



Research Article

THE PROVISION OF CORDIAL RELATIONSHIP BY PTA IN THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN SOUTH WEST REGION OF CAMEROON

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ABSTRACT

The study aimed at investigating the provision of cordial relationship by PTA in the management of public secondary schools in south west region of Cameroon. The study was guided by two specific objectives which are; to find out the extent to which friendly relationship between the PTA and the school administration impacts the management of public secondary schools and how conducive environment provided by the PTA and the principal impact the management of public secondary schools. The exploratory research design was adopted for the study. The target population of the study consisted of teachers, principals and PTA officials in the Fako, Meme, Manyu and Kupe Mauenguba divisions. The sample size of the study consisted of 411 teachers, 34 principals, and 102 PTA officials (34 PTA presidents, 34 PTA treasurers and 34 PTA secretary generals), giving a total of 547 respondents. Data were collected using questionnaire, focus group discussions and interview. The reliability analysis of the questionnaire stood at 0.887. The quantitative data were analysed using both the descriptive and inferential statistics with the help of SPSS 25 while qualitative data were analysed thematically. Findings revealed that Descriptively, 59.3% of PTA officials reported a friendly relationship while 40.7% did not reported a cordial relationship which is significant. Also in aggregate, 65.9% of PTA officials reported a conducive environment with the school administration while 34.1% did not reported a conducive environment with the school administration which is significant. And, further analysis showed that there is a significant, positive and moderate relationship between cordial relationship by PTA and the management of secondary schools ($R\text{-value} = .308^{**}$, $p\text{-value} = 0.000 < 0.05$). The positive nature of the relationship

implies that management of secondary schools is more likely to be good when the school administration does have healthy cordial relationship with PTA. Therefore, the hypothesis that states there is a significant relationship between cordial relationship by PTAs' and the management of secondary schools was accepted. In support of the above hypothesis statistics, further analysis using the cross tabulations approach revealed that more of schools with effective management 67.3% are those whose relationship by PTA is cordial which is significantly higher when compared to schools with effective management 40.9% but not having a cordial relationship by PTA ($p\text{-value} = 0.000 < 0.05$). This implies that cordial relationship by PTA significantly affect school management. In addition, the teachers and principals also indicated that cordial relationship between PTA and principals enhances school management, foster the recruitment and payment of teachers as well as provision of infrastructures to the school, contribute in the growth of the school, enhances the attainment of schools goals and objectives, makes it easier for the school to realize its projects, easy communication of school needs and development projects to parents, enable the school to benefit from infrastructural support, and human resources which ease the teaching learning process, makes it easier for the school to benefit from pedagogic materials and improved school discipline, and help to better lure parents help in the character formation of students. Based on the above findings, it was generally recommended that all PTA should adequately support their schools given that a significant percentage of PTA officials reported little or no support to their school.

KEYWORDS

PTA, Cordial Relationship, Friendly Relationship, Conducive Environment, and Management of Secondary Schools.

INTRODUCTION

In recent times, Government failure to provide sufficient resources, and create an enabling environment that could enhance effective and efficient management of schools, has often call for a collaborative effort of all stakeholders in helping to make the school system function well. It is also believed that good school management is characterized by community involvement in problem solving, usually through organs or bodies, (Akpakwu, 2012). Secondary schools in Cameroon and public in particular constantly seem to be faced with ineffective management, especially in recent times. This clearly shows that most school administrators today are finding it increasingly difficult to effectively manage their schools because of some challenges, such as inadequate funding, infrastructural and instructional materials, and human resources. With this situation, it

is obvious that teaching and learning is suffering in quality in most secondary schools (Yangeve, 2022).

Context and Justification of the study

Parental involvement in schools through PTA has been widely acknowledged in both developing and developed countries (Brain & Reid 2003; Kamba 2010a). In this section, the contextual aspects are presented in line with areas of interest to the study. These include relevance of a cordial relationship with PTA, provision of physical and material resources, finance and staff/personnel. In Cameroon Section 32 of Law No. 98/004 of 14 April 1998 to Lay Down Guidelines for Education in Cameroon, recognizes parents of students, as well as persons from socio-professional circles as members of the educational community. Parental involvement is associated with school

effectiveness and children's performance in general. This view is also held by Clase (2007). Parental involvement, despite the educational background or social position of the parents, is an essential component for successful education and teaching at school level.

In relation to cordial relationship, Onderi & Makori (2013) the role of Parents' Teachers Association in the management of schools cannot just be over stressed in Cameroon. In the past and up to now, PTA is in serious conflict with school principals. In some communities, conflicts between PTA and principals are sometimes resolved at the level of Divisional Officers. In some cases even, parents go to the extent of calling for higher authorities to know the things happening in schools in the communities they support. This is to indicate that when relationship is not cordial, developmental projects and other different assistance/support from parents to school will hardly be possible.

