

EXTENT OF PARENTS TEACHERS ASSOCIATION PARTICIPATION IN SUSTAINING FEDERAL GOVERNMENT COLLEGES IN SOUTH EAST, NIGERIA

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Abstract

The study investigated the extent of Parents Teachers Association participation in sustaining Federal Government Colleges in Nigeria with focus on the South East geo-political zone of the country. Four research questions and four null hypotheses guided the study. Research questions were tested using mean and standard deviation while the hypotheses were tested using T-test procedure at 0.05 level of significance. The population of the study consisted of 89 relevant stakeholders in Federal government Colleges while the instrument for data collection was a questionnaire titled “Extent of Participation of PTA in Unity Schools Sustenance (EPPUSS)”. The instrument was validated by experts and tested for reliability using cronbach Alpha, which yielded 0.73. Results showed that the extent of PTA participation in sustaining Federal Government Colleges in South East, Nigeria is high. Recommendations were made among which, was that Government-Parents Teachers Association partnership in implementation of education policies in Nigeria should continue.

Key words: Academic, infrastructure, discipline, socials.

Introduction

The Parents Teachers Association (PTA) is an amalgamation of parents of students and all the teachers of a given school. Members of the association come together to create a common forum where and when parents of students and teachers interact and brainstorm on issues of common interest. As stated by Ibezimako (2014), Parents Teachers Association is grossly burdened with the learning and teaching activities of the institution, the co-ordination and management of the institutional growth and development using moral and financial instruments.

Parents are indispensable stakeholders in education all over the world as children naturally remain under the custody of parents. Parents are seemingly the closest people to the

children and therefore can influence the lives of such children. As a result of that close relationship, parents have become endowed agents for fostering a wholesome and all round development of the children right from birth to after school age. In a similar discourse, Obi (2016) maintained that parents play prominent and indispensable roles in the physical, social, mental, emotional and moral development of children. However, Iloh (2004) observed that because of the quest for knowledge, children are sent to school to acquire knowledge, information and skills under the tutelage of teachers and other staff in the school community.

As a result, parents are often expected to work in close relationship with the school staff especially the teachers that do not only impact

knowledge but stand as foster parents to the children in the school. Apart from school teachers and parents, communities, government and relevant organization are also involved in the education of the children. Earlier, Federal Government of Nigeria (1999) stated that the parents, communities and local governments should be part of joint financing of the education of the Nigerian child. This perhaps is intended to promote a good understanding and co-operation between the school, parents and the community in general. The co-operation if harnessed, would be geared towards the creation of conducive environment where teaching and learning could be enhanced for desired result.

Therefore, it is the desire to achieve educational goals that promoted bringing together parents and teachers to work in close harmony. Thus, the togetherness becomes the body called Parents Teachers Association (PTA) which according to Iloh (2004) started in 1955 and has presently become part of Nigeria's education system. While trying to point out the immense roles of the Parents Teacher's Association, Obunadike (2010) maintained that the effect of effective Parents Teachers Association is to make both parents and Teachers pursue a common goal bordering on packaging the School system to meet the educational needs of the learners. Parents Teachers Association plays useful roles both in private and public Primary and Secondary Schools such as the Federal Government Colleges.

Federal Government Colleges came into existence after the Nigerian Civil war of 1967 to 1970 as part of the Federal Military Government Policy for promoting unity across the country. The colleges were founded on the premise of providing secondary School Education of a high standard to students from all states of the federation.

Those colleges were collectively termed "Unity" schools and adopted the motto "Pro-unitate". The motto "Pro-unitate" according to Federal Girls College, Benin (2011:1) epitomized the aims and objectives of

establishing the unity schools which include:

- a. To allow Nigerians students to receive quality education irrespective of state, tribe and culture.
- b. By working and playing together in their formative years, students would form lasting friendship with other students from across the country; and
- c. To enable all students learn to be tolerant and appreciate differences in the cultural background of fellow students.

