

## **Parent Teachers' Association Provision of Physical Facilities and Effective Management of Secondary Schools in Sagbama Local Government Area of Bayelsa State**

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DOI [10.56201/ijebm.vol.11.no4.2025.pg55.62](https://doi.org/10.56201/ijebm.vol.11.no4.2025.pg55.62)

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### **Abstract**

*The research examined how parent-teacher associations provide physical infrastructure and how secondary schools in Sagbama LGA of Bayelsa State are managed. The study used correlational survey research. The survey included 1596 parents and teachers from ten public secondary schools in Sagbama LGA, Bayelsa State, during the 2020/2021 academic year. The research included 638 parents and teachers (40%) of the population recruited using proportional stratified random selection. A 10-item Parent Teachers' Association Provision of Physical Facilities and Effective Management of Secondary Schools Questionnaire (PTAPPFMSSQ) was used to gather data. The research supervisor and two measurement and evaluation specialists from the department of educational foundations, Niger Delta University, Wilberforce Island, Bayelsa State, validated the instrument. The reliability coefficients of the instrument internal consistencies were calculated using Cronbach's Alpha. Parent-teacher association supply of physical facilities and secondary school administration had dependability coefficients of .760 and .750, respectively. SPSS version 26 was used to analyse the data using model summary of basic regression analysis and PPMC analysis for the research question and hypothesis. The research found that PTA-provided physical amenities improve secondary school administration. According to the conclusion, parents' teachers associations should continue to provide physical facilities to schools since they may improve secondary school administration.*

**Keywords:** *PTA Provision of Physical Facilities, Effective Management*

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### **Introduction**

Worldwide, the Parents-Teachers Association (PTA) assumes a significant part in the management of secondary schools in Nigeria. As in the United States of America, the Parents Teachers' Association is engaged in deciding educational programmes and informative choices, advancing correspondence, raising school reserves, and hurling the state and public enactment for the understudies (Onderi & Makori, 2013). The current secondary school instructional framework in Nigeria is an obvious manifestation of this. It is a proper foundation in the educational system which is comprised of parents whose youngsters are at present enlisted as

understudies in the school, along with teachers in a similar school. The point of the Parents Teachers' Association is to increase the aggregate interest of parents and teachers in the training of kids (Garry, 2011). The Parents Teachers Association existed in pretty much every secondary school in Nigeria. It is an ideal association whose commitments are diverted towards the management of training.

Ogbonnaya (2012) states that through such gatherings, parents can find out with regards to the study hall programmes which have been anticipated or are being overseen. Through such an association, the educator will also acquire significant insight into the kid's relationship with the parents in the home. Parents in certain networks have been known to energetically exact themselves towards making membership towards the structure of study halls, dorms, research centres, and so forth.

The Parents-Teachers Association is a majority-rule association which endeavours to unite parents and teachers in light of a legitimate concern for children. It is a conventional form of correspondence on school matters between teachers and parents (Ayayi, 2010). The Parent-Teacher Association is the wilful kid-support association in schools. It is a non-profit organisation of parents, teachers, students, and other community members who are active in their schools and networks. This implies that the Parents Teachers Association is a staunch supporter of state-funded education, a valuable resource for families, and a powerful advocate for children and youth (Eyasu, 2011).

The association of PTA meetings is the school's best method for correspondence with the parents of the school's understudies and understudies. During this social gathering, information and ideas about the child are exchanged, and plans for promoting them in their best fields of knowledge are completely developed. Larger part of our networks today, particularly in the Sagbama Local Government Area of Bayelsa State, the parents' teachers' association has for quite some time been assuming major and novel parts in the physical, moral, social, and monetary improvement of their different schools.

According to Eyasu (2011), collaboration between homes and schools is self-evident, and the education of children should be the school's primary responsibility. The schools have the ability to comprehend the youngsters and to design the most ideal training for them. The school should function admirably with the local area through the PTA to accomplish the prompt objectives and goals, which are as per the following:

- a. Ensuring clear communication between the school and the surrounding community.
- b. Making a model and instructing on school-related issues.
- c. Coordinating local wilful exertion, like the arrangement of monetary and other help for the school.