As earlier indicated, in Cameroon, Parents'-Teachers' Association is an association comprised of parents/guardians of students, or pupils as in the case of secondary and primary schools respectively. During this, parents meet annually or quarterly to discuss matters on the educational, moral and spirited well-being of the students or pupils of any learning organization, either at the nursery, the primary or at the secondary levels (Onderi & Makori 2013). According to Onderi and Makori, this association is basically made up of two arms, the executive and the general assembly. The general assembly meets at designs times either quarterly or yearly, while the executives meet as often as the need arises.

Justifiably, to meet the educational goals, it has become a necessity for schools to cooperate with families and other state or civil organizations and

community members, since schools are affected by multi-dimensional factors inside and outside of them; and schools may affect the community as well. Based on the results of many researches, Aydin (2004), finds school and parent cooperation as one of the key factors in improving management.

Audu (2018), found that Parents'-Teachers' Associations have contributed a lot in most of the aspects of schools management, such as provision of instructional facilities, decision making process, maintenance of discipline, school-community relations, provision of welfare, health, games and recreational facilities, as well as communication. Despite all these, in Cameroon, most often, the relationship between PTA and principals is filled with conflict, to the extent that security forces and Senior Divisional Officers are called upon to resolve conflict. This conflict is most often triggered by embezzlement of PTA funds and mismanagement. It is for this reason that the study first of all looks at the role of cordial support before material, and how infrastructural and human resources can be to the school.

There has been a lot of complain and worry expressed by relevant educational stakeholders in recent times over the level of ineffectiveness and inefficiency in the management of secondary schools in Cameroon. However, this issue is not new. In policy reforms, it has articulated the need to improve on management of our secondary schools. Specifically, many secondary schools lack adequate material, infrastructural, funds and human resources and this has greatly affected the smooth management of many secondary schools. This is so because every school needs adequate resources for proper management and attainment of educational goals and objectives.

In supporting the management of secondary schools, the PTA occupies a great position. However, despite

the role PTA could play in the management of secondary schools, most often, there exists great tension between PTA and principals. Such tension most often is counterproductive in that it makes the PTA not to really help in providing aids in schools located in their communities, thereby greatly affecting its management. PTA is known to help in the employment of human resources, provision of infrastructures and material resources to schools to improve on management and attainment of goals and objectives. The quality of management at institutional level is, and continues to be, a major concern of the government.

It is assumed rightly and sometimes wrongly that PTAs are in charge of management of schools, and provision of school curriculum and instructions, students' discipline, physical and material resources, staff personnel, and school community relation. From experience and observation, the effectiveness of PTAs in the management of public secondary schools has been questioned, and many have been dissatisfied in their management of physical facilities, curriculum and poor community relations. Despite the enormous role PTAs appear to play, from observation, there is a high rate of dilapidated structures, lack of teaching/learning resources, and inadequate personnel. It is against this backdrop that the present study aims to investigate the impact of support by PTA in the management of public secondary schools in the South West Region of Cameroon.

The main objective of this study is to examine the impact of cordial relationship by the PTA in the management of public secondary schools in the South West Region of Cameroon.

Specifically, the study seeks to investigate:

- i. The extent to which friendly relationship between the PTA and the school administration impacts the management of public secondary schools
- ii. How conducive environment provided by the PTA and the principal impact the management of public secondary schools

Based on the above objectives, one general hypothesis was tested which verified the significant relationship between cordial relationship by PTA and the management of public secondary schools in the South West Region of Cameroon.

LITERATURE REVIEW

Parents'-Teachers' Associations (PTA) are the volunteer advocacy organizations in schools. They are not-for-profit associations of parents, educators, students and other citizens active in their schools and communities (Parent Teacher Association, 2005 in Eyasu, 2011). This means, a Parents'-Teachers' Association is a strong advocate for public education, vital resource for families and a powerful voice for children and youth. Toby (2005), cited in Jenberu (2011), defines Parents'-Teachers' Association as a grassroots organization that brings parents and teachers together so as to work towards improving the lives and education of students.

Bagin and Gallagher (2001), see it as a voluntary organization whose membership consists of parents, teachers, principals and students of the individual school and school system in order to devolve legal authority to make policy decisions, or to administer educational programmes. Parents'-Teachers' Association is recognized as an effective means for the enhancement of parental involvement in the educational process and it is one of the community agencies in the education system (Okendo, 2012). The

Ethiopian Ministry of Education (MoE) (2002), expounded that Parents'-Teachers' Association plays a significant role in all aspects of education, starting from providing resource to managing different school activities.

The concept of cordial relationship is to create a mutual form of interaction and understanding between persons that accept each other (Omemu, 2017). Oyewale, (2012) were categorical of the view that community members have significant impact on the provision and maintenance of school facilities through Parents'-Teachers' Association and other community-based organizations. Relationship is the way in which two or more concepts, objects or people are connected.

