



Influence of Parent Teachers' Association on Provision of School Facilities in Primary Schools in Northeast, Nigeria

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ABSTRACT

This study was focused on the influence of parent teachers' association on provision of school facilities in primary schools in Northeast. A table for sample determination by Krecjie and Morgan was used to sample 250 respondents for the study. 250 questionnaires were distributed. Three objectives and three research questions were formulated to guide the study. The sample for the study is 400 respondents out of the 35,915 population. The sampling technique used in selecting the respondents is proportionate random sampling. Questionnaires were used to collect data for the study. The questionnaire was used for data collection. The instrument was validated through experts in the field of educational foundations. The instrument was tested through test re-test reliability method. While, data collected was analysed using mean and standard deviation and the hypotheses were tested using Pearson Product Moment Correlation (PPMC). And hypotheses were tested using simple regression. Responses to the open-ended items in the questionnaires were analysed and recorded quantitatively while closed-ended items in the questionnaires were analysed and reported descriptive statistics such as frequencies and percentages. The analysis of the data collected has proved that the influence PTA on the provision of school facilities have a serious positive influence on government primary schools in Northeast, Nigeria. The findings of the study revealed that there is significant difference between physical facilities in primary schools related to PTA. From the aforementioned findings and conclusions, the study recommends among others that: headmasters embrace more transparencies and accountability during utilization of available PTA funds.

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INTRODUCTION

Education is the medium through which an individual achieves success in his/her career in life as well as function effectively in the society and in the world at large. The purpose of education is to equip the individual to progressively control his affairs and also contribute to societal development positively. Education also provides the people in the society with the necessary skills that allow them to adjust easily and smoothly to the rapid physical, emotional, mental and social changes in the society in which they live. Primary education is

the level of education in Nigeria where solid foundation for transition to higher education and useful living is laid.

According to the Federal Republic of Nigeria (FRN) (2013), secondary education is the form of education children receive after primary education and before tertiary stage. Specifically, the secondary education provides the teaming number of successful primary school leavers with the opportunity for education of higher quality irrespective of sex, or social, religious and ethnic background. This is achieved through successful

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and proper management of the public primary schools. The word management has been conceptualized in many ways with the overall objective of achieving organizational goals by meeting the resourceful needs of the workers. Management is that network of planning, organizing, coordinating and controlling of activities for the achievement of organizational goals.

Since human beings are part and parcel of the management process, the goals of the organization must include their well-being. Adesina (2018) defined management as the organization and mobilization of all human and material resources in a particular system for the achievement of identified objectives. Adesina maintained that management is the coordination of the resources of an organization through the process of planning, organizing, directing and controlling activities in the organization in order to attain organizational goals. However, some see management as a process. Nwachukwu (2015) opined that management is the coordination of all the resources of an organization through the process of planning, organizing, directing and controlling in order to attain organizational objectives.

Ogbonnanya (2019) observed that the importance of management to any organization cannot be overemphasized. It is obvious then that management is very important for any organization to plan, control, direct, coordinate and executes its activities aimed at actualizing its objective. Management therefore implies planning, coordinating and controlling of activities in an organization with the aim of achieving the set goals and as well as satisfying the needs of the workers. It is the pinnacle of the growth and development of an organization. To achieve functional education in Nigeria therefore there is an urgent need of creative and quality educational managers capable of taking Nigeria to the next level in the quest for sustainable national development (Ezeaku, 2019).

Consequently, how effective the principal is in performing this administrative role have been a matter of concern to many educationists, parents and the government of

every country from whom most of the resources for education are provided (Agu, 2021). One of the ways educational managers achieve effectiveness in their job is by involving the Parent Teachers Association (PTA) in coordinating what goes on in the school. Therefore, the involvement of the Parents' Teachers' Association in schools has become one of the ways administrators of schools ensure successful management of the school. In their perspective, Bua and Ivagher (2015) defines Parent Teachers Association (PTA) as an organization of local groups of teachers and parents of their pupils/students that works for the improvement of the schools and the benefit of the pupils/students. It is also seen as an organization of teachers and the parents of pupils within a public or private school, to promote mutual understanding and to increase the effectiveness of the educational programme.