Since the earliest reference point, individuals have done a great deal to upgrade their lives through the arrangement of vital offices (Ajayi and Oguntoye, 2013). Training applies to both. Actual offices give and keep up with protected, perfect, and imaginative instructive conditions that are conducive to the high accomplishments of the understudies. Actual offices endeavour to give understudies a comfortable air where they work and learn. As Chime and Rhodes (2009) pointed out, schools' offices include everything from the regulatory office to the staff rooms and workspaces, as well as study halls and research facilities and studios. Having adequate offices is critical for any school hoping to make the most of the learning opportunities it provides to its students. In agricultural nations, low degrees of learning among youngsters can mostly be credited to poor or lacking schools' offices.

According to Onyango (2009), free secondary education in schools has overenlisted, limiting school resources. Thus, PTA demands helped structure school offices. PTA school investment is the best approach for a community to become involved in Nigerian education concerns. PTA activities have benefited almost all schools in the nation, for his aims. The benefits include organising office and material resources.

Much of Nigeria's training funding comes from the Parents Teachers Association. Many schools use PTA cash to support school activities and programs and provide all the designs to enhance them. By coordinating school improvement initiatives, the PTA provides vital funding. Mgbugua (2009) notes that most secondary schools have inadequate PTA funds, forcing them to solicit other sources of assets for offices. The PTA remains strong to ensure academic assistance meets standards. It should be a non-profit enterprise, not a school storage facility.

Okendo (2012) considers PTA a training framework community office. Obi (2013) states that the PTA plays a crucial role in effective school management in Nigeria by investing in and caring about school activities, promoting high standards and academic excellence, and collaborating with community leaders and government to build effective learning structures.

2. To strengthen home-school interactions.

3. To provide spiritual and financial support to the school to rebuild.

4. The P.T.A. may appoint government agents to help the school, its students, or personnel, but it will not interfere with school operations.

Thus, the P.T.A. manages school plants, collects pledges, and promotes school ethics, among other duties. The PTA helps manage school buildings, libraries, office equipment, and writing materials.

In Nigeria, the Parents Teachers Association has taken part in giving assets and counselling services to younger students through the advice they provide for their youngsters, guaranteeing a sufficient family climate, visiting schools as asset individuals to counsel kids, or in any event, liaising with teachers and school counsellors to control understudies' maladaptive conduct (Aderemo, 2010). Obi (2013) expressed that the PTA, where they are practical, assembled homeroom blocks, gave assets to schools' exercises, selected staff for schools, and partook in school dynamics. The efforts of PTA members' greatly supported in the organisation and management of assets in secondary schools.

The limit of management is combining various, sometimes contradictory social energy in a single biological organism so they operate together. According to Enyi (2014), management is a series of cycles that control how an organisation uses people and material resources to achieve its goals. Amiebomo (2010) defines school organisation as managing, directing the educational plan, teaching, peaceful contemplation, punishment, assessment, and asset assignment. School management plans, organises, coordinates, oversees, communicates, and assesses. To improve productivity, the school administration will supervise personnel, PTA, and kids. Effective school administration ensures that all students and instructors get a good education. Student, teacher, and staff resolve is good. Parents, community members, and school administration were pleased.

Due to the Parents Teachers Association's role in organising and managing secondary schools, much work has been done in their investment and throughout the nation. The degree of Parents Teachers Association (PTA) involvement in secondary school administration in Abia State was investigated by Opara (2004). Scientist used graphic studies to provide knowledge. 600 instructors and 275 taught parents were randomly examined. Information was collected via polls and analysed using tables, mean groupings, standard deviation, and rates. Parents were astonished to hear that the PTA attends administratively-called meetings at certain times to ensure attendance in her study. The study is significant because it shows that school heads and the Parents Teachers Association work well together.

### **Statement of the problem**

There are several obstacles to PTA involvement in school improvement. The government has not clearly defined the PTA's position in schools; without knowing their job, they cannot achieve anything. Non-interested PTA members don't attend meetings or aren't regular

members. Government insistence on knowing PTA donations and how they are used has made some PTA members fearful of financial engagement. Some instructors dislike PTA and are uninterested. Not giving members rules and regulations makes them unaware of the body's purpose. Parents who are uneducated yet successful don't appreciate PTA's benefits for their children. Uneducated PTA members fear showing their stupidity in public. Influential members may represent the institution in unfamiliar topics. Investigate these. The Parents Teachers Association (P.T.A.) does more than raise money, develop projects, and donate to the school. More than that, the P.T.A may conduct awareness presentations, seminars, attract government via their influence, and the school consults them in difficulties. They connect school and home by actively participating in kids' lives at home and school, not only raising finances and constructing structures. According to Maduewesi (2019), the P.T.A brings home and school together to research children's difficulties and discover mutually beneficial solutions. However, this relationship in Nigeria seems strange. It seems to be mostly for construction and equipment funding. Helping parents understand their children or instructors appreciate the community and share its dreams and objectives appears to be lacking. The school and family must collaborate to improve education for everybody. If parents know how to assist, students will learn and perform better, and instructors will have a better attitude if they respect what parents do and have a better working environment. As a child advocate group, P.T.A. has the right to speak on behalf of children and offer the finest facilities to make their education successful.

