

Parent Teachers Association Involvement in Acquisition of Resources in Effective Management of Mission Secondary Schools in GRA Enugu, Nigeria

Rosemary Nkechi Mbah¹, Sr. Dr. Elizabeth Piliyesi² and Dr. Paschal Wambiyah³

¹*Student, The Catholic University of Eastern Africa, Kenya*

^{2,3}*The Catholic University of Eastern Africa, Kenya*

Abstract: The purpose of the study was to investigate how PTA involvement in acquisition of resources influence management of mission secondary schools in the Government Residential Area in Enugu North, Nigeria. The study was guided by the research question: To what extent is PTA involved in acquisition of resources for effective school management? The research was anchored by the general system theory. This research employed convergent mixed method research design. The study targeted 8 principals, 64 PTA executives, 72 heads of subject and 80 student leaders. Probability and non-probability sampling techniques were used to select 8 principals, 16 student leaders, 72 heads of subject, and 32 PTA executives from 8 mission secondary schools within GRA in Enugu North Local Government were sampled. Parent Teachers Association executives were sampled using simple random technique, schools and principals were sampled using automatic inclusion, heads of subject and student leaders were sampled using purposive sampling technique respectively. The data from principals and PTA executives were gotten using semi-structured interview guide, while the data from heads of subject and student leaders were gotten using questionnaire. The researcher ensured both face and content validity of the research instruments. Face and content validity were measured using lecturers and research specialists in education in and outside the school. The researcher found the Cronbach $\alpha = 0.85$ to ascertain the reliability for quantitative data. A Pilot test was done in two mission secondary schools where 10 student leaders and 10 heads of subject participated to test the reliability and credibility of the research instruments. The researcher sought permission from the relevant authorities and the research participants collecting any data. The quantitative data was analyzed using SPSS Version 21.0 software and presented as graph, tables, frequency and percentage. While qualitative data was analyzed thematically. The ethical considerations were observed at all levels. Key findings indicated that management of mission secondary schools suffer setbacks, it is not effective as it is supposed to be because PTA does not involve herself in the formulation of school policies, acquisition of resources for school, does not help to maintain discipline, and does not meet with staffs and students as supposed. However, areas for improvement include, workshops, constant and uninvited visits by PTA executives to the school, frequent communication between PTA and internal school management, revision and inclusion of PTA roles in school's policy book, constant consultations among both teams.

Key Words: Involvement, Effective management, mission secondary schools acquisition of resources, principals.

Introduction and Background

Management is one of the activities that is crucial in determining and forming the life of an institution or organization. It requires series of involvements. Management is an activity that demands commitment from the manager (Fatima, 2019). According to Surbhi (2021), management entails leading, launching, innovating, creating goals and objectives, negotiating, deploying, resolving conflicts, and others. Gail (2022) says that in order to recruit, retain and lead well, management involves coordination, and carrying all stakeholders along about organization's structures. Working together to attain desired results. In this study management is seen as the efficient and successful organization of people, planning, staffing, coordinating, directing, harmonizing of information, and other resources for the purpose of achieving organizational/institutional goals.

Involvement which is essential aspect of management has been defined by many people in different ways. According to Henry, Onderi, & Florence (2018), it is the process of taking part in anything. Collins (2015), defines involvement as having desires for growth. It is a process that necessitates dedication and patience. Involving in group's activities is a form of sharing. It can be in execution of a project or management.

Effective management is therefore the degree to which managers/principals utilize organizational resources to accomplish the intended goals. According to Arockiasamy (2018) it is the ability of the manager to meet the targeted goals within allotted time. It is concerned with doing and guiding others on what is proper and necessary. Additionally, it requires delegations, formulation of rules, service, participations and supervision of daily activities (Josephine 2022). Effective management of school is done by and for the people. Planning, administration, organizing, directing, coordinating, supervision, controlling, and evaluation are some of the components of effective school management. The manager has to possess the following leadership qualities to be able to function well: planning (deciding how to accomplish the organization's goals); organizing (doing the necessary preparation); staffing (filling positions with the right people); directing (motivating staff so that goals are achieved); controlling (guiding the organization in the proper direction); and decision-making (which under certain circumstances may include delegating responsibility (James, 2020). According to Josephine (2022), it calls for widespread cooperation.

