

PARENTAL ROLES IN PARENT TEACHER ASSOCIATION IN OSUN STATE SECONDARY SCHOOLS

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ABSTRACT

This study assessed the parental roles in Parent Teacher Association (PTA) in Osun State secondary schools. Five objectives were guided the study. The study adopted qualitative approaches for collection of data for the study which enabled the researchers to present vivid account of the situation without any restrictions. The interview guide that contained 12 questions for parent to answer was used as an instrument for the study. Content analysis was adopted for the study. The findings of the study indicated that parents involved in identifying the needs of the schools through PTA meeting, whereby school and parents jointly involve in activities like sport event, provision of infrastructural facilities and other activities that could bring development in the schools. Though, parents were not involved in determining school activities and not involved in assigning duties in the schools. Despite, challenges of parents in the school administration is poor communication channel with the school and non-cooperative nature of some administrators. The study therefore recommended that rather than restricting their involvement to monetary donations, school administrators ought to urge parents to actively engage in debates and decision-making over school policies. On the other hand, PTAs ought to implement inclusive leadership models that allow parents to participate in decision-making. Equally to educate parents on the value of their involvement in PTAs and how active involvement enhances their children's moral and academic development, schools and the Ministry of Education should host workshops and seminars.

Keywords: Parent Teacher Association, Parental Roles, Secondary Schools, Osun State.

Background

It is often acknowledged that families, school administrators, and the state share responsibility for education. The degree of parental involvement in the teaching and learning process is just as important to the success of any educational system as government financing and policies. The Parent-Teacher Association (PTA) is one of the most formalized programs for family involvement in Nigerian schools. In order to improve student outcomes and school effectiveness, the PTA provides a forum for cooperation between parents and school personnel, encouraging understanding, resource mobilization, and group decision-making (Olaifa, Abdulkafeel, Shaibu, & Adeoye, 2024).

Around the world, increased accountability in school administration, better discipline, and higher academic achievement have all been associated with parental involvement in school governance (Adesoji & Osuji, 2024). Through funding infrastructure, assisting with school welfare initiatives, and encouraging student discipline, PTAs in Nigeria have long been

essential in assisting the government (Ogunshola, 2023). However, because of socioeconomic disparities, gaps in the execution of policies, and differing parental knowledge, PTA efficacy varies significantly between states and local governments (Adepoju & Kolade, 2022).

The Ministry of Education in Osun State acknowledges PTAs as essential collaborators in secondary school management. Parental contributions are highlighted in policy documents through welfare programs, school facility improvements, and PTA fees (Osun State Government, 2021). However, there are conflicting findings from empirical research done in Osogbo and other regions of the state. While some PTAs have been effective in raising funds and improving school discipline, others face challenges such as poor parent attendance at meetings, ambiguous role expectations, and financial constraints that prevent them from being truly involved.

According to recent studies, when parents actively participate in decision-making rather than just providing passive financial support, successful PTAs can greatly increase school goal attainment (Olaifa et al., 2024; ARJHSS, 2023). But issues including socioeconomic limitations, poor communication, and PTA leaders' lack of training still limit their influence in Osun State. This brings up significant issues regarding the scope and efficacy of parental involvement in PTAs in the state's secondary schools.

Therefore, the purpose of this study is to look into the responsibilities that parents play in PTAs in secondary schools in Osun State, including their contributions, difficulties, and overall effects on student learning and school administration. Policymakers, school administrators, and parent organizations can forge stronger relationships that improve the quality of secondary education in the state by having a better understanding of these interactions.

Statement of the Problem

Both domestic and foreign educational research has extensively documented the value of parental participation in school governance and administration. Parents are anticipated to make a significant contribution to school development through Parent-Teacher Associations (PTAs) by promoting academic progress, discipline, welfare, and infrastructure (Olaifa, Abdulkafeel, Shaibu, & Adeoye, 2024). Theoretically, PTAs at Osun State secondary schools act as a liaison between educators and parents, encouraging cooperation and shared accountability. In actuality, though, a number of obstacles restrict PTAs' efficacy in the state. While some PTAs are successful at mobilizing resources, studies have shown that many are only platforms for collecting levies without actively participating in school decision-making. While school administrators view PTAs largely as financial supporters rather than collaborators in governance, parents frequently lament the lack of opportunity for them to share their thoughts (Adepoju & Kolade, 2022).