Parents' Teachers' Association is an association comprising of parents/guardians of students or pupils. They meet annually, quarterly or periodically to discuss matters on the educational, moral and spiritual well-being of the students or pupils of any learning organization, either at the nursery or primary level or at the secondary level (Onderi & Makori 2023). 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 designed times either quarterly or yearly while the executives meet as often as the need arises. The executive arm of this association is made up of duly elected parents or guardians and the school management such as the head teachers, principals and school administrators.

Government alone in recent times find it difficult to provide adequate resources as well as create enabling environment that could enhance effective and efficient management of schools which call for a collaborative effort of all stakeholders in helping to make the school system succeed. Hence the role of Parents' Teachers' Association in the management of schools cannot be over emphasized. The roles of parents-teachers' association have been widely reported and especially that of fund raising (Duffa et al, 2019). For instance, they organize events such as



social or family evening for either socializing or fund-raising purposes. Besides they hold such events to nourish the growth of links with the community.

For instance, Lin (2020), reports a number of roles performed by parent-teachers association. They include involving parents in classroom decision, promoting communications, social events and fund raising as well as lobbying the Local, State governments and national legislatures on behalf of the schools. The parents' teachers' association as a forum affords parents and teachers an opportunity to socialize and raise funds for the schools. The roles of PTA can be that of advisory, disciplinary, financial, maintenance of school community relations, provision and maintenance of infrastructural facilities. In Nigeria, PTA is backed by law in some states making it compulsory for parents and teachers; while in other states it is voluntary: whichever way, parents compulsorily pay levies agreed by the associations for their wards' attendance in a particular school (Ugwulashi, 2022).

For the purpose of this study, the researcher focused on how the PTA influenced the provision of funds and infrastructural facilities for effective school management of public primary schools in North East, Nigeria. In the opinion of Obidi (2017), the major areas of financial involvement include financing projects to be embarked upon in the school such as walling the school compound, construction of new buildings such as laboratory and classrooms among others. Recurrent expenditure such as paying part-time teachers, providing purchase of consumable items like gas, drugs, writing materials, food stuff and office materials among others. As enunciated by Abdul Kareem and Oduwaiye (2010), Parents-Teachers' Association have been a major stakeholder in the Nigerian education sector as they constitute a significant supplier of infrastructural materials and educational resources to the sector. These may include building of classroom blocks, renovation of old buildings, sinking of boreholes, provision of seats for learning activities, provision of modern toilet facilities, provision of generating sets, equipping the libraries with books among others.

The PTA has become an indispensable contributor to the management of public primary schools in recent years the country and some other parts of the world at large. In this study therefore the researcher intends to look into the influence of Parents' Teachers' Association on effective management of public primary schools in North East Nigeria. In the early part of education in North East of Nigeria there was effective management because the management of the existing schools was shouldered by the government personally. Today, the number of schools had increased so much in the North East perhaps due to increase in population over the years to the extent that government can no longer provide adequately for the necessary facilities that would enable smooth running of the schools.

Thus, there were inadequate basic facilities like libraries, computer centers, water supply, electricity supply, modern sports' facilities in most of the public primary schools in the North east which has necessitated the need for the assistance of the PTA in providing the needs of the available schools. This study was therefore carried out to ascertain the Influence of Parents' Teachers' Association on effective school management in public primary schools in North East, Nigeria. The purpose of this study was to examine the Influence of Parents' Teachers' Association on Provision of School Facilities in Primary Schools in North East, Nigeria.

Parent Teachers' Association (PTA) is an association formed by parents and teachers to discuss matters that affect the primary schools and to organise events to raise money and assist addressing problems bedeviling the proper running of the schools. The Nigerian philosophy of education is based on the belief that education is an instrument for national development as well as a veritable tool for social, economic and political change (Federal Republic of Nigeria National Policy on Education, 2018). This is underscored by the fact that it transcends the social, cultural, political and the economic fabrics of the society. For education therefore, to be seen as successful, it requires huge investment either in terms of policy and implementation, infrastructure, human capacity development and of course funds which



provide the purchasing capacity of the quality of education required and demanded by the various individuals of the society (Paul, 2017). For these reasons, huge investment is required in terms of funding so as to equip the sector with adequate financial and material resources needed for the improvement of its quality and access towards the attainment of the set down goals of education and the much-needed national development (Aminu, 2019).

