



Educational Process: International Journal

ISSN: 2147-0901 | e-ISSN: 2564-8020 | www.edupij.com

Educational Process International Journal • Volume 7 • Issue 2 • 2018

Extent of Parent-Teacher Association Involvement in the Implementation of Universal Basic Education Program in Primary Schools in Northern Senatorial District of Ondo State, Nigeria

Chidi Nnebedum and Akinwale Victor Akinfolarin

To cite this article: Nnebedum, C., Akinfolarin, A. V. (2018). Extent of Parent-Teacher Association Involvement in the Implementation of Universal Basic Education Program in Primary Schools in Northern Senatorial District of Ondo State, Nigeria. *Educational Process: International Journal*, 7(2), 106-117.

To link to this article: <http://dx.doi.org/10.22521/edupij.2018.72.1>

Chidi Nnebedum, Nnamdi Azikiwe University, Nigeria. (e-mail: chidinnebedum@yahoo.com)

Akinwale Victor Akinfolarin, Nnamdi Azikiwe University, Nigeria. (e-mail: akinfolarinav@gmail.com)

Extent of Parent-Teacher Association Involvement in the Implementation of Universal Basic Education Program in Primary Schools in Northern Senatorial District of Ondo State, Nigeria

CHIDI NNEBEDUM and AKINWALE VICTOR AKINFOLARIN

Abstract

Pupil' absenteeism and lateness to school, dilapidated and shortage of relevant facilities in primary schools in the Northern Senatorial District of Ondo State seems to suggest lapses in parent-teacher association involvement in school affairs. This prompted the researchers to ascertain the extent of parent-teacher association (PTA) involvement in the implementation of universal basic education program in primary schools in the Northern Senatorial District of Ondo State. Three research questions guided the study and three null hypotheses were tested. The descriptive survey research design was adopted for the study. The population of the study was comprised of all 250 head teachers and all PTA members at all 250 primary schools in the Northern Senatorial District. Multiple stage sampling technique was used to sample 205 respondents made up of 75 head teachers and 130 PTA members. The researchers developed an instrument titled "Parent-Teacher Association Involvement in School Questionnaire (PTAISQ)" which was used for data collection. The instrument was validated by three experts. The reliability of the instrument was ascertained using Cronbach alpha and it yielded an overall reliability coefficient value of .76. Mean and standard deviation were used to answer the research questions, while *t*-test was used to test the null hypotheses at .05 level of significance. The findings of the study revealed among others that the extent of PTA involvement in maintenance of facilities in the implementation of universal basic education program in primary schools in the Northern Senatorial District of Ondo State was high. Based on the findings, recommendations were made and conclusions were drawn.

Keywords: community, parent-teacher association, school facilities, discipline, universal basic education program.



DOI: 10.22521/edupij.2018.72.1

EDUPIJ • ISSN 2147-0901 • e-ISSN 2564-8020

Copyright © 2018 by ÜNİVERSİTEPARK

edupij.com

Introduction

Every society desires to see a drastic reduction of illiteracy level through a functional education system. The primary level of education is essential in developing the ability to read, write and compute numerous figures. It also lays the basic foundation for other levels of education. Arguing along the same lines, Asodike and Ikpitibo (2013) stressed that in order to qualify for other levels of education, one must first pass through primary school, as such it is an institution upon which all other levels of education and educational achievement are built. Furthermore, Asodike and Ikpitibo pointed out that it provides young learners with the fundamentals of reading, writing, skill acquisition, information and attitudes necessary for proper adjustment into the society.

The recognition of the importance of primary education has led to several conferences all over the world advocating for free education especially at the basic level. In compliance with the recommendation of the World Conference on Education held in Jomtien, Thailand, in 1991 for Education for all (EFA), Nigeria launched the Universal Basic Education (UBE) in September 1999 (Olaleye & Babatope, 2013). The UBE program was an education reform program of the Federal Government of Nigeria introduced to serve as a catalyst for achieving free, compulsory and universal nine years of education for all school-age children, irrespective of their socioeconomic circumstance.

