

## **The Role of School Board, School Heads and Parent-Teachers Association in the Effective Management of Public Schools**

Dr. John Nyem Okendu

Department of Educational Fundaments, Faculty of Technical and Science Education  
Rivers State University of Science and Technology, Port Harcourt, Rivers State Nigeria.  
E-mail: [ibmwventures2001@yahoo.com](mailto:ibmwventures2001@yahoo.com)

### **Abstract**

This research study is designed to determine whether school board, school heads, and parents-teachers-association have any significant relationship in the effective management of public secondary schools in Khana local government area, Rivers State, Nigeria. Five research questions and one null hypothesis were posed to guide the study to a logical conclusion. A structured research questionnaire was administered on a sample size of two hundred and fifty-one (251) secondary school teachers in Khana local government area. Data generated from the research questions were treated with statistical t-test of two independent sample means of pooled and nonpooled variances and Pearson Product Moment Correlational Statistics (Pearson  $r$ ) and the data generated from the null hypothesis was treated with One-Way Analysis of Variables (ANOVA) and was followed up with a sheffé test. The results of the data analyzed indicated that the controlling functions of school heads, and parents-teachers association has a significant relationship with the management operations of public secondary schools, while school board has no significant relationship with the school management system. Recommendations were proffered based on the findings to improve the role of school board, school heads, and parents-teachers-association in the effective management of secondary school in Khana local government area, Rivers State, Nigeria.

**Keywords:** SCHOOL BOARD, SCHOOL HEADS, PARENT-TEACHERS ASSOCIATION, AND MANAGEMENT OF PUBLIC SCHOOLS.

### **INTRODUCTION**

The end of the Nigerian Civil War in 1970 saw a steady and direct government intervention in the provision of primary and secondary education to its citizenry. This impetus gave rise to establishment of numerous public schools directly funded and maintained by government at both federal and state level, Adesina and Ogunsaju (1984). The idea behind the intervention was rehabilitation and reconstruction effort of the federal government of Nigeria. Maduagwu (2004).

Gains and achievements recorded in Education notwithstanding some institutional and social problems identified as gradually tagging at the vortex of the value and function of education for society, Maduagwu (2004) identified a disturbing phenomenon of public is private school drift in Nigeria. His studies identified some of the reasons as question of standard and quality in public schools. Prominence was also given to observed anti-social behaviour such as rise in cultism, examination mal-practice, violence and poor academic performance in and off the school campuses. The above mentioned problems are some of the challenges facing the educational system today.

In essence, managing public schools effectively to respond to the challenges of the time, demands collaborative strategies involving complementation of the school board, parents, public and interest groups in planning, decision making, execution, monitoring and evaluation of the resources and implementation of programmes available to schools (Okeke, 1985). In the complementation process, each unit especially the school board and the parent-teachers-association will serve to sanitize others, take challenges beyond each and serve as a booster mobilizing and mustering support and services. Together the schools board, school heads and parents-teachers-association must grapple with such management problems in school system as maintenance of physical plant, staff and student personnel as well as community/school relationship. Adesina and Ogunsaju (1984).

The schools board in most state of the Federal Republic of Nigeria is part of the ministry of education established by instrument of legislation. The origin of school board dates back to 1967 and with first schools boards for west, east and Lagos taking off in 1968. Nnabuo, Okorie and Agabi, (2004). The main idea behind the creation of the schools board was the effective management of schools that were taken over from the missions or established by

government. In most state of the federation of Nigeria, schools boards are parastatals. The board control its budget. The Rivers State Post Primary Schools Board is a typical example. For administrative convenience, some schools boards are decentralized to zones headed by directors Okeke, (1985).

However, the schools board has role to play in the effective management of schools. Some of its traditional roles include the recruitment of staff personnel, promotion of staff, posting and transfer of staff, establishing of conditions of service for staff, payment of salaries, allowance and sundry entitlements, supervision of school development, staff training and development, budgeting, etc Okendu (2006).

