

PERCEIVED IMPACT OF PARENTS' INVOLVEMENT IN THE MAINTENANCE OF DISCIPLINE AND SCHOOL COMMUNITY RELATION ON MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN NORTH CENTRAL NIGERIA

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Abstract

This study investigated perceived impact of parents' involvement in the maintenance of discipline and school community relation 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 discipline has positive significant impact in the management of public secondary schools. The findings revealed that, parents' involvement in the maintenance of school-community relation has positive significant impact in the management of public secondary schools. Based on the findings of the study, the study recommended that; parents should be encouraged to be involved in the maintenance of discipline in schools. By means of the ensuing parents' involvement, the disciplinary problems of students can thus be handled together. This integration and continuity between school and parents would greatly increase the likelihood of overcoming problems faced by students and consequently lead to enhanced academic achievements.

Keywords: *Parental involvement, Discipline, School Community Relation and Management of Public Secondary Schools.*

Introduction

The role education plays in the development of any society cannot be overemphasized. The Federal Republic of Nigeria has recognized the impact of parents' involvement in school management when it states in the National Policy on Education that "close participation and involvement of the communities, at the local level in the administration and management of schools will be encouraged" (FRN, 2013: p, 12). Thus, the impact of parents' involvement in school management in Nigerian educational system cannot be overemphasised. This is because it has been in existence for several years. This is evident in the Federal Government approval of the establishment of Parent-Teachers' Associations in schools to assist in the management of schools for effectiveness and efficiency. Today, this association is found in all primary and secondary schools (Arifu & Farjana, 2014). Their functions includes maintaining discipline and school-community relation according to Arifu and Farjana (2014). Parents are directly involved in disciplinary decisions concerning their children/wards in the school.

Relatedly, maintaining of discipline is another aspect that parents can help in management of public secondary schools. The aim of this is to train the mind and body of the learners for good conduct which can enhance management of public secondary schools. George (2011) asserts that discipline is the training or experience that corrects, moulds, strengthens or perfects especially the mental facilities or moral character. It may also refer to the control gained by enforcing obedience or order for example in school. In a school setting, the conduct of moral standards is always a concern of teachers, parents and the school administrators. Discipline is a function of the interaction between teachers and students. It is a training that brings about self-control and

respect for authority and property (Orhungur, 2012). Parents could be involved in decision-making whenever, their children/wards commit offences in the school by involving them in disciplinary committees to assist the school in the time of need. Involving parents in group decision-making goes a long way in easing tension, conflicts and mistrust which in turn enhance effective school-community relationship.

More so, school-community relation is the relationship that exists between the school and the community (where the school is located) such as individuals, groups, business, philanthropists, nongovernmental organizations (NGOs) and the religious institutions in order to engage both teachers and parents for mutual understanding for proper upbringing of their children. Asemah (2010) opines that both the school and the community should realize the need for mutual cooperation of both parents and teachers for the training of their children. Ogbonna (2010) observes that school-community relations may be considered to be a two way interdependent process between the society and its instrument-the public institution. It is the process by which the school and communities enter into mutual co-operation and team up to carry out some reciprocal services to each other. 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.

The poor condition and management of public secondary schools in North Central Nigeria could be linked to lack of effective and efficient involvement of parents in its management. Evidence seems to abound that there is inefficient parents' involvement in the management of public secondary schools in North Central Nigeria. The issue of poor management of secondary schools today is observed by the researcher to have reached the point where effective and efficient involvement of parents would be employed to curb the menace. It is against this background that the researcher investigated the perceived impact of parents' involvement on the management of public secondary schools in North Central Nigeria in the areas of provision of maintenance of discipline and maintenance of school-community relations.

Objective of the Study

The study investigated perceived impact of parents' involvement in the provision of security and learning materials 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 discipline on the management of public secondary schools in North Central, Nigeria.
2. ascertain the impact of parents' involvement in the maintenance of school-community relation on the management of public secondary schools.

