

**PARENTAL INVOLVEMENT AND EFFECTIVE MANAGEMENT OF PUBLIC  
PRIMARY EDUCATION IN OYO STATE, NIGERIA**

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**Abstract**

*This study investigated the parental involvement and effective management of public primary schools in Oyo – State, Nigeria .The research design adopted for this study was the descriptive survey of the Ex-post Facto type. The study population consisted of all the one hundred and twenty three (123) public primary school heads in Akinyele Local Government Area of Oyo- State. All the population were also used as samples for this study, so as to ensure more effective and robust generalization of the findings of the study. A self – developed questionnaire titled “parental Involvement and effective Management of public primary schools (PIEMPPS)” was used to collect data for the study. A reliability co-efficient of 0.89 was established for “PIEMPPS” using Cronbach Alpha method of testing reliability. Data collected for the study were analyzed using descriptive and inferential statistics. All hypotheses were tested at 0.05 level of significance. The results of the study revealed that, parental involvement in the provision of basic school facilities and attendance of school functions is at low ebb. Findings from the study further showed that, there is a significant relationship between parental Involvement and school Management in terms of provision of basic facilities and attendance of school functions; and Involvement in decision making process of the school and effective management of public primary schools. Based on these findings, it was recommended therefore that, parents must show adequate interest in their wards school related activities through collaborative efforts with the school authority and government since it has been shown to be critical to effective school management which may in turn leads to school children’s education success.*

**Key Words:** Parents, Involvement, Primary Education, Effective management.

**Introduction**

The potential burden of primary education has increased due to growing population and increase demand for learning in Nigeria. Management of primary education is often brought into focus because it is the tier of education that is concerned with the basic literacy. It is the most popular level of education in Nigeria and other parts of the world, the most accessible level of education to the vast majority of people all over the world; in the words of Oyeleke (2014), primary education is the foundation for societal progress and development. Likewise Federal Republic of Nigeria (2004), describes primary education as the education given in an education institution for children aged 6 to 11+ and, the foundation of all other levels of education, its therefore, very fundamental or germane to the success or failure of the whole educational system. Primary education can also be described further as the foundation for the growth and future development of all children's education, since the rest of education is built on it. (Akomolafe, 2004).

Akinbote, Oduolowu and Lawal (2001), further argued that, the period of primary education is a crucial one in the life of an individual in particular and the society in general. This could therefore explain why this level of education has always attracted universal interest and attention, most especially, its management. However, despite the importance of this level of education to the entire educational system, it seems the most badly organized, managed and supervised level of education; in terms of quality instructional delivery and needed facilities that will enable it complete favourably with its counterparts from across the world.

Public primary schools in Nigeria appear to have degenerated beyond limits in terms of the commitment as well as the concern of authorities in ensuring standard and achievement of school objectives. Abbass (2013) laid credence to this that, conditions for teaching and learning in public schools have completely deteriorated or even collapsed beyond redemption. Levin and Lockheed (1993) in their study identified three indices which facilitate school effectiveness, among which is a level of community involvement, which may take the form of additional resources supplied by the community, contributions the school makes to the life of the community and direct parental involvement which may invariably lead to improvements in the

educational attainments of the students through advancement of their educational achievements. The sorry state of facilities in most Nigerian public primary schools appears to be worsening by the day; and hence, effective management is being jeopardized.

On the State of Nigerian public primary schools, inadequate funding like other levels of education in Nigeria, is the bane of this level of education, and most times, this reflects through inadequate provision of teaching materials, ranging from stationeries', staff issues; and sadly, this situation seems not to have changed much. Lawanson (2011) laid credence to this by further remarked that, most of the public owned schools are in deplorable state with de-roofed building, cracked walls, lack of office space for teachers, broken down chairs, tables and doors, with some students still learning under trees in this 21<sup>st</sup> century, while majority of the students still sit on bare floors to write even where classrooms are available.

This situation appears worrisome by the seemingly unsupportive attitudes of some members of the school community; most especially the parents whose many of their wards attend these schools. Every school, no doubt would benefit from greater parental involvement, in terms of provisions of basic facilities which invariably may lead to better academic performance on the parts of the students and effective management by the school heads, all being geared towards the achievement of pre-stated educational objectives.

The sorry state of facilities in most Nigerian public primary schools appears to be worsening by the day. Shehu (2007) opined that, in many schools today in Nigeria, lack of portable water, inadequate waste disposal facilities, appear to be the order of the day. According to him, many schools are poorly lit, overcrowded without adequate ventilation and most times sited in noisy and hazardous areas, dilapidated school buildings, moldy and unkempt environments overgrown with weeds, seems to be a common sights in many of the publicly owned schools, be it primary or secondary school.