It is the responsibility of schools board to always embark on routine inspection or supervision of schools to enhance effective development in the school system. This helps the board to identify some compelling problems or bottleneck facing the schools under their tutelage. It is also a sole responsibility of the schools board to provide effective staff training to its staffs functioning of the school system, this training given to staff will arm them with new knowledge and dexterity to perform their duties effectively and enhances development in the school system.

Schools are functional organizations that respond to the dynamics of societal change. It is therefore imperative that those who manage schools tune them to appreciate its essence in any given historical epoch. Hence contemporary imperatives demand that the schools board could consider expanding its role or function to include: appointing schools heads on the basis of competence, corresponding academic qualification and knowledge cum skills germane to information technology, Haag, Cummings and Mccubbery (2002), establishment of ethical standard and disciplinary guidelines for staff and student personnel; assessment of available resources or otherwise, fashion requisition and procedures and distribution network to enhance delivery; producing minimum benchmarks for successful school leadership, regular conference and workshops for schools; monitoring school sizes and their capacity for services and resources availability; collaboration with non-governmental organizations (NGOs) and organized private sectors to tune schools to global demands; emphasizing complete or total quality management approach to school management, and laying emphasis on having staff properly catered for Mullins, (1996). This implies paying adequate attention to staff welfare.

The school head is the administrative head of school and the link between the school and the school board. At the secondary school level, a school head is called the principal. In most cases and also without some extraneous consideration, the school principal is one who has experience, competence and administrative skills. Dowian, (1983). His competence on the job is instrumental to the success of the school. the principal is responsible to the schools board which appointed him. He report directly to the director of supervision Olaitan, (1983). Traditionally the roles of the principals in effective management of the school include the following: it is his responsibility to embark on budgeting for the school. This includes fiscal and material budgeting on agreed periodic and yearly basis; leadership and supervision of instruction – the principal is first and foremost, the instructional group leader in the school, thus, providing instructional leadership has been identified as one of the vital roles of the principal as the school administrator Dowian (1983), at the secondary school level, the principal is usually involved in a variety of situation that calls for leadership; in planning, organizing, directing, coordinating and decision-making; execution of curriculum policy received from the schools board. It is the principal who possess vision and understand of the dynamics of change that is most likely to make meaningful development to the implementation of the curriculum, the principal does this by identifying the need improvement and to develop a programs of action, to coordinate and conduct in-service, pre-service and continuing education programs and workshop for teachers as well as to plan facilities including identification of resource materials, supplies, and equipment, textbooks and audio-visual aids respectively; physical plant management and provision of custodial services; pupil personnel administration; management of health, safety and environmental programs of school; Management of staff personnel of school, Peretomode (1995).

Just like the school board, time is changing and the school has opened up to wind. Though the school has opened up to cultural transformation, it needed to make systematic progress in its response to changes demanded by globalization and free spirit society. In achieving this, the school principal or head is the hub which controls the working of the fundamental works. The parents-teachers association is one of the important community agencies found in the school system. In some states such as Rivers and Lagos State of Nigeria, the existence of the PTA is recognized by government and backed up by legislations. In Nnabuo, Okorie and Agabi (2004), the PTA is reported as highly organized and maintains a leadership duly elected at a forum or meeting. However Oden and Clune (1995) state that PTA is one of the oldest channels of two-way communication between parent and school. A dynamic parent teacher association, therefore, could be a functional instrument in the effective management of schools. And

teachers through this forum confront issues, which are germane to physical, mental and social and even spiritual development of students.

According to Maduagwu (2004), the specific role of the parent-teachers-association in the effective management of public schools include: assisting school by complementing government efforts in the provision of equipment, facilities and fund; assist schools in dealing with students disciplinary problem, mobilizing support for school administration from disposed individuals and government: assisting school heads in accessing government provisions for schools; assisting schools to develop positive image in the community and general public; assisting school heads in resolving head/teaching face off, enhancing parents cooperation with school in achieving set objectives, and to assist in enforcing compliance and adherence to school orders Mullins (1996).