Physical facility in the context of this study, thus can be defined as the school plants being invested in schools and how these facilities are adequately being appropriated by the concerned school authority towards improving the quality of primary school education in North East as a whole (Aghenta, 2019). When physical facilities were properly utilised may tremendously improve the quality of primary school education. By explanation, school physical facilities are those things that are provided to facilitate teaching and learning in schools. They may include the school buildings like administrative offices, staff rooms, classrooms, stores, libraries, laboratories, staff quarters, school playgrounds, assembly halls, examination halls, workshops' plants and equipments, dormitories and so on (Ajayi, 2019).

Unfortunately, in most of the schools, Parent Teachers' Associations have not been able to perform their roles effectively as expected by the society. A personal observation during visits to some of the primary schools in the study area revealed that there were inadequate provisions of school facilities or short supply of infrastructural facilities and learning equipments in the schools. For instance, the school buildings are dilapidated and are in very bad conditions too. There is short or no supply of basic textbooks in many subjects' areas. Neither are there computers and other viral teaching and learning facilities in the schools. In some schools, one hardly can find enough qualified teachers to teach special and very important science subjects at the basic level.

It is not unusual now to hear teachers complaining in some of these schools that chalk which is now obsolete and an old fashion, is lacking. The teachers sometimes only do manage to teach the pupils any how because they cannot

effectively improvise everything or some of the basic teaching and learning resources used in teaching their students. Therefore, the quality of education provided in these cases would obviously be diluted bringing down the standard of education drastically. This could lead to mass examination failure. In many schools, the pupils are congested in the classrooms as such, some of them are compelled to sit on the floor to take their lessons and even write their examinations due to lack of enough seats. This situation affects teaching and learning seriously, besides the fact that the pupils' uniforms and books become very dirty and untidy.

Furthermore, Parent Teachers' Association assists and supports their children's academic activities at home. It is also disheartening to hear that even the traditional one hundred naira only charged pupils per term as PTA levy, parents hardly or do not pay for their children at all. Worst still, in spite of government's incessant outcry and complains on the rapid growing population in school leading to the frequent expansion of primary schools nationwide, most of the Parent Teachers' Associations in the area under study, are mostly very reluctant to reasonably assist as expected in their domain, in spite of the bad learning conditions of their children (Paul, 2017).

In some few schools where the PTA have tried to engaged some teachers to teach based on special areas of needs, for example in some subjects where teachers are lacking, such teachers are often hardly retained due to the very poor working condition offered them by the system. It is therefore, against this background that this study was carried out in order to evaluate the influence of Parent Teachers' Association (PTA) in provision of physical facilities in primary schools in Northeast, Nigeria.

STATEMENT OF THE PROBLEM

Although, education is a capital-intensive venture and as such requires adequate provision of physical facilities for effective functioning. Over the years, the government has been the sole sponsor of education at all its levels. However, due to population explosion which led to

increase in enrolment, coupled with the great public awareness of the importance of education, the infrastructural demand of education has become too unbearable for the government alone to bear.

The high rate of inefficiency, dilapidated structures and poor education delivery in Nigerian schools could be traceable to poor provision of physical facilities. Onderi (2019) stated that infrastructure is critical to the success of education and as such called on other stakeholders to assist the government in provision of physical facilities in schools. The effects of poor provision of physical facilities for primary education are evident in the high rate of indiscipline among students, poor teaching due to the low morale and constant industrial action by teachers, un conducive learning environment, and poor performance of students, poor teacher training and many other educational problems that are accompanied by their undesirable consequences on the society.