Federal Government of Nigeria therefore, established the unity schools as a model to forge the much desired understanding, patriotism and national unity among the feuding tribes through education. On this, Ijaiya and Jekainfa (2009) reported that Schools were at that period rightly thought to be the fastest means of promoting understanding, appreciation, tolerance and respect for each other's culture, and the children in formative years given the opportunity to live together are better placed to forge the needed national unity.

The colleges were boarding schools, mostly mixed at inception, while a few were single-sex only (female), but eventually, each state got additional female type. The unity schools are presently 104 in number while in the South East of Nigeria being the focus of this study, there exists 12 schools out of which 5 is for girls only. At inception, admission of students to the colleges was designed to be truly national with admission quota guidelines enforced to ensure that no state is left out due to lower scores without relegating merit as only the best from each state was considered for admission (Nwankwo and Olugbile, 2007). On the status of the colleges at inception, it was stated inter alia:

Apart from academic excellence, the schools lived up to vision that established them through their national spread and alumni activities. The schools have produced excellent students who have and are still contributing to national development...when the history of manpower development

in Nigeria is written, the Unity schools will feature prominently because they came in at the expedient time when the country was just developing indigenous manpower to replace the colonial masters (Ijaiya and Jakayinfa, 2009:2).

Against this backdrop therefore, this study is set to ascertain whether the situation in the colleges; be it single sex or mixed has remained constant or whether some problems exist and extent to which parents teachers Association participation sustain the programmes of the institutions.

Statement of the problem

Progress in all aspect of the Federal Government Colleges began to decline in the last decade for lack of consistency in the management of the affairs of the schools. The usual strict admission policy was no longer adhered to and there were allegations of corruption among the managers of the system to the extent that the general decay in other public schools also afflicted the unity schools. Reacting to the situation, Bosah (2013) observed that the rot had become so deep that presently the unity schools have lost remarkable progress in infrastructure, discipline, social activities and academic performance.

Similarly, Federal Ministry of Education (2006) noted that the known proud history of unity schools at inception had fizzled out as a result of over concentration of the problems of the system into the hands of the federal government. The schools by all indications appear over populated that available facilities seem over stretched. The public complain against the level of decay in the infrastructure, decline in social activities, existence of solid vices and decreased academic excellence in the colleges. The situation is therefore, a marked departure from the performances of these colleges in the 1970s and 1980s and certainly needs to be addressed.

One of the stakeholders that cried out against the ugly situation of lack of progress in

implementing the programmes of the nation's Unity schools is the Parents Teachers Association (PTA). The Association according Ezeuwa (2015) found the situation unacceptable and vouched to help to sustain the colleges. This study is therefore set to investigate extent of participation of Parent Teachers Association in sustaining the Federal Government Colleges in Nigeria focusing attention on the 12 Schools in the South East geo-political zone of the country.

Purpose of the Study

The study sought to:

1. Find out the extent of PTA participation in academic development of Unity Secondary Schools
2. Investigate the extent of PTA participation in infrastructural development of Unity Secondary Schools
3. Examine the extent of PTA participation in maintenance of discipline among staff and students of Unity Secondary Schools
4. Find out the extent of PTA participation in encouraging social activities in Unity Secondary Schools

Research Questions

The study was guided by four research questions which include:

1. What is the extent of PTA participation in academic development of Unity Secondary Schools?
2. What is the extent of PTA participation in infrastructural development of Unity Secondary Schools?
3. What is the extent of PTA participation in maintenance of discipline among staff and students of Unity Secondary Schools?
4. What is the extent of PTA participation in encouraging social activities in Unity Secondary Schools?

Hypothesis

Four null hypotheses to be tested at 0.05 level of significance will also facilitate the study.

H01 There is no significant difference in the

mean rating of teachers and parents on PTA participation in sustaining academic development in Federal Government colleges.

HO2 There is no significant difference in the mean rating of teachers and parents on PTA participation in sustaining infrastructure development in Federal Government Colleges.