Effective management of schools in Nigeria involves collaborations and inputs from stakeholders. PTA as a stakeholder is very important when it comes to school's management. At one point, the government requested the assistance of numerous parties to be involved in school administration. Section 12 of the State Education Regulations (1981) states that 'because things were changing quickly, government encouraged local governments and PTAs to fully participate in school management'. The government breathed a sigh of relief and asked them to be fully involved (Century & Levy 2018). These parties must participate in various activities. Parent Teachers Association were mandated to be in charge of internal school appointments, link between the community and school, some aspects of teacher and students discipline, equipping schools, raising funds for school and association, and ensuring that all students are treated in accordance with school policies.

Parent Teachers Association is relatively new in Nigeria education system. The National Parents Teachers Association of Nigeria (NAPTAN) came in full swing in 1992 (Iloh 2004). According to the National Policy on Education Art. 141 "All schools in Nigeria are mandated to establish PTA with two arms: the executive and general". The executives are the principals, vice principals, the bursar, a counselor (legal), heads of Subjects, and occasionally two student leaders. The general is made up of all parents, school personnel, and administration team. The general arm meets once a term, while the executive meets whenever necessary (Michael 2013).

There was a time Parents-Teachers Association was regarded as a voluntary association. This led to variations in their involvements in schools. Their involvement began to depend on who is the head of the association and the school. Some schools failed to give the association the space and attention it required to participate in management (Bill, 2019). Issues started to emerge that either made involvement simple or challenging for them and the school itself. (Obunadike, 2020).

The association carries out its mandates using internally generated funds. A fee of ₦1,000 per term from each student, voluntary contributions from members. In the words of Macharia (2018), with the second mandate, the association became stable and independent to an extent and full partners in school management. Through those mandates given to PTA, they are to involve themselves in school management which will lead to efficiency and effectiveness. Providing support to schools, decisions making, promoting communication, fund raising, providing resources, formulating policies, maintaining discipline, lobbying the state and national legislation on behalf of the school, monitoring the implementation of school program, mobilizing additional resources (Ikendu, 2019). These involvement are meant to lead to effective management, team work and harmony (Eze, 2018).

In China, it was discovered that PTA help a great deal in school management like helping the school to formulate relevant policies. According to Laboke (2019), in China, there are conventionally other sources of funding for education, and these are receiving significant consideration. For instance, levies are collected from parents and guardians and used to pay for the specific operating expenses of schools. In a study conducted by Appiah, Jamal, and Emmanuel (2020), in China using 10 mission schools it was discovered that parents do get involved in the management of schools even if they are quite busy. They don't leave everything to the school administration. Parent Teachers Association covered 87.7% of general contingencies, 63.8% of furniture and equipment costs, and 21.2% of building expenditures, and 63.8% of repairs.

In some African countries, PTA involvement for effective management had been commonly envisioned by many countries. In some countries it is well experienced while in others it is not. Umugizaneza & Basil (2017), opine that most PTA in South Africa involve themselves only in contributing money termly which makes management a difficult task as opposed to being involved in disciplinary issues, recruitment process, rule formulation and others. They further suggested that the level of involvement is basically determined on who is at the helm of affairs in both teams. In a paper delivered at a conference for the African Convention of

Principals in Johannesburg, South Africa, it was encouraged that school principals should look for a way to be talking to PTA, so that she can collaborate more with them.

Similarly, Rudhumbu (2018) mentioned that most of the PTA in Zimbabwe are obsessed with involving when school has celebrations and problems with their children which prevent them from helping the management. This has killed morale and creativity at which managerial affairs are being handled and effectiveness that is supposed to bring. In Rwanda, PTA involvement includes recruitment of teachers, funding and provision of material and human resources, monitoring of school activities, maintenance of discipline, maintenance of school library (Nsengimana, Habimana & Mutarutinga, 2017). Parent Teachers Association full involvement which is a help/source for effective management is being fully experienced. This makes management easy and effective as well. PTA full involvement in school management basically determine school performance in all angles (Mwema, Mulwa & Mailu, 2018).

In Nigeria, Parent Teachers Association involvement faces many obstacles in some areas and attention is not being paid especially when it comes to mission schools (Eze, 2019). Akpan (2014) used private secondary schools in Cross River, Nigeria, to examine how principals felt about parents' involvement in school-based management. It was observed that PTA do participate in management and development of schools but not fully. On the other hand in a study carried out by Uche (2021), on the roles of PTA in schools using public secondary in Anambra State it was discovered that PTA do play her roles as expected of them. This makes it easy for principals to solve many problems, teachers very free and conversant with PTA, and school performance very encouraging. In another study by Jeremy (2020), using 8 mission school in Aba, it was found out that PTA does not get involved in school management, they do not play their roles at all. This creates lack and extra work for principals. This in turn affects school performance, management and recruitment of new students. Richard (2017), opine that the non-involvement of PTA in some Nigeria schools especially mission schools denies the school a valuable start to their present and future performance. Josephine (2019) observe that Nigeria is among the countries that experience non -involvement of PTA in school management in some areas and school type. Only a few are experiencing their full involvement which leads to effective management.