In North East, several efforts been made in the recent part to curb these problems have not yield satisfactory results. The danger here is that if primary school education have no adequate infrastructure, the aim of primary education in Nigeria, which is to prepare youth for useful societal living and basic education, may be an illusion. In a bid to curb this from happening, there is need to explore other avenues of sourcing means of providing infrastructures to help primary education achieve its aims and objectives. At present, there is a disparity between the ideal and the present regarding primary education due to poor provision of physical facility. Now, the problem of this study is to assess the influence of Parent Teachers' Association engagement on provision of school facilities in primary schools in North East, Nigeria.

Objectives of the Study

The study was undertaken with the aim of achieving the following specific objectives;

1. To assess the extent to which PTA contribute in the provision of school facilities in primary schools in Northeast, Nigeria

2. To find out the extent to which PTA assist in the provision of school land for expansion in primary schools in Northeast, Nigeria.
3. To assess the level to which PTA have enhanced the provision of school structures in primary schools in Northeast, Nigeria.

Research Questions

1. To what extent does PTA contribute in the provision of physical facilities in primary schools in Northeast, Nigeria?
2. To what extent does PTA assist in the provision of school land for expansion in primary schools in Northeast, Nigeria?
3. What is the level to which PTA enhanced the provision of school structures in primary schools in Northeast, Nigeria?

METHODOLOGY

Descriptive survey research design was adopted in this research using questionnaire considering the nature of the data. The American Statistical Association (ASA) defined survey research as "a method of gathering information from a sample of individuals (ASA, 2003a) and restricts it to three ways of data collection, that is mailed questionnaire, telephone and in-person interviews. In the Educational Research Method of National Open University of Nigeria (NOUN, 2004), defined survey as, "a data collecting technique in which information is gathered from respondents by having them respond to questions." The area of the study is Northeast. The population for this, is 35,915. The sample for the study was 400 respondents out of the 35,915 population.

The sampling technique used in selecting the respondents is proportionate random sampling since the insurgent activities cut across all the categories of the population. The instrument used for data collection was a semi-structured questionnaire developed by the researcher. The study had a sample of 384 students using the table for determining sample size (Krejcie) and Morgan, (1970).



Disproportionate stratified sampling techniques will be employed. The researcher develops a research instrument called questionnaire. The questionnaire was used for data collection. The instrument was validated through experts in the field of educational foundations. The instrument was tested through test re-test reliability method. While, data collected was analysed using mean and standard deviation and the hypotheses were tested using Pearson Product Moment Correlation (PPMC).

RESULTS

Table one shows demographic data of the respondents. From table three it was deduced that most of the respondents fall within the age bracket of 50 >. In relation to gender, the highest percentages of the respondents were males 311 (77.8 %), and in relation to occupations as shown in Table 3, the studies revealed that, the highest percentage of the respondents were students.

Table 1: Demographic Characteristic of Respondents

Age	15-20	21-25	26-30	31-35	36-40	41-45	46 >
freq. %	39 (9.8)	3 (0.8)	36 (9.0)	58 (14.5)	43 (10.8)	92 (23.0)	129 (32.2)
Gender	M	311 (77.8)					
	F	89 (22.2)					
Occupation	Students	375 (93.8)					
	Teachers	89 (22.2)					
	Administrators	11 (2.8)					

Research Question 1:

To what extent does PTA contribute in the provision of physical facilities in primary schools in Northeast, Nigeria?

Table two indicates a high mean 15.106 for physical facilities with low mean score of 22.105 PTA influence.

Table 2: Mean and SD for Physical Facilities

Variables	N	X	SD
PTA Influence	200	22.105	1.569
Physical Facilities	200	15.106	1.068

Derived from the Field work, 2025.

Research Question 2:

To what extent does PTA assist in the provision of school land for expansion in primary schools in Northeast, Nigeria?

Table three indicates a high mean 63.34 for PTA influence with low mean score of 62.45 for land expansion of school. This showed that there is difference between PTA and available land for school expansion.

Table 3: Mean and SD for Provision of Land for School Expansion

Variables	N	X	SD
PTA Influence	200	63.34	5.71
Land for School Expansion	200	62.45	5.094

Derived from the Field work, 2025

Research Question 3:

What is the level to which PTA enhanced the provision of school structures in primary schools in Northeast, Nigeria?

