



## THE ROLE OF THE PARENT TEACHER ASSOCIATION (PTA) IN PROMOTING SCHOOL EDUCATION IN EKITI STATE, NIGERIA

**Olayemi, A. E.**

Department of Business Education,  
School of Vocational and Technical Education,  
College of Education,  
Ikere Ekiti,  
Nigeria

### ABSTRACT

*The study examined the role of the Parent Teacher Association (PTA) in promoting school education. The research design for this study was survey design of the descriptive type. The study comprised of all secondary school students in Ekiti State. The sample size of one hundred and fifty (150) respondents was used for the study. Questionnaire was used to elicit response from the respondents. The analysis was done using frequency count and simple percentage was used to analyze. The study concluded that even though PTA does many activities in schools, but they have neglected the very important roles that contribute to student discipline as well as parents should attend all school meetings regularly, and especially those called to deal with discipline matters and they should visit the school occasionally uninvited to monitor children's progress. It recommended that, formal channel of communication can be opened between the school and parents so that whenever each party has a problem, it will be easy to tackle, parents should not delegate their responsibility of guiding their children to their house helps to represent parents in school programmes and Government should implement some important incentives such as publication of names of school PTAs that demonstrate outstanding contributions to the administration of secondary education, in order to motivate other school PTAs among others.*

### INTRODUCTION

Education is the greatest legacy a nation can give to her citizens. There is no better investment a nation could make than in education, this is why one should not remain indifferent to the lapse on Nigeria educational system. Parent involvement is a salient predictor of students' success (Million, 2013). In fact, many studies such as Burke (2011) and Belenardo, (2012) has suggested that parent involvement in education has positively impacts on students' achievement, attendance, attitudes, behavior, graduation, and life goals.

The Parent-Teacher Association (PTA) has been rigorously advocated in Nigeria in recent years, which

aims at the promotion of parent involvement to enhance the educational outcomes of students. The number of PTAs has been increasing drastically. Parents Teachers Association can be identified as very important variable that have potential for promoting directly or indirectly student academic achievements (Olatoye and Ogunkola, 2008).

Parents Teachers Association (P.T.A.) is a familiar phrase in the present day secondary school educational system in Nigeria. The PTA is a formal establishment in the school system which is made up of parents whose children are currently registered as students in the school, together with teachers in the school. The aim of the PTA is to enhance the collective

participation of parents and teachers in the education of children (Garry, 2007). According to Onderi and Makori (2013), PTAs provide a link through which parents and the rest of community assumes a partnership responsibility and in that way participate in the education of their children. The Federal Republic of Nigeria in its National Policy on Education (FRN, 2004) recognised the importance of parents in the school management when it stated that “the local people particularly parents will be encouraged to participate in school management”.

PTA plays several roles in the school. Onderi and Makori, (2013) reported that PTAs are involved in classroom decisions, promoting communication, social events, fund-raising, and lobbying the state and national legislation on behalf of the students. They are involved in monitoring implementation of school programmes, monitoring education services and mobilising additional resources. Also, they have been involved in providing personal hygiene facilities such as wash basins, stands and soap in classrooms and toilet rolls in latrines (UNICEF, 2009).

PTAs made an effort to contact parents whose children had missed school for a long time and encouraged them to send their children back to school. They provides a means for the parents and teachers to work together, a channel to articulate their needs, a forum for the exchange of educational views, an urge for the school to make a parent policy, an opportunity for them to participate in the educational process of their children, a means to pool the parents' strength in supporting the school development, a network for the parents to meet and exchange their views on the education of their children and many other positive considerations. In general, PTA is recognized as an effective means for the enhancement of parental involvement in the educational process. Perhaps it is for these reasons that Okendo (2012) regards PTA as one of the community agency in the education system.

Looking at the quality of products that Nigeria's secondary schools turn out, it appears the quality of education received by the students is low in terms of cognitive, affective and psychomotor development there-by making the secondary school system ineffective. Omoregie (2006) lamented that the secondary education which is the pivot of the entire educational system in Nigeria is fast loosing relevance, as it is not fulfilling the national objectives as set down in the National policy of education.