In Nigeria, the alarming level of PTA non-involvement is raising concerns of performance in schools that is required for innovation and excellence (Joseph, 2019). Over four years, school principals have struggled in many areas due to non-involvement of PTA in areas required of them. Most principals have failed to manage their schools in ways that are satisfactory to government and other stakeholders. Schools have failed to attain quality grade, effective management, required resources that would enable them have access to quality teaching and learning.

Table 1
 School Management since 2015-2021 (National)

Year	2105	2016	2017	2018	2019	2020	2021
Type of School	Public	Private	Mission	Public	Private	Mission	Mission
Management	80%	50%	30%	85%	60%	38%	35%

Source: Universal basic Education Board, 2022

As observed in table 1 the country percentage of school management in mission schools have been between 30-35% which is an indicator that there is no efficiency, all stakeholders are not doing their duties, things are not moving as it supposed. Resources and all that are required for smooth running of schools will definitely not be available. When resources are not there, school goals and objectives cannot be achieved. They are not doing as expected of them.

Management deficiencies have also been observed in Enugu North Local Government Area as indicated in table 2.

Table 2
 School Management since 2019-2021(Enugu North Local Government Area)

Year	2019			2020			2021		
School	Public	Private	Mission	Public	Private	Mission	Public	Private	Miss.
Manag.	80%	70%	25%	90%	74%	30%	100%	85%	25%

Source: State School Board Office Enugu, 2022

As observed in table 2, local government percentage score on efficient management in mission schools has the range between 25-30%. Meaning that PTA is not doing what is supposed to be doing which is raising concern of what could be ailing this poor management within the local government.

The results of GRA have not been different either as indicated in table 3.

Table 3
 School Management since 2019-2021 (GRA Enugu)

Year	2019			2020			2021		
School Mana.	Public	Private	Mission	Public	Private	Mission	Public	Private	Miss.
	90%	80%	25%	90%	75%	30%	89%	75%	25%

Source: State School Board Office Enugu, 2022.

From Table 3 school management in GRA ranges from 25-30% over the past four years. This dwindling result could perhaps be attributed to the manner and levels of PTA involvement in schools and thus raising a concern to interrogate the roles they play in school management and life in general. Fasasi & Yahya (2018), pointed out that stakeholders, still complain about management, bad school conditions. Fuma (2018), further points out that PTA still perceive management of school as an area that needs their cooperation which limits their ability on how it is a joint responsibility for the good of the school.

Mission schools in GRA Nigeria still struggle to establish the line and successfully experience good school management. Okwori (2019), opines that educational management brings about new changes as it relates to teaching and learning and most of the positive changes come as a result of the PTA involvement in the provision of infrastructural facilities like classrooms, libraries facilities among others. Neither the school principal nor the PTA can manage school effectively on their own as there are so many things that need to be done. Cooperation is required for the national, state and school goals to be achieved.

Effects of this non-involvement in mission schools have been observed by principals, parents, community, students due to lacks in schools, "...more than 25 per cent of students that applied for admission into mission schools could not be admitted" leading to a reduction of number of students that mission schools get annually (Wanzala, 2019). The realization of Nigeria education agenda of 2019 to promote child friendly educational environment, promote the development and upgrading of educational facilities, promote the development and retention of quality teacher, as envisioned by the Federal Republic of Nigeria (2030) depend on effective management of schools which can lead to good inputs and outputs. This agenda will remain a pipe dream should ineffective management in schools continue.

Their involvement has impacts on school administration. Everyone wants to know what the problem is and what can be done. Despite the fact that it is supported by legislations, purported involvements many schools do not experience it (John, 2019). It is against this backdrop that the study seeks to investigate parents' teachers' association involvement in effective management of mission secondary schools in Government Residential Area in Enugu North, Nigeria.

