

The Effects of PTA on Educational Development in Public Secondary Schools in Esan North-East LGA, Edo State, Nigeria

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Abstract: *The study reported in this paper examined the effects of Parents' and Teachers' Associations (PTA) on educational development in public secondary schools in Esan North East Local Government Area of Edo State, Nigeria. Data were obtained from detailed survey of sample of 10 secondary schools principals out of the 45 available in the study area. This represented 22.2% of the study population. Interview schedule and an observation check list were used to collect data. The questions were both closed/open-ended. Data collected were analysed using simple descriptive statistics. The findings reveal that though PTA has a great influence in the development of the physical facilities in public secondary schools, as the provision exercise books textbooks, writing material and teaching aids, but to lesser in the funding of co-curricular activities. However, most respondents held a strong view that PTA funds have fallen short of sustaining the provision of school facilities, teaching aids and programmes absolutely, particularly with respect to poor financial environment in the study area. There is need therefore to increase funding of secondary schools generally from various sources in order to ensure that many students are able to access quality education. The study recommends among others that school Heads should create better forum to establish veritable rapport between schools and the PTA bodies, and that PTA members should be part of formulation and implementation in the education sector because of the key role they play in the sustenance of education in Nigeria*

Keywords: *PTA, Secondary Schools, Education, Funding, Facilities*

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I. Introduction

The primary purpose of the teaching and learning process is to bring about in the learner desirable change in behavior through critical thinking. This process does not take place in a vacuum but rather in an environment structured to facilitate learning. Stoner Freeman and Gilbert (1996) described the environment of an organization as all elements relevant to its operation and they include direct and indirect action elements. School facilities, constitute the major components of both direct and indirect action elements in the environment of learning. Several studies have shown that a close relationship exists between the physical environment and the academic performance of students: Nwagwu (1978) and Ogunsaju (1980) maintained that the quality of education that children receive bears direct relevance to the availability or lack thereof of physical, natural or human facilities and overall atmosphere in which learning takes place.

The school facilities consist of all types of buildings for academic and non-academic activities, equipment for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lightening, acoustics, storage facilities and parking lot, security, transportation, ICT, cleaning material, food services, and special facilities for the physically challenged persons. These facilities play pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students of the school. Knezevich (1975) emphasized that the physical needs are met through provision of safe structure, adequate sanitary facilities, balanced visual environment, appropriate thermal environment, and sufficient shelter space for work and play: The emotional needs are met by creating pleasant surroundings, a friendly atmosphere, and an inspiring environment.

As noted by Ohaeri, (2009) no element of the national our national life is more worthy of attention, support and concern than education because of its great impact on the careers, personal growth and happiness of the citizenry and its importance in improving the knowledge and leadership on which the vitality of democracy and strength of national economy depends. The educational system has undergone tremendous changes in the form of its philosophy, goals and objectives, approaches to service delivery and architectural design, leap in school enrolment, multiplicity of curricula programmes and extra-curricular activities, introduction of information and Communication Technology (ICT) and expanded academic support services such as guidance services to students, teachers and the community, integration of the school and community. The resultant effect of all these changes is the need for creative and innovative steps in the development of school facilities. Fenker (2004) stated that facilities development is a process that ensures buildings and other technical systems support

the operations of an organization. The International Facilities Management Association (2002) described facilities development as the practice of co-ordination of the physical workplace with the people and the work of the organization; it integrates the principles of business administration, architecture and the behavioural and engineering sciences. School facilities development is the application of scientific methods in the planning, organizing, decision-making, co-ordination and controlling of the physical environment of learning for the actualization of educational goals and objectives. This involves among other things, collective decision making in relation to selection of site for establishment of new schools, design and construction of new school plants including playing grounds, renovation and modernization of old plants, provision of equipment for academic and non-academic activities, and maintenance of all facilities.

To champion the course of education, the Parents' and Teachers' Association (PTAs), do play an important role in school management especially in the provision and development of school facilities in all tiers of education. PTA was first organized by a group of the women in America in the later years of the 19th Century. The first meeting called "the national congress of mothers" was actually held in 1877. Because Parents, Teachers Association is concerned with the student's welfare and all round development, that is why parents are given a role in the provision and development of secondary school. This means that the Parents Teachers Association is interested in the development of the school through funding and development. The roles of PTA can be grouped as advisory, disciplinary, financial, maintenance of school community relations, provision and maintenance of infrastructural facilities. 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 compulsorily pay levies agreed by associations for their wards' attendance in a particular school (Ugwulashi, 2012). Indeed every secondary school established in Nigeria is expected by the Federal Ministry of Education to have a functional PTA in place. Consequently, as noted by Abdulkareem and Oduwaiye (2011) PTAs have been a major stakeholder in the Nigerian education sector as they constitute a significant supplier of educational resources to the sector.

