobilization for sustainable development in Zaria Metropolis, Kaduna State, Nigeria.

RESEARCH QUESTION

- What are the role performances of parent-teacher associations in financing public secondary schools through social mobilization for sustainable development in Zaria Metropolis, Kaduna State, Nigeria?

RESEARCH HYPOTHESIS

- There is no significant difference in the opinions of principals, teachers and Ministry of Education officials on the role performances of parent-teacher associations in financing public secondary schools through social mobilization for sustainable development in Zaria Metropolis, Kaduna State, Nigeria.

METHODOLOGY

The researchers adopted the descriptive survey research design for the study. Kerlinger (1986) asserted that a descriptive survey design is one which involves the assessment of public opinions, beliefs, attitudes, motivations and behaviours using structured questionnaire and sampling method. The target population for this research study consisted of 1,036 teachers, principals and Ministry of Education (MOE) officials derived from 22 public secondary schools in Zaria Metropolis. In line with the recommendation ofOlayiwola (2007) who confirmed that 30-40% of the population can be used as a sample; more than 30% of the population was used to select 255 public secondary school teachers, 35 principals/vice principals and 28 MOE officials randomly selected as a sample size. Hence, a structured questionnaire

designed and developed by the investigators was used as instrument for data collection which was vetted by experts in the field of educational administration and planning. The respondents' opinions were presented using hequency counts and simple percentage, while, the formulated hypothesis was tested with Analysis of \-adance (ANOVA) at 0.05 significance level.

Procedure for Data Analysis

nIe hequency and percentage distribution was used for data presentation and interpretation as follows:

Table 2: Opinions of Respondents on the Role Performances of Parent Teachers Associations (PTA) in Financing Public Secondary School through Social Mobilization for Sustainable Development in Zaria Metropolis, Kaduna State, Nigeria

RESPONSES

S/ N	Item Statement	Category of Respondents	Agree F	Agree a/6	Undecided F	Undecided o/	Disagree F	Disagree o/6	Total F	Total e/6
	Through the role of PTA on fund raising, ceremonies are organized in the school in my school.	Teacher	176		24		55	22	255	100
		Principal	8	29	9		20	71	28	100
		MOE OfFicial	27	77	2	6	6	17	35	100
2	Through the functions of PTA, school realizes donations from philanthropists in my school.	Teacher	164	64	33	13	58	28	255	105
		Principal	21	75			7	25	28	100
		MOE OfFicial	27	77			8	23	35	'q 100
3	PTAs encourage school by providing some students with school uniform in my school.	Teacher	180	71	8		67	24	255	98
		Principal	22	77	3		6	21	28	98
		MOE Official	25	77	1	3	9	26	35	106
4	PTA helps by appealing to the members of the community for financial assistance in my school	Teacher	186	73	6		63	25	255	101
		Principal	21	75	3	4	6	21	28	100
		MOE Official	28	80			7	2	35	82
5	PTAs provide first aid medical tablets for the students in my school	Teacher	190	75	9	4	56	22	255	101
		Principal	27	96				4	28	100
		MOE Official	22	63	2		11	3	35	100
6	The PTA members cooperate with management in providing instructional facilities in my school. Teacher Principal MOE Official	Teacher	151	59	26	9	93	39	246	107
		Principal	14	50		4	13	46	28	100
		MOE OfFicial	19	54			16	46	35	100
7	Minor school constructions and ren0ovations have been done with the help of PTA in my school.	Teacher	170	67	12	5	73	29	255	101
		Principal	20	71			8	29	28	100
		MOE Official	13	37	7	20	15	43	35	100
8	PTA helps in tasking the students/parents to contribute in provision of schools facilities in my school	Teacher	108	42	18	7	129	51	255	100
		Principal	7	25	2	7	19	86	28	118
		MOE Official	19	54	2	6	14	40	35	100
9	PTA plays vital role in the provision of furniture, books and chalks for the schools in my school	Teacher	196	77	8	3	51	20	255	100
		Principal	22	79		4	5	18	28	101
		MOE Official	21	60	5	14	9	26	35	100
10	It is PTA that struggles for collection of endowment fields for school plant from the community in my school.	Teacher	150	59	58	23	47	18	255	100
		Principal	12	43			16	57	28	100
		MOE Official	21	60			14	40	35	100

From table 2, there seem to be a consensus among teachers, principals and MOE officials in response to item 1. The item asked if through the role of PTA in fund raising, ceremonies are organized in the school. It was discovered that 69% of teachers and 77% of MOE officials agreed with the statement. While, 71% of principals did not agree with the idea. Item 2 attempts to find out whether through the functions of PTA, school realizes donations from philanthropists in the school. It was discovered that 64% of teachers, 75% of principals and 77% of MOE officials agreed with the statement. Item 3 tried to investigate if PTAs encouraged schools b) providing some students with school uniforms. The responses showed that 71% of

xhers, 79% of principals and 71% of MOE officials agreed with the statement. It 13 also found that 73% of teachers, 75% of principals and 80% of MOE officials =::e\'ed that PTA helps by appealing to the members of the community for financial bslstance. By mere looking at the responses, it is believed that PTA serves as a :;'ultable body that contributes toward the fbnding of education for effective service £:lvery in secondary schools in Zaria metropolis, Kaduna State.