The introduction of the UBE program seems to have led to an enrolment explosion as well as multiplicity of educational programs which appears to make the provision of primary education more capital intensive. This seems to suggest the reason behind the Federal Government of Nigeria's continuous clarion calls for collaborative partnership in providing education for her citizenry (Federal Republic of Nigeria, 2013). The National Policy on Education (Federal Republic of Nigeria, 2013) recognized the importance of community in school management when it stated that local people, and particularly the parents, will be encouraged to participate in school management.

Schools may not successfully exist in isolation, but in cooperation with the community in which it is located. Most scholars defined community in terms of specific geographic locality, while others define it as people with common ideology. Eleberi, Mbadiwe-Woko, and Owede (2014) defined community as a geographical area occupied by a group of people who share common sociocultural ties and possess a common means of ensuring their continued existence. In the view of Modebelu (2014), community is a group of people located within defined boundaries and closely related to one another by sociocultural, socioeconomic, socioreligious, sociopolitical, sociogeographical, sociotechnical, socio-occupational ties which usually provide a cohesiveness adequate to build a history and identity. Community is a group of people with common values, ideology and beliefs occupying a defined geographical location. In the school system, community that exists within institutions such as Parent-Teachers Association (PTA) provide a full range of support and services necessary to enhance the attainment of the goals and objectives of the primary school(s) in their locality.

A PTA is a formal body made up of parents whose children are officially registered as pupils in the school, together with the teachers (Mutinda, 2013). The PTA provides a link through which parents and the rest of the community assumes partnership responsibilities in order to participate in the education of their children (Eziuzo & Enueme, 2013). The PTA is a platform that provides the opportunity for parents and teachers to deliberate on ways of

improving the quality of education rendered in the school. The PTA is a crucial school community agency found in primary schools in many States of Nigeria, including Ondo State. The PTA serves as a communication link to parents on school affairs such as management of the school plant, fund raising, maintenance of discipline, and organizing extra-curriculum activities among others. Arguing along the same lines, Akpan (2014) pointed out that PTAs are expected to contribute to the provision and management of school facilities, raise funds for development projects, assist in maintaining discipline in schools and attending school meetings.

From the description given, it can be understood that PTAs serve as a vehicle for promoting community participation in the provision of facilities in primary schools in Ondo State. Akinfolarin and Ehinola (2014) suggested that institutional facilities should continue to be provided to facilitate effective teaching and delivery of knowledge as it improves academic performance. PTAs are expected to contribute in the equipping of libraries with books, provision of office equipment and stationary and the provision of other school facilities (Eziuzo & Enueme, 2013), including for example, the provision of information and communication technology facilities, instructional material, sports facilities, sanitary facilities, the construction of classroom blocks, and the provision of furniture such as tables, chairs and boards. PTA provision of school facilities play pivotal roles in the attainment of school goals and objectives by satisfying the social, physical and psychological needs of staff and pupils in the school.

It is essential that PTAs also enhance the maintenance of facilities in order to keep them in an operational state. Facilities maintenance is the systematic and regular repair, replacement and servicing of school facilities in order to keep them in a functional state. Regular inspection of school facilities, constituting a committee for the management of school facilities, innovating school buildings, replacing damaged facilities among others are essential practices in facilities maintenance. As parents pay visits to the school, they may also observe areas which need attention such as school building repairs and the replacement of damaged teaching-learning facilities (Ejeh, Okenjom, Chizi-Woko, & Agbo, 2016). PTA's maintenance of school facilities keeps them in a functional state and this creates a conducive teaching and learning environment.

