

Parental Involvement In The Secondary School Administration: Teacher Perspective

Dr. M. A. Yusuf, Hassan kehinde olasupo

*Department of educational management. Faculty of education. Obafemi awolowo university ile ife, Nigeria.
Department of educational management. Faculty of education. Obafemi awolowo university ile ife, nigeria.*

ABSTRACT:- The parental involvement on secondary school administration in Osun State can not be underrated. Therefore, the study investigated the parental participation in the administration of Osun State secondary schools. Descriptive survey research design was used for this study; the target population for the study comprised 601 public secondary schools in Osun State. The sample for this study consisted of 36 teachers using simple random sampling technique. A self-designed questionnaire was used as research instrument for this study. Namely: Assessment of Parental Involvement in Secondary School Administration Questionnaire (APISSAQ). The APISSAQ was administered on teachers of the selected schools to elicit information. The data collected were analyzed using percentage scores to answer research questions. The findings indicated that Parents in Osun State secondary schools demonstrated their involvement in area of: school administration (75%), school decision making (63.9%), school project (66.6%), school development programmes (80.6%), and provision of school materials (75%). The study also indicated that level of parental involvement across the school types in Osun State secondary school is moderate (41.7%). Equally, The study showed that parents were facing financial challenges (69.5%), communication challenge (52.8%), community relation challenges (63.9%) and challenges of infrastructural provision (52.7%). The study concluded that parental involved in the administration of administration of Osun State secondary school. However, necessary attention and support still needed in area of school funding

Keywords: Parents; involvement; secondary school; administration

I. INTRODUCTION

Administration is a component part of management that is concerned with facilitating the accomplishment of the objective in an organization through the systematic management of constrains, problems and carefully utilization of available limited resources which include human, material, space and work technique. In simple term, Administration is principally responsible for the execution or implementation of policies, plans and programmes to achieve the stated objectives.

The school exists in a society representing people in many walks of life, all of whom have passed through some form of schooling, be it formal or informal. Most people in the community have an interest in, and are willing to contribute to the success of children and their safety in school. The school receives input from the society (e.g., students, staff and resources) and, consequently, graduates students into professions addressing the needs of the society. Thus, it is an open system. It is, therefore, important that parents, business companies, and stakeholders – work in partnership with the school for the success of children. Specifically, parents have direct impact on their children's progress in school.

The Establishment of Community Based School Management Committee (CBSMC) is in line with the directives of the National Council on Education (NCE) in 2005 to establish CBSMC in all schools throughout the country. CBSMC were first established and formally launched in Osun State by the then Executive Governor on 21st August, 2008. Also CBSMC is a global initiative and has received wide acceptance in many countries all over the world. However, the overall goal of the establishment of CBSMC as spell out in the policy of ESTABLISHMENT i.e to promote good governance at the School levels, achieve high School performance and improved learning outcomes of all students through the active participation of community members. The present State Government is of realization immense roles and duties of all Education Stakeholders in the

Community and State at large. The roles Community Based School Management Committee (CBSMC), School Based Management Board and School Based Management Council already established and members inaugurated in all public Elementary Middle and High Schools should take over mantle of leadership from Parent Teacher Association (PTA) and start performing all leadership roles in their respective schools in the state.

In the 1980s, the United States became particularly concerned with the quality of its educational system. Parental involvement in schools became a major issue. Communities also become more watchful of the expense of public education, while local schools became concerned with continuous provision of high-quality teaching and other services. All of this occurred in a time of dwindling resources. Additionally, parents wanted assurance that their children were receiving preparation adequate to lead the rewarding adult lives (Kathleen and Karen, 1989).

Riley (as cited in Moles, 2000) explained that “parents are the essential link in improving American education, and schools simply have to do a better job of reaching out to them”. Researcher became interested in how schools in Osun State involve parents in the administration of secondary school; Researcher observed that students whose parents were not involved did not perform well. Many dropped out of school or failed to further their education.

According to Keane (2007), Parental involvement improves the chances of children’s success at school, yet research suggests that parent participation may be on the decline. Keane further asserted that student achievement represent more than just grades, attendance, and students’ attitudes toward school, student behavior, and the drop-out rate all connect with student achievement.