!:qhermore, the computed result of item 6 indicated that a total of 75% of teachers, Y=, of principals and 63% of MOE officials agreed that PTAs provide first aid ::dical care for the students. Thus, in item 6, opinions ofrespondents were sought as : R'hether PTA members cooperate with management in providing instructional !icilities. It was discovered that all 59% of teachers, 50% of principals and 54% of \ tOE officials agreed with the statement. The same result was found in item 7 which :es to confirm whether minor school constructions and renovations have been done nth the help of PTA in schools; it was indicated that 67% of teachers and 71% of ;=ncipals agreed with the idea. 63% of MOE officials did not agree with the utement. Item 8 further investigates whether PTA helps in tasking the =udents/parents to contribute in provision of school facilities. The result revealed **Sat only 54% of MOE officials agreed with the idea**, **while 58% of teachers and 75 of** ;incipals rejected the statement. Furthermore, item 9 attempts to find out if PTA : lays a vital role in the provision of furniture, books and chalks for the school. It was &scovered that 77% of teachers, 79% of principals and 60% of MOE officials agreed .adl the statement. At the end, item 10 investigated whether it is PTA that struggles for collection of endowment fields for school plant from the community. It was found bat both 59% of teachers and 60% of MOE officials agreed with the idea, while 57% of principals did not agree with the statement.

Hypotheses Testing

His section presents the result of hypothesis testing concerning the formulated null E}pothesis which assumed that: there is no significant difference in the opinion of =achers, principals and Ministry of Education officials on the role performances of :arent-teacher association in financing public secondary schools through social mobilization for sustainable development in Zaria metropolis. In order to test the i)pothesis, all the items related to it were presented and analysis of variance s',atistical method was used to record the significant differences or otherwise of the :espondents' opinions. Therefore, the results of the test are presented in table 2:

Table 2: Summary of Analysis of Variance (ANOVA) on the Role Performances of Parents Teachers Association in Financing Public Secondary Schools through Social Mobilization for Sustainable Development in Zaria Metropolis, Kaduna State, Nigeria

- Variable	Sum of square	s	D	f	Mean square	F	Prob.	Critical value
Between Groups	49.28	9		24.64				
						2.154		
Within Groups	3603.59 4	31	5	11 .44	0			
Total	**3651.88 4**	**31**	**7**					

The result of the test revealed that the f-ratio value (2.154) at 2df 3 15 and at the level 0.05; the critical value (10.13) is greater than f-ratio values (2.154). The observed probability level of significance P(.118) is greater than .0.05. Therefore, the null hypothesis is hereby retained meaning that there is no significant difference in the opinion of teachers, principals and Ministry of Education officials on the role performances of parent-teacher associations in financing public secondary Schools through social mobilization for sustainable development in Zaria metropolis.

FINDINGS AND DISCUSSION

The findings affirmed that parents-teachers-associations play meaningful roles in financing secondary education through mobilization of various stakeholders for sustainable development of public secondary schools in Zaria Metropolis. Looking at the result of the findings, it was found that the PTA creates various strategies such as organization of ceremonies and prize-giving occasions, so as to appeal to the members of the community for financial assistance to realize donations from philanthropists to implement school development plans accordingly. This shows that parents-teachers-associations have a noticeable responsibility towards effective management of secondary schools in Zaria Metropolis. This view was supported by Abdullahi (2006) who averted that parent teacher association is a functional instrument in the effective management of secondary schools in Nigeria.

Sometimes, PTAs shoulder the responsibility of providing and maintaining school facilities ranging from the classrooms, furniture, doors and windows as well as general surroundings of the school environment. Maduagwu and Mullins (2004) observed that there was no demarcation between the parent teacher association, the school management and the Ministry of education in terms of school operations and developmental services. From the findings, it was also realized that some philanthropists are only influenced by the function of PTA to participate in school development plan and implementation. Therefore, parent teachers associations

should be given due consideration in planning, organizing, budgeting, coordinating, apervising and general administration of secondary schools in Zaria Metropolis in <aduna State Nigeria.

CONCLUSION AND RECOMMENDATIONS

h line with the research findings, the study hereby concludes that parents-teachers-3sociations serve as a source of funds and influential body mobilizing various nkeholders to raise funds for the sustainable development of public secondary ghools in Zaria Metropolis. In line with the finding and conclusion, the following =commendations are made:

1. Parent-Teachers Association (PTA) should be given opportunity to take part in decision making about school programmes and activities.
2. PTA should act as a source of fund raising for the implementation of development plans in public secondary schools so as to provide quality services.
3. PTA activities should be improved through involving them in educational workshops, conferences and other orientations.
4. Role performances of PTA should be encouraged by giving its prominent officials and active members awards of various categories.
5. Financial and administrative support should be given to PTAs by various stakeholders in order to boost their morale toward community mobilization and general school administration.
6. The commitments ofPTAs should be appreciated through awarding of merit certificates, cash prize and or media propagations.

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