Discipline is the act of behaving in accordance with values, beliefs, rules and the code of conduct of society or the school. Maintenance of discipline creates an orderly environment for an effective teaching and learning process. Parents are the closest people to their wards and therefore have better understanding of students' behaviors and needs (Akpan, 2014). They spend more time with their children, and as such are able to informally notice any behavioral changes. Parents and schools need to draw up and agree on strategies that contain clear expectations from learners towards attaining acceptable behaviors (Sekiwa & Naluwemba, 2014). One of the ways to map out these strategies is through parents' involvement in the formulation of a code of conduct in the school. Sekiwa and Naluwemba stated that the aim of the code of conduct should be to set standards for morals and behaviors, to promote self-discipline and constructive learning based on mutual respect and tolerance. PTAs need to exhibit some certain positive disciplinary measures, which Alder and Dreikurs (2012) indicated, that focus on supportive behaviors such as mutual respects, effective communication, collegial planning, standards setting, addressing the causes of misbehavior, and constantly assessing the implementation of discipline. Other disciplinary

practices that could be adopted by parents in controlling the pupils' behavior include oral warnings, guidance and counseling, denial of privileges, punishment, and the exhibition of upright behavior among others. PTA involvement in the promotion of discipline creates an atmosphere of trust and respect which promote pupil participation in extra-curricular activities.

Given this background, it could be maintained that PTA involvement in school administration could enhance the provision and maintenance of school facilities and discipline in order to enhance the attainment of the objectives of UBE programs. PTA involvement in school administration has become a source of concern to many education stakeholders. Pupils' lateness to school and absenteeism, depilated school plant and shortage of relevant facilities in primary schools in the Northern Senatorial District of Ondo State raise questions as to the active involvement of PTAs in the school administration. This prompted the researchers' intention to undertake the current study.

Introduction of the UBE program seems to have led to a pupil enrolment explosion as well as multiplicity of educational programs, which therefore appears to make the provision of primary education more capital intensive. This has called for community involvement in the provision and maintenance of facilities and the management of discipline among others. Personal observation of the researchers seems to reveal the existence of dilapidated buildings, rough classroom floors, many broken chairs and desks outside the classrooms, and shortages of relevant facilities in the Northern Senatorial District of Ondo State. There also seems to be cases of pupils' lateness, absenteeism and other misconduct in primary schools in the District. The most prevalent of these situations puts into serious doubt the fulfillment of the Federal Government's clarion call for PTA collaboration with primary education school administrations. In light of this, the problem of the current study is to ascertain the extent of PTA involvement in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State.

The main purpose of the study is to ascertain the extent of PTA involvement in the implementation of the universal basic education program within primary schools in the Northern Senatorial District of Ondo State. Specifically, the study sought to find out:

- PTA involvement in the provision of facilities in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State.
- PTA involvement in the maintenance of facilities in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State.
- PTA involvement in the maintenance of discipline in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State.

The following research questions guided the study:

- What is the extent of PTA involvement in the provision of facilities in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State?

- What is the extent of PTA involvement in the maintenance of facilities in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State?
- What is the extent of PTA involvement in the maintenance of discipline in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State?

The following hypotheses were tested at .05 level of significance:

- There is no significant difference in the mean ratings of head teachers and PTA members in the extent of PTA involvement in the provision of facilities in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State.
- There is no significant difference in the mean ratings of head teachers and PTA members in the extent of PTA involvement in the maintenance of facilities in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State.
- There is no significant difference in the mean ratings of head teachers and PTA members in the extent of PTA involvement in the maintenance of discipline in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State.

Methodology

A descriptive survey design was adopted for the study. The study was carried out in the Northern Senatorial District of Ondo State. The population of the study was comprised of all 250 head teachers and PTA members in all 250 primary schools in the Northern Senatorial District of Ondo State. The Northern Senatorial District has six local government areas (LGAs) namely; Akoko North East, Akoko North West, Akoko South East, Akoko South West, Owo, and Ose. Multiple stage sampling technique was used to sample 205 respondents made up of 75 head teachers and 130 PTA members. Firstly, proportionate stratified sampling technique was used to select 50% of the head teachers in the six LGAs. Secondly, purposive sampling technique was used to sample the PTA chairpersons and vice-chairpersons in each school. The researchers developed the "Parent-Teacher Association Involvement in School Questionnaire (PTAISQ)" instrument which was used for data collection. The PTAISQ was structured in two versions to suit principals and PTA members. The PTAISQ has clusters I, II, and III based on the three areas of PTA involvement in schools: Cluster I contained nine items on PTA involvement in the provision of facilities; Cluster II had six items on PTA involvement in the maintenance of facilities; and, Cluster III had six items on PTA involvement in the maintenance of discipline.