Powers and decision in management and administration of education and training have remained heavily concentrated at ministerial level. Attempts to involve regions, districts parents and communities in the management and administration of educational institutions in their areas of jurisdiction were wanting and effective management of education and training necessitates parental involvement in the policy exercise by the government, therefore advised that ministries responsible for education and training shall devolve their responsibilities of management and administration of education and training to lower organs and communities level. The government therefore, support for decentralization in the provision of education finds roots on the general belief that the local governments were more in tune with the needs of their constituents and therefore were better placed to deal more diligently with the emerging situations; including those of access and equity. It is also believed that local government can easily mobilize nearby parents in the formulation and implementation of policies particularly those regarding the provision of social services. In addition to promoting responsiveness of the communities to education activities in their areas, active involvement is likely to increase accountability and resource mobilization. The importance of parental role in education is clearly captured in the Education and Training Policy. The policy document provides a historical background and revisits current changes put in place to ensure that education is becoming the right of all citizens. However, the government has realized that unless powers and making decision processes in the management and administration of education and training that formally were heavily concentrated at the ministerial level were decentralized, the country would not improve its educational delivery.

People involvement in the administration of secondary schools in their areas is now following rapid increase in enrolment rates in secondary schools as indicated in the Secondary Education Development Programme (SEDP.2004-2009) Nevertheless, having secondary school at every ward calls for building strong managerial relationship between different societal organs and academic institutions. As a motivation, they had to make sure that the schools were not only built in their societies but were also run collaboratively in favour of the communities.

Since it was impossible that not every member of the community could be directly entrusted in the administration of the schools, the Ministry of Education and Vocational Training chose school boards as the community representatives on school management issues. What was normally seen was that communities were involved during the construction stage whereby the work relied heavily on government arrangements at both wards and village levels, despite government policies and procedures involving parents in the school administration, empirical evidence shows that the level of involvement of parents and communities were still marginal. The 1972 Decentralization programme, the 1978 Education and Training Policy seem to have done little to ensure parents and communities involvement in the management and administration of secondary school (Otieno 2000, Mutengeki 2004). Reasons behind this scenario could be firstly, the role of parents in the management and administration of secondary school as part of SEDP. Were not stipulated clearly and secondly the role were limited to certain functions and for a certain period only.

Statement of the Problem

Many Studies in Education Sector had often focused on the effects, successes and failures of community involvement in various areas of school financing in the primary area. These included; Lwiza (2004) and Mulengeki (2004), and Mosha (2004) who did their studies on devolution of educational management powers to local government while Lyimo (2001), Matekere (2003), Mlaki (2005) and Millanzi (2005) studied academic performances in community secondary schools. This has led to a situation that there is paucity of information on how parents are involved, areas of involvement and their challenges in administration of secondary education. It was the researchers' opinion therefore, that the study would, help to bridge the knowledge gap in terms of how much power and decision – making in the management and administration of secondary education has been decentralized to the parental level.

The problem in this study was, therefore, against this background that this study wants to examine the various ways the schools involve parents in secondary school administration in Osun State, hence this study.

Objective of the Study

- (a) Examine the areas of parental involvement in school administrations
- (b) Assess the relative levels of parental involvement in variance school administrations.
- (c) Evaluate the challenges of parental involvement in school administrations.

Research Questions

1. What are the areas of parental involvement in school administration?
2. What are the levels of parental involvement in school administration?
3. What are the challenges of parental involvement in school administrations?

II. LITERATURE REVIEW

Koontz and Weihrich (2006) defined administration as a process of designing working together in groups to efficiently accomplish selected aims. Administration is the art of getting things done through and with people in formally organized group. It is the art of creating the environment in which people can perform, an individual gets cooperate involvement towards attainment of group's goals. It is the art of removing blocks from such performance, a way of optimizing efficiency in reaching goal. This administration is applicable to education sector.

Akpotowoh (2006) defined educational administration as arrangement of the human and material resources and programs available for education and carefully using them systematically for the achievement of articulated objectives. This involves describing tasks to be performed to accomplish certain objectives, assigning these tasks to carefully selected and trained personnel, making the personnel perform efficiently by using the tools provided for them, coordinating some formal structures which permits a hierarchal allocation of responsibilities with communication flow, and contributing to the fact that administration involves co-ordination of human and material resources towards the attainment of pre-determined objectives. Akpotowoh (2006) further said that the school administration aims at using both human and material resources within the school system for the achievement of objectives. Ajayi and Ayodele (2003) stated that secondary school administration entails working with and through teachers, non-teaching staff and students to get things done effectively. The administration is not completed without the involvement of parents. Parental involvement may contribute more toward the achievement of secondary schools goals.

The aim of parental involvement in administration of schools is to enable Parents to know what is going on in the School and also give their opinion on certain issue concerning children. Another reason for parental involvement as stated by Oghuvbu and Iyeke (2004) was to assist the administration of School through the provision of infrastructural facilities, protection of the School properties and seeking Government assistance in the provision of facilities. According to Olowe (2007), parental involvement would help in the provision of infrastructural facilities by providing the school with electric plant generators, school vans, libraries, books and classroom equipment. Aguba (2009) denoted that parental involvement would help in the provision of infrastructural facilities by providing the school classrooms, dormitory blocks, staff quarters, science laboratories and equipment.