Table four indicates a high mean 63.70 for PTA influence with low mean score of 63.34 for school structures. This showed that there is difference between PTA and school structures.

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Table 4: Mean and SD for Provision of School Structures

Variables	N	X	SD
PTA Influence	200	63.70	4.58
School Structures	200	63.34	5.71

Derived from the Field work, 2025

Findings of the Study

From the analysis of data shown in the preceding tables, the following findings were deduced:

1. Parents' Teachers' Associations provides funds for effective school management in public primary schools in Northeast, Nigeria
2. Parents' Teachers' Associations help to provide infrastructural facilities for effective school management in public primary schools in Northeast, Nigeria.
3. Teachers' Association enhancing school management go as far as giving financial support, providing facilities and equipment, building dilapidated buildings and appreciating teachers' efforts.
4. The finding of this study showed that parental attitude, government nonchalant attitude, teachers' influence and peer-group influence among others were found to be responsible for indiscipline among primary school pupils.

DISCUSSION OF THE FINDINGS

The discussion on the findings of the study were organised round the research questions and the hypotheses formulated that guided the study; The study proved that the research sought found the modalities for extent to PTA contributed in the provision of physical facilities in primary schools in North East, Nigeria educational zone. It was discovered that there were differences between physical facilities and contribution of PTA. This is in line with the study of Asyago (2017) and Mbugua (2018) observed that one of the areas where PTA is utilised in Nigeria is in developing school facilities. It is arguing that in dealing with school facilities, school managements have to bear in mind where to

house the educational program, the population to be served by the facility and ensure that resources are readily available for the for the school expansions.

The study also revealed that there is no significant difference in the provision of school land for expansion in primary schools and PTA. This is similar to the study of Nyaga (2015) which revealed that PTA alone is inadequate to sustain land for school expansion. Then present study therefore sought to find the current situation in primary schools. The study also focused on the provision of land for school expansion which also play an important role in providing education services in primary schools.

The study further revealed that there is no significant difference between enhanced provision of school structures in primary schools and the assistance of PTA. This is similar to the study of Onyango (2011) posited that provision of school structures in primary schools are the largest most crucial inputs of an educational system. They influence to a great extent the quality of the educational output.

The average mean set of 2.64 pointed to the fact that the respondents averagely agreed that there was a high extent to which Parents Teachers Association (PTA) participate in plant maintenance for effective implementation of the UBE programme in public junior secondary schools in Northeast, Nigeria. The test of hypothesis, on the other hand, showed that there was no significant difference between urban and rural schools in the mean rating of participation of the Parents Teachers Association (PTA) in plant maintenance for effective implementation of the UBE programme in Northeast, Nigeria. This finding totally aligns with a related study carried out by Nnebedum and Akinfolarin (2018) where the findings of the study revealed that the extent of PTA involvement in the maintenance of facilities in the implementation of universal basic education

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program in primary schools in the Northeast, Nigeria was high.

This finding implies that the PTA has a strong presence both in terms of plant maintenance and other related areas in universal basic education schools. These efforts are necessary to successfully support the universal primary education program for the benefit of all concerned. In the study, school principals agreed that PTA helped build teaching and learning spaces in the study area. This means that both rural and urban schools have felt the PTA's presence in building classrooms for teaching and learning, whether the school is in an urban or rural area. This result contradicted the position of the study by Ezioso and Enueme (2013), which also found that in the perception of school leaders, the PTA did little to establish the school, but did much to raise the moral tone of the school. This suggests that in this regard, PTA made a significant contribution to the implementation of the goals and tasks of primary education in the country.

Similarly, respondents at both locations agreed that the school's learning materials were donated by the PTA. This is consistent with the findings of the Akahomen study (2018), which showed that PTA has a tremendous impact on physical infrastructure development in public high schools. Equipment, which in most cases can be tangible or intangible, is necessary for meaningful teaching and learning. Similarly, respondents also agreed that EPA contributes significantly to the provision of educational materials needed for teaching and learning. Therefore, the PTA has made a very important contribution to these schools so that the goals of the UBE can be achieved. However, the study found that in school bus service areas, the occurrence of APEs was higher in urban schools than in rural ones. This is not surprising, however, as the EPA's contribution must consider both the areas of need and the sustainability of the needs being met.