Statement of the Problem

Everyone has been deeply concerned about the generally appalling status of education in Nigeria. It is a tale of woes from Primary to Secondary to Tertiary; the entire system appears to be on the verge of disintegrating. Secondary schools, which serve as a bridge between primary and postsecondary education, appear to be seriously underfunded in Nigeria, particularly in mission schools. The majority of mission secondary schools appear to have subpar and outdated facilities, a dearth of useful libraries, outdated facilities and equipment, computers, subpar and demoralized teachers, and a general lack of discipline among the staff members. The majority of these identified issues have been linked to funding issues in the schools and the absence of some stakeholders, such as the Parent Teachers Association. Since efforts from the government and internal administration don't seem to be sufficient, one starts to ask what PTA is doing to support the schools. However, it is pitiful that government's continuous call for stakeholders and private partnership in the development of schools is receiving low attention in mission schools.

Due to the capital-intensive nature of education, all parties who stand to gain from the system must be involved. Due to the recent economic slump in both Nigeria and the rest of the world, schools should not be solely responsible for subsidizing the education sector. Osadolor (2016) asserts that schools are designed to

liberate community development. The community is expected to be aware of its obligations to support the school in meeting its requirements and achieving its defined goals.

In the majority of the schools in the Government Residential Area of Enugu North, there are signs of deteriorated buildings, insufficient staff, outdated libraries lacking state-of-the-art amenities, a lack of well-stocked laboratories, inadequate classroom facilities, and other necessary amenities. Obiadazie (2014) highlighted that despite efforts to close this funding gap by the diocese, religious groups, and individuals, little has been accomplished. According to Okendu (2012), the PTA's involvement in schools has severely decreased due to a lack of enthusiasm and dedication. Concern is raised by the necessity to determine the financial contribution of PTA to the expansion of secondary schools in this developing situation.

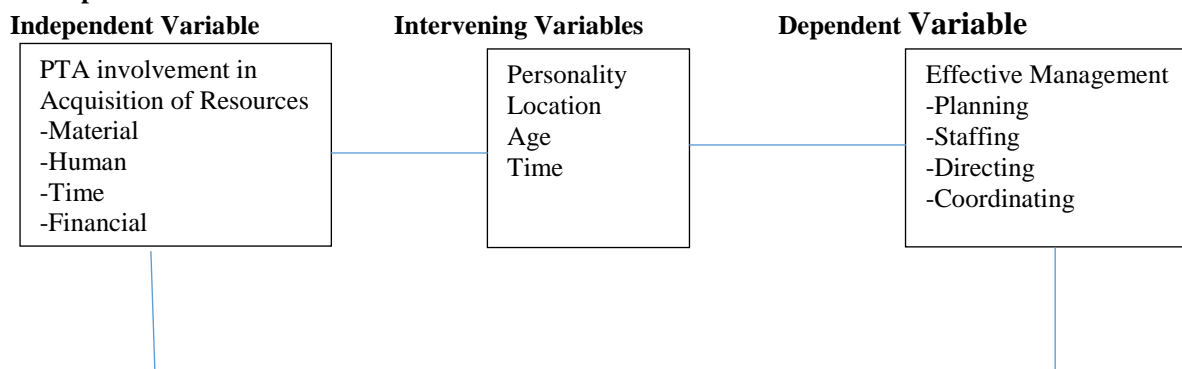
Theoretical Framework

The research is anchored within the General system Theory, which lays emphasis that a system is a complicated element that is interconnected, even though at first glance these connections may not appear to be there. It explains how to separate a whole into its component elements and then examine how those components function as systems (Indira 2022). How an ecosystem's creatures are connected to one another. It is multidisciplinary, which means that it pertains to more than just biology. It places emphasis on the interactions between units and how they behave. To accomplish a common objective, several components interacted with one another. In the case of a school, the entire school system, including all of the stakeholders, is involved. Stakeholders are a component of any educational system. Education-related theorists see a company or institution as a system or ecosystem in which every element is interdependent. When talking about education, you will refer to the entire institution. It is regarded as the foundation for the growth of any organization.

It considers any institution or organisation to be an open system made up of different interrelated parts. The development of the institution as a whole depends on each element. Furthermore, each component is necessary for the development of a comprehensive and coherent system. Each part has a structure and a purpose, but when they come together in a particular way to form a whole, they take on a new function that wasn't there when they were thought of separately. To put it another way, each unit has its own purpose and set of components, but when it works together with other units, it has a new purpose that affects every single unit in the combined whole.