HO3 There is no significant difference in the mean rating of teachers and parents on PTA participation in maintenance of discipline in Federal Government Colleges.

HO4 There is no significant difference in the mean rating of teachers and parents on PTA participation in promotion of social activities in Federal Government Colleges.

Summary of Reviewed Related Literature

Parents Teachers Association (PTA) is a voluntary and welfare association with membership of parents, guardians and teachers of a particular school. In the education system, PTA is recognized as appropriate. Modebelu (2014) described it as very adequate and appropriate forum for effective communication and decision making for school community effectiveness. In line with this, Ukeje, Akabeogu and Ndu, 1992 in Obi (2016) described the PTA as an appropriate forum for disseminating official policies, for explaining needs, problems and expectation of either party and for taking decisions about how to solve problems and satisfy identified needs. PTA is specifically an association of parents and guardians whose children attend a particular school.

Parents and guardians whose children are no longer in school can decide to be members of PTA if guided by special interest in educational development. Other members of the PTA include the head-teacher and teachers of the school.

PTA elects a chairman, secretary and other functionaries to lead the association. At several places in Nigeria during past decades, PTA

existed informally and operated at occasional invitation of some parents by school authorities to the school as guests at annual events such as sports day, prize giving day, speech day or schools feast or foundation day. Contrary to that situation, PTA is now a formal organization in Nigeria education system and backed up with enabling law mandating every parent and guardian to be a member in a school where a child is a registered pupil or student.

The PTA as a useful part of the school administration is expected to promote unity, understanding and co-operation among parents and teachers. The promotion of such understanding and co-operation both within and outside the school makes it possible to create a conducive teaching and learning environment. The main aim of the PTA is to enhance collective participation of parents and teachers in the education of the children (Gary, 2007).

PTA Provides a link through which parents and other members of the community take partnership responsibility about the education of the learners. Through PTA, Teachers and other members of the society understand that the Parents have a right to take active part in decision making concerning the education of the children.

Collaborating the above statement, Obunadike in Obi (2016:4) upheld that the effect of a good organized and effective Parents Teachers Association is to make both parents and teachers alike to:

- (a) want to understand more about the children that are being educated so as to be in a better position to help them more effectively;
- (b) appreciate the necessity for constant dialogue and communication between parents and teachers and hence the need to create a system or channel through which it will take place;
- © realize that the two parties are equally important in the education process of the children and that the educational objectives we have for these children will not be achieved without both parties

playing active role.

For the academic progress of Schools, Ezeuwa and Orogwu (2010) argued that the PTA has been making enormous contributions as there are schools where PTA employs both academic and non academic staff to make up staff deficiency and inadequacy. PTA sometimes, shoulders the responsibility of paying the emolument of such staff in order to sustain the academic and aesthetic growth of the school. The Association in some instances share teaching activities among educated members to actively participate in carrying out adhoc teaching arrangement especially during preparation for external examinations such as NECO and WASC qualifying tests.

The Association in so many occasions build classroom blocks, provides equipment and other facilities to promote good teaching and learning. In this regard, Obunadike in Obi (2016) observed that the potentials of PTA in Nigerian educational system are limited as the association stretches its responsibility to building of school blocks, provision of tables, chairs, shelves and perimeter fencing of the school. Observation shows that so many primary and secondary schools including Federal Government Colleges have benefitted from the efforts of the PTA in infrastructural development. The association also embarks on effective maintenance of already tearing and wearing out infrastructure in the schools.

PTA assists the school in instilling discipline among staff and students especially the students that seem to be closer to the parents. In support to the roles of PTA in instilling discipline in schools, Iloh (2004) stated that often times parents come to the school to discuss with teachers issues of misbehavior of children. Disciplinary matters ought not to be left in the hands of teachers alone as without the co-operation and active participation of parents, negative vices among the students will retard progress in the schools. Discipline can be reinforced from the home front by parents and as result make the school free from acts of

indiscipline.