The academic performance of secondary school students could be attributed to several factors but this study is restricted to the role of parents teachers' association as a potential factor . It has been noticed in some areas, that school principals do not involve the parents in the administration of the schools for fear of being criticized. It appears

in some cases, parents are no longer allowed to participate in school programmes and parents are no longer allowed to visit their children in school regularly to see how they fare. There are instances where some principals no longer make use of the Parents Teachers Association (PTA) in school administration. All these tend to make the parents handicapped in assisting the school in the provision of qualitative education to its students.

### **STATEMENT OF THE PROBLEM**

The problem is not so much of whether the PTA is ready to co-operate, because it is ever willing to do so, as the principal and staff are ready to be forthcoming, in giving all the necessary and relevant information that will elicit spontaneous co-operation from the parents. Another is whether the teachers are willing to see and treat parents as partners, equally concerned with the welfare of the child in school and finally is the PTA allowed to operate freely and independently, without undue interference and meddling with school authorities and officials of the state commission, as well as the Ministry of Education.

Simply put, the issue is whether the authorities do give the Parent-Teacher Association the type of co-operation it requires to become a viable organ capable of effecting the type of changes or innovations in our schools, that would make teaching easier for the teacher, and learning more interesting and meaningful to the pupils as well as make education more responsive to the needs of the community in general. The purpose of this study was to know the role of the parenting teachers association PTA in promoting school education in secondary schools in Ido/Osi local government area of Ekiti State.

### **PURPOSE OF THE STUDY**

The purposes of this study are:

1. to determine the roles of PTA in promoting the school education
2. to examine the positive contributions by the PTA in running of schools.
3. to elevate the co-operation between principals/staff and parents to promote the school system

### **RESEARCH QUESTIONS**

The following were raised to guide the study;

1. What are the roles of PTA in promoting the school education in the study area?
2. What are the positive contributions by the PTA in running of schools system?
3. How can the co-operation between principals/staff and parents promote the school system?

### **CONCEPT OF PARENT TEACHERS ASSOCIATION (PTA)**

PTA is a voluntary association of parents and teachers in a particular school established for its development. This concept 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 school their wards attend and the constraints school experienced in course of carrying out the administrative and instructional functions. In Nigeria, PTA is backed by law in some states making it compulsory for parents and teachers; while in other states it is voluntary. Whichever way, parents mandatorily pay levies agreed by the association for their wards attendance in that particular school (Igwe, 2009).

Based on this practice, Enahwo and Eferakeya (2009) note that in public schools it is not well practiced and needs to be discouraged especially where PTA arrogates themselves powers meant for Board of Governors, usually appointed by the ministry of education to facilitate school governance. This assertion obviously portrays what is tenable in contemporary struggling societies where education is corruptly managed under the disguise of dwindling economy. This postulation provided impeccable background for condemnation of PTA being an important avenue for school financing.

The reason for the total rejection of PTA practice becomes inevitable as most principals connive with certain parents without due process to put compulsory levies on every child in the school. Invariably all parents are made to pay imposed levies without objection for the interest of their wards. In other words there is compulsory compliance to imposed levies for every child attendance. Although, it is scholaristic view that PTA helps in the development of school by meaningfully contributing to building of classrooms, hostels, library and many others activities. On the other hand, it makes parents shoulder responsibilities of the government by providing fund for running public schools after paying their taxes.

In the private school administration lays another unresolved contradicting conception as to the imposition of frequent levies on parents. In pretext to support better academics, proprietors of private schools connive with some parents under the PTA canopy to levy for developing their schools. Levy as defined is financial contribution by parents/careers relating to the costs associated with each student's participation in their education program (Tasmania, 2012).

Tasmania (2012), maintained that levy items are mostly consumables that student uses during school year such as stationery, photocopying and printing paper; or the costs of services such as bus hire and entry fees that are essential to delivery of the education program. They suggested further that levies cannot be used to charge for teacher salaries, or for the cost of relief teachers, either directly or indirectly, and are not a source of general revenue or be raised to supplement areas of school funding such as building maintenance,

purchase of equipment or energy costs. These are the obligations of school owners not parents in case of private institutions.

