

Parent-Teacher Association Intervention Strategies and Goal Achievement in Public Secondary Schools

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Abstract: Parent-Teacher Association has ensured and improved the quality and standard of education in Nigeria. This study examined parent-teacher association intervention strategies and goal achievement in public secondary schools in Ilorin-West Local Government Area, Kwara State, Nigeria. The study adopted a descriptive survey of correlational type. Two research questions and one hypothesis were raised to guide the study. A purposive random sampling technique was used to select two hundred and thirty-seven respondents from 39 public senior secondary schools in Ilorin-West Local Government Area, Kwara State. The research instrument was titled Parent-Teacher Association Intervention Strategies Questionnaire (PTAISQ) and Goal Achievement Questionnaire (GAQ) was used to collect data for the study. Descriptive statistic of frequency counts, percentages, mean and standard deviation was used to analyze demographics and answer the research questions raised. Inferential statistics of Pearson Product Moment Correlation statistics were used to test the formulated research hypotheses. The findings of the study revealed that; the level of parents-teachers' intervention strategies were high based on the dimensions in Ilorin-West Local Government Area, Kwara State. The level of goal achievement in public secondary schools in Ilorin-West Local Government Area, Kwara State was high. There was a significant relationship between parents-teacher intervention strategies and goal achievement in public secondary schools in Ilorin-West Local Government Area, Kwara State. It was recommended among others that the Kwara State government through Kwara Teaching Service Commission (TESCOM) ensure that qualified and competent teachers are recruited so that effective and efficient teaching and learning processes will be improved.

Keywords: Goal Achievement, Intervention Strategies, Parent-Teacher Association.

A. Introduction

The Parent-Teacher Association is an association for the voluntary benefit of parents, guardians, and teachers at a certain school. To help create a supportive environment that will aid in the process of teaching and learning in schools, the Parents/Teachers

Association (P.T.A.) aims to foster mutual understanding and collaboration between parents and teachers (Okeke, 2019). The main objective of any PTA is to help enrich the educational environment and learning experience of all students through parents' and teachers' involvement. PTA can engage in various activities such as providing support or input to major school events. P.T.A. seeks to provide parents with information about what is happening in the school and an opportunity to voice their opinions on matters about their children (Elui, 2017). Capital projects such as building new classrooms or administrative buildings, fencing the school, providing staff rooms, staff quarters, labs, etc. are funded by the P.T.A. According to Elui (2017), P.T.A. facilitates communication and decision-making between parents and instructors regarding the upbringing, welfare, and management of students, staff, and the school. It is in charge of resolving the majority of issues that school administrators may run into to make sure that kids are appropriately prepared for learning, including extracurricular activities like intramural sports (National P.T.A., 2018).

The P.T.A. can solve the problem of inadequate teaching staff by recruiting and paying part-time teachers. They can also finance the cost of extra lessons for children preparing for external examinations (Elui 2017). According to Iwuanyanwu (2017), educators are forced to acknowledge that parents have a right as well as an obligation to actively participate in debating and making decisions regarding all matters about their children's education. PTA also aims to motivate parents, especially in the rural areas, to send their children to school. It is their responsibility to find ways and means to decrease students' dropout rates and teacher absenteeism in the institutions. They can achieve all these by developing a congenial and harmonious relationship between parents and teachers avoiding bureaucratic rigidity on either side (Iqbal et al., 2011).

Nuhu (2018) argued that the PTA's sincere desire to support the school is the reason it has grown into a powerful organization. In certain states of Nigeria, PTA is mandated by law, requiring parents and teachers to participate, while in other states it is optional (Ugwulashi, 2020). However, for the roles played by PTA in the management of schools today, it has become necessary to state that PTA is regarded as one of the community agencies in the education system which is making things work and function well (Ali, 2018). As a result of this, the study tried to examine the extent of parent-teacher association intervention strategies in the areas of recruitment of teachers, renovation and construction of classrooms, construction of laboratories and provision of books for the school library in goal achievement in public secondary schools in Ilorin-West Local Government Area, Kwara State.

The main purpose of this study was to investigate parent-teacher association intervention strategies and goal achievement in public secondary schools in Ilorin-West Local Government Area, Kwara State, Nigeria. Therefore, other purposes were to: 1) examine the dimensions of parent-teacher association intervention strategies in public secondary schools in Ilorin-West Local Government Area, Kwara State; 2) find out the level of goal achievement in public secondary schools in Ilorin-West Local

Government Area, Kwara State; 3) find out the relationship between Parent Teachers' Association intervention strategies and goal achievement in public secondary schools in Ilorin-West Local Government Area, Kwara State;

Research Questions 1) What are the dimensions of parents-teachers intervention strategies in public secondary schools in Ilorin-West Local Government Area, Kwara State? 2) What is the level of goal achievement in public secondary schools in Ilorin-West Local Government Area, Kwara State?