Other duties of PTA involve assisting the school in planning and organizing educational socials. Such social activities include: sports day, Prize giving day, singing competition, dancing competition, inter-house sports among others.

Similarly, PTA assists the school in organizing special programmes such as mandatory immunization period, Arts in school day, School Safety symposium, child nutrition and beauty competition. This is collaborated by Edeze (2007) by maintaining that PTA donates trophies and prizes to be competed for by students and equally encourages other social activities such as prize and speech giving day, inter-house sports among others in the schools.

The PTA cannot be misconstrued simply as a donor agency. Its functions are quite encompassing as the association can be an active partner in various role dimensions in schools. Succinctly, PTA contributes in sustaining the Federal Government Colleges by:

- (a) helping to check cases of truancy, malingering and moral laxity among school children and even teachers;
- (b) contributing ideas morally and financially towards the planning and execution of viable school projects;
- © initiating, collecting and utilizing approved levies for the development of schools;
- (d) encouraging and ensuring that parents provide for children the approved school uniform, books, writing materials and similar requirements, and further ensuring proper maintenance of the materials at all times;
- (e) Donating prizes and trophies to be competed for by students in various areas of endeavour, among others

Theoretical frame work

This study best fits into “Group Dynamics theory.” Cartel (1951) defined a group as an aggregate of organisms in which the existence is used for the satisfaction of each member; while Bass (1961) observed that a group is made up of

a collection of persons which is collectively reinforcing. A group is therefore made up of individuals who must participate in social events so as to meet different kinds of needs. In this sense, a group can be defined by the interaction of its members. In the light of this, a group may be viewed as two or more people interacting in repetitive patterns of behavior so as to develop a psychological climate with shared sentiments and values (Okolie, 2012: 163) such group possesses a number of attributes such as the following:

- The members must know of the groups purposes
- Conditions exist which make work possible
- The group has a decision making system
- A climate exists which facilitates member communication and encourages member contribution
- There exist stability of behavior, cohesiveness of action, loyalty norms and morale of members
- The group has a mechanism for resolving internal conflicts
- The group is capable of analyzing and learning from its performance (Okolie, 2012:165-167).

Parents Teachers Association as a group shares the same characteristics as enumerated. Within a group, Individuals can be more productive if aware of the relationship between individual actions and the end result. For instance, in a group like PTA, a better performance is expected from individual parents and consequently the group because stated goals or objectives are properly understood by members. Group goals can be achieved when there are effective interactions between and among members of the group. PTA of Federal Government Colleges can be a dependable partner in efforts to sustain credibility and quality in the colleges if known and cherished values of the group are properly harnessed.

Comparative Review

1. Obi, C. N. wrote an opinion paper on “Parent Teachers Association (PTA) in

Nigeria Schools” Available tool for educational transformation” published in Academic Discourse: An international Journal volume 9, No. 1 of June, 2016. One of the findings made is that PTA is recognized and treated as a vital organ in school administration due to the group's disposition towards educational development.

According to the article entitled “Parent Teacher Association” retrieved from Wikipedia on 14th January, 2019, the group is ascribed deserved status in different countries as follows: **Australia:** PTA is identified as a formal organization composed of Parents, Teachers and staff that are intended to facilitate parental participation in a school. **India:** India schools have PTAs and the government has run initiatives to create awareness of PTAs amongst parents, teachers and school management. There is however no national PTA organization. **United Arab Emirates:** There are plans to organize a PTA at government schools because of the body's usefulness in school administration. **United Kingdom:** There are over 13,750 PTAs across England alone. Wales and Northern Ireland schools have PTAs which are rated up to 60 percent in performance.

United States: The National Parents Teachers Association was found on February 17, 1897 in Washington DC, and have since remained a vital aspect of most public and private elementary and middle schools administration.

Works reviewed were in consensus that PTA could be a vital organ in school administration given enormous contributions the group showcases towards educational development in schools.