Đurišić and Bunijevac (2017) emphasized that to ensure effective parental involvement, schools may organize partnership programs that will continually develop, implement, evaluate, and improve plans that will encourage parents and family involvement. Epstein (2018) validated family and parental involvement in schools have been consistently linked to higher student achievements, graduation rates, improved student behavior, and attendance in schools. According to Gonzalez et al. (2013), the success or failure of any parental involvement program depends on the rapport between the school and the home. Accordingly, researchers showed that parental involvement in their children's academic education benefits students in the following ways: academic achievement, improved behavior, increased motivation, enhanced regular attendance, and positive attitude

towards their school and homework in general (Epstein, 2018). Therefore, this study examined the parental involvement in the administration of secondary schools in Osun State

III. METHODOLOGY

The study adopted quantitative approaches for collection of data. The population for the study comprised 601 public secondary schools and teachers across the three (3) senatorial districts in the state. The sample for this study was 36 teachers using multistage sampling procedure. A simple random sampling technique was used to select two Local Government Areas (LGAs) from each of the three senatorial districts. From each LGA, three secondary schools were selected using simple random sampling technique. Two teachers were selected using simple random techniques. A self-designed research instrument was used for this study titled Assessment of Parental Involvement in Secondary School Administration (APISSA) to elicit information from the teachers. The instrument was divided into two sections. Section A, information on the socio-demographic characteristics of the respondents, while Section B elicited information on Assessment of Parental Involvement in Secondary School Administration in Osun State public secondary schools. The instrument was validated by experts. The reliability of the instrument was ensured by the researcher, subjecting the instrument to test and re-test method and reliability index was 0.82. The researchers administered the questionnaires personally and retrieved them instantly. Data obtained were analyzed using percentage scores for responses.

IV. RESULTS

Research question 1: What are the areas of parental involvement in school administration?

Table 1: Percentage Scores of Principals and Teachers on the areas of parental involvement in school administration

S/ N	Items	Agree		Disagree	
		F	(%)	F	(%)
1	Parents are involved in the school administration	27	75	9	9(25)
2	Parents are involved in the planning of some school programme.	16	44.5	20	20(55.5)
3	Parents are involved in formulating school policies and laws	12	33.4	24	24(66.6)
4	Parents are involved in some school decision making.	23	63.9	13	13(36.1)
5	Parents involved in selection of school location.	15	41.7	21	21(58.3)
6	Parents are involved in the school project	24	66.6	12	12(33.4)
7	Parents involve in school development programmes.	29	80.6	7	7(19.4)
8	Parent are involved in provision of school materials	27	75	9	9(25)

From the table one, parents were involved in the: school administration (75%), some school decision making (63.9%), the school project (66.6%), school development programmes (80.6%), and provision of school materials (75%). This implies that parents contributed in school administration in area of decision making, development programs and provision of school materials in Osun State secondary schools

Research question 2: What are the levels of parental involvement across school types?

Table 2: Percentage Scores of Principals and Teachers on the levels of parental involvement across school types

	F	%
Low (1-29)	8	22.2
Moderate (30 - 35)	15	41.7
High (36 - 43)	13	36.1
Total	36	100.0

Based on frequency table two, parents in Osun state secondary school have moderate level of involvement across school types (41.7%). From the results, it can be therefore suggested that level of parental involvement across the school types in Osun State secondary school is moderate.

Research question 3: What are the challenges of parental involvement in school administrations?

Table 3: The challenges of parental involvement in school administrations

S/ N	Items	Agree		Disagree	
		F	(%)	F	(%)
1	Parents are facing financial challenges	25	69.5	11	30.5
2	Parents are facing communication challenges	19	52.8	17	47.2
3	Parents are facing community relation challenges	23	63.9	13	36.1
4	Parents are facing challenges of infrastructural provision	19	52.7	17	47.3
5	Parents are facing administrative challenges	17	48	19	52

Data from table three showed that parents were facing financial challenges (69.5%), communication challenge (52.8%), community relation challenges (63.9%) and challenges of infrastructural provision (52.7%). This could be implied that the challenges facing parental involvement in school administration of Osun State secondary schools were finance, communication with the school, relationship with the school and availabilities of infrastructural facilities