The PTAISQ instrument contains 21 items structured on a four-point, Likert-type rating scale of 4: Very High Extent (VHE), 3: High Extent (HE), 2: Low Extent (LE), and 1: Very Low Extent (VLE). The instrument was validated by three experts, comprising two lecturers from the Department of Educational Management, and one specialist in Measurement and Evaluation; all of who were from the Faculty of Education at Adekunle Ajasin University, Akungba Akoko, Ondo State. The reliability of the instrument was ascertained using

Cronbach alpha, which yielded reliability coefficients of .82, .75 and .70 for clusters I, II and III respectively, and an overall coefficient of the instrument of .76.

The researchers, with the help of six research assistants who are primary school teachers in the Northern Senatorial District of the State, collected data for the study. The research assistants were given instructions and orientation on the purpose of the study, and how to distribute, collect and handle the retrieved copies of the questionnaire. This enabled them to have a good knowledge about the study, and to help answer questions and clarifications from the respondents. Out of 205 copies of the questionnaire that were distributed, 197 were successfully retrieved, indicating a 96% return rate.

Mean and standard deviation were used in answering the research questions. The mean rating were categorized as VHE (4.00-3.50), HE (3.49-2.50), LE (2.49-1.50), and VLE (1.49-0.00). In testing the null hypotheses, *t*-test was employed: if *t*-calculated was equal to or greater than *t*-critical at a .05 level of significance and the degree of freedom, the null hypothesis was rejected, else it was accepted (not rejected).

Results

Research Question 1. What is the extent of PTA involvement in the provision of facilities in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State?

Table 1. Mean Ratings and Standard Deviation Scores of Head Teachers and PTA members on the extent of PTA Involvement in the Provision of Facilities in the Implementation of UBE

| S/ N | Items | Head Teachers (<i>n</i> = 73) | | | PTA Members (<i>n</i> = 124) | | |
|---------|---|--------------------------------|------|----------------|-------------------------------|------|----------------|
| | | Mean | SD | Remark | Mean | SD | Decision |
| 1 | Building classrooms for pupils to comfortably learn | 2.14 | 1.08 | Low Extent | 2.20 | 1.20 | Low Extent |
| 2 | Purchasing school bus to ease transportation problem of pupils | 2.23 | 1.23 | Low extent | 2.37 | 1.11 | Low Extent |
| 3 | Building administrative blocks to facilitate the management of pupils | 2.43 | 1.13 | Low Extent | 2.48 | 1.05 | Low Extent |
| 4 | Provision of laboratories apparatus for experimental classes | 2.61 | 1.18 | High Extent | 2.53 | 1.22 | High Extent |
| 5 | Provision of instructional materials to stimulate learning | 2.54 | 1.18 | High Extent | 2.56 | 1.11 | High Extent |
| 6 | Supply of electrical fixtures in school buildings | 2.40 | 1.10 | Low Extent | 2.52 | 1.13 | High Extent |
| 7 | Supply of furniture for pupils to seat comfortably and learn | 2.45 | 1.19 | Low Extent | 2.50 | 1.23 | High Extent |
| 8 | Erecting assembly halls to protect pupils from unfavourable climate during assembly | 2.43 | 1.24 | Low Extent | 2.33 | 1.17 | Low Extent |

| S/ N | Items | Head Teachers (<i>n</i> = 73) | | | PTA Members (<i>n</i> = 124) | | |
|---------|--|--------------------------------|------|------------|-------------------------------|------|------------|
| | | Mean | SD | Remark | Mean | SD | Decision |
| 9 | Constructing library blocks to enhance study habits among pupils | 2.20 | 1.00 | Low Extent | 2.15 | 1.31 | Low Extent |
| | Means of Means | 2.38 | 1.15 | Low Extent | 2.40 | 1.17 | Low Extent |