Many of the schools heads have been incapacitated in the effective discharging of their duties; such as supervision of instructions and School activities, provision of instructional materials for teachers' use in the Classroom, Organizing staff welfare programmes for teaching and non- teaching Staff, supervising of teachers lesson notes and scheme of works,, curriculum design for the new year, ensuring

effective School- community relation through viable and effective parents Teacher Association (P T A) body, among others: in such a way that will lead to the achievement of school goals, especially in the areas of student developmental and educational outcomes. This situation many at times can be attributed to deplorable state of facilities in many of the public owned primary schools.

The need therefore for collaborative efforts and contribution of all stakeholders from the school community, especially parents whose wards directly benefits from these schools cannot be over stressed. Considering further that, government alone, according to Jaiyeoba (2004) cannot provide all the necessary facilities and resources needed in public schools and the role of parents in ensuring that their children attend and stay in schools, especially at the primary school level, facilitating every child's access to school irrespective of the gender, the need to collaborate with school heads, to ensure that the school environment is free of crime and any other communal vices cannot be over flogged.

Participation in PTA activities, monitoring of children's progress and support of teachers in their work through assistance of children with home work are few of many of the key roles expected of parents (UBEC, 2010). Nye, Turner and Schwartz (2006) further affirmed that, Parental involvement in school programmes have been assumed to be an important contributor to School Children's educational success.

Also, teachers and school heads of many public primary schools need to be up and doing in the performance of their duties; going by the non-challant attitudes of many of them to their works. This was further buttressed by Wallace foundation (2009) that, effective leadership is vital to the school success. Various researches have shown that there is a slim chance of creating and sustaining high quality learning environments in the absence of a skilled and dedicated leader to help shape teaching and learning process.

Jehobo (2002) in the same vein emphasized the importance of school heads to the level of school success or effectiveness; according to him, lack of dedication by the school heads coupled with teachers' poor interest in teaching may put the entire school system into jeopardy. Jeynes (2003) cites parents,' family and community involvement as a key to addressing the school dropout crisis and note that strong school parental involvement facilitates motivation on

student's parts. Likewise Badary (2011), believes that home being the child's first place of learning is the root of his/her educational success or crisis since the first teacher of every child is the parents; according to him, nothing helps a child succeed like an involved parent. It is the parental elementary duties to play the all important roles in shaping the adult lives of their children. The need to dedicate time and invest money in activities that influence their children's well-being cannot be wished away. The main concern of this study, is to therefore investigate the relationship between parental involvements and effective management of the public primary schools in Oyo - State, Nigeria.

### **Statement of the Problem**

Primary education is the foundation upon which the success or failure of other levels of education are built. It effects a smooth transmission of children to secondary level of education; through effective management. However, the current trend in many public primary schools in Oyo State which is the focus on this study tends to make one wonder if the parents, many at times represented by PTA body are still making useful contributions to school management. A number of factors such as poor management of many public primary schools by the head teachers, coupled with inadequate infrastructural facilities, insufficient teaching and learning materials, over-crowded classes, dilapidated structures in the school, inadequate furniture for both teachers and students, to mention but a few, have become an issue of concern to most stakeholders in education.

This development could be attributed to the observed poor parental involvement in the day-to-day management of the many of the public primary schools. So many parents appear to be indifference to the activities going on in their children's or wards schools. Such parents hardly get involved in anything that can promote the course of the school, they complain about nearly everything done in the school; they hardly attend PTA meetings and rarely pay any levy especially, the developmental levy to the school. Many of such parents are quick to allege the school heads of extortion and many at times, pick in everything done by other parents who are committed to the overall development of the school. The problems of this study put in a question form is; to what extent have parents involved in the management of public primary schools in terms of lending their support

to the provisions of basic facilities that would enhance effective management of these public primary schools.

### **Objective of the study**

The main objective of this paper is to therefore ascertain through the school heads in Oyo State Public Primary Schools, the extent to which parents contribute to the effective management of public primary schools and how can this be improved upon. To also find out the relationship between parental involvement and effective management of public primary schools.

### **Research Questions**

The following research questions were raised to guide the study:

1. What is the extent of parental involvement in effective management of public primary schools in terms of their contributions to the provision of school facilities?
2. To what extent does parental social involvement in the management of public primary schools affects its effective management?

### **Hypotheses**

The following null hypotheses were formulated to guide the study:

- (1) There is no significant relationship between parental involvement in terms of provision of school facilities and effective management of public primary schools.
- (2) There is no significant relationship between parents' social involvement (in terms of attendance of schools functions) and effective management of public primary schools.

### **Research Design**

The research design adopted for this study was the descriptive survey of the ex-post facto type. This was because the manifestations of the study variables under investigation had already taken place prior to the commencement of the study. This research design is considered suitable by the researcher since it involves studying of a group of people by collecting and analyzing data from only a few people regarded to be the representatives of the entire group.