Oyewale (2012), is of the opinion that cordial school community relationship has significant impact on the provision and maintenance of school facilities, school discipline, teachers' job performance, academic achievement of students and overall success of the schools. This clearly shows that school community relationship exists and helps greatly in the development of education.

Akpakwu (2012), refers to education management as the notable changes in growth identified in some aspects of education over a given period. Akpakwu further states that to ensure coordinated management of secondary education in the country, PTA actively participate in achieving the goals of secondary Education. PTA participation is through financial and moral support in collaboration with teachers in education. School management and PTA must constantly monitor, evaluate and evaluate. This document covers, among other things, the recruitment of teachers, financial assistance, infrastructure and the provision of teaching materials (Akpakwu, 2012).

Okwori and Ede (2012), looks at management of schools as the art of being able to handle carefully, without being wasteful, what goes on in the process of educating people so that nothing goes out- of- hand. Nwokike (2012), asserted that management is the live-wire of any educational establishment for the achievement of school policies and objectives and that school plant management involves effective maintenance of the school structures as well as its facilities and equipment to ensure effective teaching/learning.

The challenges faced by the Parents'-Teachers' Association (PTA) are enormous. However, according to Hubber (2011), evidence suggests that the struggle between school heads and the Parents-Teachers' Association executive committee is simply linked to decision making powers. In the same vein, Virginia (2005), stated that most Parents'- Teachers' Association lack parent leadership, worthy aims or objectives. He went on to say that most of them are really bureaus of the schools dealing in personalities rather than in worthy principles. He concluded by saying that, theoretically, a Parents'-Teachers' Association are wonderful organizations, but in practice, they do not seem to work satisfactorily, and that, Parents'-Teachers' Association practice too much of petty politics in schools, which make people to view them as nothing but trouble makers.

According to Marshal (2018), most Parents'-Teachers' Association executive are illiterates and non-professionals who do not have the relevant capacity to appraise their performances as they have no clue on how a school is run, what each period entails, how a budget is appraised, what budgets are for resources, how marking an assessment is done by teachers, how grading is carried out, what it means to be at the front of the class or the back, checking on the students

attendance in school, and also checking on students through teachers about their children who carve or draw pornographic pictures on their desktops.

According to Shapiro (2018), one of the challenges faced by Parents'-Teachers' Associations is that of the differences in view points between parents and teachers due to economic levels, cultural differences, personality which all of these have the potentials for being a real mess. Igwe (2000) stated that indiscipline and lack of accountability of students and teachers are not checked by most Parents'-Teachers' Association. Therefore, it is imperative that the PTA establish cordial relationship with school administration so that it may push them to actively participate/support in the management of students' discipline.

Theoretically, the Human Relation Theory (1950) by Elton Mayo was adopted in this study. The Human Relation Theory was developed against the weaknesses of the classical school of management which underestimated the human factor in administration. The thoughts of the human relation theory started in the late 1930s and continued into the 1950s. The central focus of the human relation theory is on people and their relationship in organization. According to the Human relation theory, the fundamental problem in all organisations was developing and maintaining dynamic and harmonious relationships.

The focus of the human relation theory was on people and their relationship in the organization. According to the human relation theory, since management involves getting things done through and with people, the study of management must be centered on interpersonal relationship. The human relation approach deviates from the automate and dehumanized approach of the scientific management approach which concentrates on the techniques and

output to the focus on individuals and organizational change through human interaction (Elton, 1950). The human relation theory constitutes a major antecedent strain of management thoughts.

Empirical review was based on relevant and related empirical work of another author on the PTA's provision of cordial relationship and the management of Public Secondary Schools.

Micah, Anthony & Isaac (2017), studied the Influence of School-Community cordial Relationship on the Management of Secondary Schools in Southern Senatorial District of Taraba State, Nigeria. Four research questions and four hypotheses guided the study. The descriptive survey design was adopted for the study. Out of a population of 1642 secondary school teachers, 240 were sampled for the study. A 20-item structured questionnaire titled School Community Relationship and Management Questionnaire (SCRMQ) with a reliability coefficient of 0.81 was employed for data collection. Mean scores and standard deviation were used to answer the research questions, while single factor analysis of variance (ANOVA) was used to test the hypotheses at 0.05 levels of significance. The study found out that Parents'-Teachers' Associations, Old Students' Associations, school committees and school board of governors have significant influence on the management of secondary schools.

The researcher recommended that Parents and teachers should not allow the management of their schools in the hands of the school administrators alone hence their contribution is vital and necessary for the development of the schools. School managers should create a conducive environment for old students associations to effectively operate in their schools and where they are not in existence, the school heads should find ways of bringing the old students together



for the benefit of the school and the community in general. Schools should also provide enough advisory committee members that can be able to guide both teachers and learners to achieve their goals in life and the objectives of the school.

RESEARCH METHODS

The exploratory sequential research design was chosen for the study. The population of the study comprised of principals, teachers, and PTA officials, such as president of Parents’-Teachers’- Association (PTA), secretary generals of PTA, and PTA treasurers from public secondary schools in the South West region of Cameroon.