The results of the data analysis presented in Table 1 reveal that both the head teachers and PTA members indicated a low extent of PTA involvement in the provision of facilities for items 1, 2, 3, 7, 8, and 9. This is indicated by their mean ratings for those items within the range of 1.50 to 2.49. However, the mean ratings of both the head teachers and PTA members revealed a high extent of PTA involvement in the provision of facilities for items 4 and 5, as shown by mean ratings between 2.50 and 3.49. The mean rating of the head teachers for item 6 is 2.40, which falls within the range 1.50 to 2.49 and thereby indicating a low extent of PTA involvement in the provision of facilities for the item. However, the PTA members' mean rating is 2.52, which falls within the range 2.50-3.49 which indicates a high extent of PTA involvement in the provision of facilities for the item.

The pooled standard deviation scores for head teachers and PTA members, which stand at 1.15 and 1.17 respectively, indicate convergence of their responses implying that their responses are homogenous. The mean of means' value of 2.38 for the head teachers and 2.40 for the PTA members falls within the range of 1.50 to 2.49; indicating that the extent of PTA involvement in the provision of facilities in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State was low.

Research Question 2. What is the extent of PTA involvement in the maintenance of facilities in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State?

Table 2. Mean Ratings and Standard Deviation Scores of Head Teachers and PTA members on the extent of PTA Involvement in the Maintenance of Facilities in the Implementation of UBE.

| S/ N | Items | Head Teachers (<i>n</i> = 73) | | | PTA Members (<i>n</i> = 124) | | |
|---------|---|--------------------------------|------|-------------|-------------------------------|------|-------------|
| | | Mean | SD | Remark | Mean | SD | Decision |
| 10 | Repairing of broken chairs and tables so that pupils can comfortably sit down and learn | 2.58 | 1.12 | High Extent | 2.65 | 1.07 | High Extent |
| 11 | Replacing damaged doors and windows to safeguard school facilities | 2.76 | 1.04 | High Extent | 2.81 | 1.13 | High Extent |
| 12 | Replacing leaking roofs to protect students from rain/sun | 2.54 | 1.20 | High Extent | 2.52 | 1.10 | High Extent |
| 13 | Servicing of school machines | 2.47 | 1.15 | Low Extent | 2.50 | 1.13 | High Extent |
| 14 | Repairing faulty electric | 2.61 | 1.08 | High | 2.59 | 1.11 | High |

| S/ N | Items | Head Teachers (n = 73) | | | PTA Members (n= 124) | | |
|---------|--|------------------------|------|-------------|----------------------|------|-------------|
| | | Mean | SD | Remark | Mean | SD | Decision |
| | fixtures to improve lighting and ventilation to promote learning | | | Extent | | | Extent |
| 15 | Renovating classrooms to stimulate learning | 2.43 | 1.18 | Low Extent | 2.47 | 1.03 | Low Extent |
| | Mean of Means | 2.57 | 1.13 | High Extent | 2.59 | 1.10 | High Extent |

Table 2 reveals that all the items, with the exception of items 13 and 15, have mean ratings above the cutoff mean of 2.50 in respect of both head teachers and PTA members, indicating high extent of PTA involvement in the maintenance of facilities for those items. Further analysis shows that the mean ratings of head teachers for item 13 is 2.47 which falls within the range of 1.50 to 2.49 indicating low extent of PTA involvement in the maintenance of facilities for the item, while that of PTA members for item is 2.50, which fall within the range of 2.50 to 3.49 indicating a high extent of PTA involvement in the maintenance of facilities for the item.

The pooled standard deviation scores for head teachers and PTA members, which stands at 1.13 and 1.10 respectively, indicates that the standard deviation score of each item is close to the mean; implying that their responses are homogenous. The mean of means' value of 2.57 for head teachers and 2.59 for PTA members falls within the range of 2.50 to 3.49, indicating that there was high extent of PTA involvement in the maintenance of facilities in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State.