PTA now assumes the role of Board of Governors in public schools, which the proprietor or group of owners and or agents of the private school supposed to constitute their board of governors not parents of the pupils in the governance of the school. In other words, private property financial responsibilities cannot be laid on the parents after paying persistently school fees. To levy parents for development purpose of the school is not a welcomed PTA role in internal administration of private school. PTA levy is an appropriate way to improve public schools facilities only when need arises.

In this circumstance, Igwe (2009) citing Anderson and Van Dyke (2013) highlighted some functions of PTA as applicable to public school

- a. promoting better acquaintances and healthy working relations between teachers and parents
- b. serves as effective channel of communication between the school a community
- c. advise the school staff, the board of governs or the school committee on pressing education needs of the community as perceived by parents amongst others.

The Board of Governors functions include

- (a) budgeting and preparation of financial statement of the school
- (b) raising and management of funds, subject to such guidelines as may from time to time be approved by the commissioner for education
- (c) overseeing to the collection of funds and revenues as applicable
- (d) authorizing and scrutinizing the disbursement of all funds to mention but a few.

In some public school the two exist, the Board of Governors stands prominently. There are deviations of what the PTA stands on their roles in relations to the concept of private school organizations funding.

### **ROLE OF PTA IN PROMOTING FINANCING IN SECONDARY SCHOOL EDUCATION**

PTAs provided 21.2% of the costs of building 63.8% of the costs of furniture and equipment, 63.4% of repairs and 87.7% of general contingencies. In a paper presented at the African Convention of Principals' Conference Johannesburg, South Africa. Laboke (2000) pointed out that there are traditionally other sources of education financing in Ghana and these are being given serious attention. For example parents and guardians are being encouraged to give support schools through payment of levies to used to fund specified running cost of schools. In Kenya, the main function of PTA is providing the necessary financial support to the school by organizing Harambee

for school development projects. According to 26 the (Daily Nation, 31st January, 2013), the President directed PTAs to ensure expansion of their schools and provision of necessary equipment and other teaching/learning resources. In line with this they build staff houses. This was supported by the then Education Minister, S. Kalonzo Musyoka as reported in the (Kenya Times of Saturday, February 13th 1999) when he called on BOG and PTA to plan for improved facilities in their respective schools. By so doing they supplement government efforts to provide facilities, hence cost sharing in schools.

### **PTA FUNDS AND THE PROVISION OF PHYSICAL FACILITIES**

According to Ajayi (2005) since the very beginning, human beings have done a lot to facilitate their lives with all the physical facilities of the world. The first need aroused for the human beings was the physical comfort. Physical facilities provide and maintain, safe, clean, and creative educational environments that are conducive to high achievements of the students. Physical facilities strive to give students a comfortable atmosphere in which they work and learn. In developing countries, low levels of learning among children can partly be attributed to poor or inadequate facilities of the schools. Physical facilities are the fundamental factors in better learning and achievements of the students (Ajayi (2005). School facilities are the material resources that facilitate effective teaching and learning in schools. Ajayi (2005) posited that educational facilities are those things which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided.

The state of infrastructural decay in many secondary schools in Nigeria is a manifestation of poor funding of the system. Ahmed (2003) revealed that in most of the nation's secondary schools, teaching and learning takes place under a most uncondusive environment, lacking the basic materials and thus hindered the fulfillment of educational objectives. According to Onyango (2001) with the introduction of Free Secondary Education, schools have registered over-enrolment, which means that the resources available in schools are constrained. Bell and Rhodes (2016) noted that school facilities include the administrative office, staff rooms and offices, classrooms laboratories, workshops, equipment, stores libraries, hostels, staff houses and the school grounds. In order for a school to advance the learning opportunities offered to the students, it has to avail

adequate facilities. It is the responsibility of the school management to ensure that there is adequate classroom space to enable the teaching-learning process take place without any hitches.