Furthermore, many parents are unable to fully participate in PTA activities due to socioeconomic restraints. Meeting attendance and financial contributions are hampered by low income, illiteracy, and conflicting livelihood needs (Ogunshola, 2023). Conflicts, a lack of openness, and a decline in parental trust in the association are other consequences of poor leadership and poor communication in certain PTAs (Adesoji & Osuji, 2024). These restrictions make it more difficult for PTAs to fulfill their stated purpose of improving

teaching and learning results. There is a dearth of systematic research that explains how parents actually participate, what duties they prioritize, and what obstacles they face in Osun State, even though the government acknowledges PTAs as stakeholders in school improvement (Osun State Government, 2021). Policymakers and school administrators might not be able to create policies that optimize parental contributions to school development and strengthen PTA functions without such evidence.

This disparity calls for a targeted study of the responsibilities of parents in PTAs in secondary schools in Osun State in order to determine their contributions, difficulties, and degree of influence over student learning outcomes and school administration.

Research Objectives

The study seeks to:

1. Identify the major roles of parents in identifying the needs of the schools
2. Examine how the school administrators involve parents in the school administration
3. Examine the type of activities do the school and parents jointly do
4. Assess how do the school administrators ensure teamwork with parents in the schools
5. Determines the challenges of parents in the school administration

Literature Review

A formal organization created in schools to improve student welfare, foster better parent-teacher collaboration, and assist with efficient school administration is the Parent-Teacher Association (PTA). In the educational process, PTAs offer a forum for discussion, group decision-making, and shared accountability (Adesoji & Osuji, 2024). An organization for the voluntary benefit of parents, guardians, and teachers at a particular school is called the Parent-Teacher Association. The Parents/Teachers Association (P.T.A.) seeks to promote cooperation and understanding between parents and teachers in order to help establish a supportive atmosphere that will support the teaching and learning process in schools (Okeke, 2019). Any PTA's primary goal is to improve every student's educational experience and surroundings by enlisting the support of parents and teachers. The PTA can take part in a number of activities, such as supporting or contributing to significant school events. P.T.A. aims to give parents a chance to express their thoughts on issues pertaining to their children and to keep them informed about events occurring in the school (Elui, 2017). The P.T.A. provides funding for capital projects including constructing new classrooms or administrative buildings, fencing the school, and providing staff rooms, staff quarters, labs, etc.

Elui (2017) asserts that P.T.A. helps parents and teachers communicate and make decisions on the management, welfare, and upbringing of students, employees, and the school. In order to ensure that children are suitably prepared for studying, it is responsible for resolving most of the problems that school administrators may encounter, including extracurricular activities like intramural sports (National P.T.A., 2018). By hiring and compensating part-time instructors, the PTA may address the issue of insufficient teaching staff. Additionally, they can pay for additional instruction for kids getting ready for outside tests (Elui 2017). According to Nuhu (2018), the PTA's growth into a strong organization can be attributed to its genuine desire to assist the school. While PTA is optional in certain areas of Nigeria, it is required by legislation in others, requiring participation from parents and teachers (Ugwulashi, 2020). Nonetheless, given the roles PTA plays in school administration today, it

is now vital to mention that PTA is recognized as one of the community organizations in the educational system that is ensuring smooth operations (Ali, 2018).

The funding of all the educational pyramids, particularly secondary school, has been greatly aided by Parents Teachers Associations (PTA). This is especially true given that it appears that school officials have not done enough to raise internal funds to address certain significant problems in the schools. Many functions in the school system's administrative structure have been taken over by their power (Ugwulashi, 2012). According to Ugwulashi, PTAs are now in charge of establishing a number of policies that are in place in the majority of schools today for the organization's overall growth. They also help the school administrators with funding, which includes providing teachers, money, instructional materials, and infrastructure. According to Mbiti (2017), any school's parent body possesses a wealth of information, experience, and talents that surpass the abilities of its teachers. The pupils' education should be supported and enhanced holistically by utilizing this resource. According to Audu (2018), Parent Teachers' Associations have made significant contributions to the majority of school management areas, including communication, decision-making, discipline maintenance, school-community relations, welfare, health, and games and recreational facilities. Therefore, the funding and upkeep of discipline are the key topics of this study.