Research Hypothesis, there is no significant relationship between parent-teacher association intervention strategies and goal achievement in public secondary schools in Ilorin-West Local Government Area, Kwara State.

Abdulkareem and Oduwaiye (2011) reiterated that in the modern educational setting, it may be a great omission if parents leave the responsibility of managing schools to teachers alone. Parent-teacher association intervention strategies must be at the forefront of ensuring that there is efficiency and effectiveness in the management of the schools where their children are schooling. Bosco and Andala (2021) affirmed that parents are the first teachers of students and they must play a major role in ensuring that their children's schools are properly managed. He further indicates that schools are situated in communities with parents hence the need to allow them to shape the destiny of these institutions. According to Shehu (2016), some goals and objectives of parent-teacher association intervention strategies include giving parents, guardians, sponsors, and teachers of students in Nigerian secondary and tertiary educational institutions a forum to meet, share opinions, critically analyze problems, offer suggestions, take and successfully pursue implementation of decisions on matters affecting education in Nigeria with the appropriate agencies; and to cooperate with and support financially and morally. However, according to Ibezimako (2017), the association is built on structures both human and material. It comprises an executive committee called a School Committee. In most cases, it is made up of twelve members, of whom four are selected from among the school staff, principal, teaching staff and counsellor of the school.

In Kochhar's (2018) analysis, parent-teacher association intervention strategies include: representing the interests of parents/guardians at the school; fostering a positive perception of parents through productive collaboration with parents' representatives on the board of management; informing parents of current changes in the school system, when necessary; networking with other parent associations through participation in the National Parents Council; creating a forum where parents and teachers can share research and information about education and child welfare; and proposing solutions on better ways to administer the school; to support parents, teachers and students to ensure that all children are treated in accordance with the ethos of the school; to support the teaching staff, and to work with them in delivering the school curriculum; to help raise funds for the school and the Parents Association,

in consultation with the Principal and Board of Management; to keep parents informed about activities planned for the school; to influence policy development at the school; and to influence policy development at the national level once affiliated to the National Parents Council.

In the pursuit of quality education, according to Ayeni (2014), parent-teacher association intervention strategies evolving education policy reform initiative that focuses on continuous prevention of defects through holistic monitoring and evaluation process, aimed at improving the quality of school management, learning environment, curriculum delivery and pupils'/students' learning achievement through the involvement of meaningful, close, strong and goal-oriented partnership between the school authority and other relevant stakeholders. Mbiti (2017) argued that the parent body of any school has a rich fund of skills expertise, knowledge and experience that goes beyond the capacities of their teachers. This resource should be harnessed to support and improve the education of the students holistically. Christen and Sheridan (2010) agreed that when parents are fully involved in their children's education, the children earn higher grades, are well behaved and stay in school till they finish form four. When both parents and teachers (PTA) work together, communicate and build a family and school partnership, everyone reaps the benefits.

B. Methods

The research design for this study was a descriptive survey of correlational type. The population of this study comprised 1,816 teachers in 39 public senior secondary schools in Ilorin-West Local Government Area, Kwara State. A purposive random sampling technique was used to select 1,816 teachers in 39 public senior secondary schools in Ilorin-West Local Government Area, Kwara State. Using Research Advisors (2006) the sample size used was 322 teachers. The researcher's Instruments titled Parent-Teacher Association Intervention Strategies Questionnaire (PTAISQ) and Goal Achievement Questionnaire (GAQ) were used for data collection. The copies of the Parent-Teacher Association Intervention Strategies Questionnaire (PTAISQ) were administered to the school principals to examine the level of Parent-Teacher Association Intervention Strategies while the copies of the Goal Achievement Questionnaire (GAQ) were administered to school teachers to evaluate the level of goal achievement in secondary schools. The research instruments contained three different sections. Section 'A' contained the demographic data of the respondents.

Section B contained the items on the parameters of parents-teachers intervention strategies while Section C contained the items of the indices of goal achievement respectively. The research instrument was structured in line with four Likert scales of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). To determine the reliability of the Parent-Teacher Association Intervention Strategies Questionnaire (PTAISQ) and Goal Achievement Questionnaire (GAQ), the test-retest reliability method was adopted where the researcher administered 50 copies of the

research instrument to respondents that were not part of the sampled public schools in Ilorin-West Local Government Area, Kwara State. The reliability coefficients of PTAISQ and GAQ were analyzed using Cronbach’s Alpha. Therefore, the coefficients of 0.72 and 0.70 were obtained showing that the instruments were reliable for data collection. The administrated instruments were made available and retrieved for data analysis. 216 Out of 322 administered research instruments to the teachers were retrieved and 21 out of 39 public senior secondary school principals administered were returned for data analysis. Therefore, 237 respondents were used for the study. Descriptive statistic of frequency counts, percentages, mean and standard deviation was used to analyze the demographic data of the respondents and answer the research questions raised for the study. Inferential statistics of Pearson Product Moment Correlation statistics were used to test the hypotheses formulated at a 0.05 level of significance. The data collected was subjected to statistical analysis with the use of Statistical Packages of Social Science (SPSS) version 21.0.