The strength of this theory resonates with the guidelines it gives to administrators in giving responsibilities and expectations. PTA and management are linked. According to John (2010), the primary goal of education is to produce human resources, and for this to happen, there must always be a relationship between the input, environment, management, and students. This is made possible by the application of system theory, which examines holistic acquisition through a number of units. However its weakness include that its application is very slow. In school there may be things that need urgent attention, which the school principal and those around can attend to without necessarily waiting for the other stakeholders. Despite the weaknesses. In all schools, there are specific roles for the principal and others, policies of the school, these will always be stressed and not changed. All know where each stands and the rights. The principal knows the importance of PTA, understand them and vice versa which will be gotten due to this theory. Cooperation is needed but not to be the only thing. Duties, rights, boundaries, obligations, policies will still be there.

Conceptual Framework



The Conceptual framework for this study was concerned with the relationship between the independent and dependent variable. The independent variable, PTA involvement in acquisition of resources, which include material, financial, human and time resources. The dependent variable in the study was effective management of school. It would only take place if PTA has done her part that is getting involved by playing her roles in acquiring resources for the school. The intervening factors that were considered included the personality of the leader, age, location of the school and time.

Review of Related Literature

Resources are things that bring prosperity or enhance quality of life (Safeopedia 2022). No institution can operate without essential and sufficient resources. Resources frequently meet needs its lack reduces comprehension and satisfaction. There will always be a need to acquire resources as long as any organization or institution is in existence. These can be material or non-material. Institutions know and make effort to prioritize, the resources that are needed or will be needed in the course of her operation.

A study was carried out in India by two scholars Singh & Kumar in (2017) on the impact of infrastructural facilities and teaching learning resources on the academic attainment and placements of management graduates on selected Bangalore based B-schools. The sample size was randomly selected from final year management students. 3 Bangalore management institutions were used and from there 300 were sampled. 100 from each institution. Questionnaire was the main instrument used for data collection. Analysis of data was done and put to statistical treatment by the use of means and standard deviation. It was found out that there is a positive correlation between availability of physical infrastructure facilities and educational attainments. Therefore, if the PTA is not playing her part by providing the resources for the school, all other efforts the school and the child is making to progress will not be yielding positive result. The researcher did not pilot test the instruments which must have affected the correctness of data corrected. Current study pilot-tested the instruments in two schools.

In a study by Justin Ogada & Majawa (2021) on the role of parents and teachers' association in management of education in South Sudan: patristic paideia education approach. It was found out that PTA complement both government and school role of providing and maintaining infrastructures in the school. Helps in maintaining discipline in school although not as supposed to be. Questionnaires and interview were the instruments used to collect data. It made use of survey design, stratified random sampling was used to select the sample from the target population. The target population were teachers, school heads and PTA members. The researcher excluded principals as a target population. Principals are affected by the involvement of PTA because everything about the school lies on their heads. If PTA involve themselves as supposed to be management will be easy. Therefore, they were supposed to be part of the target population. Current study included them as target population.

A study was carried out by Peter (2019) on levels of PTA involvement in primary school education in Ondo West Local Government Area, Nigeria. The study adopted the descriptive approach, 300 teachers were sampled randomly from 30 public primary schools. The pilot testing was done in 4 schools. The instrument used was questionnaire and it was administered online. The findings revealed that the level of parents' involvement in primary school education in the areas of provision of resources, curriculum implementation and administration is low. Recommendation was made that seminars should be organized for parents, head teachers and teachers on the importance and effective ways of involving parents in school administration. The study collected all the data online which must have affected the findings because the place is very rural. Network coverage is always low in those areas. The study sampled only teachers. The current study sampled heads of subjects, student leaders and made use of interview guide as well.

According to Mugure (2019), instructional materials aid in the retention of abstract concepts and ideas. Resources like: financial, human, physical support implementation of teaching and learning. Without them, no meaningful activity happens in school. The current study looked at resources in terms physical, financial, time and human unlike some studies that look at resources only in one aspect.

Research Design and Methodology

The study made use of mixed-method research design, a convergent design was used specifically which incorporated cross –sectional and phenomenological approaches. Automatic inclusion was used to select 8 mission secondary schools and their principals, purposive sampling was used to sample heads of subject and student leaders while simple random sampling was used to sample PTA executives in the 8 mission secondary schools in GRA Enugu North, Nigeria.

The study used a combination of semi-structured interview guide and questionnaire to collect data. Validity of research instruments was ensured through the scrutiny of the lecturers and research experts in education. They checked the suitability, weight, language, layout, wordings, and ability of respondents to answer the questions. The instruments were further piloted using two mission secondary schools in Enugu North that did not participate in the study. The corrections and suggestions were effected in the instruments before going for data collection. Cronbach Alpha technique was used to determine the reliability of the quantitative items. A co-efficient value of 0.89 was obtained. In schools, the researcher interviewed the principals, administered questionnaire to heads of subjects and student leaders. Parent Teachers Association executives were interviewed in schools and offices.