Management means getting things done through others. It is the process of planning, organizing, directing and controlling, the scarce resources available to an organization in order to achieve organization goals. Thus, management is a decision making activity. Adesina (1990) assert that decision making is recognized as the core essence of all time management. Effective management of public schools is a Herculean task. The task therefore cannot be left to the head alone, the schools board and parents-teacher-association are notable icons that also have roles to play. Their roles may vary, yet the role each plays complement that played by others. Peretomode (1995). When these roles are x-rayed, the pertinence of each units contribution is appreciated in overall achievement of school goals for the society. It really will interest to discover that changing times are exerting their demands on even the school system. In obliging, a robust approach will be to expect school managers, schools boards, communities and other stake holders to embrace innovation and challenge for the new dawn.

#### **STATEMENT OF THE PROBLEM**

This research study is structured to investigate whether the state school board system, the school head, and the parents-teachers-association have any significant influence in the management operations of secondary schools?

#### **PURPOSE OF THE STUDY**

The purpose of this research study is to generate new knowledge for solving problem of school management restructuring through the application of school board system, school head and parent-teachers-association.

#### **RESEARCH QUESTIONS**

- 1). Does the role of the secondary school board have any relationship with the school management system?
- 2). Does the controlling functions of the school heads have any direct relationship with the management system?
- 3). Does the school head have any relationship with the management system of secondary schools?

#### **NULL HYPOTHESIS**

- H<sub>01</sub>:** Does the parent-teachers-association have any meaningful influence on the school management operations?
- H<sub>02</sub>:** Does parent-teachers-association have any noticeable relationship with the management operations of secondary schools?
- H<sub>03</sub>:** The state school board system, the school head and parents-teachers-association do not have any significant difference in the management operations of secondary schools.

#### **RESEARCH METHODOLOGY**

This research study is a descriptive research survey with A x B x C x D design matrix framed up with three independent variables-school board, school head and parent-teachers-association, and one dependent variable – effective management of public schools.

The target population for this research study are the secondary school teachers in Khana local government Area (Khalga). This very population was chosen as a result of researchers conveniences. The total population sample of this research is 251 secondary school teachers selected from a total population of 468 teachers by a stratified random sampling technique.

The research instrument used in this research study is a structured questionnaire designed and developed by the investigator of this research study. The instrument was given to experts in the field of study for proper screening and evaluation. The content and face validity were reaffirmed by this peer instrument review exercise. The instrument was piloted with 46 members of the research population. The data generated was treated with Pearson product

moment correlational statistics. The calculated instrument reliability index anchored at 0.75 which is good enough for this research study.

This research instrument was finally administered on the two hundred and fifty one secondary school teachers in Khana local government area. This exercise lasted for about five weeks. The completed instrument were collected, collated, and decoded into numeric t-test statistics of two independent sample means (non pooled and pooled variances), Pearson Product Moment Correlational Statistics (Pearson  $r$ ) and inferential statistics of one way analysis of variance plus the followed-up scheffé test. The SPSS system software templates and grids were used to simulate the statistical operations.

**DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS**

**Table 1: Correlation Coefficient between the Role of Secondary School Board and School Management System.**

n	df	Alpha Level ( $\alpha$ )	r- cal	r-crit	Decision
251	249	.01	.22	.2540	Nonsignificant

\*\*  $\rho > .01$  Nonsignificant

In responding to research question one, the calculated  $r$  value (.22) at .01 alpha level with df, 249, is less than the critical  $r$  value. i.e.,  $.22 < .2540 =$  nonsignificant at .01 alpha level. To answer the question posed in research question one, the calculated correlational value reaffirmed the fact that the extent of correlation between the role of secondary school board and school management system is low (.22). Therefore, the result confirmed that the role of secondary school board has no significant relationship with the school management system.