C. Results and Discussion

Table 1. Demographic Information of the Respondents

	Frequency	Percentage
Gender		
Male	69	29.1
Female	168	70.9
Total	237	100.0
Age		
25 - 35years	39	16.5
36 - 45	184	77.6
46 - 55	11	4.6
56 & above	3	1.3
Total	237	100.0
Teaching Experience		
1-5years	33	13.9
6-10years	78	32.9
11 years and above	126	53.2
Total	237	100.0
Academic Qualifications		
B.Ed	127	53.6
M.Ed	110	46.4
PhD	-	
Total	237	100.0

Research Question 1: What are the dimensions of parents-teachers intervention strategies in public secondary schools in Ilorin-West Local Government Area, Kwara State?

Table 2. Dimensions of Parents-teachers' Intervention Strategies in Public Secondary Schools in Ilorin-West Local Government Area, Kwara State

Parents-teachers' Intervention Strategies	Mean	Standard Deviation	Ranking
Recruitment of Teachers	13.45	2.63	2nd
Provision of School Bus	6.02	1.45	5th
Renovation and Construction of Classrooms	17.41	2.02	1st
Construction of Laboratories	7.42	1.88	4th
Provision of Books for School Library	10.02	2.90	3rd

Table 2 indicates the dimensions of parents-teachers' intervention strategies in public secondary schools in Ilorin-West Local Government Area, Kwara State. The mean scores of the dimensions of parents-teacher intervention strategies are; Renovation and Construction of Classrooms was ranked 1st with a mean of 17.41, recruitment of teachers was ranked 2nd with a mean of 13.4; while Provision of Book for School Library ranked 3rd with a mean score of 10.02 respectively. The analysis implies that the mean scores of these items are greater than the 2.50 benchmark mean which is all accepted and high. This shows that the level of parents-teacher intervention strategies was high based on the dimensions in public secondary schools in Ilorin-West Local Government Area, Kwara State.

Research Question 2: What is the level of goal achievement in public secondary schools in Ilorin-West Local Government Area, Kwara State?

Table 3. Level of Goal Achievement in Public Secondary Schools in Ilorin-West Local Government Area, Kwara State

S/N	Discipline	Mean	SD	Decision
1	Discipline in schools is very significant since it contributes a great deal towards the maintenance of order	2.74	.782	Accepted
2	It involves the management of the behaviours of students through conduct codes and security methods, suspension and punishment	2.55	.531	Accepted
3	It enhances teachers together with school social workers and to some extent parents	3.02	.832	Accepted
4	Discipline has been deteriorating and learners have little respect and trust for teachers.	2.98	.704	Accepted
5	Discipline in public schools seems to be a universal problem that contributes to teachers leaving the profession.	2.21	.555	Rejected
	Average Mean	2.7	0.68	Accepted
	Teachers' Job Satisfaction			
6	Our school system has been producing half-baked and unemployable products due to poor job satisfaction among teachers.	2.68	.782	Accepted
7	Teachers are not seen as an important factor in the teaching-learning process and transformational process.	2.02	.345	Rejected
8	Teachers' efficiency and productivity are influenced by motivational factors.	3.11	.752	Accepted

9	Teachers' salaries, allowances, promotions and other benefits need to be paid promptly as that would enhance job performance of teachers.	2.40	.672	Rejected
10	Teachers have been relegated to the background no one seems to appreciate his work.	2.47	.931	Rejected
	Average Mean	2.5	0.70	Accepted
Principal Instructional Leadership				
11	The principal is the head of a secondary school, as such, he is the manager and administrator of that school	2.50	.741	Accepted
12	It is the responsibility of the principals to provide instructional leadership which entails ensuring high-quality teaching and learning by supervising instructional programme	2.21	.852	Rejected
13	Principal improves the diversified curriculum and quality of instructional programmes for effective attainment of set school goals.	2.38	.903	Rejected
14	Principals' instructional leadership is directly related to the teaching process, involving the interaction between teachers, students and the curriculum	2.56	.621	Accepted
15	Principals' instructional leadership improves the quality of teaching and learning outcomes	2.72	.630	Accepted
	Average Mean	2.5	0.75	Accepted

Table 3 indicates the level of goal achievement in public secondary schools in Ilorin-West Local Government Area, Kwara State. The average mean scores of the indicators of goal achievement are; discipline, teachers' job satisfaction and principal instructional were 2.7, 2.5 and 2.5 with standard deviations of 0.68, 0.70 and 0.75 respectively. The analysis implies that the mean scores of these items are greater than the 2.50 benchmark mean which is all accepted and high. Meaning that the level of secondary school goal achievement was high in Ilorin-West Local Government Area, Kwara State.

