

PERCEIVED IMPACT OF PARENTS' INVOLVEMENT IN THE MAINTENANCE OF INFRASTRUCTURAL FACILITIES AND DECISION-MAKING ON MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN NORTH CENTRAL NIGERIA

BY

¹ Dr. ABUH, Paul Shedrach,
abuhshedrach@mau.edu.ng

Department of educational foundation, Faculty of Education, Modibbo Adama University, Yola

² OMALE, Friday Odawudu,
Omalefriday025@gmail.com

Kogi State College of Education, Ankpa, Kogi State

³ ATIDOGA, Daniel Benjamin,
Kogi State College of Education, Ankpa, Kogi State
070585686685

⁴ JOSEPH, Idris
University of Abuja, Nigeria.
09035974523

Abstract

This study investigated perceived impact of parents' involvement in the maintenance of infrastructural facilities and decision-making on the management of Public Secondary Schools in North Central Nigeria. Two research questions and two hypotheses guided the study. Survey research design was adopted for the study. The population comprised 78,896 principals, teachers and parents (PTA members), made up of (1956 principals and 34473 teachers, and 42,467 parents) from 1956 public secondary schools in the study area. A sample size of 398 out of 78896 principals; teachers and parents in public secondary schools in North Central Nigeria were taken using Taro-Yaman's Formula. This was sampled from 84 secondary schools representing 5% of 1956 public secondary schools using multistage sampling technique. A 10-item questionnaire titled "Perceived Impact of Parents' Involvement in the Management of Public Secondary Schools Questionnaire" (PIPIMPSSQ) was the instrument used for data collection. Cronbach alpha reliability coefficient method was used to obtain a reliability index of 0.79. Data collected were analyzed using descriptive statistic of Mean and Standard Deviation to answer the research questions and Chi-square (χ^2) test of goodness of fit was used to test the two null hypotheses at 0.05 level of significance. The findings revealed that parents' involvement in the maintenance of infrastructural facilities has positive significant impact in the management of public secondary schools with effect size statistic of 45.58%. The findings further revealed that parents' involvement in decision-making has positive significant impact in the management of public secondary schools with effect size statistic of 39.61%. Based on the findings of the study, the study recommended that; parents should be involved in the routine maintenance of infrastructural facilities in order to keep the facilities in near original shape for effective and efficient management of schools. Also, parents should continue in the decision making in public secondary schools, since decision taken by parents has impact

on students' academic performance. This will also improve the management of public secondary schools and will complement the effort of government.

Keywords: Parental involvement, Infrastructural facilities, Decision-making and Management of Public Secondary Schools.

Introduction

Education is the cornerstone of a nation's culture and an absolute necessity for economic prosperity and development. In every educational system, the preparation of the young ones to face future challenges and develop them to meet the nation's manpower requirements remains the major objective. In Nigeria educational system, secondary school education occupies a very unique position, because it is that level that determines the academic and professional career of students (Asiabaka, 2010). Federal Republic of Nigeria (2013) states that secondary education is the education children receive after primary education and before the tertiary stage. It further states that the broad goals of secondary education within the overall objectives are preparing students for useful living within the society and prepare them for higher education.

In the 1960s when schools were not many in Nigeria, governments were able to effectively fund education and only few parents assisted. However, with the advent of numerous problems in the education sector, it became necessary for most of the schools (e.g., secondary) to have parents to assist in solving the problems of the schools. With the proliferation of schools all over the country, it becomes necessary to organize parents into schools. This development is clear indication that parents would no longer sit and watch educational standards in public schools continue to fall (Igwe, 2012).

In similar vein, parents' involvement in the management of secondary schools continues to be of interest to researchers, educators, and school administrators. Professionals in various disciplines with interest in children, families, schools and communities are conducting studies to determine the effect of partnerships on the educational development of children. Salvador (2014) states that participation of parents in school management is not only socially and morally desirable but also functionally necessary and oriented to increasing efficiency in a school system. Salvador notes that parents' involvement in school management is an important variable without which, school management cannot be complete. Salvador further stresses that more and more schools are discovering the importance and are encouraging families to be involved more than ever before.