In support of this claim, a study by Obunadike (2010) found that PTA fundraising tends to serve structuring, school discipline, student welfare, resource management, and so on. Providing a school bus may not be among the

urgent needs of rural schools. Moreover, because of their capital intensity, rural schools may not be able to sustain such a facility for long, even if provided by the PTA. Similarly, PTA for running school equipment such as generators had a larger impact on urban schools and a smaller impact on rural schools, which again may be due to the nature of these rural schools where power plants may not be available. per service due to the lack of mechanical teaching and learning equipment.

According to a study by Ali (2018), the PTA has made important contributions to most aspects of school management, such as the provision of educational facilities, decision making, discipline, school-community relations, the provision of welfare, health, play and recreation facilities, and communications in the Gashu'a and Nguru educational areas of Northeast, Nigeria and as such the site should not include APEs from influencing the implementation of the UBE program in any territory in which they are located.

Similarly, the study showed that the proportion of APEs related to the provision of school furniture was higher in rural schools than in urban ones. This suggests that these rural schools' EPAs also contribute to the comfort of students in the schools where they are present. In addition, responses from respondents indicated that PTA assisted rural high schools in repairing electrical faults, maintaining drains and gutters, maintaining health stations and replacing worn tools. He, therefore, suggests that EPA in rural schools focus more on maintaining facilities in rural schools for the implementation of the UBE program, especially in areas that can be easily maintained.

To uncover the reasons for this, Mutinda's (2015) study found that challenges faced by APEs in public high school management include staff shortages; insufficient school finances; embezzlement, inadequate physical facilities; poor results in state exams; lack of support from the local community; and interference in the management of the school by local communities. All of these challenges must be addressed for PTA to make a meaningful contribution to the school system.



The result of this study found out that the level of PTA participation in facilities provision in primary schools in Northeast, Nigeria was very high. It was found out that PTA involvement in facilities provision of schools included: helping to build library blocks for schools, donation of books to school libraries for effective learning, helping in the maintenance of school buildings, helping to sink bore holes for schools, helping to build convenience for schools among others. The result of this study could be that the level of awareness of the community on the importance of education to modern day society is high and as such they would want to complement the government in providing quality education by assisting in providing facilities ranging from donation of books to school libraries, construction of blocks of classrooms, donation of laboratory equipment among others.

The finding of this study is in consonance with the finding of Wanjala, Khatete, Mbaka and Asiago (2024) that different stakeholders sponsor various school constructions; building of class rooms, school halls, laboratories, libraries, dormitories and so on in Kenya. Fakomogbon, Bada, Omiola and Awoyemi (2022) found out that majority of the available facilities and furniture in use in the library is inadequate and did not meet the required standard, one finds nothing but dull uninviting sagging roof and colourless dilapidating walls and it is appalling the physical condition under which students and teachers are squatting in the name of education. This is the more reason that PTA and other educational stakeholders need to support the government in providing facilities to schools for effective teaching and learning and to maintain standard in education so that the goals of educational system can be achieved. The result of this study showed that the level of participation of PTA in financial development in primary schools in Northeast, Nigeria was high.

From the responses from the respondents' PTA helped in the raising and management of funds in schools, attracted donor agencies and philanthropists to donate funds for the development of the school, placed compulsory levies on parents of students to meet school

projects and also attracted government special funds for school projects through political will. This means that PTA participation in financial development in schools helped in meeting some financial needs of the school. The reason for this trend could be as a result of public awareness that funding education is the business of all stakeholders and increasing community participation in providing facilities to schools promotes effective teaching and learning in school. The result of this study supported that of Obiadazie (2024) who found out that the communities were involved in funding computer facilities like computer and its accessories;