However, none of the works reviewed or cited has presented any key areas of exploits by the PTA in Federal Government College in Nigeria. This work will therefore stand on the gap by investigating extent of Parents Teachers Association participation in sustaining Federal Government Colleges in the South East Nigeria.

Methodology

The study adopted descriptive research design to determine the extent of PTA participation in sustaining Federal Government Schools. The total population for the study was 89 respondents consisting of 12 Principals, 12 PTA Chairmen, 12 PTA members, 12 Vice Principal (Academics), 12 Vice Principal (Special duties), 12 Vice Principal (Administration), 12 Head Boys or Girls and 5 Federal Inspectors of Education representing the 5 States in the South East geo-political zone of the country. Each of the 12 Unity Schools in the area is therefore represented by the Principal, 3 Vice Principals, PTA Chairman, PTA member and a Head Boy and Girl. The entire population of 89 was used for the study as no sample was drawn.

The instrument for data collection was a questionnaire entitled "Extent of Participation of PTA in Unity Schools Sustenance (EPPUSS)". A four point scale was used to rate the responses and the following values were assigned to the responses. Vey high, 4 points', "high, 3 points",

"low, 2 points", "very low, 1 point." The instrument was validated by two experts in Educational Administration and Planning and an expert in Measurement and Evaluation all from the Faculty of Education, Ebonyi State University. Reliability of the instrument was determined using cronbach Alpha and it yielded the value of 0.82. Data were collated with the efforts of Research Assistants.

The research questions were answered using mean and standard deviation. The decision rule was that any mean from 2.50 and above was rated "high" while any mean less than 2.50 was rated low. The hypotheses were tested at 0.05 level of significance and analysed using T-test.

RESULT

The research questions were answered using mean and standard deviation. The decision rule was that any mean from 2.50 and above was regarded as "high" while any mean less than was regarded as "low".

Table 1: Extent of participation in Academic Development

S/N	STATEMENT	MEAN	S.D	DECISION
1.	PTA complements the formal education of the students under informal conditions	2.19	0.81	Low
2.	PTA assists the schools to maintain effective instruction and learning through periodic meanings with principal and teachers	2.56	0.88	High
3.	PTA ensures that parents provides their children with approved uniforms, books, writing materials and similar requirements	2.63	0.89	High
4.	PTA acts as resource group to government via the school in policy formulation and execution processes	2.59	1.17	High
5.	PTA gives government feedback through the school from time to time on the popularity or otherwise of its education policies	2.66	0.87	High

6.	PTA recruits and pays its own staff to help in the areas where there are no adequate or sufficient Ministry of Education staff	2.63	0.89	High
7.	PTA organizes competitive examinations such as reading or easy writing to encourage hardwork in students	2.57	0.82	High
8.	PTA sponsors students to inter school academic competitions	2.53	0.92	High
9.	PTA donates library materials such as books to the schools	2.52	0.94	High
10.	PTA equips laboratory and provides ICT materials to the schools	2.56	0.88	High
Grand Total		25.44		
Grand Mean		2.54		

Data on table 1 show the level of Parents Teachers Association participation in academic development of the Unity School. The results indicate that out of 10 students, only one received negative response. Others show that PTA participation in academic development of the schools is high. This can also be seen from

the grand total of 25.44 from which 2.54 grand mean is worked out. Since the acceptance level for high participation is 2.50, the grand mean of 2.54 indicates the PTA participates at high extent in academic development of the Unity Schools.