V. DISCUSSION OF FINDINGS

The findings of the study showed that parents in Osun State secondary schools are involving in school administration and even involved in planning of some school programme that are really concern them. Also, parents are involved in school project and also participate in school decisions that can develop schools. More still, parents are involved in provision of school material and also support development programmes of schools in the study area. The finding concurred with Elui (2007) finding who agreed that the aim is to enable Parents to know what is going on in the School and also give their opinion on certain issue concerning children. The study also corroborated with the finding of Oghuvbu and Iyeke (2004) findings who indicated that the Community assist in the administration of School through the provision of infrastructural facilities, protection of the School properties and seeking Government assistance in the provision of facilities. The findings is also in line with the findings of Olewe (2007) who indicated that communities participate in the provision of infrastructural facilities by providing the school with electric plant generators, school vans, libraries, books and classroom equipment. This findings further support the findings of Aguba (2009) result of the findings indicated that the communities participate in the provision of infrastructural facilities by providing the school classrooms, dormitory blocks, staff quarters, science laboratories and equipment. Though, parents in the study area are not involving in formulation of school policies and laws, likewise, parents are not involved in selection of school location in the study area.

The findings further showed that level of parental involvement across the school types in Osun State secondary school is moderate. This indicated that parents are moderately involved in programmes, activities, events (human and materials) and administration of schools across the school type in Osun State. This finding concurred with the findings Akpotowoh (2006) who agreed that school administration aims at using both human and material resources within the school system for the achievement of objectives. Akpotowoh, in particular, defined educational administration as arrangement of the human and material resources and programs available for education and carefully using them systematically for the achievement of articulated objectives. This involves describing tasks to be performed to accomplish certain objectives, assigning these tasks to carefully selected and trained personnel, making the personnel perform efficiently by using the tools provided for them, coordinating some formal structures which permits a hierarchal allocation of responsibilities with communication flow, and contributing to the fact that administration involves co-ordination of human and material resources towards the attainment of pre-determined objectives. This finding is also in line with Ajayi and Ayodele (2003) who stated that secondary school administration entails working with and through teachers, non-teaching staff and students to get things done effectively.

Finally, the finding indicated that parents are facing financial challenges. Inadequate funding is a major problem facing the educational institutions in Nigeria from the primary level to the university level.

VI. CONCLUSION

The findings indicated that Parents in Osun State secondary schools demonstrated their involvement area: in school-community relations, finance, and infrastructural provisions. The study further indicated that parents were facing financial and administrative challenges in term of government policies in Osun State secondary schools. From the findings of the study, it was concluded that parents contributed to the secondary school administration in Osun State secondary schools

Recommendations

Based on the findings of the study, the following recommendations were explained as followed:

1. The parents should take active involvement in the funding of the school as a means of contributing toward the school administration.
2. The parents should improve their involvement with the school by contributing to all activities that can promote the school administration. The principals should also accept ideas and contributions of parents that can enhance the school administration.
3. The parents should also assist the schools in the maintenances of the available facilities in the school and also assist in the provision of infrastructural facilities that will aid the schools' administration.
4. Good interpersonal relationship between the school and parents should be established and fostered for the purpose of improving the academic achievement of pupils as well as the general development of secondary education in Osun State.
5. Each Local Government should be sensitized and encouraged to develop cordial school parental relationship especially at the grassroots level in term of finance and government policies for the betterment of administration in Osun State Secondary School.
6. The school administrator should enlighten the Parent on the importance of their involvement in the affairs of the schools.

REFERENCES

- [1]. Ajayi & Ayodele, (2003). Fundamental of Educational Management, Ado-Ekiti Green Line Published.
- [2]. Epstein, J. L. (2018). School, family, and community partnerships: Preparing educators and improving schools. New York, NY: Routledge.
- [3]. Federal Republic of Nigeria. (2014). National Policy on Education. (6th Edition). Lagos: NERDC Press
- [4]. Gonzalez, L. M., Borders, L. D., Hines, E. M., Villalba, J. A., & Henderson, A. (2013). Parental involvement in children's education: Considerations for school counselors working with Latino immigrant families. *Professional School Counseling*, 16(3), 185–193. doi:10.1177/2156759X1701600303
- [5]. Ogbuubu, E.P. & P. Iyeke (2004). An Analysis of Community School Relation: as a peaceable Tool Multidisciplinary. *Journal of Empirical Research*, Ekpoma-Edo State University, nigeria.
- [6]. Olewe, (2007). Extent of Community participation in the provision of infrastructural facilities in Ogun State.
- [7]. Koontz & Heinz Wehrich. (2006). Essential of Management. Tato Mc Graw-Hill publishing Company Limited.

*Dr. M. A. Yusuf, Hassan kehinde olasupo
Department of educational management. Faculty of education.
Obafemi awolowo university ile ife, Nigeria.*