This research examined how Parents Teachers Association (P.T.A) involvement improves secondary school administration. This is required because education is important. The research focused on PTA physical infrastructure and secondary school administration in Sagbama LGA, Bayelsa State.

### **Purpose of the study**

The research examined parent-teacher associations' physical facility provision and secondary school administration in Sagbama LGA, Bayelsa State. The purpose is to investigate the link between parent-teacher associations' physical facilities and successful secondary school administration in Sagbama, Bayelsa State.

### **Research Question**

The following research question guided the study

What is the relationship between parent teachers' association provision of physical facilities and effective management of secondary schools in Sagbama Local Government Area of Bayelsa State?

### **Hypothesis**

The researchers formulate the following hypothesis

There is no significant relationship between parent teachers' association provision of physical facilities and effective management of secondary schools in Sagbama Local Government Area of Bayelsa State.

### **Methodology**

The study's research approach was correlational survey. This study's design shows how independent and dependent variables are related (Nworgu, 2006). This technique cannot prove a cause-and-effect link between the two variables, but it will show the presence of the independent and dependent variables. The research uses the design because it works for quantitative independent and dependent variables (Christensen & Johnson, 2004). This study's quantitative independent variable is PTA physical provision and its dependent variable is

secondary school management proficiency. The survey included 1596 parents and teachers from ten public junior secondary schools in Sagbama LGA, Bayelsa State, during the 2020/2021 academic year. The population included 1424 parents and 172 instructors. The research included 638 parents and teachers (40%) of the population recruited using proportional stratified random selection. The sample included 569 parents and 69 instructors. The research collected data using a 10-item Parent Teachers' Association Provision of Physical Facilities and Effective Management of Secondary Schools Questionnaire (PTAPPFMSSQ). The research supervisor and two measurement and evaluation specialists from the department of educational foundations, Niger Delta University, Wilberforce Island, Bayelsa State, validated the instrument. The instrument internal consistencies of several variables were verified using Cronbach's Alpha. Twenty-five parents and teachers of public junior secondary schools in Southern Ijaw Local Government Area of Bayelsa State who were not part of the research were given the questionnaire once. Parent-teacher association physical facility provision and effective management reliability coefficients were .760 and .750, respectively. The results showed the study's data gathering instrument's reliability coefficient. The study scientists and two research assistants individually distributed and retrieved copies of the instrument. Of 650 instrument copies provided, 638 (98.15%) were correctly completed by respondents. However, 12 (1.85%) were poorly administered and removed for research data analysis. The dissemination and retrieval of data gathering instruments took eight weeks. Model summary of simple regression analysis and Pearson Product Moment Correlation Coefficient (PPMC) analysis for the research question and hypothesis were used with SPSS version 26 to analyse the data.

## Results

### Research question

How does parent-teacher association supply of physical amenities affect secondary school administration in Sagbama LGA, Bayelsa State?

**Table 1: Model summary of simple regression analysis of the relationship between parent teachers' association provision of physical facilities and effective management of secondary schools**

Variables	N	R	R <sup>2</sup>
Parent teachers' association provision of physical facilities*Effective management of secondary schools	638	.516	.266

The data presented in Table 1 indicates a correlation coefficient r-value of .516 with a correlation coefficient square (r<sup>2</sup>)-value of .266. This reveals that 26.6% of the total variance of effective management of secondary schools can be attributed to the parent teachers' association provision of physical facilities. Consequent upon the relationship between the two variables, the Pearson Product Moment Correlation Coefficient (PPMC) analysis was carried out in order to confirm if the relationship is significant or not (See Table 2).

### Hypothesis One

There is no significant relationship between parent teachers' association provision of physical facilities and effective management of secondary schools in Sagbama Local Government Area of Bayelsa State.