Data Analysis, Presentation and Discussion of Findings

The study sought to determine how PTA involvement in acquisition of resources affects management of mission secondary schools in GRA Enugu North, Nigeria. Those that responded to this question were principals, PTA executive members, heads of subjects and student leaders. In the questionnaire 4 questions were asked to student leaders and heads of subjects respectively. Where they have were required to indicate their level of agreement using Likert scale: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD).

Student leaders' responses are summarized in the Table 4 followed by quotes from principals and supportive narratives.

Student Leaders Responses							(N=16)	
Questions	SA	A	U	D	SD	Mean	Std. Dev.	
PTA does not build school blocks in my school.	56.3%	31.3%		12.5%		1.68	1.01	
PTA does not do launching in my school.	56.3%	31.3%		12.5%		1.68	1.01	
PTA donates books to my school library for effective learning.		12.5%	12.5%	56.3%	18.8%	3.81	.91	
We do not have enough teachers.	50%	37.5%		12.5%		1.62	.71	

Source: SPSS Out-Put 2021

The findings in table 9 shows that PTA is not doing well in terms of helping school to acquire all the required resources for teaching and learning. This was as indicated by 56.3% of the student leaders that strongly agreed that PTA does not do launchings in the school. This is followed by the school does not have enough teachers at 50% strongly agreed, then PTA donates books to my school library for effective learning 56.3% disagreed and then PTA does not build school blocks in my school at 56.3% strongly agreed. The mean of most of the statement is below the neutral which is 3.0. The results thus shows that minority disagrees that PTA does not help the school to acquire resources rather they are at the affirmation that PTA does not do all those. Therefore, students suffer as management is unable to provide all that they need for studies due non-involvement of PTA in areas mapped out for them. This shows that PTA has not been doing well in terms of involvement. This is affecting school performance in all angles. A principal interviewed in June, (2023) said,

Our school is lacking teachers in some core subjects and classes. This makes some of my teachers to have big workload as they try to cover up for the school. The school at the same overstretches herself by paying them double so as to avoid the wrath of government. Efficiency and effectiveness is compromised (Potter, Reynolds, & Chapman 2019).

From these research findings, it implies that school principals find it hard to meet up with the needs of the school: staffing, coordinating, planning, budgeting, and directing the affairs of the school alone. These principals, in the researchers view are more likely to avoid those duties and take so many things for granted and this will be limiting them in many ways. These research findings are similar to what Akani (2018) found out, many school principals struggle to manage well due to the reason that things are left for them alone. He went ahead to recommend that schools should engage PTA seriously to be assisting in certain areas especially in providing resources. Parent Teachers Association is not getting involved in the acquisition of resources for schools. Therefore, management is not effective and very challenging

The study also sought the views of the principals and heads of subjects on whether PTA involvement in acquisition of resources affects secondary school management. Table 5 summarizes their responses.

Heads of Subject Responses	(N= 70)						
Questions	SA	A	U	D	SD	Mean	Std. Dev.
My principal does not involve PTA when human resources are being sourced.	38.6%	42.9%	14.3%	4.3%		1.84	.82
PTA helps the school to raise funds.	5.7%	8.6%	8.6%	50%	27.1%	3.84	1.09
My school has a well-equipped library	8.6%	12.9%	5.7%	48.6%	24.3%	3.67	1.22
My school does not have all the required material resources	28.6%	60%		8.6%	2.9%	1.97	.94

Source SPSS Out-put 2021

From the analysis of the data given, 38% of the heads of subject strongly agreed that their school principal does not involve PTA when human resources are being sourced. This is an indication that majority of the PTA executives do not know what is happening in schools and the process of recruiting personnel in the school. Principal 5 (June, 2023) explained that she does not tell PTA when she starts the process of recruiting staff. According to her the process is a bit long and requires constant consultations, skills. Therefore, I like to do it by myself and when I have time. Many times according to some PTA executives is not convenient for them, and I cannot keep on postponing it until when they have time as I have other responsibilities to attend to. Good, competent and efficient human resources are very essential and significant for smooth running, and achievement of school's goals, objectives, mission and vision. This affects school's performance in different ways. This goes in line with what Jennifer (2022) suggested, when a team recruits staff, it helps to get suitable and more motivated one than when a single person or two does it.