Table 2: Extent of Participation in Infrastructural Development

S/N	STATEMENT	MEAN	S.D	DECISION
1.	PTA initiates, collects and utilizes approved levies for infrastructural needs of the schools	2.53	0.92	High
2.	The Association solicits philanthropists' supports for, and sponsorship of specific school projects	2.52	0.94	High
3.	The Association mobilizes community efforts towards development projects in the schools	2.66	0.87	High
4.	PTA canvases for government attention to the infrastructural needs of the school	2.56	0.88	High
5.	PTA helps in alleviating the transportation problems of the school through provision of bus	2.53	0.92	High
6.	PTA builds hostel accommodation in the school	2.69	0.89	High
7.	PTA constructs classrooms blocks in the School	2.67	0.86	High
8.	The Association electrifies the school	2.47	0.97	Low
9.	PTA provides water to the school	2.54	0.91	High
10.	PTA constructs security post for the school	2.47	0.79	Low
Grand Total		25.64		
Grand Mean		2.56		

Table 2 shows the extent of PTA participation in infrastructural development of the Unity Schools. The results indicate that out of 10 statements, 2 received negative response for not scoring up to 2.50 decision point. The remaining

ones were enough to show that the PTA participates in infrastructural development of the schools. The grand total of 25.64 out of which the grand mean of 2.56 was worked out also indicate high participation.

Table 3: Extent of Participation in Enhancing Discipline

S/N	STATEMENT	MEAN	S.D	DECISION
1.	PTA helps to check cases of truancy and moral laxity among students and teachers	2.47	0.76	Low
2.	The Association helps to check cases of indecent dressing among students and teachers	2.54	0.91	High
3.	PTA assists in maintaining orderliness in the school	2.57	0.88	High
4.	The Association assists in specifying an approved code of conduct that defines students' behaviour in the school	2.58	0.88	High
5.	PTA supports appropriate disciplinary measures against those that contravene school rules and regulations	2.72	0.92	High
Grand Total		12.88		
Grand Mean		2.58		

Data on table 3 show the extent of PTA participation in ensuring discipline among teachers and students in the Unity Schools. The results indicate that only statement one, out of the 5 statements' conveys negative response.

This can also be seen from the grand total of 12.88 from which the grand mean of 2.58 is calculated since the acceptance level for 'high' is 2.50, the grand mean of 2.58 indicates that the PTA participations in ensuring discipline in the schools

Table 4: EXTENT OF PARTICIPATION IN SOCIAL ACTIVITIES

S/N	STATEMENT	MEAN	S.D	DECISION
1.	PTA donates prizes and trophies to be competed for by students in the School	2.56	0.88	High
2.	The Association plays vital roles during inter-house sporting activities in the school	2.54	0.90	High
3.	PTA supports the school to effectively organize speech and prize giving day	2.53	0.91	High
4.	PTA sponsors students for inter school sports and music programmes	2.57	0.89	High
5.	The Association sponsors singing and dancing competitions among students	2.48	0.78	Low
Grand Total		12.68		
Grand Mean		2.54		

Date shown in table 4 indicate the extent of PTA participation in promotion of social activities in the schools. The results indicate that only in number 5 out of 5 statements that the score is less than the benchmark of 2.50. The grand total of

12.68 out of which 2.54 grand mean was calculated also indicate high acceptance of the question posed. PTA therefore participates in the promotion of social activities in the Unity Secondary Schools.

Table 5: T-test of significance on participation in Academic Development

S/NO	Category	- X	SD	N	Df	Tcal	Tcn'tr	Decision
1.	Teachers	28.8	1.86	72	87	9.7	2.26	NA
2.	Parents	25.8	0.88	17				

* P = < 0.05

Result on table 5 shows tcal of 9.7 and tritr of 2.26 under the degree of freedom of 87 with the

probability level of 0.05. Since the tcal is greater than the tcrit, the null hypothesis is not accepted.

Table 6: T-test of significance on participation Infrastructural Development

S/NO	Category	- X	SD	N	Df	Tcal	Tcn'tr	Decision
1.	Teachers	27.5	1.12	72	87	10	2.23	NA
2.	Parents	24.6	1.11	17				

* P = < 0.05

Result on table 6 show tcal of 10 and tcrit of 2.23 under the degree of freedom of 87 with the

probability level of 0.05. Since the tcal is greater than the tcrit, the null hypothesis cannot stand.