The sample size of the study consisted of 34 principals, 102 PTA officials (34 PTA presidents, 34 PTA treasurers and 34 PTA secretary generals), and 70 teachers. The purposive, proportionate, random sampling and convenient sampling techniques were adopted for the study. The instrument for data collection included questionnaire, interview guide and focus group discussions which were adopted for the study. The questionnaire was designed only for PTA officials while the interview guide for principals and focus group discussion for teachers.

The quantitative data were analyzed using the descriptive and inferential statistical tools. The descriptive statistical tools used are frequency count, percentages, multiple responses set which aimed at calculating the summary of findings for each variable for a quick comprehension of the overall findings, mean and standard deviation. With reference to inferential statistical tools, the Spearman’s rho test and Chi-Square test were adopted for the study. The hypotheses of the study were tested using a non-parametric test (Spearman’s Rho test) presented at 95% level of confidence interval with alpha set at 0.05 levels accepting 5% margin of error.

FINDINGS AND DISCUSSION

The findings of the study will be presented and supported by literature and the works of other researchers. Quantitative data will be presented first followed qualitative data.

4.1 Friendly Relationship Between the PTA and the School Administration Impacts the Management of Public Secondary Schools

The table below depicts PTA officials’ opinion on relationship between friendly relationship between the PTA and the school administration impacts the management of public secondary schools.

Table 1: PTA Officials Description of friendly Relationship with School Administration

Statements	Stretched				Collapsed	
	SA	A	D	SD	SA/A	D/SD
Relationship between PTA and principal is often friendly.	22 (21.6%)	49 (48.0%)	13 (12.7%)	18 (17.6%)	71 (69.6%)	31 (30.4%)
The PTA often work in accord with the principal.	17 (16.7%)	35 (34.3%)	37 (36.3%)	13 (12.7%)	52 (51.0%)	50 (49.0%)
Relationship between principal and the PTA members is always good.	19 (18.6%)	37 (36.3%)	31 (30.4%)	15 (14.7%)	56 (54.9%)	46 (45.1%)
Members of PTA often respect and tolerate the principal.	20 (19.6%)	40 (39.2%)	29 (28.4%)	13 (12.7%)	60 (58.8%)	42 (41.2%)



Relationship between parents and teachers is always good.	9 (8.8%)	54 (52.9%)	33 (32.4%)	6 (5.9%)	63 (61.8%)	39 (38.2%)
Multiple Responses Set (MRS)	87 (17.1%)	215 (42.2%)	143 (28.0%)	65 (12.7%)	303 (59.3%)	208 (40.7%)

Based on PTA officials’ description of their friendly relationship with school administration, in aggregate, 59.3% of PTA officials reported a friendly relationship while 40.7% did not reported a cordial relationship which is significant. Specifically, 69.6% (71) of PTA officials indicated that relationship between PTA and principal is often friendly. Similarly, 61.8% (63) of PTA officials indicated that relationship between parents and teachers is always good. This is in line with Igbudu (2012), who opinion that PTA was to enable the parents, teachers and the school administration cooperates intelligently in mutual understanding. Igbudu further maintained that what should be the role of PTA in the management and administration of education include among others; to provide a bridge between the home and the school, to maintain a relationship between the PTA. According to Ezeocha (2010), one of the functions of PTA is to promote mutual understanding and co-operation between the schools and home.

Similarly, 58.8% (60) of PTA officials opined that members of PTA often respect and tolerate the principal. Furthermore, 54.9% (56) of PTA officials indicated that relationship between principal and the PTA members is always good. According to The Human Relation Theory (1950) by Elton Mayo, developed against the weaknesses of the classical school of management which underestimated the human factor in administration, provides predominance to the human aspect over the elements of institutions. The theory holds that people and their relationship in the organization is important for the growth of the organization. Follett (1941) as cited in Mbua (2002)

believed that the fundamental problem with all organizations was developing and maintaining a dynamic and harmonious relationship. This implies the nature of relationship between the school and the parents is instrumental to the growth and management of the school.

Finally, while 51.0% (52) of PTA officials agreed that PTA often work in accord with the principal. Oyewale (2012), is of the opinion that cordial school community relationship has significant impact on the provision and maintenance of school facilities, school discipline, teachers’ job performance, academic achievement of students and overall success of the schools. This clearly shows that school community relationship exists and helps greatly in the development of education. The management of any organisation as a shared responsibility and a school is an organisation need some support from it community to attain it goals and objectives but this cannot effectively take place when the school climate with parents is unhealthy. It is for this reason that the school administration has to work closely with the Parent Teachers Association in a friendly and harmonious relationship so as to attain it goals and objectives.

4.2 Conducive Environment Provided by the PTA and the Principal Impact the Management of Public Secondary Schools

The table below depicts PTA officials’ opinion on relationship between conducive environment provided by the PTA and the school administration impacts the management of public secondary schools.