Multimedia Television and projectors; virtual library; internet connectivity; computer laboratory among others. It was also revealed that the strategies to be used include: P.T.A. levies; tasking the students to pay for computer equipments; encouraging age grades and groups to embark on computer projects; donations from philanthropists; appealing to communities to contribute towards computer projects; organizing fund raising ceremonies; alumni associations; among others. The finding of this study also showed that there is a high level of PTA participation in provision of manpower (teachers) in public primary schools in Northeast, Nigeria. Evidences showed that most public secondary schools lack adequate teaching force and for the intervention of some communities, many of these schools would not have been functional. The findings of Bobokhai (2021) showed that teachers are grossly inadequate in public primary schools in Northeast. The need for intervention of host communities is non-negotiable.

In support of this, Abdulkareem and Oduwaiye (2020) agreed that Parents' Teachers' Association have been a major stakeholder in the Nigerian education sector as they constitute a significant supplier of educational resources to the sector. Most cases of sudden damages to infrastructural facilities are easily brought to their knowledge for assistance as the management of the schools wait for the assistance from the government. Obidi (2017) enumerated their major areas of involvement to include projects to be embarked upon in the school such as walling the



school compound, and paying additional teachers on part time among others. This is because a time these students are made to study in school buildings that were erected without walls for security purposes.

The result of this study showed that the level of participation of PTA in contributing to students' discipline in secondary schools in Northeast, Nigeria was high. This means that Parents Teachers Association is highly involved in assisting school heads in dealing with issues of students' discipline. The reason could be that PTA partners with the school authority in matters of progress of the school especially as it relates to their wards. It could also be that the school authorities see it as point of duty to involve PTA in contributing to students' discipline in schools because issues of discipline cannot be left in the hands of principals and teachers alone because charity is said to begin at home.

CONCLUSION

The study investigated PTA as it influenced the provision of physical facilities in primary schools in Northeast, Nigeria and established that based on the findings obtained from the sample schools where it was clear that these schools have inadequate physical facilities, lack of available land for school expansion and poor school structures. The study also concluded that influence of Parent Teachers' Association in the administration of primary schools is basically the same, though the method of organization and participation may differ from school to school and from one community to another. A lot of factors could be responsible for this; it is also possible that they do not participate actively because of the modalities use; it could be the socio-cultural and socio-economic status of the parents that is the hindrance.

Understanding of parents in rural areas would definitely not be the same with that of those in urban areas. Sometimes, when the role of the Parent Teachers' Association is not clearly defined to them, they might not appreciate the extent in which their participation in school administration would be. But, to a great extent there is not much difference in the attitude of the

PTA in helping out in primary schools. Based on the survey results, the following conclusions were drawn: The survey showed that there was no significant difference in respondents' opinions on the level of involvement of the Parents and Teachers Association (PTA) in maintaining the implementation of the Universal Primary Education Program (UBE) at primary schools in Northeast, Nigeria. Again, the Parents and Teachers Association's (PTA) poor involvement in school facility maintenance may account for the poor state of school facilities in primary schools in Northeast, Nigeria.

In summary, the following conclusions were made;

1. Parent Teacher Association plays important role in maintenance of discipline in primary schools.
2. The level of participation of PTA in facilities development of primary schools is high.
3. The level of participation of PTA in financial development of primary schools is high.
4. The level of participation of PTA in manpower development of primary schools is high.

RECOMMENDATIONS

From the aforementioned findings and conclusions, the study recommends that:

1. The Parents-Teachers Association (PTA) should be established, whose body is responsible for initiating projects in the school that help the school implement the basic education program in cooperation with the school administration as this will help support the UBE program in Northeast, Nigeria.
2. PTA members should continue to increase the bond of friendship between them and the school in order to ensure continuous development of the schools.
3. Government should encourage greater participation of PTA in the development of secondary schools because it cannot do it all alone without the support of the community members.



4. Head Teachers of schools should also ensure that PTA is encouraged to participate in school activities in order to encourage their greater participation in school development by getting them involved in school business and administration.
5. Host communities should continue to intensify efforts in the recruitment of PTA teachers to bridge the gap since the government has been unable to meet the demand gap of teachers in public secondary schools.

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