Parents have individually or collectively contributed to school management in the areas of provision of finance, building classroom blocks, toilets, offices, quarters, fence, procurement of computers, and other facilities; employment of teachers, maintaining adequate security, as well as maintenance of discipline to the development of education in their children's schools (Abdullahi, 2012). Abdullahi also observes that infrastructural facilities – to include classroom blocks, laboratories, library blocks, toilets among others that are provided in the school by the parents to enhance effective teaching and learning for optimal management. Similarly, Olu (2007) opines that parents support school management by providing funds to execute projects that are of interest to the students such as maintenance of school facilities and decision-making. Parents' maintenance of school facilities keeps the infrastructural facilities in a functional state and this creates a conducive teaching and learning environment (Ejeh, Okenjom, Chizi-Woko, & Agbo, 2016).

Parents could also enhance the maintenance of infrastructural 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, renovating 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). Ochai (2012) observes that collaborative decision making is an aspect of school climate which is relevant to school administration. Involving parents in group decision-making goes a long way in easing tension, conflicts and mistrust which in turn enhance effective school management.

Similarly, parents could also be involved in decision making in secondary schools. Mike (2012) notes that parents' involvement in decision making is one of the powerful tools that can effectively and efficiently influence school management for better service delivery. However, it is the expressed view of many parents that in formulating policy, parents are not included in the decision-making and responsibility-taking processes (Swanepoel, 2009). Politicians and bureaucrats give insufficient cognisance to exigencies that schools face. The inevitable result of this is a huge divide between policy formulation and policy implementation. Carl in Ocheni (2016) is of the view that, for policy to be fully implemented in secondary schools, parents desire full involvement in decision-making process. Ochai (2012) observes that collaborative decision making is an aspect of school climate which is relevant to school management.

Management is very crucial and significant in every organisation like school. This is because human and material resources and other resources demand proper handling and co-ordination so as to achieve set objectives. It is the effective organisation and utilization of the human and material resources in a particular system for the achievement of identified objectives. According to Idoko (2015), management is a vital link in the existence of any organisation like school, because it is that organ that is set up which oversees, directs, supervises and controls the realization of the goals of any organisation. According to Adesina in Idoko (2015), management can be explained as the organization and mobilization of all human and material resources in a particular system for the achievement of identifiable objectives.

Likewise to Ochai (2012), management is an activity concerned with guiding and physical resources such that educational goals and objectives can be achieved. According to Asemah (2010), management is concerned with formulation of plans, programmes and policies towards achieving the educational goals and objectives. In similar vein, Odeh (2017) states that the success of education is hinged on proper planning, efficient management and adequate planning of educational programmes. Odeh further posits that management includes organization and structure, proprietorship and control, inspection and supervision.

Despite the huge allocation of funds that have been budgeted for the educational sector every year, other research findings still tend to blame the government, principals and parents for not being responsive or involved enough in taking proactive measures in ensuring effective management of the schools in the study area. One therefore wonders what could have been responsible for this worrisome state of public secondary schools in North Central Nigeria.

Consequent upon the importance of parents' involvement in the provision of infrastructural facilities, provision of learning materials, decision-making among others for the effective management of public secondary schools to enhance quality education, the researcher observed that preponderance of public secondary schools in North Central Nigeria are still far from the standard. This therefore has become source of worry to researcher. It is against this background that the researcher investigated the perceived impact of parents' involvement in the management of public secondary schools in the study area with the following indices; maintenance of infrastructural facilities and decision-making.

Objective of the Study

The study investigated perceived impact of parents' involvement in the maintenance of infrastructural facilities and decision-making on management of public secondary schools in North Central, Nigeria. Specifically, the study sought to:

1. find out the impact of parents' involvement in the maintenance of infrastructural facilities on the management of public secondary schools in North Central, Nigeria.
2. ascertain the impact of parents' involvement in decision-making on the management of public secondary schools.

Research Questions

The following research questions guided the study:

1. In what ways does parents' involvement in the maintenance of infrastructural facilities impact on the management of public secondary schools in North Central State?
2. In what ways does parents' involvement in decision-making impact management of public secondary schools?

Statement of Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. Parents' involvement in the maintenance of infrastructural facilities does not have significant impact on the management of public secondary schools in North Central States, Nigeria.
2. Parents' involvement in decision-making does not significantly impact on the management of public secondary schools.