The study reported in this paper focuses on the extent to which PTA contribution help to bring about and sustain the development of school physical facilities and influence the provision of teaching and learning resources in secondary schools in Esan North East Local Government Area of Edo State. Consequently, the pertinent research questions are: Does PTA has influence on facilities development in secondary Schools in Esan North East Local Government Area of Edo State? To what extent does PTA influence affect the facilities development in secondary schools in Esan North East Local Government Area of Edo State? How has the PTA influence helped in the development of facilities in secondary schools in Esan North East Local Government Area of Edo State?

II. Research Methods

The study employed a descriptive survey research design. Checklist was used as instrument to gather information. In this case, interview and observation schedule was designed to guide the researcher and the interviewee in the course of study. The methodology involved was a random selection of schools with particular attention on the principals of selected schools when administering instrument to gather relevant data. Esan North East Local Government Area in Edo State has forty-five (45) Principals, thirty-four (34) PTAs, ninety-one(91) Teachers and six thousands, four hundred and seventy (6470) Students. The target population was the principals. However, 22.2% of the total population used (which comprised 10 principals)and were randomly selected for the study. The selected principals were from ten public secondary schools comprised of only one boarding school with almost every necessary school facilities in place. According to Gay (1999) and Babbie (2005), the type of the research is the main determinant of the minimum sample a researcher should use: For descriptive studies they give a guide of 10-25% of the population. Data collected were analysed descriptively.

III. Results

3.1 Facilities Available in Schools

Table 1 shows the facilities available in public secondary schools in the study area as well as their level of adequacy as opined by the sampled respondents. The findings show that public secondary schools in Esan North East Local Government Area of Edo State have facilities such as classrooms, land, playfields, toilets and other movables like tables, lockers, chairs, and it is worth noting that these facilities are largely inadequate especially in poorly financed secondary schools. Most schools however lack facilities such as workshops, hall, computer rooms, home science rooms, laboratories, libraries, kitchens and stores. It is however notable that in a few schools in which these facilities are available they are mostly inadequate. These findings present a picture which shows that most secondary schools lack crucial facilities and therefore cast doubts on PTA funds in influencing and sustaining these secondary schools.

Table 1: Availability and adequacy of physical facilities

Facility	Availability		Not available		Adequate		Inadequate	
	F	%	F	%	F	%	F	%
Classrooms	10	100	0	0.0	2	20	8	80
Land	10	100	0	0.0	8	80	2	20
Halls	4	40	6	60	7	70	3	30
Workshops	2	20	8	80	2	20	8	80
Computer	5	50	5	50	0	0.0	5	50
Home science	3	30	7	70	3	30	7	70
Laboratory	3	30	7	70	1	33.3	2	66.7
Libraries	5	50	5	50	1	20	4	80
Kitchen	1	10	9	90	1	100	0	0.0
Stores	4	40	6	60	1	25	3	75
Tables	10	100	0	0.0	4	40	6	60
Lockers	10	100	0	0.0	6	60	4	40
Chairs	10	100	0	0.0	4	40	6	60
Play fields	8	80	2	20	6	75	2	25
Toilets	8	80	2	20	2	25	6	75

3.2 Physical Facility Projects Funded by PTA Funds in Schools

Table 2 shows the physical facilities funded by PTA in the secondary schools sampled. The result presents a clear picture that PTA funds are the main sources of funds used in the construction of physical facilities in schools particularly the provision of tables, lockers chairs and toilet facilities. It can therefore be concluded that lack of these facilities can be due to inadequate PTA funds. Consequently, there is a significant influence of PTA fund in the development of facilities in secondary schools in Esan North East Local Government Area in Edo State. These findings correspond with Asyago (2005) which revealed that quite a number of secondary schools in Kenya lack physical facilities such as libraries and laboratories and the main reason that was given by most principals was inadequate funding by the Government due to low budgeting for the educational programmes and facilities development, Asyago (2005) further observed that PTA funds were directed towards financing recurrent expenditures and were in any case inadequate.