From the findings that PTA helps the school to raise funds 50% disagreed which is a majority. On the issue that the school has a well-equipped library 48.6% of the head of subjects disagreed. On the school does not have all the required material resources, 60% of the heads of subject agreed. This indicates that teachers and students struggle during classes, likewise other non-teaching staffs that may be using materials resources which are not there. Looking at the 15.7% that disagreed to the student leaders' statement. Some schools may have more material resources than others, although not so much which is normal. On the average from the findings the mean score are 3.67 & 3.84 which is above neutral which is 3.0. Therefore majority is of the view that PTA does not involve herself in acquisition of resources for the school. The means that are 1.97 and 1.84 which are below 3.0 shows that minority of the respondents disagrees that the school does not have all the required material resources and that school principal does not involve PTA when human resources are being sourced.

The findings agrees with Peter (2019) who found out that the level of parents' involvement in primary school education in the areas of provision of resources, curriculum implementation and administration is low. Principal 2 (June, 2023) explained "in our school we have a few material resources like ICT equipment but it is not enough because when students need them, some are not able to have one to themselves and so do not follow well what the instructor is teaching. It limits the students so much and the school cannot get more unless PTA comes to our aid". Student's engagement, motivation, and interest are increased through teaching resources (Busljeta, 2019). Unfortunately, teachers and students do not have all the resources they need for learning to take place well because the school alone cannot provide all since PTA is not playing her part as expected.

The researcher's point of view is that the areas and extent of involvement of PTA affected the management and its effectiveness because it first assesses/determines the principal's areas of interventions, struggles and progresses which further determines the most managerial strategies employed when dealing with daily issues. This agrees with Akani (2018) who found out that the extent/areas of involvement was among the major factor that determine effectiveness of management in schools. There is need therefore to get full involvement of PTA for effective school management regardless of constraints surrounding.

Parent Teachers Association Executives were asked whether PTA involvement in acquisition of resources affects mission secondary schools management. Their responses are as follows:

The researcher had an interest to get the view of the PTA executives on the same issue of how PTA is involved in the acquisition of resources in schools. Material, human, and financial resources. From the interview guide their responses are

A PTA executive indicated that the only area they are much involved is during introduction of the teacher to the school community which happens during general meetings. One person said, we don't know what to do, when you say PTA will try to get involved, others oppose it"

Another PTA executive member indicated that the most prevalent issue they have about being involved in the acquisition of resources whether material or human is that the school authority does not inform them on time about resource acquisitions. They are just told maybe we will be recruiting staff for this position in the school in few days' time. No room for proper involvement and to give your candid opinion. A PTA executive commented: "as much as resource acquisition is very important for any school that wants to stay competitive, it has to be done taking all precautions which the school management may not know alone, if it's done well it reduces unnecessary turnovers".

Interviews with PTA executives indicated that PTA does not really involve herself in the acquisition of resources for the school. Whether material, human, financial resources. The management team does it alone. Both teams do not cooperate and communicate well with the other. Most of the PTA executives on the issue of involvement in acquiring resources for the school said this:

PTA contribute money to help the school termly through the levy we pay while paying school fees. It is a means of helping the school to solve their issues. When the school management told us that it is not enough we agreed to review it when we can and see other ways of helping even if it is not through general contribution. As it is and has been, the situation in the country is bad and has been bad. We are struggling to pay school fees which is even too expensive but we have to pay it as we do not have option. Therefore the school management has to struggle as we parents are struggling. "We are praying for them".

The findings agrees with Jean-Pierre (2019) on the fact that PTA are doing the little they can in providing school furniture, taking part in decision making and others. However, there is still room for improvement which can only be achieved if they are well enlightened and if schools pay more attention in telling and mapping out plans for activities which will show areas of involvement and how clearly.

The finding of this study is in consonance with the finding of Wanjala, Khatete, Mbaka and Asiago (2014) 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 (2012) 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 colorless 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 and school 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 finding of this study also showed that there is a low level of PTA participation in provision of manpower (teachers) in mission secondary schools in GRA Enugu, Nigeria. Evidences showed that most mission secondary schools lack adequate teaching force and for the intervention of some people, many of these schools would not have been functional. The findings of Bobokhai (2021) showed that teachers are grossly inadequate in mission senior secondary schools in GRA. The need for intervention of PTA is non-negotiable.

This type of attitude and nonchalant from PTA affects school management negatively and the school keeps on lacking and lagging behind. It hinders the management in solving issues, choosing the most appropriate way and means of management. Management cannot be effective if things are not in order and moving as expected.