Methodology

The design for this study is survey research design. The study area for this study is North Central Nigeria. The population of the study comprises the 78,896 principals, teachers and parents (PTA members), (1956 principals, 34473 teachers and 42,467 parents) from 1956 public secondary schools in the area of study (Federal Ministry of Education, 2020). The sample size for this study is 398. The study adopted multi-stage sampling procedure. The instrument used for data collection is a self-developed structured 10-item questionnaire titled "Perceived Impact of Parents' Involvement in the Management of Public Secondary Schools Questionnaire" (PIPIMPSSQ) developed by the researchers. Cronbach Alpha Statistic was used to ascertain the internal consistency of items. The overall reliability estimate obtained was 0.79 which indicates that the instrument is reliable to be used. Descriptive statistics of Mean (\bar{X}) and Standard Deviation was used to answer the two research questions. Mean scores of 3.50-4.00 = very high impact; 2.50-3.49= high impact; 1.50-2.49=low impact while 0.50-1.49= very low impact. Meanwhile, the chi-square (χ^2) test of goodness of-fit was used in testing the tow hypotheses at 0.05 alpha level of significance.

Results

This section deals with data presentation, interpretation and discussion of findings. The results were presented in order of research questions and hypotheses that guided the study.

Research Question 1. In what ways does parents' involvement in the maintenance of infrastructural facilities impact on the management of public secondary schools in North Central Nigeria?

Table 1. Mean Ratings and Standard Deviations of the Impact of Parents' Involvement in the Maintenance of Infrastructural Facilities in Public Secondary Schools

S/N	Items	N	VHI	HI	LI	VLI	\bar{X}	STD	Remark
1	Parents are involved in repairing of broken chairs and tables in schools thereby improving school management	386	138	177	41	30	3.10	0.88	HI
2	Replacing of damaged doors and windows to safeguard school facilities by parents enhances the management of school	386	116	157	65	48	2.88	0.98	HI
3	School machines are often serviced by parents and this leads to effective management of school	386	113	122	129	22	2.84	0.91	HI
4	Renovation of classrooms to stimulate learning by parents encourages smooth management of secondary school	386	121	181	50	34	3.01	0.89	HI
5	Replacing of leaking roofs to protect students from rain/sun by parents improves the management of school	386	128	173	50	35	3.02	0.91	HI
Cluster Mean and Standard Deviation							2.97	0.91	HI

Note: N= Total Number, VHI=Very High Impact, HI=High Impact, LI=Low Impact, VLI=Very Low Impact, \bar{X} = Mean, STD= Standard Deviation

Data presented in Table 1 indicated that items 1-5 had mean scores of 3.10, 2.88, 2.84, 3.01 and 3.02 with corresponding Standard Deviations of 0.88, 0.98, 0.91, 0.89 and 0.91 respectively. Based on the boundary criterion for decision making, it means that items 1-5 mean scores are rated above the cut-off point of 2.50. The cluster mean of 2.97 with Standard Deviation of 0.91 was also found to be above the cut-off point of 2.50. To know if parents' involvement in the maintenance of infrastructural facilities in public secondary schools the corresponding hypothesis is therefore tested.

Hypothesis one

Parents' involvement in the maintenance of infrastructural facilities does not have significant impact in the management of public secondary schools.

Table 2: Chi-Square Test of Impact of parents Involvement in the maintenance of Infrastructural facilities in Public Secondary Schools

Responses	SA	A	D	SD	Total	Df	X ² cal	P-value	Remark
Observed	123	162	67	34	386	3	101.23	.000	Sign.
Expected	96.5	96.5	96.5	96.5					

$P = 0.00 < 0.05$; $df = 3$ and x^2 calculated = 101.23

0 cells (.0%0 have expected frequencies less than 5. The minimum expected cell frequency is 96.5

Table 2 indicated that $x^2 = 101.23$ at $df = 3$; $p = 0.00 < 0.05$. It implies that the test is significant. This showed that the null hypothesis which stated that Parents' involvement in the maintenance of infrastructural facilities does not have significant impact in the management of public secondary schools was therefore rejected. The result clearly shows that Parents' involvement in the maintenance of infrastructural facilities has positive significant impact in the management of public secondary schools in North Central Nigeria.

Research Question 2. In what ways does parents' involvement in decision-making impact on the management of public secondary schools?