Table 2: PTA Officials Description of conducive environment with School Administration

Statements	Stretched				Collapsed	
	SA	A	D	SD	SA/A	D/SD
Parents easily contact the school administration for issues concerning their children.	62 (60.8%)	25 (24.5%)	15 (14.7%)	0 (0.0%)	87 (85.3%)	15 (14.7%)
Parents and the school administration effectively cooperate for the realization of school goals.	18 (17.6%)	33 (32.4%)	34 (33.3%)	17 (16.7%)	51 (50.0%)	51 (50.0%)
The PTA often have conflict with the principal.**	18 (17.6%)	33 (38.2%)	41 (40.2%)	10 (9.8%)	51 (50.0%)	51 (50.0%)
The PTA and principal often hardly agreed on project execution**.	19 (18.6%)	45 (44.1%)	28 (27.5%)	10 (9.8%)	64 (62.7%)	38 (37.3%)
The PTA has issued several complaints about the principal.	18 (17.6%)	33 (32.4%)	34 (33.3%)	17 (16.7%)	51 (50.0%)	51 (50.0%)
Multiple Responses Set (MRS)	167 (32.7%)	169 (33.2%)	120 (23.5%)	54 (10.6%)	336 (65.9%)	174 (34.1%)

**Items with coding reversed during calculation of MRS

Based on PTA officials' description of their conducive environment created with the school administration, in aggregate, 65.9% of PTA officials reported a conducive environment with the school administration while 34.1% did not reported a conducive environment with the school administration which is significant. Specifically, 85.3% (87) of PTA officials indicated that parents easily contact the school administration for issues concerning their children. According to Nwankwo, Nwokafor, Ogunsanwo and Ighalo (2005), what happens in a school affects the community, and what happens in the community affects school. This means that community builds its schools and the schools build their communities (Sidhu, 2007). Therefore, school community cordial interdependence is unbreakable. Therefore, the successful development of education and secondary one in particular depends so much on the relationship between the school and the community.

Also findings revealed that 62.7% (64) of PTA officials indicated that the PTA and principal often hardly agreed on project execution. Furthermore, while 51.0%

(52) of PTA officials agreed that PTA often work in accord with the principal. Peterson (2012), pointed out certain factors that are necessary for maintenance of a good conducive environment between the school and the society, and they can be related through; i. How the host community welcomes and appreciates the teacher, as well as how they are accommodated. ii. The cordial relationship exhibited in the Parents'-Teachers' Association, and how their common interests are related. To maintain and ensure a good relationship parent and teacher must first of all be ready to tolerate and accept each other as productive members of the society as it relates to child up building. They are first of all to view themselves as role models that will help in creating an acceptable character for the children as leaders of tomorrow.

Similarly, 50.0% (51) of PTA officials opined that PTA has issued several complaints about the principal. Finally, 50.0% (51) of PTA officials opined that PTA often has conflict with the principal. Audu (2018), found that Parents'-Teachers' Associations have contributed a lot in most of the aspects of schools management, such as

provision of instructional facilities, decision making process, maintenance of discipline, school-community relations, provision of welfare, health, games and recreational facilities, as well as communication. Despite all these, in Cameroon, most often, the relationship between PTA and principals is filled with conflict, to the extent that security forces and Senior Divisional Officers are called upon to resolve conflict. This conflict is most often triggered by embezzlement of PTA funds and mismanagement. It is for this reason that the study first of all looks at the role of cordial support before material, and how infrastructural and human resources can be to the school.

Thus, the implication here is that schools that do not have cordial relationship with PTA are bound to

experience poor management. For example, according to Karl Max Social Conflict theory (1818) conflicts do arise between the Parent Teacher Association executive bureau on one hand and the heads of educational establishments on the other hand. Sometimes the principal would often want to exert dominance over the entire Parent Teacher Association executive and thus surmounts to almost unsolvable situations which result to unhealthy relationship between school administration and parents thus, causing them to withhold resources aim to support the school with.

Verification of Hypothesis: There is no significant relationship between cordial relationship by PTA and the management of secondary schools.

Table 3: Relationship between Cordial Relationship by PTA and the Management of Secondary Schools

Spearman’s rho test		Cordial relationship by PTA	Management of secondary schools
Cordial relationship by PTA	R-value	1	.308**
	p-value		.000
	n	102	102

****.** Correlation is significant at the 0.01 level (2-tailed).

Statistically, the hypothesis results showed that there is a significant, positive and moderate relationship between cordial relationship by PTA and the management of secondary schools (R-value = .308**, p-value = 0.000 < 0.05). The positive nature of the relationship implies that management of secondary schools is more likely to be good when the school administration does have healthy cordial relationship with PTA. Therefore, the hypothesis that states there is a significant relationship between cordial relationship by PTAs’ and the management of secondary schools was accepted. The significant impact that cordial relationship with PTA has on school

management as seen in our study tie with that of Micah, Anthony and Isaac (2017) who studied the Influence of School-Community cordial Relationship on the Management of Secondary Schools in Southern Senatorial District of Taraba State, Nigeria and the study found out that school community relationship has a significant impact on the management of secondary schools.