**Table 2: Pearson Product Moment Correlation Coefficient (PPMC) analysis of the relationship between parent teachers' association provision of physical facilities and effective management of secondary schools**

	PTA provision of physical facilities	Effective management of secondary schools
PTA provision of physical facilities	1	.516*
		.000
	638	638
Effective management of secondary schools	.516*	1
	.000	
	638	638

\* = Significant at .05 alpha level; Degree of Freedom (df) = 636; N = 638

Table 2 demonstrates that the PPMC analysis is significant at the  $p < .05$  alpha level, since the computed p-value of .000 is below the threshold p-value of .05, with 636 degrees of freedom and a correlation coefficient r-value of .516. Consequently, the null hypothesis asserting that there is no significant link between the supply of physical facilities by the parent-teacher association and the successful administration of secondary schools in Sagbama Local Government Area of Bayelsa State is rejected. Consequently, the alternative hypothesis asserting a substantial correlation between the supply of physical facilities by the parent-teacher association and the successful administration of secondary schools in Sagbama Local Government Area of Bayelsa State is supported.

### Summary of Finding

A substantial correlation exists between the supply of physical amenities by parent-teacher associations and the successful administration of secondary schools in the Sagbama Local Government Area of Bayelsa State.

### Discussion of Findings

The result in Table 1 indicates that, there is a positive relationship between parent teachers' association provision of physical facilities and effective management of secondary schools in Sagbama Local Government Area of Bayelsa State with a correlation coefficient r-value of .516. This indicates moderate magnitude with a positive direction. The positive relationship between parent teachers' association provision of physical facilities and effective management of secondary schools simply implies that, as scores of parent teachers' association provision of physical facilities increase, there is a corresponding increase in effective management of secondary schools scores and the reverse is the case.

However, when PPMC analysis was utilized to test the null hypothesis, it indicated p-value of .000 which was found to be statistically significant at .05 alpha level with 636 degrees of freedom. The result therefore shows that, there is a significant positive relationship between parent teachers' association provision of physical facilities and effective management of secondary schools in Sagbama Local Government Area of Bayelsa State. This result is in agreement with those of Gubese's (2009) results, the author study found that PTA supply of physical amenities had a strong relationship with successful management in secondary schools. The correlation between the supply of physical amenities by the parent-teacher association and the successful administration of secondary schools in Sagbama Local Government Area of Bayelsa State was determined to be .516. The coefficient of alienation was determined to be

0.857. This score indicates an absence of correlation between the supply of physical amenities by the parent-teacher organisation and the successful administration of secondary schools. Consequently, this indicates that the correlation coefficient was .516, whereas the coefficient of non-correlation was .857.

The coefficient of determination was calculated to be 26.63%. This illustrates the extent of the correlation between the supply of physical amenities by parent-teacher associations and the efficient administration of secondary schools. This number indicates a moderate correlation between the two variables in the research. The percentage decrease in the prediction error ( $r^2$ ) for the supply of physical amenities by the parent-teacher association and the efficient administration of secondary schools was calculated to be 26.63. This indicates that understanding the scores of parent-teacher association provisions for physical facilities would decrease the prediction error of effective management scores in secondary schools by 26.63%, and conversely. Moreover, research indicates that good administration of secondary schools may be anticipated based on the knowledge of parent-teacher association contributions to physical facilities, accounting for just 26.63%. This outcome further substantiates the modest correlation between the supply of physical amenities by parent-teacher associations and the successful administration of secondary schools.

The alternative indicated that the prediction error percentage regarding the supply of physical facilities by parent-teacher associations and the successful administration of secondary schools, and vice versa, was determined to be 73.37%. Consequently, regarding the prediction of one variable from another, only 26.63% of the scores for parent-teachers' association provision of physical facilities can be accurately predicted based on the scores for effective management of secondary schools, and conversely, 73.37% remains unexplained by the latter scores. Consequently, it is essential to note that the correlation between the provision of physical facilities by parent-teacher associations and the effective management of secondary schools was found to be statistically significant, with a moderate magnitude and a moderate percentage of prediction between the two variables.

### **Conclusion and Recommendations**

The study concludes that parents' teachers' association (PTA) provision of physical facilities has significant relationship with effective management of secondary schools. On the strength of the conclusion, it was recommended that, parents' teachers association should not abandon provision of physical facilities to schools; since it has the ability to promote effective management of secondary schools in society.

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