### **PTA FUNDS AND THE PROVISION OF TEACHING AND LEARNING RESOURCES**

Large scale school effectiveness studies have highlighted the importance of textbooks and other learning materials on student performance. For example, Fuller and Clarke (2014) reviewed School Effectiveness studies in less developed countries that adjusted students' achievements for their family background and found rather consistent school effects in relation to availability of textbooks and supplementary reading materials. Around 50% of the reviewed studies showed significant positive associations between academic achievements and school inputs. Veriava (2002) reviewed 18 empirical quantitative studies at the primary level conducted in Latin America and the Caribbean mainly in the 2008s and identified that access to textbooks and other instructional materials were related positively to academic achievement. More recently, the World Bank Operations Evaluation Department's review on the determinants of education quality in developing countries (Boissiere, 2004) further confirmed textbooks and writing materials as key contributors to school effectiveness at the primary level in developing countries. Lee et al. (2005) analyzed the SACMEQ II data and found that students in better physically resourced schools achieved higher, although the relationship between teaching resources and students achievement was less clear.

### **METHODOLOGY**

The research design for this study was survey design of the descriptive type. The study comprised of all secondary school students in Ekiti State. Multistage random sampling technique was used for the selection of the sample for the study. Stage one involve the selection of the three senatorial districts in the state and two local governments from each of the senatorial district using simple random sampling technique. The sample size of one hundred and fifty (150) respondents was used for the study. Questionnaire was used to elicit response from the respondents. The analysis was done using frequency count and simple percentage was used to analyze.

**Research Question 1:** What are the roles of PTA in promoting the school education in the study area?

**Table 1: Roles of PTA in promoting the school education**

S/N	Items	Yes	%	No	%
1	General Education Policy e.g Records	106	70.6%	44	29.3%
2	Fund raising for setting structure and other things	75	50%	75	50%
3	Curriculum issues e.g Textbook	97	64.6%	53	35.3%
4	Rules and Procedures disciplinary issues	80	53.3	70	46.6%
5	Resources management – finance, land etc.	81	54%	69	46%

Table 1 (above) indicate that 106(70.6%) respondents were of the opinion that General Education Policy e.g Records while 44(29.3%) respondents disagreed, 75(50%) of respondents indicates that fund raising for setting structure and other things, while 75(50%) respondents disagree. 97(64.6%) agree that curriculum issues e.g Textbook, while 53(35.3%) respondents disagree, 80(53.3%) respondents agree that rules and

procedures disciplinary issues while 70(46.6%) respondents disagree agree, 81(54%) respondent are agree while 69(46%) respondent are disagreed.

**Research Question 2:** What are the positive contributions by the PTA in running of schools system?

**Table 2: Positive contributions by the PTA in running of schools system**

S/N	Items	Yes	%	No	%
1	Building of classroom blocks, dining halls etc	86	57.3%	64	42.6%
2	Setting of disputes between students and teachers.	69	46%	81	54%
3	Provision of laboratory/games equipment	81	54%	69	46%
4	Provision of chairs and tables	92	61.3%	58	38.6%
5	Walling of school compound	59	39.3%	91	60.6%

Table 2 (above) show that 86(57%) respondents were of the opinion that Building of classroom blocks, dining halls etc, while 64(42.6%) respondents disagreed, 69(46%) of respondent disagree that setting of disputes between students and teachers, while 81(54%) of the respondents agreed, 81(54%)respondents agreed that provision of laboratory/games equipment while 69(46%) respondent disagreed, 92(61.3%) respondents indicates

that the children from single parents always happy compared to those from double parents while 58(38%) respondents disagreed, 59(39.3%) respondents agreed while 91(60.6%) disagreed .

**Research Question 3:** How can the co-operation between principals/staff and parents promote the school system?

**Table 3: Co-operation between principals/staff and parents promote the school system**

S/N	Items	Yes	%	No	%
1	One meeting in a session	59	39.3%	91	60.6%
2	Two meetings in a session	79	52.6%	71	47.3%
3	More than two meetings in a session	74	49.3%	76	50.6%
4	There is free flow of Information	80	53.3%	70	46.6%

Table 3 (above) shows that 59(39%) respondents agreed that it's true that One meeting in a session while 91(60%)respondents disagreed, 79(52.6%) respondents opinion that two meetings in a session while 71(47%) respondents disagreed, 74(49.3%) respondents were of the opinions that more than two meetings in a session while 76(50.6%) respondents disagreed, 80(53.3%) respondents indicate that there is free flow of Information while 70(46.6%) respondents disagreed.