Research Question 3. What is the extent of PTA involvement in the maintenance of discipline for the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State?

Table 3. Mean Ratings and Standard Deviation Scores of Head Teachers and PTA members on the extent of PTA Involvement in the Maintenance of Discipline in the Implementation of UBE

| S/ N | Items | Head Teachers (n = 73) | | | PTA Members (n = 124) | | |
|---------|---|------------------------|------|-------------|-----------------------|------|-------------|
| | | Mean | SD | Remark | Mean | SD | Decision |
| 16 | Formulating pupils' code of conduct in school | 2.54 | 1.10 | High Extent | 2.68 | 1.07 | High Extent |
| 17 | Rendering of counseling service to misbehaved pupils | 2.64 | 1.06 | High Extent | 2.79 | 1.14 | High extent |
| 18 | Correcting misconduct behavior of misbehaved pupils by oral reprimand | 2.55 | 1.12 | High Extent | 2.59 | 1.10 | High Extent |
| 19 | Ensuring pupils' punctuality to school | 2.42 | 1.00 | Low Extent | 2.61 | 0.91 | High Extent |
| 20 | Denying erring pupils certain privileges | 2.51 | 1.21 | High Extent | 2.38 | 0.78 | Low Extent |

| S/ N | Items | Head Teachers (n = 73) | | | PTA Members (n = 124) | | |
|---------|-------------------------|------------------------|------|----------------|-----------------------|------|----------------|
| | | Mean | SD | Remark | Mean | SD | Decision |
| 21 | Punishing erring pupils | 2.78 | 1.28 | High Extent | 2.69 | 1.02 | High Extent |
| | Mean of Means' | 2.59 | 1.10 | High Extent | 2.62 | 1.00 | High Extent |

Table 3 reveals that both the head teachers and PTA members indicated high extent of PTA involvement in the maintenance of discipline for items 16, 17, 18, and 21, as shown by their mean ratings which fall within the range 2.50 to 3.49. The mean ratings of head teachers which is 2.42 indicates a low extent of PTA involvement in the maintenance of discipline for item 19; whilst that of PTA members which is 2.61 indicates a high extent of involvement in the maintenance of discipline for the item. On the other hand, the mean ratings of head teachers, which is 2.51, indicates a high extent of PTA involvement in the maintenance of discipline for item 20, while that of PTA members, which is 2.38, indicates a low extent of involvement in the maintenance of discipline for the item.

The pooled standard deviation scores for head teachers and PTA members, which stand at 1.13 and 1.00 respectively, indicate convergence of their responses and are therefore homogenous. The mean of means' value of 2.57 for head teachers and 2.62 for PTA members respectively, falls within the range 2.50-3.49, indicating a high extent of PTA involvement in the maintenance of facilities in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State.

Testing the Hypotheses

Ho₁: There is no significant difference in the mean ratings of head teachers and PTA members on the extent of PTA involvement in the provision of facilities in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State.

Table 4. t-Test for Head Teachers and PTA Members Mean Ratings of the Extent of PTA Involvement in the Provision of Facilities in the Implementation of the Universal Basic Education Program

| Variables | n | X | SD | t-cal | t-crit | Df | ∞ | Decision |
|---------------|-----|------|------|-------|--------|-----|------|-----------------|
| Head Teachers | 73 | 2.31 | 1.15 | -0.53 | 1.96 | 195 | 0.05 | Not Significant |
| PTA Members | 124 | 2.40 | 1.17 | | | | | |

The results presented in Table 4 show that the calculated t-value of -0.53 is less than the t-critical value of 1.96 at .05 level of significance and 195 degree of freedom. This indicates no significant difference in the mean ratings of head teachers and PTA members on the extent of PTA involvement in the provision of facilities for the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State. Thus, the null hypothesis is accepted (not rejected).

Ho₂: There is no significant difference in the mean ratings of head teachers and PTA members on the extent of PTA involvement in the maintenance of facilities in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State.