Research Questions

The following research questions guided the study:

1. What is the impact of parents' involvement in the maintenance of discipline on the management of public secondary schools in North Central State?
2. What is the impact of parents' involvement in the maintenance of school-community relation on the 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 discipline does not have significant impact on the management of public secondary schools in North Central States, Nigeria.

2. Parents' involvement in the maintenance of school-community relation do not have significant 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.

4.2 Research Questions

The under-listed research questions were answered using Mean ratings and Standard Deviations. Responses and results are presented in Tables 1 – 4.

Research Question 1. What is the impact of parents' involvement in the maintenance of discipline in public secondary schools?

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

S/N	Items	N	VHI	HI	LI	VLI	\bar{X}	STD	Remark
1	Parental involvement in Formulating pupils' code of conduct in schools improves the school management	386	138	131	77	40	2.95	0.99	HI
2	Denying erring students certain privileges and this enhances discipline in the school	386	119	178	47	42	2.97	0.93	HI
3	Parental involvement in Rendering of counseling service to misbehaved students in the school leads to effective management of school	386	100	142	93	50	2.76	0.98	HI
4	Parents involvement in school matters makes parents to report erring students to the school improves the efficiency of school management	386	114	136	88	48	2.82	1.00	HI
5	Parents involvement in ensuring pupils' punctuality to school ensures smooth running of the school	386	143	140	63	40	3.00	0.98	HI
Cluster Mean and Standard Deviation							2.90	0.98	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 2.95, 2.97, 2.76, 2.82 and 3.00 with corresponding Standard Deviations of 0.99, 0.93, 0.98, 1.00 and 0.98 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 2.90 with Standard Deviation of 0.98 was also found to be above the cut-off point of 2.50. To know if parents' involvement in the maintenance of discipline has positive impact in public secondary schools the corresponding hypothesis is therefore tested.

Hypothesis one

Parents' involvement in the maintenance of discipline 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 discipline in the management of public secondary schools.

Responses	SA	A	D	SD	Total	df	X ² cal	P-value	Remark
Observed	123	145	74	44	386	3	65.46	.000	Sign.
Expected	96.5	96.5	96.5	96.5					

$P = 0.00 < 0.05$; $df = 3$ and x^2 calculated = 65.46

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

Table 2 indicated that $x^2 = 65.46$ at $df = 3$; $p = 0.00 < 0.05$. It means that the test is significant. This showed that the null hypothesis which stated that Parents' involvement in the maintenance of discipline 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 discipline 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 the maintenance of school-community relation impact in public secondary schools?

Table 3. Mean Ratings and Standard Deviations of the Impact of Parents' Involvement in the Maintenance of School-Community Relation in Public Secondary Schools

S/N	Items	N	VHI	HI	LI	VLI	\bar{X}	STD	Remark
6	Parents help to secure land from the community for school building and improves school management	386	254	106	8	18	3.54	0.76	HI
7	Parents act as a connecting rod between community and school thereby making school management efficient	386	120	212	36	18	3.12	0.76	HI
8	Parents help school to learn about its community and to inform the community about the school and this leads to efficient school management	386	189	122	50	25	3.23	0.91	HI
9	Achievement of school objectives and programmes depend on both community and the cooperation of the school	386	119	192	62	13	3.08	0.77	HI
10	Through parents, community members are considered in decision	386	157	172	24	33	3.17	0.88	HI

making in the school									
Cluster Mean and Standard Deviation							3.23	0.82	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 3.54, 3.12, 3.23, 3.08 and 3.17 with corresponding Standard Deviations of 0.76, 0.76, 0.91, 0.77 and 0.88 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 3.23 with Standard Deviation of 0.82 was also found to be above the cut-off point of 2.50. To know if parents' involvement in the maintenance of school-community relation has positive impact in public secondary schools the corresponding hypothesis is therefore tested.

Hypothesis two

Parents' involvement in the maintenance of school-community relation does not have significant impact in the management of public secondary schools.