**Table 2: Correlation Coefficient between Controlling Functions of the School Heads and School Management System.**

n	df	Alpha Level ( $\alpha$ )	r- cal	r-crit	Decision
251	249	.01	.27	.2540	Significant

\*\*  $\rho < .01$  Significant

In responding to research question two, the calculated  $r$  value (.27) at .01 alpha level with df, 249, is greater than the critical  $r$  value, i.e.,  $.27 > .2540 =$  significant at .01 alpha level. To answer the question posed the research question two, the calculated correlational value reaffirmed the fact that the extent of correlation between the controlling functions of the school heads and the school management system high (.27). Therefore, the result confirmed that the controlling functions of the school heads has a direct relationship with the management system.

**Table 3: Correlation Coefficient between School Head and the Management System of Secondary School.**

n	df	Alpha Level ( $\alpha$ )	r- cal	r-crit	Decision
251	249	.01	.20	.2540	Nonsignificant

\*\*  $\rho > .01$  Nonsignificant

In responding to research question three, the calculated  $r$  value is less than the critical  $r$  value, i.e.,  $.20 < .2540 =$  nonsignificant at .01 calculated correlational value reaffirmed the fact that the extent of correlation school head and management system of secondary schools is low (.20). Therefore, the result confirmed that the school head have no relationship with the management system of secondary schools.

**NULL HYPOTHESIS**

**H0<sub>1</sub>: Parents-Teachers-Association and its influence on the School Management Operations.**

N	df	Alpha Level ( $\alpha$ )	$\bar{X}_1$	$\bar{X}_2$	$S_1^2$	$S_2^2$	t- cal	t-crit	Decision
251	249	.01	2.34	2.20	0.85	0.88	2.80	2.576	Significant

\*\*  $\rho < .01$  Significant

In responding to research question four, the calculated t-value is greater than the table value (t-crit) at .05 alpha level, df, 252. i.e.,  $2.80 > 2.576 =$  significant at .01 alpha level. To answer the question posed in research question

four, the calculated t-value reaffirmed that parents-teachers-association has a meaningful influence on the school management operations.

**H0<sub>2</sub>: Correlation Coefficient between Parents-Teachers-Association and the Management Operations of Secondary Schools**

n	df	Alpha Level ( $\alpha$ )	r-cal	r-crit	Decision
251	249	.01	.43	.2540	Significant

\*\*  $p < .01$  Significant

In responding to research question five, the calculated  $r$  value is greater than the critical  $r$  value, i.e.,  $.43 > .2540$  = significant at .01 alpha level. To answer the question posed in research question five, the calculated correlational value reaffirmed that the extent of correlation between parents-teachers-association and management operations of secondary schools is high (.43). Therefore, the result confirmed that parents-teachers-association has a noticeable relationship with the management operations of secondary school.

**H0<sub>3</sub>: The state school board system, the school head and parents-teachers-association do not have any significant difference in the management operations of the secondary schools.**

**Table 3: Final Summary table of value**

Source of variation	Sum of Square	df	Mean Square	F
Between	17.24	2	8.62	22.04
Within	3174.53	750	4.23	
Total	3191.77	752		

\* $p > .05$

Calculated F-ratio value = 22.04  
 F-ratio Table Value at .05 alpha level = 19.0  
 $22.04 > 19.0$  = Significant = Reject the Null Hypothesis

In table six of the null-hypothesis which stated that the state school board system, the school head and parents-teachers-association do not have any significant difference in the management operations of the secondary schools, one-way analysis of variance (ANOVA) was used to test this null-hypothesis. The calculated F-ratio of 2.04 is less than the table value of 19.0 at .05 alpha level, the test result is significant at .01 alpha level, therefore, the null hypothesis is rejected, since the ANOVA result is significant, the Scheffé test was test-run to locate the program link where the significant result occurred.