According to Ali (2018), Parent Teachers' Associations have made significant contributions to the majority of school administration areas, including communication, welfare, health, school-community interactions, discipline maintenance, and games and recreational facilities. According to Bua and Ivagher (2015), PTAs help schools handle disciplinary issues with children by rallying the government and resentful citizens to support school management. In their 2019 study, Ivagher, Asen, and Uwalaka discovered that while the PTA does contribute to the upkeep of discipline, student motivation for academic success, the preservation of positive community relations, and the provision of basic infrastructure, it does not take part in the administration and planning of academic programs. However, given the roles PTA plays in school management today, it is now necessary to say that PTA is considered one of the community agencies in the educational system that is ensuring that everything runs smoothly (Ali, 2018). In a similar vein, Ali (2018) restates that the PTA members' actions significantly aid in the administration and supply of resources in secondary schools. Thus, the researchers are encouraged to state that the PTA's involvement in secondary school administration may not be an exception in the field of study, which is what led to the necessity of this investigation.

By hiring and compensating part-time instructors, the PTA may address the issue of insufficient teaching staff. Additionally, they can pay for additional instruction for kids getting ready for outside tests (Elui 2017). Teachers are compelled to recognize that parents have both the right and the duty to actively engage in discussing and deciding on all issues pertaining to their children's education (Iwuanyanwu, 2017). PTA also seeks to encourage parents to send their kids to school, particularly in rural areas. They are in charge of figuring out how to lower the institutions' instructor absence and student dropout rates. By fostering a friendly and cooperative relationship between parents and teachers and avoiding bureaucratic rigidity on both sides, they can accomplish all of these goals (Iqbal et al., 2011).

According to Nuhu (2018), the PTA's growth into a strong organization can be attributed to its genuine desire to assist the school. While PTA is optional in certain areas of Nigeria, it is required by legislation in others, requiring participation from parents and teachers (Ugwulashi, 2020). Nonetheless, given the roles PTA plays in school administration today, it is now vital to mention that PTA is recognized as one of the community organizations in the educational system that is ensuring smooth operations (Ali, 2018). Effective PTA operations are hampered by a number of issues, though. Adesoji and Osuji (2024) identified low participation at PTA meetings, opaque financial management, and inadequate communication between parents and school officials as the main obstacles.

Methodology

The study used qualitative methods to gather data so that the researcher could give an unrestricted, vivid description of the circumstances. All parents of secondary school students at Osun State made up the population. Using a multi-stage sampling technique, 90 respondents from the 30 local government areas (LGAs) that comprise the state served as the study's sample. Two Local Government Areas (LGAs) were chosen at random from each of the three senatorial districts using a simple random selection technique. Three secondary schools were chosen using a simple random selection technique from each LGA. Five parents from each school were selected using a simple random sampling technique. For this study, a self-made Interview Guide was employed. The interview guide contained 12 questions for parents to answer. The researcher personally distributed the questionnaires to the respondents and promptly collected them in order to guarantee a high percentage return of the study instrument. In the study, content analysis was employed.

Qualitative Analysis

Content analysis was used for the responses gotten from the interview sections with the Parents. Results of the data collected were presented below. Firstly, in order to establish accurate responses from the parent and because of their tight and busy schedules, the list of questions was presented to them to respond in black and white for some period of time and their responses was summarized below:

Question: How are the parents involved in identifying the needs of the schools?

Responses:

"60 out of 90 respondents concurred that parents involved in identifying the needs of the schools through PTA meeting" The findings of the study agreed with the study of Elui (2017) who asserts that P.T.A. helps parents and teachers communicate and make decisions on the management, welfare, and upbringing of students, employees, and the school.

Question: How do the school administrators involve parents in the school administration?

Responses:

"50 out of 90 respondents supported school administrators involve parents in the school administration through invitation and information during interacting of PTA meeting" The findings of the study concurred with the study of Ugwulashi (2020) who asserted that PTAs are now in charge of establishing a number of policies that are in place in the majority of schools today for the organization's overall growth.