## DISCUSSION OF RESULTS

The findings of the study indicate that the work of P.T.A. in secondary schools are very enormous. P.T.A. help a lot in the fund raising and setting up of structures, installing discipline in schools, students welfare, resource management and decision-making.

The finding makes us know that P.T.A. is the backbone of success of schools. P.T.A. finance cost of extra lessons for their external examinations. The findings also reveal that P.T.A. contribute a lot in building of classroom blocks, dining halls, settling of disputes between students and teacher, provision of laboratory, game and equipment.

They also help to provide chairs and tables and walling of schools. The study also reveals that the respondents agreed that more than two meetings of the association will help to promote the co-operation in schools. They also agree that there is free flow of information between the members of the P.T.A.

## CONCLUSION

The study concluded that even though PTA does many activities in schools, but they have neglected the very important roles that contribute to

student discipline. For instance they do not follow up and monitor their children activities both at home and in school. PTAs do not communicate with the school on a regular basis to know the students' performance.

The findings also revealed that PTA ignored certain important activities where they should have been more effective, for example visiting the school occasionally (uninvited) to monitor their children's progress. They do not facilitate guidance and counseling for students and teachers. They do not know whether the school's leadership is democratic or autocratic.

The study also indicated that PTA role in enhancing discipline is faced by challenges such as conflict with BOM and lack of commitment by some PTA members. Many PTA members have difficulties in dealing with drug addicted students. Some are ignorant and lack the knowledge and skills to deal discipline issue because of their low education levels. Others do not have the time to spend with their students both at home and in school in order to know and understand each other. PTA also complained of uncooperative teachers and students.

It was concluded that parents should attend all school meetings regularly, and especially those called to deal with discipline matters. They should visit the school occasionally uninvited to monitor children's progress. PTA should organize for professional guidance and counseling for students and teachers and parents should check their children's books and sign the work given by the teachers.

### IMPLICATIONS OF THE FINDINGS

The findings of this study have some implications for educational management and policy. One of such implications is that the PTA appears to have made little contributions to the provision of bore holes, sponsorship of seminars and enlightenment programmes, equipping of libraries with books, provision of office equipment and stationeries, procurement of land for the school, sustenance of power supply, and provision of school vehicle. This implies that the PTA has not performed quite impressively in school plant management in secondary schools. Therefore, the PTA could be more useful to schools if they expand their attention to these areas of school plant management.

For the PTA to make little contributions to problems of schools visitation and examination malpractice has the implication of increasing the incidences of teacher absence from classes and examination malpractice among students. The PTA could be more useful especially in visiting morning assembly and talking to students on good moral conducts, checking teacher attendance to classes, and reducing their children's examination malpractice tendencies.

### RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations were made:

1. Government should provide funds for the organization as to disabuse their mind that government only thinks of the organization when there is need to raise money to carry out some specific projects in the schools.
2. The organization should appoint men of proven probity to handle the money contributed by the members of the association in order to avoid misappropriation of such funds.
3. Formal channel of communication can be opened between the school and parents so that whenever each party has a problem, it will be easy to tackle.
4. Parents cannot delegate their responsibility of guiding their children. Therefore, the PTA should refuse situations where house helps are sent to represent parents in school programmes. Simply, the school authority and officers of the PTA knowing individual homes and making personal contact with some of the parents would help this situation.
5. Government should implement some important incentives such as publication of names of school PTAs that demonstrate outstanding contributions to the administration of secondary education, in order to motivate other school PTAs.
6. Principals and teachers should encourage good rapport between them and the PTA. They should make PTA meetings a good avenue through which issues and strategies for effective PTA involvement in secondary education management should be formulated and explored.

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