Conclusion

The study findings revealed that the involvement of PTA in financial development of mission secondary schools in GRA Enugu is low. Parent Teacher Association plays important role in effective management of mission secondary schools. The level of participation of PTA in facilities development of secondary schools in GRA Enugu is neither being seen nor felt. Parent Teachers Association does not participate in financial development of mission secondary schools in GRA Enugu, North. In conclusion PTA plays important role in effective management of mission secondary schools. Where this is not experienced management becomes difficult.

Recommendations

Based on the findings of the study, the researcher recommends that Parent Teachers Association has always to be prioritize by the school when decisions are being made or school. The ministry of education in Enugu State should organize workshops and seminars where PTA executives, members and school principals can be sensitized more activities. PTA has to be trying to raise funds for the school not only among themselves but through other creative means like lunching, trade fairs, buying vegetables and other goods from the school

garden. PTA members should continue to increase the bond of friendship between them and the school in order to ensure continuous development of the schools. Government should encourage greater participation of PTA in the development of mission secondary schools because school cannot do it all alone without the support of the PTA. To this effect, PTA groups/communities doing well should be praised so that others can follow suit.

References

- [1]. Akpan, C. (2014). Perception of Principals on Parents Involvement in school-based Management in Cross River State Nigeria. *International Journal of Education and Research*, 2(5), 529-540.
- [2]. Arockiasamy, S. (2018, January 18). *School Management*. Retrieved from National Standards for Family-School Partnership: <http://www.pta.org/1216.htm>
- [3]. Ayonmike, C. S., (2020). Comparative Analysis of the Effects of Classroom as against Online Mode of Instruction on Students' Psychomotor Performance in Woodwork Technology. *Journal of Educational and Social Research*. 10. 9. 10.36941/jesr-2020-0106.
- [4]. Bill, M. (2018, March 10). *School Leaders: challenging Roles and Impact on teacher and School Effectiveness*. Retrieved from Educaiton: <https://www.oecd.org/education/school/37133393>
- [5]. Colins, M. (2015). *Involvement fourth edition*. Cape Town: Cambridge University Press
- [6]. Gail, G. (2022, April 2). *The Work of Administration in Mission Schools*. Retrieved from mission corporation:<https://network.crcna.org/topic/church-strategy-mission/global-mission/work-administration-mission-schools>.
- [7]. Henri, L.N. O., & Florence, Y.O. (2012). Educational Research. *International Research Joournals*, (3) 710-716.
- [8]. Iloh, C. (2004). *Practicum in Classroom Management and Organisation*. Kano.: West and Solomon publishing coy.Ltd
- [9]. Kingi, P. & Mutinda., (2013). The Role of Parents' Teachers Association in the Management of Public Secondary School: Gatundu North, Kenya. *International Journal of Science and Research (IJSR)*. 6. 2319-7064.
- [10]. Michael, O. (2013). *Qualitative Research and Evalustion Methods 3rd Edition*. Sage publications. Thousand.London,New Delhi.
- [11]. Mugenda, O. &. (2003). *Research Methods:Quantitative and Qualitative Approaches* . Nairobi: African Centre for Technology Studies press.
- [12]. Mugure, S. (2012). *Impact of Resources Utilization in Education as Perceived by Teachers in Secondary Schools in Mathioya District, Murang'a County,Kenya.(Unpublished thesis)*. Kenya: Kenyetta Unuversity.
- [13]. Nsengiman,T., Habimana,S., & Mutarutinga. V. (2017). Parents Teachers Association and Management in nine secondary schools from three districts in Rwanda. *Rwandan Journal of Education*, 4(1).55-69.
- [14]. Obunadike, J. (2020). *The Role and Responsibilities of the PTA and Community in the Nigerian Educational System*. Ibadan: University Press
- [15]. Okendu, J.N. (2012). The role of school board, school heads and parent-teachers association in the effective management of public schools. *Journal of Education and Practice*, 3(8), 201-208.
- [16]. Osadolor, O. (2016). The community participation in the management of secondary schools. *European Journal of Education Studies*, 2(1), 111-118.
- [17]. Rudhumbu, N. (2018). The use of motivation teaching method in primary schools in Zimbabwe: a case of the first decade after independence. *British Journal of Education*, 2(3), 22-36.
- [18]. Surbi, S. (2021, February 26). *Differences between Management and Administration*. Retrieved from <https://keydifferences.com/difference-between-management-and-adminstration.html>