In support of the above hypothesis statistics, further analysis using the cross tabulations approach revealed that more of schools with effective management are those whose relationship with PTA is cordial which is significantly higher when compared to schools with

effective management but not having a cordial relationship with PTA. In other words, this implies that cordial relationship by PTA significantly impact school management. In addition, the teachers and principals also indicated that cordial relationship between PTA and principals enhances school management, foster the recruitment and payment of teachers as well as provision of infrastructures to the school, contribute in the growth of the school, enhances the attainment of

schools goals and objectives, makes it easier for the school to realize it projects, easy communication of school needs and development projects to parents, enable the school to benefit from infrastructural support, and human resources which ease the teaching leaning process, makes it easier for the school to benefit from pedagogic materials and improved school discipline, and help to better lure parents help in the character formation of students.

Table 4: Cross Tabulations between Cordial relationship by PTA and Management of Secondary Schools

		Management of secondary school		Total
		Effective/ Good	Ineffective/ Not good	
Cordial relationship by PTA	Cordial	n 39 67.3%	19 32.7%	58
	Not cordial	n 18 40.9%	26 59.1%	44
Total		n 57	45	102

Chi-Square value= 14.578, df= 1, p-value= 0.000

In support of the above hypothesis statistics, further analysis using the cross tabulations approach revealed that more of schools with effective management 67.3% are those whose relationship by PTA is cordial which is significantly higher when compared to schools with effective management 40.9% but not having a cordial relationship by PTA ($p\text{-value} = 0.000 < 0.05$). The benefits of positive relationships between parents and teachers are many. Parents who have had positive relationships with their children’s school and teachers are more likely to initiate contact with the school. Conversely, parents who have had negative interactions with the school and teacher are likely to have ill feelings towards the school and are less likely to contact the school or be involved in school activities (Gutman & McLoyd, 2004).

4.3 Teachers’ Opinion on Cordial Relationship between PTA and Principals and Impact on School Management

In the opinion of the teachers, all of them indicated that cordial relationship between PTA and school administration enhances the management of the school. For instance, many of the teachers in the focus group discussion said cordial relationship between PTA and principals enable the school to easily lure parents to assist to boost management as depicted in the statements; “Yes, because if the principal is at loggerhead with the PTA, it is not going to be easy. They must work in harmony. Sometimes there are always at loggerhead and the PTA president will like to over shadow the principal. There are projects given to the principal and would advise the president, let’s do this and the president says noooh, I will not do like

this”, “Yes, it affects the school management positively to the best of my knowledge because before the PTA carry out any task, the principal has to direct them and has to know exactly what they are doing. The principal is the technical adviser of the PTA and poor relationship with the PTA will negative affect support from PTA and consequently school management.”, “Ahhh it would affect the school if the relationship between the principal and the PTA is not cordial. Things may not move accordingly because they are certain things the PTA would carry on in the school and they would need the approval of the principal at least in one way or the other. Chykodili (2008) who studied modalities for improving P.T.A. participation in secondary school administration in Enugu education zone recommended that government should make policies regarding school community relationships and empowering PTA to make levies to help provide for the school, teachers and the PTA should see themselves as partners in the process of educating the children. From all the above previous and our own, it showed that the nature of relationship between PTA and the school has significant impact on school management. This implies that school that do not have cordial relationship with PTA / community has to adopt strategies to improve on their union for the benefit of the school.

Moreover, some categorically stated that “Normally, it affects a lot because the principal and the PTA are supposed to work in synergy. Now taken into consideration that they are some decisions taken by the PTA meeting for the effective management of the school and if they are not together plans will not put into actions”, In study carried out by Bichil (2018) who studied the participation of Parent Teacher Association in promoting school community relationship: the case of some secondary schools in North Shewa zone of Amhara Regional State, Ethiopia, the findings indicated

that the participation of Parent Teacher Association in school activities is higher when community relationship is good.

Also, Mitrofanova (2011) and Bibire (2014) were of the opinion that schools and communities should work closely with each other to meet their mutual goals of provision and management of education as well as teaching, learning and enforcement of processes. For example, some of the participants said “Cordial relationship sustains the management. There are things the administration will need to do or the PTA would need to do with the consent of the principal. If the principal does not give an approval, would hamper any development that the PTA may want to implement. So I think that aspect of the two units being together to form a unified whole for the growth of the school is very paramount”. Also, another said “Normally, cordial relationship affects a lot because the principal and the PTA are supposed to work in synergy. Now taken into consideration that they are some decisions taken by the PTA meeting for the effective management of the school and if they are not together plans will not put into actions”.