Table 3. Mean Ratings and Standard Deviations of the Impact of Parents' Involvement in the Decision-Making in Public Secondary Schools

S/N	Items	N	VHI	HI	LI	VLI	\bar{X}	STD	Remark
6	Parents involvement in setting the school objective has significant effect on the management of schools	386	121	139	76	50	2.86	1.01	HI
7	The involvement of parent in curriculum development improves the management of school	386	88	159	58	81	2.66	1.05	HI
8	Parent involvement in decision making creates good relationship between the school managers and the parents thereby improving effective management of schools	386	171	143	40	32	3.17	0.92	HI
9	Parents involvement in decision making gives them the sense of belonging and this improves effectiveness of school management	386	138	160	45	43	3.02	0.96	HI

10	Parents' opinions and decision in staff employment enhance school management system.	386	102	150	81	53	2.78	0.99	HI
Cluster Mean and Standard Deviation							2.90	0.99	HI

Note: N= Total Number, VHI=Very High Impact, HI=High Impact, LI=Low Impact, VLI=Very Low Impact, \bar{X} = Mean, STD= Standard Deviation

Data presented in Table 3 indicated that items 6-10 had mean scores of 2.86, 2.66, 3.17, 3.02 and 2.78 with corresponding Standard Deviations of 1.01, 1.05, 0.92, 0.96 and 0.99 respectively. Based on the boundary criterion for decision making, it means that items 6-10 mean scores are rated above the cut-off point of 2.50. The cluster mean of 2.90 with Standard Deviation 0.99 was also found to be above the cut-off point of 2.50. To know if parents' involvement in the decision-making has positive impact in public secondary schools the corresponding hypothesis is therefore tested.

Hypothesis two

Parents' involvement in decision-making does not significantly impact on the management of public secondary schools.

Table 4: Chi-Square Test of Impact of Parents' involvement in decision-making in the management of public secondary schools.

Responses	SA	A	D	SD	Total	Df	X ² cal	P-value	Remark
Observed	124	150	60	52	386	3	71.82	.000	Sign.
Expected	96.5	96.5	96.5	96.5					

$P = 0.00 < 0.05$; $df = 3$ and x^2 calculated = 71.82

0 cells (.0%0 have expected frequencies less than 5. The minimum expected cell frequency is 96.5

Table 4 indicated that $x^2 = 71.82$ at $df = 3$; $p = 0.00 < 0.05$. It implies that the test is significant. This showed that the null hypothesis which stated that Parents' involvement in decision-making does not have significant impact in the management of public secondary schools was therefore rejected. The result clearly shows that Parents' involvement in decision-making has positive significant impact in the management of public secondary schools in North Central Nigeria.

Summary of Major Findings of the Study

The following findings emanated from the study based on the research questions and hypotheses tested.

1. Parents' involvement in the maintenance of infrastructural facilities has positive significant impact in the management of public secondary schools with effect size statistic of 45.58%.
2. Parents' involvement in decision-making has positive significant impact in the management of public secondary schools with effect size statistic of 39.61%.

Discussion of Findings

This research work investigated the perceived impact of parents' involvement in the management of public secondary schools in North Central Nigeria. The findings of the study are discussed as follows:

The first finding revealed that parents' involvement in the maintenance of infrastructural facilities has positive significant impact in the management of public secondary schools. It was discovered that parents are

involved in repairing of broken chairs and tables in schools thereby improving school management. In addition, replacing of damaged doors and windows to safeguard school facilities by parents enhances the management of school. Renovation of classrooms to stimulate learning by parents encourages smooth management of secondary school. The finding agrees with Eziuzo and Enueme (2013) who discovered that parents contributed to school plant maintenance to a great extent, but made little extents of contributions to raising the moral tone of the school. In the same vein, Nnebedum and Akinfolarin (2018) found 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. Nnebedum and Akinfolarin also reported that parents involved in the maintenance of school facilities by repairing of broken chairs and tables so that pupils can comfortably sit down and learn, replacing damaged doors and windows to safeguard school facilities, replacing leaking roofs to protect students from rain/sun, servicing of school machines, repairing faulty electric fixtures to improve lighting and ventilation to promote learning and renovating classrooms to stimulate learning. Ajayi and Ekundayo (2010) 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.