Table 2: Physical Facility Projects Funded by PTA Funds in Schools

Project	Frequency	Percentage
Kitchen	1	10
Stores	4	40
Tables	10	100
Lockers	10	100
Chairs	10	100
Playfields	1	10
Toilets	8	80
Home science	1	10
Land	0	0
Halls	4	40
Classrooms	7	70
Libraries	5	50
Computer	5	50
Laboratory Workshops	3	30
	2	20

3, 3 Availability and adequacy of Teaching and Learning facilities

Table 3 shows the results of an observation exercise to determine the availability and adequacy of teaching and learning facilities in the public secondary schools sampled. The result reveals that all the sampled secondary schools have teaching and learning resources at their disposal but only exercise books are adequate while others are grossly inadequate.

Table 3: Availability and adequacy of Teaching and Learning facilities

Facility	Available		Not Available		Adequate		Inadequate	
	F	%	F	%	F	%	F	%
Textbooks	10	100.0	0	0.0	2	20	8	80
Chemicals and Lab. Eqts.	8	80.0	2	20.0	2	25	6	75
Exercise books	10	100.0	0	0.0	7	70	3	30
Writing materials	10	100.0	0	0.0	8	80	2	20
Teaching aids	10	100.0	0	0.0	4	40	6	60
Tools and Implements	10	100	0	0.0	4	40	6	60

3.4 Teaching and Learning Facilities Funded by PTA in Schools

School teaching and learning resources acquired using PTA funds or directly provided by the PTA are shown in Table 4. The result indicates that majority of the teaching and learning facilities especially exercise books, textbooks and teaching aids are funded or directly provided by PTA. It suffices to note however, that majority of the respondents (70%) opined that the facilities are inadequate. This is an indication that PTA funds are not enough to sustain public secondary schools in Esan North East Local Government Area of Edo State in providing teaching and learning resources. These findings are in agreement with Mugo (2006) in a study on strategies adopted by secondary school principals in managing PTA funds in Embu District, Kenya.

Table 4: Teaching and Learning facilities Funded by PTA Funds in schools

Project	Frequency	Percentage
Writing materials	9	90
Teaching aids	7	70
Laboratory materials	5	50
Exercise books	10	100
Text books	10	100
Tools and Implements	8	80

3.5 School Co-Curricular Activities Funded by PTA Fund

Presented in Table 5 is the result of co-curricular activities funded by PTA in public secondary schools in the study area. The result shows that the PTA mainly sponsors literary and debating activity, cultural events and drama. Again the respondents' overwhelming (80%) affirm that the level of support for the aforementioned events is inadequate. The result is an indication that PTA funds are inadequate in influencing and sustaining public and private secondary schools in financing co-curricular activities. This is supported by Onyango (2001) in a study on challenges facing the provision of co-curricular in public secondary schools in Homan Bay Kenya which established the PTA funds were inadequate to sustain the provision of school co-curricular activities.

Table 5: School Co-Curricular Activities Influenced PTA Fund

Co-Curricular	Frequency	Percentage
Literary and Debate	7	70
Cultural events	6	60
Drama	5	50
Music	3	30
Sports	2	20

3.6 Other School Programmes Funded by PTA Funds

Principals were as well required to list other school programmes financed by PTA funds. Their responses are as shown on Table 6 indicate that educational trips (excursion) ranks highest, followed by School emergencies response and purchase of prizes/awards in that order, while school charity events and community ranked low. The findings also show that 90% of the principals noted that PTA funds are inadequate in financing such school programmes.

Table 10: Other School programmes funded by PTA

Programme	Frequency	Percentage
Educational trips (Excursion)	10	100
School emergencies response	6	60
Purchases of prizes and awards	5	50
School charity events	3	30
Community service	1	10

IV. Discussion of Results

The results obtained shows that physical facilities are available in secondary schools but it was also discovered that the available physical facilities were not adequate in all the secondary schools. The available but inadequate physical facilities were all virtually supplied or founded by the finance made available by the PTA. It is therefore, glaring that PTA wield significant influence in the provision of physical facilities in secondary schools in Esan North East Local Government Area of Edo State. This finding is discovered to be supported by a paper presented at the Africa Convention of Principal's Conference in Johannesburg, South Africa, where Lasibille, (2000) pointed out that there are traditionally other sources of education financing, in which parents and guardians are being encouraged to give support to schools through payment of levies. While Verspoor (2008) argue that PTA levies are instrumental to the provision of physical facilities in schools, because in some secondary schools required facilities for teaching and learning are actually inadequate: this made the combined effort of the government parents and teachers very important. The result of this study also indicates that PTA

levies alone or the Government budget alone cannot be enough in providing physical facilities in public secondary schools in Esan North East Local Government Area of Edo State. This conclusion is also in line with the findings of Asyago (2005) in his study of the challenges facing the secondary schools management in Kenya, when he maintained that a number of schools lack physical facilities as a result of inadequate funding from the government.