Furthermore, some teachers also said that cordial relationship between PTA and principals foster the recruitment and payment of teachers as well as provision of infrastructures to the school as depicted in the statements “Yeah, the Parents'-Teachers' Association has affected the management of my school. They have been playing a great role in the school both in the learning teaching process and also build up the school infrastructure in the school. The PTA has been helping in recruiting teachers in subjects that we don't have the teachers in the school and they pay teachers which make learning a very effective in our school”, “Yes, it would really affect school management because if we look at the part PTA a

school that runs without PTA workers, cannot survive because the teachers employed by the government are not enough. So, if the principal who is the head, does not collaborate with the PTA, it can lead to ineffective management of schools”, “Yeah, you know that the PTA is a constituted arm of government school and I think that the school will be handicapped in its management if relationship between the PTA and school administration is poor. The PTA levy help aid in the management of the school because it pays PTA staff and other auxiliary staff like gateman, and those in charge of cleaning the toilet. So, I think that the principal will actually be handicapped if the PTA does not come in to ensure a support”. Akpakwu (2012), states that to ensure coordinated management of secondary education in the country, PTA actively participate in achieving the goals of secondary Education. PTA participation is through financial and moral support in collaboration with teachers in education. School management and PTA must constantly monitor, evaluate and evaluate. This document covers, among other things, the recruitment of teachers, financial assistance, infrastructure and the provision of teaching materials (Akpakwu, 2012).

Furthermore, some of the teachers added that cordial relationship between PTA and principals enhances the attainment of schools goals and objectives as depicted in the statements “Yes, it affects the school management because if they are not working in harmony, the goals for that school year will not be met by the school. So, they need to work in synergy in order to achieve the goals of the school year or for the school”, “Yes, I do think that cordial relationship between the principal and the PTA management board is very important. The principal been the technical adviser of the PTA and knows especially the needs of the school. So when they work hand in hand, he is

going to tell them exactly what the school needs and in that light they are going to work together and attain the goals of the school for the year, so, I think that it is important that they work in close collaboration”. Kwaghbo (2008), states that PTA funding is primarily concerned with processing, expanding and maintaining financial assistance in the achievement of educational goals. The huge expenditure incurred by schools calls for careful and judicious utilization of financial resources towards achieving various management of educational objectives. Educational management refers to the noticeable changes of growth identified in some aspects of education over a given period of time (Akpakwu 2012). Mbuu (2002), posited that educational management refers to guidance; leadership and control of the efforts of a group of people towards the achievement of educational goals or objectives of an organisation.

To elucidate, some teachers also hold the opinion that cordial relationship between PTA and principal makes it easier for the school to realize its projects as depicted in the statements “Yes, it does, the cordial relation is very important because, that is why the principal is one of the people in the PTA. He is the person who explains, who try give them what the school need. He is the technical adviser and knows the project of the school and they come in most times to help do most of the projects. So, it is very important for the cordial relationship to exist between the PTA and the management”, “Yes, I think the, I think the cordial relationship between the principal and the PTA affects the school because as the principal of the school he makes an assessment of the entire needs of the school and it is only through the principal that the PTA can assess or know the projects to carried out in the school. So the cordial relationship between the principal and the PTA affects the smooth running of the school”. Onderi & Makori (2013) the role of Parents’ Teachers

Association in the management of schools cannot just be over stressed in Cameroon. In the past and up to now, PTA is in serious conflict with school principals. In some communities, conflicts between PTA and principals are sometimes resolved at the level of Divisional Officers. In some cases, even, parents go to the extent of calling for higher authorities to know the things happening in schools in the communities they support. This is to indicate that when relationship is not cordial, developmental projects and other different assistance/support from parents to school will hardly be possible.

4.4 Principals' Opinion on Cordial Relationship between Parents and the School and Impact on School management

Just like the teachers, all the principals indicated that cordial relationship between parents and principals positively affect school management. Specifically, a good number of principals indicated that cordial relationship with parents makes the management of the school easier as depicted in their statements “It does, the cordial relationship between the principal and the PTA affects school management but it depends on how the relationship goes. If it is not supposed to be too cordial in a way, it can still affect it negatively. Good cordial relationship will make things move smoothly”. “I think the relationship between the principal and the PTA may affect the school both positively and negatively. Positive in the sense that if they are working as a team. The principal as well as the PTA members are supposed to sit, reason things together to ensure effective management of the school that is the staff as well as the students. We all know that the PTA is not an entity by itself. The PTA has been assigned to this school, and so the principal being the head of the institution, they have to work together. What do I mean, you can see a situation where the

principal being the head of the institution knows the needs of the student as well as the need of the school and so the PTA is there like a board to assist in the management of the school, so for that to be well catered for the two have to work together, hand in hand”, According to Nwankwo, Nwokafor, Ogunsanwo and Ighalo (2005), what happens in a school affects the community, and what happens in the community affects school. This means that community builds its schools and the schools build their communities (Sidhu, 2007). Therefore, school community cordial interdependence is unbreakable. There is a reciprocal relationship, the two works for one another and the two have direct impact on one another. If schools are expected to be successful in their primary mission of educating the community's children, they need to know a great deal about the community and the families from which the children come. This means that a school cannot exist in isolation but in cooperation with the community in which it finds itself (Ihebereme, 2008).