Ho₁: There is no significant relationship between parents-teachers intervention strategies and goal achievement in public secondary schools in Ilorin-West Local Government Area, Kwara State

Table 4. Parents-teachers' Intervention Strategies and Goal Achievement

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Parents-Teachers' Intervention Strategies	237	54.32	10.88				
Goal Achievement	237	38.5	10.65	235	.492	0.03	Ho Rejected

Table 4 shows that the p-value (.03) was less than the significant level at (0.05) for 235 degrees of freedom with the calculated r-value of .492. Therefore, the hypothesis

which states that there is no significant relationship between parents-teachers' intervention strategies and goal achievement in public secondary schools in Ilorin-West Local Government Area, Kwara State was rejected. This suggests that there was a significant relationship between parents-teachers intervention strategies and goal achievement in public secondary schools in Ilorin-West Local Government Area, Kwara State. This means that parents-teacher intervention strategies enhance the level of goal achievement.

According to the first research question's findings, public secondary schools in Kwara State's Ilorin-West Local Government Area had a high degree of parent-teacher intervention measures. The finding agrees with the findings of Iwuanyanwu (2017) that teachers on the other hand are made to accept the fact that parents have not only a duty but also a right to take an active part in discussing and making decisions on all the facts or aspects of the education of their children. Iqbal et al. (2011) agree with the findings that successful parent involvement improves not only student behaviour and attendance but also positively affects student achievement. Results of research question two revealed that the level of goal achievement was high in public secondary schools in Ilorin-West Local Government Area, Kwara State. Peter et al. (2014) agree with the finding that goal achievement in secondary schools is generally seen as excellence in all academic curricula and extracurricular activities as well as an academic discipline. In a secondary school, goal achievement refers to how well the administration, instructors, students, and educational institution have met the set learning objectives. The finding is in line with that of Taiwo (2016) that goal achievement in secondary schools is of great importance to the nation because it is a source of mid-level manpower production that is necessary to sustain and improve the economy. Taiwo (2016) concluded that goal achievement provides the beneficiaries both with literary and basic skills which the individual can use for himself or in the industries and government establishments while performing a task for a living.

Hypothesis one revealed that there was a significant relationship between parents-teachers intervention strategies and goal achievement in public secondary schools in Ilorin-West Local Government Area, Kwara State. The finding agrees with the findings of Marchant et al. (2019) that, parents are the primary agents of socialization in society. They observe that it is within the family relationships that children learn their first lesson in social living and social behaviour. Farrant (2014) and Nasibi (2018) support the finding that, parents are crucial agents of socialization in society. This idea is based on the fact that, from early childhood through adolescence, parents mould their children's core personality patterns by teaching them appropriate behaviour roles. Mabebe and Prinsloo (2018) argued that parent-teacher association intervention strategies play in supporting teachers to maintain discipline in public schools. According to Nzuve (2018), the PTA sets a positive example for students by adhering to laws about smoking and drug use both at home and at school, which helps them achieve their academic objectives. Abdulkareem and Oduwaiye (2011) agree that

parent-teacher association intervention strategies must be at the forefront of ensuring that there is efficiency and effectiveness in the management of the schools where their children are schooling. Bosco and Andala (2021) affirmed that parents are the first teachers of students and they must play a major role in ensuring that their children's schools are properly managed. He further indicates that schools are situated in communities with parents hence the need to allow them to shape the destiny of these institutions. Govinda and Diwan (2019) stated that parent-teacher association intervention strategies are an effective source of promoting education on goal achievement in schools.

D. Conclusion

The Kwara State government through Kwara Teaching Service Commission (TESCOM) should ensure that qualified and competent teachers are recruited so that effective and efficient teaching and learning processes will be improved upon. The Kwara State government through the Kwara Teaching Service Commission (TESCOM) should endeavour to renovate and construct classrooms do take place at least twice every academic session. By doing this, this will give room for more students to be enrolled and reduce the level of building dilapidation. The Kwara State government through the Kwara Teaching Service Commission (TESCOM) should endeavour to supply to school library, with current and relevant textbooks and storybooks. This will help improve the level of students' academic progress in schools. The Kwara State government through the Kwara Teaching Service Commission (TESCOM) and school management should ensure that school goal is achieved through effective school discipline, teachers' job satisfaction and principals' instructional leadership.

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