**Population of the study**

All of the one hundred and twenty three (123) public primary school heads in Akinyele Local Government managed by the Oyo State Universal Basic Education (UBEC) constituted the population for this study. The choice of this population was informed by the thinking that the school heads are likely to be better informed about the issues of parental involvement in school management.

**The sample**

The entire 123 heads of the public primary schools in the sampled local government equally constituted the sample for the study. A well structure questionnaire was used; tagged-parents involvement and effective management of public primary schools (PIEMPPS). The instrument had two sections, A and B. Section A dealt with personal data of the respondents while section B dealt with variables of interest raised in the study. The items of the instrument were structured based on the modified Likert Version of 4 point scales as follows: Very large extent (4 points) large extent (3 points) small extent (2 points), very small extent (1 point). The instrument followed the suggestions of experts in psychometrics for face and content validation, it equally provided a reliability coefficient of 0.89 with the applications of Cronbach alpha.

**Procedure for Data Collection**

Copies of the questionnaire were administered one on one to the respondents by the help of two research assistants. The researcher and the research assistants visited the sampled schools and administered the copies of the questionnaire on the school heads in their offices; after which the questionnaire were retrieved upon the completion.

**Method of Data Analysis**

The analysis of data was done by using descriptive statistics for the research questions raised and inferential statistics for the hypotheses generated.

**Research Question 1**

What is the extent of parental involvement in effective public primary school management in terms of their contributions to the provision of school facilities in public primary schools?

**Table 1: Extent of Parental Involvement (in terms of provision of school facilities) and Effective Public Primary Schools Management**

S/N	Items	Very large extent	Large extent	Small extent	Very Small extent	Mean	Standard deviation
1	Furniture Provision	0 0%	1 0.8%	121 98.4%	1 0.8%	2.00	0.078
2	Furniture Maintenance	1 0.8%	1 0.8%	0 0%	121 98.4%	1.02	0.17
3	Equipment Procurement	1 0.8%	0 0%	121 98.4%	1 0.8	2.00	0.11
4	Building construction	2 1.6%	1 0.8%	1 0.8%	119 96.7%	1.04	0.29
5	Building renovation	1 0.8%	2 1.6%	1 0.8%	119 96.7%	1.02	0.19
6	Provision of Instructional materials	1 0.8%	2 1.6%	2 1.6%	188 95.9%	1.04	0.24
7	Contribution towards staff Welfare	2 1.6%	1 0.8%	2 1.6%	118 95.9%	1.06	0.39
8	Scholarship	0 0%	1 0.8%	2 1.6%	120 97.6%	1.01	0.11
9	Security and safety in school	3 2.4%	2 1.6%	1 0.8%	117 95.9%	1.07	0.40
10	Equipment Maintenance	1 0.8%	1 0.8	120 97.6%	1 0.8%	2.00	1.11

The general indication from the Table 1 above shows that, the response from the sample respondents on all the facilities indicated was an average point of 1.4, except for furniture provision and equipment procurement and maintenance which have an average point of 2.0. This



then implies that, parental involvement in terms of provision of school facilities are at a very small extent, and those that have 2 points are to small extent. Ordinarily, looking at the rating points of 1 and 2 points are significant compare to 3 and 4 points, therefore, parental level of involvement in terms of provision of school facilities for effective management of public primary schools is at little or small extent.

### Research Question 2

To what extent does parental social involvement in the management of public primary schools affect its effective management?

**Table 2: Parental Social Involvement and Effective Management of Public Primary Schools**

S/N	Items	Very large extent	Large extent	Small extent	Very Small extent	Mean	Standard deviation
1	Prize giving day	3 2.4%	117 95.1%	2 1.6%	1 0.8%	3.0	0.26
2	Open day	1 0.8%	1 0.8%	0 0%	121 98.4%	2.01	0.91
3	Cultural day	4 3.3%	118 95.9%	1 0.8%	0 0%	3.03	0.18
4	Valedictory service	4 3.3%	116 94.3%	2 1.6%	1 0.8%	3.02	0.20
5	Parental involvement in decision making process	10 8.1%	9 7.3%	2 1.6%	102 82.9%	1.17	0.47
6	Alumni contribution	1 0.8%	6 4.9%	5 4.1%	111 90.2%	1.23	0.57
7	Parent have cordial relationship with school head	1 0.8%	5 4.1%	11 8.9%	106 86.2%	1.16	0.53

The results from the Table 2 above shows that, parents involvement in public primary schools social activities such as: prize giving, cultural ceremonies and valedictory service to a large extent, has the average rating point by the respondents is 3 point, while parents involvement in activities such as Open day, Decision making, Alumni contribution, cordial relationship with school heads is to a small or very small extent, since average rating points of each respondents tends towards 1 point. Therefore parents are selective in attendance of public primary schools activities.