Table 5. t-Test for Head-Teachers and PTA Members Mean Ratings of the Extent of PTA Involvement in the Maintenance of Facilities in the Implementation of the Universal Basic Education Program

| Variables | <i>n</i> | <i>X</i> | <i>SD</i> | <i>t-cal</i> | <i>t-crit</i> | <i>Df</i> | ∞ | Decision |
|---------------|----------|----------|-----------|--------------|---------------|-----------|----------|-----------------|
| Head Teachers | 73 | 2.57 | 1.13 | -0.12 | 1.96 | 195 | 0.05 | Not Significant |
| PTA Members | 124 | 2.59 | 1.10 | | | | | |

The results presented in Table 5 shows that the calculated *t*-value of -0.12 is less than the *t*-critical value of 1.96 at .05 level of significance and 195 degree of freedom. This indicates no significant difference in the mean ratings of head teachers and PTA members on the extent of PTA involvement in the maintenance of facilities in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State. Thus, the null hypothesis is accepted (not rejected).

H_{03} : There is no significant difference in the mean ratings of head teachers and PTA members on the extent of PTA involvement in the maintenance of discipline in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State.

Table 6. t-Test for Head-Teachers and PTA Members Mean Ratings of the Extent of PTA Involvement in the Maintenance of Discipline in the Implementation of the Universal Basic Education Program

| Variables | <i>N</i> | <i>X</i> | <i>SD</i> | <i>t-cal</i> | <i>t-crit</i> | <i>Df</i> | ∞ | Decision |
|---------------|----------|----------|-----------|--------------|---------------|-----------|----------|-----------------|
| Head Teachers | 73 | 2.59 | 1.10 | -0.19 | 1.96 | 195 | 0.05 | Not Significant |
| PTA Member | 124 | 2.62 | 1.00 | | | | | |

The results presented in Table 6 shows that the calculated *t*-value of -0.19 is less than the *t*-critical value of 1.96 at .05 level of significance and 195 degree of freedom. This indicates no significant difference in the mean ratings of head teachers and PTA members on the extent of PTA involvement in the maintenance of discipline in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State. Thus, the null hypothesis is accepted (not rejected).

Discussion and Conclusion

The study found a low extent of PTA involvement in the provision of facilities in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State. This result is in line with the findings of Eziuzo and Enueme (2013) who reported that PTA contributed to school plant to a little extent. It is also supported by the findings of Akpan (2014) who reported that PTA involvement in school developmental projects is not substantial. The similarity in findings could be attributed to all the studies having been conducted in Nigeria, where parents' incomes are inadequate to meet the basic needs of their families. This could also be attributed to the periodic economic recession in Nigeria. This result is not surprising due to the known shortage of facilities in primary schools in Ondo State. Furthermore, analysis indicated no significant difference in the mean ratings of head teachers and PTA members on the extent of PTA involvement in the provision of facilities in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State. The test of hypotheses

was not significant probably due to the provision of facilities being capital intensive and this area is neglected by the PTA, which head teachers might be aware of.

The findings of the current study indicated a high extent of PTA involvement in the provision of facilities in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State. This corroborates the finding of Ajayi, Ekundayo, and Arogundade (2009), who reported that parents are involved in the maintenance of school facilities. The agreement in the two findings could be as a result of the two studies having been conducted in Nigeria, where the parents were members of the school plant maintenance committee. This seems to create mutual school-parent relationships required for the effective management of school facilities. It was also found that there is no significant difference in the mean ratings of head teachers and PTA members on the extent of PTA involvement in the maintenance of facilities in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State. The test of hypotheses was not significant probably because head teachers involve some PTA in the administration of the school and they may likely show a similar opinion.

The result of the current study reveals a high extent of PTA involvement in the maintenance of facilities in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State. This is in agreement with the finding of Ajayi et al. (2009), who reported that school administrators work in collaboration with the parents to ensure that students are well disciplined. This is also in line with the findings of Akpan (2014), who revealed that PTAs are highly involved in working with school authorities to maintain student discipline. This could be as a result of good rapport between school head teachers and the parents. It could also be that the head teachers created invitational school environments through regular communication regarding the students' behavior. PTAs have made great efforts in raising the moral tone of school by disciplining their wards when the need arises. It was also revealed that no significant difference exists in the mean ratings of head teachers and PTA members on the extent of PTA involvement in the maintenance of facilities in the implementation of the universal basic education program in primary schools in the Northern Senatorial District of Ondo State. The test of hypotheses was not significant probably because maintenance of discipline is one of the values in Nigerian society and this area is deemed necessary for the PTA to be involved.