In a similar vein, the availability of teaching and learning facilities was noticed to be high and positive in all schools as shown in table 3 but again the facilities were discovered to be grossly inadequate in many of the schools. However, the bulk of the writing materials, teaching aid, exercise and textbooks and tools and implement are virtually provided by the PTA. Only laboratory material enjoys bulk supply by the government. Therefore PTA still enjoys a significant influence in the provision and development of teaching and learning materials.

Majority of the schools are located in the rural areas. Only a few of the secondary schools are located in urban area of the local government. This ofcourse is adduced to be the reason why many of the required teaching and learning facilities are discovered to be inadequate because of the poor financial status of most of the rural areas. This finding corresponds with the position of Michaelowa (2001) when he observed that secondary schools in sub-Saharan Africa are not well equipped with teaching and learning materials due to financial constraints and observed that funds raised by /from parents are inadequate. Consequently, although PTA has to a large extent had positive effects in facilities development, co-curricular and other activities in public secondary schools in Esan North East LGA, Edo State the requirements, such interventions appear insignificant. Again it is pertinent to note that PTA interventions have been more pronounced in the area of facilities development as well as provision of teaching and learning materials and less in co-curricular activities. This is probably because the levels of interest parents have in such programmes and activities: it was discovered that parents do not really see co-curricular activities as integral programmes that aid teaching and learning and consequently consider investments in such ventures as waste of resources. They also see them as distraction from the normal academic work which is the main reason for their involvement in the training of the students. Where some parents have interest in such activities especially in the urban area, the available space becomes a hindrance. This is supported by the position maintained by Kochhar (2008), when he argued that students do not take active interest in co-curricular programmes and activities stressing that in crowded cities, it is generally not possible to have spacious playgrounds. He also held that these activities are not given relevance and place in the school time table during school periods. Therefore our findings correlate with the findings of Kochhar that co-curricular activities and programmes are inadequate because parents do not see the need to invest in such white elephant projects.

V. Conclusion

This paper examined the effects of PTA funding in sustaining the development of public secondary school physical facilities, teaching and learning resources, financing school co-curricular activities and programmes in Esan North East LGA of Edo State, Nigeria. The study shows that the schools have inadequate physical facilities, teaching and learning materials, inadequate provision of school teaching and learning materials and other school activities and programmes. It is established that PTA funding does have positive impact on the provision of required facilities for teaching and learning in public secondary schools in the study area. It was also clear that PTA funds are not adequate in sustaining the secondary schools. However, it is expedient to note without contradiction that PTA contribution plays a very vital role in the provisions, sustenance and development of some facilities in Public Secondary Schools in Esan North East Local Government. PTA fund were used in the construction of some of the facilities on ground. Although these funds are inadequate, it will be correct to say that PTA wield some considerable influence on the provision and development of facilities in some public secondary schools in Esan North East Local Government Area of Edo State. From the findings, it is also possible to infer that the influence of PTA on facilities development in most public secondary schools outweighs that of the government and other voluntary and concerned bodies. This conclusion is predicated on the obvious evidence and situation in most Nigerian Schools where the government poor attitude in funding education has led to the dilapidation and collapse of most structures and facilities. The consequence is a fall in the standard of education.

In view of the foregoing the following recommendations are made:

1. To enhance the provision and development of school physical facilities using PTA funds and other influences, schools administrations and management embrace more transparent and accountable utilization of available PTA funds.
2. As way of improving the provision of teaching and learning resources, PTA and the government should increase the funding of schools to enable them provide the needed resources.
3. Government should subsidize school teaching and learning resources to make them affordable.
4. Adequate and qualified teachers should be recruited to enhance teaching and learning in the schools.

5. School Heads should create better forum to establish variable rapport between the school and the PTA body. This will serve as an avenue to bring to the awareness of the parents the pressing needs of the school and the staff.
6. PTA members should be made members of boards and committees of educational organizations throughout the country so as to influence policy formulation and implementation in the education Sector. Government should formally recognize and strengthen the PTAs to make them more effective.

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