### Hypothesis 1

There is no significant relationship between parental' involvement in effective secondary school management (in terms of provision of school facilities) and effective management of public primary schools

**Table 3: Shows the Relationship between Parental involvement ( in terms of provision of school Facilities) and Effective School Management**

Variable	Mean	Std. Deviation	r	Sig.	p	Remark
Provision of facilities	2.060	0.2199				Significant
Effective Management.	1.775	0.2680	0.421	0.00	< 0.05	

Table 3 above shows that, Pearson correlation coefficient was calculated to know the relationship between the parental involvement in term of provision of school facilities and effective public primary school management. A weak positive correlation was found ( $r = 0.421$ ,  $p = 0.05$ ), indicating, a statistically significant linear relationship between parental involvement in provision of school facilities and effective primary school management. Therefore, the null hypothesis that states that, there is no significant relationship between parental involvement in terms of provision of school facilities and effective management of public primary schools is not accepted.

**Hypothesis 2**

There is no significant relationship between parental social involvement (in terms of attendance of school functions) and effective management of public primary schools.

**Table 4: shows Relationship between parental social involvement and effective management of Public Primary schools.**

Variable	Mean	Std. Deviation	r	Sig.	p	Remark
Social involvement	1.330	1.805				Significant
Effective Management	1.775	0.268	0.381	0.00	< 0.05	

The Pearson Product Moment Correlation was used to know the relationship between parental social involvement and effective public primary school management. The result  $r = (0.38)$  revealed that there is a positive linear relationship between the two variables which is significant at 0.05 level of significance. This implies that change in parental social involvement will lead to a significant change in effective public primary school management. Therefore the null hypothesis which states that there is no significant relationship between the two variables is not accepted.

**Discussion**

The findings of the research questions raised showed that, parental level of involvement in terms of the provision of school facilities and their social involvement which can facilitate effective management of public primary schools was at a small extent. This indicates that parents have not been up and doing in the provisions of basic facilities in the public primary schools under investigation. This finding therefore is contradictory to the work of Levin and Lockheed (1993), and UBEC (2010) that, among the three indices that facilitate school effectiveness is additional resources supplied by the community and direct parental involvement in the running of the school; or how can one explain the

relative level of school effectiveness being achieved by the schools under investigation despite the low extent of parental involvement. These findings may not be unconnected with poor financial base of many of the parents who have ward in some of these public primary schools and the enormous believe among many parents that education at any level is a sole responsibility of the government of the day; hence the reason for their little or no involvement in the provision of some of the needed basic facilities that can enhance teaching and learning and general well being of the school.

Political environment too is not helping matter as many people, especially parents have been made to believe that education is free, and as such, parental involvement in the development of this sector is therefore not needful again. Government budget on yearly basis to public primary schools and other level of education accommodate to a large extent recurrent expenses covering teachers' salary. School administrators are therefore at the mercy of the society, especially the parents for the provision of essential physical, and material facilities for the school.

The result of the hypotheses showed a significant relationship between the provision of school facilities and social involvement of parents in terms of attendance of school functions and effective school management. This then implies that, parents as education stakeholders cannot afford to wash their hands clean of the running of public primary school because the expression of interest in the school related activities by parents is very critical to effective management of school; and building of a strong and viable primary education system through vibrant leaders. Parent's involvement in terms of the provision of basic facilities and attending school social functions are likely to support and enhance the child's skill and knowledge development. Jaiyeoba (2001) further affirmed this that, without any doubt however, the school community relationship has mutual benefits for the parties involved, the students, teachers and school administrator. Inadequate provision of physical and material facilities to cope with ever increasing enrolment for primary education has made school management a much more complex and difficult exercise than it used to be some years ago; and there is therefore a need for aggressive parental involvement so as to salvage the situation; and more also, nothing helps a child succeed like an involved parent. Odunsi (2000) laid credence to this that long

term academic achievements and better effective school management have been identified as benefits of parental involvement in education.

### **Conclusions and Recommendations**

The study was concerned with the involvement of parents in the effective management or running of the public primary schools in Akinyele Local Government Area of Oyo State. This was informed by the perceived dismal performance of public primary schools administrator's in the management of their schools.

The overall findings revealed that, parental involvement in the provision of school facilities and involvement in social function are at low ebb. Parents involvement in terms of provision of school facilities and attendance of social functions such as prize giving day, literary and debating competition, valedictory service, open day, cultural day, Alumni contributions among others; are very key to effective management of public primary schools. It was therefore recommended in this study that, all stakeholders in the public primary schools sub-sector need to cooperate and collaborate with the school authority in the provision of basic school facilities and attendance of social functions so as to enhance effective school management which may invariably support and enhance the students skills and knowledge development which is one of the ultimate goals of primary education.

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