Table 7: T-test of significance on participation in ensuring discipline

S/NO	Category	- X	SD	N	Df	Tcal	Tcn'tr	Decision
1.	Teachers	14.1	1.09	72	87	7.7	2.36	NA
2.	Parents	11.7	1.08	17				

* $P < 0.05$

Result on table 7 show tcal of 7.7 and tcrit of 2.36 under the degree of freedom of 87 with the

probability level of 0.05. Since the tcal is greater than the tcrit, he null hypothesis cannot be accepted.

Table 8: T-test of significance on participation in social activities

S/No	Category	- X	SD	N	Df	Tcal	Tcrit	Decision
1.	Teachers	13.5	1.03	72	87	12.7	1.2	NA
2.	Parents	12.5	1.09	17				

* $P > 0.05$

Result on table 8 shows tcal of 12.7 and tcrit of 1.2 under the degree of freedom of 87 with the probability of 0.05. Since the tcal is greater than the tcrit, the null hypothesis is not accepted.

Discussion

The first finding of the study reveals a high level of Parents Teachers Association (PTA) participation in the academic development of the Federal Government Colleges also, known as Unity Schools, in Nigeria. This finding seems appropriate given the level of awareness by Nigeria parents about the importance of education. This claim is being collaborated by Okecha (2002) which affirmed that most Nigeria Parents depend upon the educational achievement of their children for perpetuating family social and economic status and as a result invest heavily, sometimes at great sacrifices, in the education of the children. In the same vein, John-Ifejika (2013) opined that PTA has been contributing towards academic development of the Unity Schools.

The second equally attests that the PTA

contributes remarkably to the infrastructural development of the schools. The reason it does that cannot be different from the position of Ezeuwa (2010) which argued that because infrastructure constitute the nerve centre of any good school administration, Parents Teachers Association makes it a priority to provide the schools of their children with needed ones.

Similarly, the third finding of the study showcases the important of discipline in schools and confirms that the PTA makes it a priority to assist the Unity Schools in ensuring discipline among the staff and students. Statistics as indicated in answer to both the research question posed and the T-test tested show that the PTA helps the Unity Schools in maintaining discipline in the schools. Discipline according to Federal Government of Nigeria (1989) is concerned with the observance of established code of conduct which upon infringements attracts punishment. Federal Ministry of Education and Youth Development (1993) stated that discipline is concerned with the maintenance of order and harmonious

functioning of an organization and has always remained a veritable instrument for management of schools. Perhaps, the PTA is aware of the importance of discipline in schools to have remained a dependable participant in its maintenance.

The fourth finding shows that the extent of PTA participation in the social activities of the Unity Schools is high. Ezeuwa (2005) described school social activities as part of the school curriculum that grooms the students for effective socialization. Edeze (2007) maintained that the PTA donates prizes and trophies to be compete by students and advocates for other social activities like prize and speech giving day, inter-house sports among others in the schools.

Conclusion

It has been established through the study that the PTA participation in sustaining Unity Schools in the south East Nigeria is high and has yielded remarkable results. Different opinions derived from the population of the study were in consensus that the PTA is supporting schools in academic progress, infrastructure development, discipline and social activities. Evidently, the revelations of the study were collaborated by the literature reviewed.

Recommendations

Based on the findings of the study, the following recommendations are made to further strengthen the system and ensure that the benefits of establishing the Unity Schools are harvested.

1. The PTA should ensure continuous partnership with the Federal Government to ensure ceaseless reaping of the benefits of its efforts in the Unity Schools.
2. PTA in other zones of the country not supportive of the Unity Schools should follow the example of those of the South East to improve the educational system in that sector throughout the country.
3. Similar study should be carried out in other zones in Nigeria by scholars to ascertain the extent of PTA participation in sustaining the Unity Schools.

4. Government should make the PTA part of the beneficiaries of its development programmes as motivation for further achievements in the School system.

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