**TABLE 7: SCHEFFÉ TESTS**

$X_{\text{School Board}}$ Vs $X_{\text{School}}$	42.22	Reject
$X_{\text{School Board}}$ Vs $X_{\text{PTA}}$	1.81	Fail to reject
$X_{\text{School Head}}$ Vs $X_{\text{PTA}}$	61.50	Reject

With the Sheffe test the following result were obtained:

$X_{\text{School Board}}$  Vs  $X_{\text{School Head}}$  =  $42.22 > 19.0$  - Significant at .05 alpha level = Reject  
 $X_{\text{School Board}}$  Vs  $X_{\text{PTA}}$  =  $1.81 < 19.0$  - Non significant at .05 alpha level = Failed to reject.  
 $X_{\text{School Head}}$  Vs  $X_{\text{PTA}}$  =  $61.50 > 19.0$  - Significant at .05 alpha level = Reject

Therefore, the overall significant result from the One-Way Analysis of Variance did not include school board/Parents-Teachers-Association.

**DISCUSSION OF FINDINGS**

The final results of this empirical research study was not homogenously oriented but the result profile indicated some negative results considering the state of the Art in the research literature reviews.

The relationship between the school board and the school management system was not significant and such indication was not in harmony with the findings of Dowian (1983) and Olaitan (1983). These two authorities reaffirm in the finding that public school board and school system management are correlates.

The controlling function of secondary school head and the school management system did not correlate in this research study. This very result is indicating that the findings Peretomode (1995) was not in support of this result.

The parent –teacher association and the influence on school management operations had a positive result and was in support of Oden and Clune (1995) who claimed that parent teacher association is a functional instrument in the effective management of school system.

The parent teacher association and the school management operations were correlates. This very result was in consonant with the findings of Maduagwu (2004) and Mullins (1996) an observed working correlation between parent teacher association and the school management operations.

Finally, the role of the school board, school heads and the parent teachers association as a combined entity variable do correlate with the management of public school but the scheffé test indicated that the school board and the parent teacher association did not correlate with the school management system.

### CONCLUSION

The result confirmed that the role of secondary school board has no significant relationship with the school management system also the result confirmed that the controlling functions of the school heads have a direct relationship with the management system; the result confirmed that the school head have no relationship with the management system of secondary schools, and reaffirmed that parents-teachers-association has a meaningful influence on the school management operations, the result confirmed that parents-teachers-association have a noticeable relationship with the management operations of secondary school, the three variables as a unit factor yielded a significant result while the Scheffé test was test-run to locate the particular cell where the significant result occurred, the overall significant result from the One-Way Analysis of Variance did not include school board/Parents-Teachers-Association.

### RECOMMENDATIONS

To recap this empirical research study the following recommendations were proffered:

A rerun of this research study is highly recommended with a wider population to determine the tenability of the significant results.

A intensive planning and development research work should be carried out within the interphase between the public school board and the school management system.

A regional professional workshop should be conducted within the catchment area of this research work to enhance the relationship between the controlling function of secondary school heads and the school management system.

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**AUTHOR: DR. JOHN NYEM OKENDU (B.Sc. 1977, MA 1979, Ph.D 1984)**

In 1974 the author of this research paper was admitted into Edinboro University of Pennsylvania, Edinboro where he studied Petroleum Geology and earned a B.Sc. degree in June 1977.

In July 1977 the author was admitted into the Teachers College of OklahomaCity University where he did a post-graduate study and specialized in teaching supervision, measurement and evaluation a program he completed with excellence in December 1979 and earned an M.A. Degree.

In January 1980 the author proceeded to the Texas Southern University (TSU), Houston, Texas and undertook a Doctoral Program in University Administration and Planning. This doctoral program was full-time and intensive. At the end of the first year he passed his qualifying examination. Almost at the end of the third academic year the author passed his Doctoral Comprehensive Examination and was offered his doctoral candidacy, an upper academic echelon of the graduate school for the TSU doctoral program.

On the 2<sup>nd</sup> of July 1984, the author defended his doctoral dissertations in University Planning, a moment in history that featured an audience of 2,500 persons in attendance. On the 18<sup>th</sup> of August 1984, Dr. John Nyemaichechi Okendu was born to the guilds of experts in University Administration/Planning. His doctoral dissertation in planning was displayed in the showcase of excellence, school of education, downstairs, for three years after his graduation. Dr. Okendu has his professional membership with American Association of Higher Education since 1983.

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