Question: What type of activities do the school and parents jointly do?

Responses:

70 out of 90 respondents said that school and parents jointly involve in activities like sport event, provision of infrastructural facilities and other activities that could bring development in the school

Question: Are the parents involved in determining the activities? How?

Responses:

"45 out of 90 respondents said that parents were not involved in determining school activities. But, the other respondent said that parents are involved in determining of school activities through their involvement in PTA"

Question: To what extent are the parents involved in assigning duties in the school?

Responses:

"70 out of 90 respondents said that parents are not involved in assigning duties in the schools. While other respondents concurred that to low extent parent involved in assigning duties in the schools"

Question: How do the school administrators ensure teamwork with parents in the schools?

Responses:

"50 out of 90 respondents asserted that school administrator ensures team work with parents in schools through PTA meeting. But, other respondents said that administrator ensure teamwork with parent through payment of levy and assignment given to their children (students) to do from home" The findings aligned with Okeke (2019) who asserted that Parents/Teachers Association (P.T.A.) seeks to promote cooperation and understanding between parents and teachers in order to help establish a supportive atmosphere that will support the teaching and learning process in schools

Question: Is the school financial report exposed to the parents?

Responses:

"50 out of 90 respondents opined that parents do not expose to school financial report. Though, other respondents said that parents are involved only in financial report that relate with PTA"

Question: Are the parents, involve in school budgeting?

Responses:

"60 out of 90 respondents opined that parents do not involve in school budgeting. But, other respondents said that parents are involved in budgeting that meant for PTA only:

Question: Are the parents, involve in school finance?

Responses:

"60 out of 90 respondents said that parents are involved in school finance"

Question: Do the school administrators involve parents in the school provisions?

Responses:

"45 out of 90 respondents concurred that school administrators involve parents in the school provision of materials"

Question: Are there any meeting between the school administrators and the parents?

Responses:

"All of the 90 respondents said that there is meeting between the school administrator and the parents through PTA"

Question: What are the challenges of parents in the school administration?

Responses:

"50 out of 90 the respondents concurred that the only challenges of parents in the school administration is poor communication channel with the school while other parents said that the only challenge passive is non-cooperative nature of some administrators" The study aligned with the study of Adesoji and Osuji (2024) who identified low participation at PTA meetings, opaque financial management, and inadequate communication between parents and school officials as the main obstacles.

Conclusion

Effective school management and student development continue to depend heavily on parental involvement through Parent-Teacher Associations (PTAs). PTAs have been crucial in helping schools throughout Nigeria by contributing money, providing facilities, encouraging discipline, and improving parent-teacher communication. However, data indicates that although PTAs significantly enhance secondary schools in Osun State, their efficacy is limited by issues like low parental involvement, insufficient opportunities for decision-making, poor communication, and socioeconomic constraints.

Recommendations

The following suggestions are put forth in light of the problems identified in the study of parental responsibilities in PTAs in secondary schools in Osun State:

1. Rather than restricting their involvement to monetary donations, school administrators ought to urge parents to actively engage in debates and decision-making over school policies. On the other hand, PTAs ought to implement inclusive leadership models that allow parents to participate in decision-making. PTA leaders ought to implement open and honest financial management procedures. Parents' trust and dedication to the association will grow with regular income and expense reports.
2. To educate parents on the value of their involvement in PTAs and how active involvement enhances their children's moral and academic development, schools and the Ministry of Education should host workshops and seminars.
3. Guidelines for efficient PTA operations should be provided by the Osun State Ministry of Education, which should also keep an eye on secondary school compliance. With government support, PTAs will be able to operate as true partners in
4. To help parents with hectic work schedules, flexible meeting times should be implemented. Equally, in order to alleviate the financial strain on low-income parents, schools should take into account various forms of contribution (such as skills, services, or resources).
5. PTA executives should participate in training courses on financial management, leadership, and dispute resolution. This will improve their capacity to efficiently run the association. PTAs should act as forums for building strong linkages between communities and schools in order to rally more support for Osun State's educational advancement.

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