Based on the findings of the study, it was concluded that PTAs are not adequately involved in the implementation of the universal basic education program in Ondo State. There was a low extent of involvement in the provision of facilities, but they have done well in the areas of maintenance of facilities and discipline for implementation of the universal basic education program. Again, there is no significant difference in the mean ratings of head teachers and PTA members on the extent of PTA involvement in the implementation of universal basic education program in primary schools in Northern Senatorial District of Ondo State.

Based on the findings of the study, it is recommended among others that:

Government should use both print and electronic media to sensitize PTA members on the need to collaborate with head teachers in the provision of facilities in order to improve the learning environment for their wards.

Head Teachers should be exposed to training through workshops, seminars and conferences in order to acquire the necessary skills and knowledge to create an invitational school environment for PTA involvement in school administration.

Notes

Corresponding author: AKINWALE VICTOR AKINFOLARIN

References

- Ajayi, T., Ekundayo, H., & Arogundade, B. B. (2009). Parents' involvement in school administration as a correlate of effectiveness of secondary schools in Nigeria. *Journal of Education Administration and Policy Studies*, 1(3), 41-46.
- Akinfolarin, A. V., & Ehinola, G. B. (2014). Motivation and effective performance of academic staff in higher education (case study of adekunle ajasin university, Ondo State, Nigeria). *International Journal of Innovation and Research in Education Sciences*, 1(2), 157-163.
- Akpan, C. P. (2014). Perception of principals on parents' involvement in school-based management in Cross River State, Nigeria. *International Journal of Education & Research*, 2(5), 529-540.
- Alder, A., & Dreikurs, R. (2012). Positive discipline: A non punitive discipline system. *RMLE online*, 35, 1-14.
- Asodike, J. D., & Ikpitibo, C. L. (2013). Basic Issues in Primary Education delivery in Nigeria. *European Scientific Journal*, 8(1), 150-164.
- Ejeh, E. I., Okenjom, G. O., Chizi-Woko, C. N., & Agbo, P. N. (2016). Extent of community participation in funding of secondary school in Abakaliki Education Zone of Ebonyi State. *International Journal of Academic Research in Progressive Education and Development*, 5(3), 32-40.
- Eleberi, G., Mbadiwe-Woko, E. F., & Owede, E. (2014). Adult education and community development programmes as vital tool for transformation of rural communities in Nigeria. *Journal of Education and Practice*, 5(24), 7-12.
- Eziuzo, G. O., & Enueme, C. P. (2013). Contributions of parents' teachers association to secondary school management in Nigeria: Principals perceptions. *Journal of Emerging Trends in Educational Research and Policy Studies*, 4(6), 835-841.
- Federal Republic of Nigeria. (2013). *National policy of education*. Lagos: NERDC Press.
- Modebelu, M. N. (2014). The school and the community. In G. O. Unackukwu & P. N. Okorji (Eds.), *Educational management: A skill building approach* (pp. 403-433). Anambra: Rex Charles & Patrick.
- Mutinda, K. P. (2013). Role of parents' teachers association in the management of public secondary school: Gatundu North, Kenya. *International Journal of Science and Research*, 1(1), 2012-2107.
- Olaleye, F. O., & Babatope, K. O. (2013). Supervision for quality assurance in universal basic education programme in Nigeria. *Mediterranean Journal of Social Science*, 4(6), 447-451.
- Sekiwa, D., & Naluwemba, F. (2014). Alternatives to instilling discipline in primary schools during the post corporal punishment Era in Uganda. *Global Journal of Human-Social Science*, 14(4), 21-26.