The second finding revealed that parents' involvement in decision-making has positive significant impact in the management of public secondary schools. It was also revealed that parents' involvement in setting the school objective has significant effect on the management of schools. Moreso, parent involvement in decision making creates good relationship between the school managers and the parents thereby improving effective management of schools. Parents' involvement in decision making gives them the sense of belonging and this improves effectiveness of school management. The result agrees with Ocheni (2016) who discovered that PTA involvement in decision making in schools has significant influence on students' academic performance. In addition, Nyarko (2012) found teachers' rating of influence of parents' involvement in school decision making on the academic achievement of the students yielded positive and significant correlation with academic achievement of the students. On the contrary, Muindi (2011) discovered that decision making on staffing, curriculum and resource allocation are made by school principals or selected members of administrative teams without involving parents. Contrary to this submission, researchers have indicated significance of parents' participation in decision making. Sen (2012) discovered that parents' involvement in decision making helps the school administration to achieve educational objectives and goals. Abuh (2019) discovered that parents' involvement in decision making improves job satisfaction and commitment of teachers in delivery their responsibilities which in turn enhances effective school management system. While there are many areas in which parents can be involved in decision making, schools can particularly encourage and open avenues for parents to participate in activities outside the classroom such as textbook selection, curriculum development, learning assessment, student placement, personnel staffing and professional development. Parents getting involved in decision making in schools can bring about school transformation and positive changes. Parents' participation in decision making helps to reinforce the students' sense of belonging to the school and their identification with teachers and other school personnel.

Conclusion

This study found that parents' involvement in the areas of maintenance of infrastructural facilities and decision-making relations have positive significant impact in the management of public secondary schools in North Central Nigeria. This study therefore envisaged that if school principals adequately utilize parents involvement in maintenance of infrastructural facilities and entirety of decision-making process in the school, the management of public secondary schools would be speedy, efficient and effective.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Parents should be involved in the routine maintenance of infrastructural facilities in order to keep the facilities in near original shape for effective and efficient management of schools.
2. Parents should continue in the decision making in public secondary schools, since decision taken by parents has impact on students' academic performance. This will also improve the management of public secondary schools and will complement the effort of government.

REFERENCES

- Abdullahi, S.U. (2012). The role of parent-teacher association in school management. *Journal of Education and Developmental Psychology*, 3(2), 17-25.
- Abuh, P.S. (2019). Influence of parents in school administration as correlate effectiveness of secondary schools in Benue State. Unpublished master's dissertation submitted to the Department of Educational Foundations, Benue State University, Makurdi.
- Ajayi, T. & Ekundayo, H. (2010). 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.
- Asemah, J.I. (2012). *Perspectives in educational management and administration*. Makurdi: Destiny Ventures.
- Asiabaka, O.A. (2010). Teachers' perception of the causes of poor academic performance in Ogun State secondary schools (Nigeria): Implications for counseling for national development. *European Journal of Social Sciences*, 13(2), 229-242.
- 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.
- Eziuzo, G. O. and 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 on Education*. Lagos: NERDC Press
- Idoko, A.A. (2015). *Understanding school management*. Makurdi: Ugo Printing Press.
- Igwe, L.E. (2012). *Fundamentals of school community relations management: Political and legal dimensions*. Port-Harcourt: Pam Unique Publishers.
- Mike, U. (2012). Parents' involvement in decision making and large scale of students' assessment. *Studies in Educational Leadership*, 3(4), 17-39
- Muindi, C.D. (2011). *Organizational theory and behaviour*: New York – Hill Publishers.
- Nnebedum, C. & Akinfolarin, A.V. (2018). Extent of Parent Teacher Association involvement in the implementation of universal basic education programme in primary schools in Northern Senatorial District of Ondo State, Nigeria. *Educational Process International Journal*, 7(2), 106-117.
- Nyarko, K. (2012). The relationship between teachers' rating of parents' involvement in decision-making and the academic achievement of high school students in Central Region of Ghana. *Research Journal in Organisational Psychology and Educational Studies*, 1(4), 210-216
- Ochai, G. (2012). *Fundamentals of educational management*. Makurdi: Impart Prints and Consult
- Ocheni, V. E. (2016). PTA involvement in school and students' academic performance in secondary schools in Zone 'B' Senatorial District of Benue State. Masters' Thesis submitted to the Department of Educational Foundations Benue State University in partial fulfilment of the requirements for the award of the Master's Degree in Educational Management
- Odeh, R.C. (2017). *Fundamentals of educational management and planning in Nigeria*. Makurdi: Imparts Communications
- Olu, B. (2007). *Community organization theory and practice*. New York: Harper and Row.

Salvador, E. (2014). Parents' participation in school management. <http://www.siteresources.worldban.org/education...>

Sen, D. (2012). Parents involvement in decision making in public secondary schools in Rivers State, Nigeria. *International Journal of Arts and Educational Management*, 2(4), 148-157.

Swanepoel, P.O (2009). *Fundamental of management*. Lagos; Peak Publication The Basic Education Act (2013). *Government of Kenya printers*. Nairobi. Kenya.