Also, some of the principals said that cordial relationship between parents and principals enable the school to benefit from infrastructural support, and human resources which ease the teaching leaning process as depicted in the statements ‘Yeah, the Parents'-Teachers' Association has affected the management of the school because is playing a great role both in the learning process and the teaching process. They also to build up the school infrastructure in the school, recruit teachers in the subjects that we don't have the teachers in the school and they pay teachers which makes learning very effective in our school’, “To me I believe that it affects the school positively because the two have to work hand in glove to see into it that the wellbeing of the students is taken into consideration. Presently, the school needs a science laboratory and the parents and principal need

to work closely so that the student can work well”. Audu (2018), found that Parents'-Teachers' Associations have contributed a lot in most of the aspects of schools management, such as provision of instructional facilities, decision making process, maintenance of discipline, school-community relations, provision of welfare, health, games and recreational facilities, as well as communication. Despite all these, in Cameroon, most often, the relationship between PTA and principals is filled with conflict, to the extent that security forces and Senior Divisional Officers are called upon to resolve conflict. This conflict is most often triggered by embezzlement of PTA funds and mismanagement. It is for this reason that the study first of all looks at the role of cordial support before material, and how infrastructural and human resources can be to the school.

Furthermore, some principals opined that cordial relationship between parents and principals easy communication of school needs and development projects to parents as depicted in the statement “It affects it positively. Why? Because when they are talking with the principal they learn to know the things that the school needs and how they can help to ameliorate, so if they don't talk, work hand in glove with the principal, how would they know or understand each other? Because we need to help the school move forward, they cannot be a separate entity because it will really affect the management process and also in terms of project development, they have to work together”. Onderi and Makori (2013), added that the role of PTA is concealed in determining curriculum and instructional decisions, promoting communication, raising school funds, and lobbying the State and national legislation on behalf of students (Onderi and Makori, 2013). Okwori (2013), opines that educational management brings about new changes as it relates to teaching and learning, and that most of the

positive changes come as a result of PTA involvement in the provision of infrastructural facilities like classrooms, libraries, among others. Also, in the recruitment of teachers, rendering of financial assistance and creation of a cordial relationship between schools and the host communities, PTA plays a leading role.

Finally, some principals opined that cordial relationship between school and parents help in the character formation of students as depicted in the statement “It really has a lot to do because character formation begins at home and when the students come to academic area like the school they also have something to do with. Sometimes we need the presence of the parents in school to discuss on ways that will help children sit up. So, if there is no cordial relationship between parents and the school, such discussion will hardly take place and management of students' discipline will be very difficult most of the times”. Nasiru (2008) and Gital (2009), note that community provides school with the land to be established, fund it, provide facilities to it and help greatly in the improvement of the performance of pupils and general development of education thus there is need for a positive cordial relationship which should be provided by the Parent Teacher Association and Principals of schools. Generally, the school utilizes the community resources for teaching and learning purposes and at the same time derives its curriculum from the community (Mahuta, 2007).

CONCLUSION

The positive nature of the relationship implies that management of secondary schools is more likely to be good when the school administration does have healthy cordial relationship with PTA. In support of the above hypothesis statistics, further analysis using the cross tabulations approach revealed that more of

schools with effective management are those whose relationship with PTA is cordial which is significantly higher when compared to schools with effective management but not having a cordial relationship with PTA. In other words, this implies that cordial relationship by PTA significantly impact school management. In addition, the teachers and principals also indicated that cordial relationship between PTA and principals enhances school management, foster the recruitment and payment of teachers as well as provision of infrastructures to the school, contribute in the growth of the school, enhances the attainment of schools goals and objectives, makes it easier for the school to realize it projects, easy communication of school needs and development projects to parents, enable the school to benefit from infrastructural support, and human resources which ease the teaching leaning process, makes it easier for the school to benefit from pedagogic materials and improved school discipline, and help to better lure parents help in the character formation of students.

The human relation theory principal concern is the productivity of every organisation but, at the same time, it calls for every organization to work closely with it collaborators. The Parent Teacher Association is an important arm of every school and if well utilize by the school administration, the school will stand to gain a lot of support which ranged from material, human and financial resources as depicted in the findings of our study. On the other hand, in as much as school administration is call upon to work in collaboration with the Parent Teacher Association, they are equally expected to work in harmony and solidarity with the school administration so as to attain their objectives and to make their existence felt by the school.

RECOMMENDATION

Based on the findings of the study, it was generally recommended that all PTAs should endeavor to work in a harmonious relationship to assist their schools with adequate resources when need arises.

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