Table 4: Chi-Square Test of impact of Parents' involvement in the maintenance of school-community relation in the management of public secondary schools.

Responses	SA	A	D	SD	Total	Df	X ² cal	P-value	Remark
Observed	168	161	36	21	386	3	193.09	.000	Sign.
Expected	96.5	96.5	96.5	96.5					

$P= 0.00 < 0.05$; $df= 3$ and x^2 calculated= 193.09

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

Table 4 indicated that $x^2 = 193.09$ 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 school-community relation 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 school-community relation 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 discipline has positive significant impact in the management of public secondary schools with effect size statistic of 38.08%.
2. Parents' involvement in the maintenance of school-community relation has positive significant impact in the management of public secondary schools with effect size statistic of 57.74%.

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 showed that parents' involvement in the maintenance of discipline has positive significant impact in the management of public secondary schools. It was discovered that parents' involvement in formulating pupils' code of conduct in schools improves the school management. Parental involvement in Rendering of counseling service to misbehaved students in the school leads to effective management of school. Parents' involvement in school matters makes parents to report erring students to the school improves the efficiency of school management. This finding agrees with Odoh (2005) who found that parents recruit supplementary staff to boost discipline and academic activities in schools. More so, the finding corroborates that of Githu (2008) who discovered that the most common problems in public day secondary schools were absenteeism, teenage pregnancies, early marriages, and theft and drug abuse among others. It further revealed the important roles parents have in the discipline of their children. The key responsibilities of a parent are to

provide a home for the child, have contact with and live with the child, protect and discipline the child to bring up a well behaved pupil-student and responsible citizen in his/her country, and to provide for the child's good education among others. Parents assist the school staff in the application disciplinary action on the students for insubordination. Iloh (2014) has supported this fact when he stated that often times parents come to the school to discuss issues of misbehaviour of their children at home with the teachers. The studies from many researchers revealed that PTA is highly involved in the maintenance of school discipline. Bryan (2009) also discovered that teachers and parents work together as a group to provide mutual agreed obligations and expectations regarding discipline, the results of academic performance as related to discipline should not only be attributed to teachers but to parents as well.

The second finding revealed that parents' involvement in the maintenance of school-community relation has positive significant impact in the management of public secondary schools. It was revealed that parents help to secure land from the community for school building and improves school management. Furthermore, parents act as a connecting rod between community and school thereby making school management efficient. Parents help school to learn about its community and to inform the community about the school and this leads to efficient school management. The finding corroborates with that of Ikgbusi and Iheanacho (2016) who found that parents' involvement in schools has correlation with school community relations. The study also showed that parents influenced school-community relation among the host communities. Also, Sorrick (2018) asserted that parents' involvement in the management of secondary schools has significant impact on school-community relation in public secondary schools. The researcher discovered that parent provides a link through which parents and the rest of the community assume partnership responsibilities in order to participate in the education of their children. Eziuzo and Enueme (2013) discovered that PTA provides a link through which parents and the rest of the community assumes partnership responsibilities in order to participate in the education of their children. The PTA is a platform that provides the opportunity for parents and teachers to deliberate on ways of improving the quality of education rendered in the school.

Conclusion

This study found that parents' involvement in the areas of maintenance of discipline and school-community relations have positive significant impact in the management of public secondary schools in North Central Nigeria. This study therefore envisaged that if school administrators adequately utilize parents involvement in disciplinary and school-community relation related issues, the management of public secondary schools would be more efficient and effective.

Recommendations

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

1. Parents should be encouraged to be involved in the maintenance of discipline in schools. By means of the ensuing parents' involvement, the disciplinary problems of students can thus be handled together. This integration and continuity between school and parents would greatly increase the likelihood of overcoming problems faced by students and consequently lead to enhanced academic achievements
2. School management should endeavour to encourage parents to be involved in the maintenance of school-community relation in order to ensure maximum support from the host community to the school as this in turn will bring peaceful coexistence and smooth running of the school.